

Smart Time

3

Student's Book

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Express Publishing

Contents

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Pronunciation/ Intonation	Speaking & Functions	Writing	Across Cultures	CLIL
/s/, /z/, /ɪz/ -s ending (3rd person singular)	<ul style="list-style-type: none"> likes/dislikes describe your daily routine describe room & what is in it decide what to eat 	sentences about eating habits		
stress in compound nouns	<ul style="list-style-type: none"> talk about jobs compare & contrast shops asking for/giving advice describe pictures 	<ul style="list-style-type: none"> a description of a scene compare classmates a text about a shop in your town/city an informal email giving advice (SKILLS: opening/closing remarks, informal style, give advice) 	TOPSHOP TOPMAN (article) – (gapped text)	(PSHE) <i>Money Matters</i> (article) – (matching headings to paragraphs)
językowych (wybór wielokrotny)				
/e/, /z/, /n/	<ul style="list-style-type: none"> TV presentation narrate an experience ask about/describe/comment on sb's experience describe feelings dialogue completion describe a picture 	<ul style="list-style-type: none"> a paragraph describing a natural disaster in your country a list of disasters in your country a story (SKILLS: using adverbs/adjectives, feelings, picture cards, sequence of events) 	<i>Sandy Strikes</i> (diary entries) – (multiple choice, answer questions)	(History) <i>A City Burns Down</i> (article) – (complete sentences)
językowych (dobieranie)				
so/such intonation in exclamations	<ul style="list-style-type: none"> narrate an expedition ask about an experience/describe an experience describe feelings match exchanges compare biomes 	<ul style="list-style-type: none"> a blog entry a paragraph about your last holiday semi-formal thank you letter (SKILLS: error correction, informal/semi-formal style tenses) an email from a holiday resort an email about a charity event 	<i>Greetings from</i> (postcards about charity events) – (multiple choice, answer questions)	(Geography) <i>Biomes</i> (text) – (answer questions)
funkcji językowych (wybór wielokrotny)				
intonation in exclamations (how, what)	<ul style="list-style-type: none"> make a witness statement describe pictures express likes giving reasons respond to situations 	<ul style="list-style-type: none"> a summary of a news report an email describing something you witnessed (SKILLS: order of adjectives, adverbs, participles) 	<i>Agatha Christie's Miss Marple</i> (article) – (T/F statements, answer questions)	(Literature) <i>The Hound of the Baskervilles</i> (extract)– (answer questions, stylistic devices)
językowych (wybór wielokrotny, dobieranie)				
pisemna (e-mail)				

	Vocabulary	Grammar	Reading	Listening
Unit 5 Our Future (pp. 82–94)	<ul style="list-style-type: none">spacetechnologyelectrical devicesthe Internet (technology)phrasal verbsprepositionsword formation (prefixes)	<ul style="list-style-type: none"><i>will – going to</i>present continuous/ present simple (future meaning)conditionalswishes	<i>Chat with Bina 48</i> (article) – (missing sentences, answer questions, SKILLS: dictionary entries)	<ul style="list-style-type: none">multiple choice (monologue/ dialogue)matching speakers (monologues)announcement (T/F statements)
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Exam Skills	(pp. 96–97): rozumienie ze słuchu (wybór wielokrotny), znajomość funkcji językowych (wybór wielokrotny),			
Practice 5	(pp. 98–99): rozumienie tekstów pisanych (dobieranie), znajomość środków językowych (uzupełnianie luk),			
Check your progress (p. 99)				
Unit 6 Healthy mind healthy body (pp. 100–112)	<ul style="list-style-type: none">illnesseshealthfood & drinkquantitiescooking methodsextreme sportsinjurieshealth problemsphrasal verbs (health)prepositionsword formation (suffixes)	<ul style="list-style-type: none">the passivereflexive/emphatic pronounsthe causativequantifiers	<i>poisonous mushrooms, poison oak, GM. The Future of Food</i> (texts) – (multiple choice, answer questions)	<ul style="list-style-type: none">multiple choice (monologue – dialogue)matching (monologues)a talk (T/F statements)an announcement (T/F statements)
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Check your progress (p. 117)				
Unit 7 Global issues (pp. 118–130)	<ul style="list-style-type: none">social issuesenvironmental issueseducationanimals in dangerphrasal verbs (global issues)prepositionsword formation	<ul style="list-style-type: none">modalsdeductionssingular/plural nounsrelatives/clauses<i>some/any/no/every</i> compounds<i>the/—</i>	<i>Lion Lights</i> (article) – (multiple choice, answer questions)	<ul style="list-style-type: none">an announcement (T/F statements)dialogue/ monologue (multiple choice)matching speakers (multiple matching)
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Check your progress (p. 135)				
Unit 8 Culture (pp. 136–148)	<ul style="list-style-type: none">artcultural events & venuesTV programmes/Books/ Theatremass mediatheatre/cinemamusical instrumentsphrasal verbs (media/art)prepositionsword formation	<ul style="list-style-type: none">reported speechclauses of purpose, reason, result, concessionquestion tags	<i>Musical Instruments across America</i> (article) – (multiple matching)	<ul style="list-style-type: none">monologues (matching speakers)advert (note taking)announcement (T/F statements)monologue/ dialogue (multiple choice)
Progress Check 8 (p. 149)				
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Practice 8	(pp. 152–153): rozumienie ze słuchu (wybór wielokrotny), rozumienie tekstów pisanych (dobieranie), znajomość			
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Grammar Reference (pp. GR1-GR17) Notions & Functions (pp. NF1-NF4) Writing Bank (pp. WB1-WB2) Word List (pp. WL1-WL23) Irregular Verbs				

Pronunciation/ Intonation	Speaking & Functions	Writing	Across Cultures	CLIL
homophones	<ul style="list-style-type: none"> a presentation of an android express annoyance/ sympathise discuss pros & cons of using mobile phones dialogue completion a presentation on computers 	<ul style="list-style-type: none"> express opinion about robots instructions on how to take a photo using a digital camera a questionnaire a for-&-against essay (SKILLS: linkers, formal language, paragraph structure) 	<i>Textin' Teens in the USA</i> (persuasive text) – (matching headings to paragraphs, answer questions)	(ICT) <i>About Computers</i> (informative texts) – (multiple matching)
rozumienie tekstów pisanych (dobieranie) wypowiedź pisemna (e-mail), znajomość środków językowych (uzupełnianie zdań)				
/s/, /ʃ/	<ul style="list-style-type: none"> describe an injury treat an injury respond to situations describe a picture 	<ul style="list-style-type: none"> a text about plants a text about natural remedies an opinion essay (SKILLS: topic, supporting sentences, express opinion) 	<i>Natural Healing</i> (article) – (multiple matching, answer questions)	(Science) <i>Our Skin</i> (informative article) – (answer questions, T/F statements)
językowych (dobieranie) (wiadomość)				
interjections	<ul style="list-style-type: none"> an interview description of educational system in your country a presentation to raise awareness about problems compare NGOs dialogue completion present problems/suggest solutions 	<ul style="list-style-type: none"> a summary a text about an NGO in your country a suggesting solutions to problems essay (SKILLS: formal language, linkers, supporting sentences) 	<i>Making the World a Better Place</i> (texts) – (multiple matching, answer questions)	(Environmental Science) <i>What is your Water Footprint</i> (article) – (headings)
funkcji językowych (wybór wielokrotny) tłumaczenie fragmentów zdań, wypowiedź pisemna (e-mail)				
intonation in question tags	<ul style="list-style-type: none"> describe an event book tickets for an event complain respond to situations a presentation about Op Art 	<ul style="list-style-type: none"> biography of an artist a review of a book a text about a traditional musical instrument formal letter of complaint (SKILLS: formal style, linkers of concession) 	<i>Cultural events</i> (adverts) – (multiple choice)	(Art & Design) <i>Op Art</i> (article) – (answer questions)
pisanych (dobieranie), znajomość funkcji językowych (wybór wielokrotny) środków językowych (uzupełnianie luk, uzupełnianie zdań), wypowiedź pisemna (e-mail)				

Wybrane pojęcia:

Znajomość środków językowych – umiejętność posługiwania się określonym zasobem środków leksykalnych, gramatycznych, ortograficznych i fonetycznych.

Znajomość funkcji językowych – umiejętność zrozumiałego i stosownego do sytuacji komunikacyjnej reagowania w formie ustnej lub pisemnej.

Starter

Daily routines

- 1 a) Use the phrases below to describe a typical weekday of yours.



