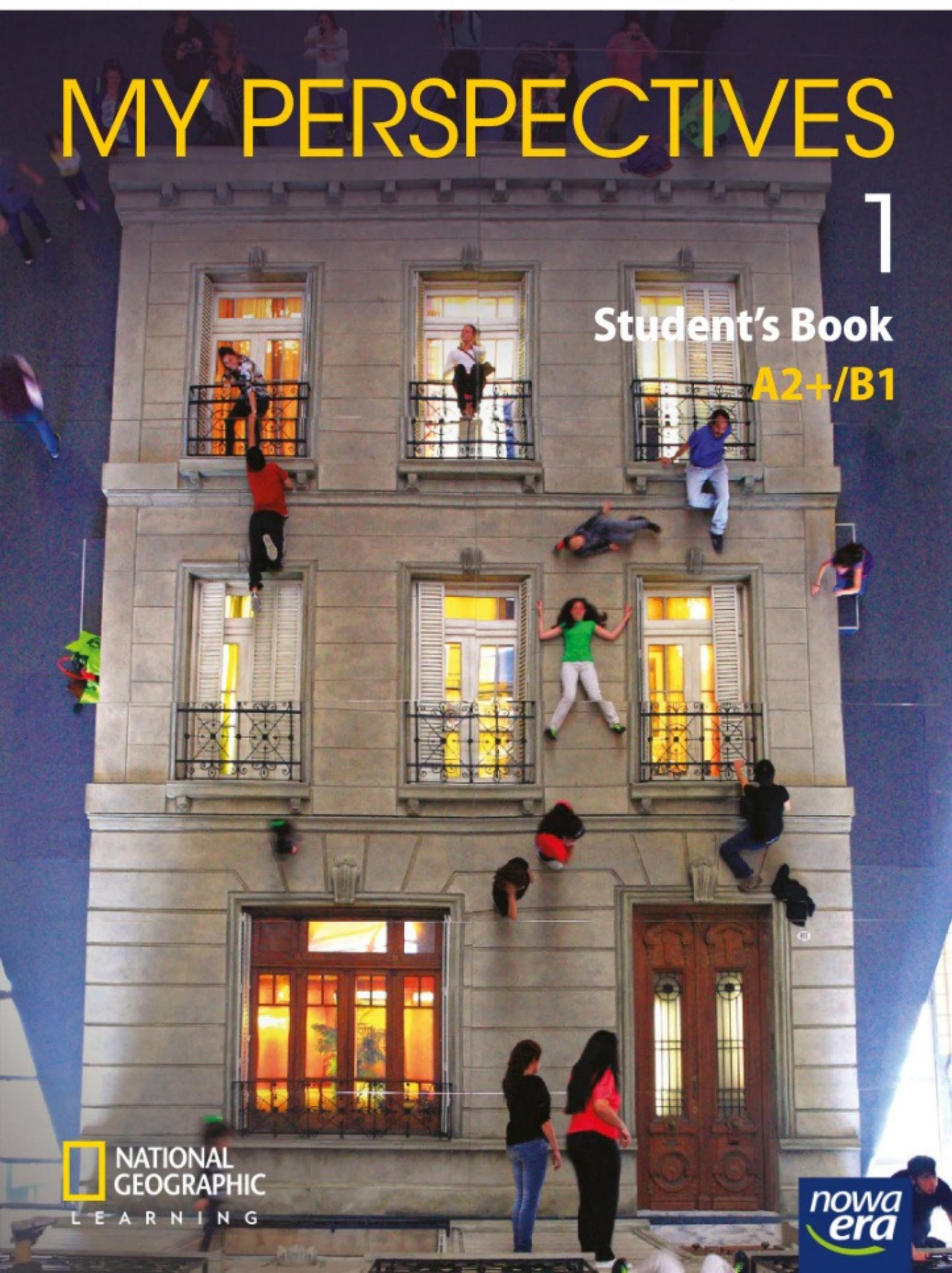


# MY PERSPECTIVES

1

**Student's Book**  
**A2+/B1**



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### ON THE COVER

This exhibit at the Usina del Arte in Buenos Aires, Argentina, isn't what it seems at first. The work, by artist Leandro Erlich, uses mirrors to reflect the image of a building from the floor to the wall.  
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# MY PERSPECTIVES

1

## Student's Book Podręcznik dla liceów i techników

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Kod: P15PX6



Kod: P1C1L4

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## Starter

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UNIT	VOCABULARY	LISTENING	GRAMMAR 1
<b>1 Who are you?</b> • Człowiek • Życie prywatne	Human being, personality, feelings and emotions, hobbies and interests, free time activities, likes and dislikes	A dialogue about interests and things people like A text about playing video games	Present simple, present continuous
<b>2 Where the heart is</b> • Miejsce zamieszkania • Świat przyrody	Places to live, different and unique houses, rooms and furniture, home equipment	A news report about a special city A text about a famous village in Poland	Past simple, used to
<b>TED TALKS</b> • Miejsce zamieszkania • Świat przyrody pp. 36–37		<b>Magical houses made of bamboo</b>	p. 31
<b>3 Health and happiness</b> • Zdrowie • Żywienie	Health, illnesses, common health problems, treating ill people, natural medicine	A lecture about 'whole-person' healthcare	Quantifiers: <i>how much/many?</i>
<b>4 Learning</b> • Edukacja	Education, types of schools, school subjects, practical life skills, life-long learning	A dialogue about school projects around the world A text about school project in Europe	Comparatives and superlatives: adjectives and adverbs
<b>TED TALKS</b> • Edukacja • Człowiek pp. 70–71		<b>Don't eat the marshmallow!</b>	p. 65
<b>5 Family and friends</b> • Życie prywatne • Człowiek	Family, friends, events and celebrations, feelings and emotions, everyday activities, leisure time, traditions	A podcast about greeting each other around the world A radio programme about family conflicts	Present perfect and past simple
<b>6 Do your best</b> • Człowiek • Kultura	Success and failure, education, shopping, art, society	A podcast about two different food sellers around the world	Modal verbs: <i>must, have to, don't have to, can, can't, should, shouldn't, mustn't</i>
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<b>7 Tell me what you eat</b> • Żywienie • Świat przyrody	Food, meals, flavours, future of food, food supply, nature, threats and environment protection	A conversation about the future of food A podcast about experiences with different tastes	Predictions and arrangements: <i>will, might, going to, present continuous</i>
<b>8 Buyer's choice</b> • Zakupy i usługi • Państwo i społeczeństwo	Shopping, buying and selling, advertising, recycling, social issues	A podcast about clothing company that cares about environment	Second conditional
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<b>4 Vocabulary:</b> family, food <b>Grammar:</b> countable/uncountable nouns, plural nouns, imperative	<b>5 Vocabulary:</b> health, body <b>Grammar:</b> modal verbs, gerund and infinitive	<b>6 Vocabulary:</b> shopping, culture <b>Grammar:</b> present continuous for future, present perfect	<b>7 Vocabulary:</b> travelling, holidays, nature <b>Grammar:</b> past simple, past continuous, comparative and superlative adjectives	<b>8 Vocabulary:</b> work, technology <b>Grammar:</b> future simple, be going to
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READING	GRAMMAR 2	SPEAKING	WRITING	SKILLS REVIEW
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<b>ELORA HARDY</b> Idea worth spreading: Bamboo is an incredibly adaptable and strong building material that pushes the boundaries of what we can create with sustainable materials. <b>Authentic listening skills:</b> Listening for gist				
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<i>Feeling no pain</i> Tip: identifying the time and order of events <b>Vocabulary building:</b> Synonyms <b>Critical thinking:</b> Making ideas clear	Phrasal verbs pp. 50–51	Expressing opinions, agreeing and disagreeing, asking follow-up questions, conceding a point pp. 52–53	A blog post <b>Writing tips:</b> Organising points in a blog post p. 54	<b>Znajomość środków językowych</b> <b>Rozumienie ze słuchu:</b> dobieranie <b>Wypowiedź ustna:</b> rozmowa na podstawie materiału stymulującego <b>Wypowiedź pisemna:</b> e-mail pp. 56–57
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<b>JOACHIM DE POSADA</b> Idea worth spreading: Children who pass the 'marshmallow test' could potentially be more successful in life since the results show signs of patience and self-discipline. <b>Authentic listening skills:</b> English speakers with accents				
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<i>From child to adult – in one day</i> <b>Vocabulary building:</b> Suffix -al	Present perfect with <i>for, since, already, just and yet</i> pp. 84–85	Inviting someone, accepting and rejecting invitations pp. 86–87	Informal invitations <b>Writing tips:</b> Politely making and replying to invitations p. 88	<b>Znajomość środków językowych</b> <b>Rozumienie ze słuchu:</b> wybór wielokrotny <b>Wypowiedź ustna:</b> opis ilustracji <b>Wypowiedź pisemna:</b> e-mail pp. 90–91
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<b>RESHMA SAUJANI</b> Idea worth spreading: We should teach girls, and all children, that we succeed not by aiming for perfection, but by knowing that we all make mistakes and being brave enough to try anyway. <b>Authentic listening skills:</b> Contrast				
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<i>The most important farmers</i> Tip: identifying the main idea <b>Vocabulary building:</b> Suffixes -er, -ment, -ance, -tion	First conditional pp. 118–119	Making suggestions and decisions, describing food pp. 120–121	A review <b>Writing tips:</b> Writing a review p. 122	<b>Znajomość środków językowych</b> <b>Rozumienie ze słuchu:</b> prawda/fałsz <b>Wypowiedź ustna:</b> rozmowa z odgrywaniem roli <b>Wypowiedź pisemna:</b> e-mail pp. 124–125
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<b>MELATI AND ISABEL WIJSEN</b> Idea worth spreading: When kids apply their energy and perseverance to improve the world, they can bring about amazing changes. <b>Authentic listening skills:</b> Content words <b>Critical thinking:</b> A speaker's authority				
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# Starter 1

- *human being – appearance, personality*
- *days of the week, months, seasons*
- *cardinal and ordinal numbers*
- *the verb ‘to be’*
- *personal pronouns*
- *alphabet, spelling*
- *introducing yourself*
- *describing people*

## 1 Read out the letters.

Vowels:

**A** [eɪ] **E** [i:] **I** [aɪ] **O** [ou] **U** [ju:] and sometimes **Y** [waɪ]

Consonants:

**B** [bi:] **C** [si:] **D** [di:] **F** [ef] **G** [dʒi:] **H** [eɪtʃ] **J** [dʒeɪ] **K** [keɪ] **L** [el] **M** [em] **N** [en] **P** [pi:] **Q** [kju:] **R** [ar] **S** [es] **T** [ti:] **V** [vi:] **W** [dʌblju:] **X** [eks] **Y** [waɪ] **Z** [zed]

## 2 Read out the following abbreviations.

OK, HDTV, KFC, DVD, BBC, CNN, NBA, DJ, HBO, WWF

What do they stand for? Do you know what they mean?

## 3 Some letters are missing from the names of the days of the week below. Can you say which they are?

T(1)URSDAY FR(4)DAY S(6)NDAY  
MOND(2)Y (5)EDNESDAY SATURDA(7)  
TU(3)SDAY

## 4 Order the time expressions from the shortest to the longest.

month century hour day decade week  
season millennium year minute second

## 5 Match the ordinal numbers (1–7) with their Polish translations (a–g).

- |                 |                        |
|-----------------|------------------------|
| 1 thirty-first  | a osiemdziesiąty drugi |
| 2 fortieth      | b czterdziesty         |
| 3 eighteenth    | c osiemnasty           |
| 4 twenty-fifth  | d setny                |
| 5 hundredth     | e czterdziesty trzeci  |
| 6 eighty-second | f trzydziesty pierwszy |
| 7 forty-third   | g dwudziesty piąty     |

## 6 Complete the sentences with ordinal numbers, the names of months or seasons.

- 1 March is the ... month of the year.
- 2 December is the ... month of winter.
- 3 The first day of ... is in June.
- 4 ... is the ninth month of the year.
- 5 Spring, summer, ... and winter comprise the four seasons.

## 7 Complete the dialogue with the correct form of the verb *to be* (present and past).

A: Hello. What (1) ... your name?

B: I (2) ... Ashlyn, and you?

A: My name (3) ... Robert.

B: Nice to meet you.

A: How do you spell your name?

B: It (4) ... [ex] [es] [extʃ] [ɪ] [wəɪ] [en].

A: Nice. How old (5) ... you, Ashlyn?

B: I (6) ... 16 years old.

A: Where (7) ... you born?

B: I (8) ... born in Edinburgh, Scotland.

## 8 Match the words (1–5) with their synonyms in the box.

active	depressed	furious	glad	happy	<b>hard-working</b>
kind	mad	polite	scared	terrified	unhappy

**busy – hard-working, active**

- 1 cheerful – ..., ...
- 2 angry – ..., ...
- 3 nice – ..., ...
- 4 frightened – ..., ...
- 5 sad – ..., ...

## 9 Paraphrase the following sentences. Use personal pronouns, the correct form of the verb *to be* and words in exercise 8.

***My parents work many hours a day.***

***They are hard-working.***

- 1 My sister and I sometimes cry. ...
- 2 My little brother Tom runs away whenever he sees a spider. ...
- 3 Our neighbours always greet us and say hello. ...
- 4 Mrs Summer usually shouts at her children. ...
- 5 Mia and her sister often laugh. ...

## 10 Choose the correct option in the sentences to describe the picture.



In the picture I can see two people. The girl is (1) *middle-aged / young* (probably in her twenties). She is (2) *tall / short* and (3) *slim / plump*. Her hair is (4) *long / short* and (5) *fair / dark*. The boy is (6) *in his twenties / old*. His hair is (7) *dark / blond* and (8) *wavy / straight*. He's got (9) *freckles / a beard* and a (10) *scar / moustache*. They look (11) *happy / angry* and (12) *afraid / cheerful*.

# Starter 2

- friends
- countries and nationalities
- free time activities
- sports
- have/has got
- gerund
- articles: a/an, the
- talking about interests

1 Match the names of the people (1–5) with the places (a–e).

- |                  |                         |
|------------------|-------------------------|
| 1 classmate      | a playing field/gym     |
| 2 e-friend/e-pal | b cinema/shops          |
| 3 best friend    | c school                |
| 4 neighbour      | d street/block of flats |
| 5 teammate       | e chat room             |

2 Write sentences. Use the nationalities in the box and the verb *to be* in the correct form.

American Greek Japanese Polish Russian Spanish

Hillary comes from New York. She is American.

- 1 Yoko comes from Tokyo. ...
- 2 Boris and Igor come from Moscow. ...
- 3 Antonio comes from Madrid. ...
- 4 Andrea and Lidia come from Athens. ...
- 5 Miłosz and I come from Gdańsk. ...

3 Complete the sentences with the words in the box. Six of the words do not match any of the sentences.

Britain British German Germany Italian Italy  
Portugal Portuguese Scotland Scottish Turkey Turkish

- 1 Rome is the capital city of ... .
- 2 ... is Poland's neighbour to the west.
- 3 Great ... consists of England, ..., Wales and Northern Ireland.
- 4 Ankara and Istanbul are both ... cities.
- 5 Cristiano Ronaldo is a ... football player.

4 Work in pairs. Choose the phrases in the box to talk about your hobbies.

draw jog paint play computer games play football  
play the guitar/piano read books ride a bike/horse  
skate ski watch films work out at the gym

What's your hobby?

I love reading books and watching films. And what about you?

I'm an active person. I like jogging and riding a bike.

5 Order the verbs from the most positive to the most negative.

- a don't/doesn't mind
- b like
- c love
- d hate
- e dislike

6 Use the verbs in exercise 5 and make sentences so that they are true for you.

7 Use the verbs in exercise 4 to complete the sentences below.

- 1 Helen is very sporty, so she likes ... out at the gym.
- 2 Every winter, we love ... in the mountains and ... at the ice rink.
- 3 My mum likes ... in the park but she dislikes running fast.
- 4 I hate ... the piano but I still have to practise every day.
- 5 Simon doesn't mind ... a bike but he prefers ... a horse.

8 Choose the correct option to complete each sentence.

- 1 I have / has got a lot of friends from all over Europe.
- 2 My sister haven't / hasn't got enough time to watch films.
- 3 Have / Has you got a spare bike which I can borrow?
- 4 We haven't / hasn't got any friends living in the USA.
- 5 My teacher have / has got a new exchange programme for us.

9 Translate the Polish fragments of the sentences into English.

- 1 John (ma) ... a lot of friends.
- 2 (Czy macie) ... any classmates from abroad?
- 3 Theresa (nie ma) ... any e-friends of her age.
- 4 British students (nie mają) ... any communication problems while travelling around Europe.
- 5 I (mam) ... ten teammates who I regularly practise football with.

10 Complete the sentences with *a*, *an*, or *the*.

- 1 My friend's mum is ... artist who plays ... piano.
- 2 I've got ... old skateboard but I need ... new one.
- 3 Steve lives in ... USA but he has got ... second home in here, in Italy.
- 4 Has Adam got ... extra pair of skis?
- 5 We love going to ... mountains and working out at ... gym.

# Starter 3

- home
- routines
- school
- there is/are
- present simple
- adverbs of frequency
- telling the time

## 1 Order the places from the smallest to the biggest.

continent country district flat room  
storey/floor street town

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

bathroom bedroom bookcase cooker door  
hall kitchen living room shower sofa

- 1 We've got a ... and a bathtub in our ... .
- 2 Have you got a ... and a big fridge in your ... ?
- 3 There's a stylish fireplace and a comfortable ... in the ... downstairs.
- 4 There's a comfortable bed and a ... in the ... upstairs.
- 5 In our ... there is the entrance ... and a hallstand.

