

# 1

# FOOD FOR HEALTH



**1** **SPEAK** Look at the photo and answer the questions.

- What is the woman thinking about?
- What would you choose in her situation?

**2** **SPEAK** Read the comments. Choose one and reply to it.



**Louis97**  
OMG! I love chocolate! 😊



**Auggie17**  
The apple 100% – tasty & healthy! 💪



**MeLly**  
Only apples – I ❤️ vegan.



**SpookySteve**  
Haha! Story of my life – my parents say fruit, I say sweets!

Comment



Types of food • Preparing food



1 **SPEAK** Name your most and least favourite product in each category from the box. Are your tastes similar?

dairy drinks fruit meat and fish sweets vegetables

*My favourite dairy product is yoghurt. I hate warm milk, though!*

2 Do the food quiz below.

KNOW YOUR INGREDIENTS!

- |  |  |
|--|--|
| 1 Which of these can you use instead of sugar?<br><b>a</b> honey<br><b>b</b> crisps<br><b>c</b> pancakes | 4 Which of these is NOT seafood?<br><b>a</b> beef<br><b>b</b> prawns<br><b>c</b> salmon              |
| 2 Which of these can be in a sandwich?<br><b>a</b> pumpkin<br><b>b</b> cream cheese<br><b>c</b> cream    | 5 Which of these vegetables is NOT green?<br><b>a</b> onion<br><b>b</b> broccoli<br><b>c</b> spinach |
| 3 Which of these contains flour?<br><b>a</b> yoghurt<br><b>b</b> rolls<br><b>c</b> cereal                | 6 What can you do with an apple?<br><b>a</b> squeeze<br><b>b</b> blend<br><b>c</b> peel              |

3 **KEY WORDS** Read the forum posts and match the highlighted words to categories 1-4.

- |                                   |                  |
|-----------------------------------|------------------|
| 1 spices and seasoning: salt, ... | 3 dairy products |
| 2 vegetables                      | 4 cooking verbs  |



pe4nut

Hi, guys. I'm going for a picnic with my family on Saturday, and I need to bring some food. Any recipes for a healthy snack that looks delicious and is easy to make?



ana755

How about some tacos? You need a box of taco shells, some chicken, three **peppers** (different colours), one **cucumber**, a small pot of **sour cream**, a jar of tomato sauce and a little **salt** and **chilli powder**.

**Cut** the chicken into small pieces, **add** two pinches of salt, and then **fry** the meat in a little olive oil. Add the tomato sauce and some chilli powder. Then put the meat inside the taco shells and add the vegetables and sour cream. Of course, cut the cucumber and the peppers first 😊 You may also **squeeze** some lemon juice on top. You can take the ingredients with you and make the tacos just before **servng** them. Oh, and if there is a vegetarian among you, you can always replace the chicken with tofu. Good luck!

4 **SPEAK** Think of a healthy picnic snack that uses three ingredients from the quiz and the forum posts. Tell your partner how to make it.

5 **1.06 SPEAK** Complete the sentences with the words from exercises 2 and 3. Listen and check. Then decide which sentences are true for you.

- I usually have a bowl of *cereal* with y\_\_\_\_\_ and fruit for breakfast.
- I don't often eat meat, but when I do, I only have good quality b\_\_\_\_\_.
- No one in my family eats p\_\_\_\_\_. We all hate seafood.
- I'm allergic to dairy, so I don't add any s\_\_\_\_\_ c\_\_\_\_\_ to soup.
- As a child I didn't like green vegetables, like b\_\_\_\_\_ or s\_\_\_\_\_.

6 **KEY WORDS** Translate into English. Use the highlighted words. There is one extra word.

box • carton • jar • packet • pinch • pot

- How many *jars of honey* (stoików miodu) are there in the cupboard?
- We need two \_\_\_\_\_ (pudetka czekoladek) – one for Mary and one for Rachel.
- How many \_\_\_\_\_ (kartonów mleka) are there in the fridge?
- Grandma asked me to get her a \_\_\_\_\_ (paczkę chipsów).
- The soup has no taste. Add a \_\_\_\_\_ (szczyptę soli), OK?

7 **SPEAK** Describe the video still and answer the questions.



- Where do you think you could find a photo like this?
- Do you think posting photos of food on social media is a good idea? Why/Why not?
- Would you like to make such a dessert for a picnic?

**FAST FINISHERS**

Plan your perfect menu for one day.

1 **SPEAK** What are calorie counter apps? Why do you think people count calories?

2 **1.07** Read the ad and answer the questions.

- 1 Who is FitUpp for?    2 How does the app work?

### HEALTHY EATING MADE EASY!



Are you wondering **how much weight** you can lose by improving your diet? Or maybe you just want a healthier diet and need **a little help**? Try FitUpp – a new app which counts **how many calories** you eat every day. Just enter **every meal** and **each snack** that you have had into the app and learn whether you are eating **too many calories**. You can also find out if you are getting **enough vitamins** and **minerals**. The app will tell you if you eat **too much sugar** or **fat**, too. There aren't **many apps** like this available, and it doesn't take **much time** to install FitUpp, so why wait?

3 **Complete the table with the underlined nouns from exercise 2. Then add the foods from exercises 2 and 3 on page 9.**

Rzeczowniki policzalne (Countable nouns)	calories, <i>meal</i> , ... crisps, <i>pancakes</i> , ...
Rzeczowniki niepoliczalne (Uncountable nouns)	weight, <i>help</i> , ... honey, <i>cream cheese</i> , ...

4 **Look at the video still and study the grammar table below. Then complete the gaps with the missing quantifiers.**

Key Grammar		
Określniki ilości		
Określników ilości ( <i>quantifiers</i> ) używamy, aby podać liczbę lub ilość czegoś lub zapytać o nią.		
Określnik	Rzeczowniki policzalne	Rzeczowniki niepoliczalne
kilka, trochę	<i>a few</i>	<i>a little</i>
	<i>some</i>	
mało	<i>few</i>	<i>little</i>
dużo	<i>a lot of/lots of</i>	
dużo (w pytaniach i przeczeniach)	<i>many</i>	<i>much</i>
wystarczająco dużo	<i>enough</i>	
za dużo	<i>too many</i>	<i>too</i> <sup>1</sup>
za mało	<i>too few</i>	<i>too little</i>
każdy	<i>each</i> / <sup>2</sup>	-
żadne (w przeczeniach); jakiś (w pytaniach)	<i>any</i>	
ile?	<i>how</i> <sup>3</sup> ?	<i>how much</i> ?

5 Choose the correct options.

### FitUpp – Users' Forum

- ♦ I know I should count calories, but it seems like a <sup>1</sup>*little / lot of* work. 😞 <sup>2</sup>*Many / Each* time I try, I get tired quickly. How <sup>3</sup>*much / many* times a day do you people use the app?
- ♦ I use it after <sup>4</sup>*many / every* meal or snack. I started a <sup>5</sup>*little / few* weeks ago, and the results are amazing.
- ♦ <sup>6</sup>*Much / Some* people think using the app takes <sup>7</sup>*too much / enough* time, but that's not true. Only <sup>8</sup>*a few / a little* minutes a day, and you can lose <sup>9</sup>*any / a lot of* weight very quickly.

6 **SPEAK** **Complete the sentences with one word in each gap. Then decide which sentences are true for you. Compare your answers.**

- 1 I think using a calorie counter takes too *much* time.
- 2 I don't follow diets at all.
- 3 I'm not sure I have vitamins in my diet.
- 4 My parents say I eat too sweets.
- 5 I have a healthy breakfast at home morning.
- 6 Unfortunately, I eat very vegetables.

7 **SPEAK** **Translate into English. Then answer questions 1–2 and say if you agree with statements 3–4.**

- 1 Czy w Twoim mieście są jakieś restauracje wegetariańskie?  
*Are there any vegetarian restaurants in your town?*
- 2 Ile jedzenia wyrzuca Twoja rodzina każdego tygodnia?
- 3 Wszystkie dzieci jedzą za dużo słodyczy.
- 4 Młodzi ludzie powinni jeść dużo owoców i warzyw, trochę mięsa i nabiału oraz bardzo mało cukru.

### FAST FINISHERS

**Write sentences about five products that are in your fridge and five that are not (as far as you remember.) Use different quantifiers.**

*There are a few eggs.*

*There isn't any cola.*

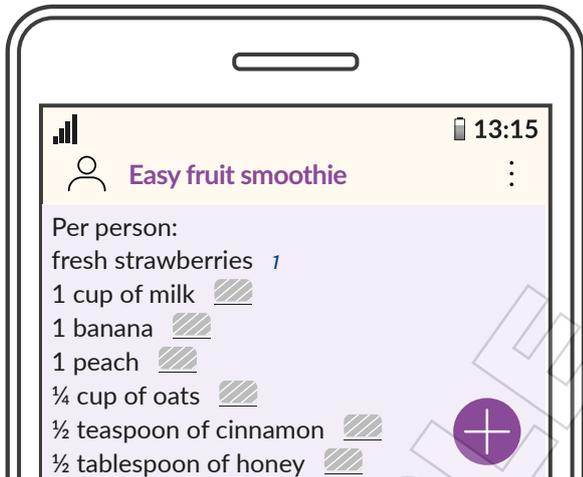


Giving instructions (cooking)

- 1 **SPEAK** Name three healthy snacks or drinks that you can have after coming back from the gym.
- 2 Look at the video still. What do you think Katya is learning to make?



- 3 **1.08** Listen to the dialogue. In what order does Malik mention the ingredients?



- 4 **1.08** Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

Key Phrases	
<b>Giving instructions</b>	
<b>Ordering</b> First ... Next ... Then ... Finally ... Last ...	
<b>Giving instructions</b>	
It's important (not) to ...	You have to ...
Chop the fruit, and I'll ...	Add some (oats) if you're hungry.
Be careful not to ...	All you have to do is ...
Try (not) to ...	
That's great.	
<b>Asking questions</b>	
What do we have to do?	Is this correct?
What do I do with ...?	Is that OK, or should I ...?
How do I ...?	Shall I (mix it) now?
What's next?	And now?
What now?	
Like this?	

- 5 Complete the mini-dialogues with two words in each gap. Use the Key Phrases.
  - A: Take two eggs out of the fridge.  
B: *Shall I* mix them with the flour?  
A: Yes, please.
  - A: What do \_\_\_\_\_ with the onion?  
B: \_\_\_\_\_ have to do is fry it in a pan. \_\_\_\_\_ to burn it.
  - A: Next, add some tomato sauce to the soup.  
B: Done! \_\_\_\_\_?  
A: Add a pinch of salt.
  - A: First get the bananas. \_\_\_\_\_ them into small pieces.  
B: \_\_\_\_\_?  
A: No, a bit smaller.
- 1.09** **SPEAK** Listen and check your answers to exercise 5. Then practise the dialogues in pairs.
- KEY WORDS** Complete the sentences with the highlighted verbs.

boil • chop • cool • mix • pour • prepare

- Chop the onions before you add them to the soup.
  - To make pancakes, \_\_\_\_\_ some flour with a little milk, an egg, and a pinch of salt.
  - First, \_\_\_\_\_ the sauce: wash the tomatoes, cut them into small pieces and \_\_\_\_\_ them in a pot with a little water.
  - After a few minutes, \_\_\_\_\_ the tea into cups.
  - Allow the biscuits to \_\_\_\_\_ before serving.
- 8 **SPEAK** Role-play the dialogue using the Key Phrases. Then change roles and do the task again.

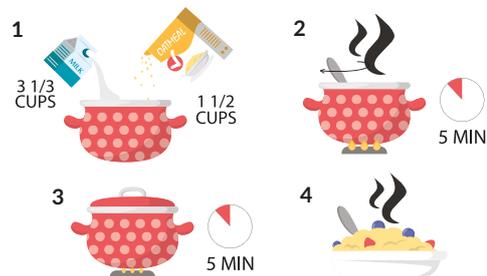
**Uczeń A** Zaproponuj koledze/koleżance\* przygotowanie swojej ulubionej prostej potrawy. Wytłumacz, jak ją przygotować. W trakcie rozmowy odnieś się do następujących kwestii:

- składniki potrzebne do przygotowania potrawy,
- na co należy uważać w trakcie jej przygotowania,
- jak podawać potrawę.

**Uczeń B** Poproś kolegę/koleżankę o doprecyzowanie jednej ze wskazówek. W trakcie rozmowy zadawaj pytania, np. co masz zrobić w następnej kolejności.

**FAST FINISHERS**

Look at the pictures and write the recipe for milk and berry porridge.



\*W całej serii Impulse zastosowano kolejność form męska/żeńską. Zachęcamy jednak do zapoznania się z tendencjami etykietalnymi współczesnej polszczyzny.

# 1.4 Reading

## An article about the best brain foods



**1** **SPEAK** Add five products to the categories below. Which of them do you like and dislike?

Foods that are good for you: *broccoli, olive oil, ...*  
 Foods that are bad for you: *crisps, cola, ...*

**2** **SPEAK** What do you eat when you are stressed? Do you have a special diet before an exam?

**3** Read the definition and decide which of the foods from the box are examples of superfoods.

**superfoods** /'su:pəfu:dz/ noun [C] foods with a lot of antioxidants or vitamins which can improve your health and keep away some diseases

avocados berries cornflakes fruit yoghurt garlic  
 honey nuts pumpkin seeds salmon spinach

**4** Read the first paragraph of the text quickly and choose the best summary.

The text gives advice about

- a food to help you feel and think better.
- b superfoods that help you perform better at sports.
- c the best kinds of food for young people to eat.

**5** **1.10** Read the text and choose the correct options.

- 1 When you eat dark chocolate,
  - A it's important to take care with the amount.
  - B you immediately feel happier and calmer.
  - C it causes problems with your blood sugar.
- 2 When you don't drink enough water,
  - A your mood will be much worse.
  - B it will not change your memory.
  - C you will find it more difficult to concentrate.
- 3 If you don't get enough B vitamins, you
  - A are often likely to feel hungry between meals.
  - B will have low energy, but will be happy.
  - C should eat more foods like beans and fish.
- 4 According to the text, nuts
  - A deliver energy slowly.
  - B can make you feel more cheerful.
  - C are better than proteins or wholegrains.
- 5 You should eat eggs and bananas
  - A because they contain a lot of serotonin.
  - B only four times a week.
  - C to help your body produce serotonin.