- b) Use the phrases in the pictures in Ex. 1a to find out about your partner's daily routine. Use: *What time ...? When ...? Do you ...? What do you do in the morning/afternoon/evening?*

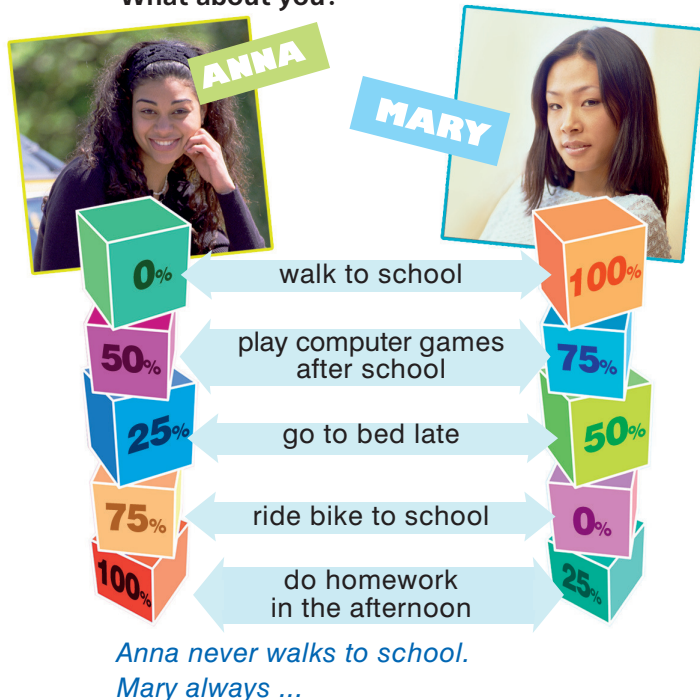
Adverbs of frequency

see p. GR2

- 2 Read the sentences about Steve. What are the words in **bold** in your language? Where do we put adverbs of frequency, before or after: *main verbs?* *the verb to be?*

0%	He is never late for school.
25%	He sometimes walks to school.
50%	He often goes to the library on Saturdays.
75%	He usually watches TV in the evenings.
100%	He always takes a shower in the mornings.

- 3 Make sentences about Anna and Mary. What about you?



- 4 Write an email describing your daily routine to your friend, ask about his/her daily routine and ask permission to call him/her at the weekend for a chat.

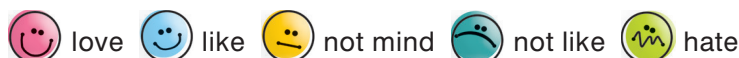


Free Time

- 5** Tell your partner what free-time activities you like. Use: every day, at weekends, once/twice a week, in the evenings.

Free-time activities

- hang out with friends • listen to music
- watch a DVD • play sports • surf the Internet
- send text messages • read a book
- watch TV • play computer games • go shopping
- go jogging • chat on the phone • go skateboarding
- read a magazine • play the guitar



A: I like reading a book and surfing the Internet in the evenings. How about you?

B: Oh, I don't like surfing the Internet, but I love ... etc.

Question words

see p. GR1

- 6** Fill in the correct question words, then match the questions to the answers.

<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;">1 <input type="text"/> is she?</div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"><input type="text"/> school does she go to?</div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"><input type="text"/> is the Art lesson?</div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"><input type="text"/> is he from?</div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"><input type="text"/> is he happy?</div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"><input type="text"/> old are you?</div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"><input type="text"/> often does Mark go to the gym?</div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"><input type="text"/> does she go to school?</div>	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;">a He's from Poland.</div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;">b I'm 16 years old.</div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;">c Three times a week.</div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;">d Because he won first prize.</div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;">e In 10 minutes.</div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;">f She's my friend, Rosa.</div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;">g On foot.</div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;">h Bridgeway School.</div>
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Pronouns & Possessive adjectives

SUBJECT PRONOUNS	I, you, he, she, it, we, you, they
OBJECT PRONOUNS	me, you, him, her, it, us, you, them
POSSESSIVE ADJECTIVES	my, your, his, hers, its, ours, yours, theirs
POSSESSIVE PRONOUNS	mine, yours, his, hers, -, ours, yours, theirs

- 7** Read the table. Say the words in your language.

- 8** Replace the words in bold with the correct *pronoun* or complete with the correct *possessive adjective*.

- 1 **Mary** is from London.
She is from London.
- 2 This is **Paul's**.
.....
- 3 This is **her bicycle**.
.....
- 4 **Jenny** is 16 years old.
.....
- 5 Is he talking to **Ben**?
.....
- 6 This is **my car**.
It's
- 7 **Tony and I** love skateboarding.
.....
- 8 He wants to buy a DVD for **Bob**.
.....
- 9 Look at **Ann**.
.....
- 10 This is **Ann and Pete's** dog.
It's

can/have/do

- 9** Complete the gaps with *can*, *have*, *has*, *do* or *does*. Answer the questions.

- 1 "Can you swim?" "Yes, I can."
- 2 "..... you go jogging?"
"....."
- 3 "..... your dad got a bike?"
"....."
- 4 "..... your friend go to the gym?" "....."
- 5 "..... you got a car?"
"....."
- 6 "..... your teacher have a beard?"
"....."
- 7 "..... you hang out with your friends?"
"....."
- 8 "..... you ride a bike?"
"....."



Starter

Present simple see p. GR1

10 Write the verbs below. Compare with your partner.

- | | |
|---------------------|------------------------|
| 1 I play – it | 6 I make – she |
| 2 I go – she | 7 I swim – he |
| 3 I fish – he | 8 I miss – she |
| 4 I mix – she | 9 I finish – she |
| 5 I eat – it | 10 I know – he |

11 How do we pronounce the *-s* ending? Copy and complete the table with the verbs from Ex. 10.



Listen and check.

/s/	
/z/	
/ɪz/	

12 Complete the gaps with the correct form of the *present simple* using the verbs in brackets.

- Jane (**get up**) at 6 o'clock in the morning.
- Peter (**not/live**) in London.
He (**live**) in York.
- (**she/like**) coffee? No, she
- (**Steve/go**) to school on foot?
Yes, he
- What
(**Peter and Mike/do**) at the weekends?
- Anna (**study**) a lot during the weekend.
- (**Mary/play**) the guitar?
Yes, she
- My dad (**wash**) the car every Sunday.

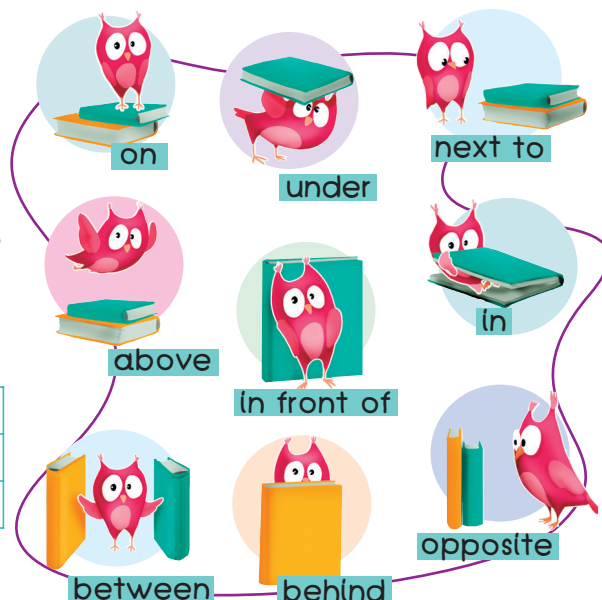
Prepositions of time see p. GR1

13 Complete the sentences with the correct prepositions *at*, *on*, or *in*.

- He left 10th June.
- Tim often goes skateboarding the weekend.
- My mum was born November.
- My music lesson is half an hour.
- We usually stay at home Sundays.
- I sometimes listen to music the evening.
- I often go to gym Mondays.
- We're going abroad a week.

Prepositions of place

14 Say the prepositions. What are they in your language?



15 a) Look at the picture and choose the correct preposition.



This is a picture of our living room. There's a fireplace **1) opposite/next to** the glass door. There's a round table **2) in front of/behind** the fireplace. **3) In/On** the table there is a pot with a plant. **4) Under/Next to** the table there is a carpet. There's a sofa with two cushions **5) in/on** it **6) behind/opposite** the glass table. There's a wooden table **7) between/next to** the fireplace and the armchair. **8) In front of/Behind** the sofa there is another table. There are paintings **9) on/at** the walls.

b) Compare the living room in your house to the one in the picture in Ex. 15a.



Pictograms

- 16** Explain the pictograms in English, then in Polish.



Food/Drinks

- 17** List the words under the headings: **MEAT** – **DAIRY** – **FRUIT & VEGETABLES** – **DESSERTS** – **DRINKS** – **OTHER**. In two minutes, add as many more words as you can.

