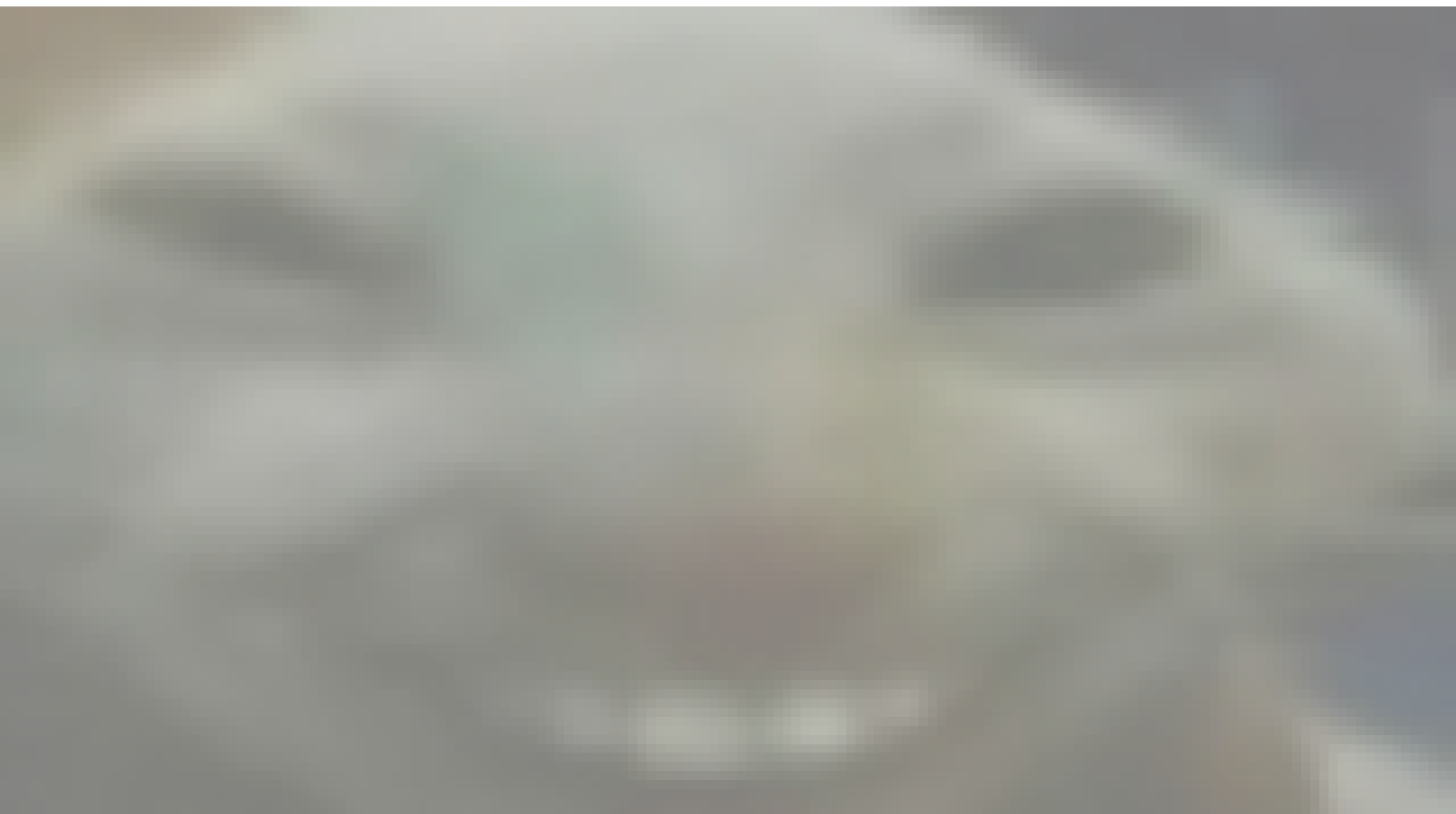


FOCUS 4

SECOND EDITION

B2/B2+
WORKBOOK
with answers



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Zadania oznaczone  przygotowują do egzaminu maturalnego.

1 Live and learn

VOCABULARY

Education • phrasal verbs
• describing teachers and students
• collocations

SHOW WHAT YOU KNOW

1 Cross out the words that do not collocate with the nouns in bold.

- | | |
|--|-----------|
| higher / people / private | education |
| 1 attend / have / go | lessons |
| 2 language / communication / person | skills |
| 3 further / long / rewarding | career |
| 4 pass / fail / prove | exams |
| 5 master's / university / course | degree |

2 Complete the sentences with the missing words. The first letters are given.

Next year we're going to **take** our exams.

- They get on well with everyone as they have good **people** skills.
- I'm doing a **bachelor's** degree in Computer Science. After that, I'd like to do a master's degree.
- Matt usually goes to lessons, but occasionally he **skips** them in summer because he's crazy about cricket.
- I think **further** education is important. I'd like to go to university.
- She's done really well and had a **successful** career as a teacher for over twenty years.

FOCUS ON WORDS | Phrasal verbs

3 Complete the sentences with the correct form of the verbs in the box. There are two extra verbs.

(fall give go (x2) major scrape
settle sit teach)

After high school, he **went** on to do a course in Accountancy.

- I've never failed an exam, though I only **scraped** through sometimes!
- I **fell** behind in Maths after I was ill for two weeks, but now I've caught up.
- When Magda's older, she wants to **go** into teaching.
- My English teacher was great, she never **gave** up on me, even when I didn't make much progress.
- At university, Alex wants to **major** in law, but he wants to study a language too.
- I argued with my sister and then found it hard to **settle** down to study. I couldn't concentrate.

4 Complete the tips with the correct form of the phrasal verbs in Exercise 3.



TIPS FOR SUCCESSFUL STUDY

- Have a long-term plan. What do you want to **go into** after you finish your studies? Working towards a goal can inspire you to work hard now.
- Motivate yourself. If you find it hard to **settle down** and study at home, then give yourself a treat **after** you finish. For example, listening to music or having a hot chocolate.
- Talk to your teachers and find out how you are doing. If you have **fallen behind** the other students, ask for help to catch up.
- Make a study plan. Only **go on to** the second task when you have finished the first, and so on. That way you will complete all your work.
- Take responsibility for your learning. If you have taken an exam or test and just **scraped through**, then focus on how you can improve. Passing isn't enough, try to get good marks!
- Choose subjects you enjoy to **major in**. You'll work harder if you like a subject – and be more likely to **give up on** the subject if you hate it.

FOCUS ON WORDS | Describing teachers and students

5 Match the definitions with the words in the box.

(bully disruptive dyslexic gifted lenient
self-disciplined strict swot)

causing problems and preventing something from continuing in its usual way **disruptive**

- having a natural ability to do things well **gifted**
- not strict in the way you punish someone or the standards you expect **lenient**
- able to make yourself do the things you know you have to do **self-disciplined**
- someone who uses their strength or power to frighten or hurt someone weaker than them **bully**
- someone who spends a lot of time studying and seems to have no other interests **swot**
- expecting people to obey rules or do what you say **strict**
- having a condition that makes it difficult to read or spell **dyslexic**

HAVE YOUR SAY!

Students say ...

Our teachers are always telling people off, they should be more lenient! I don't often get into trouble because I'm self-disciplined and I always do my work. I'm not a swot though; I don't spend all my time studying. But not everyone's like me. Teachers should help students develop their learning skills and critical thinking, not just tell us facts!



I really struggle with reading because I'm dyslexic, but all my teachers have been brilliant! They've taught me different ways to improve my reading skills and supported my learning both at school and at home using online tools.

Teachers say ...

I'm quite a strict teacher and I think pupils should do what they're told. It annoys me when disruptive students interrupt, shout and mess around. I also dislike bullies who threaten other students physically or verbally. I don't tolerate it in my classroom. I enjoy teaching all my students, but it's a real pleasure to teach gifted students who make strong academic progress.



FOCUS ON WORDS | Collocations

7 Complete the text with the missing words. The first letters are given.

Hi Erin,

I'm really enjoying my philosophy course! I've attended all my lectures so far and I'm learning a lot. I'm glad I don't have to give any lectures, though, I'd forget what to say ☹. I'm reading a lot too, it's a great way to deepen my knowledge of the subject. I've chosen my option for this year – logic! I don't have to sit an exam at the end of the course, but I have to write a long essay. I've also discovered I have a passion for surfing and I'm going to enrol on a course in summer. I know you love water sports – would this be of any interest to you? We could do it together!

What about you? Have you finished writing your dissertation yet? Do you still want to work in the field of computer technology?

Oh, good news! My brother is still at school, he didn't get expelled after all. In fact, he's really changed! He's studying hard now and he got a scholarship to study in France for three months.

Write soon,
Karl

SHOW WHAT YOU'VE LEARNT

8 Choose the correct answers A–C.

- Maria is very ___ at art. She can draw and paint extremely well.
A strict B self-disciplined **C gifted**
- At the end of my university course, I have to write a ___ of 10,000 words. I've never written such a long essay before!
A dissertation B degree C diploma
- After I've finished my degree in Medicine, I'd love to work in the ___ of medical research.
A field B area C course
- I need to study harder for my next History exam as I only just ___ through this one. Two marks less and I would've failed!
A passed **B scraped** C fell
- I'm not sure yet which subject I'm going to major ___. I've got to decide soon.
A at **B in** C on
- I've been off school for 10 days, so I've fallen ___ the rest of the class, but I'm sure I'll soon catch up.
A after B off **C behind**
- The professor ___ the lecture extremely fast, so it was hard to take notes.
A attended **B gave** C spoke
- All he does is study and he's even asked the teacher for some extra work – what a ___!
A dyslexic B bully **C swot**
- It's time to ___ and do your homework now. You've got to calm down!
A settle down B give up C go on
- This summer I'd like to ___ on a course to learn all about filming and how to edit films.
A pass B deepen **C enrol**

/10

SHOW WHAT YOU KNOW

1 Complete the sentences about present and past habits with one word in each gap.

Graham always used to pay attention in Physics lessons. It was his favourite subject. ☐



- 1 Didn't you use to skip lessons occasionally when you were at school, Dad? ☐
- 2 The security guard does not unlock the school gates until exactly 7:30 a.m. ☒
- 3 Our Spanish teacher from primary school would only speak Polish in class. No wonder we didn't learn much! ☐
- 4 Lucy didn't use to get on with her brother, but things are better now that they are older. ☐

2 Which sentence in Exercise 1 describes a present habit? Tick the appropriate box.

3 ★ Complete the dialogues with *always* and the correct form of the verbs in the box.

(hang play put talk **tease**)

Dad: Why can't you two just get on with each other?

Melanie: Because he 's always teasing me. Why can't he just leave me alone?

- 1 **Alice:** Well, it's good to be studious, but Luke 's always talking about schoolwork. I don't think he has a social life at all.

Max: Yes, I can see how annoying he is.

- 2 **Amber:** Why did you split up with Richard then, Erin?
Erin: Oh, he and his friends were always playing computer games or talking about them. I hardly ever saw him, and when I did, the conversation was boring.

- 3 **Paul:** I'll do it tomorrow, OK?

Gemma: Oh, Paul. You 're always putting things off until tomorrow, or next week, or whatever. Why don't you just get it out of the way now?

- 4 **Butcher:** Why are you always hanging around here, little dog? Can you smell those sausages? I don't know how someone so small can eat so much. Come on then, boy, come here! It's your lucky day!

4 ★★ Choose the correct options to complete the text.

Educate Yourself

Results a mess? Try not to stress. You can still find success.

Teachers and parents ¹will / are always telling young people how important it is to work hard at school. Of course, this is good advice, but some very successful people ²performed / were always performing very poorly as students and still went on to achieve great things.

Deep thinker Albert Einstein ³used / use to get poor grades in French at school. Though brilliant in other subjects, he struggled to master French and failed his college entrance exams as a result.

Actor Orlando Bloom ⁴didn't use to / wouldn't find school easy and ⁵would / will struggle with many subjects as a result of his dyslexia.

It is important to do your best at school of course, but there are clearly other routes to success.

5 ★★ Complete the second sentence so it has the same meaning as the first. Use the word in capitals.

