

0.1 Generation Z

Phrasal verbs · Present simple and present continuous

Baby boomers – the generation born between the early to mid-1940s to the mid-1960s, i.e. the period after World War II when many people began increasing their families. They are confident and believe in the importance of social rules. Baby boomers are wealthier than their parents, so they enjoy spending money on food, clothes and holidays. Only about 40 to 50 percent use their smartphones to buy products online; however, over 80 percent belong to at least one social media site.

Generation X – people born between the 1960s and the early 1980s. They are comfortable with digital tools and value a balance between work and leisure and like to spend time with their families. Many of them still read newspapers and magazines, listen to the radio and watch TV. They are sophisticated, self-reliant, independent thinkers and tolerant of different lifestyles.

Generation Y or **Millennials** – those born between 1982 and 2000, who grew up with technology. This is a generation that can't really imagine a world without the Internet or mobile phones. They are open-minded and not afraid to question authority. A recent survey said they are more materialistic than other generations and less concerned with helping the community than Generation X.

- 1 **SPEAK** Describe the photos. How are people of your generation different to older generations? Think about:

- communication
- using technology
- work
- money
- free time
- family



- 2 **Write** Complete the sentences with the verbs from the box.

catch up with come across do without find out
get ahead grow up help out look up take up

- I don't often help out at home. I always avoid doing the washing-up, for example, because I hate it!
- I usually catch up with my friends in person rather than online.
- I want to take up learning Chinese. It might help me to get a good job offer in the future, somewhere where there are opportunities to get ahead and progress.
- I can easily do without technology, like my mobile phone or tablet. I don't need it.
- I often use the Internet to find out information for school. Sometimes I spend ages doing it.
- If I'm reading and I come across a word I don't know, I always look up it up in a dictionary to find the meaning.
- I think it's better to grow up in a small town than in a city. It's more fun to be a child there.

- 3 **SPEAK** Work in pairs. Guess which sentences from exercise 2 are true for your partner. Then ask and answer to check your guesses.

- 4 **1.01** Listen to a short podcast. Are the statements true (T) or false (F)?

- This week, Maisie is reading all about people's free time activities. T / (F)
- Gen Zers are people born after 2010. T / (F)
- Maisie is listening to some music while she is recording her podcast. (T) / F
- Gen Zers often help out around the house. (T) / F
- All Gen Zers have more than one nationality. T / (F)
- The next podcast comes out on Tuesday. T / (F)

- 5 **Write** Study the grammar table and complete it with examples a–f from exercise 4.

Key Grammar

Present simple

We use the present simple to talk about:

- permanent situations, e.g. ¹ e
- routines, e.g. ² d
- states or facts, e.g. ³ b
- timetables, e.g. ⁴ f

+	They <u>use</u> technology every day.
–	I <u>don't chat</u> to friends online.
?	<u>Does</u> she <u>help out</u> around the house? Yes, she <u>does</u> . / No, she <u>doesn't</u> .
Wh- ?	What <u>do</u> you usually <u>do</u> at the weekend?

Present continuous

We use the present continuous to talk about:

- actions happening at or around the moment of speaking, e.g. ⁵ c
- short-term situations, e.g. ⁶ a

+	I <u>'m playing</u> a game online at the moment.
–	We <u>'re not using</u> the Internet this week.
?	<u>Are you looking for</u> a new job this year? Yes, I <u>am</u> . / No, I <u>'m not</u> .
Wh- ?	Where <u>are</u> you <u>going</u> now?

Extra Grammar Practice ➤ 146

- 6 **Write** Change the underlined words so the sentences are true for you. Write one negative and one affirmative sentence for each.

- We're studying maths now.
- We study English twice a day.
- I'm listening to music at the moment.
- This month, we're learning about superheroes.
- On Mondays, my school finishes at 6 pm.
- My best friend lives in London.

- 7 **Write** Complete the questions with the correct forms of the verbs in brackets.

- How often do you help out (help out) at home?
- Are you doing without (do without) any technology this month?
- What time does your best friend usually arrive (arrive) at school?
- What is your mum doing (do) at the moment?
- What is (be) your town like?
- Where do you look up (look up) information when you don't know something?

- 8 **SPEAK** Answer the questions in exercise 7.

4 Starter

Extra classroom activities

- As a warm-up, ask students to describe one of their classmates, using the present simple and present continuous, and the others have to guess who it is. Do an open-class model for the students, e.g. *He's sitting near the window and looking at his book. He always wears jeans and he likes football.*

- For exercise 8, take notes of the mistakes students make during the speaking activity. Then write the errors on the board and ask students to correct them.

Online teaching

- Do exercise 3 in breakout rooms.
- For exercise 4, you may play the recording and ask students to say in their own words what they remember.

Extra practice

- Workbook p4 and p110
- Extra Grammar Practice, Student's Book p146
- On-the-Go Practice 0.1, Macmillan Education Everywhere App (MEE App)

For next lesson

Recall the rules of creating and using Present Perfect.

Lesson materials

🔊 Audio script, Teacher's Book p336

Friends and family • Present perfect simple and present perfect continuous

- 1 **SPEAK** Who do you like spending time with the most? Why?
- 2 **Match** the words from the box to categories 1–5. Some words match more than one category.

acquaintance best friend/mate
classmate close friend colleague
cousin flatmate/roommate
great-grandfather half brother
nephew (next-door) neighbour niece
relative sibling sister-in-law
stepsister teammate travel buddy
twin workmate

- 1 Family members: *cousin, ...*
2 Other people (not family):
acquaintance, ...
3 Males: *great-grandfather, ...*
4 Females: *niece, ...*
5 Either male or female: *acquaintance, ...*

- 3 **1.02** **Listen** to six dialogues and match pairs of speakers 1–6 to relationships a–f.

- 1 Phoebe and Alex *b* a neighbours
2 Sam and George *f* b flatmates
3 Amara and Harry *a* c acquaintances
4 Isabel and Jess *d* d cousins
5 Evie and Chloe *c* e travel buddies
6 Max and Daniel *e* f teammates

- 4 **1.02** **Listen** again and complete the sentences.

- 1 Alex *hasn't done* the washing-up for *three* days.
2 Alex *has been working* really hard for *his exams*.
3 Sam and George *have played* the other team *ten* times, but they *'ve never beaten* them.
4 Isabel is coming to visit Jess in *October*.
5 Evie *has been working* as a(n) *history teacher* since September.
6 Daniel *has never been* to *Rome* before.



- 5 **Study** the grammar table and complete it with present perfect simple, present perfect continuous, *never*, *ever* and *lately*.

Key Grammar

We use the ¹ *present perfect continuous*:

- to talk about events or activities that started in the past and that are continuing now,
- to emphasise the duration of an activity,
- to talk about repeated actions in the near unspecified past, often with *recently* or ² *lately*,
- for actions that have just finished when we can see their effects or consequences.

We use the ³ *present perfect simple* to talk about:

- actions or situations that started in the past and haven't finished, or that have a visible result,
- experiences at an unstated time in the past. We often use ⁴ *ever* in questions about these experiences.

We use ⁵ *never* with the present perfect simple to mean 'at no time in the past'.

Present perfect simple

+	She's <i>started</i> working in a school.
–	I <i>haven't been</i> to Rome.
?	<i>Have</i> you ever <i>ordered</i> something online? Yes, I <i>have</i> . / No, I <i>haven't</i> .
Wh- ?	Which book <i>have</i> they <i>bought</i> ?

Present perfect continuous

+	I've <i>been applying</i> for jobs.
–	Sam <i>hasn't been doing</i> much for the last three weeks.
?	<i>Have</i> they <i>been arguing</i> again? Yes, they <i>have</i> . / No, they <i>haven't</i> .
Wh- ?	Why <i>have</i> you <i>been avoiding</i> me recently?

Extra Grammar Practice ➤ 146

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

- 1 Charlie *has been helping out* (help out) more at home lately. He *'s become* (become) quite hard-working.
2 My German friend *has already sent* (already / send) me three emails this week, and it's only Tuesday!
3 We *'ve been learning* (learn) Chinese for three months, but we can't say very much.
4 *Have* you *heard* (hear) from your friend Anna yet? How's she getting on at university?
5 I *'ve lived* (live) in this town since I was a baby.
6 *Have* they ever *gone* (go) to the USA?

- 7 **SPEAK** Answer the questions.

- 1 What have you and your friends been doing recently?
2 Have you ever had a travel buddy? Where did you go together?
3 Which relatives have you never met? Would you like to meet them? Why/Why not?

Exercise 2

- 1 great-grandfather, half brother, nephew, niece, relative, sibling, sister-in-law, stepsister, twin
2 best friend/mate, classmate, close friend, colleague, flatmate/roommate, (next-door) neighbour, teammate, travel buddy, workmate
3 half brother, nephew
4 sister-in-law, stepsister
5 best friend/mate, classmate, close friend, colleague, cousin, flatmate/roommate, (next-door) neighbour, relative, sibling, teammate, travel buddy, twin, workmate

Extra classroom activity

After exercise 6, ask students to write two sentences about themselves, one using the present perfect simple and one using the present perfect continuous – one true and one false. In pairs, students question each other to find out which sentence is true and which is false. Alternatively, you may ask individual students to read the sentences aloud for the rest of the class to guess which one is true.

Online teaching

For exercise 7, allow students to prepare for the discussion in pairs, in breakout rooms. Then put the class together and ask stronger students to model the answers for the rest of the class.

Extra practice

- Workbook p5 and p111
- Extra Grammar Practice, Student's Book p146
- On-the-Go Practice 0.2, MEE App

For next lesson

Ask students to answer the questions: *What's your favourite way of spending holidays? What do you do in the summer when you stay at home?*

Lesson materials

Audio script, Teacher's Book p336

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

backpacking holiday, city break, do some trekking, go sightseeing, guest house, must-see places, pack light, sleeping bag
related to a staycation: go sightseeing, must-see places

6 UNIT 1

- 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!