- milk • lamb • chocolate • bananas • burger
- apple juice • spaghetti • coffee • potatoes
- cabbage • pizza • lettuce • cheese • apples
- sugar • chicken • salt • yoghurt • rice • eggs
- cake • pears • tea • bread • nuts • grapes
- carrots • biscuits • ice cream

a/an – some/any – (how) much/many – a lot/lots of – (a) few/(a) little

Countable	Uncountable
Countable nouns are nouns we can count. <i>an/one apple – two apples</i>	Uncountable nouns are nouns we can't count. <i>(some) milk</i> (NOT: a milk – two milks)
<i>How many apples do you need?</i> <i>Not many.</i>	<i>How much milk is there? Not much.</i>
<i>There are a lot/lots of bananas in the fridge.</i>	<i>We've got a lot of/lots of cheese. Let's make a cheesepie.</i>
<i>There aren't many eggs.</i> <i>There are only a few. (some)</i> <i>There are very few oranges. (almost no)</i>	<i>We haven't got much flour.</i> <i>We've only got a little. (some)</i> <i>There is very little bread. (almost no)</i>
<i>We haven't got any pears.</i>	<i>There isn't any apple juice.</i>

see p. GR1

- 18** Read the theory and say the examples in your language. Which of the words in bold do we use in: *affirmative sentences? negative sentences? questions?*

- 19** Write **C** for countable or **U** for uncountable. Then write their corresponding plural forms.

- | | | | | |
|-----------|-------|-------|------------|-------|
| 1 milk | U | – | 8 melon | ..... |
| 2 egg | C | eggs | 9 tea | ..... |
| 3 honey | ..... | ..... | 10 shelf | ..... |
| 4 carrot | ..... | ..... | 11 grape | ..... |
| 5 pear | ..... | ..... | 12 woman | ..... |
| 6 yoghurt | ..... | ..... | 13 trolley | ..... |
| 7 lettuce | ..... | ..... | 14 burger | ..... |

- 20** Choose the correct words.

- 1 Is there **some/any** flour in the cupboard?
- 2 Don't eat too **much/many** sweets!
- 3 Are there any carrots? Yes, **a few/a little**.
- 4 There is very **little/few** sugar. Let's buy **any/some**.
- 5 There's only **a little/a few** pasta left.
- 6 How **much/many** milk do you take in your coffee?
- 7 Are there **much/many** grapes? Yes, **a lot/little**.

- 21** Complete the dialogue. Use: *much, many, a, an, some, any, or a lot (of)*.

A: I'm hungry!
B: Would you like **1)** sandwich?
A: Not really. Have we got **2)** eggs? I fancy **3)** omelette.
B: No, sorry. What about **4)** soup?
A: OK. How **5)** mushrooms are there?
B: Oh, we've got **6)**
A: Good. Is there **7)** tomato juice?
B: Yes, but not **8)** Let's make your soup.

- 22** What do you eat/drink every day? Use the words/phrases to tell your partner.

- (too) much • (too) many
- a lot of • any • some
- (a) few • (a) little

chicken, meat, sweets, pasta, fruit, fish, eggs, biscuits, tea, milk, chips, cola, vegetables, ice cream

I think I eat too much fish but I don't eat a lot of eggs. Also, I eat some fruit and ...

What's in this unit?

- **Exam Topics:** Człowiek, Praca, Zakupy i usługi
 ► **Vocabulary:** work, earnings, character adjectives, appearance, phrasal verbs, prepositions, workplaces, qualities, personality, clothes, shops, word formation
 ► **Grammar:** present simple/present continuous, adverbs of frequency, stative verbs, relative clauses, comparative/superlative forms
 ► **Reading:** magazine articles; adverts
 ► **Listening:** monologues, a conversation
 ► **Speaking:** asking for/giving advice; describing pictures
 ► **Writing:** an informal email giving advice
 ► **Culture:** chain stores; TOPSHOP & TOPMAN
 ► **CLIL:** (PSHE) Money Matters
 ► **Exam Skills Practice**

- rozumienie tekstów pisanych (dobieranie), rozumienie ze słuchu (wybór wielokrotny, dobieranie), znajomość funkcji językowych (wybór wielokrotny)
- rozumienie tekstów pisanych (dobieranie), rozumienie ze słuchu (wybór wielokrotny), wypowiedź pisemna (e-mail)

Reading

- 1 Look at the pictures showing different reptiles. Can you name any others?

tortoise, chameleon, etc

- 2 a) The text is about a herpetologist. Which of these sentences do you think are true about him? Decide in pairs.

- 1 Brady captures reptiles for a living.
- 2 He analyses their blood and tissue.
- 3 His TV show is interesting.
- 4 He works for a team of scientists.
- 5 He is thinking about retiring soon.

- 1.3 b) Listen and read to find out.

The Gator Doc

1

A man in a long-sleeved cotton shirt, blue jeans and hiking boots is making his way through a cave in Indonesia. A film crew is recording him. Even in the light of the cameras, it's still too dark to see inside the cave. Then, suddenly, a giant python attacks the man, wraps itself around his legs and sinks its huge teeth into him. For most people, this is too scary. But for Brady Barr it's all part of a day's work.

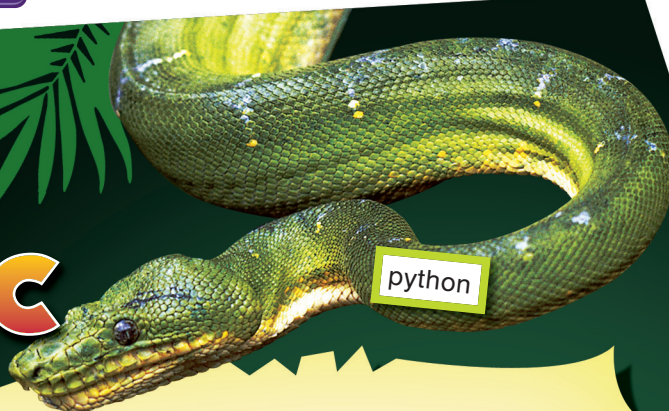
2

Brady Barr is an American herpetologist. He studies snakes, crocodiles, lizards and other reptiles. He is currently filming wildlife documentaries about the world's largest and scariest reptiles. After capturing them,

Brady takes blood and tissue samples to analyse them and then he releases the animals back into their natural habitat.

3

Brady knows very well that the animals he meets are very dangerous. This is why he is always extra careful with them. His adventures in the wild keep millions of viewers glued to their TV screens. Brady admits that filming his show keeps him so busy that he doesn't always have enough time to do the necessary follow-up studies. For this reason, he works with a team of scientists who continue the work and publish the results of his research. As for retirement, the Gator Doc - the 'alligator doctor' as they call him - says: "I don't know how much longer I can keep on doing this work. The snakes and crocs are getting younger and faster!"



Exam Tip

Dobieranie nagłówków do akapitów

Przeczytaj nagłówki i podkreśl w nich słowa kluczowe. Zastanów się, czy znasz słowa o podobnym znaczeniu. Przeczytaj szybko tekst, aby wstępnie zapoznać się z jego treścią. Przeczytaj tekst ponownie, próbując odnaleźć słowa o tym samym znaczeniu, co słowa podkreślone w nagłówkach. Pomoże Ci to w rozwiązaniu zadania.

- 3 EXAM TASK** Read the text. For each paragraph 1-3 choose the correct heading (A-D). One heading is extra.



- 4** Answer the questions in your own words.

- 1 What does a herpetologist do?
- 2 What does Brady do with the animals after he catches them?
- 3 Why does Brady work with other scientists?
- 4 Why do people call him the Gator Doc?
- 5 Why does Brady want to retire?

Check these words

• long-sleeved • cotton • hiking boots • make his way
• cave • film crew • record • wrap • sink • herpetologist
• currently • capture • blood sample • tissue sample
• analyse • release • natural habitat • glue to • admit
• research • retirement



- 5** Complete the sentences.

- 1 Brady Barr works as
- 2 Brady is very careful with the reptiles because they
- 3 Because of filming there isn't enough time for Brady

Vocabulary

- 6** Find the words in the text that mean:

- **Para 1:** puts around sth, very big, frightening
- **Para 2:** at present, catching
- **Para 3:** watching with attention, agrees, stopping work for ever, continue

- 7** Fill in: *sink, make, admits, release, keep on*.

- 1 He that it's getting more and more difficult to work with alligators.
- 2 They are planning to the tiger back into the jungle.
- 3 We saw the boat into the water.
- 4 The research team tried to their way through the thick forest.
- 5 He's determined to working with reptiles although they are dangerous.

- 8 a) COLLOCATIONS** Fill in: *documentaries, follow-up, samples, hiking, natural, film*.

- | | |
|------------------|-----------------|
| 1 boots | 4 tissue |
| 2 crew | 5 habitat |
| 3 wildlife | 6 studies |

- b) Use the collocations to write sentences based on the text.

Speaking

- 9** Tell the class five things that impressed you from the text.