I didn't have a large circle of friends at school, but now that I'm at university I know lots of people. **USE**
I didn't use to have a large circle of friends at school, but now that I'm at university I know lots of people.

- 1 Holly bites her nails constantly. **IS**
Holly is always biting her nails.
- 2 Ms Wilson, our neighbour, was very curious – she would always ask us a lot of questions. **TO**
Ms Wilson, our neighbour, used to be very curious – she would always ask us a lot of questions.
- 3 Stephen leaves everything until the last minute and then panics. **WILL**
Stephen will leave everything until the last minute and then panic.
- 4 We picked and ate fresh fruit from the garden when we were kids. **WOULD**
We would pick and eat fresh fruit from the garden when we were kids.

SHOW WHAT YOU'VE LEARNT

6 Choose the correct answers A–C.

- 1 Naomi didn't ___ to suffer from allergies when she lived in the countryside.
☒ A use B used C would
- 2 Scott is not very bright. He ___ raise his hand in class even when he has no idea of the answer.
A would B always ☒ C will
- 3 Whenever I stayed at Auntie Freda's, she ___ always make pancakes for breakfast.
A will ☒ B would C used
- 4 ___ you use to watch that funny show with the puppets? I can't remember its name now.
☒ A Did B Would C Were
- 5 When they were younger, Ben and Jamie ___ to walk to school together. Now Jamie drives.
A will ☒ B used C enjoyed
- 6 Summer holidays ___ to last forever when I was in primary school.
A would B seem ☒ C used

1 Choose the correct options to complete the extract from the recording.

Extract from Student's Book recording 1.9

Speaker 1

My earliest memory? I have / 'm having a vague memory of the Christmas before I was three, but I have / had very vivid memories of my third birthday party, and I can remember other events very clearly from when I was three years old. Some people say I must have / had to confused a memory with photos I'll see / I've seen of the same events. But I'd / I've asked my mum about it and she agrees that my memories are accurate. For some of them, there's no photographic evidence or anything that could / could have jogged my memory, so I believe they're real.

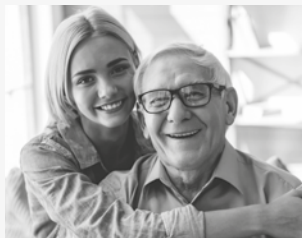
2 Complete the extract from the recording with the words in the box. There are two extra words.

confused jogged losing manages
memories remember recall vague

Extract from Student's Book recording 1.9

Speaker 2

Most people in my family have rubbish memories, but my grandfather's amazing. He's not like other old people who are losing their memory and get confused – he's really switched on. He remembers dates and names and places. He can even recall in detail events that happened 50 years ago – and he's 77! I'm 16 and I can't remember what I did yesterday! I wish I had his memory – it would help me a lot in my exams. I asked him how he manages to remember things so well, and he says it's because he drinks green tea! I think it's because he reads a lot and stays active. He walks every day – he's much fitter than I am.



REMEMBER THIS

- Zwroty dotyczące zapamiętywania: *bear something in mind, learn by heart, think back to something, ring a bell.* We're studying the table of elements in Chemistry and we have to learn it by heart.
- Zwroty dotyczące zapominania: *slip your mind, escape you, draw a blank.* I'm sorry I didn't call you – it slipped my mind.

3 Read REMEMBER THIS. Complete the phrases with the words in the box.

- (back bear bell draw escape heart slip)
- | | |
|-------------------------------|---|
| to <u>slip</u> sb's mind | – to forget about sth |
| 1 to think <u>back</u> to sth | – to try to recall an event |
| 2 to <u>escape</u> you | – to try to think of something but not be able to |
| 3 to learn by <u>heart</u> | – to memorise sth |
| 4 to <u>bear</u> sth in mind | – to remember sth |
| 5 to <u>draw</u> a blank | – to be unable to remember sth |
| 6 to ring a <u>bell</u> | – to sound familiar |

4 Complete the sentences with the correct form of the words and phrases in Exercise 3.

I should be able to remember his address, but it escapes me.

- Can you think back to that day and tell me what happened?
- Bear in mind that it'll take a few hours to drive there, so leave early.
- Actors need to learn their lines by heart before filming can begin.
- I'm sure I've seen him somewhere before, but I'm drawing a blank at the moment.
- Her name didn't ring a bell, but when I saw a photo, I remembered who she was.
- Oh no! I didn't do my homework; it completely slipped my mind.

FOCUS ON WORDS | Memory

5 Complete the sentences with the words in the box.

(earliest good jogged lost
photographic sieve vague vivid)

I have a good memory for faces. I forget people's names, but never their faces.

- I can remember all the details of my holiday in Prague. I have such vivid memories of it.
- Joe has a photographic memory. He can read a page of any book and then remember everything on it.
- In my earliest memory, I'm in the garden. I must have been about two years old.
- After his accident, he lost his memory completely. He didn't even remember his own name.
- Sara has a memory like a sieve. You tell her something and the next minute she's forgotten it!
- I've only got a vague memory of our old house. I can remember my bedroom, but not much else.
- I'd forgotten about his birthday, but when I read the note it jogged my memory, so I bought him a present.

1 Read the text quickly and choose the best title for it.

- 1 The Real Rain Man
- 2 The Biggest Slice of Pi
- 3 The Man with the Amazing Mind



Daniel Tammet is a linguistic and mathematical genius. He speaks eleven languages, performs complex mental arithmetic in seconds, and on March 14, 2004 publicly recited pi from memory to 22,514 decimal places. It took him five hours and nine minutes. However, since childhood, despite his phenomenal mental abilities, Daniel has struggled to learn the personal skills that most of us take for granted: communication, empathy and the ability to see the big picture.

Daniel's skills and limitations are the result of Asperger's syndrome, a form of autism. He is a high-functioning autistic savant who possesses similar abilities to those of the character played by Dustin Hoffman in the film *Rain Man*. ¹**C, E** 'I'm lucky,' he says, 'because most others who have rare abilities are also seriously disabled.'

Life is easier for Daniel now that he is in his thirties, but growing up with autism was tough for him and his family. As a baby, he used to cry constantly and only repetitive motion would stop him. ²**B** As a result, he never played with other children, or even with toys. 'Numbers were my toys,' he says.

To him, numbers have colours, shapes, textures* and personalities. He has described his visual image of 289 as particularly ugly, and 333 as particularly attractive. Three is green, five sounds like a clap of thunder, and thirty-seven is lumpy*. This cross-connection between unrelated senses is known as synaesthesia, and in Daniel's case it allows him to 'experience' numbers rather than calculate them. As he explains, 'When I multiply numbers together, I see two shapes. The image starts to change and evolve, and a third shape appears. That's the answer.'



It was this unique ability that helped him to remember pi to so many decimal places, back in 2004. ³**F** 'To me, it is as beautiful as the Mona Lisa,' he explains.

Daniel has many gifts often associated with autism. He can copy a picture so accurately that it could have been traced*, and he planned his autobiography *Born on a Blue Day* without taking a single note. Nevertheless, he is more aware of the many things he can't do. He knows, for instance, that he is difficult to live with because he cannot understand what others are feeling. He admits that most of the time, he has to pretend to show emotions. ⁴**A** He reveals that when his cat died, he cried and understood grief* for the first time.

In 2004, Daniel met Kim Peek, the savant on whom *Rain Man* was actually based. Unlike Daniel, Peek, who passed away in 2009, was unable to manage daily life independently. ⁵**D** 'We swapped facts and figures like others swap gossip,' says Tammet. With the help of his father, Peek travelled America spreading the message that difference is not necessarily a negative thing.

Like Peek, Daniel is putting his gifts to good use. He gives regular lectures, has written three successful books, and been the subject of numerous studies and documentaries. Much of his work involves helping scientists understand how the brain works. 'I used to long* to be like other people,' he says. 'But they tell me that I have the same effect on them as Professor Stephen Hawking. That in the contradiction* between ability and disability, they see humanity.'

GLOSSARY

texture (n) = the way a surface or material feels when you touch it; faktura

lumpy (adj) = covered with or containing small solid pieces e.g. a lumpy mattress; chropowaty

trace (v) = copy a drawing by putting a very thin piece of paper over it and then drawing the lines you can see through the paper; kalkować

grief (n) = extreme sadness caused by the death of someone you love; żałoba

long (v) = want something very much, especially when it seems unlikely to happen; mieć wielką ochotę

contradiction (n) = a difference between two statements, beliefs or ideas that means they cannot both be true; sprzeczność

2 Read the text. Complete gaps 1–5 with sentences A–F. There is one extra sentence.

- A Despite these limitations, he is slowly extending his emotional range.
- B At school, he struggled to read body language or make eye contact, finding it impossible to interpret how other people were feeling.
- C *Born on a Blue Day* was named 'Best Book for Young Adults' in 2008 by the American Library Association.
- D Remarkably, though, he was able to read two pages of a book at once, one with each eye, and remember every single word.
- E There are only about fifty savants in the world (all men), but Tammet is unique in being able to describe how his mind works.
- F Tammet describes seeing the number as a landscape through which he travelled in his mind.

3 Read the summary of the text and complete the gaps with one, two or three words.

Daniel Tammet is an autistic savant. He can perform complicated mathematical calculations at a very ¹*fast/high speed* and can speak eleven languages. In many ways, his extraordinary skills remind one of those of the main character of the film *Rain Man*. Unlike ²*other savants*, Daniel can explain his remarkable abilities. Daniel is a successful adult now, but being autistic posed a lot of problems during his childhood. At school, he didn't find interacting with others easy as he lacked the ability to understand ³*body language* and other people's feelings. That's when his special 'relationship' with numbers started. Daniel claims he can see, ⁴*hear* and feel numbers. Rather than calculating them, he experiences them in his unique way. Daniel possesses many talents, but is also aware of his limitations. He may not actually be experiencing ⁵*the emotions* he shows to other people, although he is making gradual progress in this area of his life. Daniel is very busy lecturing, writing books and appearing in documentaries. His effect on people is often ⁶*compared to* that of Professor Stephen Hawking's.

4 Complete the collocations with the verbs in the box. Then match the collocations with the meanings a–f.

(have make put read see take)

- take* something for granted
- 1 *put* something to good use
- 2 *make* eye contact with someone
- 3 *have* an effect on someone
- 4 *read* someone's body language
- 5 *see* the big picture
- a to influence someone to change their ideas or behaviour
- b to understand the most important facts about a situation rather than the details
- c to look directly into someone's eyes
- d to understand physical communication such as gestures
- e to make the most of something or use it to your advantage
- f to expect something to be available all the time and forget that you are lucky to have it

f
e
c
a
d
b

REMEMBER BETTER

Kolokacja może zawierać słowa o wielu znaczeniach, np. w wyrażeniu *to see the big picture* słowo *picture* nie odnosi się do obrazu, rysunku ani zdjęcia. W tym zwrocie *picture* to „sytuacja”.

Complete the sentences with the collocations in Exercise 4. Change the form if necessary.

On this week's show, how to *read* your partner's *body language*.

- 1 Ellen was so embarrassed she couldn't even *make eye contact with* the nurse.
- 2 Julia has *put* her bilingualism *to good use* working as an interpreter in the European Parliament.
- 3 The doctor's warning obviously *had an effect on* Kelly. She has started going to the gym again.
- 4 Ten hours into the power cut, Damien realised just how much we all *take* electricity *for granted*.
- 5 The chairman accused the union leader of focusing on minor details and failing to *see the big picture*.

FOCUS ON WORDS | Collocations

5 Complete the collocations. The first letters are given.

Man in accident

Sam Green, 23, was *found* unconscious in his car which had hit a tree in a storm. It is believed that during the crash he hit his head, causing him to ¹*lose* consciousness, and subsequently ²*fell* into a coma. Doctors have confirmed that he ³*regained* consciousness and ⁴*came* out of the coma a week later. Fortunately, Mr Green didn't ⁵*suffer* any other injuries and he has now fully ⁶*recovered* and left hospital. Nobody knows how the accident happened – it will ⁷*remain* a mystery. Mr Green believes that his car might have been ⁸*struck* by lightning as the engine suddenly stopped working, which is known to happen when lightning hits a vehicle.

Learn with us!

