

# 1

# DESTINATIONS



1



2



3

**SPEAK** Look at the photos and read the definition. Answer the questions.



- Which of the photos illustrates the meaning of 'staycation' best?
- Which of the pictures would be suitable for the social media post below?  
*I hope the weather is good tomorrow for my trip to Puerto Backyarda. I'm getting tired of Los Livingroom.*
- Which of the photos would you like to post on your wall? Why? What would you write?

**staycation** /steɪ'keɪʃ(ə)n/ noun [C] a holiday spent in your home country or at home, visiting local attractions; a combination of two words: *stay* + *vacation*

**1** Match the words from box A to the words from box B to make phrases connected with travelling. Which of them could describe a staycation?

A backpacking city do go guest must-see pack sleeping

B bag break holiday house light places sightseeing some trekking



holiday



vacation

**2** Read the text. Which of the five ideas for a staycation appeals to you the most?

**1 | DISCOVER YOUR OWN CITY** You've seen the sights of London and Paris, and last year you **soaked up the atmosphere** in Rome. Now take some time to **wander around** your own city and **discover its tourist attractions** for yourself.

**2 | GET A PART-TIME JOB** While most young people are **visiting popular resorts** with their families, **hunting for souvenirs** or **spending vast sums** on eating out, summer's a great time to get a job in a shop or café and earn some money.

**3 | EXPLORE BY BIKE** Are you tired of struggling with public transport? You've tried **getting around on foot**, but it takes forever? Why not **rent a bike**? It's easily the best way to get to different places.

**4 | VISIT A THEME PARK** **Going to a local theme park** is a great way to **get your adrenaline pumping**. It really doesn't matter if you **run into** people you already know. You can hang out together!

**5 | LEARN A NEW SKILL** Have you ever dreamed of going scuba diving, but the cost **doesn't fit your budget**? Check your local swimming pool, where you might be able to learn for half the price!

**3** **KEY WORDS** Match some of the highlighted phrases from exercise 2 to definitions 1–8.

- 1 looking for something to take home to remind you of your holiday
- 2 meet by accident
- 3 make your heart beat faster and give you more energy
- 4 get a real feel for a place
- 5 going to places where lots of people spend their holidays
- 6 paying lots of money
- 7 walk without a fixed destination
- 8 costs more money than you have

**4** Complete the sentences with the correct forms of some of the highlighted phrases from exercise 2.

- Do you like these earrings? I bought them when I was            to take home from Morocco.
- Sheffield is a fabulous city to visit. It's easy to get around           , and if you have further to go, you can always           .
- We go to the same ski resort every year, so we usually            people we know from previous visits.
- People don't visit my city to discover its           , but it has an interesting historical centre to           , nevertheless.
- You don't need to            of money on souvenirs. Do something to            instead, like a bungee jump or a water slide.
- We visited Cannes and            of the French Riviera.
- When people           , such as Valencia or Barcelona, they often            local           , such as PortAventura.

**5** **1.03** Listen to some travel tips and complete the notes.



- stay away from <sup>1</sup>            - they cost <sup>2</sup>
- hunt for <sup>3</sup>            to pay less for tickets to various attractions, such as <sup>4</sup>
- save money on <sup>5</sup>            - to fit a tight budget, find something in the suburbs and <sup>6</sup>            to get to the centre

**6** **KEY WORDS** Read the **WATCH OUT** box. Then match the underlined words in the highlighted collocations with the words from the box that form collocations with a similar meaning.

alleys dramatic empty mountains place  
second-hand sight urban

**Travel competition**

Do you dream of escaping to a <sup>1</sup> **deserted beach** in some <sup>2</sup> **remote destination** on the other side of the world to see the <sup>3</sup> **breathhtaking view** of crystal clear waters stretching beyond the horizon? Or perhaps you prefer to feel thrilled by the <sup>4</sup> **stunning scenery** of <sup>5</sup> **snowy peaks**? You could even choose to see the <sup>6</sup> **city skyline** of New York, the <sup>7</sup> **winding streets** of a Portuguese village or a <sup>8</sup> **flea market** in London. It's your choice! Enter the competition today and you could win the trip of a lifetime! May your dreams come true.

**WATCH OUT**

**Collocations**

Collocations are groups of words that usually go together. When you learn new words, write down the words with which they form collocations, e.g. *space/foreign travel, travel costs/arrangements.*

**7** Translate into English. Use the highlighted collocations from exercise 6.

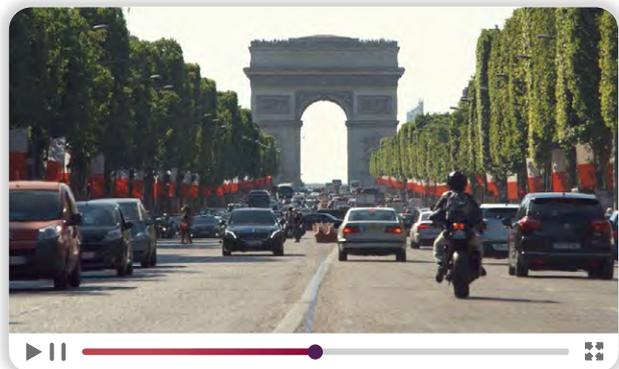
- In the background, I            (*widzę ośnieżone szczyty*) of the Tatra mountains.
- I dream of            (*spacerowaniu przez kręte uliczki*) of Lisbon.
- (*Chodźmy na pchli targ*) tomorrow morning.
- I still remember            (*ten zapierający dech w piersiach widok*) from the top floor.
- Sometimes at sunset I            (*podziwiam panoramę miasta na tle nieba*).
- We go there every year, mainly            (*ze względu na oszałamiającą scenę*).

**8** **SPEAK** Answer the questions.

- Think about your friends and family. Who would you recommend a staycation to? Why?
- Think of two drawbacks of spending holidays at home and suggest two solutions.



**9** **SPEAK** Look at the video still and answer the questions.



- In which European capital city was the picture taken? Does it make you want to visit it?
- If you were on a trip to this place, would it be a good photo to post on social media? Why/Why not?



**FAST FINISHERS**

Make an itinerary for a five-day staycation. Use the names of places in the house and your imagination. If you find it difficult to make up the names, look them up online.

*I'm starting my holiday on Monday morning in Los Bedos. Then, in the afternoon, I'm planning a short visit to Santa Kitchena ...*

## Past tenses: past simple, past continuous, past perfect

1  Finish the sentences to make them true for you.

- The best holiday I've ever had was ...
- My worst holiday adventure took place ...
- When I was a child, my holiday was usually ...

## 2 Read the text and choose the correct options.

- Paris was *better* / *worse* than Meg had expected.
- She saw an actress in a *museum* / *bakery*.

Hi, Mary Ann,  
I've just got back from Paris!  
Everything was gorgeous. <sup>a</sup>I only spent four days there, but I totally fell in love with the city. To be honest, <sup>b</sup>I'd imagined Paris to be completely different - I thought it was noisy and dirty. But it's a magical place, and you never know how it will surprise you. On my last day, for example, when <sup>c</sup>I was having a freshly baked croissant in a boulangerie, <sup>d</sup>I saw Emma Watson! <sup>e</sup>I'd never seen anyone famous before! Anyway, <sup>f</sup>I went to lots of museums and simply soaked up the atmosphere of the city. I'll tell you more when we meet.  
See you soon!  
Meg

Send

3  Study the grammar table. Complete the table with examples a-f from the text in exercise 2.

## Key Grammar

## Past tenses

When talking about the past, we can use a variety of past tenses.

We use the **past simple** to talk about a completed action at a specific time in the past, e.g. <sup>1</sup> , <sup>2</sup> , <sup>3</sup> . We often use a time reference.

We use the **past continuous** to talk about an action in progress at a certain time in the past, e.g. <sup>4</sup> .

We use the **past perfect** to talk about a completed past action before another past action, e.g. <sup>5</sup> , <sup>6</sup> . It is often used with the past simple.

Grammar Reference &gt;&gt; 20

Irregular verbs &gt;&gt; 158-159

## 4 Choose the correct options.

- Did you know* / *Had you known* that Mount Everest *grew* / *was growing* four millimetres last year?
- The world's first underground railway *was* / *had been* in London. It *was opening* / *opened* in 1863.
- According to the Eco-counter Worldwide Cycling Index, bike usage in Poland *was increasing* / *increased* by ten percent in 2019.
- In 1900, there *were* / *had been* eight thousand cars in the USA. One hundred years later, people in the USA *owned* / *were owning* 220 million cars.

5  Complete the sentences with the correct forms of the verbs in brackets. There may be more than one correct answer.

- I was surprised that the hostel was so cheap - I  (never / stay) in one before.
- Emily  (not live) there very long. She  (move out) after two years.
- To be honest, we missed the train because we  (oversleep).
- I heard you've been to Scotland. How  (be) the trip?
-  (you / live) in Milan when you  (meet) Giovanni?
- Sorry, can you say that again? I  (listen).

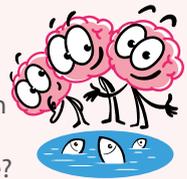
6  Complete the second sentence so that it means the same as the first one. Use the words in capitals.

- He went to Fiji. It was his first time abroad. **BEEN**  
He  abroad until he went to Fiji.
- The lights went off in the middle of the film. **WERE**  
We  the lights went off.
- I went to London Bridge. There was a new glass floor. **BUILT**  
The last time I went to London Bridge, they  a new glass floor.
- We always choose isolated places, but our last holiday was the first time we were without wi-fi. **NEVER**  
Although we always choose isolated places, we  without wi-fi until our last holiday.
- I haven't been abroad for five years. **WENT**  
The last time  was five years ago.
- As she entered the classroom, the students were in the middle of an activity. **WERE**  
When she entered the classroom, the students .

7 **SPEAK** What are your top two dream spots for a city break? Why?

## #BRAINTEASER

Two mothers and two daughters were fishing. They managed to catch one small fish, one big fish and one medium fish. How come each woman took one fish home if they had only caught three?

 FAST FINISHERS

 Write three sentences about your last holiday or day out. Use a different past tense in each.

- Ferries *had crossed* / *were crossing* the River Mersey over eight hundred years ago.
- Sixty-six years after the Wright brothers *had made* / *were making* their first flight, Apollo 11 landed on the Moon.

**1 SPEAK** Describe the photos and answer the questions.

- 1 Which of the problems is the worst? Why?
- 2 How would you deal with each problem?



**2** **1.04** Listen to a conversation. Which situation from exercise 1 does it refer to? What solution is suggested?

**3** **1.04** Listen again and complete the sentences from the conversation in exercise 2 with the missing words. Then study the Key Phrases box and check your answers.

- 1 The luggage locker is broken. Our bags are inside, and we can't open it.  our train is leaving in thirty minutes. It's really frustrating.
- 2 I got a notification that the locker had been blocked because the payment was unsuccessful. So, I paid again, but the locker is still blocked. What  now?
- 3 Have you tried making another payment?  with your app?
- 4 It's , I suppose.
- 5 Anyway, if the payment doesn't help, come back and I'll tell you where to look for a repairman. He will help you break the lock - it would .

**Key Phrases**

**Making a complaint**

**Talking about a problem**

It all started when/after ...  
 It was going fine / I'd never had any problems until ...  
 I seem/appear to have lost/forgotten/broken ...  
 Every time I try to ..., it ...  
 Perhaps there's a problem / something wrong with ...  
 I haven't (got) a clue.  
 What happens is ... / The trouble is ...  
 It's a recurring problem.

**Suggesting a solution**

Have you tried ... + -ing?  
 It might be a good idea to ...  
 ... would be the best option for you.

**Accepting or rejecting a solution**

It's worth a try/go, I suppose.  
 I doubt it'll/that'll work/help, but let's see.  
 No, that doesn't/didn't make any difference.

**Expressing annoyance**

It's really frustrating.  
 What are we supposed to do now?  
 Why on earth did/didn't you ...?  
 How should I know?  
 You should have checked/asked first.

**4** **1.05** Complete the mini-dialogues with the correct forms of the words in brackets. Add any other necessary words. Then listen and check.

- 1 X: What's wrong?  
 Y: I can't pay for the tickets. I  (seem / forget) my bank login.
- 2 X: The shower is broken - there is water all over the floor. What do I do?  
 Y:  (how / know)?  
 Call the reception desk!
- 3 X: Have you tried resetting the phone?  
 Y: Yes, but it  (difference).
- 4 X: Why don't you just ask for a lift to the next petrol station?  
 Y: I  (doubt / help).

**5** **SPEAK** Choose one of the problems shown in photos 1-2 in exercise 1. Student A, describe the problem and express your annoyance. Student B, offer a solution. Then change roles and talk about the problem in the other photo.

**6** **SPEAK** Role-play the dialogue using the Key Phrases. Student A, look at page 157. Student B, look at page 160.

**FAST FINISHERS**

Name the three biggest problems you have ever had on holiday. How did you deal with them?

## An article about working and studying abroad

1 **SPEAK** Why do some people dislike travelling? Name three reasons.

2 **1.06** Listen and answer the questions.

- How do Emily and Molly feel about travelling?
- Which of them do you agree with?
- What kind of travelling do you like and dislike?

3 **1.07** Read the text on page 11 and choose the correct options.

- In general, the experience of studying or working abroad may improve your *employment prospects* / *language skills*.
- Harvey really wanted to *stay away from* / *explore* the tourist sites in Italy.
- Clare needed *a university degree* / *special training* before going to Thailand.
- The work which Ethan did benefitted *people* / *animals* in South Africa.

4 **Read the article again and match sentences 1–5 to paragraphs A–D. One paragraph matches two sentences.**

Which paragraph

- talks about wanting to help other people?
- describes how someone acquired some further qualifications?
- mentions someone feeling uncomfortable?
- says that it's possible to make a difference to your job qualifications while studying or working abroad?
- suggests the person didn't realise what they'd learnt until they were back home?

5 **Complete the summary of the article with up to three words in each gap.**



The article presents testimonials of young people who <sup>1</sup> [ ] to study or work there for a longer period of time. The main reason why people decide to do so is that <sup>2</sup> [ ] those who undergo such an experience get better jobs in a relatively shorter time. There is a whole array of activities you may do. One boy, for example, attended <sup>3</sup> [ ] in Italy, and a girl taught English in Thailand for <sup>4</sup> [ ]. One more testimonial comes from a boy who was able to help others by doing <sup>5</sup> [ ] somewhere in South Africa.

6 **KEY WORDS** Read the **WATCH OUT | SKILLS** box and match the highlighted words and phrases from the text to definitions 1–8.

- get more opportunities and choices
- get more abilities
- a situation or a place in which you feel relaxed
- putting someone's name on the official list of participants
- tested someone's skills and abilities
- make stronger
- do something risky
- improving

**WATCH OUT | SKILLS****Guessing the meaning of words**

If you don't know what a word means, use the context to help you guess the meaning:

- Identify what part of speech the word is by looking at the words before and after it.
- Look at the rest of the sentence and paragraph for clues, and try to think of synonyms for the word.

7 **Complete the sentences with the correct forms of the words and phrases from exercise 6.**

- Volunteering for Greenpeace in the summer was not only a(n) [ ] experience, but it also [ ] my CV.
- After not being [ ] enough in my computer studies classes, I [ ] in an extra IT course.
- If you'd like to be pushed out of your [ ] and [ ] across Asia with me, get in touch!
- After a year on a cruise ship, Marcus [ ] a lot of new skills and [ ] his horizons.