Writing

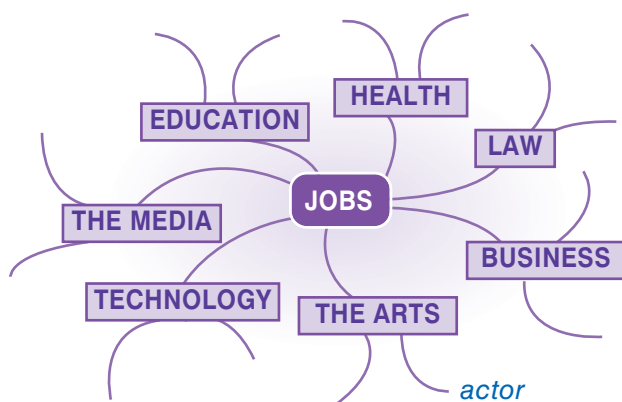
- 10** Imagine you are Brady and you come face to face with a giant python. In three minutes, write a few sentences describing the scene and your feelings. Tell the class.

Work & Earnings

1 In a minute write down as many jobs as possible. Compare with your partner.

2 a) Complete the spidergram. Use the jobs in the list. Add one more job in each category.

- actor • banker • judge • surgeon • journalist
- sheriff • singer • paramedic • graphic designer
- office manager • engineer • professor • tutor
- news presenter



b) Which of the people in Ex. 2a: *work outdoors/indoors?*
work shifts? wear a uniform/special clothing at work?

3 Complete the gaps with the words in the list in their correct form. Check in the Word List.

• **work** • **job** • **occupation**

- 1 Now that Patrick has a steady he can save up some money.
- 2 Neil is looking for in the music industry.
- 3 Please write down your name, current address and in the space provided on the form.

• **earn** • **win** • **gain**

- 4 My parents their living as doctors.
- 5 You need to more experience in your field before you can work for a big company.
- 6 The first to answer all the questions correctly the prize!

• **salary** • **wage** • **bonus**

- 7 His daily as a waiter isn't very high, but he gets a lot of money from tips.
- 8 Now that he's a company manager, Nathan's comes to £65,000 a year.
- 9 Our boss gave us a for our good work.

4 Fill in: *full-time, experience, overtime, apply.*

We are looking for young people to work as **1)** shop assistants in our new **Preston store.**

Hours: Mondays to Fridays, 11 am to 7 pm.

2) is possible during the sales period.

Salary: £800

No previous **3)** is necessary.

For more information contact Mr Smithers at 01772-701222 or **4)** by email at Prestontoy@gmail.co.uk

5 Choose the correct words. Check in the Word List.

- 1 Andrew works very **long/lengthy** hours and rarely has enough free time.
- 2 Amanda is working **part-time/overtime** these days, so she comes back home late.
- 3 We have a tough deadline to **meet/face** so we are staying in the office till late.
- 4 Jenny is thinking of taking three weeks off **work/job**.
- 5 John works very well under **stress/pressure**.

6 Listen to four people talking about their jobs. What do they do?

Nick Tony Kate Lisa

7 **SPEAKING** Ask and answer questions, as in the example.

A: *What does your father do for a living?*

B: *He's a lawyer.*

A: *Where does he work?*

B: *He works in a law firm.*

Character adjectives

8 Fill in: *brave, patient, sociable, responsible, polite*. Check in the Word List.

- Tour guides should be and enjoy talking to other people.
- Kindergarten teachers have to be because they work with young children.
- Firefighters should be as they often face dangerous situations.
- A customer service representative must be and not rude to customers.
- You can always trust Ronald to do the right thing; he's a very person.

9 Match the adjectives to their opposites. Check in the Word List.

- | | |
|----|-------------|
| 1 | brave |
| 2 | creative |
| 3 | honest |
| 4 | loyal |
| 5 | fair |
| 6 | responsible |
| 7 | helpful |
| 8 | careful |
| 9 | humorous |
| 10 | energetic |

- | | |
|---|---------------|
| a | irresponsible |
| b | unfair |
| c | cowardly |
| d | humourless |
| e | careless |
| f | lazy |
| g | dishonest |
| h | disloyal |
| i | unhelpful |
| j | unimaginative |

10 **SPEAKING** Which adjectives in Ex. 9 best describe: *you? your friends?* Tell your partner.

Appearance

11 In pairs, put the words and phrases under the correct headings. Check with another pair.

- blue • young • slim • curly • short
- handsome • freckles • pretty • tall
- beard • blond(e) • overweight • old
- wavy • plump • in his/her late teens
- green • of medium height • glasses
- straight • middle-aged • beautiful
- wrinkles • well-built • thin • bald
- moustache • shoulder-length
- in his/her early thirties

Age

Build

Hair

Eyes

Height

Looks

Special features

12 Use words in Ex. 11 to describe the people in the pictures.



Linda



Joshua



Tony



Sue



Mark



Katie

Phrasal verbs (related to jobs)

13 Choose the correct particle. Check in the Word List.

- Jacob works in the department which **deals with/of** customers' complaints.
- They can't decide where to **set off/up** their new offices.
- Ian wants to **give away/up** his office job and work as a freelancer.
- Please **write down/up** what office supplies we need so I can order them.
- Jane's **looking for/of** a new job.

Prepositions

14 Fill in: *with (x2), for, of, in, about*. Check in Appendix 1.

Friends forever

Laura is my best friend. We hardly ever get angry 1) each other. If we disagree 2) something, Laura makes a joke about it. She has a talent 3) making me laugh, even when I feel sad. We're interested 4) the same things. For example, Laura's fond 5) playing sports, just like me, and we both love going to the cinema. Laura also gets on well 6) my family. She's loyal and honest and I'm glad she's my friend.

Present simple/Present continuous



David **1) works** as an airline pilot. His flight **2) leaves** at 11:00. He usually **3) flies** to European countries. But today **4) he's flying** to Canada. **5) He's staying** in Canada for a week. He **6) is flying** back to the UK next Sunday.

- | | |
|----------------------------|-----------------------|
| <input type="checkbox"/> a | routines |
| <input type="checkbox"/> b | fixed arrangements |
| <input type="checkbox"/> c | actions happening now |
| <input type="checkbox"/> d | permanent states |
| <input type="checkbox"/> e | temporary situations |
| <input type="checkbox"/> f | timetables |

see pp. GR1-GR2

- 1** Match the tense forms to their meanings. When do we use the *present simple*? When do we use the *present continuous*? How do we form each tense in English? Is it the same in Polish?

- 2** Put the verbs in brackets into the *present simple* or the *present continuous*.

- 1 A: (you/drive) to the office every day?
B: No, I (catch) the bus.
- 2 A: James (love) swimming.
B: Yes, but he (not/like) other sports.
- 3 A: (she/join us for) lunch later?
B: No, she can't. Her train (depart) at 1 o'clock.
- 4 A: (Helen/usually/sit) at this desk?
B: Yes, but today she (sit) over there by the window.
- 5 A: (you/go) to work now?
B: No, my office (not/open) on Mondays.

Adverbs of frequency

see p. GR2

- 3** Put the adverbs of frequency in the correct order.

- sometimes • never • usually • always
• hardly ever • often

- | | |
|-------------------|----------------------|
| 1 0% <i>never</i> | 4 50% |
| 2 5% | 5 75% |
| 3 25% | 6 100% <i>always</i> |

- 4** Put the adverbs of frequency in the correct position.

- 1 Oliver finishes work at 5:00. (**usually**)
- 2 John is late for work. (**never**)
- 3 Susie eats her lunch at her desk. (**sometimes**)
- 4 Maria walks to the office. (**always**)
- 5 Sam plays tennis after work. (**often**)

- 5** **SPEAKING** Write true sentences about you/your friends. Use: *now, at the moment, at present, always, never, sometimes, usually*. Tell your partner.

*I'm having an English lesson now.
I never eat fish.*

Stative verbs
(have, see, think, look, etc)

see p. GR2

- 6** Put the verbs in brackets into the *present simple* or the *present continuous*.

- 1 A: I (think) of applying for a part-time job.
B: I (think) that's a great idea!
- 2 A: Paul (look) for a new job.
B: No wonder he (look) stressed.
- 3 A: I (see) you're advertising for a new secretary.
B: Yes, I (see) some of the applicants later.
- 4 A: I hear you (have) a new boss.
B: Yes, we (have) a meeting with him after lunch.
- 5 A: Donna (be) really rude today!
B: That's strange. She (be) usually very polite.

Relative clauses

Defining

- The girls **(who)** I work with are sociable and humorous.
- Patience and loyalty are qualities **which** make somebody a good friend.
- I like places **where** I can meet new people.

Non-defining

- Ryan, **who** is my best friend, is honest.
- Beth, **whose** sister is my friend, is clever.
- I think honesty, **which** is a good quality, is an important characteristic in a friend.

▶ see p. GR3

7 Read the examples above. Which *relative pronoun/adverb* do we use with *people/places/things*? for possession? How do *defining relative clauses* differ from *non-defining*? In defining relative clauses, when can we omit the relative pronoun/adverb? Is it the same in Polish?

8 Fill in the correct *relative pronoun/adverb* and say which are defining (D) or non-defining (ND). Add commas where necessary.