We have fully qualified tutors for all ages and subjects. Do you ⁹*feel* the urge to ¹⁰*acquire* a new skill or ¹¹*sharpen* an old one? We have a teacher for you! Phone Jill on 0712 384576.

FOCUS ON WORDS | Expressions with brain

6 Complete the second sentence so that it has the same meaning as the first. Use expressions with brain.

- I can't stop thinking about that song.
I've got that song *on the brain*.
- 1 Suddenly, Mark had a great idea.
Suddenly, Mark had a *brainwave*.
- 2 Jackie was responsible for inventing that machine.
Jackie was *the brains behind (inventing)* that machine.
- 3 I'm trying hard to remember that actor's name.
I'm *racking my brains* to remember that actor's name.
- 4 Shall we try and think of some new ideas?
Shall we *brainstorm* some new ideas?
- 5 She's very intelligent.
She's very *brainy*.

SHOW WHAT YOU KNOW

1 Tick the correct sentences. Sometimes both are correct.

- 1 ☒ (a) The extension to the tram line allows me to travel all the way home without walking. ☐
- ☐ (b) The extension to the tram line allows me travel all the way home without walking. ☐
- 2 ☐ (a) Many families can't afford sending their children to private schools. ☐
- ☒ (b) Many families can't afford to send their children to private schools. ☐
- 3 ☒ (a) Jay likes to ask his teachers difficult questions. ☐
- ☒ (b) Jay likes asking his teachers difficult questions. ☐
- 4 ☐ (a) My parents won't let me to miss school unless I'm really sick. ☐
- ☒ (b) My parents won't let me miss school unless I'm really sick. ☐

2 ★ Complete the sentences with the correct form of the verbs in brackets.

Do you fancy going (go) to Jim's birthday party with me next Sunday?

- 1 The teacher told a joke which caused the whole class to laugh (laugh).
- 2 We've arranged to meet (meet) after school today to talk about the end-of-term party.
- 3 We feel the school should do more to encourage students to recycle (recycle) their rubbish.
- 4 Please keep working (work) on Exercise 6. I'll be back in a moment.
- 5 Chloe! You spend too much time talking (talk). Please be quiet and focus on the lesson.

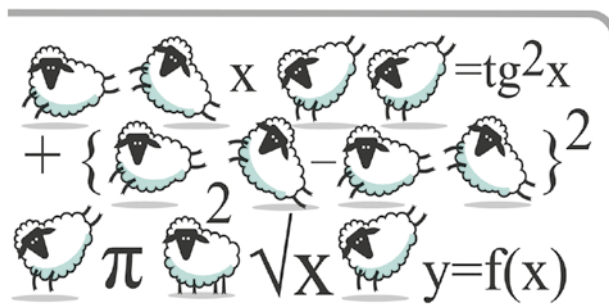
3 ★★ Match the sentences with the correct meanings a or b.

- 1 A I remember putting my wallet in my back pocket, but now it's gone! ☒ (b)
- B I remembered to zip my purse safely in my bag. ☒ (a)
- a Remember something, then do it.
- b Remember that you did something earlier.
- 2 A I forgot to mention that I'm vegetarian. ☒ (a)
- B I'll never forget meeting the Prime Minister. ☒ (b)
- a Forget that you need to do something.
- b Forget something that happened earlier.
- 3 A Eva stopped to tie her shoelace. ☒ (a)
- B Please stop looking at your phone when I'm trying to talk to you. ☒ (b)
- a Stop doing one thing in order to do something else.
- b No longer do something.
- 4 A For a better night's sleep, try drinking more water and less coffee throughout the day. ☒ (b)
- B We tried to persuade our guests to stay a little longer. ☒ (a)
- a Make an effort to do something difficult.
- b Do something as an experiment to see what happens.

4 ★★★ Complete the text with the correct form of the words in the box.

forget/do hear/Mum and Dad/talk
remember/fall stop/think try/count try/get

When I was little, I remember falling asleep as soon as my head hit the pillow most nights. I recall the comfort of hearing Mum and Dad talking downstairs and how the faint sound of their voices used to send me to sleep almost immediately. These days, I find it a lot more difficult. To my mind, there is nothing more frustrating than lying in bed trying to get to sleep. Sometimes, I can't stop thinking about school and exams. I worry that I might have forgotten to do some homework for one of my subjects or some other trivial thing. I tried counting sheep once, but it didn't work. I ended up worrying about my Maths test the next day.



SHOW WHAT YOU'VE LEARNT

5 Find and correct the mistakes in the sentences.

There are a number of reasons why girls tend doing better at languages than boys. to do

- 1 Brianne clearly remembers to meet her boyfriend for the first time. meeting
- 2 After the recent thefts, we would like to advise students not leave valuables in their lockers. not to leave
- 3 We were tired and thirsty, so we stopped having a drink at the café. to have
- 4 I saw the boys breaking the window then run away. break
- 5 If your computer freezes, try to turn it off and on again and see if that helps. turning
- 6 Our teacher always makes us to switch our phones off before the lesson. switch

BANK ZWROTÓW DO WYPowiedzi USTNEJ

Speculating about people

Based on ..., I'd say he's/
she's/it's ...

Judging by ..., I (don't) think ...

It looks/seems as if/though ...

He/She/It appears/
doesn't appear to be ...The chances are (that) he's/
she's/it's ...

Przypuszczenia na temat osób

Opierając się na...,
powiedziałbym/
powiedziałabym, że jest...

Wnioskując z..., (nie) sądzę...

Wygląda jakby...

Wydaje się / Nie wydaje się
być...

Możliwe, że jest...

Showing certainty

Clearly, (there's a problem/
something is wrong).It's obvious/clear (from the
expression on his/her face)
that ...He/She/It is definitely/
certainly (not) ...

Wyrażanie pewności

Najwyraźniej (jest tu jakiś
problem / coś tu jest nie tak).(Sądząc po wyrazie jego/jej
twarzy), to oczywiste/jasne,
że...Zdecydowanie / Z pewnością
(nie) jest...

Showing uncertainty

It's hard to be sure
(whether/if ...)It's not easy to say
(whether/if ...)I can't really tell
(whether/if ...)

Wyrażanie niepewności

Trudno mieć pewność, czy...

Nie jest łatwo stwierdzić, czy...

Nie jestem w stanie
powiedzieć, czy...

Speculating about the situation

He/She could/might have just
+ past participle (recent past)He/She could/might be + -ing
(present)He/She could/might be about
to + infinitive (near future)

Przypuszczenia na temat sytuacji

Mógł/Mogła/Mogło dopiero
co (np. wyjść.) / Możliwe, że
dopiero co (np. wyszedł/wyszła).

Być może (np. pracuje).

Być może zaraz (np. wstanie).

2 Choose the correct options to complete the text.



This photo shows a martial arts class of some sort. I can't really ¹sure / tell whether it's karate, or judo, or some other combat sport, but judging ²by / on his black belt, the man in the middle is an expert. ³Personally / Clearly, he's the instructor and the other people watching him are students. The ⁴chances / chance are they are fairly new students as some of them aren't wearing suits or belts. In fact, they could be ⁵having / have their very first class because it looks as though he is demonstrating a fairly simple move. They are ⁶surely / definitely watching closely – perhaps they might be ⁷about / just to have a go themselves.

3 Complete the answers 1–4. The first letters are given. Then match them with questions a–d.

- 1 Personally, I think they should be able to inspire less sporty students to get involved. For this reason, I feel it is important to make PE lessons fun, and not too competitive.
 - 2 To be honest, although I'd like to keep fitter, I don't have time. Walking to school is the only exercise I get.
 - 3 Combat sports and motor sports, I suppose. In my opinion though, if the people involved know the risks, then it's up to them if they want to put themselves in danger. That's why I think campaigns to ban things like boxing or motorcycle racing are a bad idea.
 - 4 Definitely 'doing'. I love sport and I intend to keep swimming and playing football until I'm old and grey. Actually, I also enjoy watching sport, but if I had to choose, then 'doing'.
- a Which sports do you think are the most dangerous? 3
 - b Is regular exercise important to you? Why? Why not? 2
 - c In your opinion, what characteristics should good PE teachers have? 1
 - d Given the choice, do you prefer doing sport, watching sport, or no sport at all? 4

1 Match the beginnings with the endings to make sentences.

- It's obvious
- 1 It seems
- 2 It appears as
- 3 Based
- 4 It's
- 5 She might have
- 6 It's hard

- g
- e
- d
- a
- b
- c
- f

- a on his appearance, I'd say he's fit and healthy.
- b not easy to say exactly why he's upset.
- c just started at a new school, or moved into a new class.
- d though the little boy is very excited about something.
- e to be autumn, judging by the colour of the leaves.
- f to be sure whether they are related, but they look similar.
- g from her uniform that she's in the army.



USE OF ENGLISH

Register

1 ★ Mark the sentences as formal (F) or informal (I).

- a Hi John, (I)
b Dear Mr Johnson, (F)
- 1 a Has the principal been informed about the incident? (F)
b Has anyone called the principal and told her what happened? (I)
- 2 a If you want to know more, drop me a line. (I)
b Should you require more information, do not hesitate to contact me. (F)
- 3 a Applicants for the scholarship should have a strong interest in jazz. (F)
b You need to be into jazz to get the scholarship. (I)
- 4 a When was the university set up? (I)
b Do you happen to know when the university was established? (F)
- 5 a There's no way I'll finish the essay tonight – there isn't enough time. (I)
b I am afraid there is too little time for me to complete the assignment tonight. (F)
- 6 a This study has been conducted annually for five years. (F)
b Someone has carried out this study every year for five years now. (I)
- 7 a Sometimes people think that teenagers are childish and don't take them seriously. (I)
b Sometimes teenagers are thought to be too immature to be taken seriously. (F)
- 8 a Students caught using a mobile phone during the exam will be removed from the room. (F)
b If a teacher catches you using a mobile during the exam, he/she'll ask you to leave the room. (I)

2 ★★ Complete the second sentence with the word from the box so that it has a similar meaning to the first. There are two extra words.

accessible additional dressed evaluated
graduated judging return unlikely

- You won't get any marks if you hand in your project late. Projects submitted after the deadline won't be evaluated.
- 1 After your lunch break, go back to the classroom. Please return directly to the classroom after your lunch break.
- 2 Before going to school, make sure you are wearing the right clothes. Before leaving, check you are suitably dressed.
- 3 I don't think that the government will postpone the educational reform by a year. It is unlikely that the government will postpone the educational reform by a year.
- 4 If you need more information, please talk to the school secretary. Additional information can be obtained from the school secretary.
- 5 My sister was awarded a degree in Physics last year. My sister graduated in Physics last year.

- 3 ★★★ Read the note and the library rules. Then use the information in the text to complete the student leaflet. Use no more than two words in each gap. The words you need do not appear in the note.

Alex,	
Thank you for agreeing to write the new library leaflet for first-year students. Here are the rules we need to explain.	
Can you make them more student-friendly?	

University Library Rules and regulations

Access to the library

- A valid library card is required to access the library.
- Library cards are personal and non-transferable.
- In the case of loss or theft of a library card, the library should be notified immediately and a new card will be issued.
- Library cards need to be renewed annually.

Borrowing books

- Students are allowed to borrow up to 10 books at a time.
- The maximum loan period for books is three weeks.
- Books returned after the due date will be charged at 25 pence per day.

Opening times

- Standard opening times:
 - Monday to Friday 8:00 a.m. to 8:00 p.m.
 - Saturday and Sunday 9:00 a.m. to 2:00 p.m.
- The library reserves the right to change opening times on bank holidays.
- The latest news and current opening times for the library can be consulted on our website.

Library

Important information for new students

You need a valid library card to ¹enter/go into/use/access the library. Please remember that all cards are personal – you mustn't let ²anyone/anyone else/another person/other people use yours. If your card is lost or ³stolen/damaged, please ⁴let us know as soon as possible and we'll give you a new one. You will have to renew your card ⁵every year/each year, so talk to a librarian at the beginning of the next academic year about this.

As a student, you may borrow a maximum ⁶of 10 books for three weeks. Please make sure you ⁷bring them back on time. If you return them ⁸late, you'll have to pay a fine (25 pence per day).