## 3 Choose the correct option to complete each sentence.

- 1 *There is / There are* three bedrooms in our flat.
- 2 How many windows *is there / are there* in this house?
- 3 *There isn't / There aren't* any chairs upstairs.
- 4 *Is there / Are there* a washing machine in your bathroom?
- 5 Why *isn't there / aren't there* a mirror in here?

## 4 Translate the Polish fragments of the sentences into English.

- 1 On the second (*piętrze*) ... (*nie ma*) ... any three-room flats.
- 2 In a big (*mieście*) ... (*sq*) ... parks, fountains and monuments.
- 3 (*Czy sq*) ... any theatres and cinemas in smaller (*miastach*) ... ?
- 4 (*Nie ma*) ... a (*prysznic*) ... in their bathroom.
- 5 (*Czy jest*) ... a wardrobe in your (*sypialni*) ... ?

## 5 Order the adverbs of frequency (A) and the adverbial phrases (B) from the least frequent to the most common.

- A usually never always often sometimes  
B twice a day once a month three times a year  
every day every summer

## 6 Match the verbs (1–6) with the words (a–f) to make phrases describing everyday routines.

- |         |             |
|---------|-------------|
| 1 get   | a homework  |
| 2 go    | b up        |
| 3 take  | c a shower  |
| 4 make  | d to school |
| 5 do    | e the bed   |
| 6 visit | f friends   |

## 7 Match the objects (1–5) with the school subjects (a–e) they are used in.

- |   |                           |
|---|---------------------------|
| 1 ruler, calculator, pencil               | a art                     |
| 2 trainers, ball, tracksuit               | b geography               |
| 3 crayons, scissors, paints               | c maths                   |
| 4 map, globe, atlas                       | d foreign languages       |
| 5 CD/mp3 player, dictionary, grammar book | e Physical Education (PE) |

## 8 Choose the correct option to complete each sentence.

- 1 I start school at 8 am, so I ... get up before 7 o'clock in order to be on time.  
**a** never      **b** sometimes      **c** usually
- 2 We ... go to school on Saturday or Sunday. Weekends are free.  
**a** often      **b** never      **c** always
- 3 We've got PE classes ... .  
**a** twice a week      **b** every hour      **c** once a year

## 9 Complete the sentences with the words in the box.

do does doesn't don't go goes make makes

- 1 I always ... the bed before I ... to school.
- 2 We ... ... any exercises outside if it's raining.
- 3 Susan usually ... some new friends when she ... on holiday.
- 4 ... Tim visit friends on Monday? No, he ... ; he always visits them on Friday.

## 10 Complete the questions with *do* or *does*. Then match them with the answers.

- |   |  |
|---|--|
| 1 What time ... they start school on Mondays?   | <b>a</b> between 4 and 6 pm                |
| 2 When ... the children have lunch?             | <b>b</b> at nine am                        |
| 3 When ... your sister usually do her homework? | <b>c</b> often after 11 pm                 |
| 4 When ... Simon walk his dog?                  | <b>d</b> usually at half past twelve pm    |
| 5 What time ... you go to bed?                  | <b>e</b> in the morning and in the evening |

## 11 Complete the sentences with the words in the box.

am half o'clock pm quarter to

What time is it?

- |       |                                 |
|-------|---------------------------------|
| 18.15 | It's a (1) ... past six pm.     |
| 7.00  | It's seven (2) ... .            |
| 21.50 | It's ten (3) ... ten at night.  |
| 6.30  | It's (4) ... past six (5) ... . |
| 13.00 | It's one (6) ... .              |

# Starter 4

- family
- pets
- food
- apostrophes
- this/that, these/those

- imperative, let's
- singular and plural nouns
- countable/uncountable nouns

- 1 Complete the sentences with the words in the box.  
Two words do not match any of the sentences.

aunt	cousin	father	grandpa
husband	nephew	niece	wife

- 1 Mrs Ford is Mr Ford's ... . They've got four children.
- 2 My mother's sister is my ... and her ... is my uncle.
- 3 Peter's brother's daughter is his ... . She is two years old.
- 4 My ... and I have got the same grandparents.
- 5 My ... is my grandma's son.

- 2 Translate the Polish fragments of the sentences into English.

- 1 This is (*mojej mamy*) ... parrot.
- 2 That is (*ich rodziców*) ... guinea pig.
- 3 These are (*jego brata i siostry*) ... hamsters.
- 4 Those are (*jej dzieci*) ... puppies.
- 5 This is (*naszego taty*) ... favourite kitten.

- 3 Match the occasions (1–5) with the ideas (a–e) on how to best celebrate them.

- 1 A young nephew's birthday
- 2 Grandparents' wedding anniversary
- 3 A cousin's wedding
- 4 A brother's graduation
- 5 A best friend's party

- a Let's get him a car-shaped cake and some building blocks!
- b We could write a poem about the bride and the groom.
- c Let's make a banner saying 'Only for Masters!'
- d Why don't we prepare some of her favourite snacks and a salad?
- e Let's arrange a surprise party for them!

- 4 What are the singular forms of the nouns in the box?

*ladies lady*

children dishes feet forks fries glasses halves  
knives men mice plates potatoes teeth wives

- 5 Complete the recipe with the words in the box. Then choose the correct verb to complete the instructions.

cup	dressing	Ingredients
packet	pepper	salt
		tablespoon

(1) ...

- a small (2) ... of pasta
- 1 (3) ... of vegetable oil
- 1 (4) ... of grape tomatoes
- 1 yellow or green (5) ...
- 1 onion
- 1 broccoli crown
- 3 / 4 cup of Italian (6) ...
- (7) ... and pepper, to taste



## INSTRUCTIONS

- (8) Bring / Pour a large pot of water to boil.
- (9) Serve / Cook the pasta for 7–12 minutes. Remove the pasta from the water.
- (10) Slice / Cut each tomato in half and add it on top of the pasta.
- Dice the pepper and (11) cook / add it to the pasta and tomatoes.
- Then (12) season / slice the onion and (13) add / cut the broccoli into small pieces.
- (14) Pour / Bring the Italian dressing over the vegetables and pasta. (15) Cut / Season with salt and pepper to taste. Cover and refrigerate until ready to (16) serve / cook.

- 6 Put *a* or *some* in front of the nouns.

- 1 ... milk, ... carton of milk
- 2 ... tablespoon of flour, ... flour
- 3 ... hot chocolate, ... chocolate bar
- 4 ... ham, ... slice of ham
- 5 ... loaf of bread, ... bread

- 7 Complete the questions with *How many* or *How much*.

- 1 ... peaches should you add to the fruit salad?
- 2 ... butter have we got in the fridge?
- 3 ... bottles of sparkling water do you want?
- 4 ... meals does he have a day?
- 5 ... beef do we need for a roast beef dinner for five people?

- 8 Translate the Polish fragments of the sentences into English.

- 1 (*Jle żyżek małki*) ... are there in the recipe?
- 2 (*Polej*) ... the oil over (*makaron*) ... .
- 3 (*Zorganizujmy*) ... a party for them!
- 4 (*Pokrój szynkę w plasterki*) ... and add it to the pizza.
- 5 Can you bring (*bachenek chleba*) ... and a carton of milk?

# Starter 5

- body, health
- at the doctor's
- modal verbs: can, should, shouldn't, must, mustn't
- gerund and infinitive (basic verbs)

- 1 Complete the sentences with the words in the box. Two words do not match any of the gaps.

ears feet nails nose skin teeth tongue

- You smell with your ... .
- You use your ... to bite and chew food.
- You need your ... to speak.
- You should protect your ... from the sun.
- Your hair and ... will grow long unless you cut them.

- 2 Complete the sentences with the words in the box.

back ear elbow eyes finger  
head knee stomach throat

- I've got a / an / - ... ache.
- I've got a pain in my ... .
- I've got (a) sore ... .

- 3 Complete the sentences with the modal verbs in the box.

can must mustn't should shouldn't

- I make an appointment with the dentist, please?
- We ... drink a lot of mineral water when it's hot.
- We ... call an ambulance immediately. He's seriously injured.
- You ... smoke in hospital. It's forbidden.
- You ... eat fast food if you want to lose weight.

- 4 Match the verbs (1–7) with the words and phrases (a–g) to form expressions connected with health.

- |             |                 |
|-------------|-----------------|
| 1 feel      | a a plaster     |
| 2 be in bed | b medicine      |
| 3 prescribe | c from diabetes |
| 4 suffer    | d with a cold   |
| 5 fight     | e dizzy         |
| 6 examine   | f an addiction  |
| 7 put on    | g a patient     |

- 5 Complete the sentences with the verbs in the box. You can use the words more than once.

give have take

- I sometimes ... a painkiller if I've got a headache.
- A nurse can ... a patient's temperature and ... an injection.
- I must ... a blood test to find out why I've been feeling so weak.
- You mustn't ... this medicine if you have any allergies to it.
- People who ... a heart attack usually feel a sharp pain in the chest.

- 6 Complete the dialogue with the words in the box.

chemist's eyes feel fever medicine  
nose prescription should symptoms

- A: Hello, what seems to be a problem?  
B: I've got sore (1) ... and a runny (2) ... .  
A: How long have you had these (3) ... ?  
B: For about two days.  
A: It sounds like you have hay (4) ... .  
B: What (5) ... I do, doctor?  
A: You shouldn't spend too much time outdoors and you ought to take this (6) ... twice a day.  
B: Can I get it without a (7) ... ?  
A: Yes, of course. It's available at every (8) ... .  
B: Thank you doctor.  
A: You're welcome. I hope you (9) ... better in a few days.

- 7 Complete the sentences with the verbs in the box.

get getting take taking to get to take

- He wants ... up jogging to lose weight.
- She enjoys ... up at 6 am.
- ... this medicine twice a day for five days.
- He needs ... some rest to recover.
- I often ... the flu in autumn.
- I suggest ... a few days off to relax.

- 8 Complete the sentences with the correct form of the verbs in the box. Two verbs do not match any of the gaps.

feel have hope look smell sound taste

- Sue ... unhealthy. She's very pale.
- Mr Adams ... good.
- This medicine ... bitter.
- Your voice ... bad.
- Chris ... a broken arm.

# Starter 6

- clothes
- present simple
- shops
- present continuous for future arrangements
- shopping for clothes
- present perfect
- culture

## 1 Put the words in the box into the appropriate category.

cap	coat	dress	hat	helmet	jacket
jeans	jumper	pyjamas	shoes	shorts	
socks	sweatshirt		tracksuit	trainers	

- 1 head  ...
- 2 chest  ...
- 3 legs  ...
- 4 feet  ...
- 5 whole body  ...

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

blouses	earrings	gloves	high heels	ties
---------	----------	--------	------------	------

- 1 Do you often wear , Kate? No, I prefer T-shirts.
- 2 Does Professor Harrison wear  or bow ties?
- 3 She likes wearing gold .
- 4 Put on a pair of  to keep your hands warm.
- 5 Some women don't like wearing  . Trainers are much more comfortable.

## 3 Choose the correct option to complete each sentence.

- 1 I only wear cotton / polyester clothes in summer.  
I prefer natural materials.
- 2 Silk / Fleece sweatshirts are warmer and more practical during the winter.
- 3 My grandma usually uses linen / denim tablecloths.
- 4 A leather / plastic belt is a great accessory to an elegant suit.
- 5 Rubber / Silk boots are best if it rains.

## 4 Complete the sentences with the correct form of the verbs in the box.

come	go	organise	start	visit
------	----	----------	-------	-------

- 1 I am  an art gallery next Friday.
- 2 We aren't  to the theatre tomorrow.
- 3 Are you  to see Sonia's performance tonight?
- 4 He is  a photography course next week.
- 5 She is  a poetry workshop over the next two weeks.

5 Translate the sentences into English. Use the words and phrases in bold in exercise 4 and the present continuous tense.

- 1 Jutro zaczynamy warsztaty poetyckie.
- 2 Czy oni organizują kurs fotograficzny w przyszłym miesiącu?
- 3 Oni nie wybierają się do galerii sztuki w przyszłą sobotę.
- 4 Czy ona przychodzi na twoje przedstawienie dzisiaj wieczorem?
- 5 Za trzy dni idę do teatru.

## 6 Complete the sentences with the correct form of the verbs in the box.

be      paint      play      see      take

- 1  Josh ever  to a rock concert?
- 2 My best friend  never  part in a dancing class.
- 3  you  any good comedies recently?
- 4 These artists  already  in 320 performances.
- 5 This painter   anything for three months.

## 7 Translate the Polish fragments of the sentences into English. Use present tenses.

- 1 My art teacher (**organizuje**)  her first exhibition this Saturday.
- 2 How often (**chodzić**)  to the theatre?
- 3 Listen. Someone (**gra na gitarze**)  upstairs.
- 4 (**Czy kiedykolwiek byles**)  to a film marathon?
- 5 Mrs Gordon (**nie widziała**)  a good performance for ages.

## 8 Complete the dialogue between a shop assistant and a customer with the missing sentences (a–e).

- A: (1)   
B: I'm looking for a pair of slim fit jeans.  
A: What size do you take?  
B: (2)   
A: Here you are.  
B: (3)   
A: Of course, the fitting rooms are over there.  
B: (4)   
A: They're £30, but if you've got a loyalty card, they are half price.  
B: (5)   
**a** How much are they?  
**b** Can I try a small size?  
**c** Oh, that's great. Here's my card.  
**d** How can I help you?  
**e** Can I try them on?

# Starter 7

- travelling
- past continuous
- holidays
- so/such
- nature
- adjectives – comparative and superlative
- past simple

1 Match the means of transport (1–5) to the words and expressions (a–e).

## Travelling

- |            |  |
|------------|--|
| 1 by car   | a deck, harbour, life jacket             |
| 2 by plane | b airbag, spare wheel, petrol station    |
| 3 by train | c boarding pass, take-off, airport       |
| 4 by ship  | d way, pavement, hike                    |
| 5 on foot  | e compartment, platform, railway station |

2 Complete the sentences with the words in the box.

around Asia bus stop delay destination tram

- 1 We travelled ... last year. It was amazing.
- 2 I missed the last ... home yesterday, so I had to take a taxi.
- 3 She got off at the third ... because of the heavy traffic and continued on foot.
- 4 They didn't choose a popular holiday ... because they didn't want to be among thousands of tourists.
- 5 Luckily, I caught my flight home without any ... .

3 Complete the sentences with the correct form of the verbs in the box.

do explore ride snorkel sunbathe

He took this photo while ...

- 1 they were ... on the beach.
- 2 she was ... a camel in the desert.
- 3 we were ... in the ocean.
- 4 I was ... a sightseeing tour of Berlin.
- 5 you were ... that cave.

4 Where might you ask the questions? Match the questions (1–5) with the places (a–e).

- 1 Who did you book a double room for, sir?
  - 2 Can we light a fire outside the tent?
  - 3 How much is a bed in an 8-person room?
  - 4 Can I have a brochure about the local attractions?
  - 5 Do you have any audio guides?
- a in a youth hostel
  - b in a museum
  - c at a campsite
  - d at a tourist information office
  - e in a hotel

5 Choose the correct option to complete each sentence.

- 1 They cut / were cutting the trees down when a forest warden suddenly appeared / was appearing.
- 2 She hiked / was hiking in the mountains when, all of a sudden, a storm hit / was hitting.
- 3 They drove / were driving along the motorway when the earthquake was beginning / began.
- 4 They sailed / were sailing when tsunami was hitting / hit the coast.

6 Complete the sentences with so or such.

- 1 The streets are ... dirty in this city.
- 2 Nature protection is ... an important issue.
- 3 Why are wolves ... endangered?
- 4 Lizards are ... amazing animals!
- 5 It was ... a horrible disaster!

7 Complete the sentences with the correct form of the adjectives in the box.

bad big dangerous exciting hot

- 1 Death Valley is one of the ... places on Earth. It's often more than 50°C there.
- 2 Sahara is the ... desert in the world.
- 3 Exploring volcanoes is as ... as chasing tornadoes.
- 4 Earthquakes are ... than storms.
- 5 Plastic bags are ... type of packaging for the environment.

8 Look at the photo and complete the description. Use the words in the box in the correct form.



amaze back run show sleep thing

This photo (1) ... an unusual campsite. In the foreground there is a tent. Inside we can see a (2) ... bag. In front of the tent there are two stools and some other (3) ... . Next to the tent there is a big bear. It looks so (4) ... , but the campers probably (5) ... away from the tent when they saw it. In the (6) ... we can see some yellow flowers and bushes.

# Starter 8

- work
- technology
- social life
- future simple
- *be going to*

## 1 Match the people (1–5) with their ideal jobs (a–e).

- 1 Gina writes good texts.
  - 2 Frida doesn't mind working in the air.
  - 3 Kate is interested in technology.
  - 4 Tim likes joining in debates about social issues.
  - 5 Kevin is into zoology.
- a I think she will be an engineer.
  - b She is going to be a journalist.
  - c She may be a flight attendant or even a pilot.
  - d I'm sure he will be a politician.
  - e He is going to be a vet.