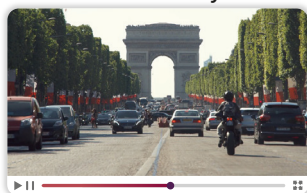
- 3 **KEY WORDS** Match some of the highlighted phrases from exercise 2 to definitions 1–8.

- looking for something to take home to remind you of your holiday *hunting for souvenirs*
- meet by accident *run into*
- make your heart beat faster and give you more energy *get your adrenaline pumping*
- get a real feel for a place *soak up the atmosphere*
- going to places where lots of people spend their holidays *visiting popular resorts*
- paying lots of money *spending vast sums*
- walk without a fixed destination *wander around*
- costs more money than you have *doesn't fit your budget*



- ▶ VIDEO 01
- ▶ VIDEO 02
- ▶ VIDEO 03
- ▶ VIDEO 04

Lesson 1.1 Vocabulary 1



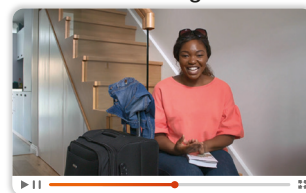
Documentary video:
Memories of Paris

Lesson 1.2 Grammar 1 Lesson 1.7 Grammar 2



Grammar animation:
Grammar Talk

Lesson 1.4 Reading



Vlog: Travelling

Triumphal Arch – an iconic symbol of Paris and France, built in 1836; stands in the centre of Charles de Gaulle Square and marks the end of a famous Parisian street – Champs Élysées.

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 hunting for souvenirs to take home from Morocco.
- Sheffield is a fabulous city to visit. It's easy to get around on foot, and if you have further to go, you can always rent a bike.
- We go to the same ski resort every year, so we usually run into people we know from previous visits.
- People don't visit my city to discover its tourist attractions, but it has an interesting historical centre to wander around, nevertheless.
- You don't need to spend vast sums of money on souvenirs. Do something to get your adrenaline pumping instead, like a bungee jump or a water slide.
- We visited Cannes and soaked up the atmosphere of the French Riviera.
- When people visit popular resorts, such as Valencia or Barcelona, they often go to local theme parks, such as PortAventura.

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



- stay away from ¹ popular resorts/ destinations – they cost ² more
- hunt for ³ online vouchers to pay less for tickets to various attractions, such as ⁴ theme parks
- save money on ⁵ accommodation – to fit a tight budget, find something in the suburbs and ⁶ rent a bike 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 ⁷ dramatic ⁴ empty ¹ mountains ⁵ place ²
second-hand ⁸ sight ³ urban ⁶

Travel competition

Do you dream of escaping to a ¹ deserted beach in some ² remote destination on the other side of the world to see the ³ breathtaking view of crystal clear waters stretching beyond the horizon? Or perhaps you prefer to feel thrilled by the ⁴ stunning scenery of ⁵ snowy peaks? You could even choose to see the ⁶ city skyline of New York, the ⁷ winding streets of a Portuguese village or a ⁸ 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.

1 empty 2 place 3 sight 4 dramatic 5 mountains 6 urban 7 alleys 8 second-hand

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*.

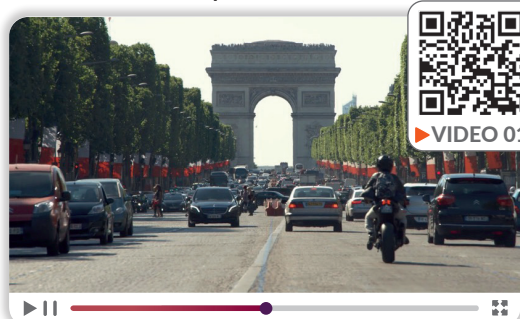
7 Translate into English. Use the highlighted collocations from exercise 6. Possible answers

- In the background, I can see the snowy peaks (widzę ośnieżone szczyty) of the Tatra mountains.
- I dream of walking through/down the winding streets (spacerowaniu poprzez kręte uliczki) of Lisbon.
- Let's go to the/a flea market (Chodźmy na pchli targ) tomorrow morning.
- I still remember that breathtaking view (ten zapierający dech w piersiach widok) from the top floor.
- Sometimes at sunset I admire the city skyline (podziwiam panoramę miasta na tle nieba).
- We go there every year, mainly because of/for the stunning scenery (ze względu na oszałamiającą scenerię).

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** Describe 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 ...

Extra classroom activity

As a lead-in, in pairs or small groups, students discuss which city or country they would most like to visit to celebrate their next birthday and why.

Online teaching

- For exercise 6, before students read the text, display the following phrases on the screen: snowy peaks, city skyline, stunning scenery, flea market, deserted beach, remote destination, breathtaking view, winding streets. Then read out the words from the box and ask individual

students to say which of the highlighted words are synonyms to the words you read out.

- For exercise 8, put students into breakout rooms. To save time, assign the exercise as homework to be prepared and recorded in pairs.

Extra practice

- Workbook p6
- Video Worksheet 1 *Memories of Paris*, Workbook p102
- Photocopiable Worksheet 1, Teacher's Book p390
- Extra Practice Worksheet: Unit 1 Vocabulary,

Teacher's Resource Centre

- On-the-Go Practice 1.1, MEE App

For next lesson

Ask students to do exercise 1 on page 8.

Testing

Vocabulary Short Test 1.1

Lesson materials

- Audio script, Teacher's Book p336
- Video script, Teacher's Book p361

1.2 Grammar 1

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. ^aI only spent four days there, but I totally fell in love with the city. To be honest, ^bI'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 ^cI was having a freshly baked croissant in a boulangerie, ^dI saw Emma Watson! ^eI'd never seen anyone famous before! Anyway, ^fI 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.



VIDEO 02

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. ¹ a, ² d, ³ f. 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. ⁴ c.

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

Grammar Reference >> 20 Irregular verbs >> 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 'd never stayed (never / stay) in one before.
- Emily didn't live (not live) there very long. She moved out (move out) after two years.
- To be honest, we missed the train because we (had) overslept (oversleep).
- I heard you've been to Scotland. How was (be) the trip?
- Were you living (you / live) in Milan when you met (meet) Giovanni?
- Sorry, can you say that again? I wasn't listening (listen).

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

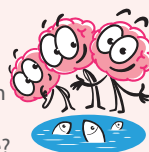
- He went to Fiji. It was his first time abroad. **BEEN**
He hadn't been / had never been abroad until he went to Fiji.
- The lights went off in the middle of the film. **WERE**
We were watching the film when the lights went off.
- I went to London Bridge. There was a new glass floor. **BUILT**
The last time I went to London Bridge, they had (just) built 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 had never been without wi-fi until our last holiday.
- I haven't been abroad for five years. **WENT**
The last time I went abroad 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 were doing an activity.

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?

There were just three women: a grandmother, her daughter and her granddaughter.



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.

8 UNIT 1

Extra classroom activity

For exercise 1, ask students to write their sentences on a separate piece of paper and write their names. Collect the papers, draw random cards and read aloud the sentences. Ask the class to guess who wrote the sentences.

Online teaching

- For exercise 3, display the Grammar Box on the screen. Ask students to write their own examples in the chat box.

- For exercise 6, display the answers on the e-board. Ask one student to read the sentences aloud.
- For exercise 7, you may ask students to record themselves answering the questions.

Extra practice

- Extra Grammar Practice, Student's Book p147
- Workbook p7 and p112
- Photocopiable Worksheet 2, Teacher's Book p391
- Extra Practice Worksheet: Unit 1 Grammar, Teacher's Resource Centre
- On-the-Go Practice 1.2, MEE App

For next lesson

Ask students to think about a problem situation they have experienced and how the problem was solved.

Testing

Grammar Short Test 1.2

Lesson materials

- Grammar Reference, Student's Book p20
- Video script, Teacher's Book p361

1 SPEAK Describe the photos and answer the questions.

- Which of the problems is the worst? Why?
- 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? *situation/photo 3*

The information desk clerk suggests that the speaker should try to make another payment. If it is unsuccessful, they should find a repairman.

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.

- The luggage locker is broken. Our bags are inside, and we can't open it. The trouble is our train is leaving in thirty minutes. It's really frustrating.
- 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 are we supposed to do now?
- Have you tried making another payment? Perhaps there is something wrong with your app?
- It's worth a go, I suppose.
- 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 be the best option for you.

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.

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

Extra classroom activities

- As a warm-up, ask students to think of a problem they have recently had. Then ask individual students to say what the problem was and nominate a person who is supposed to suggest a solution. Take notes of the problems and solutions on the board.
- After exercise 3, use the notes on the board to talk about the problems and solutions that students mentioned at the beginning of the lesson.

Online teaching

For exercise 5, put students into breakout rooms and visit to check on their progress. After the time limit, ask stronger students to model their dialogue for the whole class.

Extra practice
Workbook p8

For next lesson

Ask students to look at the people in the photos on page 6 and write three adjectives that might describe each of them.

