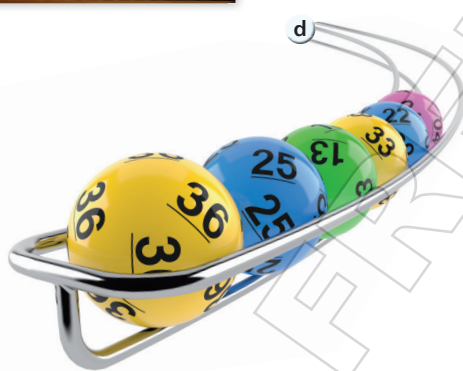


# 1

## Fact and fiction

### VOCABULARY TV shows



1> What are the last three things you watched on television? Did you watch them live, recorded or online? Did you enjoy them? Why? / Why not?

2> In your notebook, match four types of TV programmes below with the pictures a–e. Can you name an example of each kind of programme on Polish TV?

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

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

1 Nina:     2 James:

4> In your notebook, replace the underlined parts of the questions with the phrases below. Then ask and answer the questions in pairs.

is long-running    a large audience    on catch-up TV  
you can vote for someone    peak viewing times  
broadcast live    to keep up with the latest events

- 1 What programmes have you seen recently which are shown at the same time as they happen?
- 2 What sort of programmes are shown at the most popular times for viewers?
- 3 Name a TV show that has been on TV for a long time.
- 4 Name a programme that has been watched by a lot of people recently.
- 5 Name a programme that helps people to get information about recent events.

6 Name a programme that you would watch after it has first been shown on TV.

7 Name a programme in which viewers can phone in to choose a winner.

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

addictive    hilarious    thought-provoking    educational  
entertaining    factual    memorable    fictional    moving

- 1 Documentaries are  programmes, whereas most dramas are . The best drama I've ever seen was .
- 2 I often cry in films. One of the most  moments in a film for me was .
- 3 I like programmes that make me think. The most  programme I've seen recently was .
- 4 I love having a good laugh. One  programme I watched this year was .
- 5 Once I start watching a reality show, I can't stop, because they're so . One of the worst for me was .

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

6> **WHAT DO YOU THINK?** Work in pairs and discuss the question. Use the prompts below to help you.

Do you think that the habit of watching live television will disappear in the future since recorded and catch-up TV is becoming so popular? Why? / Why not?

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

**Yes:** busy lives • box sets • convenience



1) What are the advantages and disadvantages of using these different news sources (1–4)? How do you keep up-to-date with the news?

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

**neutral prejudiced immediate impartial  
biased reliable objective**

- a point of view which is influenced by someone or something:  ,
- a point of view which is not influenced by anyone or anything:  ,  ,
- you can depend on the truth of this news:
- you get this news quickly:

3) **CD 1.02** Listen to four speakers talking about the different news sources in exercise 1. In your notebook, match the speakers with the news sources they prefer.

Speaker 1:

Speaker 3:

Speaker 2:

Speaker 4:

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

This speaker

- |  |
|--|
| A likes that people share their opinions about recent news.              |
| B is happy to read news with a political opinion.                        |
| C thinks older people are old-fashioned in the way they get news.        |
| D believes news should not be controlled by people with power and money. |
| E is concerned that one news source may provide false information.       |

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

**for in of towards to at**

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



### Tip

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

*I'm interested in learning new things.*

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

- I'm completely  (*uzależniona od oglądania*) the TV gossip show that follows the news. I simply love it!
- The presenter is  (*dobry w objaśnianiu*) the importance of news events.
- That celebrity is  (*odpowiedzialny za inicjowanie*) a new fashion trend.
- I'm really  (*nie jestem zainteresowana słuchaniem*) to you talking about your favourite TV show!

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

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

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

- What was the topic of the TV programme the girl watched?
- What was the journalist's opinion?
- How did she support this opinion?
- What does the girl think about this opinion?
- Why do the media usually lie in the wartime, in the speaker's opinion?

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

9) **WHAT DO YOU THINK?** Work in pairs and discuss the question.

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

## Present tenses

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

**Betty** Hi, Adam! What are you watching?

**Adam** I'm watching a programme called *Would I Lie to You?* To be honest, I watch it quite often. It's a TV comedy panel show which has been running for twelve years. Have you ever seen it?

**Betty** No, I haven't. What is it about?

**Adam** Well, there are two teams that compete against one another. The team members try to make the other team believe some crazy stories. Sometimes they tell the truth, but often they lie through their teeth. The programme is getting funnier and funnier despite the fact that it's been on for so long. I've been watching it since I started high school, I think. I just love it!

**Betty** I can see! What are you doing after that? I'm going out for a meal with my friends. I've been studying the whole day and I'm tired. I need to chill out. Do you fancy joining us?

**Adam** I've ordered a pizza and it's on its way, plus another of my favourite series starts at 5:00, so I'd better stay at home.

**Betty** OK. Just don't forget to take the rubbish out. I've just cleaned the kitchen and we don't need any mess there! See you later!

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

1 present simple    2 present continuous  
3 present perfect    4 present perfect continuous

**A** habits • states and preferences • actions that happen repeatedly • actions in timetables/schedules

**B** situations which started in the past and still continue in the present • situations which already happened but whose results we can see • situations which have happened recently • situations which have happened in your lifetime

**C** actions happening now • changing/developing situations • future plans



**D** actions continuing up to the present moment and likely to continue • actions continuing up to the present moment with visible results

- 4) Match the expressions to the tenses in exercise 3 with which they are most often used. Which expressions can be used with more than one tense?

for, since, at the moment, usually, so far, yet, for ages, before, never, hardly ever, just, still, often, currently, ever, three times in my life, tonight, on September 1<sup>st</sup>, recently, lately, now, tomorrow, twice a day, monthly, second, third


- 5) **PRACTISE** In your notebook, complete the questions using the words below. There are three extra words. Then work in pairs and answer the questions.

often for more than once already currently  
daily ever

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

**! Watch out!**

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

- 7) In your notebook, complete the sentences so that they are true for you. Use the ideas in brackets.
- It's the first time I . (write about some food).
  - It's the first time my brother . (write about some place).
  - It's the first time my parents . (write about some TV programme).
- 8)  In your notebook, translate the sentences into English.
- Rzadko kiedy oglądam telewizję. Od lat telewizja nie pokazuje żadnych nowych filmów i dlatego oglądam różne programy w internecie.
  - Jutro biorę udział w castingu do reklamy telewizyjnej. Zawsze chciałam pracować dla telewizji i teraz moje marzenie się spełnia.

- 9) **NOW YOU DO IT** In your notebook, write some information about actions which:
- you do frequently.
  - you are doing currently in your life.
  - you have already done this year.
  - you have been doing for some time.
- 10) Work in pairs and tell your partner about the different things in exercise 7. Your story can be true or a lie. Your partner must decide if you are telling the truth.

## Past tenses; *used to*

- 1) What's your favourite YouTube channel? Why do you like it?
- 2) **LANGUAGE IN CONTEXT** Read the text. What do Zoe and Ryan have in common?



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

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

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

- 3) **ANALYSE** Read the fragments in bold in exercise 2. What tenses and structures have been used? What do you remember about how we use them? As a class, discuss the rules for using the tenses.

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

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

## ! Watch out!

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

## ? WHAT'S RIGHT?

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

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

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

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

- 1 We / record / videos / when / electricity / go / off.
- 2 Joe and I / be / friends / before / we / go / university.
- 3 you / use / play / video games / when / you / be / child?
- 4 What / you / do / all / day / yesterday?
- 5 We / drive / ages / before / we / find / the right hotel.

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

- 1 We haven't seen any good clips since last month.  
The last time we  last month.
- 2 My grandfather used to read a lot to us.  
My grandfather would .
- 3 I already had an invitation from Tim before you told me about the event.  
Tim  an invitation before you told me about the event.
- 4 It was my first time in India.  
I  before.

## » Grammar challenge! Unit 1, page 108, exercise 1

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

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

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

- 1> Read the names of different forms of art and rank them from the most to least interesting for you. Which is your top favourite? What do you enjoy about it?

ballet painting photography performance art  
theatre sculpture

- 2> In your notebook, copy and complete the table with the words below.

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

Artist	Work of art	Things the artist uses

- 3> Work in pairs and answer the questions.

- Which of the works of art from exercise 2 would be the least interesting for you to look at? Why?
- Have you ever taken part in or watched a street happening or performance? If so, what was it like? If not, would you like to? Why?/Why not?
- Do you prefer abstract or realistic art? Why?
- If you could own a famous work of art, what would it be? Why?

- 4> Work in pairs and describe the pictures using the phrases in boxes 1–3. Which of these artistic events would you like to see? Why?

- 5> Read texts A–D. Which of the artists do you find the most original? Why?

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

Which artist(s) ...?

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

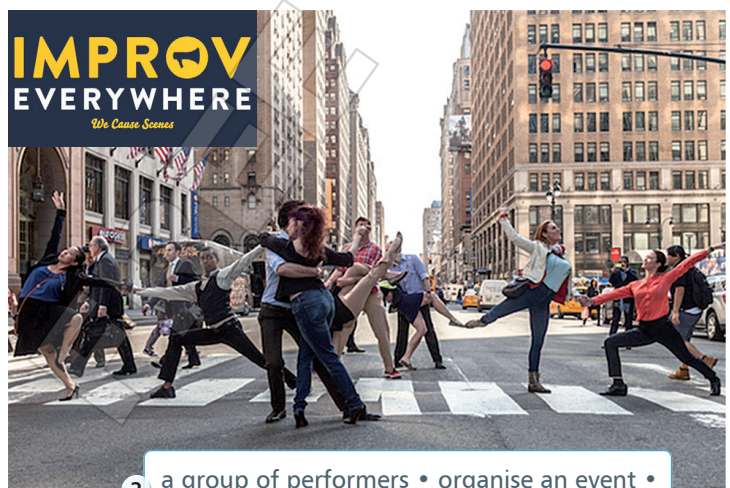
- 7> Which statements are facts, not opinions, according to the texts? Write the answers in your notebook.