**6** **KEY WORDS** Look at the highlighted words and phrases in the text. Use their correct forms to complete the sentences below.

- 1 A few almonds or a piece of mango every day can help you *reduce* stress and \_\_\_\_\_ you \_\_\_\_\_ before exams.
- 2 Some people eat sugary snacks to \_\_\_\_\_ them \_\_\_\_\_ when they feel sad, but I prefer bananas.
- 3 I never \_\_\_\_\_, even if I'm very busy. I try to eat regularly.
- 4 Nuts are an example of a snack that \_\_\_\_\_ slowly.
- 5 When you don't drink enough water, you may have \_\_\_\_\_, from happiness to sadness.

**7** Find nine plural nouns in the definition and the box in exercise 3. How are their endings pronounced? Copy and complete the table below.

/s/	/z/	/ɪz/
<i>antioxidants</i>	<i>superfoods</i>	_____
_____	_____	_____
_____	_____	_____

**8** **1.11** Listen and check your answers to exercise 7. Then listen again and repeat.

**9** **SPEAK** Answer the questions.

- 1 After reading the text, do you feel like changing anything in your daily diet?
- 2 Do you agree that what we eat is important to how we feel and how fast we learn new things?



### FAST FINISHERS

You've just got a message from a friend complaining that he/she is feeling stressed and finds it hard to concentrate. Write a list of changes you suggest he/she makes in his/her diet.



Choose two superfoods from exercise 3 and find some information online about how they improve your health. Are you going to include them in your diet? Why/Why not? Tell the class.



# Mind what you eat!

Everyone knows that a healthy diet is good for both your body and your mind. Eating the right foods, especially superfoods, is important for the way you feel and think. You don't have to make many changes to make a difference! Here are some suggestions – look online for other ideas.

## Feeling stressed?

Foods that are high in magnesium (Mg) can make you feel calmer. Dark chocolate is good, but don't eat more than fifty grams at a time. When you eat lots, your blood sugar goes up quickly and then falls. A few almonds (around twelve) will give you about twenty percent of the magnesium your body needs every day. Mangos are a great fruit to help you **calm down** because they contain a chemical that **reduces stress**. You should also reduce fast food and sugary snacks.

## You've got a test and you need to concentrate?

Blueberries can help to improve your brain function. One study showed that students did tasks ten percent faster and better after drinking blueberry juice. Also, remember to drink enough water – around two litres a day. Drinking too little water can cause low energy and **mood changes**, and then it's harder to study or remember information.



You will find B vitamins and a lot of protein in **peas**, **beans** and **lentils**.

## No energy?

The body can't get or make energy without B vitamins. You will find them in beans and peas, fish and seafood, wholegrains and green vegetables. Low blood sugar can also make you feel tired, so you must eat regularly to keep your blood sugar at a good level. Don't **skip** any **meals**, and choose foods that **give** you **energy** slowly, like nuts – try thirty grams of nuts a day.

## You want to improve your mood?

Serotonin is the 'happiness hormone', so eat foods that help the body to make it, such as eggs and bananas. Studies show that just a few bananas a week can **cheer** you **up!** Also, make sure you're eating enough protein. The chemicals in protein are necessary for the brain. You will find a lot of protein in foods such as fish and eggs, and vegetables such as peas, beans and lentils.

### GLOSSARY

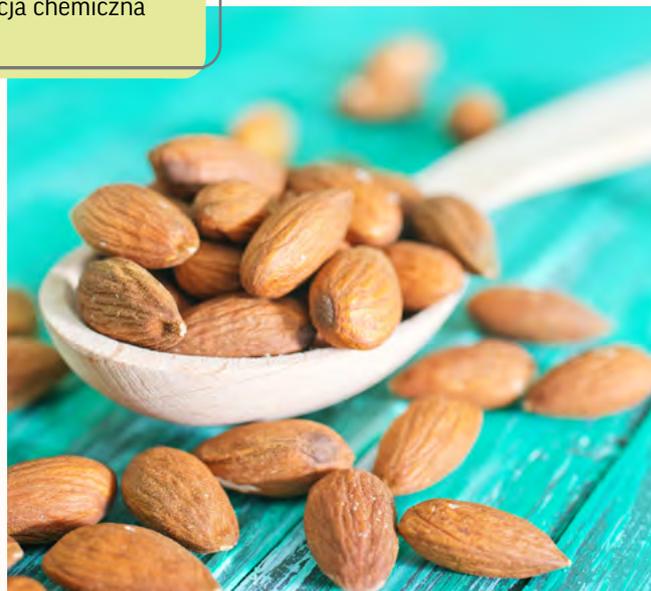
**blood sugar** – poziom cukru we krwi

**chemical** – substancja chemiczna

**protein** – białko



**Blueberries** can help to improve your brain function.



A few **almonds** will give you twenty percent of the magnesium your body needs every day.

# 1.5 Vocabulary 2

## Illnesses and treatment

### 1 **SPEAK** Answer the questions.

- 1 Are you allergic to any foods?
- 2 Do you often catch colds? What do you do to feel better when you have a cold?

### 2 In each sentence, choose two options that can complete the gap.

- 1 I always catch a *cold* / *the flu* / *a cough* in winter.
- 2 I'm not going – I have a bad *backache* / *stomach ache* / *throat ache*.
- 3 I stayed at home because of a high *fever* / *infection* / *temperature*.
- 4 I feel *ill* / *unwell* / *hurt* – I need to see a doctor.
- 5 If you want to feel better, you need to take *medicine* / *painkillers* / *treatment*.

### 3 **1.12 KEY WORDS** Complete the advice with the highlighted phrases. There are two extra phrases. Listen and check.

**allergic reaction** • **use nose drops** • **food poisoning**  
**heart attack** • **make an appointment** • **sore throat**  
**take an aspirin**

- a Have some syrup. Do you have a *sore throat* as well?
- b Take some painkillers and  with the dentist.
- c Perhaps it's the flu. You should stay in bed and . If it doesn't help, see your GP.
- d A rash? Isn't that a/an ? Go to the chemist's – they should be able to give you some medicine.
- e It might be . Stay in bed, don't try to eat anything, and drink lots of water.

### 4 **1.13** Listen to five short recordings. Match the speakers' problems to the advice from exercise 3.

- 1     2     3     4     5 

### 5 Look at the photo at the bottom of the page. What do you think its purpose is? Read the text and match the photo to one of the rules.

### 6 **KEY WORDS** Complete the sentences with the highlighted words and phrases from the text. There are four extra highlighted words.

- 1 What are the typical *symptoms* of food poisoning?
- 2 In spring, people who have allergies  a lot.
- 3 Use hand sanitiser to keep the  off your hands and  the flu.
- 4 To improve your , take a lot of vitamins C and D.
- 5 Can you get me some nose drops from the chemist's? I've got a .
- 6 Every week, more than twenty students .

### 7 **SPEAK** Answer the questions. Then share your ideas with the rest of the class.

- 1 What should you do to prevent infections and stay healthy?
- 2 Suggest some natural ways of treatment for the following problems:
  - a a sore throat,
  - b a headache.

### **FAST FINISHERS**

-  Make a list of the three worst pieces of advice you received when you were feeling ill.

## ATTENTION STUDENTS!

More and more students in our school **are coming down with the flu**.

How do you avoid getting ill?

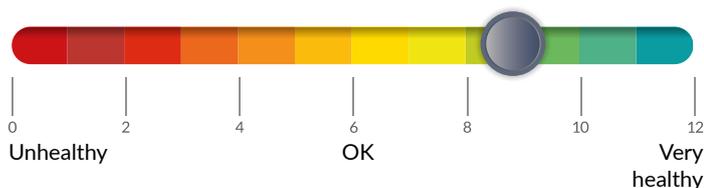
Here are some basic rules to **prevent illnesses**.

- 1 Wash your hands regularly. Always use soap.
- 2 Don't touch your face. Your nose and eyes are the most common ways through which **germs** enter your body, so keep them clean!
- 3 If you have a cough or a **runny nose**, make sure you cover your face with your elbow when you **sneeze** or **cough**.
- 4 Do not share food with other students. In flu season, it's better to stick to your own lunch.
- 5 Eat green vegetables – they **boost your immune system**.
- 6 Drink a lot of water to avoid **dehydration**.
- 7 Work out and go outdoors. Regular exercise helps your body **fight off infections**.
- 8 And the last and final warning: if you have any **symptoms** of a cold or flu, stay at home!



## A conversation about healthy sleeping habits

- 1 **SPEAK** On a scale from 1 to 12, how healthy is your lifestyle?



- 2 **1.14 KEY WORDS** Read and listen to the interview answers. Which speaker is most similar to you?

## HOW DO YOU STAY HEALTHY?

It's important to **take care of** yourself. I **keep fit**. I have an exercise routine, and I stick to it. I **spend time outdoors** when I can. When I **get active** regularly, I don't get stressed.

## Aarav

I try to go to bed early and get up at the same time every day. That way, I **get enough sleep** and I wake up refreshed. I sometimes **stay up** late at the weekend, so I usually **sleep in** then.

## Josie

I'm careful about what I eat and drink, but I don't always manage to have a healthy diet. I should **give up** caffeine and fizzy drinks, and **cut down on** sugary snacks, especially before bed as they can keep me awake.

## Darryl

- 3 Look at the highlighted phrases from exercise 2. What do you think they mean?
- 4 **1.14** Which of the highlighted phrases from exercise 2 are phrasal verbs? Use them to complete the sentences below.
- I definitely drink too much coffee. I shouldn't drink so much, so I need to  it.
  - I have a lot of studying to do, so maybe I will  late tonight.
  - She should  fast food completely if she wants to keep fit.
  - They don't have to get up early tomorrow. They can  until 10 am.
- 5 **SPEAK** Answer the questions.
- How many hours' sleep do you get?
  - Do you have a routine before bed?
  - What can you do to get a good night's sleep?



- 6 **1.15** Listen to a conversation. Which topic from exercise 5 do Kaylee and Erin not discuss?
- 7 **1.15** Listen to the conversation again and correct the sentences.
- Few experts think teenagers should start school later.  
*Lots of experts think teenagers should start school later.*
  - Kaylee usually feels tired at about 10 pm.
  - Teenagers should sleep at least ten hours a night.
  - Scientists say school should start at 10 am at the earliest.
  - It's a good idea to switch off electronics at least three hours before bed.
  - You should have some sugary snacks or fizzy drinks before bed.
- 8 **1.15** Listen to the conversation again and answer the questions.
- Why aren't teenagers sleepy in the evening?  
Because their brain starts producing melatonin *later than a child's brain*.
  - What time does Kaylee usually wake up?  
At .
  - What happens when you don't get enough sleep?  
It's hard to .
  - What happened to Kaylee on her way to school?  
She almost .
  - What can you do to fall asleep more easily?  
You can make your room .
  - What should Kaylee give up before bedtime?  
She should stop having .
- 9 **SPEAK** Would you like to start and finish school later? Why/Why not?

## FAST FINISHERS

Create a crossword puzzle in which SLEEP is the mystery word. Use words from the unit. Don't forget to include the clues!

- 1 **SPEAK** Do the quiz. Check your results on page 155. Are the results similar to your answers to exercise 1 on page 15?

### How healthy are your habits?

- How much sleep do you normally get every day?
  - 6 hours or less
  - 7–8 hours
  - 8 hours or more
- How many meals a day do you have?
  - 1–3
  - 4
  - 5 or more
- How many portions of vegetables do you eat every day?
  - fewer than 2
  - 2–4
  - 5 or more
- How often do you snack on sweets or crisps?
  - every day
  - sometimes
  - never

- 2 **1.16** Listen to Molly and Keith doing the quiz from exercise 1. Then decide which answers they choose in questions 1–4: a, b or c. Check their results on page 155.

Question 1 – Molly: answer b, Keith: ...

- 3 **1.17** Look at the video still and study the grammar table. Complete the table with examples a–f from the dialogue in exercise 2.
- I know I need to sleep more.
  - I spend a lot of time online before going to bed.
  - It's hard to fall asleep later.
  - At least you admit doing it wrong!
  - Eating enough vegetables is extremely important.
  - We should both work harder to make our lifestyles healthier.

- 4 Choose the correct options.

- I go to bed at 9 pm *to get / getting* enough sleep.
- It's important *to drink / drinking* plenty of water.
- To spend / Spending* time outdoors is good for you.
- The doctor suggested *to do / doing* more exercise outdoors.
- Karen is keen on *to cycle / cycling*.

- 5 **1.18** Read the **WATCH OUT** box. Then complete the **Verb patterns** table with the verbs from the box. Add as many verbs as you can. Use a dictionary to help you.

admit agree begin can't stand choose decide dislike enjoy forget hate help hope like learn love miss need offer plan practise promise refuse start want

Verb patterns	
Verb + gerund	admit, ...
Verb + to-infinitive	agree, ...
Verb + to-infinitive or gerund	begin, ...

### WATCH OUT

*begin, like, love, hate, prefer, start*

Po niektórych czasownikach, np. *begin, like, love, hate, prefer, start*, mogą wystąpić obie formy, jednak mówiąc o upodobaniach, częściej używamy formy z końcówką **-ing**:  
*I love dancing. I love to see you happy.*

- 6 **1.19** Complete the sentences with the correct forms of the verbs in brackets. Then write three sentences of your own.
- Mark admitted *skipping* (skip) breakfast regularly.
  - I want *to go* (go) swimming later.
  - Will can't stand *listening* (listen) to people talking about food!
  - They promised *to eat* (eat) healthy snacks.
  - I'm planning *to download* (download) that new calorie counter app.
  - I love *watching* (watch) documentaries about different cultures.

### FAST FINISHERS

- 1.20** Write five questions you would ask on a first date. Use a gerund or infinitive in each question.

*Are you keen on singing?*

### Key Grammar

#### Konstrukcje czasownikowe

Formy z końcówką **-ing** (*gerund*) używamy:

- po czasownikach takich jak: *admit, finish, give up, suggest*, np. <sup>1</sup> *d*
- jako podmiotu zdania, np. <sup>2</sup> *Walking*
- po przyimkach, np. <sup>3</sup> *After eating*

Bezokolicznika z **to** (*to-infinitive*) używamy:

- po czasownikach takich jak: *decide, need, want, would like*, np. <sup>4</sup> *to go*
- w zdaniach celowych, np. <sup>5</sup> *to see*
- po przymiotnikach (np. *necessary, easy*), np. <sup>6</sup> *to be*



## Grammar and vocabulary practice



1 **SPEAK** Is there any food that you do not like but eat because someone wants you to? How about when you were a child?