Lesson materials

- Model answer to exercise 6, Teacher's Resource Centre
- Audio script, Teacher's Book pp336–337



VIDEO 03

- 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?
Emily loves travelling, but Molly doesn't like it.
- Which of them do you agree with? *Students' own answers*
- What kind of travelling do you like and dislike?
Students' own answers

- 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? *D*
- describes how someone acquired some further qualifications? *C*
- mentions someone feeling uncomfortable? *B*
- says that it's possible to make a difference to your job qualifications while studying or working abroad? *A*
- suggests the person didn't realise what they'd learnt until they were back home? *B*

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



The article presents testimonials of young people who ¹ went/travelled abroad/overseas to study or work there for a longer period of time. The main reason why people decide to do so is that ² most of / the majority of 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 ³ Italian classes/ lessons in Italy, and a girl taught English in Thailand for ⁴ six months. One more testimonial comes from a boy who was able to help others by doing ⁵ volunteer work / repair works 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 *broaden your horizons*
- get more abilities *gain skills*
- a situation or a place in which you feel relaxed *comfort zone*
- putting someone's name on the official list of participants *enrolling*
- tested someone's skills and abilities *challenged*
- make stronger *strengthen*
- do something risky *venture out*
- improving *enriching*

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) enriching experience, but it also strengthened my CV.
- After not being challenged enough in my computer studies classes, I enrolled in an extra IT course.
- If you'd like to be pushed out of your comfort zone and venture out across Asia with me, get in touch!
- After a year on a cruise ship, Marcus gained a lot of new skills and broadened 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?

Extra classroom activities

- As a warm-up, ask students to imagine they are going to take a gap year (i.e. a year off after graduating, taken by students to travel before they take up a job or further their academic degree), but they need to save up for it. Put them in pairs to discuss ways they can save money before they go and how they will cover expenses while they are on their gap year. Pairs present their ideas to the class.

- Before students do exercise 4, tell them to read the text and summarise each paragraph in their own words.

Online teaching

- Before exercise 1, use an online poll tool (e.g. Mentimeter or AnswerGarden) and tell students to write one word they associate with travelling. Then display the word cloud on the screen and discuss the results.

- For exercise 8, put students into breakout rooms and then they report their ideas to the class.

Extra practice

- Workbook p9
- Extra Practice Worksheet: Unit 1 Reading, Teacher's Resource Centre

For next lesson

Do exercise 2 on page 12.

Lesson materials

Video script, Teacher's Book p361



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.

B



Harvey, studied abroad in Italy.

I'd always dreamed of going to Italy, but I was determined to avoid the really
 10 touristy destinations, so I ended up in Pavia for a year. Being part of a small
 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!

C



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.

D



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
 opportunity to travel there and to see how willing people can make a huge
 30 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

car accident, crowded beach, heavy traffic, lost ticket, plaster cast, upset stomach

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 **mosquito repellent**
- an illness in which you pass waste from your body too often **diarrhoea**
- pay money to get coverage for risks connected with travelling **take out travel insurance**
- a device used to pull out a kind of insect that is stuck in the skin **tick remover tool**
- became covered in small red spots on the skin as a result of illness or allergy **came out in a rash**
- minor accidents on holiday **travel mishaps**
- a small box with some basic things you might need to treat someone's injuries or illness **first aid kit**

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

- Were you **vaccinated** against yellow fever before travelling to Asia?
- The most **valuable** item I've lost while on holiday was my wedding ring.
- I was extremely seasick, and I was **vomiting** during the entire voyage.
- You need to carry a medical kit in case of **emergency**.
- I honestly think that risking your **safety for** a perfect selfie is insane!
- I had to stay in my hotel room due to the **food poisoning/diarrhoea** I had after dinner.
- During the pandemic, I got used to carrying **antiseptic wipes** 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 C 2 A 3 B 4 A

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

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.

12 UNIT 1

Extra classroom activity

After exercise 2, play the 'Would you rather' game. Ask students the following questions: *On holiday would you rather:*

- lose a ticket or have an upset stomach?
- have a car accident or a plaster cast?
- be on a crowded beach or in heavy traffic?

Online teaching

- For exercise 8, put pairs of students into breakout rooms. Then ask one pair to do the task for the whole class.
- Assign exercise 7 as recorded homework.

Extra practice

- Workbook p10
- Photocopiable Worksheet 3, Teacher's Book p392
- Extra Practice Worksheet: Unit 1 Vocabulary, Teacher's Resource Centre

- On-the-Go Practice 1.5, MEE App

For next lesson

Ask students to answer the question: *What was the riskiest thing you've ever done on holiday?*

Testing

Vocabulary Short Test 1.5

Lesson materials

-  Audio script, Teacher's Book p337

A radio phone-in about good and bad holiday experiences

Countries where people eat bugs are: Thailand, China, Brazil, Ghana, the Netherlands, Mexico, Australia.

Top shark-infested beaches in the world are on the coast of South Africa, Florida and Australia.

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 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. *d*
- 2 I believe Logan. I don't think he'd **make up** a story like that. It must be true. *c*
- 3 Their journey to Alaska was incredible. I wonder if they'll **make it into** a film. *b*
- 4 They're planning to **do up** the backpacker's hostel. It's going to be more modern and comfortable next time we go. *f*
- 5 Some people want to **do away with** paper tickets altogether and only have e-tickets. *e*
- 6 You look exhausted – a short holiday will **do you good**. *a*

- 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. *Possible answers*

Name	Destination	Activity
Rosie	¹ <u>Costa Rica</u>	zip-lining
Oscar	² <u>Mexico (City)</u>	³ <u>sightseeing / going on guided tours / visiting famous buildings</u>
Jim	Philadelphia, USA	⁴ <u>playing football / taking part in a (youth) football tournament</u>
Kiara	⁵ <u>Haiti</u>	volunteering
Scarlett	⁶ <u>Australia</u>	⁷ <u>scuba diving</u>

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

- 1 Rosie B 2 Oscar E 3 Jim C 4 Kiara D 5 Scarlett F

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.

UNIT 1 13

Extra classroom activity

After exercise 6, tell students to imagine they can go on a trip with one of the people from the recording and do the activity they described. Ask them to choose who and what, then discuss and compare with a partner. Do open-class feedback to find out which person and activity are the most popular.

Online teaching

- After exercise 2, you may prepare some *Kahoot!* questions in which students choose MAKE or DO.

Alternatively, read aloud some words and phrases and ask students to choose the verb they collocate with.

- For exercise 3, display the sentences on the e-board. Ask one student to read aloud the first sentence and the matching definition and then choose another student to read the second sentence, etc.

Extra practice

- Workbook p11
- Extra Practice Worksheet: Unit 1 Listening, Teacher's Resource Centre

For next lesson

Ask students to be able to define a package tour.

Lesson materials

- Audio script, Teacher's Book p337

The Aboriginal people are the original inhabitants of Australia. Archaeologists believe that they originally arrived in Australia 45,000 years ago. Today, there are around 500 different groups of Aboriginal people living in the Australian continent, each of which speaks its own language and has its own land. Nature and the land are very important in Aboriginal culture. Today more than half of the Aboriginal people live in urban areas, although many of them retain a strong connection with their traditional way of life.

1.7 Grammar 2

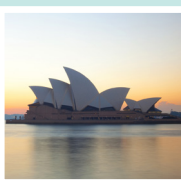
Present and past habits

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'? *They would move from place to place to avoid using up all the resources.*
- In what way were they different from a modern, western civilisation? *They didn't use to have personal possessions, and they would share all material things.*



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)



VIDEO 04

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.*

Grammar Reference ➤ 20

Irregular verbs ➤ 158–159

14 UNIT 1

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 used to book / would book / booked holidays through an agency.
- Flying was / used to be more expensive.
- There didn't use to be / weren't any low-cost airlines.
- Passengers were always complaining while travelling long distance, for example from Manchester to Paris.
- Safi's parents are always telling 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, ^aI had to get used to working with their currency, the krone. ^bI'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.* ¹ b

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



VIDEO 04

5 Correct the mistakes in the sentences.

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

6 Translate into English.

- Back in the 1990s, we would / used to sleep / slept (nocowaliśmy) in a tent every summer.
- I didn't use to take (Kiedyś nie brałem) allergy medicine, but now I have to.
- We are exhausted – we aren't used to getting (nie jesteśmy przyzwyczajeni do poruszania się) around on foot.
- Travelling with my mum, I got used to hunting (przyzwyczailem się do polowania) for souvenirs.
- Why are you always taking (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.

Extra classroom activities

- As a warm-up, ask students to talk in pairs about the holidays they had when they were younger.
- After exercise 6, prepare a few sentences in Polish for students to translate into English, e.g. *Kiedyś spędzałem wakacje nad morzem.* (= I used to spend my holidays at the seaside.) *Musisz się przyzwyczaić do poruszania się pieszo.* (= You must get used to walking.)

Online teaching

For exercise 5, ask students to write the correct sentences and send them to you in a private chat.

Extra practice

- Extra Grammar Practice, Student's Book p147
- Workbook p12 and p112
- Photocopiable Worksheet 4, Teacher's Book p393
- Extra Practice Worksheet: Unit 1 Grammar, Teacher's Resource Centre
- On-the-Go Practice 1.7, MEE App

Testing

Grammar Short Test 1.7

Lesson materials

- Grammar Reference, Student's Book p20
- Audio script, Teacher's Book pp337–338
- Video script, Teacher's Book pp361–362

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



1 Berlin, Germany 2 Warsaw, Poland 3 London, UK

- 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. *b*
- 2 I'm not used to travelling to far-away places. *e*
- 3 We couldn't hear her speech very clearly. *a*
- 4 I soon realised the trip didn't fit my tight budget. *d*
- 5 The electricity went off during her speech. *c*
- 6 It annoys me when you spend such vast sums. *f*
- 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 always talking about his bike.
- 2 I went into the room, but nobody was there.
When I entered the room, everybody had already left.
- 3 I still have problems with driving on the right.
I'm (still) not used to driving on the right.
- 4 You called after we decided to enter the programme.
We had made the decision to enrol / participate / take part 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 was always volunteering when we were in high school.
- 6 I reserved the beach house during our chat.
While we were talking/chatting, I made 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 do away with traffic in the city centre.
- 2 Somebody took the suitcase when none of us was looking.
- 3 She is always making up stories to cover her mistakes, so I don't trust her.
- 4 My parents and I would go to the same beach house every single summer.
- 5 I'm not used to renting bikes.
- 6 After I had 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 ¹ used 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 ² was 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 ³ were waiting to cross to the West, something they ⁴ had not been allowed to do for over forty years, the order finally arrived to open the checkpoint and let people through. ⁵ While 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 ⁶ would 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 out (always / take) travel insurance, and I can't imagine going on a journey without it.
- 2 We didn't use to spend (not use / spend) such vast sums of money on hotels because we wanted to travel cheaply.
- 3 Did you use to get vaccinated (use / get / vaccinate) regularly when you were a child?
- 4 Before we set off, I really felt I had/was prepared (feel / I / prepare) for any emergency.
- 5 Teachers are always pushing (always / push) us to do more than we are actually able to.
- 6 I admit it hurt a lot when the doctor was treating the/my wound (treat / wound).
- 7 When I arrived, it turned out that Tom had not come out of (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.