## 2 Match the verbs (1–5) with the phrases (a–e).

- 1 apply
  - 2 attach
  - 3 work
  - 4 attend
  - 5 earn
- a a job interview
  - b a CV
  - c money
  - d full time
  - e for a job

## 3 Put the words in the box into the appropriate category.

air conditioning    charger    disc    earphones  
keyboard    mouse    printer    satnav    seat belt  
speakerphone    steering wheel    touch screen

1 a mobile phone: ...

2 a computer: ...

3 a car: ...

## 4 Complete the sentences with *will* or *won't* and the words in the box.

be    invent    land    live    use    work

- 1 I hope scientists ... a cure for cancer this century.
- 2 Space shuttles ... probably ... on Mars in 50 years.
- 3 Electric cars ... more common than traditional cars in big cities in 2050.
- 4 I believe people ... less and ... longer in the future.
- 5 I'm sure young people ... traditional postcards to send greetings in ten years' time.

## 5 Complete the sentences with *will* or *am/is/are going to*.

- 1 My cousin ... work in an office after his studies.
- 2 I'm sure you ... work in a garage in the future.
- 3 I believe my brother ... work in a laboratory after leaving school.
- 4 ... you ... work in a kitchen all your life?
- 5 Nancy and Peter ... work on a farm next month.

## 6 Complete the gaps with one word only.

- 1 Try ... apply ... a new job.
- 2 She won't agree ... work in ... office.
- 3 We ... going to look ... a faster computer.
- 4 ... they invent ... flying car soon?
- 5 Who ... going to work ... a farm?

## 7 Name the jobs in the pictures (a–f).



## 8 Work in pairs. Discuss the questions.

- 1 Which job is the most difficult?
- 2 Which job is the easiest?
- 3 Which job is the most exciting/boring?
- 4 What's your dream job?

A close-up photograph of a woman's face. She has light blonde hair tied back, revealing a forehead with several freckles. Her eyes are a striking shade of blue, and she has a neutral expression. The lighting is soft, highlighting her skin texture.

1

# Who are you?

## IN THIS UNIT YOU LEARN

### VOCABULARY

- human being, personality
- feelings and emotions
- hobbies and interests
- free time activities
- likes and dislikes

### GRAMMAR

- present simple
- present continuous
- gerund and infinitive

### SKILLS

#### Listening

- interests and things people like
- true/false, multiple choice

#### Reading

- showing emotions
- multiple choice, matching

#### Speaking

- talking about likes and dislikes
- introducing yourself

#### Writing

- introductory email

# 1A Vocabulary

## Personality

### Describing and talking about personality

#### 1 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- 1 Look at the photo and read the caption. Are you like any members of your family?
- 2 Choose two or three words in the box to describe yourself.

cool	friendly	funny	happy	honest	intelligent
kind	loud	nasty	nice	popular	shy

- 3 Think of two or three words that other people might use to describe you.
- 4 Were your answers to questions 2 and 3 the same or different? Why?

- 2 Match the pairs of words that have a similar meaning. Use a dictionary if necessary. Then think of someone you know that you can describe with each pair of words.

- |            |               |
|------------|---------------|
| 1 smart    | a relaxed     |
| 2 calm     | b happy       |
| 3 helpful  | c intelligent |
| 4 cheerful | d kind        |

- 3 Choose the correct option to complete each sentence.

- 1 I'm *active* / *lazy* at the weekend. I usually do some sport and go out with my friends.
- 2 He's *confident* / *nervous* about giving presentations because he doesn't like making mistakes.
- 3 She's very *sociable* / *shy* and has a lot of friends.
- 4 Our coach is *serious* / *easy-going* and lets us listen to music before basketball practice.
- 5 Ken is very *hard-working* / *talented*. He isn't the best, but he really wants to succeed.
- 6 Luis is really *loud* / *quiet*. You always know when he's in a room!
- 7 Maria's very *honest* / *funny* – she always makes her classmates laugh.
- 8 Sam usually helps his little sister with her homework. He's very *nasty* / *kind*.

- 4 Choose three adjectives in the exercises above to describe yourself.

- 1 I think I'm ... because ... .
- 2 I don't think I'm ... because ... .
- 3 People say I'm ... because ... .

- 5 Work in pairs. Take turns to describe people in your class, but don't say their names. Can your partner guess who you're talking about?

*She's calm, helpful and cheerful.*

*Is it Julia?*

*No. She's also very active – but a little bit shy.*

*Oh, is it Anna?*

- 6 Work in pairs. Think of a famous person and make a list of words to describe him/her. Then read your list to the class. Can the class guess your person?

Marta (main photo) and Emma (inset photo) are twins. Twins can have the same eyes and the same colour hair, but one may be shy, while the other loves meeting new people.



# 1B Listening

Listening to people talking about their interests and things they like

- 1 Look at the picture and the caption. Answer the questions.

- 1 What do you think DJ Spooky means by 'We're all nature'?
  - a We are made of trees.
  - b We are part of the planet.
  - c We are animals.
- 2 What type of music do you think DJ Spooky makes?
  - a hip-hop
  - b classical
  - c rock
- 3 What types of music do you enjoy? Hip-hop? Rock? Pop? Jazz? Some other kind?

- 2 Listen to the dialogue between two students (Anna, Bruno) meeting for the first time at a party. Answer the questions. 2

Who ...

- 1 listens to the school radio station?
- 2 plays an instrument?
- 3 plays sports?
- 4 listens to DJ Spooky?
- 5 is looking for new music?

- 3 Are the sentences true (T) or false (F)? Listen again to check your answers. 2

- 1 Bruno and Anna like the music at the party.
- 2 Bruno likes hip-hop, rock and electronics.
- 3 Anna plays the guitar.
- 4 DJ Spooky mixes many styles of music.
- 5 DJ Spooky has a serious personality.
- 6 Anna knows DJ Spooky's music.

- 4 Work in pairs. Practise asking and answering questions about interests.

*Are you into music / sports / books?*

*Yes, I am. / No, not really.*

*What kind of music / sports / books do you like?*

*I'm into rock / baseball / science fiction.*

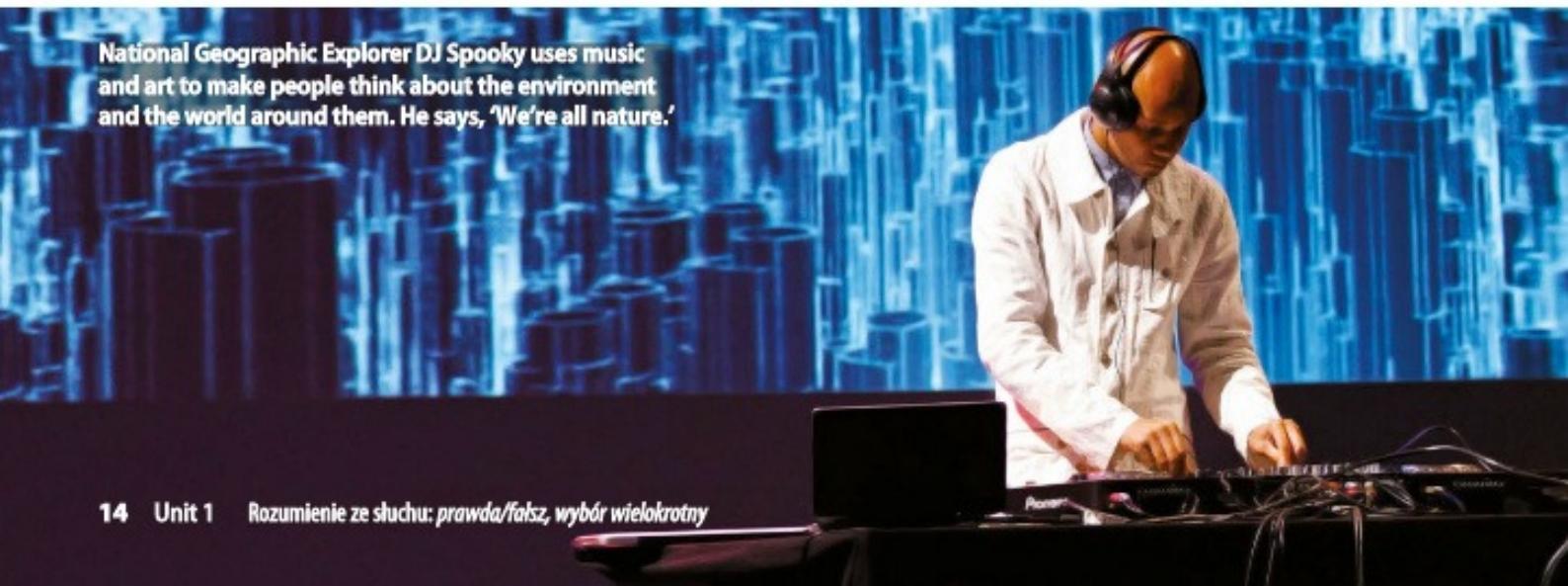
- 5 Listen to a boy talking about video games, then choose the correct answer to each question. 3

- 1 What's the boy's favourite video game?
  - a a driving game
  - b a shooting game
  - c a strategy game
- 2 Which is not necessary to play League of Legends?
  - a English skills
  - b a good internet connection
  - c a group of players in the same room
- 3 What is the boy's opinion about the maps in LoL?
  - a He thinks there should be more of them.
  - b He doesn't like their quality.
  - c He doesn't understand them.
- 4 How good was a Polish gamer at IEM in 2017?
  - a He won the competition.
  - b He was defeated in the semi-finals.
  - c Polish gamers didn't actually take part.

- 6 Listen again and decide if the following sentences are true (T) or false (F). 3

- 1 League of Legends is a game designed for teams.
- 2 The speaker is a professional gamer.
- 3 The best gamers win cash prizes at IEM.
- 4 The speaker is looking for some new players for his team.

National Geographic Explorer DJ Spooky uses music and art to make people think about the environment and the world around them. He says, 'We're all nature.'



# 1C Grammar 1

Present simple and present continuous

*Talking about interests and free time activities*

- 1 Look at the sentences in the Grammar box. Focus on the verbs in bold.

## Present simple and present continuous

### Present simple

DJ Spooky **plays** really good music. He's **talented**.  
**I play** the guitar – a little bit.

### Present continuous

He can't hear you. He's **listening** to music now.  
I'm **looking** for some new music to listen to. Can you recommend something?

More explanation in Grammar reference on p. 24.

- 2 Answer the questions about the sentences in the Grammar box.

- Which tense describes an activity happening now or around now?
- Which tense describes something that happens regularly or all the time?

More practical exercises in Grammar practice on p. 25.  
Do exercises 1–4.

- 3 Complete the information about DJ Spooky. Use the present simple of the verbs in brackets.

DJ Spooky's real name (1) **(be)** Paul D Miller. He (2) **(live)** in New York but he (3) **(have)** fans all over the world. They (4) **(love)** his shows – especially the way he (5) **(use)** music and pictures together. 'I (6) **(like)** to think of music not just as music, but as information,' he says. 'Art and music and science and technology (7) **(not be)** separate things.' At his concerts, people (8) **(hear)** music, (9) **(see)** pictures of the natural world, and most of all, (10) **(learn)**.

- 4 Complete the short dialogues with the -ing form of the verbs in the box.

do enjoy live play read sit stay study take wait

- A: What are you **...** out there?  
B: We're **...** tennis, but we can't find the ball.
- A: Why are you **...** in your room?  
B: I'm **...** for a friend to call, but she's late.
- A: Is your brother **...** a new language at college?  
B: No, he isn't **...** languages any more.
- A: I'm **...** a book by a Chilean author at the moment.  
B: Oh, are you **...** it?
- A: Is your sister still **...** with her friends near the college?  
B: No, she isn't. She's **...** in one of the college rooms now. It's much better.

- 5 Complete the dialogue with the present simple or the present continuous forms of the verbs in the box.

be (x2) do go play wait want work

- A: What (1) **...** you **...** right now?  
B: I (2) **...** to Ella's house.  
A: Who (3) **...** Ella?  
B: She (4) **...** a friend from my basketball team.  
We (5) **...** basketball after school on Tuesdays.  
(6) **...** you **...** to come?  
A: Sorry, I can't. I (7) **...** for Tony because we (8) **...** together on a science project.

- 6 Translate the Polish fragments of the sentences into English.

- Why (*używasz*) **...** my mobile phone? Give it back to me at once!
- This girl (*nie odwiedza*) **...** our library very often.
- I can't go out with you today. I (*uczę się*) **...** for the history test.



# 1D Reading

## VOCABULARY BUILDING Adjective complements

Complements follow verbs like *be*, *become*, *look* and *seem*. They are usually adjectives and we often use them to describe emotions.

*She looks nervous.*    *I'm bored.*    *You seem angry.*

- 1 Look at the table and choose the best words to complete the sentences.

Start to experience an emotion:  
*become/get*

<i>afraid</i>	<i>angry</i>
<i>bored</i>	<i>excited</i>
<i>frightened</i>	
<i>nervous</i>	
<i>upset</i>	<i>worried</i>

Experience an emotion: *feel/be*

Appear to experience an emotion: *look/seem*

- Are you ...? Don't worry. The test won't be that bad.
- I'm getting ... about my holiday next week.
- They feel ... about their exams next month.
- Dan ... upset about something, but I don't know what the problem is.
- You ... nervous about the test, but I'm sure you'll do well.

## READING

### Understanding a text about emotions

- 2 Read about previewing a text. Preview the article and answer the questions.

Before you read a text, preview it. This will help you understand what it's about before you read it carefully.

- Look at the title. What is the text probably about?
- Look at any pictures. What do they tell you about the text?
- Read the first and last paragraph. What are the main ideas?
- Read captions of each paragraph. Do they give you a general idea what they are about?

- 3 Read the article. Match each paragraph with one of the ideas (a–e).

- There are four types of feelings.
- Animals experience emotions.
- Some animals understand human feelings.
- Seeing people is an important part of communication.
- Humans experience many different feelings.

- 4 Read the article again. Choose the correct option to complete each sentence.

- Recent scientific research ... the idea that we experience many very different feelings.
  - proves
  - disagrees with
  - says nothing about
- According to researchers, feeling nervous is basically the same as being ... .
  - sad
  - angry
  - afraid
- People everywhere show their emotions ... .
  - on their face
  - in their voice
  - through their words
- Horses understand people's feelings because ... .
  - horses' brains are like people's brains
  - they work closely with people
  - people teach them to understand
- Carl Safina believes that human and animal emotions are ... .
  - very different
  - similar
  - impossible to compare
- According to the article, animals ... with each other.
  - share their emotions
  - communicate in 'animal language'
  - often feel angry
- In the article, the author tells readers ... .
  - how to hide their feelings
  - how to look for other people's feelings
  - how to understand animals

### 5 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- What did you learn from the article?
- Did the article change your thinking about animals and emotions?
- Do you think it's true that we should have some discussions face to face? Why? Give examples.

- 6 Work in pairs. Describe the picture, then discuss the questions.

- How is the man in the middle of the photo feeling?
- Do you usually show your emotions to others?
- Tell your partner about a situation when you felt anxious or relieved.



# IT'S WRITTEN ALL OVER YOUR FACE

## I. How are you feeling right now?

Excited? Bored? Worried? Upset? How many possible answers are there? Interested, nervous, relaxed, angry, lonely ... the list goes on. We feel so many different things, so feelings can seem very complicated. But recent scientific research actually says this might not be completely true.

## II. Basic feelings

A group of scientists at the University of Glasgow in Scotland say that people only experience four basic feelings: sad, happy, angry and afraid. All of the other feelings we describe are really part of one of the basic four. So if you feel worried or nervous, that's fear. If you're relaxed or excited, that's happiness. If you're bored or lonely, that's sadness. Many scientists also say that people all over the world can see these feelings in the faces of the people around them. In fact, we're so good at it, we can easily understand the feelings on the face of a cartoon.

**Try It!** Look at the pictures and match each one with a basic feeling – sad, happy, angry, afraid.

## THE FOUR BASIC FEELINGS



## III. Not just for humans

Our faces show our feelings so clearly that even some animals know how we feel. Scientists at the University of Essex in the UK say that horses can identify happy or angry faces and can even recognise these feelings on

the faces of strangers. This makes sense because horses live and work closely with humans in many places. They enjoy being with happy people. They also learn to avoid angry people whenever possible. Scientists want to know more. Can we expect animals to recognise other feelings, too? The research continues.

## IV. What do animals feel?

It's not just horses that recognise human emotions. Animal expert Carl Safina believes that other animals experience many of the same feelings people have. 'They play. They act frightened when there's danger. They relax when things are good,' he says. In his book *Beyond Words: What Animals Think and Feel*, Safina explains that dogs, elephants and even whales\* show their feelings and understand the feelings of other animals. He tells the story of a whale who rescued a seal\* from danger, and says that elephants love meeting their friends and become very sad when a friend or family member dies. Scientists say that emotions help animals to survive. For example, research shows that animals who don't feel fear don't live for very long.

## V. Face time

Understanding feelings is important. In fact, it's so important that people's faces usually tell others exactly how they feel, and these feelings are often obvious to us. We can use this information to make communication easier, or sometimes to know what other people are thinking or feeling, even when they don't tell us. So, when you need to talk about something important, try to have a face-to-face conversation – or at least a video chat.