- 1 The people *who* work as fire fighters are very brave. D
- 2 John father owns the bakery is my friend.
- 3 Patience is a quality all teachers need to have.
- 4 Mrs Jenkins is very fair is a great boss.
- 5 Carluccio's is the restaurant he works.

Comparative/Superlative forms

Amazing Facts!

- The **tallest** man in the world is Sultan Kösen. He's 2.51 metres tall!
- Natasha Moraes de Andrade's hair is 1.57 metres long, but it's not **as long as** Xie Qiuping's hair. At 5.62 metres, Xie has the **longest** hair in the world!
- The people of the island of Ikaria, Greece, are among the **healthiest** in the world. They live **much longer** than people from **busier, more stressful** places.

▶ see p. GR3

9 Read the facts in the table. Find examples of the *comparative* and the *superlative* in the text.

10 Complete the gaps with the correct form of the *adjective* in brackets. Say them in Polish. How do the sentences differ in the two languages?

- 1 Lydia has a (**big**) office than Katie.
- 2 Tanya is (**helpful**) student in the class.
- 3 Brian is (**responsible**) than Adam.
- 4 Simon isn't (**creative**) as his sister.
- 5 She gets (**high**) salary in the company.

Sentence transformations

11 Complete the second sentence so that it means the same as the first. Use the word in bold. Do not use more than four words.

- 1 Julia earns more than Carl. (**MUCH**)
Carl doesn't earn Julia.
- 2 This is the office Sally works in. (**WHERE**)
This is the office works.
- 3 No one in the office is more organised than Karen. (**MOST**)
Karen is person in the office.
- 4 That's the job advert. I saw it yesterday. (**WHICH**)
That's the job advert yesterday.
- 5 Mike's job isn't as tiring as Jenny's. (**MORE**)
Jenny's job is Mike's.
- 6 Lisa is my cousin. She's a nurse. (**WHO**)
Lisa, is my cousin.
- 7 Sarah's project is better than anyone else's. (**THE**)
Sarah's project is of all.
- 8 This is Tom. His father is a doctor. (**WHOSE**)
This is Tom, is a doctor.

12 **WRITING** Write sentences comparing your classmates. Use: *tall, short, funny, hard-working, helpful, energetic*. Tell the class.

Peter is taller than Jim. Bob is the tallest of all.

Vocabulary

- 1 In a minute, write as many words as you can think of to complete the mindmap.



Reading

- 2 a) Look at the picture of a UK fashion shop. Do you know this shop? Which of these can you find there?

- stylish clothes • accessories
- designer clothes • footwear
- casual clothes • vintage clothes
- a nail salon • a spa • a hair salon
- a café • a restaurant

- b) Read through to find out.



TOPSHOP TOPMAN

Are you a fashion conscious teen on a budget? Are you looking for stylish clothes and accessories? If so, you would love Topshop and its little brother Topman. It's one of the favourite places for UK teens, selling clothes at reasonable prices.

Starting out in the basement of a department store in 1964, Topshop and Topman are a brilliant success story. **1** The idea behind the company isn't to make its customers into fashion victims but to help them develop their own style. The shops have a great range of jeans, shoes and accessories and great offers.

2 Customers simply book an appointment, then sit and relax while friendly and helpful shop assistants find exactly what they are looking for!

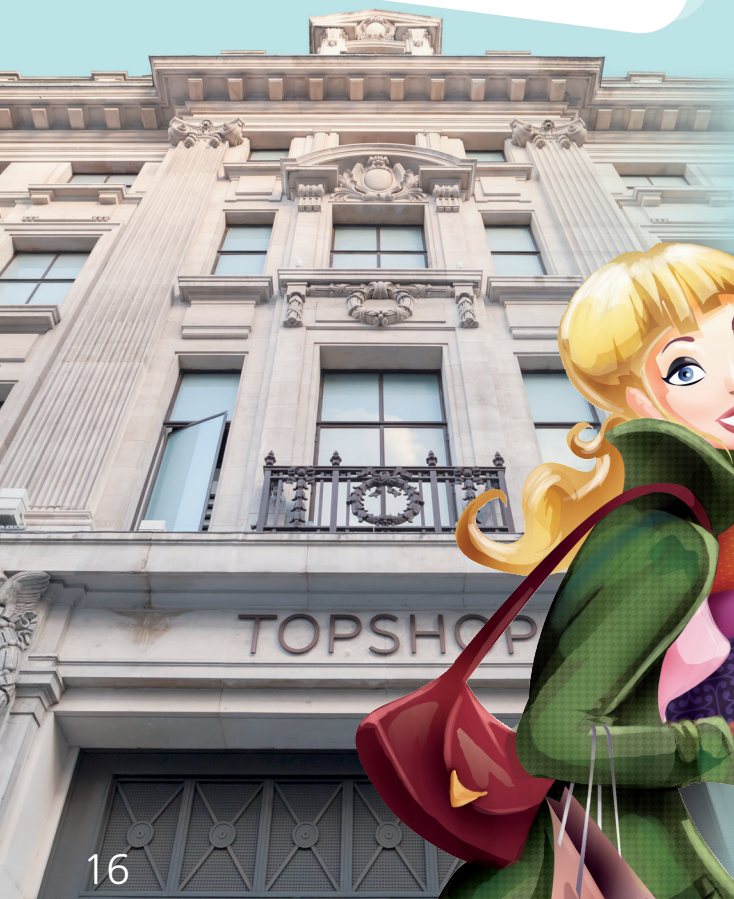
For a unique shopping experience, the huge Oxford Circus branch in London is a must. **3** This amazing store includes a vintage clothes section, treats such as frozen yoghurt, a nail salon, a hair salon, music DJs and even a café.

Topshop and Topman also support many charities.

- 4** TopShop and TopMan love to set trends, but not just with their fashionable clothes!

Check these words

- fashion conscious • on a budget
- stylish • basement • fashion victim
- range • offer • unique • branch
- vintage • treat • support • charity
- raise money • set trends



- 3 EXAM TASK** Read again and fill in the gaps (1-4) with a correct sentence (A-E). One sentence is extra. What words helped you decide?

- A** With its five floors, it's the biggest fashion shop in the world!
B They have the largest design team of any high street store.
C They even have a personal shopping service.
D They sell special collections to raise money for people in need.
E There are over 300 stores in the UK and 140 abroad.

Vocabulary

- 4** Choose the correct words.

- Kate has **developed/booked** her own fashion **range/style**.
- There are thousands of **assistants/customers** every day at Topshop's Oxford Circus **branch/charity**.
- Most teenagers live on a tight **branch/budget**.
- It's important to many teens to get the right **look/fashion**.
- Topshop **attracts/supports** charities such as Age UK.
- Fashion designers often **put/set** fashion trends.

- 5 COLLOCATIONS** Fill in the gaps with the words: *hair, raise, reasonable, book, shop, fashion, department, set, design, unique*.

- team
- store
- prices
- a trend
- salon
- assistant
- victim
- experience
- money
- an appointment

Word formation (forming person nouns)

- 6** Complete the sentences with the nouns derived from the words in bold.

We use **-or, -ian, -ist, -er** to form person nouns.
translate – translator *music – musician*
art – artist *retail – retailer*

- Export company is seeking a full-time (**TRANSLATE**).
- He is a wildlife (**PHOTOGRAPH**).
- He works as a (**LAW**).
- James is a professional (**MUSIC**).
- She is a great (**VIOLIN**).

Listening

- 7** **EXAM TASK** You are going to listen to two friends talking about their favourite type of clothes. For each person (1-4) choose the type of clothes (A-E) they prefer. One type is extra.

PEOPLE

- | | |
|---|----------------|
| 1 | Geoff's sister |
| 2 | Mary |
| 3 | Geoff |
| 4 | Mary's brother |

TYPES OF CLOTHES

- A** sports clothes
B designer labels
C casual clothes
D second-hand clothes
E formal clothes

Speaking

- 8** Listen and read the text. Tell your partner three reasons why Topshop and Topman are special.

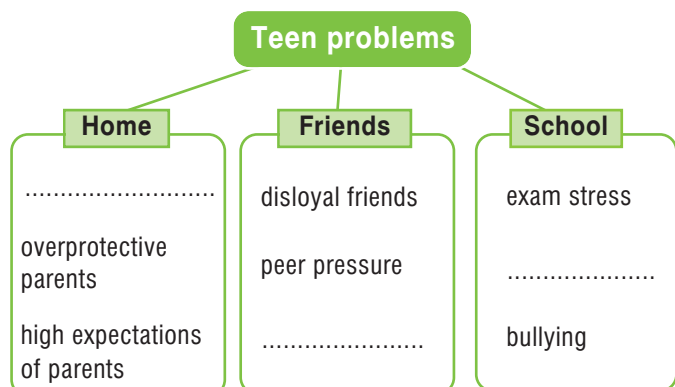
Writing

- 9** Think of a popular shop in your town/city. Make notes under the headings: **NAME – LOCATION – PRODUCTS IT SELLS – OTHER INFORMATION**. Use your notes to write a short text about it.