8 **Answer the questions.**

- Which of the trips presented in the article would be the most suitable for you? Why?
- What potential problems might people who travel this way experience?
- What piece of advice might Harvey, Ethan and Clare give to those who plan similar journeys?

**FAST FINISHERS**

**Imagine you could travel abroad and work anywhere you can dream of. What would you do? Think about the place, the kind of job and the potential benefits.**



**Find a website that offers study or work programmes in different countries.**

- What type of programmes do they offer?
- Which programme do you think is the most interesting?



# TRAVEL ABROAD, DISCOVER MORE

A There is no doubt that travelling overseas can be an **enriching** experience. First, you get to travel, **broaden your horizons** and experience other cultures or learn various languages. A programme that gives you the chance to study or work abroad helps you to gain independence and learn new things while getting more experience in a totally different environment. This will **strengthen** your CV and, as many students find, could help you to launch your  
 5 future professional career. Ninety-seven percent of students who study abroad find a job within twelve months of graduating, and eighty-five percent of them agree that the experience helped them **gain skills** for the job market\*. But don't just take our word for it – read these statements from former participants.



Harvey, studied abroad in Italy.

I'd always dreamed of going to Italy, but I was determined to avoid the really touristy destinations, so I ended up in Pavia for a year. Being part of a small  
 10 group of foreign students I'd never met before encouraged me to go out and explore on my own. It pushed me out of my **comfort zone**, and I was constantly being **challenged**. I was forced to make my own decisions and to find out things for myself. I used to **venture out** alone and quickly made friends with several  
 15 local students. I've done my best to keep in touch with them since I came back home. The language classes in particular were hard work, but I've realised now that it's all paid off. I was watching a film in Italian recently, and I could follow it all without subtitles!



Clare, taught English in Thailand.

I searched online and I discovered I could put my language studies to good use by **enrolling** in an English-teaching programme. I started  
 20 by getting the teaching qualification which the programme offered. It was an amazing opportunity to learn a new skill while making use of the stuff I was studying at uni. Then I spent six months in a town near Bangkok. The contact with the locals was unforgettable, but what I enjoyed most was travelling around. I made the most of every chance the programme  
 25 offered to go and see new places.



Ethan, volunteered on a building project in South Africa.

Last summer, I spent a month working on a housing project in a remote South African community. My idea was to experience a really different country and to help people. I quickly realised how incredibly blessed I was to have this  
 30 opportunity to travel there and to see how willing people can make a huge difference to other people's communities. My time was mostly taken up with repairing the fences around the school to keep animals out, and we also did some jobs around the village, like painting and refurbishing houses. My most memorable experience was seeing wild animals I'd only ever seen on TV – I even got to play with elephants!

**GLOSSARY**  
**be blessed** – mieć szczęście  
**former participant** – były uczestnik  
**refurbish** – odnawiać

\*University of California, 2015

1 **SPEAK** What is the worst thing that has ever happened to you on holiday?

2   Match the words from box A to the words from box B to make phrases. Have you experienced any of these problems? Which of them would be the worst to happen on holiday?



A car crowded heavy lost plaster upset

B accident beach cast stomach ticket traffic

3 Read the texts about travel accidents and answer the questions.

- Which of the accidents and emergencies was the most problematic?
- What would you do in these situations?

A



Whenever I go on holiday, I **take out travel insurance** in order to be prepared for any **emergency**. But three years ago I learnt, quite painfully, that it's impossible to foresee all of the **travel mishaps** that may happen. We were on a boat trip, soaking up the sun and having fun. I had all my documents and money in a small bag around my neck. Well, I leaned overboard a bit too much and ... splash! I watched my credit cards, cash and, what is worse, my passport sink out of sight ... I've never **lost** so many **valuable items** at once. It took me a whole week to deal with it – instead of relaxing, I was stressed out half of my holiday.

B



I don't usually **risk safety for** good photographs, but that place was different. We were in a national park, and the view was incredible. So I climbed up a small tree to get my perfect photo. I suddenly heard a loud cracking sound and the branch I was sitting on broke. I fell down and got quite badly injured. One of the hikers who saw it had a **first aid kit** with him, and he treated my wounds. Since then, I've always taken a basic medical set with me: two elastic bandages, **antiseptic wipes**, a **tick remover tool** and some allergy medicine, just in case.

C



My best friend and I went to Thailand and Laos for a month. We thought we were well prepared for the trip – we got **vaccinated** against certain diseases, we took some **mosquito repellent** and packed the first aid kit pretty well. But on the first day in Bangkok, we ordered some water in the restaurant which wasn't bottled, and we ended up with major **food poisoning**. I had **diarrhoea** for three days and **came out in a** strange **rash**, and my friend was **vomiting** all the time. It was horrible – we even had to change our travel arrangements.

4 **KEY WORDS**  Match some of the highlighted words and phrases from exercise 3 to definitions 1–7.

- a substance that keeps certain kinds of insects away
- an illness in which you pass waste from your body too often
- pay money to get coverage for risks connected with travelling
- a device used to pull out a kind of insect that is stuck in the skin
- became covered in small red spots on the skin as a result of illness or allergy
- minor accidents on holiday
- a small box with some basic things you might need to treat someone's injuries or illness

5 **KEY WORDS**  Complete the sentences with some of the highlighted words and phrases from exercise 3.

- Were you  against yellow fever before travelling to Asia?
- The most  item I've lost while on holiday was my wedding ring.
- I was extremely seasick, and I was  during the entire voyage.
- You need to carry a medical kit in case of .
- I honestly think that risking your  a perfect selfie is insane!
- I had to stay in my hotel room due to the  I had after dinner.
- During the pandemic, I got used to carrying  to clean my hands regularly.

6  1.08  Listen to four people calling their friends who had problems on holiday. Match texts A–C from exercise 3 to voice messages 1–4. One text matches two messages.

- 1  2  3  4 

7  1.09  Which letter is silent in the words from the box? Listen, check and repeat.

diarrhoea exhausted exhibition ghost heir  
honest vehicle

8 **SPEAK** Read the instructions and do the task. Student A, look at page 157. Student B, look at page 160.

 **FAST FINISHERS**

 Write five sentences about a nightmare holiday you have had.

A radio phone-in about good and bad holiday experiences

1 **SPEAK** Name two things you would include in your first aid kit if you went:

- scuba diving in Egypt,
- trekking in Indonesia,
- camping in Masuria (*Mazury*).

2 **WATCH OUT** Read the **WATCH OUT** box and choose the correct options.

- 1 My brother *did* / *made* a reservation on the overnight train.
- 2 Once I have *done* / *made* a decision, I don't usually change my mind.
- 3 Tom *did* / *made* his best to keep calm when his plane landed in Grenada, West Indies, rather than Granada, Spain.
- 4 Paula's really outgoing, so she *did* / *made* lots of friends very quickly at her new job.
- 5 *Do* / *Make* me a favour and call the reception desk.
- 6 Irene *did* / *made* good use of her time in Greece. She explored a new area every day.

**WATCH OUT**

*do vs make*

In collocations with *do* and *make*, *do* often focuses on the action itself, whereas *make* focuses on the result of the action, e.g. *do research*, *do shopping* but *make a deal*, *make the bed*.

3 **KEY WORDS** Look at sentences 1–6 and match the highlighted phrasal verbs to definitions a–f.

- 1 Lola and Holly were on a guided tour, but they couldn't **make out** what the guide was saying because there was too much noise.
- 2 I believe Logan. I don't think he'd **make up** a story like that. It must be true.
- 3 Their journey to Alaska was incredible. I wonder if they'll **make it into** a film.
- 4 They're planning to **do up** the backpacker's hostel. It's going to be more modern and comfortable next time we go.
- 5 Some people want to **do away with** paper tickets altogether and only have e-tickets.
- 6 You look exhausted – a short holiday will **do you good**.

- a benefit
- b change something so it becomes something else
- c invent, e.g. an explanation or a lie
- d see, hear or understand something with difficulty
- e get rid of or replace something
- f repair, paint and decorate, e.g. a house or room

4 **SPEAK** Describe the photos. How are the people in each photo risking their health or safety? What could happen to them?



5 **1.10** Listen to a radio phone-in about holiday experiences and complete the table.

Name	Destination	Activity
Rosie	1	zip-lining
Oscar	2	3
Jim	Philadelphia, USA	4
Kiara	5	volunteering
Scarlett	6	7

6 **1.10** Listen again and match speakers 1–5 to statements A–F. There is one extra statement.

- 1 Rosie 2 Oscar 3 Jim 4 Kiara 5 Scarlett

**This person**

- A was involved in a traffic accident.
- B enjoyed an activity so much that he/she did it several times.
- C was satisfied with his/her performance.
- D liked the countryside in the place.
- E had a friend who was out of action for three days.
- F made someone really annoyed by their actions.

7 **SPEAK** Choose two stories from the radio phone-in and say what you would do if you were in these situations.



**FAST FINISHERS**

Make a list of unusual/silly/funny things that can potentially go wrong on holiday. Search the Internet if necessary.

1 **SPEAK** Answer the questions.

- Do you like going on package tours?
- What is the biggest mistake you have made while travelling?

## 2 Read the text and answer the questions. Then study the grammar table and find examples of some of the rules in the text.

- What does it mean that the Aboriginal people were 'nomadic'?
- In what way were they different from a modern, western civilisation?



The most surprising travel experience I've had was a trip to Australia. When I decided to go, I didn't realise I'd learn so much about the region and the native Australians. For example – did the Aboriginal people use to own Australia? No, because they didn't believe that any individuals should own land. These First Australians used to live a nomadic life. They would move from place to place to avoid using up all the resources of the land. I also learnt that they used to hunt giant kangaroos and wombats. And they didn't use to have personal possessions. They would share all material things. Their lifestyle was completely different from ours. I really hate the fact that people are always talking about money and shopping. (Lucas, 19)



## Key Grammar

## Present and past habits

To describe present habits, we use the present simple, e.g. *Every summer, I **spend** one week at my grandparents' house.*

To describe past habits we use:

- the past simple – when talking about actions/activities and states, e.g. *He **lived** in Canada when he was younger.*
- used to** – when talking about actions/activities and states, e.g. *I **used to** spend holidays in Croatia. We **used to** be happier.*
- would** – when talking about actions/activities, but not states, e.g. *She **would** visit me every weekend.*

BE CAREFUL: When we refer to the duration of the past action/habit or to a particular moment in time, we use the past simple, e.g. *I **attended** tennis classes for a few years.*

To describe annoying present habits, we use the present continuous with *always*, e.g. *You're **always calling** me during my French classes.*

To describe annoying past habits, we use the past continuous with *always*, e.g. *My younger brother **was always taking** my tablet without asking.*

## 3 1.11 Listen to a conversation and complete the sentences with the correct forms of the verbs from the box. There may be more than one correct answer.

be (x2) book complain tell

- Safi's mum  holidays through an agency.
- Flying  more expensive.
- There  any low-cost airlines.
- Passengers  while travelling long distance, for example from Manchester to Paris.
- Safi's parents  her to send postcards when they are on holiday.

## 4 Read the post and study the grammar table. Complete the table with examples a–b below.

When I moved to Denmark, <sup>a</sup>I had to get used to working with their currency, the krone. <sup>b</sup>I'm used to working out prices like this: 22 krone = €3. (Sylvia, 21)

## Key Grammar

## be/get used to + -ing form

When we talk about present and past habits, we can use:

**be used to + -ing form** when something is or was already familiar, e.g. *I'm **not used to** travelling with my family.* <sup>1</sup>

**get used to + -ing form** when something is or was becoming familiar, e.g. *I need to **get used to** having a roommate.* <sup>2</sup>

## 5 Correct the mistakes in the sentences.

- Tom always used taking the bus, but now he's got his driving licence.
- While Lily was living in Thailand, she had to get used to eat spicy food.
- We're used to get up early for school now, but we still don't like it!
- Jeff's not at home now because he gets used to playing basketball on Fridays.

## 6 Translate into English.

- Back in the 1990s, we  (nocowaliśmy) in a tent every summer.
- (Kiedyś nie brałem) allergy medicine, but now I have to.
- We are exhausted – we  (nie jesteśmy przyzwyczajeni do poruszania się) around on foot.
- Travelling with my mum, I  (przyzwyczałem się do polowania) for souvenirs.
- Why  (zawsze bierzesz) such valuable items with you? It's unreasonable.

## FAST FINISHERS

Write three sentences about your mum's or dad's annoying habits that you'll never get used to.

Grammar and vocabulary practice

**1 SPEAK** Look at the photos. Which capital cities can you see? What do you know about them?



**2** Match sentences 1–6 to the sentences a–f which have the same meaning.

- 1 We no longer buy extra train tickets for our dogs.
  - 2 I'm not used to travelling to far-away places.
  - 3 We couldn't hear her speech very clearly.
  - 4 I soon realised the trip didn't fit my tight budget.
  - 5 The electricity went off during her speech.
  - 6 It annoys me when you spend such vast sums.
- a We couldn't make out what she was saying.
  - b We used to pay more when travelling with pets.
  - c There was a power cut while she was speaking.
  - d It turned out that I had spent too much on the trip.
  - e I haven't got used to visiting remote destinations.
  - f You're always spending so much money.

**3** Complete the second sentence so that it means the same as the first one.

- 1 I can't stand it when Lou talks about his bike.  
Lou is \_\_\_\_\_ his bike.
- 2 I went into the room, but nobody was there.  
When I entered \_\_\_\_\_ already left.
- 3 I still have problems with driving on the right.  
I'm \_\_\_\_\_ driving on the right.
- 4 You called after we decided to enter the programme.  
We had made \_\_\_\_\_ in the programme long before you called.
- 5 It was rather annoying that Ann volunteered all the time when we were in high school.  
Ann \_\_\_\_\_ we were in high school.
- 6 I reserved the beach house during our chat.  
While we \_\_\_\_\_ a reservation for the beach house.

**4** Complete the sentences with the words from the box. There is one extra word.

do doing had making used was would

- 1 The authorities should \_\_\_\_\_ away with traffic in the city centre.
- 2 Somebody took the suitcase when none of us \_\_\_\_\_ looking.
- 3 She is always \_\_\_\_\_ up stories to cover her mistakes, so I don't trust her.
- 4 My parents and I \_\_\_\_\_ go to the same beach house every single summer.
- 5 I'm not \_\_\_\_\_ to renting bikes.
- 6 After I \_\_\_\_\_ got used to commuting, I began to appreciate urban life.

**5** Complete the text with one word in each gap.

Did you know that Berlin <sup>1</sup> \_\_\_\_\_ to be two separate cities – East Berlin and West Berlin, with a huge wall around the western part? If tourists wanted to cross from West to East, they had to go through the wall at Checkpoint Charlie. This checkpoint <sup>2</sup> \_\_\_\_\_ in the part of West Berlin controlled by the USA after World War II. On the night of 9 November 1989, as thousands of East Berliners <sup>3</sup> \_\_\_\_\_ waiting to cross to the West, something they <sup>4</sup> \_\_\_\_\_ not been allowed to do for over forty years, the order finally arrived to open the checkpoint and let people through. <sup>5</sup> \_\_\_\_\_ the crowd was streaming through from East to West, people all over the world watched the historic moment on TV. Germany was reunified the following year, and the original guardhouse where people <sup>6</sup> \_\_\_\_\_ cross at Checkpoint Charlie is now a museum.