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

### A Axel Gercke and his 3D art

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

One of his unique creations is *Painting Projections*, which was shown during the Light Move Festival in Łódź in 2013. I was there to watch this amazing spectacle of visual and sound effects, and I could actually see the artist's hand creating graffiti-style images to the rhythm of the music as if he was colouring a piece of paper rather than the walls of a house. I just stood there in silence surrounded by a crowd of other viewers, admiring this work of art. Although the projection only lasted a few minutes, it made a huge impression on me.

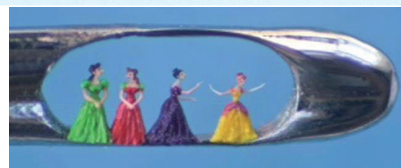


- 2 a group of performers • organise an event • in a public place • dance

### C The miniature fine art of Willard Wigan

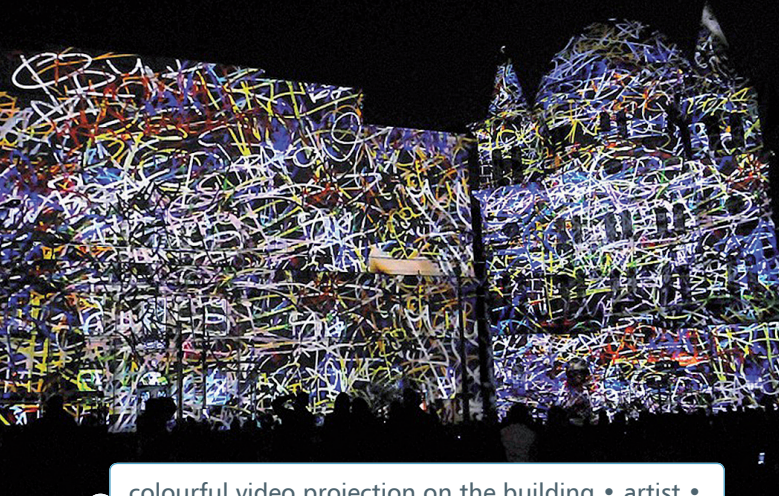
Willard Wigan is considered by some art critics to be one of the most original and gifted sculptors in Britain. His microscopic masterpieces, made for example from a grain of sand, might be only 0.005 mm tall. He often places them in the eye of a needle and paints them with a hair from a dead fly. It's hard to believe that anyone can create such an incredible piece of art.

At first, Wigan's miniature art was an escape from reality. As a young boy, he was made fun of at school, so he turned to art. He started making things so small that no one could see them and laugh at them. According to his online profile his first creations were shoes and hats – for ants!



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

- Willard Wigan's first works were pieces of clothing.
- Jon Rose plays a variety of musical styles.
- Jon Rose's music is generally appreciated by people worldwide.



- 1 colourful video projection on the building • artist • turn a building into a work of art • look amazing

## B Improv Everywhere – a performance art group

Imagine you have subscribed to an email list and received a message on your smartphone with special instructions: you're told to go to a public place and do something unusual, like putting on a funny mask or taking part in a water gun fight. Interested? Well, this is typical of one of the many events **staged** throughout the year by Improv Everywhere, a **contemporary** comic performance art group from New York City, whose popularity is growing rapidly judging by the increasing number of subscribers it has on YouTube.

The group uses the slogan 'We Cause Scenes' and its performers carry out **pranks** in public places to give the audience a laugh. The events don't look like artistic happenings at first but like the spontaneous actions of hundreds of complete strangers, which confuses the people around them. Watching such a big crowd all doing the same things at the same time makes you wonder if it's a form of art or just some kind of practical joke, at least as far as I'm concerned. To be honest, I never know. What do you think?

## D The art of 'fencology'

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

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

- 1 Axel Gercke's art made a powerful impression on the viewer because his creation combined .
- 2  are popular with the public because they are about fun.
- 3 Willard Wigan's art is a direct result of the way he .
- 4 Jon Rose's style of music depends on .

- 9) Work in pairs and answer the questions.

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

## Vocabulary development

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

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

- 11) Translate the Polish parts of the sentences into English in your notebook. Use the words from exercise 10.

- 1  (Arcydziela tego rzeźbiarza) can be seen at the exhibition of  (sztuki pięknej) in our local museum.
- 2 Kyle does landscape paintings. People  (zawsze podziwiali) his paintings.
- 3  (Współczesna sztuka) does not appeal to everyone. Even some  (krytycy sztuki uważają) that classical art is the only true art.
- 4 My sister  (zajęła się sztuką performance'u) at the age of 20.  (Pokazy, które organizuje) are always popular with young people.
- 5 What music would you call  (głównego nurtu) music?

## » Vocabulary challenge! Unit 1, page 108, exercises 3 and 4

- 12) Work in pairs. Imagine you are organising an artistic happening. Prepare a short presentation. Use the questions below to help you.

- 1 What are you going to do?
- 2 Where are you going to organise it?
- 3 Who are you going to invite to take part?
- 4 How are you going to advertise your event?

Present your ideas to the rest of the class and vote on which is the most interesting presentation.

- 1) Look at the pictures. Which way of listening to music do you prefer? Why?



- 2) Work in pairs and discuss the questions below. Think of more than one advantage and disadvantage.
- 1 What are the advantages of going to a live music concert?
  - 2 What are the disadvantages of working as a professional musician?
- 3) **CD 1.05** Listen to two students answering the questions from exercise 2. Answer the questions below.
- 1 What advantages and disadvantages do the speakers mention? Are any of their ideas similar to yours?
  - 2 Which speakers' points of view do you support? Why?
- 4) **CD 1.05** Listen again and answer the questions.
- 1 Which speaker gives three different arguments to support their opinion?
  - 2 Which speaker gives one detailed argument to support their opinion?
  - 3 Does one answer sound better than the other in your opinion? Why? / Why not?
- 5) In your notebook, complete the Phrase Bank with the words below.

main as sum personally point one comes

#### Phrase Bank

##### ▶ Introducing the topic

When it <sup>1</sup> \_\_\_ to ..., I'd say that ...

As far <sup>2</sup> \_\_\_ working as a professional musician is concerned, I believe that ...

##### ▶ Discussing advantages and disadvantages

The <sup>3</sup> \_\_\_ advantage/disadvantage of ... is the fact that ...

There is nothing better than ...

<sup>4</sup> \_\_\_, I think that there are many disadvantages of ...

One good/bad <sup>5</sup> \_\_\_ about ... is ...

Another advantage/disadvantage is that ...

One very convincing argument in favour/against ... is that ...

The main drawback is ...

##### ▶ Showing contrast

On the <sup>6</sup> \_\_\_ hand, ... On the other hand, ...

However, ... Nevertheless, ...

##### ▶ Summing up

All in all, ... | To <sup>7</sup> \_\_\_ up, ... | In conclusion, ...

- 6) Take turns to answer the questions below. Use the phrases from the Phrase Bank to discuss the advantages and disadvantages. Give at least one extra argument to develop your answer.

- 1) Why do many young people prefer to watch programmes online rather than on TV?

- **Advantages:** watch things when and where you want, don't have to pay a TV licence fee, fewer adverts
- **Disadvantages:** may not be of good quality, only works if you have broadband

- 2) More and more people prefer reading e-books to paper books. What are the pluses and minuses of digital books?

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

- 7) Read the question below and a student's answer. What could you say to develop it?

What are the advantages of taking part in a talent show?

In my view, there are a lot of advantages of taking part in a talent show. First of all, you can learn something useful. Another thing is that you can also win a prize.

- 8) Work in pairs. Choose one of the questions below and brainstorm some arguments to express your opinion. Present your answer to the class. Speak for 1–2 minutes.

- 1 Nowadays music is played in many public places (shops, restaurants, buses). Is this a good or a bad idea?
- 2 Why is relying on online news not always a good idea?
- 3 What are the advantages of catch-up TV?

### 1) Work in pairs. Answer the questions.

- 1 Do you prefer watching films on TV, DVD, or at the cinema? Why?
- 2 What makes you choose a film at the cinema: the title, the cast, the film director or someone's recommendation?
- 3 What are the best and worst films you have ever watched? Why do you think so?
- 4 Have you seen the film or read the book in exercise 2? If so, did you like it? Why?/Why not? If not, would you like to see/read it?

### 2) In your notebook, match the headings with the paragraphs in the blog entry below.

- |                       |                          |
|-----------------------|--------------------------|
| a The recommendation  | c The storyline          |
| b General information | d Strong and weak points |



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

**?** This moving romantic drama was directed by Josh Boone and it stars Shailene Woodley and Ansel Elgort. It is based on the best-selling novel by the American author John Green, who was inspired by the story of a real 16-year-old cancer patient.

**?** The main characters are two teenage book lovers who meet and fall in love at a cancer support group. They decide to travel to Amsterdam, where they become lovers.

**?** The phenomenal acting was definitely the best thing about the movie. I found the whole plot very engaging too. One disappointing thing was probably the soundtrack which was a bit too monotonous for me.

**?** This film is a must-see because it talks about love and death as well as teenage dreams and fears.

That's all for now.

### 3) Translate the phrases below into your own language. Which of them are used in the blog entry?

This drama/comedy was directed by ... and it stars ... • It tells the story of ... • The story is about ... • It is based on the novel by ... • It is set in ... • The main characters are ... • At the beginning ... • In the end, ...

- 4) Think of a popular film you have seen recently and summarise its plot to your partner. Use the phrases from exercise 3.
- 5) Find the sentences in the blog entry which match the headings in the Phrase Bank below.

#### Phrase Bank

##### ► Positive review

*This is one of the most exciting / fascinating films I have ever seen.*

*I highly recommend this album because ...*

*The film is well worth seeing because ...*

*I think it will appeal to young people because ...*

1  | 2  | 3

##### ► Negative review

*I must say (the concert) was nothing special / just terrible.*

*(The show) was not as funny / entertaining as I'd expected.*

*To my mind, the film was not as good as the book.*

*I wouldn't recommend this film because ...* | 4

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

dull engaging awful amusing involving fantastic  
excellent hilarious terrible monotonous  
uninteresting

- |               |          |         |
|---------------|----------|---------|
| 1 good        | 3 bad    | 5 funny |
| 2 interesting | 4 boring |         |

- 7) Work in pairs. Say what you think about a TV programme, film, concert or a YouTube clip you have seen recently. Use the adjectives from exercise 6. Give reasons to support your opinion.