Berlin is the largest city in Germany. After World War II, in 1949, Germany was split into two countries, the Federal Republic of Germany (West Germany) and the German Democratic Republic (East Germany), when the Soviet Union blocked access routes to Berlin, which lay inside Soviet-controlled territory. Berlin was split into two territories: east and west, with West Berlin surrounded by East Germany. In 1961, East Germany built the Berlin Wall around the western part of the city and Berlin became divided. People were allowed to pass between the east and west parts of the city, but security was strict.

Extra classroom activity

After exercise 6, ask students to write five sentences in Polish with the vocabulary and structures from the unit. Then tell students to swap their sentences with their partners and translate the sentences into English.

Online teaching

- Before the lesson, use the Culture notes to prepare Kahoot! questions – two about each city. Play the game with the students as a warm-up.
- For exercise 7, put students into breakout rooms. You may ask students to choose one question, record their answer and send it to you as homework.

Extra practice

Workbook p13

For next lesson

Ask students to do exercise 1 on page 16.

1.9 Writing

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 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? *b*

2 What would you do in such a situation?

Students' own answers

3 What should the coach company do?

Students' own answers

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

16 UNIT 1

Extra classroom activities

- After exercise 2, ask students what they would do if they worked for the company the letter was addressed to.
- After exercise 4, ask students to re-write the sentences using different Key Phrases in such a way that their meaning remains the same.

Online teaching

- For exercise 6, display the Watch Out box on the screen, type the following in the chat box and ask students to correct the linking words.
We had a flat tyre while the journey.
We collected luggage and after then the bus arrived to pick us up.
All the seats had been taken as soon as we got on the bus.

- After exercise 8, put students into breakout rooms to discuss the content of their letters. They may do the activity in Polish.

Extra practice

Workbook p14

Lesson materials

Model answer to exercise 8, Teacher's Resource Centre

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

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

- 1 examples of the past simple *travelled, ignored*
- 2 examples of the past continuous *were waiting, was giving off*
- 3 examples of the past perfect *had emptied, had not been prepared*
- 4 linking words of time and sequence *on 21 April, as soon as, during, when*

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 (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.

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

The **Vikings** were warriors and very good sailors from the countries of Norway, Denmark and Sweden in Scandinavia around the period AD700–1100. They travelled long distances from their homelands in their boats to other countries such as France, Britain and Ireland. Throughout the ninth century, their armies invaded England, Scotland and Ireland. When they arrived, the Vikings built towns and settled in many areas, trading with local people. In the tenth century they went to Iceland, then Greenland.

1.10 Revision

VOCABULARY

- 1 Complete the sentences with the correct words. Some letters are given.
- I don't think I could spend my holidays on a d e s e r t e d beach. I need company.
 - It was supposed to be the holiday of my dreams, but a series of travel m i s h a p s ruined it.
 - I used to buy clothes at a flea m a r k e t, but now I have no time to look for bargains.
 - Ramsay is in his room with really bad food p o i s o n i n g – he can't come to dinner.
 - I can't believe you haven't brought any mosquito r e p e l l e n t!
 - Let's just stay here for a while and s o a k up the atmosphere of the old town, shall we?
 - If you want to go to Asia, you need to get v a c c i n a t e 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 ¹ 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, ² 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 ³ and very fertile. Leif's unexpected ⁴ paid off, as he travelled back to Greenland with his ship full of grapes and wood and ⁵ 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~~ had happened, but he kept silent.
 - We decided not to visit the ancient ruins because Lily ~~has~~ had seen them before.
 - I couldn't go because I ~~studied~~ was studying for an exam the next day.
 - Don't trust her! She ~~was~~ is always making up stories.
 - When Florence was young, her parents ~~use~~ used to have a small cottage by the sea.
 - Jo ~~used to do~~ did 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 would you go (you / go) for holidays in your childhood?
- Josh couldn't remember where he had put (put) my backpack.
- I didn't pick up because I was listening (listen) to music on my earphones.
- In the past, I used to be (be) seasick quite often, but the problem has somehow disappeared.
- It took me almost two years to get used to living (live) in the suburbs.
- Due to the weather change, we didn't follow (not follow) the itinerary.
- Are you used to making (you / make) your own travel arrangements or is it something new to you?

USE OF ENGLISH

1 2 3 4 5 6 7 8

- 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 were still packing when the taxi arrived.
- My sister usually travels with a rucksack. **USED**
My sister is used to travelling with a rucksack.
- We wanted to sleep in a castle because it was something new. **NEVER**
We wanted to sleep in a castle because we had never done it before.
- I could ski after my first week at the ski resort. **LEARNED**
By the end of my first week at the ski resort, I had learnt to ski.
- During our visit to the theme park, I got sick. **VISITING**
I got sick when/while we were visiting the theme park.
- In the past, we often met in that café. **TO**
We used to meet in that café.

- 6 Translate into English.

- I had never taken out (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 used to getting around (przyzwyczajony do poruszania się) on foot.
- We chose the hotel because of the swimming pool, but they were doing it up (remontowali go) during our entire stay.
- The holiday was OK, but it didn't fit my budget (nie zmieściły się w moim budżecie).
- I told the police officer that I had lost valuable items (zgubiłem wartościowe rzeczy) together with that bag.
- I don't think I will ever get used to running into (przyzwyczaję się do wpadania na) my ex-girlfriend.

18 UNIT 1

Extra practice

- Workbook Revision p15
- Workbook Matura Practice pp16–17
- Photocopiable Worksheet 5, Teacher's Book p394

For next lesson

Ask students to make a list of three positive and three negative things they associate with the future.

Testing

Unit 1 Test

Lesson materials

Model answer to exercise 8, Teacher's Resource Centre

READING

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

- 1 The writer starts by pointing out
 - A a conversation she had with someone.
 - ☒ B a mistaken idea that many people have of her job.
 - C a fact about travel writers.
 - D a criticism that many travel writers make about their job.
- 2 In the second paragraph, the writer describes
 - A the type of media she often uses to publish her work.
 - B an aspect of her work that she has never enjoyed.
 - C how frequently she travels.
 - ☒ D a kind of job she is often asked to do.
- 3 In the third paragraph, the author admits that
 - A she has often stayed in excellent accommodation.
 - B she doesn't try to learn the local language.
 - ☒ C she doesn't like sleeping in low-quality accommodation.
 - D she always looks for top-quality places to stay.
- 4 The writer uses the example of TripAdvisor
 - A to show how easy it is to get started as a travel writer.
 - B as an example of a place to publish your work.
 - C to suggest where new travel writers can get exposure.
 - ☒ D to illustrate how difficult it is for travel writers nowadays.
- 5 Just three animals were going to take part in the trip: Jip, Polynesia and Chee-Chee.
- 6 The author's parents came to say goodbye to him.
- 7 During the voyage, Matthew Mugg was supposed to take care of / look after 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
<i>He visited</i> five countries last year.	<i>They didn't take</i> any photos of the city skyline.
Yes/No questions	Short answers
<i>Did she go</i> backpacking?	Yes, she <i>did</i> . / No, she <i>didn't</i> .
Wh- questions	Subject questions
<i>What did</i> you buy at the flea market?	<i>Who chose</i> 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.

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

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

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.*

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.

- 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 rozrzuwieniem, 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

beyond the horizon	/biːjɒnd ðə həˈraɪzən/	poza horyzont
breathhtaking view	/ˌbreɪθteɪkɪŋ ˈvjuː/	widok zapierający dech w piersiach
city skyline	/ˈsɪti ˈskaɪlaɪn/	panorama miasta
crystal clear	/ˈkrɪstəl ˈkliə/	przejrzysty, kryształowo czysty
deserted beach	/dɪˈzɑːtɪd ˈbiːtʃ/	opuszczona plaża
discover tourist attractions	/dɪˈskʌvə ˈtɔʊrɪst əˈtrækʃnz/	odkrywać atrakcje turystyczne
fabulous	/ˈfæbjʊləs/	bajeczny, wspaniały
flea market	/ˈfliː ˈmɑːkt/	pchli targ
get one's adrenaline pumping	/ˌget wʌnz əˈdrenəlɪn ˈpʌmpɪŋ/	podnieść poziom adrenaliny
get around on foot	/ˌget əˈraʊnd ɒn ˈfot/	poruszać się pieszo
go to a local theme park	/ˌɡoʊ tu ə ˈləʊkəl ˈθiːm pɑːk/	iść do lokalnego parku rozrywki
hunt for souvenirs	/ˌhʌnt fə ˈsuːvəˈniəz/	polować na pamiątki
itinerary	/aɪˈtɪnərəri/	plan podróży
(not) fit one's budget	/ˌ(nɒt) ˈfɪt wʌnz ˈbʌdʒɪt/	(nie) mieścić się w budżecie
remote destination	/rɪˈmaʊt ˈdestɪˈneɪʃən/	odległy cel podróży
rent a bike	/ˌrent ə ˈbaɪk/	wypożyczyć rower
run into	/ˌrʌn ˈɪntuː/	napotkać, wpasć na (kogoś)
snowy peaks	/ˌsnəʊ ˈpiːks/	ośnieżone szczyty
soak up the atmosphere	/ˌsəʊk ʌp ði ˈætəmsfɪə/	chłonąć atmosferę
spend vast sums	/ˌspend ˈvɔːst ˈsʌmz/	wydawać ogromne kwoty
staycation	/steɪˈkeɪʃən/	wakacje spędzane w domu lub w kraju
struggle with	/ˈstrʌɡl wɪð/	mieć problem z
stunning scenery	/ˌstʌnɪŋ ˈsiːnəri/	oszałamiająca sceneria
take forever	/ˌteɪk fəˈrevə/	ciągnąć się w nieskończoność
travel arrangements	/ˈtrævl əˈreɪndʒmənts/	ustalenia organizacyjne podróży
visit popular resorts	/ˌvɪzɪt ˌpɒpjələ ˈnɔːts/	odwiedzać popularne kurorty
wander around	/ˌwɒndə əˈraʊnd/	spacerować
winding streets	/ˌwaɪndɪŋ ˈstriːts/	kręte uliczki