2 **Read the WATCH OUT box.** Then rewrite the sentences using the words in capitals.

1 Parents often force their children to eat vegetables. **MAKE**

*Parents often make their children eat vegetables.*

2 Teachers don't let us share food at school. **ALLOW**

3 At Ben's Pan, they allow customers to bring their own coffee. **LET**

4 Please don't make me go there. **FORCE**

**WATCH OUT****Bezokolicznik****Bezokolicznik z to (to-infinitive)**

**allow** somebody **to do** something (pozwolić komuś coś zrobić)

**force** somebody **to do** something (zmusić kogoś, żeby coś zrobić)

**Bezokolicznik bez to (bare infinitive):**

**let** somebody **do** something (pozwolić komuś coś zrobić)

**make** somebody **do** something (zmusić/skłonić kogoś, żeby coś zrobić)

3 **Complete the second sentence with up to three words so that it means the same as the first one. Use the word in capitals.**

1 Mike dislikes cooking for the whole family. **NOT**  
Mike *does not like* to cook for the whole family.

2 I had some biscuits for breakfast. **A**  
I had  for breakfast.

3 How did you force Maggie to eat broccoli? **MAKE**  
How did you  broccoli?

4 Mia said we could go for a pizza on Saturday. **SUGGESTED**  
Mia  for a pizza on Saturday.

5 It's very hard to count calories. **IS**  
 very hard.

6 My mum doesn't let me eat fast food for dinner. **ALLOW**  
My mum  eat fast food for dinner.

4 **Choose the correct options.**

1 If you have problems falling asleep, why don't you cut down  caffeine drinks in the afternoon?

A out B to C on

2 Both spinach and lettuce are high  minerals.

A in B with C for

3 Finally, add a  of salt and your soup is ready!

A piece B pinch C packet

4 I'm afraid you cannot really  allergies.

A prevent B fight off C boost

5 I love sleeping  on Saturdays – it makes me relaxed and refreshed for the whole weekend.

A out B up C in

6 The hardest part of my new diet is  supper.

A skipping B reducing C leaving

5 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.**

1 There *are too few eggs* (be / few / egg) to make an omelette for everyone.

2 In the interview last month, teenagers  (admit / stay) up too late on weekdays.

3 I  (not stand / get up) so early in the morning.

4 Our parents  (not allow / we) eat sweets in the evening.

5 I only have a minor infection, but my parents  (make / I / stay) at home today.

6  (there / be) toast for me?

**#BRAINTEASER**

A man looks at a photo in a photo album and says, 'I haven't got any brothers or sisters, but that man's father is my father's son.' Who is in the photo?



6 **SPEAK** Answer the question. Talk about each of the four points.

How do you stay healthy? Talk about:

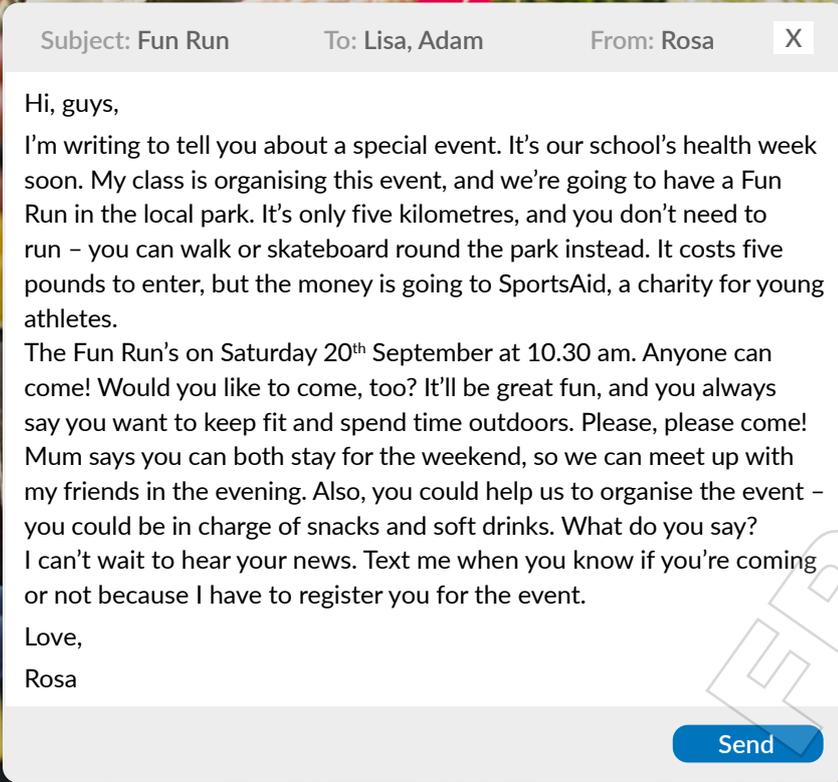
- your diet,
- your sleeping habits,
- getting active,
- personal tips for taking care of your health.

**FAST FINISHERS**

**Imagine you are a parent. What do you make your kids do? What do you allow them to do? Write four different sentences.**

# 1.9 Writing

## An informal email with an invitation



1 **SPEAK** Does your school organise any events to promote sport and other healthy activities?

2 Read the email quickly and answer the questions.

- 1 What is the event?
- 2 Who can take part?
- 3 Where and when is it?
- 4 How could Lisa and Adam help?
- 5 What does Rosa ask them to do when they know if they're coming?

3 Read the email again and number parts a–e in the correct order.

- 1 Greeting someone
- Giving the reason for writing
- Asking for help
- Asking for a reply
- Inviting to an event

4 Read two jumbled-up emails. Number the parts of each email in the correct order.

- I'm writing to tell you that I'm ill and I can't come to your run on Saturday. I've got the flu 😞 Mum says I need to stay in bed for at least a week.
  - 1 Hi, Rosa,
  - Let me know! I can't wait to hear from you.
  - Thanks for the email – it's great to hear you're doing well.
  - Cheers,  
Adam
  - But maybe we could meet next weekend? Would you like to come to my house? My parents are organising a barbecue. We are going to have a lot of good food.

- Love,  
Lisa
  - But I'd like you to do something for me – can you ask your mum to write to my parents about our plan? It's better this way if we want my parents to let me spend the whole weekend at your place.
  - I'm looking forward to seeing you!
  - Thanks for the invitation! I'd love to take part in this run! And the idea of staying for the weekend is great, too!
  - Hello, Rosa,

- 5 Study the Key Phrases box. Then read the emails in exercises 2 and 4 again. Which Key Phrases did the authors use in their emails?

Key Phrases	
<b>An informal email with an invitation</b>	
<b>Beginning</b>	<b>Asking for help</b>
Hi, ... ./Hello, ..., How are you? I hope you're well/ everything is fine.	Could you help me with the ..., please? I'd like you to do something for me. I'd appreciate your help with ...
<b>Giving the reason for writing</b>	<b>Ending an email</b>
I'm writing to tell you about .../ask you to ... The reason I'm writing is that ... I want to let you know about .../ask you if ...	I'm looking forward to seeing you. I can't wait to hear from you. All the best, .../Cheers, ... Talk to you soon!/See you soon!
<b>Inviting</b>	<b>Accepting or rejecting an invitation</b>
I'd like you to come to ... Would you like to join us (for ...)? I'm writing to invite you to ...	I'd love to ..., but ... This/The picnic/party/ workshop is a great idea! Thanks for the invitation, but ... I'm sorry, but I can't ...

- 6 Express these ideas in English. Use the Key Phrases.

- Zaproś kolegę/koleżankę na obiad do swojego domu.  
*Would you like to come to dinner at my house?*
- Poproś kolegę/koleżankę o przyniesienie sałatki na Twoją imprezę urodzinową.
- Poproś kolegę/koleżankę o pomoc w zrobieniu kanapek na wieczór filmowy, który organizujesz.
- Zaproś kolegę/koleżankę na warsztaty o roli snu dla zdrowia nastolatków.
- Podziękuj koledze/koleżance za zaproszenie na imprezę i poinformuj, że niestety nie możesz przyjść.

- 7   Do the writing task. Follow the steps in the Writing Planner.

Pomogasz w organizacji tygodnia zdrowego odżywiania w swojej szkole. W e-mailu do kolegi/koleżanki z innej szkoły:

- napisz, jaki cel ma impreza,
- poinformuj go/ją o szczegółach dotyczących imprezy,
- zaproś kolegę/koleżankę do uczestnictwa w imprezie,
- poproś o pomoc w organizacji akcji.

Długość tekstu powinna wynosić od 100 do 150 słów.

*Hi! I want to let you know about the Healthy Eating Week that my school is organising.*

## WRITING PLANNER

### THINK

- Pomyśl o szczegółach imprezy, o której będziesz pisać (np.: warsztaty zdrowego gotowania, spotkania z dietetykami).
- Zaplanuj, o jakiego rodzaju pomoc poprosisz kolegę/koleżankę (np.: zrobienie zakupów na warsztaty, wykonanie plakatu informacyjnego).

### PREPARE

- Przy każdym podpunkcie z ćwiczenia 7. wynotuj zwroty z ramki Key Phrases, których użyjesz, by go rozwinąć.
- Zaplanuj układ swojego e-maila. Wykorzystaj jako wzory ćwiczenie 3. oraz e-mail Rosy.

### WRITE

Napisz e-mail, wykorzystując swoje notatki i zwroty z ramki Key Phrases. Pamiętaj o nieformalnych zwrotach grzecznościowych na rozpoczęcie i zakończenie e-maila.

### CHECK

Sprawdź swój e-mail i odpowiedz sobie na pytania:

- Czy rozwinąłeś/rozwinęłaś wypowiedź we wszystkich czterech podpunktach polecenia?
- Czy długość e-maila wynosi 100–150 słów?
- Czy e-mail zawiera zwroty grzecznościowe charakterystyczne dla listów nieformalnych i jest poprawny językowo?

- 8  Exchange your emails and write a reply accepting or rejecting the invitation.

### FAST FINISHERS

 Make a shopping list for a school healthy cooking workshop. Think about:

- what ingredients participants are going to need to make healthy dishes,
- how much of each ingredient they are going to need (e.g. three bags of brown rice).

Find more information online about the charity for young athletes Rosa mentioned in her email. What does it do? Who supports it? Share your findings with the class.



## VOCABULARY

### 1 Choose the correct options.

- Patients with high blood sugar have to *cut down on* / *come down with* sweets.
- I need to go to the chemist's to buy some *medicine* / *treatment*.
- Don't stay *up* / *in* too long – you've got school tomorrow morning.
- One bowl of *cereal* / *crisps* for breakfast is not enough for me, I'm afraid.
- Luckily, it's only a mild infection and I don't have a *fever* / *pain*.
- To avoid *dehydration* / *a rash*, drink a glass of water when you wake up and before you go to bed.

### 2 Complete the sentences.

- I'd like to have some salted peanut tart with *sour* cream on top for dessert.
- First, freeze the lemon – it will be easier to s\_\_\_\_\_ the juice afterwards.
- Flour and milk are the main i\_\_\_\_\_ of pancakes.
- Tom isn't at school today due to serious food p\_\_\_\_\_.
- My favourite sandwich is with c\_\_\_\_\_ cheese and smoked salmon.
- Go for a walk! You spend too little time o\_\_\_\_\_.

## GRAMMAR

### 3 Complete the sentences with one word in each gap.

- How *much* salt do you think I should add?
- Unfortunately, \_\_\_\_\_ classmates have accepted the invitation to my barbecue.
- Is there \_\_\_\_\_ garlic in this sauce?
- Put \_\_\_\_\_ honey in your tea – it's healthier.
- How \_\_\_\_\_ guests are coming for dinner?
- Add only a \_\_\_\_\_ chilli powder to the curry. I won't eat it if it's too spicy.

### 4 Complete the conversation with six verb forms from the box.

chopping to chop    cooking to cook    doing to do    helping to make    preparing

- Pete** I promised <sup>1</sup> *to make* dinner for my mum tonight, but I'm not very keen on <sup>2</sup> \_\_\_\_\_.
- Mike** I'll help you. It's easier <sup>3</sup> \_\_\_\_\_ something together. Let's make some pasta with tuna. It's easy and fast – <sup>4</sup> \_\_\_\_\_ everything will take no more than thirty minutes.
- Pete** OK, what do I do?
- Mike** Start with <sup>5</sup> \_\_\_\_\_ the onions.
- Pete** Sure thing! Thanks for <sup>6</sup> \_\_\_\_\_ me.

## USE OF ENGLISH

1 2 3 4 5 6 7 8

### 5 Choose the correct translation.

- What can I do to \_\_\_\_\_ (*uniknąć zachorowania*) ill in winter?  
A avoid getting  
B try to get  
C prevent from getting
- Leave \_\_\_\_\_ (*trochę chleba*) – we can make French toast tomorrow.  
A little bread  
B a little bread  
C any bread
- Do we have \_\_\_\_\_ (*wystarczająco dużo*) jars to put the jam in?  
A too many  
B enough  
C too much
- Many students admit \_\_\_\_\_ (*że jedzą*) unhealthy snacks.  
A to eat  
B eat  
C eating
- Tina's mum \_\_\_\_\_ (*każe jej*) eat three portions of veggies a day.  
A allows her to  
B makes her  
C makes her to

## READING

### 6a Match texts A-D to statements 1-3. There is one extra text.

- This text contains facts that are a warning for Sharon.
- In this text Sharon gets advice about a doctor's appointment.
- In this text the author quotes the opinion of an authority.

#### A

Sharon,  
I'm writing to let you know that I'm staying longer at my parents' house as I got really ill at the weekend. I started to feel very tired soon after I arrived. At first I thought it was just stress (after all the exams recently, you know), but then I got a high fever and a lot of muscle pain. It was really bad. I went to see a doctor, and it turned out it was the flu. I need a few more days to get better, but I'm not coming back to our apartment. You know – infections spread really fast, and I don't want anyone to get ill because of me. Also, you need to be really careful. The doctor here thinks many people don't treat the flu seriously, but the complications might be very bad. Let me know if you're OK.  
Keisha

B

**Feeling ill? Here's some advice on how to get better quickly!**

- ! Stay at home and in bed.
- ! Keep warm.
- ! Drink plenty of water.
- ! Take paracetamol or ibuprofen to lower your temperature and relieve muscle aches.