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

- 1 There's one TV series which I regularly follow. (*Oceń fabułę i grę aktorską.*)
- 2 This movie will definitely make you laugh. (*Napisz, dlaczego film jest taki śmieszny.*)
- 3 I watched a reality show last night. (*Wyjaśnij, dlaczego ten program Cię rozczarował.*)
- 4 This drama is definitely worth seeing. (*Napisz, do kogo ten film przemówi i podaj argumenty.*)
- 5 I saw a film based on a book I have read recently. (*Porównaj książkę i jej adaptację filmową.*)

- 9) Read the instructions and do the writing task.

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

- podaj podstawowe informacje o tym programie;
- przedstaw krótko prowadzącego program i napisz, co o nim/niej sądzisz;
- przedstaw własną ocenę tego programu;
- wyjaśnij, dlaczego warto obejrzeć ten program lub dlaczego odradzałbyś/odradzałabyś jego oglądanie.



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

**stage impartial hilarious engaging disadvantage**

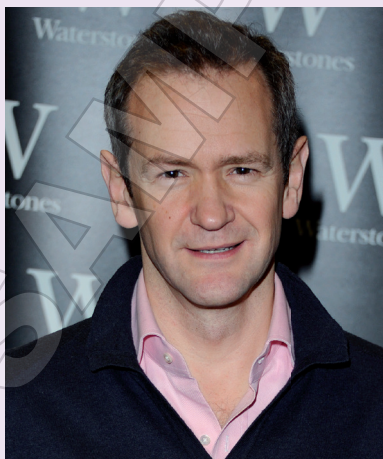
- This TV series is really **interesting** / .
- These performance artists **organise** /  the best shows in the world.
- I love watching this TV series. It's so **funny** / .
- The most obvious **drawback** /  of going to live concerts is the price of the tickets.
- This channel has never been **neutral** /  in the way it presents the news.

- 2) Choose the answer that means the same as the underlined phrase or sentence. Write the answers in your notebook.

- The artist turned to painting at the age of nineteen, just after he finished school.  
a started    b studies    c liked
- I try to keep up with the latest news as much as I can so that I know what's going on.  
a share    b broadcast    c follow
- What are you most concerned about in the news at the moment?  
a disappointed with    b worried about    c shocked by
- This actress's performance in the show was really memorable. I didn't expect her to be so original.  
a very unusual    b absolutely hilarious  
c worth remembering
- Tom is a very gifted performer. He's just won another prestigious award for best young artist.  
a famous    b talented    c entertaining

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

*Pointless* is my favourite British game show, and I <sup>1</sup>  (**never / miss**) a programme since it was launched. It is shown on BBC One at peak <sup>2</sup>  (**view**) time and is hosted by Alexander Armstrong, who <sup>3</sup>  (**host**) the show for ages now. I love it because of its originality. The idea behind *Pointless* is <sup>4</sup>  (**differ**) from most of the other shows on TV because the teams are not only asked to provide correct answers to the questions. They also have to guess the most improbable answer from among the answers suggested by a hundred people who were asked before the programme. For me, the show is just fantastic entertainment. It's also educational, so you <sup>5</sup>  (**able**) to learn a lot from it. You should check it out – it's on today in the afternoon. It <sup>6</sup>  (**begin**) at 5 pm sharp.



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

- This is the actor  (*którego talent podziwiam*) all my life.
- This programme  (*jest nadawany na żywo*) every Friday.
- By the time we got to the exhibition, Joe  (*już wyszedł*), so we missed him.
- It's the first time I  (*widzę taką wielką*) sculpture.
- (*W tym filmie główne role grają*) some of the best American actors of the new generation.
- When I  (*stałem w kolejce*) in the cinema, my mum rang me to invite me to dinner.
- (*Pracowaliśmy przez*) six months on our arts project before it was finally ready.
- What time  (*otwierają to muzeum*)?
- This artist  (*maluje coraz lepiej*), and one day she'll be the one to watch.
- I didn't go to the open-air concert in London because  (*zgubiłam*) the tickets!

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

- Nigdy nie widziałem żadnego arcydzieła na własne oczy.
- Jakie seriale komediowe oglądałaś jako dziecko?
- Tom i ja już się znaliśmy, kiedy zaczął pracę dla tej stacji telewizyjnej.
- Ta sztuka naprawdę mnie wciągnęła. Aktorzy grali rewelacyjnie.
- Jutro wybieramy się na wystawę martwych natur, namalowanych przez bardzo utalentowanego młodego artystę z Syrii.

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

- We  (**already / buy**) the tickets for the show.  (**you / get**) yours yet?
- I  (**run**) for an hour. I  (**be**) out of breath. I  (**rarely / get**) so tired.
- My sister  (**still / not find**) a series she  (**want**) to watch, but she  (**find**) a thriller film she  (**plan**) to watch tonight.

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

- What are the most popular TV game shows in Poland? Do you ever watch them? Why?/Why not?
- Who are the most popular TV hosts in Poland? What makes them so popular? Who is the best at his/her job? Why?

**Tip**

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

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

It's a living room. There are two boys and two girls. They are watching a film and eating popcorn. I think the film is scary.



- 1 What is the relationship between the people in the picture?
  - 2 Do you enjoy watching films with friends or family? Why?
  - 3 Tell us about the last time you watched a film at home.
- 2) **CD 1.06** Listen to another student describing the picture in exercise 1. Did she add the same information as you did?

**Tip**

Gdy odpowiadasz na pytania dotyczące ilustracji, udzielaj rozbudowanych odpowiedzi, podając przykłady i argumenty na poparcie swojej opinii. Stosuj urozmaicone słownictwo i różnorodne konstrukcje gramatyczne. Unikaj powtarzania tych samych wyrazów.

- 3) Read the student's answers to questions 1 and 2 in exercise 1. What reasons does the student give to support her opinion?

- 1 I think they are boyfriends and girlfriends because they are sitting close to each other.
- 2 Sometimes I do and sometimes I don't. Sometimes it's good to laugh with other people when you're watching a funny film. It's boring on your own. But when it's a sad film, I want to be alone. Then I can cry and people don't see me.

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

- 5) Work in pairs. Take turns to answer questions 1 and 2 in exercise 1.

**Tip**

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

- 6) Read a student's answer to the third question in exercise 1. In your notebook, complete the text with the correct forms of the verbs in brackets.

Last weekend my friend and I <sup>1</sup> (decide) to stay in and watch a DVD which my cousin <sup>2</sup> (lend) me the day before. My parents <sup>3</sup> (watch) a TV talent show in the living room, so we <sup>4</sup> (go) to my bedroom to watch it in peace and quiet there! The film <sup>5</sup> (call) *About Time*. My friend <sup>6</sup> (see) it before but I hadn't. It's about a young man who learns how to go back in time and make changes at certain important times in his life. It was brilliant. We <sup>7</sup> (like) it so much that after it <sup>8</sup> (finish), we <sup>9</sup> (watch) it again!

**Tip**

Jeśli nie znasz jakiegoś wyrazu, posłuż się parafrazą, np. zastosuj zwroty: *it's a type of film which ...*, *it's the thing you use to ...*, *it's a person who ...*, *it's how you ...* / *it's where you ...*

- 7) In your notebook, write your own answer to the third question in exercise 1. Think about:

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

- 8) How could you rephrase the underlined words if you didn't know them?

- 1 They're watching a film on a really big screen.
- 2 They are several generations of the same family.
- 3 She's looking at a TV guide.
- 4 There's a fireplace behind them.
- 5 She's covering her face.

- 9) **TEST IT!** Describe the picture and answer the three questions.



- 1 What do you think the people are filming?
- 2 Do you like it when people take pictures of you or film you? Why? / Why not?
- 3 Tell us about a time when you or someone you know filmed something interesting.

Complete all the exercises on this page in your notebook.

1> Translate the Polish parts of the sentences into English.

- This  (*dzieło zostało stworzone*) by Michelangelo and is a perfect example of  (*sztuk pięknych*).
- This programme  (*jest nadawany na żywo*) and has  (*liczną publiczność*) every week.
- Everyone  (*podziwiał pokaz*) of visual effects  (*zorganizowany*) in the city centre.
- The way news channels present their news  (*powinien być bezstronny*).
- (*Teleturnieje*) are usually shown  (*w godzinach największej oglądalności*).

—/19



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

- The film was both  (*entertain*) and  (*educate*).
- This TV  (*document*) is really  (*engage*). You must see it!
- This  (*sculpt*) is very  (*gift*). His  (*sculpt*) are really original.
- I've just finished reading a book about the history of  (*photo*).
- The theatre  (*perform*) I saw yesterday was quite  (*move*).
- This TV series is really  (*addict*). It's partly  (*fiction*) and partly  (*fact*).

—/13

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

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

—/15

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

- What are your plans for tonight?
- It's my second time in this gallery.
- Ann is in the habit of listening to the morning news.
- I took up drawing two years ago, and it's still my hobby.
- Is it your first time in London?
- Is the meeting over?

—/16

5> Choose the correct answer.

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

—/15

6> Complete the text with the missing words.

When it <sup>1</sup>c  to having music lessons at school, I'd <sup>2</sup>s  that the <sup>3</sup>m  advantage is the <sup>4</sup>f  that you can learn about different types of music. <sup>5</sup>A  good <sup>6</sup>t  is that listening to music develops your creativity. So, to <sup>7</sup>s  up, I believe there should be more music lessons at school.

—/17

7> Write sentences from the prompts.

- this / exciting film / I ever see
- this book / appeal / all young people
- the show / not funny / I expect
- my mind / this concert / dull
- this programme / not worth / watch

—/15

8> Work in pairs and test each other.