GRAMMAR 1 MP3 02

city break	/ˈsɪti ˈbreɪk/	krótkie wakacje w innym mieście
dream spot	/ˌdriːm ˈspɒt/	wymarzone miejsce
ferry	/ˈferi/	prom

SPEAKING MP3 03

annoyance	/əˈnɔɪəns/	irytacja, złość
luggage locker	/ˈlʌɡɪdʒ ˈlɒkə/	schowek na bagaż
notification	/ˌnəʊtɪfɪ ˈkeɪʃən/	powiadomienie
recurring (problem)	/rɪˈkɜːrɪŋ (ˈprɒbləm)/	powtarzający się (problem)

READING MP3 04

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

pay off	/ˌpeɪ ˈɒf/	opłacać się
strengthen	/ˈstreŋθən/	wzmocniać
testimonial	/ˌtestɪˈmɔːniəl/	rekommendacja
touristy	/ˈtɔʊrɪsti/	nastawiony na turystów
travel overseas	/ˌtrævl əˈʊvəˈsiːz/	podróżować za granicę
undergo	/ˌʌndə ˈɡəʊ/	przeżyć (coś), zaznać/ doświadczyć (czegoś)
venture out	/ˌventʃər ˈaʊt/	odważyć się wyjść z domu
willing	/ˈwɪlɪŋ/	chętny, pełen zapału

VOCABULARY 2 MP3 05

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

LISTENING MP3 06

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

GRAMMAR 2 MP3 07

currency	/ˈkʌrənsi/	waluta
low-cost airline	/ˌləʊ ˈkɒst ˈeəˌlaɪn/	tania linia lotnicza
nomadic	/ˈnɒmˈædɪk/	koczowniczy
package tour	/ˈpækɪdʒ ˈtʊə/	wycieczka zorganizowana

USE OF ENGLISH MP3 08

checkpoint	/ˈtʃekˌpɔɪnt/	posterunek, punkt kontrolny
commute	/kəˈmjʊːt/	dojeżdżać do pracy
guardhouse	/ˌɡɑːdˌhaʊs/	strażnica, wartownia
power cut	/ˌpaʊə ˈkʌt/	przerwa w dostawie prądu
reunify	/rɪˈjuːnɪfaɪ/	ponownie zjednoczyć
stream	/striːm/	wchodzić tłumnie
turn out	/ˌtɜːn ˈaʊt/	okazać się

WRITING MP3 09

appalling	/əˈpɔːlɪŋ/	przerazający, okropny
fall short of (one's expectations)	/ˌfɔːl ˈʃɔːt əv (ˌwʌnz ˌekspekˈteɪʃnz)/	nie spełniać (czyichś oczekiwań)
fare	/feə/	opłata, taryfa
give off a smell	/ˌɡɪv ˌɒf ə ˈsmel/	wydzielać zapach
inconvenience	/ˌɪnkənˈviːniəns/	niedogodność
odour	/ˈəʊdə/	fetor, nieprzyjemny zapach
prompt	/ˈprɒmpt/	szybki, bezzwrotny
refund	/ˈriːfʌnd/	zwrot

Driverless cars (autonomous cars or self-driving cars) are able to sense the surroundings and move around without human input. The first self-driving car prototype was operated by Google under Alphabet Inc. in 2015. It's estimated that with autonomous cars there will be 80 percent less emissions, 90 percent fewer accidents, and 40 percent less traffic congestion.

Robots are getting more and more intelligent and sophisticated. Shimon is a robot with musical abilities. It uses information scientists have programmed into its system to play music that it can create itself. NASA has built a robot to give astronauts more time to do research when at the International Space Station. The robot has been programmed to do some of the astronauts' daily tasks, such as doing the housekeeping and monitoring.

Virtual reality (VR) is an interactive experience which incorporates sounds and visual effects fed to the user through a headset. VR is often used for leisure activities, such as 3-D cinema and games, but it can also be used to provide a controlled environment when training people to deal with situations in a professional context, e.g. medicine.

An **intelligent virtual assistant** (e.g. Siri, Alexa) is software that performs tasks based on questions or commands from the owner of the device.

Exercise 2

3 – Bluetooth® was in fact named after King Harald 'Bluetooth' Gormsson, who united the tribes of Denmark and Norway in 958 AD. The king's nickname, however, is not due to his teeth turning blue as a result of eating blueberries. One of Harald's teeth was dead and turned a dark blue colour, earning him the nickname.



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 update/check your social media profiles and post comments?
- 2 Have you ever been scammed online or reported something suspicious?
- 3 Do you protect your online accounts by setting strong passwords?
- 4 When did you last check/update your phone?
- 5 Who installs/installed / updates 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.

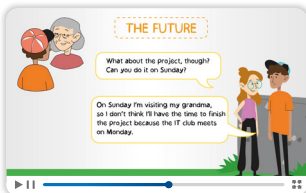


Lesson 2.1 Vocabulary 1



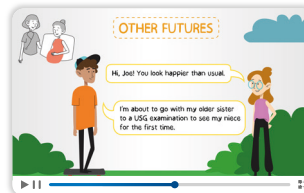
Documentary video:
Bionic Hand

Lesson 2.2 Grammar 1



Grammar animation:
Grammar Talk

Lesson 2.7 Grammar 2



Grammar animation:
Grammar Talk



▶ VIDEO 05
▶ VIDEO 06
▶ VIDEO 07

Technology • Adjectives to describe technology

3 KEY WORDS Match the highlighted words and phrases from the text to definitions 1–9.

- stores on a server so that it can be accessed over the Internet *hosts*
- stop seeing someone's content on social media without unfriending them *mute*
- no longer following someone online *unfollowing*
- fixed in something else (e.g. a surface or an object) *embedded*
- very small pieces of silicon that contain the electronic connections to make a computer work and can be inserted into the skin *microchip implants*
- machines or equipment that you have in your home *domestic appliances*
- software agents that respond to instructions and do tasks to help the user *virtual assistants*
- which interprets and responds to people's emotions (about a computer) *emotionally interactive*
- cars that can drive themselves *driverless cars*

4 1.12 Listen to the conversation and complete the message with the correct forms of the highlighted words and phrases from the text.

Guess what! I've spoken to Louis, and he's not going to do the driving licence course. He says it's pointless, as by the time he can afford a car, we'll all be using ¹ *driverless cars*. We had an interesting discussion about cars being equipped with a ² *virtual assistant* that will be ³ *embedded* in the car operating system and will interact with the passengers. Louis claims such systems will be ⁴ *emotionally interactive* and able to detect your mood. It's possible that through wireless technology cars will be connected to our devices, or maybe we will have ⁵ *microchip implants* in our hands so that nobody will be able to operate your car but you. It got me thinking ... Should we start the driving course at all? Perhaps it makes no sense ... What do you think? Mila

5 KEY WORDS Match the highlighted adjectives in sentences 1–7 to the adjectives a–g which have a similar meaning.

- My smartphone is *outdated* – it can't support the latest software. *e*
 - The new system is really *user-friendly*. *d*
 - The most *feasible* explanation is that your licence has run out. *a*
 - The current system is *defective* due to faulty programming. *g*
 - The developments in artificial intelligence are *intriguing*. *b*
 - Wired* is an online magazine about *cutting-edge* technology. *c*
 - The authorities discussed the availability of *broadband* technologies in underprivileged areas. *f*
- a possible e old-fashioned
b fascinating f high-speed
c up-to-date g problematic
d intuitive

6 Complete the sentences with the correct forms of the highlighted words and phrases from exercises 2 and 5.

- Bluetooth® does not need a *bluetooth* connection, so it doesn't use any data.
- There are too many limitations, so none of the solutions is really *feasible*.
- The device we bought was *defective*, and we were forced to return it.
- Do you have any kitchen *appliances* that are operated through Bluetooth®?
- Keep all your devices *connected* through the entire meeting, please.
- To be honest, I felt hurt when I learnt that Mike had *unfollowed* me.
- I'm not complaining about the operating system – I just need a PC with a *cutting-edge* design.

7 SPEAK Choose one of the predictions below and discuss what life will be like if it comes true.

- By 2040, robots will be recognised as a species.
- By 2026, ten percent of all cars in the USA will be driverless.
- Within the next decade, all of our devices will be emotionally interactive.
- In the near future, babies will have microchip implants embedded in their bodies when they are born.