- 10** **THINK!** How similar/different is the shop you wrote about in Ex. 9 to the shop in the text?

- 11** **ICT** Collect information about famous shops in other European countries. Present them to the class.

- 1** a) Complete the spidergram with one more problem for each category.



- b) Which of the problems in Ex. 1a have you experienced? Tell your partner.

Multiple matching

Exam Tip

Przeczytaj polecenie i podane zdania. Zastanów się nad słownictwem związanym ze zdaniami. Słuchaj uważnie nagrania, gdyż może się w nim pojawić także to wyrażenie, które jest podane dodatkowo.

- 2** **EXAM TASK** You are going to hear four teens talking about problems they are experiencing. Match the sentences (A–E) to the speakers (1–4) and write the appropriate letter (A, B, C, D or E) in the right box. One sentence does not match any of the speakers.

- A My friends are pressuring me into doing something.
 B My parents expect too much from me.
 C I'm stressed about an upcoming exam.
 D My parents don't give me enough independence.
 E I have a friend who is gossiping about me.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

Intonation

- 3** **1.8** Listen and repeat.

Stress in compound nouns

In compound nouns the primary stress is on the first word.

- waiting room • bus stop • peer pressure
- exam stress • shop assistant

Multiple choice

Exam Tip

Przeczytaj polecenie, a następnie pytania i podane możliwości odpowiedzi. Dzięki temu zorientujesz się, co jest tematem wypowiedzi lub rozmowy. Słuchaj uważnie nagrania, gdyż mogą być w nim wymienione wszystkie możliwości odpowiedzi.

- 4** **1.9** a) **EXAM TASK** Read the rubric, then read the questions and the possible answers and complete the task.

You are going to listen to two recordings. Questions 1-3 refer to Recording 1, while questions 4-6 refer to Recording 2. Answer the questions by circling A, B, or C.

Recording 1

- 1** The conversation takes place
 A in a classroom. B at a bus stop.
 C in a waiting room.
- 2** Steve is
 A the oldest child in the family.
 B the youngest child in the family.
 C the middle child in the family.
- 3** Steve's main complaint about Greg is that he's
 A very untidy. B too noisy.
 C very neat.

Recording 2

- 4** At some point, 70% of American high school students
 A are victims of bullying.
 B bully other students.
 C report bullying to a teacher.
- 5** Experts think that bullies
 A want people to notice them.
 B want people to ignore them.
 C want people to avoid them.
- 6** The speaker
 A offers help to bullies.
 B complains about bullies.
 C advises victims of bullying.

- b) What advice does the speaker in Recording 2 offer to victims of bullying? Do you agree with him?

Everyday English

Asking for/Giving advice

- 1** Read the first exchange in the dialogue. What do you think Jane's advice will be?



Listen and read to find out.

- A: Hi Laura. Is everything OK?
 B: Hey, Sharon. Well, it's my sister, Pamela. She keeps borrowing my clothes without asking. She's driving me crazy! Any ideas what to do?
 A: Well, one thing you can do is lock your bedroom door so she can't look through your wardrobe.
 B: No, that won't work. We share the same bedroom, so I can't lock the door.
 A: OK, well why don't you talk to your parents about it, then? They could help you set some rules so it won't happen again.
 B: That's not a bad idea. After all, I don't have a problem with her borrowing my clothes. I just want her to ask me first. Thanks for your help, Sharon.
 A: You're welcome.

- 2** Replace the underlined sentences with sentences from the language box.

Asking for advice

- What should I do?
- I have a bit of a problem with ... Can you give me some advice?
- What am I supposed to do?
- What's the best way to ...?
- What do you think I should do?
- I suggest that you ...
- If I were you, I'd ...
- How about ...?
- You could ...
- Have you thought of ...?
- It might be a good idea to ...

Giving advice

Responding to advice

- I'm not sure about that.
- I don't think that will help.
- Yes, I suppose so.
- That sounds like good advice!

- 3** Take roles and read the dialogue aloud.

- 4** A friend of yours is having problems with a classmate. Use phrases from the language box and the ideas below to act out a dialogue similar to the one in Ex. 1.

Problem: one of your classmates makes fun of you

Possible solutions: tell your classmate how his/her behaviour is annoying; ask your teacher for help

Describing pictures

- 5** Look at the picture and complete the description with the words/phrases in the list.

- polo shirt
- white shirt
- university
- casual clothes
- relaxed



This picture shows two young men who might be **1)** students. They are sitting at a café. They are wearing **2)** The one on the left is wearing a red **3)** The one on the right is wearing a **4)** They look **5)**

- 6** Look at the picture and complete the sentences. Tell your partner.



- 1 This picture shows
- 2 They are at, and they are probably
- 3 They are wearing
- 4 The girl on the right is wearing
- 5 The girl on the left is wearing
- 6 They look

Rubric analysis

- 1** Read the rubric and look at the underlined words. Complete the sentences.

Your English friend, Conrad, has very overprotective parents who never let him go out with friends, as they are worried about his schoolwork. Write Conrad an email (50-100 words). In your email:

- sympathise with his problem.
- give him advice.
- express hope that things will go well.

- 1 You are going to write a(n)
- 2 It will be for
- 3 It will be about
- 4 The style should be
- 5 You should write words.

Model analysis

- 2** Read the model. Which paragraph:

- ☐ 1 offers advice and possible results?
- ☐ 2 expresses hope things will go well and the writer's closing remarks?
- ☐ 3 expresses sympathy for person's problem and offer to help?

Informal style

- 3** Read the email again and find examples of the following:

- 1 short verb forms
- 2 simple linking words
- 3 everyday language
- 4 omission of personal pronouns

Hi Conrad,

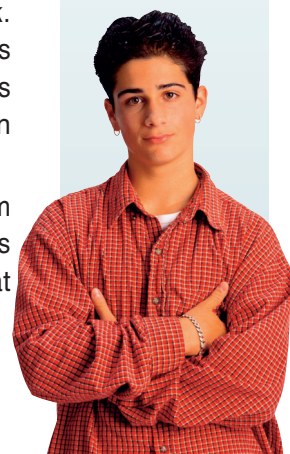
A Sorry to hear you're having problems with your parents. I understand how you feel and want to give you some advice.

B To begin with, you must earn your parents' trust. You should prove that you are responsible. If you do homework on time, you can get good grades. Then, your parents won't worry about your schoolwork. You can also explain to your parents that going out with friends is important. This will help you learn how to get along with others.

C I hope things get better soon. I'm sure your parents only want what's best for you. Let me know what happens!

Best wishes,

Alan



Opening/Closing remarks

- 4** Mark the sentences as *OR* (opening remark) or *CR* (closing remark).

- 1 Say hi to everyone in your family for me.
- 2 How're things?
- 3 I was really glad to hear from you.
- 4 Let me know how things turn out.
- 5 Can't wait to hear from you.
- 6 Hi! How's everything?
- 7 Sorry I haven't written for so long.
- 8 Well, I'd better go now.
- 9 Let me give you some advice on how you can
- 10 I thought I'd drop you a line to
- 11 All the best and keep me posted.
- 12 Write back soon.

- 5** Replace the opening/closing remarks in the email in Ex. 1 with remarks from Ex. 4.

Giving advice & Expressing possible results

6 a) Match the problems to the advice.

- | | |
|--|--|
| <p>1 I wake up tired every morning. I can't concentrate at school.</p> <p>2 I need to lose weight. My clothes don't fit me.</p> <p>3 I argued with my brother. He won't talk to me now.</p> <p>4 Two kids at school are constantly bullying me. I feel scared.</p> <p>5 I'm doing very badly in French. I'll fail the class.</p> | <p>a Join a gym. You'll get in shape and feel healthier.</p> <p>b Stand up to them. They'll see that you're strong and confident and back down.</p> <p>c Make sure you go to bed earlier. You'll get the sleep you need.</p> <p>d Have extra lessons after school. Your language skills and grades will improve.</p> <p>e Apologise to him. He'll forgive you.</p> |
|--|--|

b) Write sentences using phrases from the Useful Language box, as in the example.

It would be a good idea to go to bed earlier. This way you'll get the sleep you need.

Writing

7 a) Read the rubric and underline the key words.

EXAM TASK

Your English friend is new at school, and he/she hasn't made any friends yet. Write him/her an **email** (50-100 words). In your email:

- sympathise with his/her problem.
- give advice.
- express hope things will go well.

b) Match the advice (1-3) to the results (a-c).

Advice

- 1 Join a school club or sports team.
- 2 Throw a party and invite people from school.
- 3 Don't wait for others to speak to you; introduce yourself first.

Results

- a You'll meet people who share the same interests as you.
- b You will show them you want to be friends with them.
- c You'll be able to meet people in the comfort of your own place.