**6** Complete the sentences with the correct forms of the words in brackets.

- 1 I \_\_\_\_\_ (always / take) travel insurance, and I can't imagine going on a journey without it.
- 2 We \_\_\_\_\_ (not use / spend) such vast sums of money on hotels because we wanted to travel cheaply.
- 3 Did you \_\_\_\_\_ (use / get / vaccinate) regularly when you were a child?
- 4 Before we set off, I really \_\_\_\_\_ (feel / I / prepare) for any emergency.
- 5 Teachers \_\_\_\_\_ (always / push) us to do more than we are actually able to.
- 6 I admit it hurt a lot when the doctor \_\_\_\_\_ (treat / wound).
- 7 When I arrived, it turned out that Tom \_\_\_\_\_ (not / come out) his room for days.

**7 SPEAK** Answer the questions.

- 1 What would make you wiser – travelling around the world or reading a few thousand books? Why?
- 2 Is it better to travel or to get to the destination? Why?
- 3 In what way(s) is travel education? Why?

**FAST FINISHERS**

Imagine you are in the year 2050. Write sentences about:

- what your city/town used to look like,
- what your teachers were always doing,
- something you got used to as an adult.

## A formal letter of complaint

Dear Sir/Madam,

I am writing to complain about a coach journey operated by your company. I travelled to Lyon on one of your coaches, and I was extremely dissatisfied with the cleanliness standards on the vehicle, which fell short of our expectations.

The journey took place on 21 April. The first thing we noticed while we were waiting at the station was that the coach had not been washed before the trip – it was covered in mud and dirt. As soon as we got on the coach, we realised that the vehicle was equally dirty inside. Nobody had emptied the rubbish bins or cleaned the floor. As if that was not enough, the on-board toilet had not been prepared for the journey and it was giving off an unpleasant smell during the entire trip. We were not the only ones who were unhappy with the standards, but the driver ignored all of our requests to address the issue of the appalling odour. When we arrived at our destination, he did not even apologise. I would appreciate it if the matter was resolved as soon as possible. First of all, the coach should be either put out of service or properly cleaned so that the situation is not repeated on our way back. Moreover, due to this inconvenience, I believe the fares we paid should be refunded.

I am waiting for a prompt reply.

Yours faithfully,

Graham Jones



### Key Phrases

#### A formal letter of complaint

##### Making complaints

I am writing to complain about ...

I would like to express my strong dissatisfaction with ...

I am quite dissatisfied with ..., which falls/fell short of my/our expectations.

I am afraid I have several complaints about ...

We were very disappointed with ...

To make matters/the matter worse, ...

As if that was/were not enough, ...

We were not the only ones who were unhappy with ...

The manager refused to listen to our concerns.

##### Demanding action

Firstly, I would appreciate it if (you provided me with a full explanation).

In this situation, I expect an apology.

I expect to see this problem resolved as soon as possible.

Secondly, I believe that due to this inconvenience the payments should be refunded.

I would be most grateful for your support in resolving this urgent issue.

##### Reporting events

By the time I/we ...,

As soon as I/we ...,

It was not long before ...

It was then that I realised ...

At first I was (scared), but ...

It felt like / It was like ...

Eventually, / In the end, ...

The worst part was that ...

It is hard to believe, but then ...

When we got there, we ...

We were on our way back when ...

It was a terrible experience.

What I remember most is ...

### 1 SPEAK Answer the questions.

Have you ever

- filed a written complaint?
- got a refund?
- been given very poor service?
- received a formal apology?

### 2 Read the letter and answer the questions.

- 1 Which photograph shows the situation described in the email?
- 2 What would you do in such a situation?
- 3 What should the coach company do?

### 3 Read the letter again and tick what the author writes about.

- a what he didn't like about the journey
- b how the situation was handled
- c other people's complaints
- d the amount of refund he had received
- e his expectations towards the company
- f the return back home

4  Study the Key Phrases box on page 16 and complete the sentences.

- 1 I would be  if you could resolve the problem with the lift immediately.
- 2 The least I expect is a(n)  from the receptionist for her rude behaviour.
- 3 I would  it if you contacted me directly.
- 4 I am writing to express my strong  with the condition of my hotel room.
- 5 To make matters , the train was one hour late.
- 6 As if this was not , the Internet connection was very poor.
- 7 The way you treat your guests falls  of expectations.

5  Look at photos A and C in exercise 2. For each of them, write one sentence making a complaint and one describing your demand. Use the Key Phrases.

6 The writer uses different narrative tenses and linking words of time and sequence to make the order of the events in the story clear. Find the following in the text.

- 1 examples of the past simple
- 2 examples of the past continuous
- 3 examples of the past perfect
- 4 linking words of time and sequence

7 Read the WATCH OUT box and choose the correct options.

- 1 We went down to the pool *afterwards* / *once* we had checked in to the hotel.
- 2 The bus left *meanwhile* / *while* we were having breakfast.
- 3 *As soon as* / *By the time* we found out where she was, we took our bikes to go and meet her.
- 4 My friends had already left *by the time* / *as* I arrived.
- 5 The two men went upstairs and *after* / *then* we heard lots of shouting.
- 6 *As* / *At first* we were getting off the bus, Karim slipped and fell over.
- 7 The train was leaving in an hour's time. *During* / *Meanwhile*, we went to get something to drink.

**WATCH OUT** Linking words of time and sequence

We use linking words and phrases of time and sequence to order events in a narrative, e.g. *when, at first, as, by the time, then, after that, afterwards, during, while, once, as soon as, meanwhile.*

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

Podczas wakacyjnego kursu językowego w Londynie wybrałeś się / wybrałaś się na dwudniową wycieczkę do Oksfordu, która okazała się ogromnym rozczarowaniem. Napisz do organizatora wyjazdu list formalny z zażaleniem na 200–250 słów, opisując problemy, jakie Cię spotkały podczas wycieczki, oraz domagając się odpowiedniego zadośćuczynienia.



**WRITING PLANNER**

**THINK**

Make a list of the problems that occurred during the trip (delayed departure, poor accommodation, terrible food, etc.).

**PREPARE**

Organise your notes into four paragraphs:

- 1 opening greeting and reason for writing,
- 2 reporting what happened, explaining the problems,
- 3 further details about the problems and your expectations,
- 4 concluding phrase and closing greeting.

**WRITE**

Write your letter. Use your notes and the Key Phrases. Remember to use formal language and the correct phrases to start and end your letter.

**CHECK**

Read your letter and answer the questions:

- Have you included and developed both parts of the instructions?
- Is your text within the word limit (200–250 words)?
- Have you checked your letter for spelling mistakes?

 **FAST FINISHERS**

 How do you imagine the holiday of your worst nightmare? Write four sentences about the worst things that might happen to you while travelling.



Think of some unusual or ridiculous travel complaints. If necessary, look for real-life examples on the Internet.

## VOCABULARY

1 Complete the sentences with the correct words. Some letters are given.

- I don't think I could spend my holidays on a  s  t  d beach. I need company.
- It was supposed to be the holiday of my dreams, but a series of travel m  s  p  ruined it.
- I used to buy clothes at a flea  r  t, but now I have no time to look for bargains.
- Ramsay is in his room with really bad food p  i  n  n  - he can't come to dinner.
- I can't believe you haven't brought any mosquito r  p  l  t!
- Let's just stay here for a while and s  up the atmosphere of the old town, shall we?
- If you want to go to Asia, you need to get  c  n  t  d against some diseases.

2 Choose the correct options.

The Viking Leif Erikson was born around 970. He was probably the first European to visit North America. Animators have <sup>1</sup>  his life story into a film. Leif's parents were from Norway, though they were living in Iceland when Leif was born. Later, in 982, his father, Erik the Red, <sup>2</sup>  out to Greenland, where he founded a community at Brattahlid. In around 1000, Leif visited Norway, where he converted to Christianity. When he set off on the return journey to Greenland, Leif sailed off-course and ended up in a place he named 'Vinland'. He described the scenery around him as <sup>3</sup>  and very fertile. Leif's unexpected <sup>4</sup>  paid off, as he travelled back to Greenland with his ship full of grapes and wood and <sup>5</sup>  skills he wouldn't otherwise have had. In the 1960s, archaeologists found some Viking ruins in Newfoundland, which they believe might have been the place discovered by Leif nearly a thousand years earlier.

- |                 |             |
|-----------------|-------------|
| 1 A become      | B done      |
| C made          | D told      |
| 2 A turned      | B ventured  |
| C wondered      | D risked    |
| 3 A winding     | B snowy     |
| C remote        | D stunning  |
| 4 A destination | B horizon   |
| C view          | D resort    |
| 5 A enriched    | B gained    |
| C strengthened  | D broadened |

## GRAMMAR

3 Correct the mistakes in the sentences.

- We asked him what happened, but he kept silent.
- We decided not to visit the ancient ruins because Lily has seen them before.
- I couldn't go because I studied for an exam the next day.
- Don't trust her! She was always making up stories.
- When Florence was young, her parents use to have a small cottage by the sea.
- Jo used to do volunteer work in Kenya in 2009.

4 Put the verbs in brackets into the correct forms. Use each of these forms once: past simple, past continuous, past perfect, would, used to, be used to and get used to.

- Where  (you / go) for holidays in your childhood?
- Josh couldn't remember where he  (put) my backpack.
- I didn't pick up because I  (listen) to music on my earphones.
- In the past, I  (be) seasick quite often, but the problem has somehow disappeared.
- It took me almost two years to  (live) in the suburbs.
- Due to the weather change, we  (not follow) the itinerary.
- (you / make) your own travel arrangements or is it something new to you?

## USE OF ENGLISH

5 Complete the second sentence with up to four words so that it means the same as the first one. Use the words in capitals.

- We hadn't finished packing when the taxi arrived.  
**WERE**  
We  the taxi arrived.
- My sister usually travels with a rucksack. **USED**  
My sister  with a rucksack.
- We wanted to sleep in a castle because it was something new. **NEVER**  
We wanted to sleep in a castle because  done it before.
- I could ski after my first week at the ski resort. **LEARNT**  
By the end of my first week at the ski resort, I  to ski.
- During our visit to the theme park, I got sick. **VISITING**  
I got sick  the theme park.
- In the past, we often met in that café. **TO**  
We  in that café.

6 Translate into English.

- I  (*nigdy nie wykupowałem*) travel insurance until I got sick two years ago and had to pay for treatment abroad.
- I don't need a car - I am  (*przyzwyczajony do poruszania się*) on foot.
- We chose the hotel because of the swimming pool, but they  (*remontowali go*) during our entire stay.
- The holiday was OK, but it  (*nie zmieściły się w moim budżecie*).
- I told the police officer that I  (*zgubiłem wartościowe rzeczy*) together with that bag.
- I don't think I will ever  (*przyzwyczaję się do wpadania na*) my ex-girlfriend.

## READING

7   Read the texts and choose the correct options in 1–4. Then complete sentences 5–7.

- The writer starts by pointing out
  - a conversation she had with someone.
  - a mistaken idea that many people have of her job.
  - a fact about travel writers.
  - a criticism that many travel writers make about their job.
- In the second paragraph, the writer describes
  - the type of media she often uses to publish her work.
  - an aspect of her work that she has never enjoyed.
  - how frequently she travels.
  - a kind of job she is often asked to do.
- In the third paragraph, the author admits that
  - she has often stayed in excellent accommodation.
  - she doesn't try to learn the local language.
  - she doesn't like sleeping in low-quality accommodation.
  - she always looks for top-quality places to stay.
- The writer uses the example of TripAdvisor
  - to show how easy it is to get started as a travel writer.
  - as an example of a place to publish your work.
  - to suggest where new travel writers can get exposure.
  - to illustrate how difficult it is for travel writers nowadays.
- Just  were going to take part in the trip: Jip, Polynesia and Chee-Chee.
- The author's  came to say goodbye to him.
- During the voyage, Matthew Mugg was supposed to  the Doctor's household.

## WRITING

8   Read the instructions and do the task.

Niedawno wybrałeś/wybrałaś się w podróż do kurortu polecanego przez Twój ulubiony portal turystyczny. Niestety, miejsce bardzo Cię rozczarowało, a opis przedstawiony na portalu był niezgodny z prawdą. Napisz do redakcji list z zażaleniem (200–250 słów), w którym opisziesz problemy napotkane w trakcie pobytu w kurorcie oraz przedstawisz swoje oczekiwania w związku z wprowadzeniem Cię w błąd.



## THE BEST JOB IN THE WORLD?

Everyone I meet says it, 'Oh, that must be the best job in the world.' In many ways, it is a wonderful job. I get to travel to lots of far-flung locations around the world and I write about them. The truth is very different, however. Travel writing is very hard work, badly paid and extremely competitive.

As a freelance travel writer, you probably make about one trip a week. A lot of the work you're asked to do is so-called 'press trips'. That is, you have been invited by a hotel, a holiday company or a tourist board to a certain place on the understanding that you write nice things about it. This type of work has become very common in the last few years, especially on social media. Essentially, you've gone to a place you didn't choose to go to, where you hang out with people you have never met before, and you have to be polite about the whole experience. It's not so bad the first few times, but after a while it ends up being a bit soul-destroying.

Then there's the accommodation and transport. As a travel writer, you have to make all the reservations and do all the research yourself. Of course, you also have to try everything in order to appeal to a wide range of people. This means I've slept in five-star hotels on very rare occasions, but it also means staying at hostels with primitive facilities for guests in locations where you don't even speak the local language. You might travel in business class, but that's very unusual, so you have to be willing to take taxis, buses, trains, scooters and other diverse means of transport to get around, sometimes at the risk of your own personal safety! That also means 'endless hours' waiting around in airports and stations.

Salaries in journalism in general have not risen for many years, and in travel writing, they've actually decreased. A lot of travel writing on the Internet is in exchange for nothing more than 'exposure' – your name and photo will be at the top of the article. But of course, 'exposure' doesn't pay the bills. Nowadays, with travel websites like TripAdvisor, where travellers write about their experiences in the review sections, as a travel writer you're competing with people who do your job for free! Still interested? Travel writing is certainly not the best job in the world. But despite all the difficulties, if you love travelling and writing, there's really nothing better.

Two days after that we had all in readiness for our departure.

On this voyage Jip begged so hard to be taken that the Doctor finally gave in and said he could come. Polynesia and Chee-Chee were the only other animals to go with us. Dab-Dab was left in charge of the house and the animal family we were to leave behind.

Of course, as is always the way, at the last moment we kept remembering things we had forgotten; and when we finally closed the house up and went down the steps to the road, we were all burdened with armfuls of odd packages.

Halfway to the river, the Doctor suddenly remembered that he had left the stock-pot boiling on the kitchen-fire. However, we saw a blackbird flying by who nested in our garden, and the Doctor asked her to go back for us and tell Dab-Dab about it.