Student A: go to page 142.  
Student B: go to page 149.

## TV shows / Programy telewizyjne

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

## Adjectives / Przymiotniki

**addictive** /əˈdɪktɪv/ wciągający, uzależniający  
**educational** /ˌedʒɪˈkeɪʃ(ə)nəl/ edukacyjny  
**entertaining** /ˌentə(ɪ)ˈteɪnɪŋ/ rozrywkowy, zabawny  
**factual** /ˈfæktʃuəl/ oparty na faktach  
**fictional** /ˈfɪkʃ(ə)nəl/ fikcyjny  
**hilarious** /hɪˈleəriəs/ zabawny, komiczny  
**memorable** /ˈmem(ə)rəb(ə)l/ pamiętny, zapadający w pamięć  
**moving** /ˈmu:viŋ/ poruszający  
**thought-provoking** /ˈθɔ:tprəˈvəʊkɪŋ/ dający do myślenia

## The news / Wiadomości

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

## Adjectives and prepositions / Przymiotniki z przyimkami

**addicted to sth** /əˈdɪktɪd tə ˌsʌmθɪŋ/ uzależniony od  
**angry with sth** /ˈæŋɡrɪ wɪð ˌsʌmθɪŋ/ zły na coś

**aware of sth** /əˈweə(r) əv ˌsʌmθɪŋ/ świadomy czegoś  
**biased towards sth** /ˈbaɪəst təwɔ:(r)dz ˌsʌmθɪŋ/ przychylnie nastawiony do czegoś  
**concerned about sth** /kənˈsɜ:(r)nd əˈbaʊt ˌsʌmθɪŋ/ zatroskany o coś, zmartwiony czymś  
**curious about sth** /ˈkjʊəriəs əˈbaʊt ˌsʌmθɪŋ/ ciekawy czegoś  
**disappointed with sth** /ˌdɪsəˈpɔɪntɪd wɪð ˌsʌmθɪŋ/ rozczarowany czymś  
**excellent at sth** /ˈeksələnt ət ˌsʌmθɪŋ/ świetny w jakiejś dziedzinie  
**fed up with sth** /ˌfed ʌp wɪð ˌsʌmθɪŋ/ znudzony czymś  
**full of sth** /ˈfʊl əv ˌsʌmθɪŋ/ pełen czegoś  
**interested in sth** /ˌɪntrəstɪd ɪn ˌsʌmθɪŋ/ zainteresowany czymś  
**responsible for sth** /rɪˈspɒnsəb(əl) fɔ(r) ˌsʌmθɪŋ/ odpowiedzialny za coś

## Artists and their work / Artyci i ich dzieła

**action** /ˈæktʃ(ə)n/ ruch, działanie  
**admire** /ədˈmaɪə(r)/ podziwiać  
**art critic** /ˌɑ:(r)ɪt ˈkrɪtɪk/ krytyk sztuki  
**ballet** /ˈbæleɪ/ balet  
**brush** /brʌʃ/ pędzel  
**canvas** /ˈkænvəs/ płótno malarskie  
**clay** /kleɪ/ glina  
**contemporary** /kənˈtemp(ə)r(ə)ri/ współczesny  
**costumes** /ˈkɒstjʊ:mz/ kostiumy  
**create** /kriˈeɪt/ tworzyć  
**fine art** /faɪn ˈɑ:(r)t/ sztuki piękne  
**gesture** /ˈdʒestʃə(r)/ gest  
**gifted** /ˈɡɪftɪd/ utalentowany  
**happening** /ˈhæp(ə)nɪŋ/ wydarzenie artystyczne, happening  
**mainstream** /ˈmeɪnˌstri:m/ należący do głównego nurtu  
**masterpiece** /ˈmɑ:stə(r)ˌpi:s/ arcydzieło  
**painter/painting** /ˈpeɪntə(r), ˈpeɪntɪŋ/ malarz/malarka / obraz  
**performance art** /ˌpɔ:(r)fɔ:(r)məns ˈɑ:(r)t/ sztuka performance'u  
**performer/performance** /pɔ:(r)ˈfɔ:(r)mə(r), pɔ:(r) ˈfɔ:(r)məns/ artysta/artystka, wykonawca / występ, spektakl  
**photography** /ˈfəʊtəgrəfi/ fotografia  
**prank** /præŋk/ dowcip, wybryk  
**sculptor/sculpture** /ˈskʌlptə(r), ˈskʌlptʃə(r)/ rzeźbiarz/rzeźbiarka / rzeźba  
**self-portrait** /ˈselfˌpɔ:(r)trɪt/ autoportret  
**spectacle** /ˈspektəkl(ə)l/ widowisko, spektakl  
**stage** /steɪdʒ/ wystawiać (na scenie)  
**statue** /ˈstætʃu:/ statua, posąg  
**still life** /stɪl ˈlaɪf/ martwa natura  
**stone** /stəʊn/ kamień  
**theatre** /ˈθiətə(r)/ teatr  
**turn to sth** /ˈtɜ:(r)n tə ˌsʌmθɪŋ/ zwracać się ku czemuś

**video projection** /ˈvɪdɪəʊ prɔːdʒekʃ(ə)n/ pokaz wideo  
**watercolours** /ˈwɔ:tə(r), ˌklɒlə(r)z/ akwarele  
**wood** /wʊd/ drewno

## Films / Filmy

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

## Other words / Inne wyrazy

**adventurous** /ədˈventʃ(ə)rəs/ żądny przygód, lubiący ryzyko  
**breaking news** /ˌbreɪkɪŋ ˈnju:z/ wiadomość z ostatniej chwili  
**cartoon strip** /kɑ:(r)tuːn ˈstri:p/ komiks, historyjka obrazkowa  
**channel** /ˈtʃæn(əl)/ kanał (telewizyjny)  
**confuse** /kənˈfju:z/ dezorientować, mylić  
**fact and fiction** /fækt ənd ˈfɪkʃ(ə)n/ fakty i fikcja  
**give sb a laugh** /ˌɡɪv ˌsʌmbədi ə ˈlɑ:f/ rozbawiać kogoś  
**grain** /ɡreɪn/ ziarno  
**lasting** /ˈlɑ:stɪŋ/ trwałe, niezatarte  
**online edition** /ɒnˌlaɪn ɪˈdɪʃ(ə)n/ wydanie internetowe  
**satellite TV** /ˌsætəlaɪt ˈti: ˈvi:/ telewizja satelitarna  
**source** /sɔ:(r)s/ źródło  
**TV guide** /ˌti: ˈvi: ɡaɪd/ program telewizyjny  
**variety** /vəˈraɪəti/ różnorodność

## Challenge!

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

**have a political bias** /hæv ə pəˌlɪtɪk(ə)l ˈbaɪəs/ sprzyjać jakiejś opcji politycznej  
**host** /hɔ:st/ gospodarz/gospodyni programu, prowadzący/prowadząca  
**judge** /dʒʌdʒ/ juror/jurorka  
**loneliness** /ˈlɒnɪnəs/ samotność  
**membership** /ˌmembə(r)ʃɪp/ członkostwo  
**movement** /ˈmu:vmənt/ ruch  
**originality** /əˌrɪdʒɪˈnæləti/ oryginalność  
**newsreader** /ˈnju:z ˌri:ðə(r)/ prezenter/ prezenterka wiadomości  
**paint sth in a good light** /ˌpeɪnt ˈsʌmθɪŋ ɪn ə ˈɡʊd ˈlaɪt/ przedstawić coś w dobrym świetle  
**pleasure** /ˈpleʒə(r)/ przyjemność  
**preference** /ˈpref(ə)rəns/ preferencja  
**present the news in a certain way** /ˌprez(ə)nt ðə ˈnju:z ɪn ə ˌsɜ:(r)t(ə)n ˈweɪ/ przedstawiać wiadomości w pewien sposób

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

# 2

## Friends and foes

### VOCABULARY friends and family • phrasal verbs

- 1> Work in pairs. Look at the picture and write down as many family members as you can. Do you know any interesting stories about your ancestors?
- 2> In your notebook, match the words below with the items in bold.

stepmother half brothers partner sister-in-law  
nephew and niece acquaintance distant relative  
colleague fiancé single parent

- 1 Catherine married my dad two years ago.
- 2 Paul has worked with my dad for five months.
- 3 I've spoken to **him** briefly at parties, but I don't know him well.
- 4 My sister lives with Jim, but they are not married.
- 5 I think he's **my dad's cousin**, but I'm not really sure.
- 6 **Tom and Julia** are my older sister's children.
- 7 Laura has raised her children on her own.
- 8 **Peter and I** have the same mum, but different dads.
- 9 My brother married **Sue** three years ago.
- 10 Barry and I are engaged to be married.

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

*I have a brother-in-law called Frank.*

*He's an architect.*

*I really like him because ...*

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

after up (x4) for on out (x3)

#### OUR RELATIONSHIPS



Tom

I guess I **get** <sup>1</sup>  **well with** most of my family. We've all got similar interests and personalities but the person I have the best relationship with is my half brother Peter. He doesn't live with us. His mum **split** <sup>2</sup>  **with** my dad a while back, but we **hang** <sup>3</sup>  together a lot. He's really cool and clever. I **look** <sup>4</sup>  **to** him a lot.

I have a very good relationship with all my siblings, but I suppose I'm **closest** to my twin sister (unsurprisingly!). She's really my best friend. I **take** <sup>5</sup>  our dad whereas she's very much like our mum. We **fall** <sup>6</sup>  from time to time – usually over silly things. But we always **make** <sup>7</sup>  again quickly.



Pat

One of my classmates had been a very close friend for about five years, but then we started **going** <sup>8</sup>  **together** a few months ago. We **broke** <sup>9</sup>  two weeks ago because he **fell** <sup>10</sup>  another girl. Now I've lost a boyfriend and a friend. It's horrible. Never date a good friend!



Sue



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

- 1 What is the relationship between the people in each dialogue?
- 2 In which dialogue ...?
  - a does someone take after another person
  - b do the people get on well
  - c does someone mention a couple splitting up

- 6> Work in pairs. In your notebook, complete the questions with the correct words. Then ask and answer the questions.