8 SPEAK Describe the video still and answer the questions.



- Which of the following do you think inventors have used to make a bionic hand? *3-D printer, electrical tubes, fishing line, Lego blocks*

3-D printer drone remote control electrical tubes
fishing line Lego® blocks titan implants

- How might a person with a bionic hand feel? *Students' own answers*

FAST FINISHERS

Imagine you could get a bionic hand to help you out in your everyday life, for example with chores, schoolwork, etc. Name three of its functions that would be essential.

Extra classroom activity

As a lead-in, encourage students to interpret the photo with the robot. Ask questions promoting visual literacy, e.g. *How does the photo make you feel? If it was on a book cover, what could the title be? What does it tell you about the future?*, etc.

Online teaching

• For exercise 7, put students in pairs in breakout rooms and visit to check on their progress. After the time limit, ask stronger students to model

the answers for the whole class.

• For exercise 8, play the video and ask students to write down three questions about the information they hear to ask to the class after they watch.

Extra practice

- Workbook p18
- Video Worksheet 2 *Bionic Hand*, Workbook p103
- Photocopiable Worksheet 6, Teacher's Book p395
- Extra Practice Worksheet: Unit 2 Vocabulary, Teacher's Resource Centre

• On-the-Go Practice 2.1, MEE App

For next lesson

Ask students to do activity 1 on page 24.

Testing

Vocabulary Short Test 2.1

Lesson materials

- Audio script, Teacher's Book p338
- Video script, Teacher's Book p362

- 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.
- 1 Which subjects are in the author's schedule before lunchtime? *maths, science/chemistry*
- 2 How does the author make food? *He/She prints it.*

22 MARCH 2040

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

1:00 PM The 3-D food printer is on – lunch ⁶will be ready in no time. Another vibration in my shoulder: my flatmate sends a message to say ⁷he's going to have lunch with his girlfriend. I change the printer setting to make less food.

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



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



VIDEO 06

Key Grammar

The future

To talk about the future, we use:

- a the present simple for timetabled events, e.g. 1,
- b the present continuous for confirmed arrangements, e.g. 8,
- c *be going to* for intentions or plans, e.g. 7,
- d *will* for hopes, expectations and predictions, e.g. 6,
- e *be going to* for predictions based on evidence, e.g. 2,
- f *will* for spontaneous decisions or offers, e.g. 9,
- g the future continuous (*will + be + -ing*) for actions in progress at a future point in time, e.g. 5,
- h the future perfect (*will + have + past participle*) for actions completed by a future point in time, e.g. 4,
- i 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. 3.

Grammar Reference >> 36 Irregular verbs >> 158–159

- 4 Choose the correct options to complete the TV guide.

TODAY

15:00 Sports Live



The afternoon ¹starts / *is starting* / *is going to start* with football. Our presenters ²will bring / *will be bringing* / *will have brought* you their live commentary from Stamford Bridge, where Chelsea ³plays / *is playing* / *will play* Arsenal. ⁴Do Chelsea beat / *Will Chelsea beat* / *Are Chelsea going to beat* them to win the league? ⁵Does 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 ⁶will have been working / *will be working* / *will work* for our station for fifteen years next month, ⁷will be presenting / *will have been presenting* / *will have presented* some new gadgets from the Technology Now exhibition. She ⁸interviews / *'s going to interview* / *will have interviewed* top experts on their predictions for next year. What ⁹do scientists come up with / *are scientists coming up with* / *will scientists come up with* next? By the end of the programme, we ¹⁰are finding out / *will be finding out* / *will have found out* who has won the competition.

- 5  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.

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

Extra classroom activity

After exercise 5, tell students to work in pairs and create three more mini-dialogues, each with a different future form.

Online teaching

- For exercise 3, display the Key Grammar box on the screen and ask students to give their own examples to match the gaps.

- For exercise 6, ask students to record their predictions and send you the recordings.

Extra practice

- Extra Grammar Practice, Student's Book p148
- Workbook p19 and p113
- Photocopiable Worksheet 7, Teacher's Book p396
- Extra Practice Worksheet: Unit 2 Grammar, Teacher's Resource Centre
- On-the-Go Practice 2.2, MEE App

For next lesson

Ask students to make a list of situations when they might have to speak in public.

Testing

Grammar Short Test 2.2

Lesson materials

- Grammar Reference, Student's Book p36
- ▶ Video script, Teacher's Book p362

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?

existing technological solutions, emerging technological solutions, solutions for further into the future

- 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 draw your attention to an issue that concerns all teenagers, namely the amount of pocket money that we all receive. There are several reasons why I believe our weekly allowance should be raised. Here are some of them.

2 While there is strong evidence that regular tests make students study more and positively influence their academic results, the problem with this argument is that it does not take into account students' emotional needs.

3 Another point that I want to make is that we are not given a chance to suggest our own solutions. It is a fact that students' opinions are rarely listened to by the school authorities.

4 So I guess that's all from me. Thank you very much for listening, and I hope you found my presentation interesting. If you have any questions, please feel free 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
a, discuss other solutions

2 today I'm going to
b, today I'm going to

3 talking about transport
a, talking about transport

4 what we know about
b, what we know about

5 talking to you about
b, talking to you about

6 science and technology
a, 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.

Extra classroom activities

- As a lead-in, write the following tips for public speaking on the board. Give students time to decide if the tips are good or not. Then, have a class discussion. *Learn the presentation by heart. Use humour and tell stories. Grab attention at the beginning. Use gestures. Read from your notes.*
- After exercise 6, have students give their presentation twice – each time to a different pair

or group. The observers evaluate their classmates' presentations and suggest improvements.

Online teaching

- For exercise 3, display the Key Phrases on the screen. Ask one volunteer to read them aloud. Ask students to recall which phrases were used in the dialogue.
- For exercise 6, you may play a part of a presentation that you can find online. Ask students to pay attention to how the speaker

introduces the topic / organises ideas / finishes the presentation.

Extra practice

Workbook p20

For next lesson

Ask students to think of a future development they are afraid of.

Lesson materials

Audio script, Teacher's Book p338

2.4 Reading

An online article about future technology



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

communication create critic develop intelligent
interact predict secret silence

Verb	Noun	Adjective
<u>communicate</u>	<u>communication</u>	<u>(un)communicative</u>
<u>create, recreate</u>	<u>creation, creativity</u>	<u>(un)creative</u>
	<u>creationism, creator</u>	
<u>criticise</u>	<u>critic, criticism, criticality</u>	<u>(un)critical</u>
<u>develop</u>	<u>development, developer</u>	<u>developmental</u>
-	<u>intelligence</u>	<u>(un)intelligent</u>
<u>interact</u>	<u>interaction</u>	<u>interactive</u>
<u>predict</u>	<u>prediction, predictor</u>	<u>(un)predictable, predictive</u>
-	<u>secret, secretiveness</u>	<u>secret, secretive</u>
<u>silence</u>	<u>silence</u>	<u>silent</u>

- 2 Read the **WATCH OUT | SKILLS** box. Then look at the pictures and the title of the text on page 27. What do you think the text is about? What ideas might it mention?

WATCH OUT | SKILLS

Predicting the content of a text

Use all the information available about a text to make predictions about its content: the instructions, photos or illustrations, title, design and layout, comprehension questions and your existing knowledge of the subject.

- 3 **1.15** Read the article and check your answers to exercise 2. *The text is about a futuristic device called AlterEgo, which is a mind-reading tool that can communicate with the wearer through a message from the brain to facial muscles.*

- 4 Read the article again and choose the correct options.

- AlterEgo will tell you the time if you
 - say the word 'time'.
 - think the word 'time'.
 - look at a clock.
 - hear the word 'time'.
- According to Musk, brain implants will
 - replace headsets in the near future.
 - make people less intelligent.
 - connect to the AlterEgo headset.
 - be secret devices.
- Specialists claim that implants
 - won't be affordable for ordinary people.
 - have replaced speech and writing.
 - will become popular within ten years.
 - will change the way science-fiction films are made.
- The 'new form of communication' is
 - telepathy.
 - implants.
 - multi-tasking.
 - mind reading.

- 5 Answer the questions.

- Why do you think the writer uses the example of films?
- How would a user of AlterEgo look up information on the Internet?
- What kind of device is Elon Musk developing?
- How does Elon Musk see implants working?
- How will these devices alter human communication?

- 6 **KEY WORDS** Match the highlighted words and phrases from the text to definitions 1-7.

- combine to become one *merge*
- connect *link up*
- making progress *making strides*
- not natural, created by people *artificial*
- received (about a signal) *picked up*
- improving *enhancing*
- which can be worn on your body *wearable*

- 7 **SPEAK** Complete the questions with the words from exercise 1 and the highlighted words from the text. The first letters are given. Then discuss the questions in pairs.

- Do you believe in *secret/secretive* high-tech projects that remain unknown to the public?
- Is technological development really *enhancing* our quality of life, or does it do more harm than good?
- Do people really *pick up* signals from other planets, or is it just a scam?
- If technology and sport *merge*, will such a combination be good for sportsmanship?
- Is design or functionality more important in *wearable* devices?
- Will speech remain the primary way of *communication* in the near future?
- Which field of science will make the greatest *strides* within the next two decades?

- 8 **SPEAK** Answer the questions.

- Would you like to be able to communicate through telepathy? Why/Why not?
- Imagine you have to prepare a talk about mind-reading technology. Would it be a presentation about opportunities or threats? Why?
- What were the most important technological developments in the last ten years? How would you rank mind reading on this list?



FAST FINISHERS

Think of at least three ways in which you could use mind-reading technology in your daily life.



Search online for other exciting new technologies that are being developed. Choose one and write down its potential advantages and disadvantages.