**And remember!**

- ! You can't cure the flu, but can ease the symptoms.
- ! There is no need to make a doctor's appointment – you can get help from the chemist's.

**MIND YOUR  
FLU  
MANNERS!**

C

**THE WORST FLU SEASON IN YEARS**

This year's flu season is the most damaging and dangerous of all those we have experienced in the last few years. According to the United States Centers for Disease Control and Prevention (CDC), the last time the USA was under such a threat was in 2009 during the 'swine flu' epidemic. Here are some statistics so far:

- 7.7% of all people in the US who need medical care suffer from flu-like symptoms (fever, muscle pain, fatigue).
- 55% of flu patients need hospital treatment.
- 20,000 patients have died.
- 70% of all flu cases are H3N2 virus – the more dangerous type.

D

Hi, Mum! I don't feel very well. I think I have a fever.

Poor dear. Anything else apart from the fever? Any aches?

No, but I'm very tired.

Then stay in bed! It could be the flu.

My roommate sent me a message saying that she's got the flu. That was two days ago. She's at her parents' now.

When were you in contact with her?

Last week, before she left.

That's it then!

Do I have to see a doctor?

Not now. Only if you get worse. Now just lie down, have some tea, and I'll call you after work. And do you remember that I warned you about going out when you're ill? You must stay at home until you are completely better!

**6b**   Read texts A–D again and complete Sharon's email below.

Keisha,  
 How are you feeling? I fell ill <sup>1</sup> *two days* after you sent the message. I had most of the typical flu symptoms – fever, tiredness, although I didn't have <sup>2</sup> . I didn't go to the doctor and I only tried to ease the symptoms. I read this brochure with guidelines for people who are ill, and instead of making an appointment, I went to <sup>3</sup>  and bought some pills to lower my temperature. I slept a lot and <sup>4</sup>  to avoid dehydration. To be honest, I did get a bit scared when I got ill, you know. I'd read an article a few days before about how bad this flu season is. More than half of flu patients have to go <sup>5</sup> ! Also, most of those cases come from a much <sup>6</sup>  kind of the virus. I'm sending you the link to the article so that you can read it, too.  
 Anyway, I'm glad that this is almost over for both of us. When are you coming back?  
 Love, Sharon

**WRITING**

**7**   Read the instructions and do the task.

Dom kultury znajdujący się/działający w Twoim mieście organizuje dla nastolatków warsztaty na temat zdrowego snu. Napisz do kolegi/koleżanki e-mail, w którym:

- zaprosisz go/ją na to wydarzenie,
- opiszysz, jaka jest Twoja rola w przygotowaniu warsztatów,
- przedstawisz szczegóły dotyczące warsztatów,
- uzasadnisz, dlaczego warto wziąć udział w takim wydarzeniu.

Długość tekstu powinna wynosić od 100 do 150 słów.

*Hi, Kuba,*

*I want to let you know about the Healthy Sleep workshop that my local community centre is organising.*

**SPEAK** Look at the photo on page 8. Guess what the woman decides to have. What makes you think so? Use the words in the word cloud.



blood sugar cut down on  
 cheer up mood blueberries  
 unhealthy  
 delicious allergic vitamins packet prevent illnesses calories prepare sweets brain healthy high in magnesium  
 taste

## 1.2 Quantifiers

**Quantifiers (określniki ilości)** to wyrażenia, których używamy, by podać przybliżoną liczbę lub ilość czegoś. W zależności od rodzaju zdania (twierdzące/przeczące/pytające) i występującego w nim rzeczownika (policzalny/niepoliczalny), używamy różnych określników ilości.

Znaczenie	Rzeczownik policzalny w l. mn.	Rzeczownik niepoliczalny	Przykład
za wiele, za dużo	<i>too many</i>	<i>too much</i>	I've eaten <i>too many</i> chocolates. He used <i>too much</i> salt and the soup was disgusting.
wiele, dużo	<i>many</i>	<i>much</i>	Do you eat <i>many</i> sweets? She hasn't done <i>much</i> exercise.
	<i>lots of / a lot of</i>		This dessert has <i>a lot of</i> calories. I drink <i>lots of</i> water to stay hydrated.
kilka, trochę	<i>some</i>		We've got <i>some</i> apples in the basket. There is <i>some</i> water on the floor.
	<i>a few</i>	<i>a little</i>	Can you get <i>a few</i> tomatoes, please? Now add <i>a little</i> chilli powder.
mało	<i>few</i>	<i>little</i>	This café is never crowded because <i>few</i> people know about it. They have <i>little</i> money, so they don't eat out.
za mało	<i>too few</i>	<i>too little</i>	We have <i>too few</i> potatoes to make chips for everybody. I have <i>too little</i> time to bake a cake.
wystarczająco dużo	<i>enough</i>		There aren't <i>enough</i> gyms in our town. Make sure you buy <i>enough</i> flour.
żadne, jakieś	<i>any</i>		We didn't have <i>any</i> symptoms. Is there <i>any</i> cola left?
Ile...?	<i>How many ...?</i>	<i>How much ...?</i>	<i>How many</i> apps do you use every day? <i>How much</i> coffee does she drink?

### UWAGA!

*Lots of* i *a lot of* używamy zwykle w zdaniach twierdzących, a *much* i *many* – w zdaniach przeczących i pytaniach, np.:  
We need *a lot of* oranges to make orange juice.  
There are *lots of* germs on smartphones and other electronic devices.  
Did you skip *many* meals when you were stressed about the exams?  
Pete doesn't drink *much* coffee.

### UWAGA!

Określników *each* i *every* (każdy) używamy z rzeczownikami policzalnymi w liczbie pojedynczej, np.:  
Tommy had a chocolate biscuit in *each* hand.  
*Every* day is different.

## 1.7 Gerunds and infinitives

**Czasowników z końcówką -ing używamy:**

- po niektórych czasownikach, zwłaszcza wyrażających emocje, np.: *admit, avoid, can't stand, consider, continue, don't mind, enjoy, finish, give up, keep (on), miss, practise, spend time, stop*:  
Do you enjoy *going* to the gym?  
I don't mind *having* dinner at home.
- jako podmiotu zdania, np.:  
*Eating* five portions of fruit and vegetables is important for teenagers' health.  
*Cooking* is much easier than it seems.
- po niektórych przyimkach, np. *about, after, before, in, of, on, without*:  
I always have a glass of milk *before going* to bed.  
My sister *isn't keen on hiking*.  
Think *about giving up* caffeine and sugary snacks.

**Bezokolicznik z to stosujemy:**

- po niektórych czasownikach, zwłaszcza wyrażających plany, intencje, decyzje i zamiary, np.: *afford, agree, choose, decide, deserve, expect, forget, help, hope, intend, learn, need, offer, plan, pretend, promise, refuse, remember, seem, start, try, want, would like*:

- I decided to become* a vegetarian.  
*My sister promised to do* the shopping this week.
- aby wskazać na cel jakiejś czynności, np.:  
Did they stand up *to see* better?  
I took part in the course *to improve* my cooking skills.
  - po niektórych przymiotnikach, np.:  
It's not difficult *to make* bread.  
Was the programme interesting *to watch*?

### UWAGA!

Po niektórych czasownikach (np.: *like, love, hate* czy *prefer*) może wystąpić zarówno forma z końcówką -ing, jak i bezokolicznik z *to*.  
Mówiąc o ogólnych upodobaniach, częściej używamy czasownika z końcówką -ing, np.  
Mum *hates spending* time indoors.  
Bezokolicznik z *to* stosujemy natomiast w odniesieniu do czynności, które wykonujemy często lub regularnie, np.  
I *like to go* to the gym with my best friend.

- KEY WORDS

VOCABULARY 1 MP3 01

add	/æd/	dodać
beef	/bi:f/	wołowina
blend	/blend/	zmiksować
bowl	/bəʊl/	miska
box	/bɒks/	pudełko, opakowanie
broccoli	/'brɒkəli/	brokuły
carton	/'kɑ:tən/	karton
cereal	/'siəriəl/	płatki śniadaniowe
chilli powder	/'tʃili 'paʊdə/	chili w proszku
cream	/'kri:m/	śmietana
cream cheese	/'kri:m 'tʃi:z/	serek kanapkowy
crisps	/'krisps/	chipsy
cucumber	/'kju: ,kʌmbə/	ogórek
cut	/'kʌt/	pokroić
dairy	/'deəri/	produkty mleczne
delicious	/'di:lɪʃəs/	pyszny
flour	/'flaʊə/	mąka
fry	/'fraɪ/	smażyć
healthy	/'helθi/	zdrowy
honey	/'hʌni/	miód
ingredients	/'ɪn'ɡri:dɪənts/	składniki
jar	/'dʒɑ:/	stoik
olive oil	/'ɒlɪv ɔɪl/	oliwa z oliwek
onion	/'ɒnjən/	cebula
packet	/'pækɪt/	paczka
pancake	/'pænk,eɪk/	naleśnik
peel	/'pi:l/	obrać
pepper	/'pepə/	papryka
pinch (of sth)	/'pɪntʃ/	szczypta (czegoś)
pot	/'pɒt/	pojemnik, kubeczek (np. jogurtu)
prawns	/'prɔ:nz/	krewetki
pumpkin	/'pʌmpkɪn/	dynia
recipe	/'resəpi/	przepis
roll	/'rəʊl/	bułka
salmon	/'sæmən/	łosoś
salt	/'sɔ:lt/	sól
sauce	/'sɔ:s/	sos
seafood	/'si:fud/	ryby i owoce morza
serve	/'sɜ:v/	podawać
sour cream	/'saʊə 'kri:m/	kwaśna śmietana
spices/seasoning	/'spaisɪz/ 'si:zənɪŋ/	przyprawy
spinach	/'spɪnɪdʒ/	szpinak
squeeze	/'skwi:z/	wycisnąć
sweets	/'swi:ts/	słodycze
taco shells	/'tækəʊ 'felz/	muszle do taco
taste	/'teɪst/	smak
tasty	/'teɪsti/	smaczny
vegan	/'vi:gən/	weganin; wegański
vegetarian	/'vedʒə 'teəriən/	wegetarianin; wegetariański
yoghurt	/'jɒgət/	jogurt

GRAMMAR 1 MP3 02

calorie counter app	/'kæləri 'kaʊntər æp/	apka do liczenia kalorii
count calories	/'kaʊnt 'kælərɪz/	liczyć kalorie
fat	/'fæt/	tłuszcz
follow a diet	/'fɒləʊ ə 'daɪət/	przestrzegać diety
lose weight	/'lu:z 'weɪt/	schudnąć
minerals	/'mɪnərəlz/	minerale
vitamins	/'vɪtəmɪnz/	witaminy

SPEAKING MP3 03

boil	/'bɔɪl/	gotować
chop	/'tʃɒp/	posiekać
cool	/'ku:l/	schłodzić
cup (AmE)	/'kʌp/	jednostka objętości równa ok. 240 ml
mix	/'mɪks/	wymieszać
oats	/'əʊts/	płatki owsiane
pour	/'pɔ:/	wlać
prepare	/'pri:peə/	przygotować
smoothie	/'smu:ði/	koktajl
tablespoon (of sth)	/'teɪbəl'spu:n/	łyżka (czegoś)
teaspoon (of sth)	/'ti:s'pu:n/	łyżeczka (czegoś)

READING MP3 04

blueberries	/'blu:bəri:z/	borówka amerykańska
brain function	/'breɪn ,fʌŋkʃən/	praca mózgu
calm	/'kɑ:m/	spokojny
calm down	/'kɑ:m 'daʊn/	uspokoić (się)
cheer up	/'tʃɪər 'ʌp/	podnieść na duchu
concentrate	/'kɒnsən'treɪt/	skupić się
give energy	/'gɪv 'enədʒi/	uwalniać energię
go up	/'gəʊ 'ʌp/	rosnąć
high in (magnesium)	/'haɪ ɪn (mæg'ni:ziəm)/	bogaty w (magnez)
lentils	/'lentɪlz/	soczewica
make changes	/'meɪk 'tʃeɪndʒɪz/	wprowadzać zmiany
mind	/'maɪnd/	umysł
mood changes	/'mu:d 'tʃeɪndʒɪz/	zmiany nastroju
peas	/'pi:z/	grozdek
reduce stress	/'ri:dju:s 'stres/	zmniejszać stres
seeds	/'si:dz/	nasiona, pestki
skip meals	/'skɪp 'mi:lz/	opuszczać posiłki
wholegrains	/'həʊl'greɪnz/	produkty pełnoziarniste

VOCABULARY 2 MP3 05

allergic reaction	/'ælə:dʒɪk rɪ'ækʃən/	reakcja alergiczna
backache	/'bæk'eɪk/	ból pleców
be allergic (to sth)	/'bi:ə'lɜ:dʒɪk/	mieć alergię (na coś)
boost the immune system	/'bu:st ðɪ 'ɪmjju:n 'sɪstəm/	wzmocnić układ odpornościowy
catch a cold	/'kæʃt ə 'kəʊld/	przeziębienie
chemist's	/'kemɪsts/	apteka
come down with the flu	/'kʌm 'daʊn wɪð ðə 'flu:/	zachorować na grype
cough	/'kɒf/	kaszel; kastać
dehydration	/'di:haɪ'dreɪʃən/	odwodnienie
feel ill/unwell	/'fi:l 'ɪl/ 'ʌn'wel/	złe się czuć
fight off infections	/'faɪt ɒf ɪn'fekʃnz/	zwalczać infekcje
flu season	/'flu: 'si:zən/	sezon grypowy
food poisoning	/'fu:d 'pɔɪzənɪŋ/	zatrucie pokarmowe
germs	/'dʒɜ:mz/	zarazki
GP (general practitioner)	/'dʒɜ: 'pi: (dʒenərəl præk'tɪʃənə)/	internista, lekarz rodzinny
hand sanitiser	/'hænd 'sænɪtaɪzə/	płyn do dezynfekcji rąk
heart attack	/'hɑ:t ə'tæk/	zawał serca
hurt	/'hɜ:t/	boleć; obolać
make an appointment (with the dentist)	/'meɪk ən ə'pɔɪntmənt (wɪð ðə 'dentɪst)/	umówić się na wizytę (u dentysty)
prevent illnesses	/'pri:vent 'ɪlnəsɪz/	zapobiegać chorobom
red spots/rash	/'red 'spɒts/ræʃ/	wysypka
runny nose	/'rʌni 'nəʊz/	katar
sneeze	/'sni:z/	kichać
sore throat	/'sɔ: 'θrəʊt/	bolące gardło
symptom (of sth)	/'sɪmptəm/	objaw (czegoś)
take an aspirin	/'teɪk ən 'æsprɪn/	wziąć aspirynę
take medicine/painkillers	/'teɪk 'medə'sən/'peɪn,kɪləz/	brać leki/środki przeciwbólowe
treatment	/'tri:tmənt/	leczenie
use nose drops	/'ju:z 'nəʊz drɒps/	zapuszczać krople do nosa
warning	/'wɔ:nɪŋ/	ostrzeżenie

LISTENING MP3 06

cut down on	/'kʌt 'daʊn ɒn/	ograniczyć
get active	/'get 'æktɪv/	zacząć się ruszać
get enough sleep	/'get ɪ'nʌf 'sli:p/	wysypiać się
give sth up	/'gɪv 'sʌmθɪŋ 'ʌp/	zrezygnować z czegoś
have a routine	/'hæv ə ru:'ti:n/	mieć swój rytuał
keep fit	/'ki:p 'fɪt/	dbać o kondycję
rest	/'rest/	odpocząć
sleep in	/'sli:p 'ɪn/	pospać dłużej
spend time outdoors	/'spend 'taɪm 'aʊt'dɔ:z/	spędzać czas na świeżym powietrzu
stay up	/'steɪ 'ʌp/	nie kłaść się spać
take care of yourself	/'teɪk 'keər əv jə'self/	dbać o siebie

WRITING MP3 07

charity	/'tʃærəti/	organizacja dobroczynna
event	/'i:vent/	impreza, wydarzenie
fun run	/'fʌn rʌn/	bieg charytatywny
workshop	/'wɜ:k'ʃɒp/	warsztaty

# 2 AMAZING PEOPLE



1 **SPEAK** Look at the photo and answer the questions.