**whale** a large sea mammal that breathes through the top of its head

**seal** a sea mammal with thick fur and flippers

# 1E Grammar 2

Verb patterns: verb + *-ing* or infinitive with *to*  
*Talking about likes and dislikes using different verb patterns*

1 Work in pairs. Discuss the following topics.

- 1 Name two or three things you love doing.
- 2 Name two or three things you hate doing.
- 3 Tell your partner why you love/hate doing them.

2 Look at the Grammar box. Focus on the verbs in bold and the forms of verbs that follow them.

## Verbs + *-ing* or infinitive with *to*

*They enjoy being with happy people.*

*They also learn to avoid angry people whenever possible.*

*Scientists want to know more.*

*Elephants love meeting their friends.*

More explanation in Grammar reference on pp. 24–25.

3 Look again at the sentences in the Grammar box. Complete the table with the verbs in bold in your notebook.

### Verbs followed by ...

the <i>-ing</i> form	<i>to + infinitive</i>
<i>enjoy</i>	[ ]
[ ]	[ ]

More practical exercises in Grammar practice on p. 25. Do exercises 5–7.

4 Choose the correct option to complete each sentence. Are any of the sentences true for you?

- 1 I suggest *talking* / *to talk* to someone when you feel lonely.
- 2 Whenever I feel happy, I want *sharing* / *to share* it with my friends!
- 3 I always manage *making* / *to make* myself feel better when I discuss my problems with someone.
- 4 I can't help *feeling* / *to feel* closer to my friends when I share how I feel with them.
- 5 My friends and I don't mind *telling* / *to tell* each other about our feelings.

5 Complete the text with the verb + *-ing* or the infinitive with *to*. Sometimes both options are possible.

We can't help (1) [ ] (*smile*) when the people around us smile. And when we see our friends laugh, it makes us want (2) [ ] (*laugh*), too. It's almost impossible to avoid (3) [ ] (*share*) the feelings of the people around us. But this doesn't stop with being happy, sad, angry or afraid. It affects us physically, too! Our own body temperature actually begins (4) [ ] (*drop*) when we watch someone put their hand in ice water.

Why are we able to feel the emotions of the people around us? Humans need (5) [ ] (*understand*) each other well because we spend a lot of time working together. When we don't manage (6) [ ] (*get on*), we may start (7) [ ] (*fight*) – and that's bad for everyone.



- 6** Complete the short dialogues with the correct form of the verbs in the box. Sometimes more than one option is possible.

bother	help	not tell	receive
send	share	talk	write

- 1 A: I hate ... you, but can I ask for some advice?  
B: I don't mind ... you, but I can't talk right now. I'm late for class!
- 2 A: Do you promise ... my secret?  
B: I'm not sure! Sometimes I can't help ... secrets!
- 3 A: I like ... about my feelings in a notebook.  
B: I don't do that. I prefer ... to someone face-to-face.
- 4 A: I plan ... you a postcard from my holiday.  
B: Oh, thanks. I love ... postcards.

- 7** Choose the correct option to complete both sentences.

- 1 The story is so sad that I can't ... crying when I talk about it.  
If you need my ..., call me and I'll come as soon as possible.  
**a** stop      **b** opinion      **c** help
- 2 I don't really ... travelling long distances.  
I enjoy many types of music ... rock, rap or heavy metal.  
**a** like      **b** mind      **c** such
- 3 I'm ... bored with your jokes. Please don't tell me anymore.  
The trip starts at 6 am so I suggest ... up earlier than usual tomorrow.  
**a** becoming      **b** waking      **c** getting

- 8** Translate the Polish fragments of the sentences into English.

- 1 You shouldn't (*unikać rozmawiania*) ... to your parents if you think they could help you.
- 2 Polish pupils (*zaczynają uczyć się*) ... at school at the age of six or seven.
- 3 Look! Jack (*próbuje otworzyć*) ... the door, but it's locked.
- 4 (*Nienawidzę prośbenia*) ... others for help but I really need your help this time, Jimmy.

- 9** For sentences 1–4, complete the second sentence so that it has the same meaning as the first. Use the words in capitals. Do not change the form of this word. You may use between two and five words in each gap.

- 1 It's not a problem if I have to get up early on Saturdays.  
**MIND**  
I ... early on Saturdays.
- 2 They always have a good time when they take part in a singing competition.  
**ENJOY**  
They always ... in a singing competition.
- 3 I think it would be a good idea to talk to the head teacher first.  
**SUGGEST**  
I ... to the head teacher first.
- 4 This test is too difficult for most of the students to pass.  
**MANAGE**  
Most of the students ... this test.



# 1F Speaking

## Talking about likes and dislikes

### 1 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- 1 When you meet someone new, what information do you usually learn about them?
- 2 What are you interested in knowing about other people?
- 3 What do you want them to know or not know about you?
- 2 Look at the photo and the caption below. What do you think these mailboxes say about the people they belong to?
- 3 Listen to the dialogue. Which topics do the people talk about? **5**

baseball      hiking      football      tennis      running

- 4 Listen again. Complete the missing information in the profiles. **5**

Name: Juan	Name: Becky
Doesn't like: (1) <i>playing team sports</i>	Loves: (4) ...
Doesn't mind: (2) ...	Best thing about it: (5) ...
Likes: (3) ...	Doesn't like: (6) ...
Favourite place: <i>the Black Mountains</i>	Doesn't mind: (7) ...

### Useful language

#### Talking about likes and dislikes

Are you into ... ?  
Do you have a favourite ... ?  
What do you think of ... ?  
I'm really into ...  
I love to ...  
I'm not that interested in ...  
I don't mind ...  
I can't stand ...  
That's cool! / Really? / Wow!

- 5 In your notebook make some notes about your own interests. Include the following topics: sports, music, hobbies and school subjects.

I like:  
Best thing about it:  
I don't mind:  
I can't stand:

- 6 Work in pairs. Use your notes and the expressions in the Useful language box to make dialogues about likes and dislikes.

People express themselves in many ways, including with mailboxes!



# 1G Writing

An introductory email

*Writing an email to introduce yourself*

- 1 Read the email from a Spanish student to a Polish student. Do you think they already know each other? Explain your answer.

**Email Message**

Hello Tomek,

My name's Timoteo. My friends call me Timo. I'm from Granada, Spain. I'm a student in Year 9.

My favourite subjects are art and music. I love drawing superhero comics, and I play the drums. I'm also really into football. I'm a great player! (But my friends don't always agree!)

What about you? Are you into sports? What are your favourite subjects?

I look forward to hearing from you.

Best wishes,

Timo

- 2 What information does the email give about the sender?

an interesting personal fact	home town
hobbies and interests	favourite foods
description of personality	something his friends think
favourite music	things he would like to
favourite school subjects	know about Tomek
name	

3 WRITING TIPS Using informal language

When we write to a friend or someone of our own age, we usually use informal language. Find examples of the following in the email in exercise 1.

- 1 an informal greeting
- 2 contractions
- 3 informal vocabulary and expressions
- 4 informal questions
- 5 an informal ending

- 4 Work in pairs. Imagine you are going to write an email to a student your age in another country. Think what you could write about yourself.

Include the following information:

- your name and home town,
- your hobbies and interests,
- what others think or say about you,
- ask the student two things you would like to know about them.

Write between 80 and 130 words.

More about an introductory email in Writing guide on p. 150.

- 5 Work in pairs. Exchange your emails. Check each other's work. Does it use the language from the Useful language box correctly and is it informal enough?

## Useful language

### Introducing yourself

*I'm from ...*

*I'm a student in Year ...*

*My favourite subjects are ...*

*I'm also really into ...*

### Asking questions

*What about you?*

*Are you into ... ?*

*What are your favourite ... ?*



# Skills Review 1

## ENGLISH IN USE

### Pary zdań

- 1 Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach.

- 1 It doesn't ... sense to discuss this problem again.  
It's hard to ... friends in a new school.  
**a** have      **b** gain      **c** make
- 2 Don't tell Ron about my problems, please. He can't ... a secret.  
Where do you ... your books?  
**a** hold      **b** manage      **c** keep
- 3 My dream is to be ... my father.  
Don't talk to me ... that, please.  
**a** like      **b** such      **c** as
- 4 She looks different. I can't ... her.  
I know it's you. It's easy to ... you by your voice.  
**a** notice      **b** recognise      **c** hear
- 5 The expressions on our faces usually ... others how we feel.  
Can you ... me why you're late again?  
**a** say      **b** tell      **c** speak

### Parafrazy zdań

- 2 W następujących zdaniach spośród podanych propozycji wybierz tę, która może najlepiej zastąpić zaznaczony fragment.

- 1 *Actually*, I'm late for the meeting.  
**a** At the moment  
**b** In fact  
**c** Probably
- 2 *I don't mind telling* them the truth.  
**a** am not against telling  
**b** wouldn't like to tell  
**c** don't think I should tell
- 3 My grandma *can't stand talking* to rude people.  
**a** doesn't talk  
**b** can't wait to talk  
**c** hates talking
- 4 My sister *can't help spending so much money*, because she loves shopping.  
**a** isn't able to spend much money  
**b** would like to spend more money  
**c** finds it difficult to stop spending money
- 5 People *should try to hide their feelings from animals*.  
**a** should teach animals more about feelings.  
**b** should not let animals know how they feel.  
**c** should help animals understand human feelings.

### Minidialogi

- 3 Uzupełnij poniższe minidialogi, wybierając brakującą wypowiedź jednej z osób.

- 1 A: What time does the concert start?  
B: ...  
A: Great! We've got enough time to eat something.  
**a** For two hours.  
**b** Two hours ago.  
**c** In two hours.
- 2 A: What does your new boyfriend look like?  
B: ...  
**a** He's tall and handsome.  
**b** He likes sport and music.  
**c** He's funny, but a little bit too loud.
- 3 A: Are you into listening to music?  
B: ...  
**a** Of course, I do.  
**b** Sure, I love it.  
**c** Yes, I can do it.
- 4 A: I'm not that interested in tennis. ... you?  
B: It's my favourite sport, actually.  
**a** What about  
**b** How are  
**c** Is that
- 5 A: ... ?  
B: I'd like to go to the park, but it's raining.  
**a** What do you do in the afternoons?  
**b** What are you doing this afternoon?  
**c** Do you do anything in the afternoons?

### Uzupełnianie zdań

- 4 Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 Please don't bother me. I (write / email) ... at the moment.
- 2 It's raining again, so we can't go for a walk. What (you / want / do) ... instead?
- 3 We (not / mind / meet) ... our aunt but we don't want to meet our cousin.
- 4 Jeff is crazy about English. He (learn / lots / new / words) ... whenever he's got the time.
- 5 Dad is in the garage at the moment. He (try / repair) ... my bike.

## Słowotwórstwo

5 Przekształć podane wyrazy tak, abytrzymać logiczne i poprawne gramatycznie zdania.

1 I'd like to thank you for your ... advice.

HELP

2 Most people believe that ... is more important than appearance.

PERSON

3 What kind of ... does your brother do?

SEARCH

4 I can see some ... in her eyes.

SAD

5 Jack is usually ... when he paints.

RELAX

## Uzupełnianie luk

6 Uzupełnij zdania wyrazem, który najlepiej pasuje.

1 I always help my school friends ... their maths.

2 Jack is a confident person, but a ... bit shy.

3 He doesn't listen to this kind of music ... more.

4 Please, be quiet. I ... listening to the news.

5 We all like his shows, especially the ... he talks to the audience.

## Tłumaczenie fragmentów zdań

7 Przetłumacz fragment zdania w nawiasie na język angielski.

1 I usually (*uprawiam sport*) ... at weekends.

2 Do you have your (*ulubiony rodzaj*) ... of music?

3 There are some students who (*nie mają nic przeciwko uczeniu się matematyki*) ... .

4 (*Chcemy pójść*) ... to a concert next week.

5 Where (*planujesz pójść*) ... after classes?

## LISTENING

8 Usłyszysz dwukrotnie wywiad z młodym śpiewakiem operowym. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. 1 6

1 Lewis took part in Zaragoza singing competition because ... .

a he applied for the contest on time

b another singer withdrew from the contest

c he received the invitation from the organisers

2 As a young boy, Lewis ... .

- a was unaware he had a powerful voice
- b dreamt of being a well-known singer
- c went to the opera house to listen to music

3 Lewis's music teacher advised him to ... .

- a continue playing the piano
- b try to write his own lyrics
- c focus on singing only

4 Lewis wanted to be a professional ... .

- a swimmer
- b football player
- c basketball player

## SPEAKING

9 Rozmawiasz z kolegą/koleżanką o wyborze kandydata na przewodniczącego szkoły. Nie zgadzasz się z jego/jej opinią na temat osoby kandydującej na to stanowisko. Poniżej podane są cztery kwestie, które musisz omówić z kolegą/koleżanką:

- zdolności organizacyjne kandydata/kandydatki,
- umiejętność kierowania grupą ludzi,
- odpowiedzialność,
- współpraca z dyrekcją i nauczycielami.

## WRITING

10 Zaprzyjaźniłeś/Zaprzyjaźniłaś się z poznaną niedawno osobą. Napisz o tym e-mail do kolegi z Londynu.

- Przedstaw okoliczności, w jakich poznaleś/poznałaś tę osobę.
- Opisz jego/jej wygląd.
- Napisz, jak spędzaście wspólnie czas.
- Wyjaśnij, dlaczego zamierzasz kontynuować tę znajomość.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Jack,

I've met a fantastic person.

...

Take care,

XYZ

# Grammar reference 1

## GRAMMAR 1 Present simple and present continuous

### Present simple (czas teraźniejszy prosty)

Czasu *present simple* używamy do opisywania:

- czynności o charakterze stałym:

*I'm 14 years old. I live in Warsaw. I've got two sisters.*

- czynności powtarzających się i nawyków w teraźniejszości:

*My school day always starts at 8.00.*

*I play football every Saturday.*

- faktów, zjawisk oraz prawd oczywistych:

*Water boils at 100°C. There are 24 hours in a day.*

W zdaniach twierdzących w trzeciej osobie liczby pojedynczej (*he/she/it*) do czasownika dodajemy końcówkę *-s*. *He lives in Rome.*

W pozostałych osobach (*I/you/we/they*) czasownik jest w formie podstawowej tak jak w zdaniach przeczących po *don't* i *doesn't* oraz w pytaniach po *do* lub *does*.

Zdania twierdzące	Zdania przeczące
<i>I/You/We/They drink milk.</i>	<i>I/You/We/They don't drink milk.</i>
<i>He/She/It drinks milk.</i>	<i>He/She/It doesn't drink milk.</i>

Pytania	Krótkie odpowiedzi
<i>Do you/we/they drink milk?</i>	<i>Yes, I/we/they do.</i> <i>No, I/we/they don't.</i>
<i>Does he/she/it drink milk?</i>	<i>Yes, he/she/it does.</i> <i>No, he/she/it doesn't.</i>

Zasady pisowni:

- Gdy czasownik kończy się na *-o, -s, -ss, -sh, -ch, -x, -z*, dodajemy *-es*.

*He watches football every Saturday.*

- Gdy czasownik kończy się na spółgłoskę + *y*, zamieniamy *-y* na *-i* i dodajemy *-es*.

*She studies English.*

### Present continuous (czas teraźniejszy ciągły)

Czasu *present continuous* używamy, gdy opisujemy:

- czynności, które odbywają się w momencie mówienia:  
*I'm not playing football now because it's raining.*

- czynności, które odbywają się w szerzej rozumianej teraźniejszości:

*I'm reading a good book today.*

- sytuacje o charakterze tymczasowym:

*My brother is studying in Spain until next June.*

Czas *present continuous* tworzymy za pomocą odpowiedniej formy czasownika *to be (am, are, is)* oraz czasownika głównego z końcówką *-ing*.

W zdaniach przeczących dodajemy *not* po *am, are, is*.

W pytaniach umieszczamy *am/are/is* przed podmiotem.

Zdania twierdzące	Zdania przeczące
<i>I'm studying science.</i>	<i>I'm not studying maths.</i>
<i>We/You/They are studying.</i>	<i>We/You/They aren't studying.</i>
<i>He/She is studying.</i>	<i>He/She isn't studying.</i>
<i>It is raining.</i>	<i>It isn't raining.</i>

Pytania	Krótkie odpowiedzi
<i>Am I playing?</i>	<i>Yes, I am.</i> <i>No, I'm not.</i>
<i>Are we/you/they playing?</i>	<i>Yes, we/you/they are.</i> <i>No, we/you/they aren't.</i>
<i>Is he/she/it playing?</i>	<i>Yes, he/she/it is.</i> <i>No, he/she/it isn't.</i>

Zasady pisowni:

- Gdy czasownik główny ma jedną sylabę i kończy się na spółgłoskę, dodajemy *-ing*:

*work – working*

- Gdy czasownik ma jedną sylabę i kończy się na spółgłoskę po pojedynczej samogłosce (oprócz *w, x* lub *y*) zazwyczaj podwajamy ostatnią literę:

*stop – stopping, sit – sitting, plan – planning*

- Gdy czasownik kończy się na *-e*, literę tę usuwamy przed dodaniem końcówki *-ing*:

*make – making*

## Ćwiczenia 1–4

## GRAMMAR 2 Verb patterns: Verb + *-ing* or infinitive with *to*

Czasownik + bezokolicznik	<i>agree, decide, expect, hope, learn, manage, need, offer, plan, promise, seem, want, would like</i>
Czasownik + czasownik z końcówką <i>-ing</i>	<i>avoid, can't help, consider, enjoy, finish, not mind, suggest</i>
Czasownik + czasownik z końcówką <i>-ing</i> lub czasownik + bezokolicznik	<i>begin, continue, hate, like, love, prefer, start</i>

### Czasownik + bezokolicznik (infinitive)

Po niektórych czasownikach (*want*), stosujemy bezokolicznik (*to be*).