8 Use ideas from Ex. 7b to complete your email. Follow the plan.

Useful Language

Opening remarks

- Having read your problem, ...
- I understand how you feel about ...

Giving advice

- It would/might be a good idea to ...
- I strongly advise you to ...
- First of all, it's important that you ...
- You should(n't) ... • Why don't you ...
- The best thing to do would be to ...
- Have you thought of ... • You can also ...
- Another idea would be to ...

Result

- This would mean that ... • Then, ...
- That/This way, ... • If you do this, you'll ...

Closing remarks

- I hope my advice helps.
- Let me know what happens.
- Let's hope everything turns out all right.

Plan

Hi, (friend's first name)

(Para 1) sympathy for reader's problem; offer of help

(Para 2) advice and possible results

(Para 3) expression of hope that things will go well; closing remarks

(your first name)

Hi ...,

I understand how you I'd be happy to

Why don't you ... ? This way

You can also Then,

I hope my advice Let me

Yours,

...



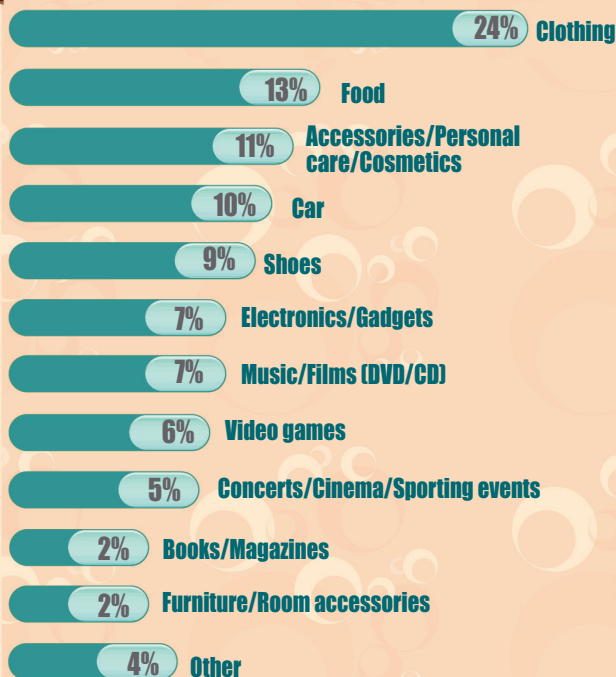
Checklist

When you finish your piece of writing check it for the following:

- Are your opening/closing remarks appropriate for the intended reader?
- Do you support your advice with expected results?
- Have you written in an informal style?
- Have you checked for grammar, spelling or punctuation mistakes?



- 1 What do you usually spend your money on? Look at the diagram showing the spending habits of teenagers in North America and compare them to your own.

Teen Spendingin North America, by category,
March 20.. (% of total)

- 2 How can teens manage their money better?



Listen and read the text to find out.

- 3 **EXAM TASK** Read the text again and match the headings to the paragraphs. One heading is extra.

- A Plan your spending
- B Set realistic goals
- C See what you can earn
- D See your savings grow

- 4 Match the words in bold in the text to their definitions: *money, small tasks, accept, slowly increase, do what you decide.*

- 5 **THINK!** What advice can you give to a friend who isn't very good at saving? In a few minutes, write a few sentences based on the text. Read them to the class.

Money Matters\$

Let's **face** it, we all love spending money! You might think you're too young to worry about money issues, but it's never too early to learn how to be a responsible earner and spender.



1

Maybe your only income is your pocket money, but there are many ways for teens to make extra **cash**. If your parents agree, start by doing **errands** for family, friends and neighbours for a small fee. Team up with a friend to wash cars, walk dogs or do gardening. Use your skills, too. Are you creative? Make craft items like greetings cards and sell them to friends and relatives.

2

However much money you have, budgeting is an important skill to learn. Decide how much you want to spend each month on new clothes, food and other things and **stick to it**. Before buying those designer jeans, wait for the sale or look around in outlets or chain stores for a cheaper pair that looks just as nice.

3

Finally, open a savings account. A good rule is to try saving half of what you earn. Half of the £10 you earn might not seem like a lot, but little amounts soon **add up**. £5 a week today could easily become enough money to buy your first laptop!

Check these words

• face • issue • earner • spender • income • do errands
• fee • team up • craft items • budgeting • stick to
• sale • outlet • chain store • savings account

Vocabulary

1 Choose the correct word.

- Jenny is under **stress/pressure** at work.
- I'm looking for a new **work/job**.
- Tim is **fair/honest** and never tells lies.
- Mark's job is **full-time/part-time** – he only works in the evenings.
- She is very **careful/careless** and often makes mistakes.
- Her daily **salary/wage** doesn't include travel costs.

(6x3=18)

2 Fill in: *meet, gain, take, earn, apply, work*.

- Donna and Jack two weeks off work every summer to go on holiday.
- Lisa wants to for the job of secretary.
- He needs to the deadline.
- He is working at a school to experience in teaching.
- She wants to a living as a nurse.
- Ted doesn't need to overtime.

(6x2=12)

3 Choose the correct item.

- We're trying to set **up/off** a new shop.
- He's looking **for/down** a job as a waiter.
- Write **down/with** his address.
- Faye has a talent **on/for** design.
- Mike is interested **of/in** history.

(5x2=10)

Everyday English

4 Complete the dialogue with: *What's the best way to – That sounds like good advice! – If I were you, I'd ... – I'm not sure about that. – How about ...*

- A: Hi Steve, are you still looking for a part-time job?
- B: Yes, but there are no adverts in the newspaper today. **1)** find a job these days?
- A: Well, **2)** go into town and look for adverts in the shop windows.
- B: **3)** I don't usually see adverts there.
- A: **4)** looking online then?
- B: Thanks! **5)**

(5x4=20)

Grammar

5 Put the verb in brackets into the *present simple* or *present continuous*.

- Tony always (**drive**) to work.
- When (**they/usually/finish**) work?
- Ann (**sleep**) now.
- Your new job (**sound**) great.
- We (**work**) overtime today.
- He (**not/live**) in London.

(6x3=18)

6 Fill in an appropriate *relative pronoun*. Add commas where necessary. Write *D* for defining and *ND* for non-defining.

- Amy, *who* is a nurse, works at the clinic. (*ND*)
- The job he's applying for is in York.
- Do you know the reason she left?
- Joe mum is a tutor moved abroad.
- The office I work is on Main Street.

(5x2=10)

7 Put the adjectives in brackets in the correct form.

- My salary is (**high**) than his.
- Tim is (**tall**) person of all.
- She's (**patient**) than me.
- A doctor's job isn't (**dangerous**) as a firefighter's.
- Mike is (**well-paid**) of all.
- Her new job is (**good**) than her old one.

(6x2=12)

Total: 100



Grammar in Focus

Fill in the correct form of the word in brackets, choose the correct word or fill in the gaps.

- 1) (**you/want**) to work from home? Studies show that people **2)** work from home are **3)** (**happy**) than people working in offices. They also save **4)** (**much**) money because they **5)** (**not/travel**) to work every day. At the moment, we **6)** (**look**) for people to work from home, translating texts into English. We deal **7)** texts in Spanish, Arabic and Chinese, so you **8)** (**need**) to know one of these languages, but no **9)** **previous/last** experience is necessary. Interested? Visit our website.

Rozumienie tekstów pisanych

Dobieranie

Preparing for the task

1 Read the text. Choose the best answer.

NEXT SALE
ALL SALE ITEMS HALF PRICE OR LESS
SALE STARTS - TUESDAY 10TH JANUARY

- 1 What is this text?
A an advert B an announcement
- 2 Where can you see this text?
A in a newspaper B in a shop window
- 3 What is the aim of the text?
A to advertise a shop
B to inform people of something special
- 4 What does the text tell people about?
A when they can get items at lower prices
B when the shop starts selling items

Exam Tip

Przeczytaj teksty, aby zorientować się w ich treści. Zastanów się, w jakim celu zostały napisane i gdzie można spotkać podobne teksty. Przeczytaj zdania i podkreśl w nich słowa kluczowe. Pomogą Ci one w wyborze właściwych rozwiązań.

2 **EXAM TASK** Przeczytaj teksty 1–4 i zdania (A–E). Do każdego tekstu dobierz zdanie. Wpisz odpowiednie litery do tabeli. Jeden tekst pasuje do dwóch zdań.

1

SHOP SHOES

Click here to view our selection >

2

SKYWAYS

Are you looking for a full-time job that can take you to exciting places around the world? Then join our cabin crew and fly the skies with us.

3

SIMPLE LOOK

Elegant & stylish suits, skirts & dresses
Reasonable prices
Sizes 10-18

4

Your NEW YUMMY is now open in York. Come along & enjoy a FREE ice cream with any main meal
MEALS from £7.00

- A This text advertises a restaurant.
B You can see this text in a shoe shop.
C You can see this text in a fashion magazine.
D You can see this text online.
E This text advertises a post.