Down at the river-wall we found a great crowd waiting to see us off. Standing right near the gang-plank were my mother and father. I hoped that they would not make a scene, or burst into tears or anything like that. But as a matter of fact they behaved quite well – for parents. My mother said something about being sure not to get my feet wet; and my father just smiled a crooked sort of smile, patted me on the back and wished me luck. Goodbyes are awfully uncomfortable things and I was glad when it was over and we passed on to the ship. We were a little surprised not to see Matthew Mugg among the crowd. We had felt sure that he would be there; and the Doctor had intended to give him some extra instructions about the food for the animals we had left at the house.

At last, after much pulling and tugging, we got the anchor up and undid a lot of mooring-ropes. Then the *Curlew* began to move gently down the river with the out-running tide, while the people on the wall cheered and waved their handkerchiefs.

from *The Voyages of Doctor Dolittle* by Hugh Lofting (published 1922)

## 1.2 Past tenses: past simple, past continuous, past perfect

### PAST SIMPLE

Czas *past simple* (druga forma czasownika, w czasownikach regularnych: końcówka *-ed*) stosujemy do opisu:

- czynności, które wydarzyły się w określonym momencie w przeszłości, np.: *I ran into a girl from our school during my holiday in Iceland last summer.*
- zdarzeń, które przerwały jakąś czynność, np. *Sinead was hunting for souvenirs when someone stole her purse.*

Affirmative	Negative
He <b>visited</b> five countries last year.	They <b>didn't take</b> any photos of the city skyline.
Yes/No questions	Short answers
<b>Did she go</b> backpacking?	Yes, she <b>did</b> . / No, she <b>didn't</b> .
Wh- questions	Subject questions
<b>What did you buy</b> at the flea market?	<b>Who chose</b> this tour company?

Określenia czasu typowe dla *past simple* to m.in.: *yesterday, the day before yesterday, (two days) ago, last (summer), at (Christmas/6 pm), on (5 November), in (May/2020), then, when, afterwards.*

### PAST CONTINUOUS

Czas *past continuous* (*was/were* + czasownik z końcówką *-ing*) stosujemy do opisu czynności:

- trwających w określonym momencie w przeszłości, np. *I was talking to my boss when you called me in the morning.*
- będących tłem dla innych czynności, np. *The sun was shining bright when Tyler left for work.*
- przerwanych przez inne czynności, np. *We were admiring the stunning scenery when there was a loud bang.*

## 1.7 Present and past habits

Czynności powtarzalne i zachowania charakterystyczne dla konkretnych osób – teraz lub w przeszłości – można w języku angielskim opisać za pomocą różnych czasów i konstrukcji gramatycznych.

- Za pomocą czasów *present simple* i *past simple* opisujemy czynności i stany powtarzające się w teraźniejszości lub w przeszłości, w tym przyzwyczajenia i nawyki, np.: *We always take out travel insurance before going abroad. When I was in Rimini, I went swimming every day.*
- Za pomocą czasów *present continuous* i *past continuous* opisujemy teraźniejsze lub przeszłe powtarzalne zachowania, które nas irytują, np.: *You're always complaining about everything. My flatmates were always making a lot of noise in the morning, so I eventually moved out.*

### UWAGA!

W mowie potocznej *always* może zostać zastąpione przez *forever*, np. *They are forever talking about their honeymoon.*

- Za pomocą konstrukcji *used to* + bezokolicznik opisujemy powtarzalne czynności i stany z przeszłości, w tym przyzwyczajenia i nawyki, np.: *I used to hate driving, but now I don't mind it.*

Affirmative	Negative
<i>I was wandering around the old town.</i> <i>You were saving up for a trip to Miami.</i>	<i>She wasn't complaining about the service.</i> <i>We weren't staying at a B&amp;B.</i>
Yes/No questions	Short answers
<i>Was he travelling solo?</i> <i>Were they packing their suitcases?</i>	Yes, he <b>was</b> . / No, he <b>wasn't</b> . Yes, they <b>were</b> . / No, they <b>weren't</b> .
Wh- questions	Subject questions
<i>Why were you arguing?</i>	<i>How many people were sunbathing by the pool?</i>

Określenia czasu typowe dla *past continuous* to m.in.: *in the (evening), at (10 am), at that time, then, when, while, as.*

### PAST PERFECT

Czas *past perfect* (*had* + *past participle*) opisuje zdarzenia, które miały miejsce przed innymi zdarzeniami z przeszłości, np. *The kids wanted to go to the zoo even though we had been there many times before.*

Affirmative	Negative
<i>We had visited the science museum by then.</i>	<i>He hadn't travelled with a low-cost airline before.</i>
Yes/No questions	Short answers
<i>Had he ever rented a car?</i>	Yes, he <b>had</b> . / No, he <b>hadn't</b> .
Wh- questions	Subject questions
<i>What had you bought by the time we met for lunch?</i>	<i>Who had eaten octopus before?</i>

Określenia czasu typowe dla *past perfect* to m.in.: *by the time, by then, by (two o'clock/Monday/April/1999), ever, never, already, before, after.*

- Za pomocą konstrukcji *would* + bezokolicznik opisujemy powtarzalne czynności i zachowania (nie stany) z przeszłości. Forma ta jest powszechnie używana m.in. w odniesieniu do sytuacji, o których myślimy z rozrzewnieniem, i występuje tylko w zdaniach twierdzących, np.: *Mum would always ask Grandma for advice before making an important decision.*

### UWAGA!

Informację o czasie trwania czynności powtarzalnej z przeszłości można zawrzeć jedynie w zdaniu w czasie *past simple*, np. *I practised this song every day for two weeks.*

- Za pomocą konstrukcji: *be used to* + czasownik z *-ing* (być przyzwyczajonym do robienia czegoś) oraz *get used to* + czasownik z *-ing* (przyzwyczajając się do robienia czegoś) opisujemy przyzwyczajenia w różnych czasach gramatycznych, np.: *The young dancer wasn't used to performing in front of such large audiences. Sooner or later, you'll get used to the cold weather.*

### UWAGA!

Po *be used to* i *get used to* może wystąpić również rzeczownik, np. *He needs time to get used to his new phone.*

## - KEY WORDS

### VOCABULARY 1 MP3 01

<b>beyond the horizon</b>	/biːjɒnd ðə həˈraɪzən/	poza horyzont
<b>breathtaking view</b>	/ˌbreɪtʰeɪkɪŋ ˈvjuː/	widok zapierający dech w piersiach
<b>city skyline</b>	/ˌsɪti ˈskɑɪllaɪn/	panorama miasta
<b>crystal clear</b>	/ˌkrɪstəl ˈkliə/	przejrzysty, kryształowo czysty
<b>deserted beach</b>	/dɪˌzɜːtɪd ˈbiːtʃ/	opuszczona plaża
<b>discover tourist attractions</b>	/dɪˌskʌvə ˈtʊərɪst əˌtræktʃənz/	odkrywać atrakcje turystyczne
<b>fabulous</b>	/ˈfæbjʊləs/	bajeczny, wspaniały
<b>flea market</b>	/ˈfliː ˌmɑːkɪt/	pchli targ
<b>get one's adrenaline pumping</b>	/ˌget wʌnz əˈdrenəlɪn ˌpʌmpɪŋ/	podnieść poziom adrenaliny
<b>get around on foot</b>	/ˌget əˈraʊnd ɒn ˈfʊt/	poruszać się pieszo
<b>go to a local theme park</b>	/ˌɡəʊ tu ə ˌləʊkəl ˈθiːm pɑːk/	iść do lokalnego parku rozrywki
<b>hunt for souvenirs</b>	/ˌhʌnt fə ˌsuːvəˈniəz/	polować na pamiątki
<b>itinerary</b>	/aɪˈtɪnərɪ/	plan podróży
<b>(not) fit one's budget</b>	/(nɒt) ˈfɪt wʌnz ˈbʌdʒɪt/	(nie) mieścić się w budżecie
<b>remote destination</b>	/rɪˈmɔːt ˌdestɪˈneɪʃən/	odległy cel podróży
<b>rent a bike</b>	/ˌrent ə ˈbaɪk/	wypożyczyć rower
<b>run into</b>	/ˌrʌn ˈɪntuː/	napotkać, wpaść na (kogoś)
<b>snowy peaks</b>	/ˌsnəʊ ˈpiːks/	ośnieżone szczyty
<b>soak up the atmosphere</b>	/ˌsəʊk ʌp ðɪ ˈætməsfiə/	chłonać atmosferę
<b>spend vast sums</b>	/ˌspend ˌvɑːst ˈsʌmz/	wydawać ogromne kwoty
<b>staycation</b>	/steɪˈkeɪʃən/	wakacje spędzane w domu lub w kraju
<b>struggle with</b>	/ˈstrʌɡəl wɪð/	mieć problem z
<b>stunning scenery</b>	/ˌstʌnɪŋ ˈsiːnəri/	oszałamiająca sceneria
<b>take forever</b>	/ˌteɪk fəˈrevə/	ciągnąć się w nieskończoność
<b>travel arrangements</b>	/ˈtrævl əˌreɪndʒmənts/	ustalenia organizacyjne podróży
<b>visit popular resorts</b>	/ˌvɪzɪt ˌpɒpjələ ˈriːzɔːts/	odwiedzać popularne kurorty
<b>wander around</b>	/ˌwɒndər əˈraʊnd/	spacerować
<b>winding streets</b>	/ˌwaɪndɪŋ ˈstriːts/	kręte uliczki

### GRAMMAR 1 MP3 02

<b>city break</b>	/ˌsɪti ˈbreɪk/	krótkie wakacje w innym mieście
<b>dream spot</b>	/ˌdriːm ˈspɒt/	wymarzone miejsce
<b>ferry</b>	/ˈferi/	prom

### SPEAKING MP3 03

<b>annoyance</b>	/əˈnɔɪəns/	irytacja, złość
<b>luggage locker</b>	/ˌlʌɡɪdʒ ˌlɒkə/	schowek na bagaż
<b>notification</b>	/ˌnəʊtɪfɪ ˈkeɪʃən/	powiadomienie
<b>recurring (problem)</b>	/rɪˌkɜːrɪŋ (ˈprɒbləm)/	powtarzający się (problem)

### READING MP3 04

<b>array of sth</b>	/əˈreɪ əv ˌsɑːmθɪŋ/	szeroki wachlarz, wybór czegoś
<b>benefit sb/sth</b>	/ˈbenɪfɪt ˌsʌmbədɪ/ ˌsʌmθɪŋ/	przynosić komuś/ czemuś korzyść
<b>broaden one's horizons</b>	/ˌbrɔːdən ˌwʌnz həˈraɪznz/	poszerzyć swoje horyzonty
<b>challenge</b>	/ˈtʃæləndʒ/	stanowić sprawdzian czegoś, mobilizować
<b>cruise ship</b>	/ˈkruːz ʃɪp/	statek wycieczkowy
<b>comfort zone</b>	/ˈkʌmfət zəʊn/	strefa komfortu
<b>employment prospects</b>	/ɪmˈplɔɪmənt prəˌspekts/	perspektywy zatrudnienia
<b>enrich</b>	/ɪnˈrɪtʃ/	wzbogacać
<b>enrol</b>	/ɪnˈrəʊl/	zapisać się
<b>gain skills</b>	/ˌgeɪn ˈskɪlz/	zdożyć umiejętności
<b>launch (a career)</b>	/ˌlɔːntʃ (ə kəˈrɪə)/	rozpocząć (kariere)
<b>make the most of sth</b>	/ˌmeɪk ðə ˈməʊst əv ˌsʌmθɪŋ/	wykorzystać coś jak najlepiej
<b>memorable</b>	/ˈmemərəbəl/	niezapomniany, pamiętny

<b>pay off</b>	/ˌpeɪ ˈɒf/	opłacać się
<b>strengthen</b>	/ˈstreŋθən/	wzmocnić
<b>testimonial</b>	/ˌtestɪˈmɔːniəl/	rekomendacja
<b>touristy</b>	/ˈtʊərɪsti/	nastawiony na turystów
<b>travel overseas</b>	/ˌtrævl əˈʊəvəˈsiːz/	podróżować za granicę
<b>undergo</b>	/ˌʌndə ˈɡəʊ/	przejsć (coś), zaznać/ doświadczyć (czegoś)
<b>venture out</b>	/ˌventʃər ˈaʊt/	odważyć się wyjść z domu
<b>willing</b>	/ˈwɪlɪŋ/	chętny, pełen zapału

### VOCABULARY 2 MP3 05

<b>antiseptic wipes</b>	/ˌæntɪˈseptɪk ˈwaɪps/	chusteczki antyseptyczne
<b>be seasick</b>	/ˌbi ˈsiːsɪk/	cierpieć na chorobę morską
<b>come out in a rash</b>	/ˌkʌm ˌaʊt ɪn ə ˈræʃ/	dostać wysypki
<b>coverage</b>	/ˈkʌvərɪdʒ/	okoliczności objęte polisą ubezpieczeniową
<b>diarrhoea</b>	/ˌdaɪəˈriə/	biegunka
<b>emergency</b>	/ɪˈmɜːdʒənsɪ/	nagły wypadek
<b>first aid kit</b>	/ˌfɜːst ˈeɪd ˈkɪt/	apteczka pierwszej pomocy
<b>food poisoning</b>	/ˌfuːd ˌpɔɪzənɪŋ/	zatrucie pokarmowe
<b>foresee</b>	/ˈfɔːsiː/	przewidzieć
<b>insane</b>	/ɪnˈseɪn/	szalony
<b>lean (overboard)</b>	/ˌliːn (əʊvəˈbɔːd)/	wychylić się (za burtę)
<b>lose valuable items</b>	/ˌluːz ˌvæljuəbəl ˈaɪtəmz/	stracić cenne przedmioty
<b>mosquito repellent</b>	/ˌmɔːskiːtəʊ rɪˌpelənt/	środek odstraszający komary
<b>pandemic</b>	/ˌpændɪˈdemɪk/	pandemia
<b>risk one's safety for sth</b>	/rɪsk ˌwʌnz ˈseɪfti fə ˌsʌmθɪŋ/	ryzykować swoje bezpieczeństwo dla czegoś
<b>take out travel insurance</b>	/ˌteɪk ˌaʊt ˈtrævl ɪnˌʃʊərəns/	wykupić ubezpieczenie podróży
<b>tick remover tool</b>	/ˈtɪk rɪˌmuːvə tuːl/	narzędzie do usuwania kleszczy
<b>travel mishap</b>	/ˈtrævl ˌmɪʃæp/	niefortunny wypadek podczas podróży
<b>treat (one's wounds/ injuries/illnesses)</b>	/ˌtriːt (ˌwʌnz ˈwuːndz/ ˌɪndʒənz/ ˈɪlnəsɪz)/	udzielić pomocy medycznej, leczyć (czyjeś rany/urazy/choroby)
<b>vaccinated</b>	/ˈvæksɪneɪtɪd/	zaszczepiony
<b>vomit</b>	/ˈvɒmɪt/	wymiotować
<b>yellow fever</b>	/ˌjeləʊ ˈfiːvə/	żółta febra