The library is usually open from 8 a.m. to 8 p.m. on ⁹weekdays and from 9 a.m. to 2 p.m. at the weekend. Please remember that the opening times ¹⁰may/might be different on bank holidays. Don't forget to ¹¹check (out)/visit our website for the latest news.

SHOW WHAT YOU'VE LEARNT UNIT 1

4 ★ Complete the dialogues with one word in each gap.

A: Was Barry a gifted child?

B: I think so, but he was also rather lazy. He often fell behind, but always managed to catch up.

1 A: Who was your favourite teacher?

B: Mr Harrison. He taught us not to give up on anything important in life.

2 A: Why do you drink so much coffee on Wednesdays?

B: In order to stay awake during the History lecture! It's so boring.

3 A: Is it true that patients sometimes come out of a coma after months, even years?

B: It's not common, but it's definitely possible.

4 A: How did you travel to school, Dad?

B: Well, we lived in the suburbs, so I used to take the bus to school every day.

5 A: Have you managed to fix your computer yet?

B: Yes, it seems as if/though everything's in order!

6 A: Can you tell me something about your plans for the future?

B: I hope to work in the field of education and training one day.

5 ★★ Choose the correct answers A–D.



Getting Ideas

Do you sometimes find it really difficult to ___ ideas for school projects? Most of us know the problem. It ¹___ to be easy when we were younger – we had great imaginations and loads of creativity. But it gets harder and harder. So, you're sitting at home trying to think of interesting things to put in an essay or a story. Or you ²___ your brains all day, but you can't remember that great idea you had last night. You're ³___ and your mind is empty. So what do you do? You keep trying, of course! However, this may be entirely the wrong approach.

Experts say that one of the best things to do is to stop ⁴___ about the problem completely. Change the space you're in. Move into another room or go outside. Another answer is to ⁵___ worrying about it for a while. Go for a walk or take a shower and think about something completely different. Ideas or the answer to your problem will pop into your head like magic!

It's also important to keep your ⁶___ sharp and train it to be creative! If you regularly ⁷___ lots of things, the mental exercise can help when you really need to access those ideas quickly.

A make (B) get C come D learn

1 A would B will (C) used D was

2 A jog B lose (C) rack D work

3 (A) frustrated B thrilled C relieved D enthusiastic

4 A think B to think C to thinking (D) thinking

5 A set off B hand in C catch up (D) put off

6 A skills (B) mind C vision D consciousness

7 A remind B search C familiarise (D) memorise

6 ★★ Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use up to six words in each gap.

Look at this article. It might be of interest to (might/be/interest) you.

1 Jane's teacher tried to convince her to change (try/convince/she/change) her study routine, but she didn't listen.

2 My dad and his friend were always causing trouble (always/cause/trouble) at school and were often punished by the head teacher.

3 It's hard to say why the scientists in the photo look so excited, but they might have just made (might/just/make) a very important discovery.

4 I can't help biting my nails (not/help/bite/nail) when I'm really stressed.

5 When I was at primary school, pupils used to stand up (use/stand up) when a visitor came into the classroom.

6 It took Helen weeks to recover from an/the injury (recover/injury) she got in a PE lesson.

7 ★★ Complete the second sentence so that it has a similar meaning to the first. Use between two and five words, including the word in capitals.

I didn't pack my lunch, so I paused at a small café and bought a tuna sandwich. **STOPPED**

I didn't pack my lunch, so I stopped to buy a tuna sandwich at a small café.

1 I can use my brother's tablet when he doesn't need it. **LETS**

My brother lets me use his tablet when he doesn't need it.

2 George struggled at school because he had a poor memory. **SIEVE**

George struggled at school because he had a memory like a sieve.

3 I think Daniel is responsible for organising this campaign. **BRAINS**

I think Daniel is the brains behind this campaign.

4 Doctors say people should walk for at least twenty minutes a day. **ADVISE**

Doctors advise people to walk/advise walking for at least twenty minutes a day.

5 Did you do science experiments with your previous teacher? **TO**

Did you use to do science experiments with your previous teacher?



1 Read Robert's notes for writing a CV. Which are correct? Correct the incorrect statements.

- A CV should be 3–4 pages long. **X – A CV should be 1–2 pages long.**
- Use headings and bullet points to organise the CV. ✓
- Always use full sentences. **X – Avoid using full sentences to make your CV short and concise.**
- Never include a photo. **X – Check if a photo is required in the country where you are applying for a job.**
- Include referees that are linked to your education and work experience. ✓
- Describe your skills and experience using positive language. ✓

2 Read Robert's CV. Complete it with the expressions in the box.

dedicated member excellent command
experience proven ability
relevant knowledge skills



Robert Wilkinson
253 Oxford Road,
Manchester, M1 4LB
Mob: 07188 326623
r.wilkinson@mail.com

Personal profile

Bright and responsible sixth-former with practical experience of sports coaching for children and a ¹proven ability to work well in a team.

Skills and achievements

- excellent time management and organisation skills
- ²excellent command of German
- well-developed leadership ³skills

Education and qualifications

Currently: Astley Sixth Form College, Manchester
2010–2017: Astley College, Manchester
GCSEs: Combined Science (A), Maths (B), English Language (B), English Literature (B), Sports Studies (A), D&T Product Design (B), Computer Studies (A), German (A)

Employment history

Summer 2017 Work experience: Aston Primary School summer camp
• ⁴dedicated member of activities team (sports and crafts)
• ⁵relevant knowledge of health and safety regulations and first aid
2015–2017 Assisting in coaching of local Under 10s football team

Interests

Skateboarding, computer programming, design and technology, film

Referees

Ms T. Smith
Office Manager,
Aston Primary School
t.smith@astonprimary.com

Mr G. Brown
Sports Coach
g.brown@sportforall.co.uk

3 Choose the correct options.

I am a bright sixth former with practical experience of commanding / helping tourists. I am a student with a proven ability to ¹meet / experience deadlines. I have an excellent ²command / use of Spanish and German and well-developed communication ³skills / abilities. I am also a competent ⁴speaker / user of most computer software and a dedicated member ⁵of to a French club.

4 Rewrite the sentences in Exercise 3 to make them suitable for a CV.

Bright sixth former with practical experience of helping tourists.
1 Student with a proven ability to meet deadlines.
2 Excellent command of Spanish and German.
3 Well-developed communication skills.
4 Competent user of computer software.
5 Dedicated member of a French club.

5 Match the beginnings with the endings to make tips for organising a covering email.

Use full sentences

- Say why you are writing and
- Give details about yourself and explain
- Explain more about your
- Mention availability for an interview and
- a relevant skills and experience. Don't just repeat what's on your CV.
- b and a variety of positive language.
- c why you want the job.
- d any attachments you are sending.
- e which job you are applying for.

b
e
c
a
d

6 Complete each gap with the words in the box. Then match the sentences with tips 1–4 in Exercise 5.

apply attend confident consideration
experience passionate response
suited welcome

I am an eighteen-year-old student and I am passionate about working with animals.

Tip 2

- I have attached my CV for your consideration.

Tip 4

- I feel confident I possess relevant skills and would be well suited to the position.

Tip 3

- I am writing in response to your online advertisement for volunteers at an animal hospital.

Tip 1

- I would be delighted to attend an interview at your convenience.

Tip 4

- I would welcome the opportunity to work with professional vets.

Tip 2

- I wish to apply for the position of sports coordinator.

Tip 1

- Additionally, last summer I gained work experience at a local vet's.

Tip 3

- 7 Read the task below. Then complete the email with sentences a–e. There is one extra sentence.

Sports camp staff

Are you keen on sports? We are looking for young people to work at our summer sports camps. You must be able to teach 6–12 year-olds different sports and have work experience of this.

Send your CV and covering letter to:
Mrs King, r.king@rees-sports.com

Write a covering email of 200–250 words to accompany your CV.

- Say which job you are applying for and where you saw the ad for it.
- Explain why you want the job.
- Explain more about your skills and experience.
- Say what you are including with your letter.

From: rwilkinson@mail.com
Subject: Robert Wilkinson – summer work application
Attachments: Robert Wilkinson CV

Dear Mrs King,

I am writing in response to your advertisement seeking staff for a sports camp for young people aged 6–12 years old. ¹e

I am a nineteen-year-old student and a keen athlete. ²d I passionately believe in the benefits of sport for young people. I feel strongly that I would learn a lot from the experience of working with a successful organisation, such as Rees Sports Camps and would welcome this opportunity.

Last year, I was lucky enough to work as a volunteer on a sports programme in local primary schools. ³a As part of my responsibilities, I coordinated a successful football tournament and sat in on planning meetings. I gained considerable work experience and feel confident I possess all the relevant skills and would be well-suited to the position.

I would be delighted to attend an interview at your convenience. ⁴a Please do not hesitate to contact me if you require any further information.

Yours sincerely,

Robert Wilkinson

- a I have attached my CV for your consideration.
- b My ambition is to pursue a career as a sports coach when I finish my education.
- c I regularly contribute ideas for a sports magazine.
- d I worked alongside several experienced sports coaches and supervised the children during activities.
- e I wish to apply for the position of assistant sports coach.

SHOW WHAT YOU'VE LEARNT

- 8  Każdego lata w ośrodku młodzieżowym w twojej miejscowości są organizowane zajęcia dla dzieci w wieku 6–12 lat. Organizatorzy szukają młodych osób do prowadzenia gier i zabaw z dziećmi w języku angielskim. Napisz list motywacyjny liczący 200–250 słów, w którym:

- przedstawisz swoje kwalifikacje (dotychczasowe doświadczenie w pracy z dziećmi i znajomość języka angielskiego),
- przekonasz pracodawcę, że odpowiadają one wymaganiom oferowanej pracy.



SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/ uwzględniłaś wszystkie punkty z listy.

Mój list motywacyjny:

- | | |
|--|--------------------------|
| • w pierwszym akapicie informuje, dlaczego piszę i jakiego stanowiska dotyczy moje zgłoszenie, | ☐ |
| • w dalszej części opisuje moje kwalifikacje i umiejętności, | ☐ |
| • zawiera przykłady, które potwierdzą, że moja kandydatura jest odpowiednia, | ☐ |
| • na koniec wspomina o mojej dyspozycyjności do odbycia rozmowy kwalifikacyjnej, | ☐ |
| • został napisany językiem formalnym, więc nie używam w nim form skróconych, | ☐ |
| • nie zawiera błędów ortograficznych, | ☐ |
| • liczy 200–250 słów, | ☐ |
| • został starannie i czytelnie napisany. | ☐ |

 BBC Learning a new skill


Before you watch

- 1 **SPEAKING** In what order do children typically learn these life skills? Discuss how old you were when you learnt how to do them.

Learning how to ...

read ride a bike speak swim
tie your shoelaces type walk write

- 2 **SPEAKING** Discuss the questions.

- What new skills have you learnt since you became a teenager?
- Is it easier to learn a new skill as a child, a teenager or an adult? Why?
- Have you ever learnt how to juggle? Would you like to? Why?/Why not?

While you watch

- 3  Watch Chris (38) and Tahoe (8) learning how to juggle. Who is learning faster and why? *Tahoe*
- 4  Choose the correct options and decide whether the statements are true (T) or false (F). Then watch the video again and check your answers.
- Chris decides to up the ante by pitting himself against / with Tahoe. (T)
 - The catch / trick is that Tahoe is three decades younger than Chris. (T)
 - Scarves help to find / form a juggling network because they speed the process up. (F)
 - The practice stage is enjoyable. One step onward / forward, two steps back. (F)
 - Chris claims that he's not a big / large one for excuses, but he hasn't done enough practice. (T)
 - Chris is not impressed when he says to Tahoe: 'Give it your best shot / throw'. (F)
 - White matter fixes new brain pathways creating a sense of everything clicking into point / place. (T)

- 5 Replace the underlined phrases with the correct form of an appropriate phrase in Exercise 4.

- If something seems too good to be true, it's because there is a hidden problem. *catch*
- Learning a language is often a case of getting better and then getting worse. *one step forward, two steps back*
- I don't like reading about things. I prefer listening to podcasts. *'m not a big one for*
- When you are faced with a difficult challenge, always try your best. Never walk away. *give it your best shot*
- Learning a new skill is so satisfying – that moment when everything starts to work perfectly. *clicks into place*
- In some sports, e.g. motor-racing, women should compete with men in an equal contest. *pit themselves against*

- 6 **SPEAKING** Discuss the statements in Exercise 5. Do you agree with them?