- 1 Who in your family do you  after? Why do you think so?
- 2 Which of your friends do you most  up to? Why?
- 3 Did you  on well with all your classmates at primary school? Why?/Why not?
- 4 Is it a good idea to  up with someone online or by text? Why?/Why not?
- 5 Who have you  out with recently and why?
- 6 Which celebrity couple do you think will  up soon? Why?

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

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

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

- 8> Work in pairs. Choose a famous romantic story from a film or book and describe it to your partner. How quickly can he/she guess the film or book?

- 1> Has your group of friends changed a lot over the last few years? Why? / Why not?
- 2> Look at the pictures. What is happening? What do you think has just happened? When was the last time you had an argument with someone?



- 3> **CD 1.09** Listen to an interview. Where is it taking place? What kinds of relationships do the speakers discuss?
- 4> **CD 1.09** Listen again. Are the statements true or false? Correct the false ones. Write the answers in your notebook.
  - 1 Alice is calling to change the topic of the programme.
  - 2 The interviewer thinks that some friends lose touch when life changes.
  - 3 Alice has just had an argument with a very close friend.
  - 4 Alice's friend ended the friendship face to face.
  - 5 Alice compares the loss of her friend to a previous caller's situation.
  - 6 In the conversation the speakers discuss the similarities between the end of a romance and a friendship.
- 5> In your notebook, complete the sentences with the words below.

friendship painful spread relationship  
heartbreaking devastated supportive

- 1 My best friend was really  when I had problems with my family last year.
- 2 When Alex broke up with Kathy, she was absolutely . She thought they were going to get married.

- 3  is very important when you're going through a hard time.
- 4 The film is a  story about a girl whose boyfriend dies in a crash.
- 5 It's horrible when people  rumours about you that aren't true.
- 6 Meryl has a very close  with her elder sister.
- 7 The breakup with her boyfriend was a really  experience.

- 6> Work in pairs. Tell your partner about the things below.

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

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

Which person ...?

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

- 8> Which speaker do you agree with? Why?

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

- 1 Speaker 1 considers break-ups between friends not  as some other people do. The advice she gives is to stop .
- 2 Speaker 2  with Alice and seems to understand that break-ups between friends can be .
- 3 Speaker 3 believes that there is no point  as it's better to forgive and forget. Conflicts make us realise who .
- 4 Speaker 4 draws our attention to relationships which involve . She believes that such relationships may affect .

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

- 10> **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

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

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

1> Who do you go to when you need some advice about a problem? Why?

2> **LANGUAGE IN CONTEXT** Read the text. How does the writer get advice?



**All** teenagers have problems, but **some** problems are more difficult to deal with than others. **Most** people have their own way of coping. **Every** magazine seems to have its own problem page, but there is really **no** replacement for personal advice, is there? I've got two older sisters and **both of** them help me out when I'm worried about something. I don't usually go to my parents. That's because the problem is often related to them or it's something they have no idea about. They don't understand **a lot of** the pressure that I'm under at school. **None of** the magazine editors know personally the people who write in, and in my opinion that's important when you're trying to give some advice.

3> Read the blog again and correct the statements below. Write the answers in your notebook.

- All teenage problems are difficult.
- Everyone copes in the same way.
- Magazine problem pages are as good as personal advice.
- The writer asks one of her sisters for advice.

4> **ANALYSE** Look at the highlighted words in the text in exercise 2 and the determiners below. Which of them can be used ...?

**a few every a little some any most many all a couple of none of both of a lot of much no**

- with singular countable nouns
- with plural nouns
- with uncountable nouns

**Tip**

We can use the determiners *some, any, many, most* and *all* in the two different ways shown below (with *of* and without *of*). Always use *of* when the determiner is followed by a pronoun.

*There were some students in the classroom. Many of them were reading books.*

5> In your notebook, write examples from the text in exercise 2 to illustrate each pattern below.

determiner + <i>of</i> + <i>the/my/her</i> + noun/pronoun	determiner + noun
<input type="checkbox"/>	<input type="checkbox"/>

**? WHAT'S RIGHT?**

- There was no chocolate left in the box.
- There wasn't no chocolate left in the box.
- There wasn't none chocolate in the box.

6> **PRACTISE** Choose the correct option to complete the sentences. Write the answers in your notebook.

- I dislike *all / every* pop music.
- Both / A couple of* Jane and Maria play instruments.
- None / No* of the shops was open.
- Most of the / Most of* questions were very difficult.
- I didn't eat *no / any* cake yesterday.
- Most of my *classmate / classmates* liked the film.
- There were *a few / little* sandwiches left after the party.
- There weren't *any / some* of my relatives at the wedding.
- Every / All* student can learn to speak English well.

7> Translate the Polish parts of the sentences into English in your notebook.

- (*Wszystkie Twoje rady są*) useful. Thank you.
- (*Większość artykułów była*) interesting, so I decided to read  (*je wszystkie*).
- (*Niektórzy ludzie*) subscribe to online magazines, but I don't.
- (*Kilkoro uczniów*) failed the exam, but not many.
- I enjoy  (*zarówno filmy romantyczne, jak i komedie*).
- (*Oboje moi rodzice*) play chess.
- (*Nie zostało nic do jedzenia*) after the party.

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

8> **NOW YOU DO IT** Work in pairs. Complete the sentences in your notebook so that they are true for you. Use the verbs below to help you. Then compare your answers with your partner. How many answers are the same?

**like buy watch study go play**

- None of my ...
- Both of my
- All of my
- Some of my  likes rock music.
- Most of my
- Neither of my



**Future continuous and future perfect; future tenses**

1> Work in pairs and discuss the questions.

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

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

**James** So this is almost the last day of university and the end of our studying. I can't believe we finish tomorrow. Next step – work! I wonder where we'll be in ten years' time. What do you think you'll be doing?

**Lucy** Well, with luck, I'll be earning a lot of money because I'm going to find a well-paid job! I imagine I'll have got married by then, but I probably won't have had any children. That can wait! I'll have married someone rich, so we won't be living in a small flat, but in a big country house! What will you have done by then?

**James** Good luck with that! I definitely won't have got married by then, but I certainly won't be living at home either. Perhaps I'll be sharing a flat with a friend. Will you still be riding your bike everywhere? I'll have learned to drive by next year, so I'll be able to come and visit you in the country! Well, talking of the very near future, what are you doing tonight, Lucy? Fancy eating out?

**Lucy** Why not? I'm not doing anything special. How about going to the new Chinese place? I promise I won't be late this time.

**James** Ok, I'll be waiting outside. 7 pm sharp!

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

*will + be + -ing*

- Lucy / work / at 10.00 tomorrow morning [+]
- Lucy / work / at 10.00 tomorrow morning [-]
- Lucy / work / at 10.00 tomorrow morning [?]

*will + have + past participle*

- Dan / finish classes / by 3.00 [+]
- Dan / finish classes / by 3.00 [-]
- Dan / finish classes / by 3.00 [?]

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

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

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

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

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

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

? **WHAT'S RIGHT?**

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

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

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

- I am meeting Joe tonight.
- I'm going to meet Joe tonight.
- I'll be meeting Joe tonight.

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

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

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

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

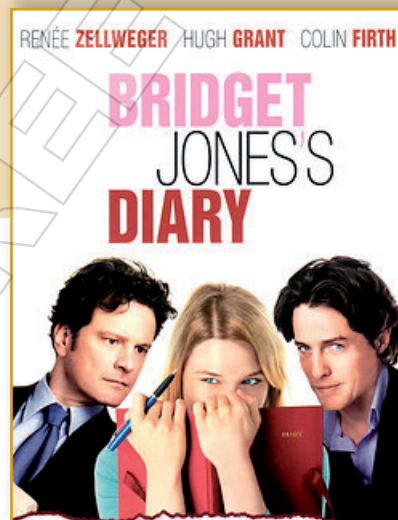
By 2026 ...  
This time next year ...  
Saturday night ...



- 1> Work in pairs. Read the quiz and check the meanings of the words in bold. Then choose the answers which are true for you.

## HOW ROMANTIC ARE YOU?

- 1 Do you believe in love **at first sight**?  
a Definitely.    b A bit.    c Not at all.
- 2 Do you think that everybody needs a **soulmate**?  
a Yes.    b Sometimes.    c Not really.
- 3 How often would you like to see someone you're **dating**?  
a Every day.    b A few times a week.    c Once a week.
- 4 How do you feel about romantic movies and love stories?  
a I love them.    b I don't mind them.    c I hate them.
- 5 Do you celebrate Valentine's Day?  
a Always    b It's not my priority.    c What for?!
- 6 How many **crushes** have you had so far?  
a So many that I can't remember.    b More than two.    c One or two.



- 2> Work in pairs. Ask and answer the questions in the quiz in exercise 1. Give reasons to explain your choices.
- 3> Look at the film poster. What kind of a story is it? What could it be about?
- 4> Read the text and answer the questions.
- 1 Where is Bridget? Why is she there?
  - 2 How old is she and what does she do for a living?
  - 3 Who is she introduced to at the party? Do you think she likes this person?

I'm not a child any more – I'm in my thirties with a flat and a job in London. But every year my mother makes me go to Una and Geoffrey Alconbury's New Year's Day Turkey Lunch. She usually tries to introduce me to a man she thinks would be a good boyfriend for me. But she always chooses the most awful men.

This year, for weeks before New Year's Day, my mother had talked about Mark Darcy. 'Do you remember Malcolm and Elaine Darcy, darling?' she kept saying. 'They're bringing their son Mark with them to Una's New Year's Day Turkey Lunch. He's a top lawyer – just back from America. He's just got divorced? I don't know why my mother didn't just say openly, 'Darling, Mark Darcy would make a very good boyfriend for you. He's very rich.'

11.45 p.m. Ugh! The first day of the New Year has been awful. I took the wrong road on the way to the Alconburys', so I got lost and arrived very late.