### LISTENING MP3 06

<b>do away with sth</b>	/ˌduː əˈweɪ wɪð ˌsʌmθɪŋ/	pozbyc się czegoś
<b>do sb good</b>	/ˌduː ˌsʌmbədɪ ˈɡʊd/	mieć na kogoś dobry wpływ, dobrze na kogoś podziałać
<b>do up</b>	/ˌduː ˈʌp/	odnowić
<b>guided tour</b>	/ˌɡaɪdɪd ˈtʊə/	wycieczka z przewodnikiem
<b>make a deal</b>	/ˌmeɪk ə ˈdiːl/	zawrzeć umowę, dobić targu
<b>make out</b>	/ˌmeɪk ˈaʊt/	zrozumieć
<b>make sth into</b>	/ˌmeɪk ˌsʌmθɪŋ ɪntə/	przekształcić coś w
<b>make up</b>	/ˌmeɪk ˈʌp/	wymyślić, zmyślić
<b>zip-lining</b>	/ˈzɪp laɪnɪŋ/	tyrolka, kolejka tyrolska

### GRAMMAR 2 MP3 07

<b>currency</b>	/ˈkʌrənsɪ/	waluta
<b>low-cost airline</b>	/ˌləʊkɒst ˈeəˌlaɪn/	tania linia lotnicza
<b>nomadic</b>	/nəʊˈmædɪk/	koczowniczy
<b>package tour</b>	/ˈpækɪdʒ tʊə/	wycieczka zorganizowana

### USE OF ENGLISH MP3 08

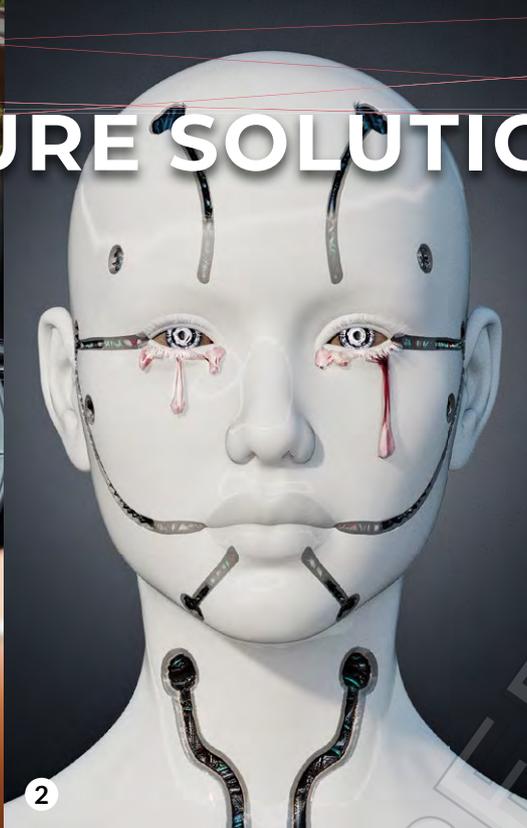
<b>checkpoint</b>	/ˈtʃekˌpɔɪnt/	posterunek, punkt kontrolny
<b>commute</b>	/kəˈmjʊːt/	dojeżdżać do pracy
<b>guardhouse</b>	/ˈɡɑːdˌhaʊs/	strażnica, wartownia
<b>power cut</b>	/ˈpaʊə ˌkʌt/	przerwa w dostawie prądu
<b>reunify</b>	/riːˈjuːnɪfaɪ/	ponownie zjednoczyć
<b>stream</b>	/striːm/	wchodzić tłumnie
<b>turn out</b>	/ˌtɜːn ˈaʊt/	okazać się

### WRITING MP3 09

<b>appalling</b>	/əˈpɔːlɪŋ/	prerażający, okropny
<b>fall short of (one's expectations)</b>	/ˌfɔːl ʃɔːt əv (ˌwʌnz ˌekspekˈteɪʃənz)/	nie spełniać (czyichś oczekiwań)
<b>fare</b>	/feə/	opłata, taryfa
<b>give off a smell</b>	/ˌɡɪv ˌɒf ə ˈsmel/	wydzielać zapach
<b>inconvenience</b>	/ˌɪnkənˈviːniəns/	nieodogodność
<b>odour</b>	/ˈəʊdə/	fetor, nieprzyjemny zapach
<b>prompt</b>	/prɒmpt/	szybki, bezzwłoczny
<b>refund</b>	/ˈriːfʌnd/	zwrot



1



2



3

# 2 FUTURE SOLUTIONS

**SPEAK** Look at the photos and read the quote. Discuss the following.



*Technology is a useful servant but a dangerous master.*

Christian Lous Lange  
(Norwegian historian and Nobel Peace Prize winner, 1869–1938)

- Give one advantage and one disadvantage of how technology is being used in each of the photos.
- Imagine you are writing a magazine article entitled 'Future Solutions'. Which of the photos would you choose for the front cover? Why?
- Explain the meaning of the quote, using the examples in the photos. What can be done to prevent technology becoming a dangerous master?

**1** **SPEAK** Complete the questions with the correct forms of the verbs from the box. Then answer the questions in pairs. There may be more than one correct answer.

check install post scam set update

- 1 How often do you your social media profiles and comments?
- 2 Have you ever been online or reported something suspicious?
- 3 Do you protect your online accounts by strong passwords?
- 4 When did you last your phone?
- 5 Who antivirus software on your PC?

**2** Read the text and find one piece of information that is false.

## TECHNOLOGY: FACT OR FICTION?

**1** **Driverless cars** are becoming so efficient that they don't need any human intervention. In the future, humans may be banned from driving altogether.



**2** In some countries, such as Sweden and the USA, **microchip implants**, which connect to the Internet, are **embedded** into employees' hands so they can open doors or pay for food at the wave of a hand.



**3** Bluetooth®, one of the first wireless technologies, was named after a king of Norway and Denmark who was so fond of blueberries that his teeth turned blue, hence his nickname. Bluetooth® connects anything, from **domestic appliances** to earbuds, with your mobile devices, just like the king united his warring nations.



**4** The latest plans for robots and **virtual assistants**, such as Siri, Alexa or Cortana, are to make them **emotionally interactive**, which means they will detect users' moods and respond accordingly.



**5** Every minute, over five hundred hours of video material are uploaded to YouTube. If you started watching it today, you still wouldn't have watched all the content by the end of your life.



**6** Instagram currently **hosts** over fifty billion photos. If that's too much for you, try using the **'mute'** option, which allows you to stop seeing a user's feed without **unfollowing** them.





1 **SPEAK** Would you like to visit a fortune-teller to learn what the future holds for you? Why/Why not?

2 Read the blog from the future and answer the questions.

- Which subjects are in the author's schedule before lunchtime?
- How does the author make food?

22 MARCH 2040

**7:30 AM** The smartphone inside my shoulder vibrates and I wake up. Lessons <sup>1</sup>start in thirty minutes. <sup>2</sup>It's going to be a hard session today – my virtual tutor warned me yesterday. He's a decent guy. Next month, <sup>3</sup>we will have been learning together for two years! Anyway, I feel that by lunchtime, <sup>4</sup>I'll have solved hundreds of maths problems and done some virtual experiments. <sup>5</sup>I'll be feeling pretty tired after all that!

**1:00 PM** The 3D food printer is on – lunch <sup>6</sup>will be ready in no time. Another vibration in my shoulder: my flatmate sends

a message to say <sup>7</sup>he's going to have lunch with his girlfriend. I change the printer setting to make less food.

**1:45 PM** <sup>8</sup>I'm meeting a classmate at 2 pm, but I've only just finished lunch. I don't want to be late, so <sup>9</sup>I'll take the flying car.



3 **STUDY** Study the grammar table and match future forms 1–9 from exercise 2 to uses a–i.

### Key Grammar

#### The future

To talk about the future, we use:

- the present simple for timetabled events, e.g. starts,
- the present continuous for confirmed arrangements, e.g. is starting,
- be going to for intentions or plans, e.g. is going to start,
- will for hopes, expectations and predictions, e.g. will bring,
- be going to for predictions based on evidence, e.g. will have brought,
- will for spontaneous decisions or offers, e.g. will play,
- the future continuous (will + be + -ing) for actions in progress at a future point in time, e.g. will be playing,
- the future perfect (will + have + past participle) for actions completed by a future point in time, e.g. will have recovered,
- the future perfect continuous (will + have been + -ing) for actions that will continue up to a point in the future, to underline their duration, e.g. will have been recovering.

4 Choose the correct options to complete the TV guide.

#### TODAY

##### 15:00 Sports Live



The afternoon <sup>1</sup>starts / is starting / is going to start with football. Our presenters <sup>2</sup>will bring / will be bringing / will have brought you their live commentary from Stamford Bridge, where Chelsea <sup>3</sup>plays / is playing / will play Arsenal. <sup>4</sup>Do Chelsea beat / Will Chelsea beat / Are Chelsea going to beat them to win the league? <sup>5</sup>Does Jones recover / Will Jones have recovered / Will Jones be recovering from injury in time for the match? Watch and see!

##### 18:00 The Future Programme



Jill Peters, who <sup>6</sup>will have been working / will be working / will work for our station for fifteen years next month, <sup>7</sup>will be presenting / will have been presenting / will have presented some new gadgets from the Technology Now exhibition. She <sup>8</sup>interviews / 's going to interview / will have interviewed top experts on their predictions for next year. What <sup>9</sup>do scientists come up with / are scientists coming up with / will scientists come up with next? By the end of the programme, we <sup>10</sup>are finding out / will be finding out / will have found out who has won the competition.

5 **STUDY** Read the **WATCH OUT** box and complete the mini-dialogues with the correct future forms of the verbs in brackets. There may be more than one correct answer.

- X: What time are you setting off in the morning?  
Y: The bus            (leave) at 7:30, so I think I            (go) around 7:00.
- X: What are you doing after we've eaten?  
Y: I            (meet) Laura so that we can finish our presentation.
- X: Do you want to go to the STEM club later?  
Y: I can't. I'm going home as soon as school            (finish).
- X: So you just pour the liquid into a glass jar and ...  
Y: Watch out! You            (spill) it everywhere!
- X: Do you know that by the end of the month we            (work) on this device for four years?  
Y: Really? I hope we finish before it            (become) useless.

#### WATCH OUT

#### Future time clauses

Remember that we use the present simple or present perfect simple to talk about the future after time expressions such as *when, until, after, before* and *as soon as*.  
*We won't find out what we can do until we attempt it.*  
*I'll help you when I've finished writing this email.*

6 **SPEAK** Make some predictions for 2040. What will the world look like? How will science and technology have advanced by that time?

#### FAST FINISHERS

Look through the book and find out what you will have learnt by the end of the unit.

*Giving a presentation*

- 1 SPEAK** Are you comfortable with public speaking? Why/Why not?



- 2** **1.13** Listen to the beginning of a presentation about the future of transport in cities. What three topics is the speaker going to cover?
- 3** **1.13** Read the **WATCH OUT | SKILLS** box and study the Key Phrases box. Then listen again. Which Key Phrases did you hear?

**WATCH OUT | SKILLS**

**Signposting**

When giving a presentation, help your audience to follow you by 'signposting.' Begin by telling them the topic of your talk. Then say what you are going to talk about first. Next, explain what other areas you are also going to cover and finally how you are going to finish.

**Key Phrases**

**Giving a presentation**

**Introducing the topic**

Today, I'm going to talk about ...

I'm going to begin by talking about ...

**Organising ideas**

Firstly, ... / In the first place, ...

My second point is that ...

I'll go on to discuss ...

Let's turn to the topic of ...

In addition to this, ...

Another / The third point I want to make is ...

**Giving evidence to support an opinion**

For example/instance, ...

A good example of ... is ...

There are several reasons why I believe ...

It is a fact that ...

There is strong evidence to support ...

The problem with this argument is that ...

**Finishing your presentation**

Finally, I'd like to draw your attention to ...

And finally, I'll mention ...

My final point is that ...

OK, that's all from me.

I hope you found the presentation interesting.

If anyone has any questions, please feel free to ask now.

- 4** Complete the presentation excerpts with up to three words in each gap.

- 1** Dear Parents! Today, I'd like to \_\_\_\_\_ to an issue that concerns all teenagers, namely the amount of pocket money that we all receive. There \_\_\_\_\_ why I believe our weekly allowance should be raised. Here are some of them.
- 2** While there is \_\_\_\_\_ that regular tests make students study more and positively influence their academic results, the \_\_\_\_\_ this argument is that it does not take into account students' emotional needs.
- 3** Another point that I want \_\_\_\_\_ is that we are not given a chance to suggest our own solutions. It is a \_\_\_\_\_ students' opinions are rarely listened to by the school authorities.
- 4** So I guess that's \_\_\_\_\_. Thank you very much for listening, and I hope \_\_\_\_\_ my presentation interesting. If you have any questions, \_\_\_\_\_ to ask, and I will try to answer them now.

- 5** **1.14** Read the **WATCH OUT** box. Then listen to the groups of words in connected speech. Which words are linked? Identify the type of link used (a or b).

- |                           |                          |
|---------------------------|--------------------------|
| 1 discuss other solutions | 4 what we know about     |
| 2 today I'm going to      | 5 talking to you about   |
| 3 talking about transport | 6 science and technology |

**WATCH OUT**

**Connected speech**

When we are speaking, we connect words to make them easier to pronounce without a break. It can be done in different ways:

**a** by linking the final consonant of one word with the initial vowel or semi-consonant of the next, e.g. *good evening; thank you*

**b** by inserting a /j/ or /w/ sound between two vowels, e.g. *I /j/ agree; it's too /w/ easy.*

- 6** **SPEAK** Go to page 156 and choose one of the topics shown in the photos. Prepare a short presentation about the future to give to the class.

**FAST FINISHERS**

Imagine you are planning the next April Fools' Day at school. Make a list of silly topics on which students could make presentations, e.g. why there should be a circus in your school.

Find a TED talk on a topic that you find interesting. Watch it and tell the class two things you have learnt from it.





# MIND-READING TECHNOLOGY:

## The Headset That 'Hears' Your Thoughts

Until recently, mind-reading technology was something we'd only seen in science-fiction films. The evil villain uses a mind-reading machine to extract information directly from the hero's brain. 'In a few minutes,' the villain hisses, 'I will have all the information I need ...'

However, this technology is no longer the stuff of films. A group of researchers at MIT's Media Lab recently presented a **wearable** headset called AlterEgo that can interpret 'silent speech' inside the user's head. Anything that the user 'messages' from the brain to the facial muscles can be **picked up** by the headset, so if you want to find out what the weather will be like tomorrow, you can mouth the question 'Weather tomorrow?' and the headset will respond by giving you a weather forecast through a small earphone.

Devices like AlterEgo will eventually be able to **link up** to existing **artificial** intelligence devices, like Apple's Siri or Amazon's Alexa. They will read your thoughts and then look up the information you need, download a recipe or make a purchase for you.

Major tech companies are now **making** huge **strides** in the development of wearable devices which read your mind. Elon Musk, the man behind Tesla cars and SpaceX, has announced that his company, Neuralink, is developing interfaces

which will allow users to communicate directly with computers using only thoughts. Musk is predicting that in a few years, we will be able to implant tiny electronic devices in the brain which will **merge** machine and human, thus **enhancing** human intelligence.

Musk's vision of the future is that users will be sitting at home, and they will be able to connect to different devices or software through interfaces, without typing or even speaking. An implant is going to be able to interpret what you're thinking and, for instance, send a message to a friend telling them you're going to show up a little later than planned.