- How do you think the person is feeling?
- Would you like to become an astronaut? Why/Why not?

2 **SPEAK** Read the comments. Choose one and reply to it.



54321

Do you think he's scared?



\*girlygirl\*

Maybe it's a she??? A beautiful lady with a strong character! 😊



Natalka16p

You need to be really tough to do this! R.E.S.P.E.C.T. 🙌



YogiB

Agree! Truly inspiring!

Comment



Personality adjectives



**1** **SPEAK** Use the personality adjectives from the box to describe characters from TV shows or films.

brave calm creative friendly generous  
honest independent kind optimistic  
patient pleasant

*Batman is very brave because he fights criminals who are much stronger than him.*

**2** Read the text. Who do you think is the best candidate? Why?

**3** **KEY WORDS** **SPEAK** Complete the definitions with the highlighted personality adjectives from the text. Then think of someone you know for each adjective.

- 1 A **courageous** person is brave and isn't frightened of dangerous situations.
- 2 A **relaxed** person is relaxed and does not worry too much.
- 3 A **curious** person is very interested in learning more about something.
- 4 A **practical** person is very practical and can make good decisions.
- 5 A **hard-working** person always puts a lot of effort into their work.
- 6 You can trust a **reliable** person to do what they say they will do.

*My brother is hard-working and talented.*

**4** Write definitions for the remaining seven adjectives.

*A self-confident person believes in his or her abilities and doesn't feel worried or frightened.*

**5** **1.17** Listen to a news programme to find out who won the show. What does the winner think about the programme?

**6** **SPEAK** Read the **WATCH OUT** box. Ask and answer questions about the people below.

- someone famous
- your best friend
- someone from your family
- your favourite teacher

*What is Robert Lewandowski like?*

*What does your best friend look like?*

*What does your mum like?*

**WATCH OUT**

**like**

*What is Sam like? (Jaki jest Sam? Jakie ma cechy charakteru?)*

*He's courageous and self-confident.*

*What does Sam look like? (Jak wygląda Sam?)*

*He's tall with brown hair.*

*What does Sam like? (Co lubi Sam?)*

*He likes football and films.*

**COULD YOU BE AN ASTRONAUT?**



**SUZIE**



**KERRY**



**TIM**

In the exciting show *Astronauts: Do You Have What It Takes?*, astronaut Chris Hadfield and a team of experts choose one winner from twelve incredible contestants. The lucky winner can join the European Space Agency programme. Now, there are only three contestants left: Suzie, Kerry and Tim. Who will win?

*“ Suzie is my favourite. She did very well in the physical challenges. She's **courageous** and not afraid to face her fears. She's **sensible** – she never does anything silly. ”*

*I expect Suzie or Kerry could win. Suzie seems **self-confident** and **reliable** – you can depend on her if there is a problem. She's **hard-working**, too, and keeps up with her training. Kerry's **enthusiastic** about becoming an astronaut – that's important. ”*

*“ It should be Kerry. She's a **talented** pilot, and she can be really proud of herself because she's got all the necessary skills. She also seems **cheerful** and **sociable**. ”*

*I think Tim could win. He always stays **cool** and he never panics in a crisis. He stays **positive** when things go wrong and deals well with difficult situations. ”*

*“ I think Tim is the best. He's **curious** and really **smart**. He loves finding out about science and comes up with new ideas. ”*

**7** **SPEAK** Look at the video still. It shows a girl who fell off a horse two years ago and is now trying to ride again. Describe the video still and answer the questions.



- 1 What fears do you think the girl is facing?
- 2 Would you like to meet this girl? What could you learn from her?

**FAST FINISHERS**

What would you like to change about your character? Give reasons. Write 4–5 sentences.

*I'd like to be more/less ... because ...*

## Used to

1 **SPEAK** What were you like as a child? What did you like to do?

*I was very curious as a child. I asked a lot of questions.*

2 **SPEAK** Read the blog post and the comments. Are you more like Clara or Robert?

### How much do we change over the years?

14  
Apr. 19



Dear readers,

I met one of my childhood friends yesterday. We went to the same primary school, and we got on really well. We used to spend every free moment together. But yesterday we didn't have anything to talk about. She's a completely changed person!

Do our characters change? Are we all different from what we were before? How about you? Did you use to be different in the past, or are you still the same?



I don't think character changes that much over the years. In the past, I was very shy, and I didn't like talking to strangers. In primary school, I had trouble finding friends to play with. Once in the second grade I refused to go to school at all! And I'm still pretty shy today.

REPLY



I'm not the same person that I was in the past. I used to be quiet, and now I'm sociable and self-confident. I used to stay at home most of the time, and I didn't use to have many friends. But now I go out almost every day! My personality is completely different now.

REPLY

3 Look at the video still and study the grammar table. Find all the examples of *used to* in exercise 2.

### Key Grammar

#### Used to

Konstrukcji *used to/didn't use to* + bezokolicznik używamy, mówiąc o stanach lub powtarzających się czynnościach z przeszłości, które obecnie nie mają już miejsca.

Forma: *used to* + bezokolicznik

+	My family <i>used to</i> live in the UK.
-	I <i>didn't use to</i> ride a horse.
?	Did you <i>use to</i> be shy as a kid? Yes, I <i>did</i> ./No, I <i>didn't</i> .
Wh-?	Where <i>did</i> you <i>use to</i> go on holiday?
Subject?	Who <i>used to</i> teach you maths in primary school?

4 **WRITE** Rewrite the sentences as negatives and questions.

1 I went to the water park yesterday.

*I didn't go to the water park yesterday.*

*Did you go to the water park yesterday?*

2 My grandad used to run five miles every day.

3 They left on time.

4 I used to leave for school at 6 am.

5 We used to have a pet rabbit.

5 **WRITE** Read the **WATCH OUT** box and look at the underlined past simple verbs in exercise 2. Which ones could you replace with *used to* + infinitive? Rewrite the sentences where possible.

*We used to go to the same primary school.*

### WATCH OUT

#### *used to* a czas past simple

Jeżeli mówimy o czynnościach powtarzających się w przeszłości, możemy użyć zarówno czasu *past simple*, jak i *used to*. Konstrukcji z *used to* użyjemy, gdy chcemy podkreślić, że dana czynność lub sytuacja nie ma już miejsca.

Mówiąc o jednorazowym wydarzeniu z przeszłości, używamy tylko czasu *past simple*.

6 **WRITE** Write 3–4 sentences answering the questions from the blog post in exercise 2. Use:

- two sentences with *used to* (positive and negative),
- at least one sentence in the past simple,
- one sentence with *be* or *can*.

### FAST FINISHERS

**WRITE** Write five sentences about yourself when you were a kid. Use the prompts below or your own ideas.

- your school
- your pets
- your hobbies
- your parents' jobs

*I used to go to primary school in Sopot.*



Asking for and giving opinions



**1 SPEAK** Look at the photo and read about the ArcelorMittal Orbit. What do you think it would be like to go on the slide?

The ArcelorMittal Orbit is a 114.5-metre-high observation tower and slide in London. It was built for the 2012 Summer Olympic and Paralympic Games.

**2** Look at the video still. Logan and Mae are talking about their experience at the ArcelorMittal Orbit Slide. Who do you think enjoyed it more?



**3** **1.18** Listen to the dialogue and check your answer to exercise 2. Then complete the sentences from the dialogue with the opinion adjectives from the box.

amazing boring brilliant disappointing exciting

- 1 Logan What did you think? Did you enjoy it?  
Mae Wow! It was *brilliant*. Totally awesome.
- 2 Mae I thought it was a really [redacted] experience.
- 3 Logan Well, we waited at the bottom for ages, and then it was over so quickly. If you ask me, it was [redacted].
- 4 Mae But didn't you think the views from the top were incredible?  
Logan Yes, the views were [redacted].
- 5 Logan Did you enjoy the ride down the slide?  
Mae I thought it might be [redacted], but it was the best bit in my opinion.

**4** **1.18** Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

**Key Phrases**

Asking for and giving opinions

Asking for opinions

- What do/did you think (of ...)?
- Did you enjoy it?
- Don't/Didn't you think that ...?
- What's your opinion (of ...)?
- What do you reckon?

Giving opinions

- I reckon (that) ... To be honest, ...
- I think/thought ... Frankly, ...
- I believe ... It was an exciting experience.
- I (really) feel/felt that ... I hated it.
- In my opinion/view ... I (really) loved/enjoyed it.
- If you ask me, ... I (really) enjoyed myself.

Opinion adjectives

amazing, awesome, awful, boring, brilliant, cool, disappointing, exciting, fantastic, incredible, terrible

**5** Look at the Key Phrases again and complete the mini-dialogues with one word in each gap.

- 1 Ann What did you *think* of the party?  
Matt To be [redacted], I thought it was boring.  
Ann Why? I thought it was really cool. I really [redacted] myself.
- 2 Drew If you [redacted] me, that space programme on BBC Two was absolutely amazing.  
Finn I agree. It was really exciting.
- 3 Gran What's your [redacted] of the new head teacher?  
Trish I think he is very enthusiastic.
- 4 Lou Did you enjoy the rollercoaster ride?  
Cal No, I didn't. In fact, I [redacted] it.  
Lou Yeah, me too.

**6** **1.19 SPEAK** Listen and check your answers to exercise 5. Then practise the dialogues in pairs.

**7** **SPEAK** Role-play the dialogue using the Key Phrases. Then change roles and do the task again.

**Uczeń A** Zaproponuj koledze/koleżance wspólne spędzenie wieczoru, np. spacer w ciekawym miejscu, wyjście na koncert lub do kina. Przedstaw swoją opinię o wybranych miejscach i zapytaj o opinię kolegi/koleżanki.

**Uczeń B** Jesteś zainteresowany propozycją wspólnego spędzenia czasu z kolegą/koleżanką.

- Wyraź swoją opinię na temat miejsca zaproponowanego przez kolegę/koleżankę.
- Zaproponuj inne miejsce i sposób spędzenia wieczoru.

**FAST FINISHERS**

You have just visited a great theme park/water park. Write a post on social media recommending a visit. Use the Key Phrases and opinion adjectives from this lesson.

# 2.4 Reading

## An article about unique strengths

- 1 Complete the collocations with the verbs from the box. There are two extra verbs.

be become do get learn make start win

- 1 *win* a race, a prize, a competition
- 2 fit, a good job, good grades
- 3 a language, something new, to surf
- 4 famous, popular, rich
- 5 money, friends, a difference
- 6 part of a team, happy, proud

- 2 **SPEAK** Choose five things from exercise 1 that you would like to achieve in the next ten years. Say how you want to achieve them.

- 3 Look at the photos on page 29 and answer the questions.

- 1 Describe the girl. What is she doing? What personal qualities do you think she has?
- 2 What are the people doing in the other picture?
- 3 Read the title of the article. What do you think it means?

- 4 Read the **WATCH OUT | SKILLS** box. Then read the article quickly and choose the best summary.

- 1 It is an article about how technology can improve people's lives and help them in their careers.
- 2 It is an article describing how people have recovered from accidents and adapted to change.
- 3 It is an article that gives information about the powers and abilities people wish they could have.

### WATCH OUT | SKILLS Określanie głównej myśli tekstu

- W określeniu głównej myśli tekstu pomoże Ci szczególnie uważne przeczytanie jego tytułu, wstępu oraz nagłówek poszczególnych części.
- Jeśli nadal nie masz pewności, jakie jest przesłanie tekstu, przeczytaj ponownie pierwszy i ostatni akapit.
- Nie musisz rozumieć wszystkich słów z tekstu, aby zrozumieć jego główną myśl.

- 5 **1.20** Read the article carefully and complete the sentences with up to three words in each gap.

- 1 Chiara started modelling when she was *fifteen*.
- 2 She learnt to walk again months after her accident.
- 3 Chiara's is an important part of her image.
- 4 Orlando can remember exceptionally well.
- 5 After Orlando's accident, his hurt for weeks.
- 6 Orlando was surprised when journalists said he was a .

- 6 Answer the questions about the article.

- 1 What happened when Chiara was thirteen?  
*She had a terrible accident.*
- 2 Why did an Italian designer write to Chiara?
- 3 Why is Chiara studying?
- 4 What happened to Orlando during a baseball game?
- 5 What connection can Orlando make between dates and days of the week?
- 6 What is Orlando's opinion of himself?

- 7 **KEY WORDS** Match the highlighted phrases from the article to definitions 1-7.