- 7  Watch the video again. What is happening during stages 1–3?

- The cognitive stage
We watch and listen, and then start to practise.
- The practice stage
The practice starts to make the task easier.
- The automatic stage
The skill becomes automatic.

After you watch

- 8 **SPEAKING** Think about your experience of learning English and discuss the questions.

- What is the best age to start learning a language? Why?
- Which learning stage do you think you are at now?
- How does learning English compare with other learning experiences such as learning how to dance, to drive, to play the piano, to ski etc.?



FOCUS VLOG About daily routines

What was your daily routine when you were younger and how does it compare to now?

What did you use to do when you were a teenager that you miss doing now?



- 1 Name a person you know well who is in their twenties or older. Think about their daily routine when they were teenagers. Which statements could describe what they used to do?

1 He/she used to have a structured routine.

2 He/she used to make their own breakfast.

3 He/she used to play football with friends.

4 He/she used to belong to an athletics club.

5 He/she used to go to dance classes.

6 He/she used to chill at home in the evenings.

7 He/she used to do stretches in the morning.

8 He/she used to drive around listening to music.

- 2 Does the person you know do any of the things in Exercise 1 now?

- 3 3 Watch the video and match the statements in Exercise 1 with the teenage daily routine of the speakers in the box.

(Aaron Hannah Harriet
 Natasha Nobuse)

- 4 **SPEAKING** Compare your daily routine now with the one your parents had. Discuss how similar or different they are.

- 5 3 Put the words in order to make questions. Then watch the first part of the video (up to 03:18) again and answer the questions.

1 Hannah / with / Who / to / would / school / walk ?

Who would Hanna walk to school with? A friend.

2 school / would / to / Aaron / How / get ?

How would Aaron get to school? By bus.

3 use / Why / 'quite intense' / be / routine /

Natasha's / to / daily / did ? *Why did Natasha's daily routine use to be 'quite intense'? Because she trained as a dancer, went to school in London and then had dance classes in the evening.*

4 eat / school / home / to / way / use / the / What

/ Nobuse / did / from / on ? *What did Nobuse use to eat on the way home from school? Chicken and chips.*

5 routine / structure / to / What / some / Harriet's /

used / daily / give ? *What used to give Harriet's daily routine some structure? School routine.*

- 6 3 Discuss the questions. Then watch the rest of the video (03:19–04:26) again and check your answers.

1 What would Hannah like to get back into? *Athletics.*

2 Why did Aaron use to drive around a lot?

Because there wasn't much to do.

3 Why did Natasha use to see her friends much

more? *Because of dance classes.*

4 What does Nobuse miss doing?

Hanging out with his friends and playing football.

5 Why did Harriet use to get more things done?

Because she was made to do them.

- 7 **SPEAKING** Are you a person who likes to have structure or variety in your day-to-day life? Why?

Focus On Life Skills

Communication • Critical thinking

- 8 **SPEAKING** Discuss these sayings about youth. What do they mean and how much do you agree with them?

- School days are the best days of your life.
- Youth is wasted on the young.
- Youth is the best time to be rich and the best time to be poor.

- 9 Think about how life as a teenager was different for your grandparents. Write notes under the headings. Think about daily routines, free time, friends, school and your own ideas.

Ways life is easier for teenagers now

Ways life was easier for teenagers in the past

- 10 **SPEAKING** Discuss your notes. What is your conclusion?

VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the words in the box. Change the form if necessary. There are two extra words.

brain coma conscious disrupt
distance expel sharp strike

- I want to sharpen my design and technology skills.
- I hit my head and lost consciousness. I came round a few minutes later.
 - There are some disruptive students in my class. They shout out and mess around all the time.
 - I nearly got expelled from school once. Luckily, the head teacher allowed me to stay.
 - The tree was struck by lightning and caught fire.
 - Anne's really brainy. She's the most intelligent person I know.

/5

- 2 Choose the correct answers A–C.

What profession do you want to go ___ when you finish school?

A up ☒ B into C in

- I'd like to work in the ___ of engineering as a career.
A area ☒ B field C course
- We'll never know the answer, it will ___ a mystery.
☒ A remain B solve C recover
- When I was off school ill, I fell ___ in my studies.
A back B off ☒ C behind
- I have a really ___ memory of my fifth birthday party. I can remember everything about it.
A vague B distant ☒ C vivid
- Our Maths teacher is ___. He doesn't mind if we talk in class as long as we do our work.
☒ A lenient B self-disciplined C strict

/5

- 3 Complete the sentences with the missing words. The first letters are given.

My earliest memory is moving house. I was only two years old.

- I got a scholarship to study at university, so I didn't have to pay to go.
- He learns fast, he can acquire new skills really easily.
- I've nearly finished my university course. Now I just have to write my dissertation. It's supposed to be 10,000 words long!
- When you study, it's a good idea to major in the subject you love most.
- He forgets everything you tell him. He's got a memory like a sieve!

/5

- 4 Find and correct the mistakes. One sentence is correct.

He ~~would live~~ a long way from college in his first year, but now he lives 5 minutes away. used to live

- When my sister was younger, she ~~will walk~~ around when she was studying. would walk
- They ~~always were disturbing~~ other students, which was annoying. were always disturbing
- I didn't ~~used~~ to enjoy science, but now I want to study it at university. use
- Kate is always asking the teacher for extra homework. What a swot! correct
- We ~~don't used~~ to pay attention in class, but now we do. didn't use

/5

- 5 Complete the sentences using the prompts in brackets.

The rain caused me to have (cause/me/have) an accident.

- We decided to go (go) to the library to research our project.
- His parents let him choose (let/he/choose) which subjects he wanted to study.
- I usually avoid revising (avoid/revise) for exams until the last moment.
- Can you remind your brother to give (remind/your brother/give) his homework to the teacher?
- I can remember visiting (remember/visit) the London Eye. It was fun!

/5

- 6 Choose the correct answers A–C.

In the family

Dominic Foster and his dad John both have a ___ for numbers, which is how they've ended up doing the same apprenticeship in insurance at the same company – at the same time! John, who ¹___ an electrical engineer, had to give up due to bad health and was looking for a new challenge. Meanwhile, his son Dominic had decided ²___ to university as he didn't want to spend time ³___ a degree and preferred on-the-job training. Although the pair both chose to ⁴___ on the course for different reasons, as soon as people find out, they can't help ⁵___ them and wondering who will get better results. Luckily, they are both doing well! After finishing, they both intend to use their studies in different ways, Dominic says he will probably go into web development and John hopes to go into project management.

A urge B interest ☒ C passion

- A would be ☒ B used to be C used to
- A to not going B not going ☒ C not to go
- ☒ A doing B do C to do
- A sit B attend ☒ C enrol
- A to compare ☒ B comparing C compare

/5

Total /30



7 Translate the Polish parts of the sentences.

Politics didn't use to be (kiedyś mnie nie interesowała) of interest to me, but now it is.

- 1 I can hear them singing (słyszę, jak śpiewają) now. They're really loud!
- 2 We didn't know what to do, but then Sam had a brainwave (doznał olśnienia). It was a great idea!
- 3 Jane is so annoying. She will sing/is always singing (śpiewa sobie) quietly while we're studying and it drives me mad!
- 4 I only just scraped through (przebrnąłem przez) my exams. I'll work harder next time.
- 5 Do you ever feel an urge (czujesz potrzebę) to learn a new skill?

/5

8 Complete the sentences with the correct form of the words in brackets.

He looks so surprised – judging (JUDGE) by his appearance, I'd say he's confused.

- 1 There's so much information on the Internet that I find researching online a good way to deepen (DEEP) my knowledge of a subject.
- 2 She was unconscious (CONSCIOUS) when the ambulance arrived, but she came round on the way to the hospital.
- 3 I think I'd make a fantastic spy because I've got a photographic (PHOTOGRAPHY) memory. I wouldn't need a camera.
- 4 I'm not sure what to put for my personal achievements (ACHIEVE) in my CV. I guess I could include learning to programme.
- 5 Mark always hands his projects in early or on the day, so has a proven (PROVE) ability to meet deadlines.

/5



9 Complete the second sentence so that it has the same meaning as the first. Use the word in capitals.

My parents said I could go to the party as long as I went with a friend.

LET

My parents let me go to the party as long as I went with a friend.

- 1 My teacher thought it would be a good idea for me to study Biology.

ADVISED

My teacher advised me to study Biology.

- 2 I didn't know how the accident had happened because I had no memory of my car hitting the tree.

REMEMBER

I didn't know how the accident had happened because I couldn't remember hitting the tree with my car.

- 3 When I was younger, I often read books all day.

SPENT

I often spent all day reading books when I was younger.

- 4 Tom messes around in class all the time. It's so annoying.

ALWAYS

Tom is always messing around in class. It's so annoying.

- 5 They were very keen students and would attend all the lectures, which is why they did well.

USED

They were very keen students and used to attend all the lectures, which is why they did well.

/5

10 Complete the text with one word in each gap. **Tidy desk, better thinker?**

If you find it hard to settle down to study, you might want to take a good look at your desk. Is it messy with stuff scattered all around? Experts are now encouraging people ¹to tidy their desks as the clear space will enable you to think better and I'm a fan of this theory. When I was younger, I ²used to leave piles of books and papers on my desk in between cold cups of tea and snack wrappers, so of course I was ³always losing things. Each time I sat down to study, I had to search for whatever I needed and inevitably ended up wasting a lot of time and getting frustrated. Finally, after racking my ⁴brains I came up with a method of organising everything. I bought some bookshelves and big files and then organised the books and put the papers in the files, each file for a separate subject. Now, after studying I ⁵will always tidy everything away so, the next time I sit down, my desk is clear. It definitely helps me study!

/5

Total /20

2.1

VOCABULARY

- People • personality adjectives
• compound adjectives
• describing personality

SHOW WHAT YOU KNOW

1 Complete the sentences with the correct form of the words in brackets.

- Gary sometimes says horrible things to people. He can be unkind. (KINDNESS)
- 1 Sandra hates waiting for anything, or anyone! She's so impatient. (PATIENCE)
- 2 They're always doing things without thinking about the results. They're irresponsible. (RESPONSIBILITY)
- 3 Jack always tries not to hurt other people's feelings. He's definitely not insensitive. (SENSITIVITY)
- 4 Eva doesn't enjoy being with other people and she's not always kind to others. She's unfriendly. (FRIENDLINESS)
- 5 Lisa is more interested in being happy than successful. She's unambitious. (AMBITION)
- 6 Mark is often rude to people. He's impolite. (POLITENESS)

FOCUS ON WORDS | Personality adjectives

2 Complete the sentences with the missing words. The first letters are given.

- Tom's always careful to do things properly. He's very thorough.
- 1 If someone tells me something, I believe them – why should I doubt them? I'm pretty trusting, I suppose.
- 2 My sister wants to write comedy shows for TV. I think she'd be perfect as she's very witty. She always makes everyone laugh!
- 3 He's really moody. He can go from annoyed to cheerful in an instant.
- 4 My parents are affectionate people. They love giving hugs and I've always known they care about me.
- 5 I think I'm quite perceptive. I can tell when people are feeling sad or nervous, even if they try to hide it.

3 Complete the text with the words in the box.

daring insecure intellectual
spontaneous tactful witty

Tell us about you and your BFF!

Why do you think you're friends?



My best friend and I are complete opposites! For one thing, he loves studying and is always reading and doing research online because something fascinates him. I suppose he's quite intellectual – and I'm not! I don't mind a bit of homework, but I'd rather be out having fun with friends and meeting new people. When I go out, I'm quite spontaneous, I don't think it's necessary to plan everything before you do it, I love the fact that I never quite know what I'm going to do or where I'll go. My friend likes to plan every detail, but the thing is, he's not that confident – he's a bit insecure and worries all the time about making mistakes, even silly little ones, which is crazy because he's got a brain the size of China! Unlike me, he's not that keen on new experiences, I'll even have a go at tricky or adventurous things – I guess you could say I'm pretty daring. He thinks before he says anything in case he upsets somebody and is very witty and good with words. I'm not very tactful, I seem to say the first thing that comes into my mind and I'm terrible at keeping secrets. Despite our differences, we get on incredibly well. I know he'll always be there for me if I've got a problem, and I'll do the same for him. That's why we're such good friends!