Tech experts are convinced such devices and implants will be in general use within the next decade. Some predictions even foresee everyone with headsets or implants interacting by way of telepathy – you will be communicating with other people only through your thoughts. Humans have exchanged information using speech and writing for millennia, and now a new form of human communication is coming thanks to mind-reading technology.

So, I guess, in a few years' time, when we can all read everyone's thoughts, heroes will have been forced to come up with a new way of hiding information from evil villains.



### GLOSSARY

**hiss** – syknąć

**villain** – czarny charakter

- 1  Put the names of body parts, organs and fluids from the box into two categories: internal and external. Some words match both categories.

ankle arm back blood bones cheek  
chest ear elbow finger foot head knee  
leg muscle nose shoulder spine stomach  
toe wrist

- 2 Read the text and decide which of the medical developments it mentions is the most important for humanity.

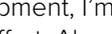
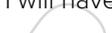
### MERGING TECHNOLOGY WITH MEDICINE



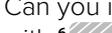
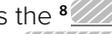
There are many areas in which high-tech innovations are brought into general use – sport, fashion and education, all make use of state-of-the-art,

cutting-edge technology. Today, we are looking for your personal experiences. Do you ever benefit from such developments in medicine? Share your opinions below.



I admit that as well as going to the gym, I often enjoy the benefits of aesthetic medicine. I regularly visit a plastic surgeon who helps me keep my figure <sup>1</sup> . With appropriate treatment and equipment, I'm muscular and <sup>2</sup>  without much effort. Also, last year, I had all my skin marks removed (<sup>3</sup>  and <sup>4</sup> ), and I have no <sup>5</sup> . I'm pretty sure that by the time I turn forty, I will have undergone many more treatments.



I had surgery that was conducted by a robot! Can you imagine? The doctor diagnosed me with <sup>6</sup>  and <sup>7</sup>  stones – an extremely painful condition. Instead of open surgery, I was operated on by a surgeon using a da Vinci robot system. It was much less invasive than a conventional operation, only a few small cuts in my abdomen. Basically, the surgeon can use these robots to perform most surgical procedures on the digestive organs, such as the <sup>8</sup> , <sup>9</sup>  and large and small <sup>10</sup> .

It's a real miracle!



I'm a medical student, and I benefit from technology a lot. Thanks to VR, by the time I start working in a hospital after I graduate, I will have practised a whole range of procedures without inflicting pain on patients. Next week, for example, we will be looking inside a person's chest to see how the <sup>11</sup>  absorb oxygen and how the <sup>12</sup>  carry the blood back to the heart. I can't wait!

- 3  **1.16 KEY WORDS**  Complete the text in exercise 2 with the highlighted words below. There are five extra words. Then listen and check. There may be more than one correct answer.

birthmarks • bladder • intestines • joint • kidney  
knuckle • lean • liver • lungs • moles • obese  
palm • pancreas • rib • scars • trim • veins

- 4  Translate into Polish using the highlighted words from exercise 3.

- 1 There are fifteen  (stawów, znanych również jako knykcie) in a human hand.
- 2 By the time you stop sunbathing,  (liczba pieprzyków) on your body will have grown for sure.
- 3 Every human being needs  (dwie nerki) for the body to function well.
- 4 In diabetes,  (trzustka nie produkuje) enough insulin.
- 5  (Jelito grube) is longer than  (jelito cienkie).
- 6  (Długość dłoni) is measured from the tip of the longest finger to the wrist.
- 7 According to the World Health Organisation, a BMI (body mass index) of twenty-five means that a person  (jest otyła).

- 5  **1.17 SPEAK** Decide if the sentences in exercise 4 are true or false. Then listen and check.

- 6 **SPEAK** Decide which of the following areas of medicine should receive the most investment from global authorities. Explain your decision, using at least five words from this lesson.

1 artificial organs and transplantology

2 cancer treatment

3 vaccinations against deadly diseases

4 medical engineering and robotics

### FAST FINISHERS

-  Draw a picture to illustrate the topic of the article in exercise 2. Be prepared to describe what it shows and why you have chosen this design.

Look online for information about the da Vinci robot system and find out which internal organs it operates on.

RESEARCH  
IMPULSE

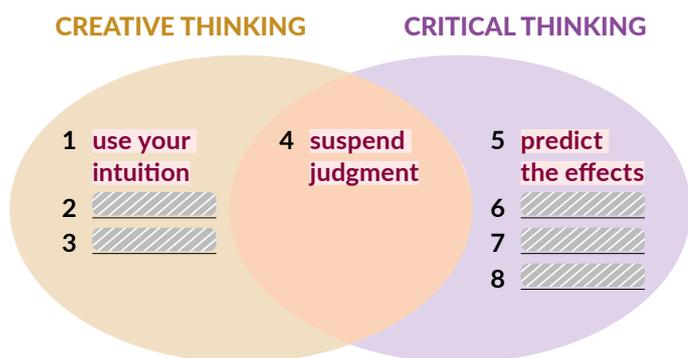
A podcast about human creativity

1 **SPEAK** How do you understand the saying below? Can you give examples from your own life?

*Great minds think alike.*

2 **KEY WORDS** Complete the diagram with highlighted phrases below.

brainstorm solutions • consider alternatives  
draw conclusions • identify pros and cons  
imagine possibilities



3 Choose the correct options.

- When you have a problem to solve, start by *brainstorming solutions / using your intuition*. Write down ideas as people think of them.
- Be creative and playful and *identify pros and cons / imagine all of the possibilities* that you can think of – the more, the better.
- Remember to *suspend judgment / draw conclusions* of people's ideas – just because you don't like something, it doesn't mean that it's wrong.
- Once you have got a list together, you can start to *use your intuition / identify the pros and cons* of each solution (the good points and the bad points).
- Think about the future and try to *consider alternatives / predict the effects* of each solution – if we choose this one, or that one, what will happen?
- Finally, when you have been through all these stages, you will be able to *draw conclusions / consider alternatives* about your ideas.

4 Match the words from the box to the correct categories. Then add other derivatives.

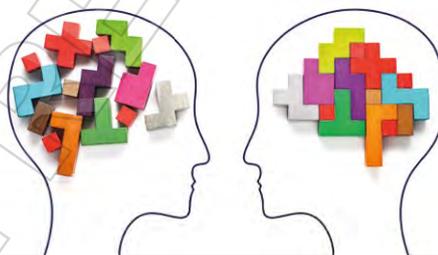
consider effect identify imagine intuition  
judgment solution

	Verb	Noun	Adjective
1	<i>consider</i>	<i>consideration</i>	<i>considerate</i>
2			
3			
4			
5			
6			
7			

5 Listen to a podcast about human creativity and tick the topics that are mentioned.

CREATIVE THINKING

- 1 TECHNOLOGICAL ADVANCES
- 2 HUMAN COMMUNICATION
- 3 NEUROSCIENTIFIC STUDIES
- 4 PSYCHOLOGY
- 5 HUMAN ACHIEVEMENTS
- 6 PERSONALITY TRAITS OF CREATIVE PEOPLE



6 Listen again and complete the sentences.

- The examples of Mozart and Edison show that humans are able to do \_\_\_\_\_.
- The speakers wonder if geniuses follow a \_\_\_\_\_ in their work.
- Creativity has \_\_\_\_\_ to do with your intelligence level or IQ.
- A study on musicians showed that \_\_\_\_\_ in several parts of the brain.
- What all creative people have in common is independence, tolerance of mess and the willingness \_\_\_\_\_.
- Human creativity has enabled some of the major achievements of mankind, such as the Moon landing or producing \_\_\_\_\_.
- Science and technology have changed the way we \_\_\_\_\_ and work.

7 **SPEAK** Answer the questions.

- Which of the skills connected with creative thinking do you have? Which would you like to have? Why?
- Is creativity always helpful? Why/Why not?
- What is more important, creative thinking or critical thinking?



FAST FINISHERS

Make a crossword puzzle with the mystery word 'CREATIVE'.

1 **SPEAK** Answer the questions.

- How will mobile phones change in the future?
- Which cure will scientists have developed by 2050?

2  **1.18** Read the summary of the podcast from the previous lesson and choose the best ending. If necessary, listen to the podcast again.

The podcast was about how scientists <sup>a</sup>were going to find out more about creativity. The speakers started by enumerating some famous names, for instance Thomas Edison. He was an extremely creative inventor who probably did not plan his work, so he never suspected that he <sup>b</sup>would revolutionise technology.

The speakers then focused on how to research creativity. Scientists who wanted to learn more about the topic scanned the brain activity of creative thinkers, for example jazz musicians. Neurobiologists felt they <sup>c</sup>were about to discover something big, but no major conclusions were drawn. They were continuing their research, however, and <sup>d</sup>are to announce their results in two years, when their final report <sup>e</sup>is due to be published.

Perhaps we will never learn more about creativity than we already know, which makes the secretive nature of creative minds even more intriguing and unique.

We need to bear in mind, however, that mankind ...

- wouldn't have progressed without them.
- would be better off without them.
- would be replaced with technology.

3  Study the grammar table. Complete the table with examples a–e from the text in exercise 2.

## Key Grammar

## Other ways of talking about the future

- *be about to* + infinitive is used to say that something is going to happen very soon, e.g. <sup>1</sup>
- *be due to* + infinitive is used to talk about things that are expected or planned at a certain time, e.g. <sup>2</sup>
- *be to* + infinitive is used in a formal style to talk about official plans and arrangements, e.g. <sup>3</sup>

## Future in the past

We use the **future in the past** to talk about the future from the perspective of the past.

- *am/is/are going to* changes to *was/were going to*, e.g. <sup>4</sup>
- *will* changes to *would*, e.g. <sup>5</sup>

4  Correct the mistakes in the sentences by adding one missing word in each sentence.

- Everyone was convinced that it be easy to scan the brain activity.
- Mr Stevens is to close the neurobiology conference with his speech at five tomorrow.
- The Prime Minister is reward young engineers with scholarships.
- Originally, they going to use laser technology in the device, but it proved too expensive.
- The university authorities to introduce special courses developing critical thinking skills.
- I was to go to bed when I heard the terrifying sound of an explosion.

5  Complete the sentences with the correct forms of the verbs from the box. There may be more than one correct answer.

begin help meet offer prove receive

- We  at five o'clock to analyse the data, but then something else came up.
- You were so sure that you  the research grant. What a shame that you didn't!
- One of my mates said he  me with the project, but in the end I did it on my own.
- The school  extra IT courses this year, but unfortunately the funding for them was cancelled.
- He hoped that the results of the experiment  that he was right, but they didn't.
- The lecture  at 9 o'clock, but the teacher was late.

6  Finish the sentences about yourself.

- Before I started secondary school, I was going to .
- I'm about to .
- My class is to .
- As a child, I thought I would .
- In my next Polish lesson, we are due to .

## #BRAINTEASER

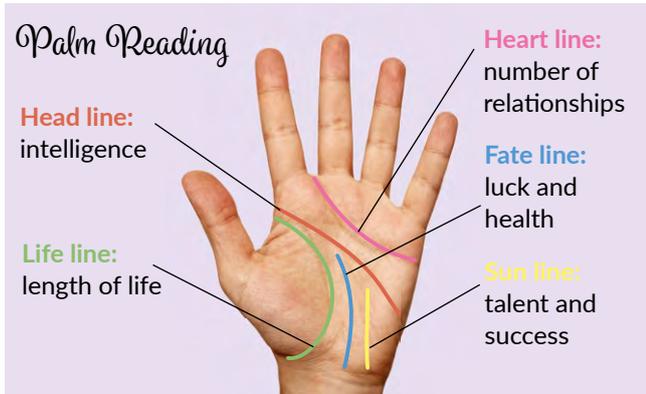
I never was, am always to be.  
No one ever saw me, nor ever will.  
I am about to arrive. What am I?

 FAST FINISHERS

 Think about somewhere you would like to be at the moment and write three sentences about the things that are about to happen and what you are going to do there.

*I'm on a desert island, it's evening. I'm going to build a shelter for the night. The sun is about to set.*

- 1 SPEAK** Read the information about the basics of palm reading and make some predictions about each other's futures.



- 2** Complete the sentences with the correct forms of the words from the box.

defect embed enhance follow intrigue mute

- Neuroscience merged with engineering is a(n) \_\_\_\_\_ subject to research in the future.
- There is some sort of threat \_\_\_\_\_ in any kind of technological development.
- Scientists should focus on the areas of development that will truly \_\_\_\_\_ our lives.
- Most of the unfavourable reactions to what they proposed were immediately \_\_\_\_\_ by the authorities.
- A lot of influencers aren't bothered by the fact that someone \_\_\_\_\_ their account.
- The current system is seriously \_\_\_\_\_ and should be replaced as soon as possible.

**3 Choose the correct options.**

- This time next week, we \_\_\_\_\_ the end of the exams.  
a celebrate    b 'll be celebrating    c 'll celebrate
- It \_\_\_\_\_. Look at that beautiful blue sky!  
a doesn't rain    b won't have rained    c isn't going to rain
- X: Do you know how to do this maths exercise?  
Y: No. I \_\_\_\_\_ the teacher in class tomorrow.  
a ask    b will have asked    c 'll ask
- Have you heard the news? They \_\_\_\_\_ another rocket into space tomorrow.  
a send    b 're sending    c 'll send
- Milly decided that she \_\_\_\_\_ an electric car.  
a was due to buy    b will buy    c would buy
- We won't leave until you \_\_\_\_\_, OK?  
a will have arrived    b have arrived    c won't have arrived
- Jonathan \_\_\_\_\_ Silicon Valley next week to see technology production in action.  
a is due to visit    b is about to visit    c would visit

- 4** Complete the second sentence so that it means the same as the first one. Use the words in capitals.

- The lecture begins at seven. **DUE**  
The lecture \_\_\_\_\_ at seven.
- Martin is going to have his first driving lesson tomorrow morning. **BE**  
Tomorrow morning, Martin \_\_\_\_\_ his first driving lesson.
- I started the creative writing course last month, at the beginning of October. **STUDYING**  
By the end of the year, I \_\_\_\_\_ creative writing for three months.
- We have accepted the invitation to give a talk about VR in fashion at the conference next month. **ARE**  
We \_\_\_\_\_ a talk about VR in fashion at the conference next month.
- Our presentation is at nine o'clock this Thursday. **A**  
We \_\_\_\_\_ at nine o'clock this Thursday.
- I'm planning to change my mobile next month. **WILL**  
By the end of next month, \_\_\_\_\_ my mobile.
- We need to research the topic before we draw any conclusions. **HAVE**  
We will draw conclusions after \_\_\_\_\_ the topic.

- 5** Complete the text with the correct words formed from the words in brackets.

Have you ever heard of SWOT analysis? It's a way of brainstorming ideas and thinking <sup>1</sup> \_\_\_\_\_ (careful) about a topic before taking any binding decisions. The analysis means suspending <sup>2</sup> \_\_\_\_\_ (judge) before you consider the strengths, weaknesses, opportunities and threats – or SWOT – involved in choosing the best <sup>3</sup> \_\_\_\_\_ (solve). With such an approach, several questions require answering, for instance: 'Is the idea good enough to make everyone <sup>4</sup> \_\_\_\_\_ (convince)?', 'Will it really result in any kind of <sup>5</sup> \_\_\_\_\_ (improve)?', 'Are there any <sup>6</sup> \_\_\_\_\_ (predict) obstacles?' The next time you want to embark on a project you're not sure about, try out a SWOT analysis! It will definitely help.