- 1 When you *grow*, you improve and become stronger.
- 2 An is something that you are able to do.
- 3 When you , you do well in something.
- 4 If you are to do something, you won't let anyone or anything stop you from doing it.
- 5 When something is a great , it means someone has achieved something important.
- 6 When something is , it is very, very good or one of a kind.
- 7 When you , you stop trying to do something because it's too difficult.

- 8 **SPEAK** Answer the questions.

- 1 Why do you think online trolls wrote cruel comments about Chiara?
- 2 What exceptional ability would you like to have? Why?
- 3 Give an example of a campaign similar to the one Chiara took part in. What was it about? Was it successful?

### FAST FINISHERS

- Plan a campaign to make people aware of a problem at your school. Make notes about the theme, activities, a celebrity you'd like to invite, etc.

Find some information about Stephen Wiltshire. What is amazing about him? What would it be like to have his abilities? Tell the class.



# UNIQUE strengths

We might all dream of being famous, but ordinary people are incredible in so many different ways! We can adapt to new things, learn and **grow**, as these two inspiring people show.

## 5 **Never give up**

Chiara Bordi is a very positive and confident person. This young Italian model went on the first of many photo shoots in 2015, at the age of fifteen. However, just a short time before that, the idea of modelling seemed impossible. When Chiara was 10 thirteen, she had a terrible accident on her way home from a dance show. She lost part of her left leg and took nine months to walk again. Then an Italian designer wrote to Chiara and asked her to model her new product – a decorative prosthetic leg covered in crystals. Instead of hiding her disability, Chiara 15 made it part of her image. It was a brave thing to do! Recently, she did a photo shoot for a campaign promoting equality in modelling. She also came third in the *Miss Italia* beauty contest, even though online trolls wrote lots of cruel comments about her – an amazing **accomplishment!** Chiara is **determined** to focus 20 on what she can do, not what she can't do. Will she become a world-famous model? Perhaps. For now, she's studying hard, hoping to become a doctor.

## **An accident that made a genius**

Orlando Serrell has got a fantastic memory for dates. He's 25 **exceptional** because he didn't use to have this **ability** until he was ten. Then, one day during a baseball game, the ball hit his head hard. He recovered, but had a bad headache for weeks. Soon, Orlando discovered that he could easily say what day of the week any date was – but only dates after his accident. Years 30 later, he can still do it. Not only that, but he also knows exactly what he did and what the weather was like on any date since that day! Orlando was surprised when scientists, newspapers and TV shows were all interested in his experience and called him a 'genius'. He thinks he's ordinary.

35 **See? We can all be inspiring humans.**

**We can have a talent or skill, and work hard to succeed.**

**We humans are awesome!**

### GLOSSARY

**beauty contest** – konkurs  
piękności

**decorative** – ozdobny

**equality** – równość

**photo shoot** – sesja zdjęciowa

**prosthetic leg** – proteza nogi



# 2.5 Vocabulary 2

## Injuries • Disability

1 **SPEAK** What do you think it takes to be a doctor? Would you like to become one?

2 **SPEAK** Choose the odd word out. Explain your choice.

- 1 ankle, finger, toe, leg (*part of a hand, not a leg*)
- 2 arm, shoulder, neck, foot
- 3 stomach, ear, cheek, forehead
- 4 knee, elbow, back, wrist
- 5 chest, toe, back, stomach

3 Complete the sentences with the odd words out from exercise 2. Use plural forms if necessary.

- 1 In the gym you shouldn't wear any rings on your *fingers*.
- 2 Don't drink coffee on an empty *stomach*. You might feel sick.
- 3 To relax, lie on your *back* and take deep breaths.
- 4 Children's *teeth* grow really fast – they need new shoes every three months!
- 5 I don't want to dance with him – he keeps stepping on my *toes*!

4 **1.21** Listen and match recordings 1–6 to pictures a–f.



a I *bruised* my knee.



b I *cut* my hand.



c I *dislocated* my arm.



d A cat *scratched* my cheek.



e I *sprained* my thumb.



f I *dislocated* my ankle.

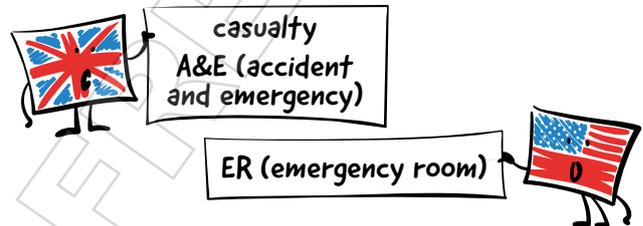
5 **KEY WORDS** Complete the captions in exercise 4 with the correct forms of the highlighted verbs.

break • bruise • cut • dislocate • scratch • sprain

6 **1.22 KEY WORDS** Choose the correct options to complete the texts. Listen and check.

a Last summer, I had a bike accident. I cut my forehead and my cheek. There was quite a lot of <sup>1</sup> **blood / muscle**. They took me to the ER, and the surgeon cleaned and dressed the <sup>2</sup> **injections / wounds**. They <sup>3</sup> **healed / bled** quickly, but I still have <sup>4</sup> **scars / injuries** here.

b A friend of mine barely <sup>5</sup> **survived / injured** a car accident. He broke both his legs and injured his <sup>6</sup> **spine / bones** pretty badly – the doctors said he might never walk again! He spent a few months with both legs in a <sup>7</sup> **bandage / plaster cast**. But he's OK now. Luckily, he doesn't even need a <sup>8</sup> **wheelchair / vaccine**.



7 **KEY WORDS** Match the sentence halves.

- |                                  |                                 |
|----------------------------------|---------------------------------|
| 1 People who are <b>blind</b>    | a a wheelchair sometimes        |
| 2 <b>Deaf</b> people communicate | need an <b>assistance dog</b> . |
| 3 <b>Disabled</b> people in      | b who helps people with         |
| 4 A <b>carer</b> is someone      | <b>disabilities</b> .           |
|                                  | c in <b>sign language</b> .     |
|                                  | d learn how to read Braille.    |

8 **SPEAK** Describe the photo using the words from exercise 7. Then answer the questions.



- 1 How does the woman in the wheelchair feel?
- 2 What personal qualities does a carer need to have?

**FAST FINISHERS**

Look at exercise 6 again. Write a similar story about yourself or someone you know. Use words from this lesson.

A radio programme about an amazing person

- 1 SPEAK** Answer the questions.
- Do you, or does someone you know, help people with disabilities? How?
  - How can we make life easier for people who cannot see or hear?
- 2 SPEAK** Look at the text about a radio series. The radio station wants listeners to suggest amazing people. Who would you suggest?

Do you know someone amazing? *Our World* is doing a radio series on ordinary but inspiring people who **change society** for the better! Do they help others **achieve their goals**? Did they **start a campaign** or **an online petition** to change the world? Or maybe they **raised money** for a good cause? Whatever it is, we want to know how those people **made a difference**. At the end of the series, one of them will win an award!

Email or call us with your suggestions!

✉ inspiringpeople@radio3 ☎ 0207 365 6987



- 3 SPEAK KEY WORDS** Complete the statements with the correct forms of the highlighted words from the text in exercise 2. Do you agree with the statements? Why/Why not?
- Starting* an online petition is a waste of time.
  - Every year, you should  a personal goal.
  - It's a great feeling to  a difference to someone else's life.
  - Every day, modern technology  society for the better.
  - money for a good cause can sometimes be frustrating because you don't get to see the result.
  - Sometimes it's easy to  a campaign, but it's hard to finish it.

- 4** **1.23** Identify the silent letters in the words from the box. Then listen, check and repeat.
- |           |       |           |            |          |
|-----------|-------|-----------|------------|----------|
| campaign  | climb | designer  | difference | exciting |
| favourite | hour  | knowledge | listener   | walk     |
| write     |       |           |            |          |

- 5** Read the **WATCH OUT | SKILLS** box and look at the texts in exercise 2. Then read exercises 6 and 7 and try to guess the answers to questions 1–3 below.
- Who is the interview about?
  - What language do the sisters use to communicate?
  - Why did Jade win an award?

**WATCH OUT | SKILLS** **Przewidywanie treści nagrania**

Przed wysłuchaniem nagrania przeczytaj zadania, które go dotyczą. Pozwoli Ci to zorientować się, o czym będzie mowa.

- 6** **1.24** Listen to the radio programme and check your answers in exercise 5. Then number the events in the order they happened.
- Jade won an award.
  - Students and teachers at Jade's school did a sign language course.
  - Jade wanted to help her sister. **1**
  - Jade started a campaign and called it 'Let Sign Shine'.
  - Jade appeared on TV and in a national newspaper.
  - Thousands of people signed Jade's online petition.
- 7** **1.24** Listen again and complete the table.

	How many?
1 Deaf people in the UK	87,000
2 People who know sign language	<input type="text"/>
3 Deaf people who go to ordinary schools	<input type="text"/> %
4 People who signed the petition	<input type="text"/>
5 The prize Jade won	£ <input type="text"/>
6 Students who took the sign language course	<input type="text"/>

- 8 SPEAK** Answer the questions.
- Do you know someone at your school (a teacher or a student) who is trying to make a difference? How?
  - Would you like to raise money for a good cause? Why/Why not?

**FAST FINISHERS**

Imagine you are going to interview Jade Chapman for a school magazine. Note down three questions you would like to ask her.

*What's your advice for all the young people out there who would like to make a difference?*

Make a list of ten basic expressions that people usually learn first when they begin to study a foreign language. Then find out how to show them in British Sign Language. Share your findings with the class.



1 **SPEAK** What is your favourite kind of music? Do you ever listen to blues, jazz or soul?

2 **1.25 SPEAK** Read the dialogue. Would you like to see Ray?

**Ben** Why didn't you pick up when I called you last night? What were you doing?

**Gran** I was watching a film, *Ray*. It was about Ray Charles.

**Ben** Who?

**Gran** You don't know him? Ray Charles is a legend!

<sup>a</sup>He started a new type of music – soul. He was blind from the age of seven, and

<sup>b</sup>while he was attending a school for deaf and blind children, he learnt to compose music. He won thirteen Grammy Awards and sold millions of albums. And he achieved all that despite his disability. Life was hard on him, but he never gave up.

**Ben** So, how about the film?

**Gran** It was great. Jamie Foxx played the main part. Imagine that 'when he was learning his script for the film, he was also studying Braille to find out what it's like to be blind. And he didn't use anybody's help in the scenes when he was playing the piano – he did it all by himself!

**Ben** That sounds really interesting. Can I borrow the DVD?



3 **Look at the video still and study the grammar table. Complete the table with examples a–c from the dialogue in exercise 2.**

### Key Grammar

#### Past continuous

Czasu *past continuous* używamy do opisywania:

- jednej lub kilku równoczesnych czynności lub wydarzeń, które trwały w określonej chwili w przeszłości, np. <sup>1</sup>
- wydarzenia, które trwało w przeszłości i podczas którego miało miejsce inne wydarzenie, wyrażone w czasie *past simple*, np. <sup>2</sup>

Forma: *was/were* + czasownik z końcówką *-ing*

Czasu *past simple* używamy, mówiąc o dłuższych lub krótszych czynnościach zakończonych w przeszłości, np. <sup>3</sup>

	I/He/She/It	You/We/They
+	I <i>was resting</i> .	You <i>were riding</i> a bike.
-	He <i>wasn't sleeping</i> .	They <i>weren't working</i> .
?	<i>Was it running?</i> Yes, it <i>was</i> ./No, it <i>wasn't</i> .	<i>Were you reading?</i> Yes, we <i>were</i> ./No, we <i>weren't</i> .
Wh-?	<i>What was I saying?</i>	<i>Why were you crying?</i>

4 Find more examples of the past continuous in the dialogue in exercise 2.

5 **SPEAK** Choose the correct options. Are the sentences true or false for you?

- 1 When I *walked* / *was walking* to school this morning, I *saw* / *was seeing* a police car.
- 2 At 5 am, I *slept* / *was sleeping*.
- 3 I *went* / *was going* to the cinema last week.
- 4 Last Sunday, the sun *shone* / *was shining* all afternoon, so I *went* / *was going* to the park.
- 5 This time yesterday, I *didn't do* / *wasn't doing* anything. I *just relaxed* / *was just relaxing*.
- 6 I *arrived* / *was arriving* at school late this morning. My classmates *already worked* / *were already working*.

6 **Read the WATCH OUT box. Then translate the fragments in brackets into English. Use while where possible.**

- 1 I was helping mum in the kitchen *while Mike was lying* (podczas gdy Mike leżał) on the couch.
- 2  (Gdy trenowaliśmy), an accident happened.
- 3  (Kiedy rozpoczęli kampanię), thousands of people began sending emails.
- 4 The whole team celebrated  (kiedy osiągnęliśmy cel).
- 5  (Kiedy jechałem na rowerze), I lost my balance and crashed into a tree.
- 6 What were you talking about  (kiedy zaczął się film)?

#### WATCH OUT

#### when i while

Dwie części zdania łączymy za pomocą spójników: **when** (kiedy) lub **while** (podczas gdy). Spójnika **while** możemy użyć wyłącznie przed zdaniem w czasie *past continuous*.

*While he was playing football, the ball hit his head.*

*The ball hit his head while he was playing football.*

*When she was riding her bike home, she had an accident.*

*She was riding her bike home when she had an accident.*

#### FAST FINISHERS

**Write an opening sentence for four different books using when or while. Try to choose different types of books, e.g. a romance, a horror, a war drama, a diary etc.**



Grammar and vocabulary practice

**1 SPEAK** Describe a situation in which you were:  
 • positive • sensible • creative  
*Last week, while I was doing my art homework, I was really creative.*

**2** **1.26** **Number the sentences in the correct order to make a dialogue. Listen and check.**  
 a I agree! Perhaps you'd like to join the course, too? What do you think?   
 b How is your sign language course going, Warren? **1**  
 c Really? That's surprising! So you are enjoying it?   
 d If you ask me, it's brilliant what you're doing. You never know when these skills will become useful.   
 e I am! I really feel that I'm learning something useful! It was a good idea to do the course.   
 f It's going very well, thank you! Sign language is not that difficult to learn.

**3** **1.27** **SPEAK** **Complete the gaps to make logical mini-dialogues. Listen and check. Then practise the dialogues in pairs.**  
 1 X: *Did you have a good weekend?*  
 Y: Yes, I did, thanks. We had a party on Saturday and a picnic on Sunday.  
 2 X: How   
 Y: It's going quite well, thank you. Italian is not that difficult to learn.  
 3 X: What do you think of this new show?  
 Y: quite boring.  
 X: Really? I think it's amazing!  
 4 X: I went on the rollercoaster yesterday.  
 Y: Did   
 X: No, not at all! It was awful.