*I want to be* more active.

### Czasownik + czasownik z końcówką -ing (gerund)

Po niektórych czasownikach (*enjoy*), stosujemy czasownik z końcówką -ing (*gerund – meeting*).

*I enjoy meeting* new people.

### Czasownik + gerund lub czasownik + bezokolicznik (infinitive)

Po niektórych czasownikach (*like*), możemy zastosować gerund albo bezokolicznik.

*They like sharing/like to share* information.

### Ćwiczenia 5–7

## Grammar practice

- 1 Complete the short dialogues. Use the notes to write present simple questions and answers.

- 1 A: you / live in Argentina? *Do you live in Argentina?*  
B: yes *Yes, I do.*
- 2 A: he / play football?  
B: no
- 3 A: they / know Beatriz?  
B: yes
- 4 A: we / ready?  
B: yes
- 5 A: I / late?  
B: no
- 6 A: you / like school?  
B: yes
- 7 A: she / study languages?  
B: yes
- 8 A: you two / want some help?  
B: no

- 2 Complete the sentences using the present continuous form of the verbs in the box.

expect get have stay study take talk try

- 1 I  for my final exams.
- 2 My brother  to find a part-time job.
- 3 They  in a hotel.
- 4 We  a lot of fun!
- 5 You  a German class, right?
- 6 She  an email from her teacher.
- 7 I think he  to the new student. He's very outgoing.
- 8 It's pretty loud in here. I  a headache.

- 3 Choose the correct option to complete each sentence.

- 1 Please be quiet. We *watch* / *are watching* a film.
- 2 Phillip *plays* / *is playing* football every week for the school team.
- 3 I can't come out this evening. I *study* / *am studying* for the geography test.
- 4 What *do you do* / *are you doing* in the kitchen?  
You *make* / *are making* a real mess!
- 5 It *takes* / *is taking* twenty minutes to get to the town centre from the school.
- 6 We *just sit* / *are just sitting* at home right now because it *rains* / *is raining* really heavily.

- 4 Translate the Polish fragments of the sentences into English.

- 1 (Znamy)  his first name but not his last name.
- 2 (On woli)  football to basketball.
- 3 (Uczysz się)  to play the guitar very quickly.
- 4 (Czy ona uczy się)  Spanish?
- 5 (Wciąż myślę)  about the test.
- 6 (Odrabiamy)  homework right now.

- 5 Choose the two options that can complete each sentence.

- 1 They  talking to each other.  
**a** enjoy      **b** like      **c** want
- 2 I  to learn to talk about my feelings.  
**a** can't help      **b** want      **c** need
- 3 We  asking our mother for advice.  
**a** prefer      **b** suggest      **c** agree
- 4 Can you  to write about your experience?  
**a** consider      **b** begin      **c** manage
- 5 He  to believe his brother is telling the truth.  
**a** seems      **b** enjoys      **c** wants

- 6 Put the words in the correct order to make sentences.

- 1 sister / I / my / to / hope / talk / to
- 2 wants / to / my / explain / feelings / me / She
- 3 We / emotions / mind / don't / about / talking
- 4 hate / You / your / sharing / feelings
- 5 know / would / He / to / it / like / about / more
- 6 My / get / lazy / she / seems / to / good / is / friend / marks / but

- 7 Complete the sentences with the verbs in brackets. Use one -ing form and one infinitive form in each sentence.

- 1 I really enjoy  . I want  a new book every week. (*read*)
- 2 I suggest  some new people. You can expect  new people by joining a club. (*meet*)
- 3 They seem  painting. Even when they're in a bad mood, they can't help  it. (*enjoy*)
- 4 He agreed  to the cinema with us. He didn't consider  out for dinner afterwards, though. (*go*)
- 5 Do you mind  for Ella? We need  about ten minutes. (*wait*)

# Wordlist Unit 1

3 7

## VOCABULARY p. 13

a little bit (adv) /ə 'lɪtl̩ bɪt/ troszka, nieco  
active (adj) /'æktyv/ aktywny  
calm (adj) /kɑ:m/ spokojny  
caption (n) /'kæpʃən/ podpis pod obrazkiem  
cheerful (adj) /'tʃɪəfl̩/ radosny  
classmate (n) /'klɑ:smeɪt/ kolega/koleżanka z klasy  
confident (adj) /'kɒnfɪdənt/ pewny siebie  
cool (adj) /ku:l̩/ spokojny, opanowany; świetny  
easy-going (adj) /i:zɪ'gəʊɪŋ/ opanowany, wyrozumiały  
friendly (adj) /'frendli/ przyjazny  
funny (adj) /'fʌni/ zabawny, śmieszny  
go out with (phr v) /'gau 'aut wɪð/ spotykać się z  
happy (adj) /'hæpi/ radosny; szczęśliwy  
hard-working (adj) /ha:d'wɜ:kɪŋ/ pracowity  
helpful (adj) /'hɛlpfl̩/ pomocny  
honest (adj) /'onɪst/ uczciwy, szczerzy  
intelligent (adj) /ɪn'telɪdʒənt/ inteligentny  
kind (adj) /kaɪnd/ uprzejmy  
laugh (v) /laʊf/ śmiać się  
lazy (adj) /'leɪzi/ leniwy  
loud (adj) /laud/ głośny  
make mistakes (phr) /meɪk mɪ'steɪks/ popełniać błędy  
nasty (adj) /'næsti/ okropny, złośliwy, niemilny  
nervous (adj) /'nɜ:vəs/ nerwowy; zdenerwowany  
nice (adj) /naɪs/ miły, sympatyczny  
personality (n) /pə'rensələti/ osobowość  
perspective (n) /pə'spektɪv/ punkt widzenia  
popular (adj) /'pɔ:pjʊlər/ popularny, lubiany  
quiet (adj) /'kwɔ:zət/ cichy, spokojny  
relaxed (adj) /rɪ'læksɪt/ opanowany; odpocząwy  
serious (adj) /'sɪriəs/ poważny  
shy (adj) /ʃaɪ/ nieśmiały  
smart (adj) /smɔ:t/ bystry  
sociable (adj) /'sauʃəbl̩/ towarzyski  
succeed (v) /sək'si:d/ odnosić, osiągnąć sukces  
take turns (phr) /teɪk 'tɜ:nz/ robić coś na zmianę  
talented (adj) /'teləntɪd/ utalentowany  
twin (n) /twɪn/ brat bliźniak/siostra bliźniaczka

## LISTENING p. 14

achievement (n) /'aɪ:tʃɪ:vment/ osiągnięcie  
amazing (adj) /'a'meɪzɪŋ/ zdumiewający  
attend (v) /'a:tend/ brać udział w  
be into (phr v) /bi: 'ɪnto/ interesować się, pasjonować się czymś  
be on a team (phr) /bi: on a 'ti:m/ być w drużynie  
cash prize (n) /kæʃ 'praɪz/ nagroda pieniężna  
check out (phr v) /tʃek 'aʊt/ sprawdzać, zbadać  
competition (n) /kɒmpə'tɪʃn/ konkurs, zawody  
connection (n) /kə'nektʃn/ połączenie  
defeat (v) /dɪ'fɪt/ pokonać  
design (v) /dɪ'zaɪn/ zaprojektować  
driving game (n) /'draɪvɪŋ ,geɪm/ gra wyścigowa  
environment (n) /ɪn'veərənmənt/ środowisko naturalne

event (n) /'evnt/ wydarzenie  
exciting (adj) /'ɪk'saɪtɪŋ/ pasjonujący  
gamer (n) /'geɪmə/ gracz  
gaming (n) /'geɪmɪŋ/ granie w gry  
graphics (n) /'græfɪks/ grafika  
necessary (adj) /'nesəsəri/ konieczny  
quality (n) /'kwɑ:lit̩/ jakość  
scenario (n) /sa'nə:riəu/ scenariusz  
semi-final (n) /'semɪ'fɪnəl/ półfinał  
shooting game (n) /'ʃu:tɪŋ ,geɪm/ strzelanka  
sound (v) /saʊnd/ brzmieć  
strategy game (n) /'strætədʒɪ ,geɪm/ gra strategiczna  
take part (phr) /teɪk 'pɔ:t/ brać udział  
tournament (n) /'tuənəmənt/ turniej  
type (n, v) /taɪp/ rodzaj; pisać na klawiaturze  
well-known (adj) /'wel'nəʊn/ sławny, znany  
win (v) /wɪn/ wygrać

## GRAMMAR 1 p. 15

activity (n) /æk'tɪvɪt̩/ zajęcie  
all over the world (phr) /'ɔ:l ,əvər ðə 'wɜ:ld/ na całym świecie  
enjoy (v) /ɪn'dʒɔ:/ cieszyć się z, lubić  
especially (adv) /'espeʃəli/ szczególnie  
language (n) /'læŋgwɪdʒ/ język  
real (adj) /rɪəl/ prawdziwy  
science (n, adj) /'saɪəns/ nauka; naukowy  
separate (adj) /'sepərət/ osobny  
show (n, v) /ʃəʊ/ pokaz, seans; pokazać  
stay (v) /steɪ/ pozostawać, mieszkać  
technology (n) /tek'nɒlədʒɪ/ technologia

## READING pp. 16–17

according to (prep) /ə'kɔ:dzɪŋ tə/ według, zgodnie z  
afraid (adj) /'a:fred/ wystraszony; pełen obaw  
angry (adj) /'æŋgrɪ/ zły, rozniewierany  
anxious (adj) /'æŋkʃəs/ zaniepokojony  
at least (conj) /ət 'li:st/ co najmniej  
avoid (v) /ə'veɪd/ unikać  
basic (adj) /'beɪsɪk/ podstawowy  
become (v) /bɪ'kʌm/ stać się  
believe (v) /bɪ'lɪv/ wierzyć  
bored (adj) /bɔ:d/ znudzony  
brain (n) /breɪn/ mózg  
breathe (v) /bri:t̩/ oddychać  
carefully (adv) /'keəfəli/ ostrożnie  
cartoon (n) /kɑ:t'u:n/ kreskówka, komiks  
closely (adv) /'klaʊsli/ blisko, ściśle  
compare (v) /kam'peə/ porównywać  
complicated (adj) /'kɒmplɪkɪtɪd/ skomplikowany  
danger (n) /'deɪndʒə/ niebezpieczeństwo  
die (v) /daɪ/ umierać  
different (adj) /'dɪfrənt/ inny, różny  
disagree (v) /dɪs'a:gri:/ nie zgadzać się  
exactly (adv) /ɪg'zæktl̩/ dokładnie  
excited (adj) /ɪk'saɪtɪd/ podekscytowany  
expect (v) /ɪk'spekt/ oczekiwac  
experience (v, n) /ɪk'spəriəns/ doświadczać; doświadczenie  
explain (v) /ɪk'splæn/ wyjaśniać, wytłumaczyć  
face-to-face (adj), face to face (adv) /'feɪs tə 'feɪs/ twarzą w twarz  
fear (n) /fər/ strach, lęk  
feeling (n) /'fi:lɪŋ/ uczucie

## flipper (n) /'flɪpə/ płetwa

frightened (adj) /'fraɪtn̩d/ przerażony  
fur (n) /fɜ:/ futro, sierść  
happiness (n) /'hæpɪnəs/ szczęście  
hide (v) /haɪd/ ukrywać  
human (adj) /'hju:man/ ludzki  
identify (v) /aɪ'dentɪfaɪ/ zidentyfikować, rozpoznać  
important (adj) /ɪm'pɔ:tnt/ ważny  
impossible (adj) /ɪm'posəbl̩/ niemożliwy  
lonely (adj) /'laʊnli/ samotny  
make sense (phr) /,meɪk 'sens/ mieć sens  
mammal (n) /'mæml̩/ ssak  
obvious (adj) /'obvɪəs/ oczywisty  
prove (v) /pru:v/ udowodnić  
recent (adj) /'ri:sn̩t/ niedawny  
recognise (v) /rekognɪz/ rozpoznawać  
relieved (adj) /rɪ'lɪvd/ uspokojony; uszczęśliwiony  
rescue (v) /'reskju:/ ratować  
research (n) /rɪ'sə:tʃ/ badania naukowe  
sad (adj) /sæd/ smutny  
sadness (n) /'sædn̩s/ smutek  
scientific (adj) /sə'ren'tɪfɪk/ naukowy  
scientist (n) /sə'rentɪst/ naukowiec  
seal (n) /seɪl/ foka  
seem (v) /si:əm/ wydawać się jakimś  
similar (adj) /'sɪmɪlər/ podobny  
story (n) /'stɔ:ri/ opowieść, historia  
stranger (n) /'streɪndʒə/ nieznajomy; nieznajoma  
survive (v) /sa'veɪv/ przetrwać, przeżyć  
thick (adj) /θɪk/ gruby  
understand (v) /'ʌndə'stænd/ rozumieć  
upset (adj) /'ʌp'set/ zmartwiony, zdenerwowany  
whale (n) /'weɪl̩/ wieloryb  
whenever (adv) /'wen'evə/ gdziekolwiek  
worried (adj) /'wɔ:rid/ zmartwiony  
worry (v) /'wɔ:rɪ/ martwić się

## GRAMMAR 2 pp. 18–19

actually (adv) /'æktyʃuəl̩/ właściwie, faktycznie  
advice (n) /'ad'veɪs/ rada  
bother (v) /'boðə/ kłopotłać (się)  
dislikes (n) /dɪs'lazks/ rzeczy nie lubiane  
drop (v) /drɒp/ spadać, upuszczać  
likes (n) /lazks/ upodobania; rzeczy lubiane  
locked (adj) /lɒkt/ zamknięty na klucz  
manage (v) /'mænɪdʒ/ radzić sobie, zdołać  
not mind (phr) /nɒt 'maɪnd/ nie mieć nic przeciwko  
pass an exam (phr) /pa:s ən ɪg'zæm/ zdawać egzamin  
physically (adv) /'fɪzɪklɪ/ fizycznie  
postcard (n) /'pəʊstkɑ:d/ pocztówka  
prefer (v) /prɪ'fər/ woleć  
promise (v) /'prɒmɪs/ obiecywać  
receive (v) /rɪ'si:v/ otrzymywać  
send (v) /sɛnd/ wysyłać  
share (v) /ʃea/ dzielić (się)  
suggest (v) /sə'dges/ proponować  
trip (n) /trɪp/ wycieczka

## SPEAKING p. 20

belong to (phr v) /bɪ'lɔŋ tə/ należeć do  
express (v) /ɪk'spres/ wyrażać

**go camping** (phr) /'gəʊ 'kæmpɪŋ/ jechać na biwak/pod namiot  
**hiking** (n) /'haɪkɪŋ/ wędrowanie, turystyka piesza  
**mailbox** (n) /'meɪlboks/ skrzynka na listy  
**own** (adj) /əʊn/ własny  
**way** (n) /weɪ/ sposób

## WRITING p. 21

**age** (n) /eɪdʒ/ wiek  
**contraction** (n) /kən'trækʃn/ forma skrócona, skrócona  
**description** (n) /dɪ'skrɪpʃn/ opis  
**ending** (n) /'endɪŋ/ zakonczenie  
**enough** (adv) /ɪ'nʌf/ dosyć  
**exchange** (v) /ɪk'stɛɪndʒ/ wymienić się  
**greeting** (n) /'grɪ:tɪŋ/ pożdrowienie  
**home town** (n) /'haʊm 'taʊn/ miasto rodzinne  
in Year 9 (phr) /ɪn jɪə 'naɪn/ w dziewiątej klasie

**informal** (adj) /ɪn'fɔ:ml/ nieoficjalny  
**introduce** (v) /ɪn't्रa'dju:s/ przedstawić się  
**know each other** (phr) /'nau ,itʃ 'ʌðə/ znać się nawzajem  
**sender** (n) /'sendə/ nadawca  
**tips** (n) /'tɪps/ wskazówki

## SKILLS REVIEW pp. 22–23

**appearance** (n) /'a:pɪərəns/ wygląd zewnętrzny  
**as a result** (phr) /'æz ə rɪ'zʌlt/ w efekcie  
**can't stand** (phr) /kən't stænd/ nie móc czegoś znieść  
**enrol** (v) /'en'rəul/ zapisywać się  
**handsome** (adj) /'hænsəm/ przystojny  
**hold** (v) /haʊld/ trzymać  
**immediately** (adv) /ɪ'mi:dɪətl/ natychmiast  
**instead of** (prep) /ɪn'sted əv/ zamiast, w zamian  
**invent** (v) /ɪn'vent/ wynaleźć  
**lyrics** (n) /'lɪrɪks/ słowa, tekst piosenki

**mad** (adj) /mæd/ szalony, wściekły  
**notice** (v) /'nəutɪs/ zauważać  
**probably** (adv) /'prəbəbl/ prawdopodobnie  
**recognise** (v) /'rekognəz/ rozpoznawać  
**registration** (n) /,redʒɪ'streɪʃn/ rejestracja, zapisy  
**rude** (adj) /ru:d/ niegrzeczny  
**spend** (v) /spend/ wydawać ( pieniądze); spędzić czas

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przysłówka
(adv)	adverb – przysłówka
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

## LEXICAL EXERCISES

### 1 Choose the correct option to complete both sentences.

1 What ... of games do you prefer?

I must learn to ... faster on the keyboard.