- 6 SPEAK** Discuss the questions in pairs.

- Do you think your grandchildren's lives will be easier or more difficult than your life? Identify as many opportunities and threats as you can.
- If you had the chance to spend the rest of your life in space, would you take the opportunity? Why/Why not?



**FAST FINISHERS**

Think about a problem that is bothering you at the moment. Do a SWOT analysis to decide how to solve it.

### DOES 'URBAN' ALWAYS EQUAL 'CONGESTED'?

- 1 I'm on a bus, coming home from school. In fact, I've been on this bus for almost an hour, although the journey should take no longer than fifteen minutes. I look out of the window and see a city taken over by slow-moving cars, buses, lorries and other vehicles, crawling along the streets. All I can think of is that, unless authorities cut down and control the amount of traffic in urban centres, some day we won't be able to move around at all.
- 2 Let's face it – traffic jams have become part of city life. Sooner or later, the traffic in many cities will reach total gridlock. Some experts argue that the traffic flow systems aren't flexible enough to cope. In the near future, cities will be installing smart traffic lights, which will analyse the amount of traffic flowing past them and will modify how frequently the lights change to clear traffic more efficiently.
- 3 The size and occupancy of cars in urban areas is also a matter of concern. Most private cars in circulation are occupied by one person. Nowadays, there are apps that enable people to share car journeys. Experts predict that in ten or twenty years' time, many cars will have been replaced by independently moving electric pods. Before long, these pods will be all over our streets, delivering people and goods around the city.
- 4 The issue of traffic in our cities is absolutely crucial. It's only a matter of time until the authorities begin to introduce technological solutions to improve traffic flow and to reduce the number of vehicles on the streets. And they had better hurry up ...

1 **SPEAK** Suggest three solutions which could improve public transport in your area.

2 Read the text and answer the questions.

- 1 What are the two greatest traffic-related problems in cities, according to the author?
- 2 What solutions does the author describe?
- 3 Where do you think you would find a text like this? Give reasons for your answers.

3  Read the article again and match paragraphs 1-4 to points a-h. Some of the points match more than one paragraph.

Paragraph 1  Paragraph 3   
 Paragraph 2  Paragraph 4 

- a Make a concluding point
- b Introduce the general topic
- c Refer to the future
- d Introduce and develop a further main point
- e Make a reference to expertise
- f Refer to personal experience
- g Introduce and develop the first main point
- h Suggest a solution

4  Read the **WATCH OUT | SKILLS** box and match techniques 1-4 to examples a-d below.

- 1 Catchy title
  - 2 Personal experience
  - 3 Rhetorical questions
  - 4 Interesting facts and trivia
- a It's been more than twenty years now since I bought my first mobile. As you can imagine, with its enormous size and limited usability, it looked nothing like the devices we use today. And there seems to be no better proof of how much we have progressed due to technology. Yet, progress is not always a blessing ...
  - b In 2021, the world was stunned with the news that businessman and investor Jeff Bezos was planning a space flight. The former Amazon CEO decided to take an eleven-minute trip into space, and so we all began to wonder, 'Where is this going to take the mankind?'
  - c Have you ever thought what your life will look like in twenty years' time? Will you still have the same friends? Will you be able to form new relationships?
  - d To follow or not to follow – is this really a question?



lorry



truck

**WATCH OUT | SKILLS****Catchy beginnings**

In order to attract readers and encourage them to read your article, use different techniques to make the beginning of the article more intriguing.

**5**  **Study the Key Phrases box and translate into English.**

-  (*Rozumie się samo przez się*) that we have better access to knowledge than previous generations.
-  (*Byłoby w interesie wszystkich*) to introduce new regulations concerning mobile devices on the school premises.
-  (*Eksperci przewidują*) that by the end of the decade most courses will have moved online.
-  (*To, czego naprawdę potrzeba*) is a solution backed by cutting-edge technology.
- As  (*co się tyczy edukacji*), there is an urgent need to support it with technology.

**Key Phrases****An article****Providing solutions**

There is no simple solution to the problem because ...

One solution might/could be to (introduce) ...

It would be in everyone's interest to (move) ...

What is really needed is ...

It goes without saying that you should (limit) ...

If we continue in this way, ...

Without changes/solutions like this, ...

**Stating opinions in an impersonal way**

It is thought/said that ...

Many believe (that) ...

Some people claim (that) ...

As far as ... is/are concerned, people say ...

Some experts argue that ...

Authorities/Experts predict that ...

**6**  **Complete the future time expressions from the article in exercise 2 with one word in each gap.**

- It's only a  of time until ...
-  or later, ...
- In the  future, ...
-  day
- before 
- in ten or twenty years' 



**7**  **Complete the sentences with your own ideas.**

- Tom's behaviour is getting worse. It's only a matter of time until ...
- Rainforest destruction is at an all-time high. Before long, ...
- I have a burning ambition. Some day, ...
- Urban pollution levels are increasing. Sooner or later, ...
- The lifespan of human beings has extended. In the near future, ...
- Technology in education is constantly improving. In twenty years' time, ...

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

Poproszono Cię o napisanie artykułu do lokalnej gazety na temat tego, jak w najbliższych dekadach postęp technologiczny wpłynie na edukację. Napisz artykuł (200 -250 słów), w którym przedstawisz wybrane aspekty związku edukacji z technologią oraz wyrazisz opinię na podany temat.

**WRITING PLANNER****THINK**

Make a list of points to include in paragraphs 2 and 3 (e.g. there are more online lessons, some skills are underdeveloped, new skills are expected from students, etc.). Come up with a catchy title (e.g. 'Are changes always for the better?', 'Virtual school – yes, please / no, thank you,' etc.).

**PREPARE**

Organise your notes into four paragraphs:

- choose an introductory technique,
- introduce the first main point, quote experts, give examples, use time expressions,
- introduce the second main point, quote experts, give examples, use time expressions,
- draw a conclusion, refer to the future, express your own opinion.

**WRITE**

Write your article. Use your notes and the Key Phrases.

**CHECK**

Read your article and answer the questions:

- Have you included and developed both parts of the instruction?
- Is your text within the word limit (200–250 words)?
- Have you checked your article for spelling mistakes?

**FAST FINISHERS**

 **Design a poster promoting car-pooling.**

**car pool** /ka: pu:l/ noun [C] a group of people who travel together to work, using someone else's car every day

## VOCABULARY

### 1 Choose the correct options.

- I couldn't do my training due to a swollen knee *joint / intestine*.
- Identifying / Using* the pros and cons of a possible solution can help you make a decision.
- If the product turns out to be *cutting-edge / defective*, customers have the right to compensation.
- She was waiting for a *knuckle / kidney* transplant for three years.
- Diarrhoea is a common disorder of the *bladder / intestine*.
- These measures should *merge / enhance* the patient's quality of life.
- The equipment is hopelessly *intriguing / outdated* and should be replaced as soon as possible.

### 2 Complete the sentences with the words from the box.

brainstorm draw driverless embedded  
interactive intuition judgment unfollow

- I wouldn't like a microchip  in any part of my body.
- I don't think we can  conclusions from these results. They're ambiguous.
- A good approach to finding an answer to a problem is to  solutions.
- Creative thinking is about using your  to come up with ideas how to deal with problems.
- My ex-girlfriend posted a photo of her new boyfriend on Instagram. I was upset and decided to  her.
- Don't laugh at other people's ideas – suspend  even if something seems crazy to you!
- Can emotionally  technology really work? Will a device ever be able to truly understand our feelings?
- Given all the accidents involving  cars, it seems they aren't completely safe yet.

## GRAMMAR

### 3 Complete the sentences with the correct forms of the words in brackets.

- It's time for a break! In ten minutes, you  (work) for ten hours non-stop.
- As soon as they  (collect) the data next week, they  (publish) the results.
- By the time Alexandra gets home, she  (make) a decision.
- Take an umbrella – it  (rain).
- Ali  (do) the experiment today, but his plans fell apart.
- I promise that by the end of the class, we  (find out) the answer.
- At that point, Thomas knew he  (not / accept) their invitation even if he got one.

### 4 Correct the mistakes in the sentences.

- This weekend, I go to London to see my cousins.
- This time next week, I am lying on a beach in Italy.
- The postman's about to arriving. Let's go outside.
- There are four trains a day to York on Sundays. The first one will leave at 8 am.
- My holiday will due to start in three days – I can't wait!
- That suitcase looks heavy, Grandma. I carry it for you!

## USE OF ENGLISH

1 2 3 4 5 6 7 8

### 5 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- If you read eighteen pages an hour, how many pages  (you / read) by five o'clock?
- The show  (about / begin) and we were all waiting impatiently.
- I really didn't think I  (use / sleep) in the basement so easily.
- Please don't enter until Mr Florin  (come) out.
- The doctors say that the vaccinations  (due / start) early next month.
- Your treatment  (be / finish) next week, but there haven't been any major effects yet.

### 6 Choose the correct words to complete the text.

A team of scientific researchers from the University Carlos III of Madrid <sup>1</sup>  a major breakthrough in bioengineering recently. They <sup>2</sup>  research into creating human skin artificially, when they <sup>3</sup>  the idea of using 3D bioprinters, which <sup>4</sup>  them to go a step further and print living skin in the future. Using current methods, the bioprinter <sup>5</sup>  produce an endless supply of real human skin, which researchers <sup>6</sup>  for testing purposes, mostly for cosmetics and other pharmaceuticals. In the long term, it is possible that the printed skin will be used to help burn victims. The team <sup>7</sup>  with the idea of creating human skin that can grow hair, and they are currently investigating how this <sup>8</sup> . In the future, they think they will be able to print entire human organs, such as kidneys.

- |                           |                          |
|---------------------------|--------------------------|
| 1 A made                  | B would make             |
| C had made                | D used to make           |
| 2 A carried out           | B have carried out       |
| C used to carry out       | D were carrying out      |
| 3 A hit on                | B were hit on            |
| C used to hit on          | D had hit on             |
| 4 A is allowing           | B will have allowed      |
| C was going to allow      | D will allow             |
| 5 A will be able to       | B was able to            |
| C will have been able to  | D is being able to       |
| 6 A are using             | B are going to use       |
| C will have used          | D use                    |
| 7 A used to also come up  | B was also coming up     |
| C have also come up       | D had also come up       |
| 8 A achieves              | B will be being achieved |
| C will have been achieved | D will be achieved       |

## LISTENING

- 7  **1.19**  Listen to three recordings and choose the correct answers.

### Text 1

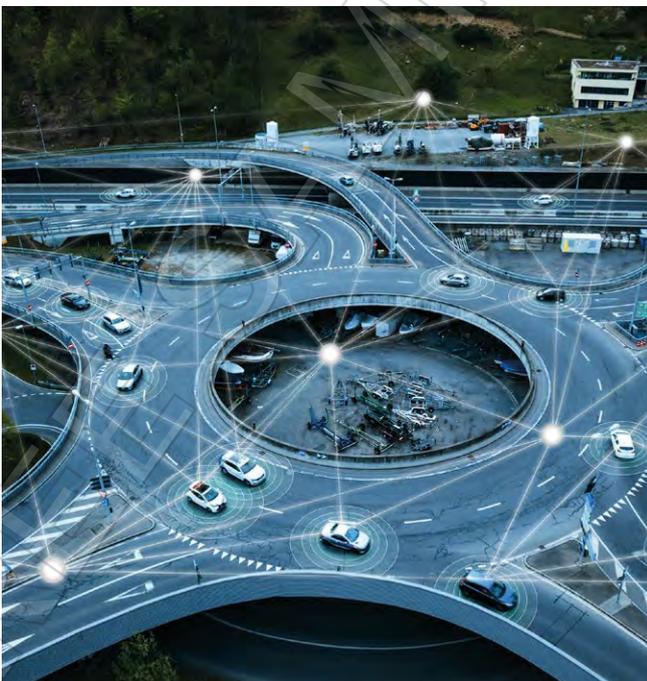
- 1 During the drive, the boy felt  
 A safe.  
 B intrigued.  
 C insecure.

### Text 2

- 2 Which of the following is stated as a fact, not as an opinion?  
 A The cab service lost the public trust after the accident.  
 B Driverless cars do not follow safety rules.  
 C Self-driving will become normal in two to three years.

### Text 3

- 3 The talk begins with a scene which  
 A is a description of a real crash.  
 B constitutes a part of a psychological experiment.  
 C leads to the death of six people.  
 D is used in programming car controlling software.
- 4 The speaker  
 A is generally in favour of driverless cars.  
 B quotes some arguments for driverless cars to influence her audience.  
 C is not convinced that driverless cars are safe.  
 D finds the software trustworthy.
- 5 At the end of the talk, the speaker expresses  
 A hope that driverless cars will be safer.  
 B anger at the number of road accidents.  
 C moral doubts connected with human-driven cars.  
 D the need for software that is more alert to danger.



## SPEAKING

- 8  Describe the photos and answer the questions.

### Uczeń A



- 1 What are the advantages and disadvantages of letting children use technology?
- 2 What would your life look like without technology?
- 3 When was the last time technology failed you? What happened?

### Uczeń B



- 1 Could robots replace people? Why/Why not?
- 2 What do elderly people use technology for?
- 3 Describe a situation in which technology helped you a lot.

## WRITING

- 10   Do the writing task.

Gazetka szkolna publikuje cykl artykułów o wpływie postępu technologicznego na turystykę. Napisz artykuł o komercyjnych lotach w kosmos (200–250 słów), w którym opisziesz, dlaczego ludzie decydują się na takie loty, oraz przedstawisz swoją opinię na ten temat.