FOCUS ON WORDS | Compound adjectives

4 Match the words in the box with words 1–7 to make compound adjectives.

back centred conscious critical headed
hearted minded natured tempered willed

kind-hearted

- 1 self-centred, self-conscious, self-critical
2 good-natured 5 strong-willed
3 laid-back 6 level-headed
4 short-tempered 7 fair-minded

5 Complete the dialogues with the compound adjectives in Exercise 4.

- A: What's up?
 B: It's my sister. She's decided to start a band, but she's terrible at the guitar. I'm trying to persuade her not to – it'd be a disaster. But once Jane decides to do something it's impossible to stop her.
 A: You know your sister, she's so strong-willed I doubt you'll manage to stop her!

- 1 A: What do you think about social media?
 B: Well, it's got advantages and disadvantages. I mean, it's a great way of keeping in touch and it's fun, but it's easy to spend too long online.
 A: You're very fair-minded, aren't you?
- 2 A: I wish I could be as laid-back as you. You never seem to be stressed out about anything, not even exams.
 B: Well, doing yoga and getting enough sleep helps me stay calm.
- 3 A: You've eaten all the biscuits again and left the kitchen in a real mess. How can you be so self-centred? I wish you'd think about the rest of us sometimes!
 B: Sorry! I'll clear it up now.
- 4 A: Matt's great, isn't he? I was really upset after I'd had an argument and he took me out for coffee and just listened to me. He's one of the most kind-hearted people I know.
 B: Definitely! He'll always help you if he can, and he's really generous, too.
- 5 A: I wish I was more confident. I never know what to say to people and I feel like they're going to think I'm boring.
 B: Don't be so self-critical, you've got a great personality!
- 6 A: My brother lost his temper again! I don't know what's up with him – he seems to get angry really easily at the moment.
 B: Really? Perhaps there's a reason he's so short-tempered. Have you asked if anything's wrong?

FOCUS ON WORDS | Describing personality

6 Find and correct the mistakes.

If you have a love ~~on~~ learning, you'll really enjoy university. of

- 1 The best way to make people feel ~~on ease~~ is to smile, use their name and listen to them. at ease
- 2 We need some new ideas. Can you think ~~out~~ the box and come up with something? outside
- 3 Alex has a strong personality, she's a bit ~~larger than~~ herself sometimes! larger than life
- 4 You don't have to be the ~~soul and life~~ of the party for people to like you, just be yourself. life and soul
- 5 The best way to accept a compliment without seeming too full ~~with yourself~~ is to just say 'Thank you' and smile. of yourself

SHOW WHAT YOU'VE LEARNT

7 Choose the correct answers A–C.

Personality survey

Please post your answers to the question below. Answers will be anonymous. Thanks!

How would you describe yourself to a stranger?

1 The most important thing to know about me is that I'm traditional and very family-oriented. I'm sociable and I ¹ ___ most at ease in familiar situations. I think I'm ² ___, often thinking of others before myself. I'd do anything for the people I love. I'm definitely ³ ___ and I don't do things without thinking them through.

2 Everyone describes me as practical! I think it's important to pay attention to the details of everything and be ⁴ ___. What's the point of doing something if you don't do it well? I have a ⁵ ___ of learning, but I wouldn't say I was ⁶ ___, I'd rather be repairing my car or building something than writing an essay or doing research.

3 I'm a people person. Everyone says I'm friendly, ⁷ ___ and have good relationships with others, so it must be true! I wouldn't say I was the 'life and ⁸ ___ of the party,' though, because I don't always like being the centre of attention. I'd rather be chatting to someone quietly and getting to know them. Strangers are just friends you don't know yet!

4 I'd tell a stranger that my two main qualities are that I'm adventure-loving and ⁹ ___, I never know what will end up happening on any specific day because if I suddenly feel like doing something, I'll probably go ahead and do it! Another thing I'd tell them is that I'm not afraid to take risks, though being so ¹⁰ ___ can cause me problems – once I went climbing and broke my leg!

- | | | |
|---------------------|------------------|------------------|
| 1 (A) feel | B think | C live |
| 2 (A) kind-hearted | B self-centred | C laid-back |
| 3 A self-centred | B short-tempered | (C) level-headed |
| 4 A tactful | (B) thorough | C trusting |
| 5 (A) love | B enjoyment | C life |
| 6 (A) intellectual | B insecure | C moody |
| 7 A self-centred | B moody | (C) affectionate |
| 8 A heart | (B) soul | C centre |
| 9 A perceptive | (B) spontaneous | C insecure |
| 10 A self-conscious | B fair-minded | (C) daring |

SHOW WHAT YOU KNOW

1 Match beginnings 1–5 with endings a–g and put the verbs into the Past Perfect Simple. There is one extra ending.

Beth was embarrassed because she had put on (put on)

g

1 Dan couldn't order his new trainers online because they had run out (run out)

a

2 Lee never found his phone. It had fallen (fall)

c

3 Jill couldn't claim her lottery win because someone had stolen (steal)

b

4 John wasn't allowed in the pool because he hadn't brought (not/bring)

e

5 Kyle had never used (never/use) a washing machine before

d

- a of his size.
- b the winning ticket out of her handbag.
- c out of his pocket while he was lying on the grass.
- d and had no idea how they worked.
- e a swimming cap.
- f the car from his dad.
- g odd socks by mistake that morning.

2 ★ Complete the texts with the verbs in the box.

had been cycling had been
had been feeling
had been looking forward to
had done (x2) had eaten had failed
had he set off hadn't worked

- 1 Avril's face was rather a funny green colour. She said she had eaten a whole tub of ice cream an hour earlier and had been feeling rather sick ever since. When I asked why she had done that, she said that she had failed a test at school and needed cheering up. Clearly her plan hadn't worked.
- 2 Jack had been cycling to school for ten minutes when he noticed how quiet the streets were and finally realised it was Saturday. Why on earth had he set off for school on a Saturday? It had been a long and stressful week and he had been looking forward to the weekend all week. His family were going to laugh when they found out what he had done.

3 ★★ Complete the sentences with the Past Perfect Simple or the Past Perfect Continuous forms of the verbs in brackets.

- a When we finally landed, the plane had been flying (fly) for fourteen hours.
- b When we finally landed, the plane had flown (fly) over 5,900 miles.
- 1 a Trevor had been living (live) in this town for 20 years before he found out that his next door neighbour used to be a famous actress.
- b Trevor had known (know) his next door neighbour for twenty years before he found out she used to be a famous actress.
- 2 a Vladimir had been sneaking (sneak) out of the house secretly at night for months before he was finally caught.
- b Earlier that night, Vladimir had sneaked (sneak) out of the house without waking his parents.
- 3 a The security guard had been sleeping (sleep) for hours when the office was broken into.
- b The security guard was fired because he had slept (sleep) through the burglary.

4 ★★★ Complete the text with the Past Perfect Simple or the Past Perfect Continuous forms of the verbs from the box.

always start correctly predict do go off hear
look forward love put up receive snow wait

George and Gina had been waiting for Christmas for roughly 364 days. Ever since they were children, they ¹had loved everything about the festive season, especially Christmas dinner. And George and Gina ²had always started early. By the end of each summer, they ³had done most of their Christmas shopping, and by late October, they ⁴had put up their tree. Their friends ⁵had been receiving Christmas cards in early November for as long as they could remember.

This year, the weather forecasters ⁶had correctly predicted a white Christmas – George and Gina's absolute favourite. Ever since they ⁷had heard this, they ⁸had been looking forward to Christmas even more than ever. When George opened the curtains on Christmas morning, he was greeted by a winter wonderland. Unfortunately, when he went downstairs, he discovered it ⁹had snowed/had been snowing so much that the electricity ¹⁰had gone off. Christmas dinner was a cold ham sandwich eaten in a dark room next to an unlit tree.

SHOW WHAT YOU'VE LEARNT

5 Choose the most suitable tense to complete the sentences.

- 1 The mathematician had attempted / had been attempting the problem nearly one hundred times before she finally solved it.
- 2 By midnight, all the guests had left / had been leaving.
- 3 Claire was given full marks in the speaking test. She had revised / had been revising all week long.
- 4 When the police examined all possible causes of the accident, they discovered that the driver had probably fallen / had probably been falling asleep behind the wheel.
- 5 Ryan left the room after the exam had finished / had been finishing.
- 6 They had planned / had been planning the wedding for months when he discovered she was actually in love with someone else.

- Comparative expressions
• relationship phrases

- 1 Read the extracts from the interview. Complete the comparative expressions with the words in the box. There are two extra words.

better characteristics just like more (x2)
much same similar worse

Extract from Student's Book recording 1.25

- RN: [...] love is a powerful neurological condition. When you fall for someone, it's similar to hunger or thirst, but ¹more permanent.
- P: That's not a very romantic image.
- RN: Well, no, but it's fascinating. In fact, romantic love has all the ²characteristics of addiction. [...] You focus on the person, you obsessively think about them and you will take enormous risks to win this person that you're obsessed with. Also, ³like an addict, you need to see them more and ⁴more. [...]
- First, there's an area deep in the centre of the brain – it's a primitive part of the brain which developed 65 million years ago. [...] The more passionate the love, the more activity there was in that area. We also found activity in a second area of the brain that becomes active when people eat chocolate! Chocolate can be addictive, ⁵just like romantic love!
- P: And what happens when someone is rejected? Does the activity in those areas of the brain stop?
- RN: Unfortunately for the broken-hearted, no. The obsession can get ⁶worse when you're rejected. We put people into the brain scanner just after their partner had split up with them, and we found that there was as ⁷much activity, or even more, than when they were in love.

- 2 Choose the correct answers A–C.

Love, it seems, is similar ___ chocolate in certain ways.

A to B as C than

- 1 This new model of the phone has all the characteristics ___ the old one, plus several exciting new innovations.

A from B that C of

- 2 ___ many seventeen-year-olds, Monica couldn't wait to be eighteen.

A As B Like C Similar

- 3 As young adults come of age, they spend ___ and more time thinking about romantic relationships.

A even B much C more

- 4 Every Christmas is ___ like the last. Can't we do something different this year?

A just B similar C worse

- 5 If I had as much money ___ them, I'd definitely give some of it to charity.

A than B as C to

- 3 Read REMEMBER THIS. Find and underline an example of a **the ... the ...** structure in the extract in Exercise 1. *The more passionate the love, the more activity there was in that area.*

REMEMBER THIS

Struktura **the ... the ...** odpowiada polskiej konstrukcji „im ..., tym ...”. Po przedimku określonym **the** używamy przymiotnika w stopniu wyższym oraz podmiotu i orzeczenia w szyku typowym dla zdania twierdzącego:

The longer we are together, the more I love you.

Ponadto w pierwszej części zdania po przymiotniku możemy również użyć rzeczownika:

The longer the relationship, the more partners discover about each other.

- 4 Use the prompts to complete the sentences with **the ... the ...** structures.

(nice/hotel, money)

The nicer the hotel, the more money you'll have to pay for a room.

- 1 (fast/car, petrol)

The faster the car, the more petrol it uses.

- 2 (long/hike, water)

The longer the hike, the more water you'll need to take with you.

- 3 (big/barbecue, sausages)

The bigger the barbecue, the more sausages we'll be able to cook.

- 4 (cute/puppy, chance)

The cuter the puppy, the more chance there is of finding it a good home.

- 5 (steep/ski slope, falls and injuries)

The steeper the ski slope, the more falls and injuries there are.



FOCUS ON WORDS | Relationship phrases

- 5 Choose the correct options.

Have you ever *tripped* / *gone* / *fallen* for someone you'd just met?

- 1 John and Madeleine have been going *out with* / *out to* / *up with* each other for two years.

- 2 Karen has *put* / *split* / *finished* up with her boyfriend. She's moving to Australia and he didn't want to go.

- 3 If you find yourself becoming obsessed *to* / *for* / *with* social media, it's a good idea to have a break from sites or only go on them for a set time each day.