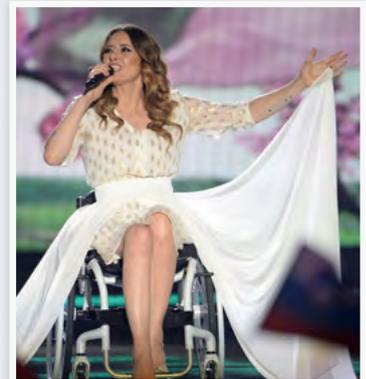
**4** Read the **WATCH OUT** box. Then translate the sentences into English.  
 1 Byli przyzwyczajeni do dostawania nagród.  
*They were used to getting awards.*  
 2 Kiedyś dostawaliśmy więcej pracy domowej.  
 3 Niektórzy pacjenci nigdy nie przyzwyczajają się do bycia na wózku.  
 4 Tom kiedyś był pracowity.  
 5 Czy jesteś przyzwyczajony do spotykania sławnych ludzi?

**WATCH OUT** *used to, be used to, get used to*  
*I used to live alone.* (Kiedyś mieszkałam sama.)  
*I was used to living alone.* (Byłam przyzwyczajona do samotnego mieszkania.)  
*I got used to living alone.* (Przyzwyczaiałam się do samotnego mieszkania.)

**5** Choose the correct options.  
 1 Karen is usually *sociable* / *patient*, but not when she is stuck in a traffic jam.  
 2 Children are often under pressure to *succeed* / *achieve* in school.  
 3 Sue was *determined* / *inspiring* to win the competition.  
 4 I had a really bad cold, and it took me a lot of time to *survive* / *recover*.  
 5 After the accident, she went *deaf* / *blind* in one eye.  
**6** **Choose the correct options.**

**An amazing fighter**

Monika Kuszyńska is a famous Polish singer and songwriter. She <sup>1</sup> the lead vocalist in a band called Varius Manx. On 28 May 2006, Monika and the band members had a serious car accident – their car crashed into a tree. Everyone survived, but some of the band members suffered bad <sup>2</sup> . Monika suffered the most. As a result of the accident, she is unable to walk.



Monika Kuszyńska during the Eurovision Song Contest 2015

What makes Monika amazing?  
 She never <sup>3</sup> after the accident. Life was difficult at first, but Monika was patient, positive and <sup>4</sup> to get her life back. She <sup>5</sup> in a wheelchair and overcame difficulties. She represented Poland in the Eurovision Song Contest in 2015. Monika <sup>6</sup> married in 2011 and became a mother five years later. In 2015, her biography was published. Its title? *My Second Life*.

- |                       |                     |                     |
|-----------------------|---------------------|---------------------|
| 1 A was used to being | B got used to being | C used to be        |
| 2 A injuries          | B sprains           | C treatments        |
| 3 A succeeded         | B gave up           | C grew              |
| 4 A adapted           | B determined        | C hard-working      |
| 5 A used to being     | B used to be        | C got used to being |
| 6 A was getting       | B used to get       | C got               |

**#BRAINTASER**

Perry used to drive a car, but he didn't use to drive a new car. So what did he use to drive?



**FAST FINISHERS**

**Write a short blog post about your favourite celebrity. Say what makes him/her amazing.**



Hi there! Welcome to my blog. Today I want to tell you about another inspiring person I read about.

## Soap for health

- [1] Samir Lakhani is a young American businessman who wants to make a difference. He helps people in developing countries to be healthier.
- [2] As a student, Samir was a volunteer in Cambodia. He saw that many children got ill because their families couldn't afford to buy soap. While he was staying in a hotel, he came up with a solution. Hotel guests used the soap once and threw it out. Samir realised that recycling this soap could save lives, so he started a non-profit organisation called Eco-Soap Bank.
- [3] Today, as a rich businessman, Samir gives English classes to his staff to improve their education. In addition, he is developing other ecology projects.
- [4] Samir can be an inspiration because he is generous, enthusiastic and creative. Although he is young, he is very successful. In my opinion, he shows that anyone can change the world.



1 **SPEAK** Imagine you are a rich businessperson who wants to make a difference. What would you like to do? Choose from the prompts below or use your own ideas.

- build hospitals
- transport drinking water
- donate big sums of money
- give jobs to local people

*I'd like to ... because ...*

*I think it's important to ...*

2 Look at the photos. How do you think they are connected? Read the blog post and find out. Why did Samir start Eco-Soap Bank?

3 Read the blog post again and match paragraphs 1–4 to descriptions a–d.

- a Main achievements
- b Introduction, with a short summary about the person
- c Conclusion, with a personal opinion
- d Other things the person has done

4 Study the Key Phrases box. Then read the blog post again. Which of the Key Phrases did the blogger use?

### Key Phrases

#### A blog post about a person

##### Introduction

Today I want to tell you about ...

Recently I read about ...

He/She is (an American teacher/actor) who ...

He/She lives (in the south/north of England).

##### Main achievements

He/She is famous for ...

While he/she was ...-ing, he/she ...

He/She hasn't stopped there.

In addition, he/she ...

##### Conclusion

He/She shows that ...

He/She really made a difference.

I admire him/her because ...

He/She can be an inspiration because ...

5 Translate into English. Use the Key Phrases.

- 1 Among her many achievements, she *was famous for* (słynęła z) her charity work.
- 2 This is an example of a politician who really (coś zmienia).
- 3 Larry achieved his aim, but he (nie zaprzestał swojej działalności).
- 4 (Podziwiam) Naomi Campbell because she is strong and determined to help the people of sub-Saharan Africa.
- 5 This teacher (jest dla mnie inspiracją).

6 Look at the **WATCH OUT** box and the underlined conjunctions in the blog post. Complete the text below with *because*, *so* or *although*.

**WATCH OUT**

**Spójniki (conjunctions):**  
*because, so, although*

Za pomocą spójników łączymy ze sobą dwie części zdania:

*Many children don't go to school **because** (ponieważ) their families can't afford it.*

***Although** (Mimo że) life was difficult, Chiara didn't give up.*

*Jade wanted to help her sister, **so** (więc) she started a campaign.*

- While the American academic Rebecca Constantino was researching language literacy, she discovered that school libraries in poor areas were not very good. Young people didn't have access to interesting books, <sup>1</sup> *so* they were doing worse at school. <sup>2</sup> the schools had some books, they were old and in bad condition.
- Rebecca set up the non-profit organisation Access Books <sup>3</sup> she wanted to improve school libraries in poor areas.
- Many of the libraries were in bad condition, <sup>4</sup> the group decorated them.
- The group also offered author visits <sup>5</sup> they wanted to interest young people in books and writing.
- The group wants local people to get involved, <sup>6</sup> they ask students, parents and staff to help decorate the libraries.



7 Join the sentences with *because*, *so* or *although*. Make any necessary changes, and take care with punctuation.

- 1 Rebecca's organisation has provided over 1.5 million books. She wants to do more.  
*Although Rebecca's organisation has provided over 1.5 million books, she wants to do more.*
- 2 Her work certainly made me think. I didn't realise there was a problem.
- 3 You might not know Rebecca's name. She is someone I admire, and she inspires me.
- 4 Now, young people in these schools are more interested in reading. They are doing better at school.

8 Do the writing task. Follow the steps in the Writing Planner.

Obejrzałeś/Obejrzałaś filmową biografię osoby, która pomaga innym i może inspirować młodych ludzi. Podziel się informacjami o tej osobie na swoim blogu.

- Przedstaw tę osobę.
- Opisz jej główną działalność.
- Napisz, czym się jeszcze zajmuje i jakie ma plany.
- Wyraź swoją opinię na temat tej osoby i uzasadnij, dlaczego może inspirować młodych ludzi.

Długość tekstu powinna wynosić od 100 do 150 słów.

*Hi everyone! Today, I want to tell you about a very inspiring person.*

**WRITING PLANNER**

**THINK**

- Pomyśl, o jakiej prawdziwej lub fikcyjnej osobie napiszesz (np.: Janina Ochojska, Jurek Owsiak, osoba działająca na rzecz Twojej lokalnej społeczności).
- Zastanów się, co zrobiła lub robi ta osoba, by inspirować i pomagać innym (np.: organizuje imprezy charytatywne lub zbiórki pieniędzy, przeprowadziła kampanię informacyjną).

**PREPARE**

- Przy każdym podpunkcie z ćwiczenia 8. wynotuj zwroty z ramki Key Phrases, których użyjesz, by go rozwinąć.
- Zaplanuj układ swojego tekstu. Wykorzystaj jako wzór wpis z ćwiczenia 2.

**WRITE**

Napisz tekst, wykorzystując swoje notatki i zwroty z ramki Key Phrases.

**CHECK**

- Sprawdź swój tekst i odpowiedz sobie na pytania:
  - Czy rozwinąłeś/rozwinęłaś wypowiedź we wszystkich czterech podpunktach polecenia?
  - Czy długość tekstu wynosi 100–150 słów?
  - Czy tekst jest poprawny językowo?

**FAST FINISHERS**

Write three sentences about how you help other people. Use a different conjunction in each sentence.

## VOCABULARY

- 1 In each sentence, choose two adjectives that can complete the gap. In one sentence, all three adjectives are correct.
- She's such a *reliable* / *kind* / *pleasant* girl – she always smiles at people.
  - If you want to succeed as a singer, you need to be *talented* / *determined* / *hard-working*.
  - Mae used to be an extremely *curious* / *smart* / *courageous* kid. She asked lots of questions and wanted to know about everything.
  - People who are *sociable* / *positive* / *courageous* usually have more friends.
  - If you ask me, firefighters should be not only determined, but also *creative* / *confident* / *careful* when they rescue people.
  - I think you need to be more *friendly* / *sensible* / *enthusiastic* about choosing your future goals.

- 2 Complete the sentences with the correct words.

- When I cut my thumb, it was *bleeding* heavily, so I had to go to casualty.
- Do you have a special *ability*, such as playing an instrument or memorising quickly?
- The new ecology project can definitely make a *difference* in developing countries.
- After the accident, Linda couldn't walk for a few months and had to be in a *hospital*.
- How are you going to *achieve* all your goals?
- Deaf people use *sign language* to communicate.
- What can we do to help people with physical *disabilities* with everyday activities?

## GRAMMAR

- 3 Complete the sentences with the words from the box. Use *used to* where possible.

decide   encourage   have   not chat   not come  
not stay   play   spend

- Back in primary school, I *used to play* basketball regularly, but now I only watch it.
- When we were children, we \_\_\_\_\_ home alone, only with an adult.
- \_\_\_\_\_ you \_\_\_\_\_ as many friends in the old days as you do now?
- Where \_\_\_\_\_ your family \_\_\_\_\_ their summer holidays?
- I \_\_\_\_\_ that I wanted to be a model at the age of ten.
- My parents \_\_\_\_\_ me to become a pilot, but then they changed their minds.
- My classmates and I \_\_\_\_\_ so much online, but now we mainly use instant messengers to communicate.
- I invited Peter to my party, but he \_\_\_\_\_.

- 4 Complete the sentences with the correct forms of the verbs in brackets.

- How fast *was George driving* (George / drive) when the accident *happened* (happen)?
- I \_\_\_\_\_ (run) with my earphones on, and I \_\_\_\_\_ (not hear) the car.
- Just as I \_\_\_\_\_ (watch) my favourite show, my cousins \_\_\_\_\_ (come) to visit, so I \_\_\_\_\_ (turn off) the TV.
- While the model \_\_\_\_\_ (get) ready for the photo shoot, the photographer \_\_\_\_\_ (talk) to his assistant.
- The contestants \_\_\_\_\_ (not help) each other when there \_\_\_\_\_ (be) a problem.
- Why \_\_\_\_\_ (you/not take) notes during Mrs Jenkin's lecture? I think she \_\_\_\_\_ (see) it and that's why she \_\_\_\_\_ (ask) you all those questions later on!

## USE OF ENGLISH

- 5 Choose the correct paraphrase.

- I was going home when there was an accident.
  - While I was going home, there was an accident.
  - When there was an accident, I was at home.
  - There was an accident after I got home.
- There aren't enough volunteers to support the disabled.
  - There are more volunteers than disabled people.
  - There are too few volunteers to support the disabled.
  - None of the volunteers support the disabled.
- I used to drink more coffee.
  - I drink less coffee now.
  - I didn't drink as much coffee as I do now.
  - I drink as little coffee as I did before.
- I'm not used to being famous.
  - I was more famous in the past.
  - I'm not famous now, but I was in the past.
  - Being famous is new to me.
- No one in our class is more hard-working than Jack.
  - Jack is less hard-working than other students in our class.
  - Jack is the most hard-working student in our class.
  - All of the students are as hard-working as Jack.



6   Complete the text with one word in each gap.

The celebrity I admire the <sup>1</sup> *most* is Zoe Saldana. She's a famous actress and she earns <sup>2</sup>  of money, but she is very modest. Her success didn't come overnight – she is successful <sup>3</sup>  she has worked very hard all her life. Zoe <sup>4</sup>  to be a talented and hard-working child. <sup>5</sup>  she was young, Zoe studied ballet. Then she decided to become an actress. She is now famous <sup>6</sup>  playing in sci-fi films, but she also appeared in the TV series *Law and Order*. <sup>7</sup>  she was working on the show, she received her first film role.

In one of her interviews, Zoe Saldana admitted having Hashimoto's disease. Despite her health problems, she has achieved <sup>8</sup>  lot in her professional life.



LISTENING

7  1.28  Choose the correct options.

Text 1

- 1 Which of these did the sisters **not** do?  
 A Encourage people to throw away plastic bags.  
 B Make their government change the law in their country.  
 C Start their own business.

Text 2

- 2 What happened to Mum?  
 A She cut her forehead  
 B She fell down the stairs.  
 C She sprained her wrist.
- 3 Delia and her mum decide to  
 A wait until Lauren comes home.  
 B call Lauren and inform her about the accident.  
 C go to the ER immediately.