## 2.2 The future

Czas *present simple* stosujemy, gdy chcemy opisać wydarzenia zaplanowane w harmonogramach, rozkładach jazdy itp., np. *My plane lands at 2 pm, so I'll have plenty of time to get to the hotel.*  
Czas *present continuous* stosujemy, gdy mówimy o wydarzeniach zaplanowanych na najbliższą przyszłość, których szczegóły są już znane, np. *Ben and Alice are coming over for dinner tomorrow, so we need to go shopping later today.*

Konstrukcja *be going to* + bezokolicznik służy do opisywania:

- ogólnych planów i zamierzeń, które mogą ulec zmianie, np. *My dad says that he's not going to buy a driverless car, no matter how cheap they are.*
- przewidywań dotyczących przyszłości popartych dowodami lub opartych na obserwacji tego, co dzieje się w chwili obecnej, np. *I haven't finished my essay yet, and the deadline is today. I'm going to get an F.*

Za pomocą konstrukcji *will* + bezokolicznik możemy wyrazić:

- ogólne przewidywania i nadzieje na przyszłość nieoparte konkretnymi dowodami, np.: *Let's hope it won't be too cold tomorrow – otherwise they'll cancel the open-air concert.*
- spontaniczne decyzje i propozycje, np.: *Let's work together. I'll cook the pasta, and you'll make the sauce.*

Czas *future continuous (will + be + -ing)* stosujemy, gdy chcemy opisać:

- czynności, które będą trwały w określonym momencie w przyszłości, np. *This time next week, we'll be watching the new James Bond film at the cinema.*
- zdarzenia, co do których jesteśmy pewni, że nastąpią w przyszłości, np. *I'll be going to the chemist's after work, so let me know if you need anything.*
- czynności, które mają miejsce regularnie i z pewnością będą miały miejsce w określonym momencie w przyszłości, np. *I won't be able to meet you at twelve – I'll be having my driving lesson then.*

Określenia czasu typowe dla *future continuous to, m.in.:* *at (9 am), on (30 November/Sunday), in (June/2025), in (five) years' time, this (week), next (month), this time next (year).*

### UWAGA!

Za pomocą czasu *future continuous* można również wyrazić uprzejmą prośbę lub zapytanie, np. *Will you be using your e-reader tonight? I'd like to borrow it.*

Czas *future perfect (will + have + past participle)* stosujemy, gdy mówimy o czynnościach i stanach, które zakończą się do określonego momentu w przyszłości, np.: *If all goes well, we'll have graduated from medical school by the age of twenty-five.*

Określenia czasu typowe dla *future perfect to, m.in.:* *by (3 pm), by (17 March/Monday), by (2040), by the end of next (week), by the time (subject + verb), by the age of (forty).*

Czas *future perfect continuous (will + have + been + -ing)* służy do opisywania czynności i stanów, które będą trwały w określonym momencie w przyszłości już od jakiegoś czasu. Używamy go wtedy, kiedy chcemy położyć nacisk na czas trwania danej czynności lub po prostu o nim poinformować, np.: *By five o'clock, I'll have been trying to fix your tablet for three hours.*

Określenia czasu typowe dla *future perfect continuous to, m.in.:* wszystkie określenia typowe dla czasu *future perfect* oraz: *when, for (six) (years).*

### UWAGA!

W tzw. *future time clauses*, a więc po wyrażeniach: *when, as soon as, until, before, after* itp., zwykle występuje czas *present simple*, np. *Mum won't start making dinner until we're all back home.*

Aby położyć nacisk na to, że dana czynność musi zostać zakończona, zanim stanie się coś innego, zamiast *present simple* można użyć *present perfect*, np. *I'll mute the TV as soon as I've found the remote.*

## 2.7 Other futures: *be about to; be due to; be + infinitive* • Future in the past

### Other futures

- Konstrukcja *be about to* + bezokolicznik służy do opisywania zdarzeń, które będą miały miejsce w bardzo niedalekiej przyszłości. W języku polskim podobne znaczenie wyrażamy za pomocą sformułowania „zaraz/za chwilę (zrobię/będę robić)...” np.: *I'm about to make a cup of tea – do you want one too?*
- Konstrukcję *be due to* + bezokolicznik stosujemy do opisu zdarzeń, które są z góry zaplanowane lub których się spodziewamy, np.: *The IT manager is due to submit his report by the end of the week.*
- Konstrukcja *be to* + bezokolicznik jest charakterystyczna dla stylu formalnego i opisuje oficjalne plany, ustalenia i obowiązki, np.: *We are to pay the rent by the 20<sup>th</sup> of June.*

### UWAGA!

Istnieje jeszcze kilka innych, podobnych form odnoszących się do przyszłości, m.in.:

- be supposed to* + bezokolicznik – do opisu oczekiwań i wymagań względem kogoś lub czegoś, np. *Students are supposed to hand in three essays by the end of the term.*
- be (un)likely to* + bezokolicznik – do opisu zdarzeń, które są (mało) prawdopodobne, np. *She hasn't got much experience, so she's unlikely to get the job.*

### Future in the past

*Future in the past* stosujemy, mówiąc o wydarzeniach, które z perspektywy przeszłości miały dopiero nastąpić. Najczęściej korzystamy z *future in the past* w mowie zależnej, tzn. przytaczając czyjeś słowa dot. przyszłych zdarzeń, które do tej pory być może miały już miejsce.

Future	Future in the past
<i>present simple</i>	<i>past simple</i>
<i>The note says the conference begins at 9 am.</i>	<i>The note said the conference began at 9 am.</i>
<i>present continuous</i>	<i>past continuous</i>
<i>She's starting a coding course on Monday.</i>	<i>She was starting a coding course on Monday.</i>
<i>am/is/are going to + bezokolicznik</i>	<i>was/were going to + bezokolicznik</i>
<i>I'm going to ask my GP for advice about my migraines.</i>	<i>I was going to ask my GP for advice about my migraines.</i>
<i>will + bezokolicznik</i>	<i>would + bezokolicznik</i>
<i>Dad is sure that it won't rain on the day of our wedding.</i>	<i>Dad was sure that it wouldn't rain on the day of our wedding.</i>

## - KEY WORDS

### VOCABULARY 1 🎧 MP3 10

<b>access sth</b>	/ˈæksɛs ˌsʌmθɪŋ/	mieć dostęp do czegoś
<b>at the wave of a hand</b>	/ət ðə ˈweɪv əv ə ˈhænd/	na machnięcie/ skinienie ręką
<b>bionic hand</b>	/baɪˈɒnɪk ˈhænd/	bioniczna proteza ręki
<b>blueberry</b>	/ˈbluːbəri/	borówka
<b>broadband</b>	/ˈbrɔːdbænd/	szerokopasmowy
<b>cutting-edge</b>	/ˌkʌtɪŋ ˈedʒ/	pionierski, nowatorski
<b>defective</b>	/dɪˈfektɪv/	wadliwy
<b>detect</b>	/dɪˈtekt/	wykryć
<b>domestic appliance</b>	/dəˈmɛstɪk əˈplaɪəns/	urządzenie domowe
<b>driverless car</b>	/ˌdraɪvərləs ˈkɑː/	samochód autonomiczny
<b>efficient</b>	/ɪˈfɪjənt/	wydajny
<b>electrical tube</b>	/ɪˌlektɪrɪkəl ˈtjuːb/	rurka osłonowa na przewody elektryczne
<b>embedded</b>	/ɪmˈbedɪd/	wbudowany, osadzony
<b>emotionally</b>	/ɪˌmɔːʃənəli	interaktywny
<b>interactive</b>	/ɪntəˈræktɪv/	emocjonalnie
<b>faulty</b>	/ˈfɔːlti/	uszkodzony
<b>feasible</b>	/ˈfiːzəbəl/	wykonalny, realny
<b>host</b>	/həʊst/	zapewniać sprzęt i oprogramowanie pozwalające istnieć stronie internetowej
<b>intriguing</b>	/ɪnˈtriːɡɪŋ/	intrygujący
<b>limitation</b>	/ˌlɪmɪˈteɪʃən/	ograniczenie
<b>microchip implant</b>	/ˈmaɪkrəʊtʃɪp ˌɪmplɑːnt/	biochip
<b>mute</b>	/mjuːt/	wyciszyć
<b>operate sth</b>	/ˈɒpəreɪt ˌsʌmθɪŋ/	obsługiwać coś
<b>outdated</b>	/aʊtˈdeɪtɪd/	przestarzały
<b>underprivileged</b>	/ˌʌndəˈprɪvəlɪdʒd/	nieuprzywilejowany, pokrzywdzony (przez los)
<b>unfollow</b>	/ˌʌnˈfɒləʊ/	przestać obserwować
<b>user-friendly</b>	/ˌjuːzə ˈfrendli/	przyjazny dla użytkownika
<b>virtual assistant</b>	/ˌvɜːtʃʊəl əˈsɪstənt/	wirtualny asystent
<b>warring</b>	/ˈwɔːrɪŋ/	wojujący

### GRAMMAR 1 🎧 MP3 11

<b>advance</b>	/ədˈvɑːns/	ić do przodu
<b>attempt</b>	/əˈtempt/	próbować, usiłować
<b>decent</b>	/ˈdiːsənt/	porządny, sympatyczny
<b>fortune-teller</b>	/ˈfɔːtʃənˌtelə/	wróżka
<b>STEM (Science, Technology, Engineering and Mathematics)</b>	/stem (ˈsaɪəns, tekˈnɒlədʒi, ˌendʒɪˈnɪərɪŋ ənd ˌmæθəˈmætɪks/	STEM (nauka, technologia, inżynieria i matematyka)

### READING 🎧 MP3 12

<b>affordable</b>	/əˈfɔːdəbəl/	przystępny cenowo
<b>artificial</b>	/ˌɑːtɪˈfɪjəl/	sztuczny
<b>cancer</b>	/ˈkænsə/	rak, nowotwór złośliwy
<b>enhance</b>	/ɪnˈhɑːns/	zwiększyć, wzmocnić, poprawić
<b>facial muscles</b>	/ˌfeɪʃəl ˈmʌsəlz/	mięśnie twarzy
<b>headset</b>	/ˈhed set/	zestaw słuchawkowy
<b>in (general) use</b>	/ɪn (dʒenərəl) ˈjuːs/	w (powszechnym) użyciu
<b>link up</b>	/lɪŋk ˈʌp/	łączyć, podłączać
<b>make strides</b>	/ˌmeɪk ˈstraɪdz/	robić postępy
<b>merge</b>	/mɜːdʒ/	połączyć
<b>mind reading</b>	/ˈmaɪnd ˌriːdɪŋ/	czytanie w myślach
<b>mouth</b>	/maʊð/	powiedzieć bezgłośnie
<b>pick up</b>	/ˌpɪk ˈʌp/	odebrać (sygnał)
<b>purchase</b>	/ˈpɜːtʃəs/	zakup
<b>telepathy</b>	/tɪˈlepəθi/	telepatia
<b>wearable</b>	/ˈweərəbəl/	nadający się do noszenia

### VOCABULARY 2 🎧 MP3 13

<b>abdomen</b>	/ˈæbdəməŋ/	brzuch
<b>aesthetic medicine</b>	/iːsˌθetik ˈmedɪsən/	medycyna estetyczna
<b>birthmark</b>	/ˈbɜːθmɑːk/	znamię
<b>bladder</b>	/ˈblædə/	pęcherz
<b>bodily fluid</b>	/ˌbɒdɪli ˈfluːɪd/	płyn ustrojowy
<b>chest</b>	/tʃest/	klatka piersiowa
<b>deadly disease</b>	/ˌdedli ˈdiːziːz/	śmiertelna choroba
<b>diabetes</b>	/ˌdaɪəˈbiːtɪz/	cukrzyca
<b>digestive organs</b>	/dɪˌdʒestɪv ˈɔːɡənz/	narządy trawienne
<b>external</b>	/ɪkˈstɜːnəl/	zewewnętrzny
<b>inflict pain</b>	/ɪnˈflɪkt ˈpeɪn/	zadawać ból
<b>insulin</b>	/ˈɪnsjʊlɪn/	insulina
<b>intestine</b>	/ɪnˈtestɪn/	jelitko
<b>internal</b>	/ɪnˈtɜːnəl/	wewnętrzny
<b>invasive</b>	/ɪnˈveɪsɪv/	inwazyjny
<b>joint</b>	/dʒɔɪnt/	staw
<b>kidney</b>	/ˈkɪdni/	nerka
<b>knuckle</b>	/ˈnʌkəl/	kościelna, knykielec
<b>lean</b>	/liːn/	szczypta
<b>liver</b>	/ˈlɪvə/	wątroba
<b>lung</b>	/lʌŋ/	płuco
<b>mole</b>	/məʊl/	pieprzyk, znamię
<b>obese</b>	/əʊˈbiːs/	otyły
<b>operate (on sb)</b>	/ˈɒpəreɪt (ɒn ˌsʌmbədi)/	operować (kogoś)
<b>palm</b>	/pɑːm/	dłoń
<b>pancreas</b>	/ˈpæŋkriəs/	trzustka
<b>rib</b>	/rɪb/	żebro
<b>scar</b>	/skɑː/	blizna
<b>silhouette</b>	/ˌsɪluːˈet/	sylwetka
<b>skin mark</b>	/ˈskɪn mɑːk/	znamię
<b>state-of-the-art</b>	/ˌsteɪt əv ði ˈɑːt/	najnowocześniejszy
<b>transplantology</b>	/ˈtrænsˌplɑːnt ˌblɑːdʒɪ/	transplantologia
<b>trim</b>	/trɪm/	szczypta, wysportowany (zwłaszcza o sylwetce)
<b>vaccination</b>	/ˌvæksɪˈneɪʃən/	szczepienie
<b>vein</b>	/veɪn/	żyła
<b>wrist</b>	/rɪst/	nadgarstek

### LISTENING 🎧 MP3 14

<b>brainstorm solutions</b>	/ˌbreɪnˌstɔːm səˈluːʃənz/	szukać rozwiązania za pomocą burzy mózgów
<b>consider alternatives</b>	/kənˌsɪdər ɔːlˈtɜːnətɪvz/	rozważyć opcje
<b>draw conclusions</b>	/ˌdɹɔː kənˈkluːzənz/	wyciągać wnioski
<b>identify pros and cons</b>	/aɪˌdentɪfaɪ ˈprɔːz ən ˈkɒnz/	określić plusy i minusy
<b>imagine possibilities</b>	/ɪˌmædʒɪn ˌpɒsəˈbɪlətɪz/	wyobrazić sobie możliwości
<b>personality trait</b>	/ˌpɜːsəˈnæləti treɪt/	cecha osobowości
<b>predict the effects</b>	/prɪˌdɪkt ði ɪˈfekts/	przewidzieć skutki
<b>suspend judgment</b>	/səˌspend ˈdʒʌdʒmənt/	wstrzymać się z wydaniem opinii
<b>technological advances</b>	/ˌteknəˈlɒdʒɪkəl ədˈvɑːnsɪz/	postęp technologiczny
<b>use your intuition</b>	/juːz jər ˌɪntjuːˈɪʃən/	użyć intuicji
<b>willingness</b>	/ˈwɪlɪŋnəs/	chęć, gotowość

### GRAMMAR 2 🎧 MP3 15

<b>bear in mind</b>	/ˌbeər ɪn ˈmaɪnd/	mieć na uwadze
<b>change one's mind</b>	/tʃeɪndʒ wʌnz ˈmaɪnd/	zmienić zdanie
<b>enumerate</b>	/ɪˈnjuːməreɪt/	wymienić, wyliczyć
<b>reward sb with sth</b>	/rɪˈwɔːd ˌsʌmbədi wɪð ˌsʌmθɪŋ/	nagradzać kogoś czymś

### USE OF ENGLISH 🎧 MP3 16

<b>binding decision</b>	/ˌbaɪndɪŋ dɪˈsɪʒən/	wiążąca decyzja
<b>embark on sth</b>	/ɪmˈbɑːk ɒn ˌsʌmθɪŋ/	zabrać się do czegoś
<b>fate</b>	/feɪt/	los
<b>palm reading</b>	/ˈpɑːm ˌriːdɪŋ/	czytanie z dłoni
<b>unfavourable</b>	/ʌnˈfeɪvərəbəl/	nieprzychylny

### WRITING 🎧 MP3 17

<b>car-pool</b>	/ˈkɑː puːl/	podwozić się wzajemnie
<b>congested</b>	/kɒnˈdʒestɪd/	załoczony
<b>crawl</b>	/kroʊl/	wlec się
<b>crucial</b>	/ˈkruːʃəl/	istotny
<b>gridlock</b>	/ˈɡrɪdlɒk/	zator, korek
<b>in circulation</b>	/ɪn ˌsɜːkjʊˈleɪʃən/	w obiegu
<b>urban pollution</b>	/ˌzːbən pəˈluːʃən/	zanieczyszczenie miast