'Bridget! Happy New Year!' said Geoffrey Alconbury. He gave me a huge hug. 'Come on, let's get you a drink. How's your love life?'

'Fine,' I said in an embarrassed way.

'So you still haven't got a boyfriend!' said Geoffrey in a loud voice.

'If you don't hurry up and get married soon, you'll be too old to have children,' said Una, his wife.

'Come along and meet Mark.'

The rich, divorced Mark was standing with his back to us. He was quite tall and was looking at the books on the Alconburys' bookshelves.

'Mark!' said Una. 'I've got someone nice for you to meet.'

Mark Darcy turned round, and I saw that he was wearing a jumper with a pattern of yellow and blue diamonds on the front. It was awful.

'Mark, this is Colin and Pam's daughter, Bridget,' said Una. 'Bridget works in publishing, don't you, Bridget? Well, I'll leave you two young people together.' She went away quickly.

For a moment neither of us spoke.

'Um... have you been staying with your parents over New Year?' I asked him.


'Yes,' he said eagerly. 'You too?'









'Yes. No. I was at a party in London last night,' I replied. Suddenly I started talking very quickly – too quickly. But I couldn't stop. Mark Darcy was looking at me with a look of horror on his face.


'Maybe you should get something to eat,' he said and went away. Everyone was staring at me. I knew they were thinking, 'So that's why Bridget isn't married. She talks too much and is unattractive to men.'






5> Which information below is mentioned in the text? Write the answers in your notebook.

- 1 Bridget did not fancy going to the Alconburys' party.
- 2 Bridget's mother had wanted her to meet Mark Darcy before the party.
- 3 Bridget drove to the party.
- 4 Bridget did not arrive at the party on time.
- 5 Bridget would like to start a family very soon.
- 6 Mark Darcy's manners made a good first impression on Bridget.
- 7 Mark and Bridget were silent for a while after they met.
- 8 Everybody apart from Bridget enjoyed the party.

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

- 1 ? Because her mother made her do it.
- 2 ? She finds them awful.
- 3 ? Because he's successful and isn't in a relationship anymore.
- 4 ? Because Geoffrey asked her about her romantic life in front of other people.
- 5 ? A jumper with a pattern of yellow and blue diamonds on the front.
- 6 ? Una did.
- 7 ? He was horrified.
- 8 ? That she should get something to eat.

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

Cześć Aniu,  
jak tam Twój projekt z angielskiego?  
Dziękuję Ci bardzo za polecenie mi książki *Bridget Jones* w wersji uproszczonej. Fragment, który mnie ujął i rozbawił, to ten, kiedy Bridget była na imprezie zorganizowanej z okazji <sup>1</sup> . Rozbawiło mnie to, że Bridget, mając trzydzieści lat, pojawiła się na tym przyjęciu <sup>2</sup> , która wręcz naciskała na jej obecność tam. Matka tłumaczyła jej, że <sup>3</sup> , ponieważ jest bogaty. Brzmi to tak, jakbym słyszała moją mamę, która ciągle mnie dopytuje o moje randki. Mam wrażenie, że szuka dla mnie kandydata na męża!  
Ta Bridget jest w sumie trochę jak ja. Myślę, że też bym <sup>4</sup> , zanim bym dotarła na miejsce, no i na pewno pod wpływem emocji <sup>5</sup> , rozmawiając z obcym mężczyzną.  
Dzięki jeszcze raz. Możesz mi coś jeszcze polecić?  
Pozdrawiam  
Ela

8> Work in pairs and answer the questions.

- 1 Why do you think Bridget and Mark didn't get on? What advice would you give to Bridget?
- 2 Is it a good idea when your parents try to find you a boyfriend/girlfriend? Why?/Why not?
- 3 When is the best time in life to start a family? Why do you think so?
- 4 Is the extract interesting enough for you to read the rest of the story? Why?/Why not?

Vocabulary development

9> Choose the correct preposition. Write the answers in your notebook.

- 1 I felt embarrassed when everyone was staring *on / at* me.
- 2 My friend introduced me *to / with* Robert and we have been a couple since then.
- 3 It's difficult to say why some people look attractive *to / for* us while others don't.
- 4 My brother got married *with / to* his classmate from secondary school.
- 5 I'd like to fall *in / for* love *to / with* a boy who is keen on mountain climbing like me.
- 6 My sister is married *with / to* two children.
- 7 My sister and her boyfriend are very close *with / to* each other.

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

10> Work in pairs. Read the sayings about love below. What do you think they mean? Do you agree or disagree with them? Give reasons to support your opinion.

- 1 Love is blind. – *I think it means that if you love someone, you can't see any faults in them and you think they are perfect. I think this statement is often true because ...*

1 Love is blind.



2 Anyone can catch your eye, but it takes someone special to catch your heart.



3 'Loving is not just looking at each other, it's looking in the same direction.'

– Antoine de Saint-Exupéry



4 'You know you're in love when you can't fall asleep because reality is finally better than your dreams.'

– Theodor Seuss Geisel



- 1) Describe the pictures. Which way of celebrating the end of the school year would you prefer? Why?



- 2) **CD 1.12** Listen to the dialogue between two friends. Are the statements true (T) or false (F)? Write the answers in your notebook.
- Zac and Lisa are talking about someone's birthday party.
  - They agree to organise a barbecue party in the end.
  - They will do the shopping together.
  - Lisa is angry with Zac for losing her memory stick.
- 3) **CD 1.12** Complete the Phrase Bank. Then listen to the dialogue again and check your answers.

### Phrase Bank

#### ► Making suggestions

Why <sup>1</sup>  just go out to a club like we did last year? I think it might be <sup>2</sup>  if we do something different. Maybe a better <sup>3</sup>  would be to go to a pizza place? I really think that we <sup>4</sup>  try to arrange something special.

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

#### ► Refusing / Accepting suggestions

I'm not <sup>5</sup>  that's a good idea.  
Let's give it a try.  
OK. That's <sup>6</sup>  with me.

#### ► Apologising

I'm <sup>7</sup>  sorry for being late.  
I feel <sup>8</sup>  about it.  
I'm afraid I have to apologise for ...  
Let me buy you a new one to replace it.  
Don't worry. | It's not that important.

- 4) Work in pairs. Role-play the dialogues using the prompts below.

- A Wystąp z propozycją zaproszenia grupy znajomych z innej klasy na Waszą imprezę klasową. Wyjaśnij, dlaczego uważasz to za dobry pomysł.  
B Nie zgódź się z propozycją kolegi/koleżanki i zaproponuj inne rozwiązanie.
- A Wspólnie z kolegą przygotowujecie projekt z języka angielskiego. Zaproponuj podział pracy.  
B Zgódź się lub odrzuć propozycję. Uzasadnij swoje stanowisko.
- A Przeprasz koleżankę, że nie powiedziałaś/powiedziałeś jej całej prawdy. Podaj przyczynę swego zachowania.  
B Powiedz, jak się w związku z tym czujesz, i poproś o dodatkowe informacje.

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

- What does Emma discuss with her teacher?
- What does the teacher agree to?

- 6) Complete the sentences with the words below in your notebook.

**allowed grateful impossible not able may fine**

- we invite our boyfriends and girlfriends to come along?
- Are we  to wear whatever we like?
- I'm afraid .
- I'm sorry, but it's .
- Yes, that's . No problem.
- Would you be  to do something about it?
- I'd be  for your help.

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

- Let's buy Lucy a book for her birthday. **WHY**  
*Why not buy Lucy a book for her birthday.*
- I want to use your laptop. **MAY**
- Can we wear something casual to the party? **ALLOWED**
- Help me with my homework! **ABLE**
- May I leave the class earlier today? **POSSIBLY**

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

Przebywasz w Anglii na kursie językowym i mieszkasz u angielskiej rodziny. Za tydzień przypadają Twoje urodziny i chciałbyś/chciałabyś urządzić małe przyjęcie w domu. Porozmawiaj z gospodarzem o:

- organizacji urodzin w jego/jej domu;
- liczbie zaproszonych gości;
- terminie i kosztach organizacji imprezy;
- sprzątanemu po imprezie.



## WRITING

### an opinion essay

# 2

1) Work in pairs. Which of the following statements do you agree with? Why?

- 1 Social networking sites are the best places to meet new people.
- 2 In the future even best friends will communicate mainly online.
- 3 Online dating is a good way for shy people to find a partner.

2) Read the task and the example essay. How do the opinions of parents and teenagers differ?

Dorośli coraz częściej wyrażają obawy, że młodzież udziela się towarzysko tylko na forach społecznościowych. Napisz **rozprawkę** (200–250 wyrazów), w której wyrazisz swoje zdanie na temat tego zjawiska, uwzględniając argumenty rodziców oraz ich nastoletnich dzieci.

As far as I am concerned, social networking sites make our social life more varied and exciting. More and more adults worry, however, that social media are teenagers' only means of interacting with their peers.

Firstly, many parents have trouble understanding their teenage children's need to be constantly connected to the Internet. This may be because they themselves use the Internet for work purposes rather than social reasons.

As a result of this, online friendships do not seem acceptable to them as they would prefer their teenagers to socialise in the real world rather than the virtual one. Additionally, parents cannot control their children's online activity and fear that their teenage child may, for example, become a victim of cyberbullying.

As regards teenagers, they consider social networking sites a very important channel of communication with others and a source of entertainment as well as knowledge. The sites allow them to stay in touch with a lot of people at the same time, share photos, play games, blog or even do school projects outside of class. It would be hard to deny the fact that the Internet provides them with all they need: contact with their friends, fun and education.

In conclusion, I would say that social networking sites help young people make friends with others and develop their social skills despite all the concerns adults may have. Since we are surrounded by internet technology, grown-ups must accept the fact that online communication is here to stay.

3) Read the essay in exercise 2 again. In your notebook, complete the tip.