- a play
- b use
- c type

2 It was very ... of you to wait for me.

I am not into this ... of music.

- a kind
- b style
- c nice

3 What time does the last ... start?

He didn't want to ... me his SMSes.

- a break
- b show
- c text

4 Please do not ... these glasses. They break easily.

You need to add a ... of oil to this mixture.

- a touch
- b drop
- c bit

### 2 Translate the Polish fragments of the sentences into English.

1 This candidate seems too (*cichy i poważny*) ... . He isn't at all suitable.

2 We must meet (*twarz w twarz*) ... instead of talking on the phone.

3 Do you know anything about the most (*ostatnie badania*) ... on human emotions?

4 Who (*jest właściwie*) ... interested in our project?

5 I want (*odnieść sukces*) ... in the school competition.

### 3 Complete the sentences with the correct form of the word in capitals.

1 This email is ... . It's written to a friend.

FORMAL

2 If you ... with our decision, you can always leave the team.

AGREE

3 He is a ... person. His voice is unique.

TALENT

4 We need a good internet ... to use this app.

CONNECT

5 I am perfectly prepared. It is my coach's best ... .

ACHIEVE

### 4 For sentences 1–4, complete the second sentence so that it has the same meaning as the first. Use the words in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 He lives next door.

IS

He ... .

2 We like buying books.

MONEY

We like ... on books.

3 I'd like to participate in this competition.

TAKE

I'd like ... in this competition.

4 I feel fear when I see a spider.

AM

I ... of spiders.

2

# Where the heart is

## IN THIS UNIT YOU LEARN

### VOCABULARY

- places to live
- different and unique houses
- rooms and furniture
- home equipment
- suffix -ion

### GRAMMAR

- past simple
- used to
- past continuous

### SKILLS

#### Listening

- living in different places around the world
- true/false, multiple choice

#### Reading

- living on international space station
- multiple choice

#### Speaking

- living in unusual places
- giving reasons

#### Writing

- a blog post – a description of a place

### CRITICAL THINKING

- analysing facts and opinions

### TED TALK

- houses made from local materials



## 2A Vocabulary

Describing where you live

*Describing places to live*

- 1 Look at the inside of the house in the photo. What things do you see?

an armchair	art/decorations	a chair	a door	a light
a refrigerator	a sofa	stairs	a table	a window

- 2 Work in pairs. Describe the photo. Answer the questions.

- 1 Who do you think lives in this house? Why do you think so?
- 2 Would you like to live in a house like this? Why?/Why not?
- 3 Tell your partner about the most memorable place you stayed overnight.

- 3 Complete the city descriptions with the words in the boxes.

business lively old-fashioned residential shopping district walkable

### A new city: Songdo, South Korea

Songdo International Business District is a 'planned' city in South Korea. It includes a (1) **business** area where companies like Samsung have offices, a (2) ... with shops and restaurants, and also (3) ... areas where people live. This includes a skate park and a lake with boats to hire. There's also a (4) ... and exciting entertainment area, with a concert hall, an arts centre and cinemas. Everywhere in the city is (5) ..., so people don't need to use their cars much. Bikes are very popular, too. None of the buildings in the city is (6) ... because the city is only a few years old.

crowded historic modern rural suburban traditional urban

### An ancient city: Mexico City

Mexico City is about seven hundred years old. The city centre feels very busy and (7) **urban**, with busy shopping streets which sometimes get very (8) .... However, Chapultepec Park, in the middle of the city, is the largest city park in Latin America. It has an amusement park, a swimming pool and an old castle. There aren't many (9) ... buildings in the (10) ... city centre. Construction began in the 1500s, so many buildings are old and (11) .... There are, however, modern office buildings in Santa Fe, the city's business district. And there are homes and apartment buildings in the more quiet (12) ... areas, which grew around the city centre in recent times. There are also many beautiful (13) ... areas – areas without buildings – near Mexico City, like Desierto de los Leones National Park, which is actually within the city limits.

### 4 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- 1 Are there cities like Songdo or Mexico City in your country? How are they similar?
- 2 Would you prefer to live in an urban, suburban or rural area? Why?  
Consider:
  - shops and restaurants
  - green spaces and parks
  - transport
  - entertainment (cinemas, arts, parks)

**TED speaker, Elora Hardy,  
designs houses using local  
bamboo in Bali, Indonesia.**

## 2B Listening

Listening to people talking about living in different places around the world

- 1 Listen to the news report about living in Vienna, Austria. Choose the correct words to complete each sentence. **8**

- 1 Vienna is one of the world's most *pleasant* / *expensive* cities.
- 2 The boy lives in a *modern* / *historic* area near the city centre.
- 3 He says that people in New York pay *more* / *less* to go out with friends.
- 4 The girl says that the *underground is* / *restaurants are* open 24 hours.
- 5 She *lives* / *works* in the suburbs.
- 6 She says the suburbs *are* / *aren't* boring.

- 2 Listen to the recording about a famous village in Poland. Decide if the sentences are true (T) or false (F). **9**

- 1 Zalipie is a district of Krakow. **...**
- 2 Public places are also decorated. **...**
- 3 Smoke used to make the walls of houses dirty. **...**
- 4 There is a competition held in Zalipie every winter. **...**
- 5 The tradition of painting houses ended in 1974. **...**

A nicely decorated house in Zalipie, Poland



- 3 Listen again. Choose the correct option to complete each sentence. **10 9**

- 1 The tradition of decorating the houses started **...**.
  - a quite recently
  - b in 1948
  - c over 100 years ago
- 2 The winner of the competition is the person who **...**.
  - a takes the most beautiful photo
  - b paints their house most beautifully
  - c adds the most interesting object to the museum
- 3 The museum is located in **...**.
  - a the house of a local artist who died in 1974
  - b a building which used to be a church
  - c the Women Painters' House

### 4 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- 1 Would you rather live in Zalipie, Vienna, Songdo or Mexico City? Why?
- 2 Nearly half of the world lives in rural areas. What are the pros (good things) and cons (bad things) about living in a rural area?
- 3 Look at the photo of the container house on p. 31. Would a house like this fit in your town or city?

## 2C Grammar 1

Past simple, used to

Using past simple and used to to describe past events

- 1 Work in pairs. Answer the questions from the news report about Vienna. Listen again to check your answers. ▶ 8

- 1 When did the boy's family move to Vienna?
- 2 Why did they move to Vienna?
- 3 Where did they stay when they first arrived?
- 4 Why did the girl's family move to the suburbs?

### Past simple

We moved here five years ago.

I didn't like it at first.

Did you meet new friends? Yes, I did. I met a lot of people.

Where did you live when you were a child? I lived in Madrid.

More explanation in Grammar reference on p. 42.

- 2 Look at the Grammar box. Match the two parts of the sentences to make rules about the past simple.

- 1 For affirmative statements about the past,
- 2 For negative statements about the past,
- 3 For questions about the past,
- 4 We use the past simple to talk about
  - a we use *didn't* + infinitive
  - b actions completed in the past.
  - c we use infinitive + *ed* (regular verbs) or past simple form (irregular verbs).
  - d we use *did* + infinitive

More practical exercises in Grammar practice on p. 43.

Do exercises 1–3.

- 3 Put the past simple form of the verbs in the correct column in your notebook.

be	become	decide	have	like	live	make
meet	move	see	take	think	want	work

Regular	Irregular
liked	was/were became

- 4 Complete the sentences with some of the verbs in exercise 3.

- 1 When I was twelve, my family ... to Hong Kong.
- 2 At first, my brother and I ... it was a wonderful place to live – so busy and lively.
- 3 We ... in an apartment near the business district, and we ... a lot of new people.
- 4 But our father and mother both ... very hard in their new jobs and they were never at home.
- 5 We soon ... bored with our life there and ... to move back home.

In some places, like London, England, entire neighbourhoods are made of shipping containers.

- 5 Use the past simple to complete the text about an interesting living situation.

When did Brenda Kelly (1) ... (become) interested in very small houses? When she was just thirteen years old. She (2) ... (draw) plans and pictures and (3) ... (dream) of building her own small house.

A few years later, she (4) ... (be) ready for a house, but she (5) ... (not have) a lot of money to spend on it. One day, she (6) ... (see) some shipping containers at a container terminal\* and she (7) ... (think) it would be cool to live in one.

Brenda (8) ... (not be) sure it was possible to make a house from a container. She did research and found people who (9) ... (make) houses with materials that used to be something else. It (10) ... (not take) long for her to find help and start building.

**terminal** a dock or port where ships load and offload goods

### used to

My dad used to work in a bank.

We didn't use to live in a container house; we lived in a flat.

Did you use to visit the city centre a lot? No, we didn't.

More explanation in Grammar reference on p. 42.

- 6 Look at the Grammar box above. Answer the questions.

- 1 Do the sentences say exactly when the past habits, routines or states happened?
- 2 How do we form questions and negatives with used to?
- 3 Can we use the past simple to talk about past habits, routines or states as well as used to?

More practical exercises in Grammar practice on p. 43.

Do exercises 4–5.

- 7 Choose the correct options to complete the text.

Brenda Kelly's house (1) travels / used to travel the world on trucks, trains and boats carrying products from place to place. But shipping containers (2) aren't / didn't use to be the only building material that (3) are / used to be something else.

In the mountains of Chile, there's a house that (4) flies / used to fly – because (5) it's / it used to be an old aeroplane. And at a farm in the Netherlands, you can stay in a train hotel that (6) carries / used to carry passengers every day – and it has a kitchen sink (7) that's / that used to be a car tyre!





An astronaut looks at Earth out of a porthole (a window) on the International Space Station.

# All the comforts of home

## VOCABULARY BUILDING Suffix -ion

### Using suffixes to make nouns

We can use the suffix **-ion** to make the noun form of many common verbs. There are several ways to do this:

**-ion:** communicate → communication

**-ation:** imagine → imagination

Add **-ion** to the end of the word: direct → direction

- 1 Read the Vocabulary building box. Then complete the table in your notebook. Use a dictionary if necessary.  
Listen and check your answers. 10

Verb	Noun
accommodate	(1) ...
construct	(2) ...
direct	(3) ...
educate	(4) ...
(5) ...	exploration
locate	(6) ...
(7) ...	transport / transportation

- 2 Complete the text with words from exercise 1.

The International Space Station is a base for space (1) ... and research. It travels 400 kilometres (249 miles) above the Earth, always moving in an east-to-west (2) ... . Moving at 28,000 kilometres (17,398 miles) per hour, it passes over the same (3) ... on Earth every four minutes. Rockets (4) ... astronauts to and from the ISS, which can (5) ... six astronauts at one time.

## READING

### Understanding a text about living on international space station

- 3 Work in pairs. Describe the photo then discuss.

- 1 What things in the photo do you have in your own bedroom?
- 2 What do you think these rooms are like in a space station: bathroom, kitchen, living room, dining room?
- 3 Tell your partner about your visit to an unusual place.



## 11 'The size is similar to an old telephone box\*',

said Japanese engineer Koichi Wakata as he was giving a video tour of his bedroom in the International Space Station (ISS). 'It's a little taller than my height. There's a sleeping bag here, which is very comfortable.' It's fixed\* to the wall so I don't float away.' Wakata, who lived on the ISS three different times, had two computers in his room: one for official ISS business and a second for internet access. He also had a camera and earphones for communication with family and friends back home on Earth. His room also had a small lamp for reading in bed, but instead of a wardrobe for his clothes, he kept them in a small storage locker. There simply wasn't room for a table or chair.

The ISS accommodation didn't offer Wakata many luxuries, but it provided a lot of the basic comforts of a usual home. He and the other astronauts ate packaged food in a small kitchen and dining area, which had an oven but no fridge. Wakata couldn't have a shower in the ISS, but Italian astronaut Samantha Cristoforetti, who spent 199 days on the space station, explained that when she was living there, every astronaut had an area where they washed, brushed their teeth and so on. 'But you don't have a sink,' she explains. When she was washing, she used very small amounts of water from small containers and a special 'no-rinse' soap and shampoo.

As astronaut Scott Kelly tweeted, 'All the comforts of home. Well, most of them.'

**telephone box** a small booth where people could use public phones fixed stuck, fastened

### The International Space Station (ISS) timeline

**1984** The US government decided to build a space station for scientific research, education and space exploration.

**1990s** The Russian, Canadian, Japanese and European space programmes agreed to help with the construction.

**1998** The Russian space agency sent the first part of the ISS into space, working with the other countries.

**1998 to 2009** Astronauts added to the ISS to improve the accommodation on it.

- 4 Read about skimming. Then skim the article. Choose the best description of the article (a–d).

To skim, read a text quickly without focusing on all of the words. Only look for main ideas. Read the title and the first sentence of each paragraph, and notice familiar and repeated words throughout the text.

- a It explains how engineers designed the living areas of the International Space Station.
- b It gives examples of problems that astronauts have living in the International Space Station.
- c It gives a description of the living areas in the International Space Station.
- d It talks about how people will build homes on Mars.

- 5 Choose the correct option to complete each sentence.

- 1 Koichi Wakata's ... is the size of an old telephone box.  
a wardrobe    b bedroom    c bed
- 2 The bed is ... .  
a on the floor    b on the wall    c under the table
- 3 There are no ... in Koichi's bedroom.  
a chairs    b clothes    c computers
- 4 Wakata could not use ... on the ISS.  
a a fridge    b an oven    c earphones
- 5 Look at the timeline. Originally, the ISS was ... programme.  
a a Russian    b a Japanese    c an American

### CRITICAL THINKING

#### Analysing facts and opinions

A fact is something that is true for everyone, for example, *Tokyo is in Japan*. An opinion is something you believe, but you can't prove, for example *Tokyo is the world's most exciting city*. We often mix fact and opinion when we communicate, so it's important to think about what is fact and what is opinion.

- 6 Look at the Critical thinking box. Are the sentences fact (F) or opinion (O)?

- 1 The bedroom is small.
- 2 The sleeping bag is very comfortable.
- 3 The computer provides internet access.
- 4 The food in space isn't very tasty.
- 5 There's no shower on the ISS.

- 7 Work in pairs. Follow the steps.

- 1 Scott Kelly thinks that the ISS has most of the comforts of home. Do you agree or disagree? Why?
- 2 Make a list of six things to take with you to live on the ISS. You will have basic food and water but you may choose to bring special food or drinks.
- 3 Now remove five things from the list. Decide which is the most useful thing and explain your choice. Give reasons why you reject the other things.

## 2E Grammar 2

### Past continuous

Using past continuous to describe ongoing past events

- 1 Can you remember who did what, according to the article? Match the two parts of the sentences.

- 1 When he was living on the ISS, Koichi Wakata
  - 2 When Samantha Cristoforetti was working in space, she
  - 3 When Scott Kelly was doing his research, he
- a washed with 'no-rinse' soap.  
b sometimes stopped to send tweets back to Earth.  
c often spoke with friends and family at home.

#### Past continuous

Koichi Wakata **was giving** a tour of his bedroom in the ISS.

Koichi Wakata **wasn't living** on the space station when he described his bedroom there.

When Samantha Cristoforetti **was living** there, every astronaut had an area where they washed.

More explanation in Grammar reference on pp. 42–43.

- 2 Look at the Grammar box. Choose the correct options to make rules about the past continuous.

- 1 The bold expressions describe *ongoing actions or events / general situations* in the past.
- 2 All of them are formed with the past simple of *be / have* and a verb in the *-ed / -ing* form.
- 3 Read the text. For each verb in bold, choose S (ongoing past situation) or A (past action or event).

#### The perfect home

When Charlotte Tindle (1) **was preparing** to move to London to study music, her college (2) **suggested** student housing at a price of £1,000 per month. That's £36,000 for three years! The Tindles (3) **were making** plans to pay for Charlotte's housing when Mr Tindle (4) **had** an idea: why not spend the money on a houseboat and then sell it afterwards? And so the family (5) **bought** one. While they (6) **were cleaning** and (7) **repairing** the boat, friends (8) **joined** in and helped. Charlotte says that living in her unusual house is an adventure, but 'it is my home,' she says.

1 ...    2 ...    3 ...    4 ...    5 ...    6 ...    7 ...    8 ...

More practical exercises in Grammar practice on p. 43. Do exercises 6–8.

- 4 Read the text in exercise 3 again. Disagree with these statements.

- 1 Charlotte wasn't expecting to leave home.  
*Yes, she was. She was preparing to move to London to study music.*
- 2 Before she went to college, Charlotte was living with a roommate.
- 3 Charlotte was planning to live on a boat when she went to college.
- 4 The Tindles were expecting the college to pay for Charlotte's housing.
- 5 The Tindles were relaxing while Charlotte's friends cleaned the boat.



Rows of canal boats and houseboats

- 5 Complete the text with the past simple or the past continuous forms of the verbs in brackets.

### Coming together and mixing

When Yinka Ilori (1) ... (grow up), his parents often (2) ... (advise) him to think about becoming an engineer. Instead, when he finished high school, he (3) ... (choose) to study furniture design. Three years after he (4) ... (graduate), while he (5) ... (try) to develop his own style, he (6) ... (do) a project where he took two old chairs and made them into one new one. He then (7) ... (realise) that his work was about storytelling and different cultures coming together and mixing. He (8) ... (develop) these ideas when an art expert (9) ... (find) his work online and invited him to show it at Milan Design Week – the world's largest design fair.