- 4 I was really *attached* / *attracted* / *attractive* to him the moment I saw him. He had such a lovely smile!

- 5 Sam and Lisa are madly *in love with* / *on love with* / *in love for* each other and they're getting married in May.

2.4

READING

Young adult fiction • word families
• ways of looking

1 Read Texts 1 and 2 quickly. Is the statement true (T) or false (F)?

One of the texts suggests that dystopian novels such as *The Hunger Games* are not as popular as they were in the past. F

TEENAGE BOOK FREAK



You searched for 'The Hunger Games' – 17 results match your search:

The *Hunger Games* trilogy by Suzanne Collins started as a series of young adult adventure novels and is now a multimedia franchise worth millions – the film adaptation of the first novel grossed over \$400 million and helped launch the career of Oscar winner Jennifer Lawrence. For anyone unfamiliar with the series (where have you been for the last few years?) the story is set in a dystopian* future in the totalitarian nation of Panem. The *Hunger Games* are an annual event in which two representatives from each of Panem's 12 districts are selected to take part. Unfortunately for the young representatives, the Game's goal is to eliminate their fellow competitors in a brutal fight to the death – and it's all televised for the rest of Panem to enjoy.

Clearly, with a plot like this, both the books and films contain violence and killing. It used to be taboo for children to kill children in stories, but this is evidently no longer the case. And *The Hunger Games* is far from alone in presenting a grim and bloody vision of the future. Among many others, there's Moira Young's *Blood Red Road*, Malorie Blackman's *Noughts and Crosses* and Meg Rosoff's *How I Live Now*, a story of teenage passion in a future England at war, and now a major film starring Saoirse Ronan.

So what is it about these dark tales that attracts teenage readers? Why has dystopia become so fashionable? Are we, today's young adults, perhaps reacting to the negativity caused by economic recession, university fees and the prospect of never getting a mortgage?

Meg Rosoff says older teenagers 'see adulthood on the horizon and that's as scary as the apocalypse.' Imagining that you're living in a place in which millions have starved to death* (*The Hunger Games*), been killed off because eternal youth* has been discovered (Gemma Malley's *The Declaration*) or are living in a world dried up by climate change (Moira Young's *Blood Red Road*) can help you look at your problems in a different light. Compared to a dystopian nightmare, fears about having spots or taking exams seem considerably less terrifying.

Moira Young expresses a similar idea: 'I think it (*Blood Red Road*) fits with young people's anxieties about the future, in that it's about a heroic figure triumphing over the odds*.' Gemma Malley suggests that dystopias not only magnify* what teens go through in terms of bullying and the struggle to make their own decisions, but also feed 'their appetite for adrenaline. These novels are like scary rides in a theme park.'

Fans of young adult fiction, and in particular female ones like me, seem to respond not just to the action-packed plots of these novels, but also the realism of the flawed* and complex characters that are found in them. Katniss Everdeen, the heroine in *The Hunger Games*, has hunting skills and a fierce protectiveness towards her little sister that make her, like Meg Rosoff's Daisy, and Moira Young's Saba, the opposite to Bella Swann, the passive, well-behaved vampire lover from Stephenie Meyer's *Twilight* series. One fellow *Hunger Games* fan commented 'If you've got a brain, vampires suck. Girls aren't waiting to be saved any more. Katniss is the kind of strong teenage heroine we were all waiting for.'

Tales of dystopia won't be popular forever. Just like vampires and werewolves before them, they will eventually be replaced by something new. If you, dear readers, are anything like me, then you'll be eager to discover what the next trend in teenage fiction is going to be.

2 The first UK book convention dedicated to young adult (YA) fiction opened in style with charismatic author Malorie Blackman dressed in a Star Trek outfit, addressing the audience in the language of Klingon!

One of the appealing aspects of YA novels and authors is openness to debate. Blackman, who led the two-day event, appeared on a panel discussing the ongoing appeal of dystopia. The panellists discussed the need for YA to be realistic and truthful, even when the truth is painful. 'Teenagers write stuff that is way darker and more hopeless than some of the published stories anyway,' said one panellist. Another suggested that it would be patronising* to teenagers to be told that there are certain subjects they shouldn't be reading about. 'YA has to represent the real world and not just present a rosy image of it.'

The convention was enjoyed by hundreds of young readers and was a great success.

GLOSSARY

dystopia (n) – an imaginary place where life is extremely difficult and unfair things happen; antyutopia

starve to death (verb phrase) – die of hunger; umrzeć z głodu

eternal youth (adj + n) – the mythical state of never growing old; wieczna młodość

triumph over the odds (verb phrase) – succeeding or winning in a very difficult situation; odnieść zwycięstwo na przekór wszystkiemu

magnify (v) – make larger; powiększać, wyolbrzymiać

flawed (adj) – having mistakes, weaknesses or damage; wadliwy

patronising (adj) – someone who is patronising talks to you in a way that shows you they think you are less intelligent or important than them; traktujący kogoś protekcjonalnie

2 Read Text 1 and Text 2 again and choose the correct answers A–D.

- Text 1
 - recommends a selection of dystopian novels.
 - attempts to explain the appeal of dystopian novels.**
 - is critical of dystopian novels.
 - reviews a well-known dystopian novel.
- Text 1 suggests that dystopian novels
 - are unsuitable for teenagers because they are too violent.
 - are often scarier than novels about vampires or werewolves.
 - can help teenage readers to put the problems of adolescence into perspective.**
 - are an escape from the realities of teenage life.
- The author mentions the character Katniss Everdeen as an example of
 - a new kind of female heroine.**
 - a traditional female character.
 - a passive, well-behaved heroine.
 - a unique character in young adult fiction.
- In Text 2, the quote 'Teenagers write stuff that is way darker and more hopeless than some of the published stories anyway' was intended as
 - a criticism of teenage authors.
 - an example of possible negative effects of reading dystopian novels.
 - praise for current teenage authors.
 - justification of the dark nature of dystopian novels intended for teenagers.**
- In both texts, it is suggested that
 - old taboos are being broken in new young adult fiction.
 - certain subjects are unsuitable for teenage readers.
 - realism is an important aspect of successful young adult fiction.**
 - dystopian novels will eventually become unfashionable.

REMEMBER BETTER

Gdy czytasz autentyczne teksty, jak powieści wspomniane w artykule na poprzedniej stronie, zwracaj uwagę na przyrostki używane do tworzenia rzeczowników i przymiotników. Staraj się odgadywać znaczenie nieznanych słów na podstawie kontekstu, w którym one występują, oraz zasad dotyczących słowotwórstwa.

Complete the table with the correct forms.

Noun	Verb	Adjective
nation nationalist nationalism	<u>nationalise</u>	national
competition competitiveness ¹ <u>competitor</u>	compete	competitive
darkness ³ <u>response</u> responsibility	² <u>darken</u> respond	dark responsive
triumph protection protector ⁵ <u>protectiveness</u> ⁶ <u>dedication</u>	triumph protect dedicate	⁴ <u>triumphant</u> protective dedicated

3 Complete the sentences with the correct words from the REMEMBER BETTER table.

The government is planning to nationalise the postal system using taxpayers' money.

- Here we see the triumphant Chinese gymnastics team – the new Olympic champions and the pride of their nation.
- Jane is absolutely dedicated to her job. She is the most creative and caring teacher I know.
- Successful retailers are responsive to customers' desires. They identify needs and try to meet them as quickly as possible.
- Aid workers treating Ebola patients must wear masks, gloves and full protective clothing at all times.
- My uncle has always been very competitive. He can't stand losing at anything, but especially cards.

FOCUS ON WORDS | Physical actions

4 Complete the sentences with the correct form of the words in the box.

crouch down flicker across flinch
give grimace grip hesitate
let out manipulate swallow

I chewed my food slowly and then swallowed it.

- I crouched down to speak to the little boy so my face would be at the same level as his.
- He grimaced at the thought of having so much work to do before the exam.
- After I hurt my hand, I found it hard to grip objects firmly, and especially hard to manipulate a computer mouse.
- I wasn't sure what to say, so I hesitated before speaking. 'Hello,' I finally whispered.
- Simone knew they were too far away to hear her, so instead she gave a wave with her hand.
- When the teacher gave us extra homework, we all let out a groan. We weren't pleased at all!
- Mike was thinking about being on holiday, so he flinched when the alarm bell went off.
- A smile flickered across Josh's face, but he managed not to laugh.

FOCUS ON WORDS | Ways of looking

5 Complete the text with the correct form of the words in the box.

gaze glance glimpse peep peer stare

Starting high school is hard, but changing to a new school when everyone else has already been there for a year is even harder. I walked behind the headmaster. He opened the classroom door a little and I peeped inside. When we walked in, everyone ¹stared at me for what seemed like forever. I could feel all thirty teenagers looking at me. I kept my eyes on the floor. 'Sit here, Max,' the teacher said. Quickly I ²glanced up and then looked down again as I walked to the desk. When the other students had gone back to work, I ³peered at the board, but I was feeling so stressed that I just couldn't concentrate – and I definitely wasn't going to explain that to the teacher. I ⁴was gazing out of the window when I suddenly saw some hockey players outside. I only ⁵glimpsed them for a second as they walked round the corner of the building, but it was enough. If there was a hockey team, school was going to be fine.

SHOW WHAT YOU KNOW

1 Read the situations and choose which sentence, a or b, is correct.

- 1 We didn't open all the gifts immediately.
 - a The gifts which we opened immediately were left on a table in the restaurant. ☒
 - b The gifts, which we opened immediately, were left on a table in the restaurant. ☐
- 2 I have one cousin.
 - a My cousin whose husband is from London got married in England. ☐
 - b My cousin, whose husband is from London, got married in England. ☒
- 3 All the guests danced.
 - a The guests who danced all evening got a bit hot and sweaty. ☐
 - b The guests, who danced all evening, got a bit hot and sweaty. ☒
- 4 Not all the coffee was delicious.
 - a The coffee which was served after dinner was delicious. ☒
 - b The coffee, which was served after dinner, was delicious. ☐
- 5 There are two village churches.
 - a The village church where we got married is over 200 years old. ☒
 - b The village church, where we got married, is over 200 years old. ☐

2 Underline the relative pronouns that can be replaced by *that* in Exercise 1.

3 ★ Match the main clauses 1–4 with the most suitable comment clauses a–e.

During the Thai festival of Loy Krathong, floating paper lanterns are released into the night sky,

- 1 Dad forgot my parents' wedding anniversary, ☒ e
 - 2 Many Australians spend Christmas Day on the beach, ☒ a
 - 3 Fazal isn't eating during the day because of the festival of Ramadan, ☒ c
 - 4 My grandad gave me £100 when I graduated from university, ☒ d
- a which didn't go down well with Mum.
 - b which was generous considering his only income is his pension.
 - c which seems strange to those of us celebrating in the cold European winter.
 - d which means he's very hungry by the time the sun finally sets.
 - e which is a truly spectacular sight.

4 ★★ Complete the sentences with relative pronouns. If a pronoun is unnecessary, leave the gap blank. Add commas where necessary.

- The one place where I feel most relaxed is home.
- 1 This is the temple – (which/that) Hindus built to worship Hanuman, the monkey god.
 - 2 Maddie is the cousin who/that went to live in Australia.
 - 3 Alison, whose boss was really rude and short-tempered, has finally decided to quit her job.
 - 4 It's an ancient machine – (which/that) our ancestors used to predict the future.
 - 5 She called us selfish, which we think was very hypocritical.

5 ★★★ Rewrite the sentences with reduced relative clauses. Which sentence cannot be rewritten?

- The house which overlooks the valley has gorgeous views.
The house overlooking the valley has gorgeous views.
- 1 Prince William Bridge, which was built in 2012, is the newest in the city.
Prince William Bridge, built in 2012, is the newest in the city.
 - 2 There's a Japanese death metal band that is playing at the club on Saturday.
There's a Japanese death metal band playing at the club on Saturday.
 - 3 Most of the buildings that were destroyed in the war have been rebuilt.
Most of the buildings destroyed in the war have been rebuilt.
 - 4 Pupils who live in the hills have to walk several hours to get to school.
Pupils living in the hills have to walk several hours to get to school.
 - 5 Jim finally proposed to Tina, which was what we've all been waiting for.
cannot be rewritten

SHOW WHAT YOU'VE LEARNT

6 Choose the correct options to complete the text.

What is Generation Z?