Rozprawka, której celem jest przedstawienie opinii autora na jakiś temat (*opinion essay*), składa się z 1 akapitów: We wstępie przedstaw 2 na temat opisany w zadaniu. W dwóch kolejnych akapitach uzasadnij swoje stanowisko w odniesieniu do obu aspektów z polecenia (w przykładowym eseju to 3 oraz 4). Pamiętaj, aby logicznie uzasadnić swoje stanowisko. Rozprawka powinna być napisana w stylu 5.

4) Find phrases in the essay in exercise 2 which match the headings in the Phrase Bank. Write them in your notebook.

#### Phrase Bank

##### ▶ Introducing your opinion

*I am of the opinion that ... | I strongly feel that ... | 1*

##### ▶ Presenting other points of view

*It could be argued that ... | Others argue that ... Another point of view is that ... 2*

##### ▶ Giving reasons, explaining results

*The reason I say that is ... This is due to the fact that ... | 3 | 4*

#### ! Watch out!

*Because / Since / As + zdanie (ponieważ)  
I cried because my girlfriend left me.*

*Since / As he doesn't have close friends, he feels very lonely.*

*Because of + rzeczownik (z powodu, przez coś/kogoś)  
I cried because of my boyfriend.*

5) Read the writing task below and choose a suitable opening paragraph. Why are the other answers wrong?

Mówi się, że młodzi ludzie coraz później usamodzielniają się i coraz chętniej pozostają na utrzymaniu rodziców. Napisz **rozprawkę** (200–250 wyrazów), w której wyrazisz swoje zdanie na temat tego zjawiska, uwzględniając argumenty z perspektywy dorosłych dzieci i ich rodziców.

- a *It could be argued that young people become independent later and later these days. Being independent has its advantages and disadvantages.*
- b *Do you agree that more and more young people leave the family home very late in life? Is it a good or bad idea?*
- c *More and more young adults choose to live with their parents rather than live on their own. I strongly feel that this is a good solution for both the children and their parents.*
- d *As far as I am concerned, young people cannot become independent because of unemployment. That's why they live with their parents.*

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

- 1 There are sometimes very good reasons why young people stay at home with their parents. (Think of economic reasons, being ready to live on your own.)
- 2 From the parents' point of view, the situation in which adult children live with them also has some advantages. (Think of housework, sharing the bills, etc.)

7) Do the writing task in exercise 5. Use the language and ideas from this lesson.

- 1) Work in pairs. Complete the phrases with the words below in your notebook.

engaged single couple ring cheat

- give someone a  / buy an engagement
  - in an exam /  on someone
  - ticket / a  mother
  - to get  / an  telephone line
  - a married  / a  of problems
- 2) Translate the Polish parts of the sentences into English. Use the phrases from exercise 1.
- Helen  (*zaruczyła się z Tomem*) yesterday.
  - (*Zadzwoń do Ciebie*) when I get home.
  - Many studies have shown that  (*szczęśliwie małżeństwa żyją*) longer.
  - I left Paul after  (*on mnie zdradził*).
  - (*Bilet do Londynu w jedną stronę*), please.
- 3) Choose the correct word to complete each pair of sentences. Write the answers in your notebook.
- Where do you  out with your friends?  
I need to  the washing out and then we can play.  
a go b put c hang
  - I broke  with Tom because he kept lying to me.  
My older sister looks  to our father.  
a after b up c off
  - I can't get through to her. The line is  all the time.  
Oliver and Julia are getting  next month.  
a engaged b busy c married
  - a list of all the things you need before going on holidays.  
When we fall out, we usually  up quickly.  
a meet b write c make
  - I'm single, I feel lonely sometimes.  
 last year I've been trying to find a partner but without much luck.  
a As b For c Since
  - We broke up after a really bad  and never made up.  
John's  in favour of being an only child was not very convincing.  
a fight b argument c point
  - I have a close  with my parents.  
There's a  between poverty and happiness.  
a connection b relationship c contact
- 4) In your notebook, complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than six words.
- My friend Lucy  (*get engaged*) her boyfriend this time tomorrow.
  - (*far / I / concern*), love at first sight is impossible.
  - I hope that I  (*have*) two children by the time I'm thirty years old.

- The first time  (*I / fall / love*) a boy was when I was fifteen.
- Only  (*couple / people / come*) to the party yesterday. I wonder why the others didn't.
- Mark  (*play / football*) on Saturday afternoon. Do you fancy eating out with us after the match?
- (*none / us / take*) after our father. My sisters and I are not really into maths, but we all have artistic abilities like our mother.
- I do not recommend these books.  (*neither / they / be*) very interesting.
- What time  (*Ann / arrive*) tomorrow? Are you meeting her at the station?

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

support attract my relate introduce get married  
come split up



When I met Adam, it was love at first sight. I <sup>1</sup>  with my previous boyfriend just a week before and I was absolutely devastated. A friend of <sup>2</sup>  invited me to her party to cheer me up. I went, but I was sure it would be the worst party of my life. How wrong I was! After about an hour I <sup>3</sup>  to Adam who turned out to be very friendly and funny and, what's more important, single. In addition, he was very <sup>4</sup>  to me. We have been a couple since then and this time next month we <sup>5</sup> . Adam is from England, so the wedding will be organised there. I am happy that all of my friends <sup>6</sup>  to the ceremony.

- 6) WHAT DO YOU THINK? Work in pairs and discuss the questions.

- Do you agree that friends are more important for young people than their families? Why?/Why not?
- Do you get on better with boys or girls? Why is that?
- What should an ideal friend be like? Are you a good friend?



## STEP BY STEP

### reading

# 2

#### 1) Work in pairs and discuss the questions.

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

#### Tip

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

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

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

- 1 However enjoyable, reunions may be .
- 2 During the reunion party, people end up  to their former classmates.
- 3 Ex-classmates  as well, and it's really bad.

#### 3) Work in pairs and decide what changes you need to make to complete the sentences in exercise 2. How many words do you need to use in each case? Do you have to use different parts of speech?

#### Tip

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

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

- 1 What do you often realise first when you go to a reunion meeting?
- 2 Why may you feel jealous of your ex-classmates?
- 3 How do reunion parties make the author feel?

#### 5) In your notebook, write the answers to the questions in exercise 4 using your own words.

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

#### A BIT OF A SHOCK!

We don't often get letters in our house. Everyone emails these days, don't they? But this morning one landed on our doormat. The postman delivered it along with all the usual junk mail that ends up going straight into the rubbish bin. It was addressed to my mum and it obviously wasn't an official bill or anything like that. Her name and address were written neatly by hand. My dad raised his eyebrows as if to say 'Who on earth writes letters these days?' I silently guessed at an old aunt or uncle. Mum read it while we were having breakfast together. For once she didn't notice me flicking toast crumbs at my brother across the table. Dad was too wrapped up in his newspaper to notice either. Suddenly her eyes lit up. 'I'm going to a reunion!' she announced. 'It's for all the students who left in 2000.' My father smiled and said something about meeting all her old boyfriends. My mum laughed at that and went a bit red. I looked at my twin brother in alarm. This was a particularly unwelcome surprise. Yesterday our headteacher had asked for some of the students in our year to help serve sandwiches and drinks at a reunion evening next month. Olly and I had both volunteered. Volunteering for things like that always made a good impression on the teachers and we both needed all the goodwill we could get at the moment. We weren't the best-behaved students in the class! Also, it would be fun to see a lot of older people pretending that they were young again, we thought. However, we hadn't realised that our mum would be one of them. How embarrassing was that going to be! 'Wonderful, Mum,' we said together (as twins, we do most things together). But we both knew that if she was going – we weren't!



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

Complete all the exercises on this page in your notebook.

- 1> Are the definitions below true (T) or false (F)?  
Correct the false ones.

- 1 An **acquaintance** is someone you do not know very well.
- 2 A **colleague** is a friend from school.
- 3 A **fiancé** is someone you are married to.
- 4 A **half brother** is a brother who is the son of only one of your parents.
- 5 A **nephew** and a **niece** are the same as your cousins.

\_\_\_/5

- 2> Complete the sentences with appropriate prepositions.

- 1 When Mike and I fall , we make  very quickly. Our arguments are never very serious.
- 2 I look  to my father because he's a wonderful man.
- 3 My sister got engaged  an Italian. She had been introduced  him by her colleague.
- 4 John fell  Amanda the first time they met. They've been going  together for a year now.
- 5 Tim and Rebecca don't get  very well any more, and I think they'll split  soon.
- 6 When I met George, I fell  love  him immediately. It was love  first sight.

\_\_\_/12

- 3> Choose the correct answer. Sometimes both options are correct.

- 1 **Most** / **A lot** of the people I know have only **a little** / **a couple of** real friends.
- 2 **A few** / **Many** people came to my barbecue party, but they didn't bring **some** / **any** food.
- 3 **None** / **Most** of the people I know like fancy dress parties.
- 4 I enjoy **all** / **both** romantic comedies and thrillers. I have **some** / **a few** on DVD at home.
- 5 **Most** / **All** teenagers dream of having **much** / **a lot of** friends.
- 6 There was **none** / **no** sugar left at home, so I went to get **some** / **a few** before the guests came.
- 7 I didn't know **any** / **no** people at the party. **Most of them** / **Most them** were my sister's colleagues from work.

\_\_\_/13

- 4> Complete the sentences with the correct form of the verbs. Use the future perfect or the future continuous.

- 1 This time tomorrow we  (**celebrate**) our wedding anniversary.
- 2 I'm sorry, but I  (**not finish**) this project by next Monday.
- 3 They  (**be married**) for ten years in 2020.
- 4 Where  (**you / live**) in twenty years' time?
- 5 In two weeks' time Monica and Bob  (**enjoy**) their honeymoon.
- 6 Mum will be back at 3:00 p.m.  (**you / clean**) the flat by then?

\_\_\_/6

- 5> Write what you would say in the following situations.

- 1 Kolega Cię pyta, co będziesz robił jutro o tej porze.
- 2 Współpasażer Cię pyta, o której Wasz pociąg dojeżdża do stacji końcowej.
- 3 Pytasz koleżankę, co robi jutro po południu i proponujesz jej wyjście do kina.
- 4 Zaproponuj koleżance wyjście do kawiarni w sobotę rano. Obiecuj, że się nie spóźnisz.
- 5 Obiecuj nauczycielowi, że do końca semestru napiszesz wszystkie rozprawki.
- 6 Zapytaj koleżankę, czy po skończeniu średniej szkoły ma zamiar studiować za granicą.