Exercise 5

Possible answers

- Because this kind of technology has only been possible in science-fiction films up to now.
- The mind-reading device would link up to an AI device to find the information.
- He is developing interfaces that are meant to transmit users' thoughts and commands directly to a computer.
- An implant will send your thoughts directly to a computer, so you won't have to type or say anything.
- Instead of communicating through speech and writing, we will use mind-reading technology.

Extra classroom activity

As a lead-in, share the information below and ask students to give their opinions about how they think the boy is able to know what his mother is thinking and how he is capable of knowing so many other languages:

A young boy called Ramses Sanguino from Los Angeles, USA, is being studied by scientists after surprising people with his mind-reading,

or telepathic, abilities. When he was only five years old, he could sit opposite his mother, and when she thought of a number, he could say the number she was thinking of. At the moment Ramses is studying physics at college, as well as being educated by his mother at home. Ramses is autistic, which means he has limited development of communicating through speech and also limited social skills. However, he started reading when he was 12 months old

and was able to speak some Russian by the age of 13 months and Japanese by the age of two. He is currently learning seven languages, including Hebrew and Arabic, as well as being able to solve complex mathematical problems. Dr Diane Powell, one of the scientists studying Ramses, believes that telepathy is an alternative method of communicating, especially between autistic children and their parents.

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



Online teaching

- Before students open their books, display the photo on page 27 on the screen. Ask students to interpret it and to predict the topic of the lesson.
- For exercise 8, put students into three groups, each in a different breakout room. Assign each group one discussion topic. When students finish, put them back together and ask one person in the group to report their discussion.

Extra practice

- Workbook p21
- Extra Practice Worksheet: Unit 2 Reading, Teacher's Resource Centre

For next lesson

Ask students to do exercise 1 on page 28.

The **body mass index** (BMI) is a measure that uses your height and weight to work out if your weight is healthy. You can use an online calculator to measure your BMI. For most adults, an ideal BMI is in the 18.5 to 24.9 range.

2.5 Vocabulary 2

Appearance • Body parts and internal organs

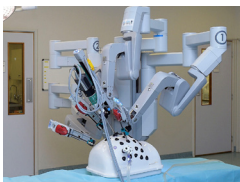
- 1 Put the names of body parts, organs and fluids from the box into two categories: internal and external. Some words match both categories.

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

internal: blood, bones, muscle, spine, stomach
external: ankle, arm, back, cheek, chest, ear, elbow, finger, foot, head, knee, leg, nose, shoulder, 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 ¹ trim. With appropriate treatment and equipment, I'm muscular and ² lean without much effort. Also, last year, I had all my skin marks removed (³ birthmarks/moles and ⁴ moles/birthmarks), and I have no ⁵ scars. 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 ⁶ kidney/bladder and ⁷ bladder/kidney 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 ⁸ pancreas/liver, ⁹ liver/pancreas and large and small ¹⁰ intestines. 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 ¹¹ lungs absorb oxygen and how the ¹² veins 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.

- There are fifteen joints, also known as knuckles (stawów, znanych również jako knykcie) in a human hand. *F*
- By the time you stop sunbathing, the number of moles (liczba piegryków) on your body will have grown for sure. *T*
- Every human being needs two kidneys (dwie nerki) for the body to function well. *F*
- In diabetes, the pancreas does not produce (trzustka nie produkuje) enough insulin. *T*
- The large intestine (Jelito grube) is longer than the small intestine (jelito cienkie). *F*
- The length of the palm (Długość dłoni) is measured from the tip of the longest finger to the wrist. *F*
- According to the World Health Organisation, a BMI (body mass index) of twenty-five means that a person is obese (jest otyła). *F*

- 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.

RESEARCH
IMPULSE

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

28 UNIT 2

Extra classroom activity

As a lead-in, have a word race. Ask students to write down the names of as many body parts as possible within 90 seconds.

Online teaching

- For exercise 2, display the photo on the screen. Ask students to guess what it might be.
- For exercise 4, you may ask students to send you the answers in a private message.

Extra practice

- Workbook p22
- Photocopiable Worksheet 8, Teacher's Book p397
- Extra Practice Worksheet: Unit 2 Vocabulary, Teacher's Resource Centre
- On-the-Go Practice 2.5, MEE App

For next lesson

Ask students to answer the question: *How would you define 'creativity' in your own words?*

Testing

Vocabulary Short Test 2.5

Lesson materials

Audio script, Teacher's Book p338

A podcast about human creativity

Venn diagrams get their name from John Venn, a British mathematician (1834–1923). He used them in a paper which he published in 1880. They are used to compare and contrast information and to show what groups of things have in common and how they are different.

- 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

CREATIVE THINKING

CRITICAL THINKING

- | | | |
|--|---------------------------|---|
| <p>1 use your intuition</p> <p>2 brainstorm solutions</p> <p>3 imagine possibilities</p> | <p>4 suspend judgment</p> | <p>5 predict the effects</p> <p>6 consider alternatives</p> <p>7 identify pros and cons</p> <p>8 draw conclusions</p> |
|--|---------------------------|---|

- 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.

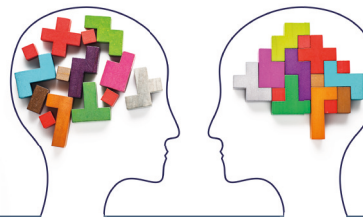
consider effect identify imagine intuition
judgment solution

	Verb	Noun	Adjective
1	<u>consider</u>	<u>consideration</u>	<u>considerate</u>
2	<u>affect / effect</u>	<u>effect</u>	<u>effective</u>
3	<u>identify</u>	<u>identification</u>	<u>identifiable</u>
4	<u>imagine</u>	<u>imagination</u>	<u>imaginative</u>
5	<u>intuit</u>	<u>intuition</u>	<u>intuitive</u>
6	<u>judge</u>	<u>judgment, judge</u>	<u>judgmental</u>
7	<u>solve</u>	<u>solution</u>	<u>solvable</u>

- 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. Possible answers

- The examples of Mozart and Edison show that humans are able to do unbelievable/incredible/amazing things.
- The speakers wonder if geniuses follow a certain plan/pattern in their work.
- Creativity has very little / hardly anything to do with your intelligence level or IQ.
- A study on musicians showed that creativity is located in several parts of the brain.
- What all creative people have in common is independence, tolerance of mess and the willingness to take risks.
- Human creativity has enabled some of the major achievements of mankind, such as the Moon landing or producing cars / the first car.
- Science and technology have changed the way we live, eat, travel 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'.



Extra classroom activities

- As a lead-in, write the following on the board: the Artist, the Thinker, the Adventurer, the Maker, the Producer, the Dreamer, the Innovator, and the Visionary. Tell students these are eight creative types and ask them which type they think they represent.

- For exercise 4, ask students to write five gapped sentences with the words from the table. Then tell students to swap their sentences and complete the gaps.

Online teaching

- For exercise 6, display the answers on the screen and ask individual students to read the sentences.
- You may assign exercise 4 as homework.

Extra practice

- Workbook p23
- Extra Practice Worksheet: Unit 2 Listening, Teacher's Resource Centre

For next lesson

Tell students to study the rules on page 36 to revise the future forms.

Lesson materials

- Audio script, Teacher's Book pp338–339

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

1 SPEAK Answer the questions.

- 1 How will mobile phones change in the future?
- 2 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 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 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 ‘were about to discover something big, but no major conclusions were drawn. They were continuing their research, however, and ‘are to announce their results in two years, when their final report ‘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 ...

- 1 wouldn't have progressed without them.
- 2 would be better off without them.
- 3 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. ¹ c
- *be due to* + infinitive is used to talk about things that are expected or planned at a certain time, e.g. ² e
- *be to* + infinitive is used in a formal style to talk about official plans and arrangements, e.g. ³ d

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. ⁴ a
- *will* changes to *would*, e.g. ⁵ b

Grammar Reference ➤ 36

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

- 1 Everyone was convinced that it would be easy to scan the brain activity.
- 2 Mr Stevens is due to close the neurobiology conference with his speech at five tomorrow.
- 3 The Prime Minister is to reward young engineers with scholarships.
- 4 Originally, they were going to use laser technology in the device, but it proved too expensive.
- 5 The university authorities are to introduce special courses developing critical thinking skills.
- 6 I was about 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

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

6 Finish the sentences about yourself.

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

#BRAINTASER

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



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.

Extra classroom activity

As a lead-in, prepare 4–5 sentences about your future plans / intentions / predictions with various forms, some of them true and some false. Read them aloud and ask students to guess which is the truth and which is a lie.

Online teaching

For exercise 5, with books closed, display the verbs for students to remember. Then hide the verbs and display the sentences. Ask students to fill the gaps, recalling the verbs from the box.