1	2	3	4

Rozumienie ze słuchu

Wybór wielokrotny

Preparing for the task

3 a) Read the question and look at the pictures. Which of these words/phrases match each picture?

- ride a bike • answer the phone
- delivery boy • supermarket
- stacking shelves • take orders

What job is Harry having an interview for?

A



B



C



b) Now read the script. Which is the correct answer?

- A: Is Harry still working at the supermarket?
B: Not really. The hours were long and he didn't earn much stacking shelves.
A: I see. So is he looking for a job now?
B: Actually, yes. He's having an interview today at a take away.
A: You mean as a delivery boy? Can he ride a bike?
B: Yes, he can but there are no free posts. They are looking for someone to answer the phones and take orders.
A: I see.

Exam Tip**Wybór wielokrotny**

Przeczytaj polecenie. Następnie przeczytaj pytania oraz podane możliwości odpowiedzi i podkreśl w nich słowa kluczowe. Wysłuchaj uważnie nagrania i wybierz właściwe odpowiedzi.

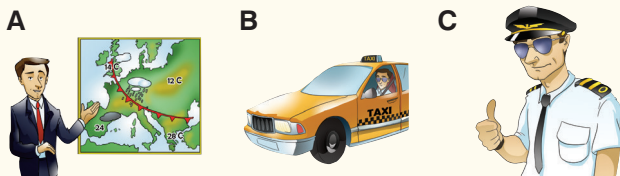
- 4** a) Read the rubric, then the questions and the possible answers. Think of words/phrases related to each option.

Usłyszysz dwukrotnie pięć tekstów.
Na podstawie informacji zawartych w nagraniu w zadaniach 1–5 z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.

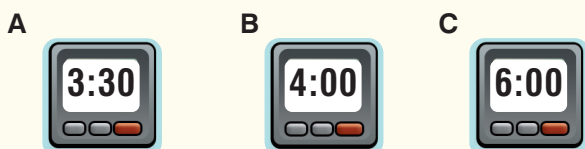


- b) **EXAM TASK** Do the listening task.

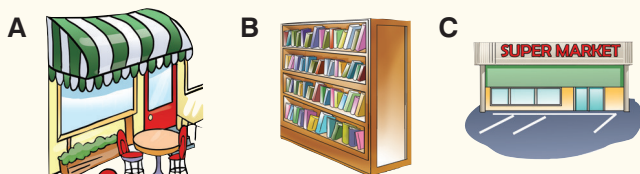
- 1 What does John do for a living?



- 2 What time are Jane and Sally meeting?



- 3 Where are Peter and Andrea?



- 4 What does Mary want to buy?



- 5 Paul is calling Mark
A to ask for a favour.
B to ask for advice.
C to give advice.

Znajomość funkcji językowych**Wybór wielokrotny****Preparing for the task**

- 5** a) Read the question. Which of the following does it ask about?

X: What does Paul do?
A a person's job?
B a person's workplace?
C a person's activity?

- b) Look at the options A-C. Which answers the question?

Y: A He's brave.
B He's a security guard.
C He's at work.

- c) Now match these questions to the rest of the options in Ex. 5b.

X: 1 Where is Paul?
2 What is Paul like?

- 6** **EXAM TASK** Read the rubric, then do the task.

Uzupełnij poniższe dialogi 1–3, wybierając spośród podanych odpowiedzi brakującą wypowiedź jednej z osób. Zakreśl literę A, B albo C.

- 1 X: What is your new teacher like?

Y:
A She's at school.
B She's patient.
C She's working hard.

- 2 X: Where does Mary work?

Y:
A At a bank.
B She works 9-5.
C She's got a part-time job.

- 3 X: How much is it?

Y:
A It's red and white.
B It's size 10.
C It's on sale. Only £4.

Rozumienie tekstów pisanych

Dobieranie

Preparing for the task

- 1** Read the extract. Use the underlined words to help you choose the sentence (A or B) that best completes the gap.

As a nature photographer, I take snaps of wild animals for a living. It's a wonderful job that allows me to visit some of the most beautiful destinations in the world. I'm taking pictures for a magazine here of the Cape buffalo. It's one of the most dangerous animals in Africa, so I have to be very careful.

- A** There I capture images of the natural beauty.
B At present, for example, I'm staying in Kenya.

Exam Tip

Rozpoznawanie związków pomiędzy poszczególnymi częściami tekstu

Zanim przeczytasz zdania A–E, podkreśl słowa kluczowe w zdaniu poprzedzającym każdą lukę i następującym tuż po niej. Zastanów się, czego mogą dotyczyć brakujące zdania, po czym przeczytaj podane możliwości odpowiedzi.

2 EXAM TASK Przeczytaj tekst.

Uzupełnij luki (1–4) zdaniami (A–E).
Wpisz odpowiednią literę obok numeru każdej luki. Jedno zdanie zostało podane dodatkowo.



You've probably heard the phrase 'shop till you drop' but what about 'swap till you drop'? In recent years, many people have begun swapping their possessions with others instead of buying new products in the high street. One popular swapping phenomenon is called 'swishing'.

According to the dictionary, when you 'swish' something, you move it through the air quickly so that it makes a sound. **1** Nowadays, 'swishing' means 'swapping clothes' and swishing parties have become popular with fashion-lovers all over the world.

Swishing parties are social events unlike anything you've ever attended. Everyone who is invited brings along one or more unwanted items of clothing.

2 Then, when everyone has arrived, the swishing begins!

Everyone looks through their friends' clothes, hoping to find something that they like. **3** As they swish, everyone has a good time chatting with old friends, making new friends and enjoying drinks and snacks.

4 She loves the way swishing saves her money on clothes shopping, but her main concern is the environment. According to Lucy, the fashion industry encourages us to throw out old clothes and buy new clothes. Swishing saves these unwanted clothes from ending up in our already overflowing landfill sites.

So are you sick of looking at that green top hanging in your wardrobe unworn for the last year? Then, what are you waiting for? Organise a swishing party today! Who knows? You might pick up something wonderful to take its place!

- A** Recently, though, the word has taken on a new meaning.
B Lucy Shea is the founder of swishing in the UK.
C Usually, each guest takes at least one item of clothing home with them.
D Swishing is especially popular with women in their late 20s.
E It doesn't matter if they aren't designer labels; the only rule is that each item should be in a good condition with no rips, holes or stains.

Rozumienie ze słuchu

Wybór wielokrotny

Preparing for the task

- 3** Read the two multiple choice questions below and then answer the questions (1-2).

- How is the interview being conducted?
A face to face C through a video link
B over the phone
- Why did Mr Lewis leave his previous job?
A He was fired. B He retired. C He quit.

- How many people will be talking? Who?
.....
- What is the reason for their conversation?
.....

- 4** Now, read the dialogue and answer the two multiple choice questions above.

A: I'm sorry for keeping you on hold, Mr Lewis. Now, I see on your CV that you have been out of work for six months. Why did you leave your last job?

B: Well, my last job was as a sport journalist. I loved the work, but unfortunately, the paper's sales began to drop. Many of my colleagues got fired and I didn't want the same to happen to me. So, I decided to leave and find work elsewhere.

A: Oh, I'm terribly sorry, but I have another important call. Can I ring you back in ten minutes?

B: Yes, that's not a problem.



EXAM TASK Usłyszysz

dwukrotnie dwa nagrania.
Pytania 1–3 dotyczą nagrania 1,
pytania 4–6 – nagrania 2.
Wysłuchaj nagrań i zakreśl
właściwą literę A, B lub C.

Recording 1

- Bob wants to buy a tablet PC
A to use as an educational tool.
B to play computer games on.
C to connect with his friends.
- Bob earns money by
A doing jobs for his parents.
B working at a café.
C doing errands.
- Peter advises Bob
A how to apply for a job.
B where to buy a tablet PC.
C how to earn more money.

Recording 2

- In Dudley's Fashions there are sales in
A ladieswear. B menswear.
C children's wear.
- The shop that sells footwear is
A Dudley's. B Clark's.
C Smith's.
- The purpose of the recording is
A to give information to shoppers.
B to advertise a coming sale.
C to announce the opening of a shopping centre.

Workbook p. 13

Check your progress

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Now I can do these things in English

- talk about jobs & workplaces ☐
- describe personal qualities & personality ☐
- compare two or more people, things etc ☐
- ask for and give advice ☐
- write an email giving advice ☐
- talk about shops & products/clothes ☐

and I can do these exam tasks

Rozumienie tekstów pisanych:

- dobieranie ☐

Rozumienie ze słuchu:

- wybór wielokrotny ☐
- dobieranie ☐

Znajomość funkcji językowych:

- wybór wielokrotny ☐

Wypowiedź pisemna:

- e-mail ☐