\_\_\_/6

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

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

\_\_\_/10

- 7> Complete the sentences with appropriate words so that they mean the same as the sentences in brackets.

- 1 Let's give it a . (**Let's try it.**)
- 2 I  for being late. (**I'm sorry for being late.**)
- 3  I use your phone? (**Is it possible to use your phone?**)
- 4 Would you be  to wait for me a few minutes? (**Could you wait for me a few minutes?**)

\_\_\_/4

- 8> Work in pairs and test each other.

Student A: go to page 142.  
Student B: go to page 149.



## Friends and family / Przyjaciele i rodzina

**acquaintance** /ə'kwɛɪntəns/ znajomy/znajoma  
**brother-in-law** /'brʌðə(r) ɪn lɔː/ szwagier  
**colleague** /'kɒliːg/ kolega/koleżanka z pracy  
**distant relative** /'dɪstənt 'relatɪv/ daleki krewny/  
daleka krewna  
**fiancé/fiancée** /fi'nbseɪ/ narzeczoncy/  
narzeczona  
**half brother** /'hɑːf 'brʌðə(r)/ przyrodni brat  
**half sister** /'hɑːf 'sɪstə(r)/ przyrodnia siostra  
**nephew** /'nefjuː/ siostrzeniec/bratanek  
**niece** /niːs/ siostrzenica/bratanica  
**partner** /'pɑː(r)tənə(r)/ partner/partnerka  
**single parent** /'sɪŋɡ(ə)l 'peərənt/ rodzic samotnie  
wychowujący dziecko  
**sister-in-law** /'sɪstə(r) ɪn lɔː/ szwagierka, bratowa  
**stepmother/stepfather** /'step,mʌðə(r),  
'step,fɑːðə(r)/ macocha / ojczym

## Phrasal verbs

**break up** /breɪk 'ʌp/ zrywać, rozstawać się  
**engaged to sb** /ɪn'geɪdʒd tɔ sɪmbədi/ zaręczony/  
zaręczona z kimś  
**fall for sb** /'fɔːl fɔ(r) sɪmbədi/ zakochać się  
w kimś  
**fall out** /'fɔːl 'aʊt/ pokłócić się  
**get on with sb** /get 'ɒn wɪθ sɪmbədi/  
dogadywać się z kimś  
**go out together** /gəʊ 'aʊt tə'geðə(r)/ wychodzić  
wspólnie  
**hang out** /hæŋ 'aʊt/ spędzać razem czas  
**look up to sb** /lʊk 'ʌp tɔ sɪmbədi/ podziwiać  
kogoś  
**make up** /meɪk 'ʌp/ pogodzić się (z kimś)  
**split up with sb** /splɪt 'ʌp wɪθ sɪmbədi/  
rozstawać się z kimś  
**take after** /teɪk 'ɑːftə(r)/ być podobnym do  
kogoś, odziedziczyć po kimś pewne cechy

## Ending relationships / Kończenie związku

**devastated** /'devə'steɪtɪd/ zdruzgotany,  
żałamany  
**friendship** /'frendʃɪp/ przyjaźń  
**heartbreaking** /'hɑː(r)t'breɪkɪŋ/ rozdzierający  
serce  
**painful** /'peɪn(ə)l/ bolesny  
**relationship** /rɪ'reɪʃ(ə)nʃɪp/ związek, relacje  
**spread rumours** /'spred 'ruːmə(r)z/ rozsiewać  
plotki  
**supportive** /sə'pɔː(r)tɪv/ wspierający, pomocny

## Relationships and dating / Związki i randki

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

**date** /deɪt/ chodzić na randki  
**fall in love with sb** /'fɔːl ɪn 'lʌv wɪθ sɪmbədi/  
zakochać się w kimś  
**get divorced** /get dɪ'vɔː(r)st/ rozwieść się  
**get married to sb** /get 'mæɪrɪd tɔ sɪmbədi/  
poślubić kogoś  
**have a crush (on sb)** /hæv ə 'krʌʃ ɒn sɪmbədi/  
zadurzyć się (w kimś), zakochać się (w kimś)  
**introduce sb to sb** /ɪn'trə'djuːs sɪmbədi tɔ  
sɪmbədi/ przedstawić kogoś komuś  
**love at first sight** /'lʌv ət 'fɜː(r)st 'saɪt/ miłość  
od pierwszego spojrzenia  
**soulmate** /'səʊl,meɪt/ bratnia dusza  
**stare at sb** /'steə(r) ət sɪmbədi/ gapić się na  
kogoś

## Other words / Inne wyrazy

**argument** /'ɑː(r)gjʊmənt/ kłótnia; argument  
**breakup** /'breɪkʌp/ rozstanie, rozpad związku  
**cheat** /tʃiːt/ ściągać (na egzaminie); zdradzać  
kogoś  
**concern** /kən'sɜː(r)n/ troska, obawa,  
zmartwienie  
**crippling** /'krɪplɪŋ/ niszczący, paraliżujący  
**deep bond** /diːp 'bɒnd/ głęboka więź  
**dress code** /'dres kɔd/ zasady ubioru, etykieta  
ubioru  
**due to a misunderstanding** /djuː tɔ ə  
'mɪsʌndə(r)'stændɪŋ/ z powodu nieporozumienia  
**engagement ring** /ɪn'geɪdʒmənt 'rɪŋ/ pierścionek  
zaręczynowy  
**flick** /flɪk/ pstrykać, popychać coś (palcami)  
**friends and foes** /'frendz ənd 'fəʊz/ przyjaciele  
i wrogowie  
**give sb a ring** /gɪv sɪmbədi ə 'rɪŋ/ dzwonić do  
kogoś, telefonować  
**go red** /gəʊ 'red/ zaczerwienić się, zarumienić  
**grief** /grɪːf/ żal  
**grumpy** /'grʌmpɪ/ zrzędlawy, gderliwy  
**it takes two to tango** /ɪt teɪks tuː tə 'tæŋgəʊ/  
do tanga trzeba dwojga  
**junk mail** /'dʒʌŋk meɪl/ niechciana poczta, ulotki  
reklamowe  
**long-term** /lɒŋts:(r)m/ długoterminowy  
**lose touch** /luːz 'tʌtʃ/ tracić kontakt (z kimś)  
**make a good impression** /meɪk ə 'ɡʊd  
ɪm'preʃ(ə)n/ robić dobre wrażenie  
**manipulative** /mə'nɪpjʊlətɪv/ manipulacyjny  
**married couple** /'mæɪrɪd 'kʌp(ə)l/ małżeństwo,  
para małżeńska  
**memory stick** /'mem(ə)rɪ 'stɪk/ karta pamięci  
**minor** /'maɪnə(r)/ niewielki, nieznaczący  
**patch up the differences** /pætʃ 'ʌp ðə 'dɪfrənsəs/  
załagodzić konflikt  
**peer** /pɪə(r)/ rówieśnik  
**platonic** /plə'tɒnɪk/ platoniczny  
**raise your eyebrows** /reɪz jə(r) 'aɪ,braʊz/ unosić  
brwi

**reunion** /riː'juːniən/ zjazd szkolny, spotkanie  
klasowe po latach  
**romance** /rəʊ'mæns/ romans  
**siblings** /'sɪblɪŋz/ rodzeństwo  
**single ticket** /'sɪŋɡ(ə)l 'tɪkɪt/ bilet w jedną stronę  
**such a shame ...** /sʌt ə 'ʃeɪm/ jaka szkoda...  
**surrounded** /sə'raʊndɪd/ otoczony  
**time is a healer** /'taɪm ɪz ə 'hiːlə(r)/ czas leczy  
rany  
**toxic** /'tɒksɪk/ toksyczny  
**twin sister** /'twɪn 'sɪstə(r)/ siostra bliźniaczka  
**twin brother** /'twɪn 'brʌðə(r)/ brat bliźniak  
**unaffected** /ʌnə'fektɪd/ niepokrzywdzony,  
niewzruszony  
**underestimate** /'ʌndə'restɪmeɪt/ nie doceniać  
**ups and downs** /'ʌps ənd 'daʊnz/ wznosy  
i upadki  
**varied** /'veəriəd/ różnorodny, urozmaicony  
**wallow in sth** /'wɒləʊ ɪn sɪmθɪŋ/ pograżać się  
w czymś  
**wedding** /'wedɪŋ/ ślub  
**wrapped up in sth** /'ræpt 'ʌp ɪn sɪmθɪŋ/  
pochłonięty czymś

## Challenge!

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

**crush** /krʌʃ/ miażdżyć, kruszyć; zadurzenie,  
miłość  
**date** /deɪt/ daktyl; chodzić na randki, spotykać  
się z kimś  
**fancy** /'fænsɪ/ mieć na coś ochotę; podkochiwać  
się w kimś, czuć do kogoś pociąg  
**grow up** /grəʊ 'ʌp/ dorastać  
**know from experience** /,nəʊ frəm ɪk'spɪəriəns/  
wiedzieć z doświadczenia  
**look like** /'lʊk laɪk/ wyglądać jak,  
być podobnym do  
**make friends with** /meɪk 'frendz wɪθ/  
zaprzyjaźniać się z  
**match** /mætʃ/ pasować do siebie; dobrana para

**party** /'pɑː(r)tɪ/ przyjęcie, impreza; partia  
polityczna  
**remain friends with** /rɪ,meɪn 'frendz wɪθ/  
pozostać w przyjaźni z  
**say something behind someone's back** /seɪ  
sɪmθɪŋ bɪ'hænd sɪmʌwɪnz 'bæk/ mówić coś za  
czyimiś plecami  
**support someone through a difficult time**  
/sə'pɔː(r)t sɪmʌwɪn θruː ə 'dɪfɪk(ə)lt 'taɪm/  
wspierać kogoś w trudnym czasie