- 6 Translate the Polish fragments of the sentences into English. Use the past continuous.

- 1 Why (nie słuchaliście) ... to the woman and to her advice on how to decorate a living room?
- 2 (Naprawiałem) ... the light in the cellar when my neighbour came and offered to help me.
- 3 (Oni szukali) ... for a place to live in the suburbs for some time but they finally decided to stay in the city centre.
- 4 My mother (nie planowała) ... to do any shopping but when she saw some beautiful curtains for the bedroom, she just had to buy them.
- 5 During his two-week stay in the Netherlands, Mick (mieszkał w domu na łodzi) ... on a canal.

- 7 Read the text. Choose the correct option to complete each gap.

When I was a teenager, I used to live in a small village in the south of Poland. I liked it because we had a big house with a lot of space and I had my own bedroom. I (1) ... do my homework or study there, though. My father built a study especially for me and my brother. It was in the attic. When it was ready, my brother and I could decide how to decorate and furnish it. We (2) ... for over two weeks, but the effect was fantastic! How (3) ... it? We put a lot of posters on the walls and we fixed loudspeakers on two of the walls. The sound was awesome when we (4) ... to our favourite music!

- 1 a didn't use to  
b used to  
c did
- 2 a decorated  
b were decorating  
c didn't decorate

- 3 a did we arrange  
b we arranged  
c we were arranging
- 4 a did listen  
b didn't use to listen  
c were listening



Yinka Ilori 'upcycles' old tables and chairs. He says, 'The UK is a very multicultural place: there are so many cultures here ..., and it's nice to try and put that into furniture.'

- 8 For sentences 1–4, complete the second sentence so that it has the same meaning as the first. Use the words in capitals. Do not change the form of this word. You may write between two and five words in each gap.

- 1 Did your neighbours move here from an urban or a rural area?  
**USE**  
... live in an urban or rural area before moving here?
- 2 Construction of the new amusement park took over a year.  
**WERE**  
They ... the new amusement park for over a year.
- 3 He shared a flat with two other students during his studies in Wrocław.  
**WAS**  
He shared a flat with two other students ... in Wrocław.
- 4 How much time did the artist spend photographing traditional wooden houses in Zakopane?  
**TAKING**  
How long ... of traditional wooden houses in Zakopane?

“With creativity and commitment, you can create beauty and comfort and safety, and even luxury, out of a material that will grow back.”

ELORA HARDY

## AUTHENTIC LISTENING SKILLS

*Understanding the main idea of the text*

### Listening for gist

When you listen, don't try to understand every word. Try to relax and focus on what you do understand, not what you don't understand. Notice words that the speaker repeats or stresses, and the types of words that are used a lot, for example, adjectives. Try to work out the connections between the words you understand.

- 1 Listen to the extract from the TED Talk. Choose the topics Elora talks about. 12

- a doors
- b windows
- c shapes
- d construction materials

## BEFORE YOU LISTEN

- 2 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

six-storey	bespoke home	tented bed	figure out
acoustic insulation	clump	harvest	concrete
hollow	durable	foster	pile

## WHILE YOU LISTEN

- 3 Listen to the extract from the TED Talk about the speaker. Check if you know the words and phrases in the box. TED 2.0

designer                    bamboo                    building material  
earthquake-resistant    sustainable material    footprint

- 4 Listen to part 1 of the talk. Choose the correct option to complete each sentence. TED 2.1

- 1 ... drew a fairy mushroom house.  
**a** When Elora was a child, her mother  
**b** Last year, Elora  
**c** When she was a child, Elora
- 2 The curved roof helps keep the house ... .  
**a** dry  
**b** cool  
**c** warm

- 3 It's easy to ... a person who is using the bathroom.  
**a** hear  
**b** see  
**c** avoid

- 5 Listen to part 2 of the talk. Are the sentences true (T) or false (F)? TED 2.2

- 1 Bamboo is a grass.  
2 Bamboo grows very slowly.  
3 Bamboo is light and strong.  
4 Hardy wants to build a school from bamboo.  
5 The Green School used sustainable materials.



- 6 Listen to part 3 of the talk. Choose the correct option to complete each sentence. **TED 2.3**

- 1 Elora builds models of her houses *to help sell houses to her customers / to test the design.*
- 2 She prefers to build doors that are *balanced / not shaped like teardrops.*
- 3 Bamboo grows back quickly, so it is *a safe / an environmentally friendly material.*

7 **VOCABULARY IN CONTEXT**

Listen to the sentences from the TED Talk. Check if you know the meaning of the phrases in the box.

**TED 2.4**

didn't feel right  
treat you well

I've got to tell you  
makes perfect sense

- 8 Work in pairs. Discuss the questions.

- 1 What is one thing that just *doesn't feel right* in your town or city?
- 2 Has someone ever *just had to tell you* something? What was it?
- 3 Who is one person who has *treated you well?*
- 4 In your city, what material *makes perfect sense* to build with?

## AFTER YOU LISTEN

9 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the following topics.

You are looking for a new house. You can choose from three houses built of different materials: bamboo, glass and metal or brick.

- 1 Choose a house in which you'd like to live and give reasons for your choice.
- 2 Give arguments why you reject the other two options.

## CHALLENGE

Make a three-slide presentation about your dream house.

Include the information about building materials, location and rooms inside.

Use relevant headings, texts and photos in your presentation.

## 2F Speaking

### Useful language

#### Giving reasons

Use *The reason ... because, so and as* to give reasons.

**The reason** he went there was to get away from his money problems.

He went **because** his business failed.

She thought life was too hard, so she left.

As he loved living a simple life in a tiny house, he didn't want to leave.

### Talking about living in unusual places

#### 1 Work in pairs. Discuss the questions.

- 1 For you, is the idea of living alone on a tropical island exciting or scary?
- 2 Think back to your answers to exercise 7 on page 33 about what you would like to take with you to live on the ISS. Would your answers be different for life on a tropical island? For example, what clothes would you take? How would you protect yourself from the sun? How would you get food?
- 3 What parts of civilisation would you miss the most?

#### 2 Listen to the dialogue. Are the sentences true (T) or false (F)? 13

- 1 David became rich and, as a result, he bought the island.
- 2 There was a small community of people already living on the island, so David joined them.
- 3 Denika left because she wasn't completely comfortable on the island.
- 4 David has electricity on the island because he set up a solar power system.
- 5 David says that moving to the island was a big mistake because he's not happy living alone.

#### 3 Read the Useful language box. Then, in small groups, take turns giving the reasons for the items you talked about taking to a tropical island in exercise 1. Try to use all of the expressions in the box.

*I'd want a computer because ...*

*I'd need a mobile phone.*

*The reason I'd want a music system is ...*

*I'd need a swimsuit as ...*

#### 4 Think of five things that you use every day. Explain why they are important to you, using the Useful language.

*I need my backpack every day because ...*

#### 5 Do you think your items would still be useful on a tropical island? With a group of three, plan a list of eight items to take, two for each of the following categories:

- health
- safety
- entertainment
- transport

Give reasons for each item.

Shuri Castle in Naha, Japan



# 2G Writing

A blog entry – a description of a place

*Writing a blog entry about a dream home or an interesting place*

- 1 Think of a home that you really like (but not your own home). It can be a place you have seen or visited – a friend's house or a famous place such as a castle. Answer the questions.

- 1 Where is it?  
2 What does it look like?  
3 When did you go there?  
4 How old is it?  
5 Why is it special?  
6 Who lives there (or used to live there)?  
7 What did you see or do there?

- 2 Read about Kana's visit to the castle. Answer the questions.

Shuri Castle is a brilliant castle in the city I'm from – Naha, Japan. I went there last year when my cousin was visiting from Tokyo, because the castle is famous in our area. The oldest part is about seven hundred years old. It has many beautiful buildings, pretty gardens and huge gates. That's the reason I like it. It's unlike any other place I've ever seen. A king used to live there, but now it is like a museum. When we were taking a tour, the tour guide showed us the inside of the castle and told us about its history. It's definitely the coolest house I've ever seen.

- 1 Where is Shuri castle?  
2 When did Kana go there?  
3 How old is it?  
4 Why is it special?  
5 Who used to live there?  
6 What did Kana do there?

- 3 Write six general questions that you can use to write about any visit to a place. Use the words in the Writing strategies box.

*Who lives there? / Who used to live there?*

## Writing strategies

### Describing a visit to a place

You can describe a visit to a place by answering the questions *Who?, What?, When?, Where?, Why? and How?*

### 4 WRITING TIPS Using adjectives

- a Read the description in exercise 2 again. In your notebook write the adjectives the writer uses to describe the castle.  
b We use adjectives to make descriptions more interesting. Which adjectives can you use to describe the home you chose in exercise 1?

- 5 Write a short blog entry with a description of the place you talked about in exercise 1.

Include the following information:

- Where is it and who does it belong to?
- When and why did you visit it?
- What did you see and do there?
- Give some advice to the readers who want to visit the place, too.

Write between 80 and 130 words.

*More about a blog entry – a description of a place in Writing guide on p. 151.*

- 6 Exchange descriptions with a partner. Check each other's work. Does your partner's description answer all of the questions in exercise 5? Does it use adjectives?



# Skills Review 2

## ENGLISH IN USE

### Pary zdań

- 1 Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach.

- 1 Most of us were bored ... his old jokes.  
Even today, some people build their houses ... stones.  
**a** of           **b** with           **c** from
- 2 Instead ... buying a new house, they rented one.  
None ... the buildings in this district has an air conditioning system.  
**a** on           **b** to           **c** of
- 3 The flat is very small. There's no ... for a wardrobe.  
John, is there enough ... for me in your car?  
**a** area          **b** territory       **c** room
- 4 That jacket doesn't ... me. It's too big.  
This ugly building doesn't ... in with its surroundings.  
**a** go           **b** fit           **c** match

### Parafrazy zdań

- 2 W następujących zdaniach spośród podanych propozycji wybierz tę, która może najlepiej zastąpić zaznaczony fragment.

- 1 At last we found the *accommodation* that had all the things we'd been looking for.  
**a** equipment in the flat  
**b** somewhere to live  
**c** decoration in the house
- 2 They've built a lot of beautiful houses *in recent times*.  
**a** many years ago.  
**b** for some time.  
**c** not so long ago.
- 3 When I opened the door, I saw a cat sitting *on the printer*.  
**a** A cat sat down on the printer when I opened the door.  
**b** When I opened the door, a cat was sitting on the printer.  
**c** While I was opening the door, a cat sat on the printer.
- 4 He went to another country *because his business failed*.  
**a** He went to another country, so his business failed.  
**b** The reason he went to another country was that his business failed.  
**c** After he went to another country, his business failed.
- 5 I don't like living *in a rural area* because none of my friends live nearby.  
**a** in the country  
**b** in the centre of the city  
**c** within the city limits

### Minidialogi

- 3 Uzupełnij poniższe minidialogi, wybierając brakującą wypowiedź jednej z osób.

- 1 A: When did they build this house?  
B: ...  
A: Wow! I didn't know it was so old.  
**a** About 200 years ago.  
**b** For two centuries.  
**c** Since 1779.
- 2 A: ...  
B: Painting the walls with my brother.  
**a** What would you like to do?  
**b** Is there anything I could do to help you?  
**c** What were you doing yesterday at four?
- 3 A: ...  
B: Actually, it was my brother's.  
**a** Who helped you decorate the house?  
**b** Whose idea was it to put the desk in the corner?  
**c** Did anybody advise you how to arrange furniture?
- 4 A: When did John's family move to Vienna?  
B: ...  
**a** For over one year.  
**b** In one year's time.  
**c** About one year ago.

### Słowotwórstwo

- 4 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 Last week I went with my younger brother to an ... park.  
**AMUSE**
- 2 There's a new hotel in the city which offers cheap ... .  
**ACCOMMODATE**
- 3 I need a larger ... to keep the food in.  
**CONTAIN**
- 4 There are no shops in this district, because it is a ... area.  
**RESIDENT**

### Uzupełnianie luk

- 5 Uzupełnij zdania jednym wyrazem, który najlepiej pasuje.

- 1 In my living room there is a sofa, ... is very comfortable.
- 2 It didn't ... long for me to build my own house.
- 3 Many young people now live in a place that ... to be a department store.
- 4 While they ... renovating their house, they found a box with some money in it.

## Uzupełnianie zdań

- 6 Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 While John (*paint / wall*) ... in his room, he fell off the ladder he was standing on.
- 2 Last week Mary was looking for a nice sofa, but she (*not / find*) ... what she wanted.
- 3 When I was a child, my family (*use / live*) ... in Kenya; now we live in Canada.
- 4 Where (*child / stay*) ... when they first arrived in France?

## READING

- 7 Przeczytaj tekst. Dobierz właściwy nagłówek (a–f) do każdej oznaczonej części tekstu (1–4).

**Uwaga:** dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

1 ...

More and more Americans are buying what they need online. As a result, shopping malls across the country are closing their doors. Even the Westminster Arcade, which opened in 1892 in Providence, Rhode Island, has fallen on hard times. However, the owners of America's first shopping mall have found a solution.

2 ...

Instead of pulling the shopping mall down, the developers decided to transform it into micro lofts. There is still a commercial area on the first floor, but the second and third floor were turned into micro apartments. There are 38 units, ranging from 225 to 300 square feet.

3 ...

These modern micro apartments are designed mostly for young, single professionals moving to the city. The number of Americans who live alone is steadily rising. Such young people are generally financially independent and possess few personal belongings, so they don't mind living in small apartments and enjoying an alternative way of life.

4 ...

At the Westminster Arcade, each micro apartment comes fully furnished. This includes a twin bed, a small kitchen table, a sofa, a TV set and a dresser. There is also a fully-equipped bathroom. The kitchen has a mini fridge, a sink, a dishwasher and a microwave. On the top floor there are washers, dryers and a room for keeping bikes or other large objects that won't fit in the apartments.

- a THE NEW RESIDENTS
- b A COSTLY TRANSFORMATION
- c BASIC EQUIPMENT AT YOUR DISPOSAL
- d TOO SMALL FOR YOUNG PEOPLE TO LIVE IN
- e THE POWER OF A NEW TREND
- f GIVING A SECOND LIFE

## SPEAKING

- 8 Opisz zdjęcie.



- 1 What changes do you think the new owners will make to the house?
- 2 Would you like to live in a large block of flats or a small house? Why?
- 3 Describe the last time you, or someone you know, renovated the house.

## WRITING

- 9 Pomagałeś/Pomagałaś swoim rodzicom podczas remontu waszego domu. Napisz e-mail do kolegi z Londynu.

- Poinformuj, dlaczego zdecydowaliście się na remont domu.
- Napisz o zmianach, jakich dokonaliście.
- Opisz problem, który pojawił się podczas prac remontowych i wyjaśnij, jak go rozwiązałeś.
- Przedstaw opinię rodziców na temat ostatecznego efektu waszej pracy.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Hi Jim,  
We have just finished renovating our house.  
...  
Take care,  
XYZ

# Grammar reference 2

## GRAMMAR 1 Past simple, used to

### Past simple (czas przeszły prosty)

Czasu *past simple* używamy do opisywania:

- czynności, które się rozpoczęły i zakończyły w przeszłości:

*We built the house last year.*

- sekwenacji wydarzeń, np. w opowiadaniu, lub serii czynności w przeszłości:

*We bought the container on eBay and the company delivered it to us. We worked on it for six months.*

- rutynowych czynności i sytuacji w przeszłości:

*I often played basketball after school.*

- czynności lub wydarzeń odbywających się w dłuższym okresie:

*I grew up in Jabłonna, near Warsaw.*

W zdaniach twierdzących pojawia się forma przeszła czasownika. Dla czasowników regularnych jest to forma podstawowa czasownika z końcówką *-ed* lub *-d*, a dla czasowników nieregularnych jest to odpowiednia forma, którą można znaleźć w tabeli czasowników nieregularnych na str. 158–159.

W zdaniach przeczących po *did not* (*didn't*) używamy formy podstawowej czasownika, podobnie jak w pytaniach po operatorze *did*.

Zdania twierdzące	Zdania przeczące
<i>I/You/He/She/It/We/They visited London last year.</i>	<i>I/You/He/She/It/We/They didn't visit London last year.</i>

Pytania	Krótkie odpowiedzi
<i>Did I/you/he/she/it/we/they visit London last year?</i>	Yes, <i>I/you/he/she/it/we/they did.</i> <i>No, I/you/he/she/it/we/they didn't.</i>

Czasownik *to be* ma dwie formy w czasie *past simple*: *was* i *were*.

*I/he/she/it was* oraz *we/you/they were*.

*It was a beautiful traditional house.*

*We were very happy there.*

Zasady pisowni:

- Do większości czasowników regularnych dodajemy końcówkę *-ed*: *walk – walked*
- Do czasowników zakończonych na *-e*, dodajemy końcówkę *-d*: *like – liked*
- Gdy czasownik zakończony jest na *-y*, zmieniamy *-y* na *-i* i dodajemy *-ed*: *try – tried*; nie zmieniamy *-y* na *-i* gdy czasownik kończy się na *-y* po samoglosce: *play – played*

- W większości czasowników kończących się pojedynczą spółgłoską po pojedynczej samoglosce, podwajamy ostatnią spółgłoskę przed dodaniem końcówki *-ed: stop – stopped*; nie podwajamy spółgłoski, jeśli jest to *w, x* lub *y: fix – fixed*.