Extra practice

- Extra Grammar Practice, Student's Book p148
- Workbook p24 and p113
- Photocopiable Worksheet 9, Teacher's Book p398

- Extra Practice Worksheet: Unit 2 Grammar, Teacher's Resource Centre
- On-the-Go Practice 2.7, MEE App

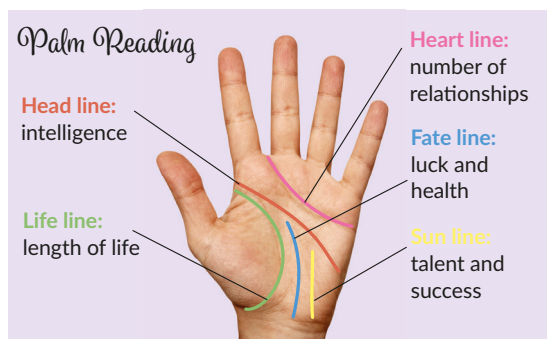
Testing

Grammar Short Test 2.7

Lesson materials

- Grammar Reference, Student's Book p36
- 🎧 Audio script, Teacher's Book pp338–339
- 📺 Video script, Teacher's Book p362

- 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) intriguing subject to research in the future.
- There is some sort of threat embedded in any kind of technological development.
- Scientists should focus on the areas of development that will truly enhance our lives.
- Most of the unfavourable reactions to what they proposed were immediately muted by the authorities.
- A lot of influencers aren't bothered by the fact that someone unfollows their account.
- The current system is seriously defective 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 b will buy **c** would buy to 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 is due to begin at seven.
- Martin is going to have his first driving lesson tomorrow morning. BE
Tomorrow morning, Martin will be having 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 'll have been studying 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 're to give a talk about VR in fashion at the conference next month.
- Our presentation is at nine o'clock this Thursday. A
We 're giving a presentation at nine o'clock this Thursday.
- I'm planning to change my mobile next month. WILL
By the end of next month, I'll have changed my mobile.
- We need to research the topic before we draw any conclusions. HAVE
We will draw conclusions after we've researched 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 ' carefully (careful) about a topic before taking any binding decisions. The analysis means suspending ' judgment (judge) before you consider the strengths, weaknesses, opportunities and threats – or SWOT – involved in choosing the best ' solution (solve). With such an approach, several questions require answering, for instance: 'Is the idea good enough to make everyone ' convinced (convince)?', 'Will it really result in any kind of ' improvement (improve)?', 'Are there any ' predictable (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.

Extra classroom activity

After exercise 5, ask students to work in groups and do a SWOT analysis to convince you to the following idea: 'There should be no tests this month'.

Online teaching

- For exercise 1, put pairs of students into breakout rooms to do palm reading. Then change pairs and breakout rooms so that each student can tell another one what they have found out about their future. Make sure the time limit for the second part of the activity is shorter.
- You may assign exercise 3 as homework.

Extra practice

Workbook p25

For next lesson

Ask students to do exercise 1 on page 32.

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? *inflexible traffic flow systems, large cars carrying only one person*
- 2 What solutions does the author describe? *smart traffic lights, car-sharing, electric pods*
- 3 Where do you think you would find a text like this? Give reasons for your answers. *In an online magazine or blog, as it is an opinion piece rather than a newspaper article.*

- 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 b, c, f, h Paragraph 3 c, d, e, h
Paragraph 2 c, g, h Paragraph 4 a, c, h

- 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



lorry



truck

32 UNIT 2

Extra classroom activity

As a lead-in, write the following words on the board: *circulation, gridlock, crawling, urban*. Ask students to explain the meaning and ask what the article might be about.

Online teaching

- For exercise 4, before the lesson, find 3–4 introductions to online articles, display them on the screen. Ask students to say how they differ and which one encourages them to keep on reading.
- After exercise 5, ask individual students to read out the translated pieces, in random order. Ask the rest of the class to say the number of the sentence that matches the translation.

Extra practice

Workbook p26

Lesson materials

Model answer to exercise 8, Teacher's Resource Centre

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.

- 1 It goes without saying (Rozumie się samo przez się) that we have better access to knowledge than previous generations.
- 2 It would be in everyone's interest (Byłoby w interesie wszystkich) to introduce new regulations concerning mobile devices on the school premises.
- 3 Experts predict (Eksperci przewidują) that by the end of the decade most courses will have moved online.
- 4 What is really needed (To, czego naprawdę potrzeba) is a solution backed by cutting-edge technology.
- 5 As far as education is concerned (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.

- 1 It's only a matter of time until ...
- 2 Sooner or later, ...
- 3 In the near future, ...
- 4 some day
- 5 before long
- 6 in ten or twenty years' time



7 Complete the sentences with your own ideas.

- 1 Tom's behaviour is getting worse. It's only a matter of time until ...
- 2 Rainforest destruction is at an all-time high. Before long, ...
- 3 I have a burning ambition. Some day, ...
- 4 Urban pollution levels are increasing. Sooner or later, ...
- 5 The lifespan of human beings has extended. In the near future, ...
- 6 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:

- 1 choose an introductory technique,
- 2 introduce the first main point, quote experts, give examples, use time expressions,
- 3 introduce the second main point, quote experts, give examples, use time expressions,
- 4 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 /kɑ: 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 embedded in any part of my body.
- I don't think we can draw conclusions from these results. They're ambiguous.
- A good approach to finding an answer to a problem is to brainstorm solutions.
- Creative thinking is about using your intuition 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 unfollow her.
- Don't laugh at other people's ideas – suspend judgment even if something seems crazy to you!
- Can emotionally interactive technology really work? Will a device ever be able to truly understand our feelings?
- Given all the accidents involving driverless 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 'll have been working (work) for ten hours non-stop.
- As soon as they collect / have collected (collect) the data next week, they 'll publish / 're going to publish (publish) the results.
- By the time Alexandra gets home, she 'll have made (make) a decision.
- Take an umbrella – it 's going to rain (rain).
- Ali was going to do (do) the experiment today, but his plans fell apart.
- I promise that by the end of the class, we 'll have found out (find out) the answer.
- At that point, Thomas knew he wouldn't accept (not / accept) their invitation even if he got one.

4 Correct the mistakes in the sentences.

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

USE OF ENGLISH

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 will you have read (you / read) by five o'clock?
- The show was about to begin (about / begin) and we were all waiting impatiently.
- I really didn't think I 'd get used to sleeping (use / sleep) in the basement so easily.
- Please don't enter until Mr Florin comes / has come (come) out.
- The doctors say that the vaccinations are due to start (due / start) early next month.
- Your treatment will be finished (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 ¹ a major breakthrough in bioengineering recently. They ² research into creating human skin artificially, when they ³ the idea of using 3-D bioprinters, which ⁴ them to go a step further and print living skin in the future. Using current methods, the bioprinter ⁵ produce an endless supply of real human skin, which researchers ⁶ 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 ⁷ with the idea of creating human skin that can grow hair, and they are currently investigating how this ⁸. 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 |

Extra practice

- Workbook Revision p27
- Workbook Matura Practice pp28–29
- Photocopiable Worksheet 10, Teacher's Book p399

For next lesson

Ask students to answer the following question:
If you had to stop buying one type of product, what would you give up?

Testing

Unit 2 Test

Lesson materials

- Model answers to exercises 8 and 9, Teacher's Resource Centre
- Audio script, Teacher's Book p399

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

- 9 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 20th 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

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

GRAMMAR 1 MP3 11

advance	/ədˈvɑːns/	iść do przodu
attempt	/əˈtempt/	próbować, usiłować
decent	/diˈsənt/	porządny, sympatyczny
fortune-teller	/ˈfɔːtʃənˌtɛlə/	wróżka
STEM (Science, Technology, Engineering and Mathematics)	/stem (ˈsaɪəns, tekˈnɒlədʒi, endʒɪˈnɪərɪŋ and ˌmæθəˈmætiks/	STEM (nauka, technologia, inżynieria i matematyka)

READING MP3 12

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

VOCABULARY 2 MP3 13

abdomen	/ˈæbdəməɪn/	brzuch
aesthetic medicine	/iːs.θetik ˈmedəsən/	medycyna estetyczna
birthmark	/ˈbɜːθmɑːk/	znamie
bladder	/ˈblædə/	pęcherz
bodily fluid	/ˈbɒdli ˈfluːɪd/	płyn ustrojowy
chest	/tʃest/	klatka piersiowa
deadly disease	/ˌdedli dɪˈziːz/	śmiertelna choroba
diabetes	/ˌdaɪəˈbiːtɪz/	cukrzyca
digestive organs	/dɪˌdʒestɪv ˈɔːɡənz/	narządy trawienne
external	/ɪkˈstɜːnəl/	zewewnętrzny
inflict pain	/ɪnˌflɪkt ˈpeɪn/	zadawać ból
insulin	/ˈɪnsjʊlɪn/	insulina
intestine	/ɪnˈtestɪn/	jelito
internal	/ɪnˈtɜːnəl/	wewnętrzny
invasive	/ɪnˈveɪsɪv/	inwazyjny
joint	/dʒɔɪnt/	staw
kidney	/ˈkɪdni/	nerka
knuckle	/ˈnʌkəl/	kostka, knykciec
lean	/liːn/	szczupły
liver	/ˈlɪvə/	wątroba
lung	/lʌŋ/	płuco
mole	/məʊl/	pieprzyk, znamie
obese	/əʊˈbiːs/	otyły
operate (on sb)	/ˈɒpəreɪt (ɒn ˌsʌmbədɪ)/	operować (kogoś)
palm	/pɑːm/	dłoń
pancreas	/ˈpæŋkriəs/	trzustka
rib	/rɪb/	żebro
scar	/skaː/	blizna
silhouette	/ˌsɪluːˈet/	sylwetka
skin mark	/ˈskɪn mɑːk/	znamie
state-of-the-art	/ˌsteɪt əv ðɪ ˈɑːt/	najnowocześniejszy
transplantology	/ˈtrænsˌplɑːnt ˌblɒdʒi/	transplantologia
trim	/trɪm/	szczupły, wysportowany (zwłaszcza o sylwetce)
vaccination	/ˌvæksɪˈneɪʃən/	szczepienie
vein	/veɪn/	żyła
wrist	/rɪst/	nadgarstek

LISTENING MP3 14

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

GRAMMAR 2 MP3 15

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

USE OF ENGLISH MP3 16

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

WRITING MP3 17

car-pool	/ˈkɑː puːl/	podwozić się wzajemnie
congested	/kənˈdʒestɪd/	zatłoczony
crawl	/kroʊl/	wlec się
crucial	/ˈkruːʃəl/	istotny
gridlock	/ˈɡrɪdlɒk/	zator, korek
in circulation	/ɪn ˌsɜːkjʊˈleɪʃən/	w obiegu
urban pollution	/ˌɜːbən pəˈluːʃən/	zanieczyszczenie miast