Text 3

- 4 Which of the following is stated in the dialogue as a fact, not an opinion?  
 A Disabled contestants can successfully compete with healthy people.  
 B Disabled celebrities' problems overshadow their talents.  
 C Viewers pay too much attention to the contestants' problems, and not enough to how good they are at something.
- 5 Which statement is true about the Polish contestant in *Dancing with the Stars*?  
 A She cannot walk.  
 B She cannot hear.  
 C She cannot see.
- 6 The girl from the American show  
 A took part in an international sports event.  
 B is a professional skater.  
 C won the first prize at the winter Olympics.

SPEAKING

8  Describe the photo and answer the questions.

Student A



- 1 What can you say about this man's character?  
 2 Do you go to the gym regularly? Explain why.  
 3 Tell us about a situation when you or someone you know overcame difficulties to achieve a goal.

Student B



- 1 What injuries can people suffer when they do sport?  
 2 Do you think young people should avoid dangerous sports, such as mountain biking or parkour?  
 3 Tell us about a situation when you or someone you know had a sports injury.

**SPEAK** Read the quote and explain what it means. Do you agree or disagree with it? Can you give examples from your own life? Use the words in the word cloud.

*Our character is not defined in the good times, but in the hard times.*

Paul Brodie (Canadian saxophonist, 1934–2007)



## 2.2 Used to

Konstrukcji **used to + bezokolicznik** używamy, aby opisać:

- czynności i sytuacje, które powtarzały się w przeszłości, ale teraz już nie mają miejsca, np.  
*As a child, Susan **used to ride** a horse every day. (W dzieciństwie Susan codziennie jeździła konno.)*
- stany z przeszłości, które już nie trwają, np.  
*I **used to be more confident** when I was younger. (Kiedy byłem młodszy, byłem bardziej pewny siebie.)*

Tworzenie zdań z **used to + bezokolicznik**

Zdania twierdzące (affirmative)	Zdania przeczące (negative)
<i>I/You/He/She/It/We/They <b>used to drink</b> a lot of tea.</i>	<i>I/You/He/She/It/We/They <b>didn't use to be</b> brave.</i>
Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (short answers)
<i><b>Did I/you/he/she/it/we/they use to</b> have many friends?</i>	<i>Yes, I/you/he/she/it/we/they <b>did</b>. No, I/you/he/she/it/we/they <b>didn't</b>.</i>
Pytania szczegółowe (Wh- questions)	Pytania o podmiot (subject questions)
<i><b>Where did I/you/he/she/it/we/they use to</b> spend New Year's Eve?</i>	<i><b>Who used to</b> pick you up from school? <b>Which students used to</b> go to school by bus?</i>

### UWAGA!

Do opisanego czynności, które powtarzały się regularnie w przeszłości, możemy użyć zarówno *used to*, jak i czasu *past simple*. Stosując *used to*, kładziemy nacisk na to, że czynność lub stan nie mają już miejsca i definitywnie należą do przeszłości, np.:

*When I was in Year 12, I **used to study** for five hours a day.*

*In the summer, we **swam** in the sea almost every day.*

Do opisanego czynności jednorazowych, które miały miejsce w przeszłości, używamy wyłącznie czasu *past simple*, np.

*I **entered** the classroom and **took** my seat.*

## 2.7 Past continuous and past simple

Czasu *past continuous* używamy, aby opisać:

- czynności, które trwały w określonym momencie w przeszłości, np.  
*At 3 pm we **were walking** the dog. (O 15-ej wyprowadzaliśmy psa.)*
- czynności, które były tłem dla innych wydarzeń, np.  
*Sean **was walking** to the hospital when he saw a woman with a guide dog. (Sean szedł do szpitala, kiedy zauważył kobietę z psem przewodnikiem.)*
- czynności, które trwały w tym samym momencie w przeszłości, np.  
*While the nurse **was putting** a bandage on my wound, my parents **were talking** to the doctor. (Podczas gdy pielęgniarka zakładała bandaż na moją ranę, moi rodzice rozmawiali z lekarzem.)*

Odmiana czasowników w czasie *past continuous*

Zdania w czasie *past continuous* tworzymy wg następującego wzoru: *was/were + czasownik z końcówką -ing*.

Zdania twierdzące (affirmative)	Zdania przeczące (negative)
<i>I/He/She/It <b>was raising</b> money for charity. You/We/They <b>were learning</b> sign language.</i>	<i>I/He/She/It <b>wasn't running</b> very fast. You/We/They <b>weren't giving</b> her an injection.</i>
Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (short answers)
<i><b>Was I/he/she/it bleeding</b> badly? <b>Were you/we/they changing</b> the bandage?</i>	<i>Yes, I/he/she/it <b>was</b>. No, I/he/she/it <b>wasn't</b>. Yes, you/we/they <b>were</b>. No, you/we/they <b>weren't</b>.</i>
Pytania szczegółowe (Wh- questions)	Pytania o podmiot (subject questions)
<i><b>Why was I/he/she/it crying</b>? <b>What were you/we/they doing</b>?</i>	<i><b>Who was looking</b> at your scars? <b>How many people were helping</b> the victim?</i>

### UWAGA!

Opisując wydarzenia z przeszłości, często stosujemy spójniki: *when* (kiedy, gdy) oraz *while* (kiedy, podczas gdy). Spójnika *while* używamy z czynnościami wyrażonymi w czasie *past continuous*. Spójnik *when* występuje zwykle z czynnościami wyrażonymi w czasie *past simple*, ale można go użyć również z czasem *past continuous*, np.:

*Clare sprained her ankle **while/when** she was skiing.*

***While/When** she was skiing, Clare sprained her ankle.*

*Ben was playing handball **when** he broke his left arm.*

***When** he broke his left arm, Ben was playing handball.*

Zwróć uwagę na miejsce przecinków w zdaniu!

### UWAGA!

Czasu *past simple* używamy, aby opisać:

- czynności, które wydarzyły się w określonym momencie w przeszłości, np.  
*Samuel **had** an accident three years ago. (Trzy lata temu Samuel miał wypadek.)*
- czynności, które następowały kolejno po sobie, np.  
*I **took** my phone and **dialled** 999. (Wziąłem telefon i wybrałem numer 999.)*

Określenia czasu typowe dla *past simple* to m.in.: *yesterday, the day before yesterday, (three days) ago, last (summer), on (24 August), in October, in 2018, in June 1997, then*.

- KEY WORDS

VOCABULARY 1 MP3 08

brave	/breɪv/	odważny
calm	/kɑ:m/	spokojny
cheerful	/'tʃiəfəl/	wesoły, pogodny
come up with sth	/,kʌm 'ʌp wɪð ,sʌmθɪŋ/	wymyślić coś
contestant	/kən'testənt/	uczestnik konkursu
cool	/ku:l/	opanowany
courageous	/kə'reɪdʒəs/	odważny
creative	/kri'eɪtɪv/	kreatywny
curious	/'kjʊəriəs/	ciekawy
deal with	/'di:l wɪð/	radzić sobie z
depend on	/'dɪ'pend ɒn/	polegać na
do well	/'du: 'wel/	mieć dobre wyniki
enthusiastic	/'ɪnθju:zɪ'æstɪk/	pełen entuzjazmu
face (your fears)	/feɪs (jə 'fiəz)/	stawić czoła (lękom)
frightened (of sth)	/'fraɪtənd/	przestraszony (czymś)
friendly	/'frendli/	sympatyczny
generous	/'dʒenərəs/	szczodry, wspaniałomyślny
hard-working	/'hɑ:d 'wɜ:kɪŋ/	pracowity
have what it takes	/'hæv ,wɒt ɪt 'teɪks/	mieć w sobie to, co potrzebne
honest	/'ɒnɪst/	uczciwy, szczerzy
incredible	/'ɪn'kredəbəl/	niesamowity
independent	/'ɪndɪ'pendənt/	niezależny
keep up with sth	/'ki:p 'ʌp wɪð ,sʌmθɪŋ/	być z czymś na bieżąco
kind	/'kaɪnd/	uprzejmy
optimistic	/'ɒptɪ'mɪstɪk/	optymistyczny
panic	/'pænɪk/	panikować
patient	/'peɪʃənt/	cierpliwy
pleasant	/'plezənt/	sympatyczny
positive	/'pɒzətɪv/	pozytywny
relaxed	/'rɪ'læksd/	zrelaksowany
reliable	/'rɪ'laɪəbəl/	godny zaufania
self-confident	/'self 'kɒnfɪdənt/	pewien siebie
sensible	/'sensəbəl/	rozsądny
silly	/'sɪli/	głupi
smart	/'smɑ:t/	mądry
sociable	/'səʊʃəbəl/	towarzyski
talented	/'tæləntɪd/	utalentowany
trust	/'trʌst/	ufać
worry	/'wʌri/	martwić się

SPEAKING MP3 09

amazing/awesome	/ə'meɪzɪŋ/'ɔ:səm/	niesamowity
awful	/'ɔ:fəl/	okropny
boring	/'bɔ:ɪŋ/	nudny
brilliant	/'brɪljənt/	znakomity
cool	/ku:l/	super
disappointing	/'dɪsə'pɔɪntɪŋ/	rozczarowujący
exciting	/'ɪk'saɪtɪŋ/	ekscytujący
for ages	/'fɔ: 'eɪdʒɪz/	strasznie długo
ride	/'raɪd/	przejażdżka, zjazd
slide	/'slaɪd/	zjeżdżalnia

READING MP3 10

ability	/ə'bɪləti/	umiejętność
accomplishment	/'ækəmplɪʃmənt/	osiągnięcie
adapt to	/'ædæpt tə/	przystosować się do
become famous	/'bi:kʌm 'feɪməs/	stać się sławnym
career	/'kæ'rɪə/	kariery
covered in sth	/'kʌvəd ɪn ,sʌmθɪŋ/	pokryty czymś
cruel	/'kru:əl/	okrutny
determined to do sth	/'dɪ'tɜ:mɪnd tə ,du: ,sʌmθɪŋ/	zdecydowany, by coś zrobić
exceptional	/'ɪk'septionəl/	wyjątkowy
focus on	/'fəʊkəs ɒn/	skupić się na
give up	/'gɪv 'ʌp/	poddać się
grow	/'grəʊ/	rozwijać się
hide	/'haɪd/	ukrywać
image	/'ɪmɪdʒ/	wizerunek
inspiring	/'ɪn'spaɪrɪŋ/	inspirujący
ordinary	/'ɔ:dənəri/	zwyczajny
recover from (an accident)	/'ri:kʌvə frəm (ən 'æksɪdənt)/	dojść do siebie po (wypadku)
succeed	/'sək'sɪ:d/	osiągnąć sukces

VOCABULARY 2 MP3 11

A&E/casualty (Br)/ER (AmE)	/'eɪ ənd 'i:/'kæʒʒuəlti/ 'i: 'ɑ:(r)/	szpitalny oddział ratunkowy
assistance dog	/ə'sɪstəns dɒg/	pies asystujący
bandage	/'bændɪdʒ/	bandaż
blind	/'blaɪnd/	niewidomy
bleed	/'bli:d/	krwawić
blood	/'blʌd/	krw
bone	/'bəʊn/	kość
break your arm/leg	/'breɪk jər 'ɑ:m/'leg/	złamać rękę/nogę
bruise your knee	/'bru:z jə 'ni:/	nabić sobie siniaka na kolanie
carer	/'keərə/	opiekun
cut your hand	/'kʌt jə 'hænd/	skaleczyć się w rękę
deaf	/'def/	niestęszący
disability	/'dɪsə'bɪləti/	niepełnosprawność
disabled	/'dɪs'eɪbld/	niepełnosprawny
dislocate your thumb	/'dɪsləkeɪt jə 'θʌm/	zwichnąć kciuk
heal	/'hi:l/	wygoić się
injection	/'ɪndʒekʃən/	zastrzyk
injure	/'ɪndʒə/	zranić się
injury	/'ɪndʒəri/	uraz, rana
muscle	/'mʌsəl/	mięsień
plaster cast	/'plɑ:stə kɑ:st/	gips
read Braille	/'ri:d 'breɪl/	czytać w alfabecie Braille'a
scar	/'skɑ:/	blizna
scratch your cheek	/'skrætʃ jə 'tʃi:k/	zadrapać się w policzek
sign language	/'saɪn ,læŋgwɪdʒ/	język migowy
spine	/'spɪn/	kręgosłup
sprain your ankle	/'spreɪn jər 'æŋkəl/	skręcić kostkę
surgeon	/'sɜ:dʒən/	chirurg
survive an accident	/'sʌvaɪv ən 'æksɪdənt/	ocaleć z wypadku
treatment	/'tri:tmənt/	leczenie
wheelchair	/'wi:l,tʃeə/	wózek inwalidzki
wound	/'wu:nd/	rana

LISTENING MP3 12

achieve your goals	/ə'tʃi:v jə 'gəʊlz/	osiągnąć cele
change society (for the better)	/'tʃeɪndʒ sə'saɪəti (fə ðə 'betə)/	zmieniać społeczeństwo (na lepsze)
frustrating	/'frʌ'streɪtɪŋ/	frustrujący
inspiration	/'ɪnspə'reɪʃən/	inspiracja
make a difference	/'meɪk ə 'dɪfrəns/	zmienić coś na lepsze
raise money	/'reɪz 'mʌni/	zbierać pieniądze
start an online petition/a campaign	/'stɑ:t ən ,ɒnlaɪn pə'tɪʃən/ə kæm'peɪn/	uruchomić petycję internetową/kampanię

USE OF ENGLISH MP3 13

overcome	/'əʊvə'kʌm/	przezwyciężyć
suffer	/'sʌfə/	ucierpieć
suffer bad injuries	/'sʌfə ,bæd 'ɪndʒərɪz/	odnieść poważne obrażenia

WRITING MP3 14

achievement	/ə'tʃi:vmənt/	osiągnięcie
developing countries	/'di:veləpɪŋ 'kʌntrɪz/	kraje rozwijające się
donate	/'dɒnə'teɪt/	wpłacić datkę
get involved	/'get ɪn'vɒlvd/	zaangażować się
literacy	/'lɪtərəsi/	umiejętność czytania i pisanie
save lives	/'seɪv 'laɪvz/	ratować życie
set up	/'set 'ʌp/	utworzyć, założyć
volunteer	/'vɒlən'tiə/	wolontariusz



Personalizacja

Aby skuteczniej przyswoić sobie nowe słownictwo, spróbuj uczyć się go w spersonalizowanym kontekście. Na przykład rzeczownik „injection” lepiej zapamiętasz w zdaniu: *My little brother Patryk hates all injections.*