- Niektóre czasowniki mają nieregularną formę w zdaniach twierdzących:

*build – built, come – came, find – found, go – went, have – had, take – took*

Określenia czasu używane z *past simple*:

*yesterday, last week/month/year, a week/month/year ago, in 1999, when I was a child*

### Used to

Konstrukcji *used to* + bezokolicznik używamy, gdy mówimy o:

- sytuacjach i czynnościami, które regularnie miały miejsce w przeszłości, a obecnie nie mają już miejsca:

*They used to live in Mexico, but now they live in the USA.*

Zdania przeczące i pytania z *used to* tworzymy tak jak w czasie *past simple*.

Zdania twierdzące	Zdania przeczące
<i>I/You/He/She/It/We/They used to live in a big house.</i>	<i>I/You/He/She/It/We/They didn't use to live in a big house.</i>

Pytania	Krótkie odpowiedzi
<i>Did I/you/he/she/it/we/they use to live in a big house?</i>	<i>Yes, I/you/he/she/it/we/they did.</i> <i>No, I/you/he/she/it/we/they didn't.</i>

Ćwiczenia 1–5

## GRAMMAR 2 Past continuous

### Past continuous (czas przeszły ciągły)

Czasu *past continuous* używamy, gdy opisujemy:

- czynności i wydarzenia trwające w określonym momencie w przeszłości:

*We were walking to school at 7.30 in the morning.*

- dwie lub więcej czynności, które trwały jednocześnie w przeszłości:

*While they were modernising the house, we were redesigning the garden.*

- czynności i wydarzenia trwające w przeszłości, które są tematem dla innych pojedynczych zdarzeń:

*They were looking for an apartment when they discovered a houseboat.*

- sytuacje w przeszłości, które były kontynuowane przez dłuższy czas:

*In 2014, he was living in Berlin.*

W zdaniach twierdzących używamy formy przeszłej czasownika *to be* (*was* lub *were*) i czasownika głównego z końcówką *-ing*. W zdaniach przeczących dodajemy *not* po *was/were*. W pytaniach *was* lub *were* umieszcza się przed podmiotem.

Zdania twierdzące	Zdania przeczące
I/He/She <i>was painting</i> the room.	I/He/She <i>wasn't painting</i> the room.
We/You/They <i>were painting</i> the room.	We/You/They <i>weren't painting</i> the room.
Pytania	Krótkie odpowiedzi
<i>Was</i> I/he/she/it <i>painting</i> the room?	Yes, I/he/she/it <i>was</i> . No, I/he/she/it <i>wasn't</i> .
<i>Were</i> we/you/they <i>painting</i> the room?	Yes, we/you/they <i>were</i> . No, we/you/they <i>weren't</i> .

### Ćwiczenia 6–8

## Grammar practice

### 1 Choose the correct option to complete each sentence.

- Did you see / *saw* Beata's new house?
- We *weren't* / *didn't* live in an apartment.
- The company *was recycled* / *recycled* old shipping containers.
- Where did you live when you *were* / *was* a child?
- Why did your family *move* / *moved* to Prague?
- Last year my brother *find* / *found* a really good apartment.

### 2 Complete the dialogue with the past simple of the verbs in brackets.

- A: (1)  (you *see*) the documentary on TV last night about small houses?  
 B: No, (2)  (*not*). (3)  (*be*) it good?  
 A: Yes, it (4)  (*be*). It (5)  (*show*) people around the world living in tiny spaces – houseboats, tiny apartments. They (6)  (*interview*) a guy who (7)  (*live*) in his van at the beach.  
 B: Why? (8)  (*he not have*) a job?  
 A: Yes, he (9)  (*do*). But he (10)  (*want*) to save money. And he (11)  (*go*) surfing every day, before or after work!

### 3 Put the words in the correct order to make questions.

- you / Did / the house / by yourself / build / ?
- free / Was / container / the shipping / ?
- a shipping container / easy / Was it / to find / ?
- easy / to move / the container / Was it / ?
- electricity supply / to the / you connect / Did / the house / ?



### 4 Complete the dialogues with *used* or *use*.

- A: Didn't you (1)  to live in Argentina?  
 B: No, I didn't, but my grandparents (2)  to live there. They lived in an apartment in Buenos Aires, and I (3)  to visit them every summer for a few weeks.  
 A: We live just outside the town. We didn't (4)  to live in the suburbs, but now we do.  
 B: Where did you (5)  to live?  
 A: We (6)  to live in the country. It was wonderful. We (7)  to have a farm and horses. I didn't (8)  to ride them though.

### 5 Look at the photos above. Answer the questions.

- What are these home furnishings now?
- What did they use to be?

### 6 Write sentences in the past continuous.

- My parents / live in Jakarta
- We / stay in a hotel and look for a house
- I / walk to school and think about my homework
- They / not look for a new house
- You / not try to sell your houseboat

### 7 Choose the correct option to complete each sentence.

- My dad was working in Dubai when he *met* / *was meeting* my mother.
- I *prepared* / *was preparing* to move away for college when I changed my plans.
- When I was looking through some old photos, I *found* / *was finding* a photo of our old house.
- While we *stayed* / *were staying* at my grandmother's house, my uncle visited us every afternoon.

### 8 Complete the dialogue with the past simple or the past continuous of the verbs in brackets.

- A: How (1)  (*your parents / find*) your new apartment?  
 B: My dad (2)  (*drive*) to work when he (3)  (*see*) a man putting up a 'to let' sign. He (4)  (*stop*) the car right away. The man (5)  (*drive*) away, but my dad (6)  (*shout*), 'Hey, wait!', and the man (7)  (*stop*).  
 A: Was the man surprised?  
 B: Yes, but then my dad (8)  (*ask*) to see the apartment. While he (9)  (*look*) around, he (10)  (*call*) my mum and (11)  (*tell*) her to come and see it. She (12)  (*love*) it, too. So they (13)  (*rent*) it!

# Wordlist Unit 2

14

## VOCABULARY p. 29

**amusement park** (n) /ə'mju:zment, pa:k/ park rozrywki  
**apartment building** (n) /ə'po:tment, bildŋ/ apartamentowiec; budynek mieszkalny  
**area** (n) /'earɪə/ obszar, strefa  
**armchair** (n) /'ɑ:mfeɪə/ fotel  
**company** (n) /kʌmpani/ firma, przedsiębiorstwo  
**concert hall** (n) /'kɔnsət, hɔ:l/ sala koncertowa; filharmonia  
**crowded** (adj) /'kraʊdɪd/ zatłoczony  
**decoration** (n) /dɛkə'refən/ dekoracja  
**district** (n) /distrɪkt/ dzielnica  
**entertainment** (adj, n) /entə'teɪnmənt/ rozrywkowy; rozrywka  
**hire** (v) /haɪə/ wynajmować  
**historic** (adj) /hɪ'stɔrɪk/ historyczny  
**however** (adv) /hau'veva/ jednak, jednakże  
**include** (v) /ɪn'klu:d/ zawierać, obejmować  
**inside** (n) /'ɪn'saɪd/ wewnętrzne, środek  
**light** (n) /laɪt/ światło  
**lively** (adj) /'laɪvli/ pełniący życiem, gwarny; ożywiony  
**memorable** (adj) /memə'rebəl/ niezapomniany  
**modern** (adj) /'modn/ nowoczesny  
**office building** (n) /'ɒfɪs, bildŋ/ biurowiec  
**old-fashioned** (adj) /'əuld'fæʃnd/ staromodny  
**refrigerator** (n) /rɪ'frɪdʒəreɪtə/ lodówka  
**residential** (adj) /'rezɪ'denʃl/ mieszkalny  
**rural** (adj) /'ruərl/ wiejski  
**shopping district** (n) /'ʃɒpɪŋ, distrɪkt/ dzielnica handlowa  
**stairs** (n) /steəz/ schody  
**stay overnight** (phr v) /steɪ, 'auvə'nart/ zostać na noc  
**suburban** (adj) /sa'bə:bən/ podmiejski  
**traditional** (adj) /tra'dɪʃənəl/ tradycyjny  
**urban** (adj) /'ɜ:bən/ miejski  
**walkable** (adj) /'wɔ:kəbl/ przyjazny pieszym

## LISTENING p. 30

**a couple of** (adv) /ə 'kʌpl əv/ kilka, kilkoro  
**add** (v) /æd/ dodawać  
**additional** (adj) /'ædʒɪʃənl/ dodatkowy  
**certainly** (adv) /'sɜ:tnli/ na pewno, oczywiście  
**come up with** (phr v) /kʌm 'ʌp wɪð/ wymyślić  
**container house** (n) /kan'teɪnə ,haʊs/ dom z kontenera  
**cost** (v) /kɒst/ kosztować  
**disappointed** (adj) /dɪsə'pɔɪntɪd/ rozczerowany  
**exhibition** (n) /eksa'bɪʃən/ wystawa  
**expensive** (adj) /ɪk'spensɪv/ drogi, kosztowny  
**fit** (v) /fɪt/ pasować do  
**flowery** (adj) /'flaʊəri/ kwieciasty  
**folk art** (n) /'fəuk, ə:t/ sztuka ludowa  
**grow** (v) /graʊ/ rosnąć  
**judge** (v) /dʒudʒ/ oceniać; osądzać  
**kennel** (n) /'kenl/ buda  
**ornament** (n) /'ɔ:nəmant/ ozdoba  
**overcrowded** (adj) /'əʊvə'kraʊdɪd/ przeludniony  
**pattern** (n) /pætn/ wzór  
**pleasant** (adj) /'plezənt/ przyjemny  
**pros and cons** (n) /'prəuz ən 'konz/ wady i zalety  
**public transport** (n) /'pʌblɪk 'trænsport/ komunikacja publiczna

**refresh** (v) /rɪ'freʃ/ odświeżyć  
**retouch** (v) /ri:t'tʊʃ/ retuszuwać  
**safe** (adj) /se:f/ bezpieczny  
**smoke** (n) /smaʊk/ dym  
**suburb** (n) /'sʌbɜ:b/ przedmieście  
**surface** (n) /'sɜ:fɪs/ powierzchnia  
**thanks to** (prep) /θæŋks tə/ dzięki komuś/ czemuś  
**throughout** (adv) /θru'aut/ wszędzie  
**underground** (n, adj) /'ʌndəgraʊnd/ metro; podziemny  
**unique** (adj) /ju:nɪk/ wyjątkowy, niepowtarzalny  
**uniqueness** (n) /ju:nɪ:knes/ wyjątkowość, niepowtarzalność  
**view** (n) /vju:/ pogląd, opinia  
**village** (n) /'vɪlɪdʒ/ wieś

## GRAMMAR 1 p. 31

**arrive** (v) /ə'ræv/ przyjeżdżać, przybywać  
**completed** (adj) /kam'pli:tɪd/ zakończony  
**container** (n) /kan'teɪnə/ kontener  
**draw plans** (phr v) /drɔ: ,plænz/ kreślić plany  
**entire** (adj) /ɪn'tera/ cały  
**habit** (n) /'hæbɪt/ zwyczaj, nawyk  
**move** (v) /mu:v/ przeprowadzać się  
**neighbourhood** (n) /'neɪbəhʊd/ dzielnica  
**outside** (adv) /'aʊt'saɪd/ na zewnątrz  
**state** (n) /steɪt/ stan  
**terminal** (n) /tɜ:mɪnl/ terminal kontenerowy  
**truck** (n) /træk/ ciężarówka  
**tyre** (n) /taɪə/ opona  
**vote** (v) /vaut/ głosować

## READING pp. 32–33

**accommodate** (v) /ə'kɒmədeɪt/ zakwaterować  
**accommodation** (n) /ə,komə'deɪʃn/ zakwaterowanie  
**comfort** (n) /kʌmfət/ wygoda, udogodnienie  
**communicate** (v) /kə'mju:nɪkeɪt/ komunikować (sie)  
**communication** (n) /kə,mju:nɪkeɪʃn/ komunikat; komunikacja  
**construct** (v) /kən'strʌkt/ budować  
**construction** (n) /kən'strʌkʃn/ budowa  
**container** (n) /kan'teɪnə/ pojemnik  
**dining area** (n) /daɪnɪŋ ,eəriə/ jadalnia  
**direct** (v) /dɪ'rekt/ dać/rekt/ skierować  
**direction** (n) /dɪ'rekʃn/ dać/rekʃn/ kierunek  
**earphones** (n) /'ɪfaʊnənz/ słuchawki  
**educate** (v) /'edʒukeɪt/ kształcić, edukować  
**education** (n) /'edʒu'keʃn/ edukacja  
**engineer** (n) /'endʒɪ'nər/ inżynier  
**exploration** (n) /'eksplə'reʃn/ badanie; poszukiwanie  
**explore** (v) /ɪk'splɔ:t/ badać; zwiedzać  
**fasten** (v) /fa:sn/ zapinać (sie)  
**fastened** (adj) /'fa:snd/ zapięty  
**fixed** (adj) /fɪkst/ przymocowany  
**float** (v) /fləut/ unosić się swobodnie  
**government** (n) /'gʌvnment/ rząd  
**height** (n) /haɪt/ wysokość, wzrost  
**imagination** (n) /ɪ'mædʒə'nɪʃn/ wyobraźnia  
**imagine** (v) /ɪ'mædʒɪn/ wyobrażać (sobie)  
**improve** (v) /ɪm'pru:v/ udoskonalać, poprawiać, polepszać  
**instead of** (prep) /ɪn'sted əv/ zamiast  
**locate** (v) /laʊ'keɪt/ umieścić, postawić

**location** (n) /laʊ'keɪʃn/ miejsce; położenie  
**locker** (n) /'lɔkə/ szafka  
**luxury** (n) /'lʌksəri/ luksus  
**no-rinse** (adv) /nə'u'rɪns/ bez splukiwania  
**on Earth** (phr) /'on 'ɜ:θ/ na ziemi  
**originally** (adv) /'ɔ:rɪdʒnəli/ pierwotnie  
**oven** (n) /'ʌvn/ piekarnik  
**packaged** (adj) /'pækɪdʒd/ zapakowany  
**pass** (v) /pa:s/ mijać coś  
**per hour** (prep) /pər 'aʊə/ na godzinę  
**provide** (v) /prə'veɪz/ dostarczać, zaopatrywać  
**reject** (v) /rɪ'dʒekt/ odrzucać  
**room** (n) /ru:m/ miejsce, przestrzeń; pokój  
**sink** (n) /sɪŋk/ zlew; umywalka  
**size** (n) /saɪz/ rozmiar  
**sleeping bag** (n) /'sli:pɪŋ ,bæg/ śpiwór  
**soap** (n) /saʊp/ mydło  
**step** (n) /step/ krok  
**storage locker** (n) /stɔ:ri:dʒ ,lɔka/ szafka, skrytka  
**stuck** (adj) /stʌk/ zablokowany  
**suffix** (n) /səfɪks/ przyrostek  
**telephone box** (n) /'teləfɔ:n boks/ budka telefoniczna  
**transport** (n) /'trænsport/ transport, przewóz  
**transport** (v) /træn'spɔ:t/ transportować, przewozić  
**transportation** (n) /trænspo:t'eʃn/ transport  
**wardrobe** (n) /'wɔ:drəub/ szafa; garderoba

## GRAMMAR 2 pp. 34–35

**advise** (v) /əd'veɪz/ radzić, doradzać  
**afterwards** (adv) /'a:ftəwədz/ potem, później  
**arrange** (v) /'a:reɪndʒ/ urządzać  
**attic** (n) /'ætɪk/ styrch  
**awesome** (adj) /'ɔ:zəm/ niesamowity  
**cellar** (n) /'selə/ piwnica (BrE)  
**fair** (n) /fea/ targi  
**fix** (v) /fɪks/ przymocować  
**furnish** (v) /'fɜ:nɪʃ/ umeblować, urządzać  
**furniture design** (n) /fɜ:nɪtʃɪr dɪ'zaɪn/ wzornictwo mebli  
**graduate** (v) /grædʒueɪt/ kończyć studia  
**grow up** (phr v) /,graʊ ʌp/ dorastać  
**houseboat** (n) /'haʊsbɔ:t/ barka mieszkalna  
**housing** (n) /'haʊzɪŋ/ zakwaterowanie; budynek mieszkalny, lokal  
**join in** (phr v) /dʒɔ:ɪn 'ɪn/ przyłączyć (sie) do  
**loudspeaker** (n) /'laud'spi:kə/ głośnik  
**multicultural** (adj) /mʌltɪ'kʌltʃərl/ wielokulturowy  
**neighbour** (n) /'neɪbə/ sąsiad/sąsiadka  
**price** (n) /pra:s/ cena  
**realise** (v) /'rɪzaɪz/ uświadomić sobie  
**roommate** (n) /'ru:mmeɪt/ współlokator/ -ka  
**row** (n) /raʊ/ rzad  
**study** (n) /stʌdi/ gabinet do pracy  
**wooden** (adj) /'wudn/ drewniany

## TED TALK pp. 36–37

**acoustic insulation** (n) /ə'ku:stɪk ,ɪn'sju'ləʃn/ izolacja akustyczna  
**artisan** (n) /a:tɪ'zæn/ twórca  
**balanced** (adj) /'bælənəst/ wyważony  
**Balinese** (adj) /'ba:lɪz'nɪz/ pochodzący z Bali  
**bamboo** (n) /ba:m'bʊ:/ bambus