Generation Z refers to people ¹who whose were born between 1995 and 2010. They have a lot in common with the previous generation, ²who / known as millennials, but they also differ in many ways.

Whereas millennials are said to be idealistic, Gen Z are more sensible and realistic. They do care about the world, but the things ³that / really concern them are money and security.

Millennials do well in situations and places ⁴which / where everybody works together to achieve goals. Gen Z, on the other hand, are independent. They want to complete tasks on their own rather than in a team, ⁵that / which is something that makes them more competitive. It's also the generation ⁶who / whose members are more likely to start their own business and succeed at an earlier age than millennials.

Do you agree with these characteristics? Do they describe you?

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Introducing the anecdote

(Right, so) I'm going to tell you about (a great day out).

(OK, so) this is a story about (a day I'll never forget).

This took place about (a month ago).

Sequencing events in the anecdote

As soon as/When/Just after (we got there, the sun came out).

Initially/To begin with, (we were the only people there ...)

As/While (we were sitting there ...)

Suddenly/All of a sudden, (the weather changed).

Describing events vividly

Predictably/As expected, (other people soon started ...)

Unexpectedly/Out of the blue, (it started pouring with rain).

Luckily/Fortunately, (after it stopped raining, the sun came out again).

Finishing the anecdote

Without a doubt, it was (one of the best days I've had in ages).

When I look back (on that day) now, I feel ...

It turned out to be (an unforgettable day out).

Strangely/Funnily enough, (the best days are often the ones you don't really plan).

Rozpoczynanie anegdoty

(No dobrze,) opowiem ci/wam o fantastycznym dniu spędzonym w...

(A zatem) jest to opowieść o (dniu, którego nigdy nie zapomnę).

Wszystko wydarzyło się mniej więcej (miesiąc temu).

Kolejność wydarzeń w anegdocie

Gdy tylko / Kiedy / Tuż po tym jak (tam przyjechaliśmy, wyszło słońce).

Na początku / Z początku (byliśmy tam jedynymi osobami...)

Gdy/Kiedy (tam siedzieliśmy...)

Nagle/Zupełnie nagle (pogoda się zmieniła).

Barwny opis wydarzeń

Zgodnie z przewidywaniami/oczekiwaniami (inni wkrótce zaczęli...)

Niespodziewanie (zaczęło lać).

Na szczęście (gdy przestało padać, znów wyrzało słońce).

Kończenie anegdoty

Bez wątpienia to był (jeden z najlepszych dni, jakiego doświadczyłem/doświadczyłam od dłuższego czasu).

Kiedy myślę o tym dniu teraz z perspektywy czasu, czuję...

Okazało się, że był to (niezapomniany dzień spędzony poza domem).

Co dziwne/zabawne, okazuje się, że (najlepsze dni to często te, których się nie planowało).

1 Put the words in order to complete the sentences.

- a great day out / I'm going / about / to tell you
Right, so I'm going to tell you about a great day out.
- the presentation / expected / was lengthy and tedious
As expected, the presentation was lengthy and tedious.
- look back / I always / on that day now / I / smile to myself
When I look back on that day now, I always smile to myself.
- and there she was / sudden / of a / we turned a corner
All of a sudden, we turned a corner and there she was.
- the / a car appeared on the horizon / of / blue
Out of the blue, a car appeared on the horizon.
- to be / worth / turned / all the effort / out / in the end
It turned out to be worth all the effort in the end.
- we left / as / it started snowing heavily / soon
As soon as we left, it started snowing heavily.

2 Match the sentences in Exercise 1 with their functions.

- | | |
|------------------------------------|---------|
| 1 introducing an anecdote | 1 |
| 2 sequencing events in an anecdote | 4 and 7 |
| 3 describing events vividly | 2 and 5 |
| 4 finishing an anecdote | 3 and 6 |

3 Complete the anecdote using the words in the box. There is one extra word.

enough fortunately initially just place
predictably story unexpectedly without when

OK, so this is a story about a weekend I'll never forget. It took ¹place last summer in Staffordshire, in England. I was visiting my cousin and we decided to go on a trip because we both like cycling. We packed up our stuff, got on our bikes and cycled about 50 miles to a campsite very near the famous theme park, Alton Towers. ²Just after we set off, it started raining and, ³predictably for England, it didn't stop all day. We arrived at the campsite like a pair of drowned rats. ⁴Fortunately, we managed to get the tent up quickly and began the long process of drying out. Or so we thought. ⁵When we woke up the next morning, we discovered that the tent had ⁶unexpectedly leaked in the night and all our things, including our clothes were still wet through. There was nothing we could do, so we pulled on wet jumpers, jeans and shoes and headed for the theme park. Funnily ⁷enough, it turns out that the fastest and most exciting way to get dry is to ride a rollercoaster with 14 loops at 50 miles per hour. ⁸Without a doubt, that weekend was one of the wettest and funniest I've ever had.

4 Read the anecdote in Exercise 3 again and put the following parts in order.

- | | |
|--|---|
| A What happened step by step | 4 |
| B Where and when the anecdote took place, and other background information | 2 |
| C What the anecdote is going to be about and background information | 1 |
| D Why the day was so memorable | 5 |
| E Who was involved in the day | 3 |

1 ★ Choose the correct answers A–D.

JUDGING PEOPLE

It is extremely ___ to avoid forming an opinion about people we don't know at all. Most of us have a nasty ¹ ___ of judging people by their appearance. Still, it is useful to remember that our perception might be wrong. A normally cheerful person might ² ___ miserable on a particular day for a number of reasons. Maybe they ³ ___ badly the night before? Or maybe they have a toothache?

Since we can't help forming opinions about each other, it's a good idea to try to make a great first impression on others. So, when you are introduced to someone new, make sure you ⁴ ___ politely and say your name clearly. A good handshake is ⁵ ___ important. Sometimes your body language can say more about you than your words.

- (A) difficult B neat C normal D casual
 1 A trend B routine (C) habit D tradition
 2 A feel B set C keep (D) look
 3 (A) slept B went out C turned up D expected
 4 A roar (B) smile C glance D laugh
 5 A healthy (B) equally C painfully D bitterly

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

The main aim of this project is to challenge commonly held beliefs (BELIEVE) regarding education.

- The stand-up comedian's performance was so funny that, after a few minutes, the public was roaring with laughter (LAUGH).
- Brad is very relaxed and good at making people feel at ease (EASY), even strangers.
- In a conflict, both sides need to give up something to reach an agreement (AGREE).
- Without her vivid imagination (IMAGINE), the filmmaker wouldn't have created such a fascinating world.
- It was surprising to find out that Glenn and I shared an interest (INTERESTING) in psychology and wanted to become therapists.
- I'm pretty sure my application will be rejected as I don't meet some of the requirements (REQUIRE).

3 ★★ Replace very with the correct adverb form of the words in the box.

(bitter deep high painful perfect supreme)

- He must have been **very** disappointed when his application was rejected. bitterly
- Maggie is quite outgoing, but her twin sister, Carol, is **very** shy. painfully
 - Don't worry. It's **very** normal for people to feel a bit nervous about school life. perfectly
 - After moving towns and changing schools in the same month, Rick felt **very** depressed. deeply
 - In my opinion, Sophia is a **very** intelligent and well-liked student. highly/supremely
 - The rock band seems **very** confident on stage even though they've never played in front of so many people. supremely/highly



4 ★ Complete each pair of sentences with the same answer A–C.

My parents taught me to share, so I didn't mind when my sisters ___ with my toys.

His acting career started when he ___ the part of a teenage boy in a popular TV series.

A took (B) played C had

- There are ___ bedrooms now that David's guests have left.
Their parents encouraged them to be ___ spirits, which meant they were often in trouble at school.
A spare (B) free C unoccupied
- During the storm, the lights went ___ and the room was in complete darkness.
It is common for folk traditions to die ___ when people move to the city.
A off B down (C) out
- Our next full-time ___ starts on February 3rd.
The price of the tour includes a three-___ meal in a local restaurant.
(A) course B dish C part
- Regular exercise is an important part of a ___ lifestyle.
Nuts and seeds are a great ___ snack for your lunchbox.
(A) healthy B organic C vegetarian
- Have you worked for an international ___ before?
My brother is good ___. People enjoy spending time with him.
A firm B team (C) company

SHOW WHAT YOU'VE LEARNT UNITS 1–2

5 ★ Choose the best options to complete the letter.

Dear Professor Brown,

I apologise for the *delay in responding to your letter / getting back to you so late*. We have been ¹badly / *extremely* busy over the last few months.

I am ²delighted / *over the moon* to let you know that ³we want to publish your book / *your book proposal has been accepted for publication*.

We believe that your book, ⁴which / *whose* message is ⁵loud and clear / *neat and tidy*, will be well-received.

⁶Please find attached / *Here comes* a draft contract. Could you check that your personal details are up-to-date and ⁷return / *send back* two signed copies as soon as possible?

Please do not hesitate ⁸contact / *to contact* me should you require any further information.

⁹Best, / *Yours sincerely*,

Raphael Morgenstern
Senior Editor

6 ★★ Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words if necessary. Use up to six words in each gap.

The committee hasn't reached an agreement yet – *the voting has been postponed till* (voting/postpone) next week.

- I was waiting for the bus when I realised that I *had forgotten to lock* (forget/lock) the front door.
- My car has *a nasty habit of breaking down* (nasty/habit/break down) when I have a morning meeting.
- My brother and I *didn't use to share a* (not/use/share) bedroom when we were small.
- Mark had a terrible headache because his neighbour's dog *had been barking for ages* (bark/age).
- I *was raised by my parents* (raise/parents) in a small ski resort in the mountains.
- I don't spend much time with Connor because he *is always complaining about* (always/complain) his personal problems.

7 ★★ Complete the second sentence so that it has a similar meaning to the first. Use between two and five words, including the word in capitals.

I haven't got enough money to go to the concert.

CAN'T

I *can't afford to go* to the concert.

- I ran faster than this when I was younger. **USE**
I *didn't use to* run this slowly when I was younger!
- First we made some sandwiches, and then we watched the film. **HAD**
We watched the film *after/when we had made* some sandwiches.
- The teacher let us leave early yesterday. **PERMISSION**
The teacher *gave us permission to leave* early yesterday.
- Dave had started planning the wedding ten months before he married Kate. **HAD**
Dave *had been planning the wedding* for ten months before he married Kate.
- Where did you grow up? **TELL**
Could *you tell me/us where* you grew up?
- My sister was angry with me for borrowing her dress. **OFF**
My sister *told me off for* borrowing her dress.
- You shouldn't eat chocolate if you're trying to be healthy. **AVOID**
You *should avoid (eating)* chocolate if you're trying to be healthy.

8 ★★ Complete the text with one word in each gap.

Marry me!

A proposal of marriage is *an* important moment and in the past it ¹*used* to be a very private one. However, today some people make it an extremely public event. Some men have proposed ²*to* their girlfriends on big screens at football matches or on TV programmes in front of millions of people. One man ³*who/that* proposed in front of the crowd at Glastonbury music festival also organised the wedding at the site. Others have got married after putting the words 'Will you marry me?' into crossword puzzles ⁴*for* their girlfriends to solve.

One of the most unusual proposals happened in 2015, when a Japanese man decided to cover 7,000 kilometres around Japan on foot, by car, ferry, and bicycle. He had planned his trip very carefully, recording each step with GPS technology, ⁵*which* is used to monitor the location of things and people. At the end of his journey, the GPS drawing spelt out an enormous 'Marry me!' Was it worth the effort? Judging ⁶*by* the fact that he's a married man now, it turned out well! This was probably the world's most extraordinary proposal. Having said that, no doubt someone will soon try to make a(n) ⁷*even* crazier one!

1 Complete the tips for writing an article with the words in the box.

anecdote attention define develop formal
personal question summarising think

Title: attract the reader's attention by asking a ¹question, using rhyme or wordplay or ²summarising the topic.

Introduction: should ³define the topic and make the reader want to continue by asking a question, telling an ⁴anecdote, or giving an interesting fact, statistic or quote.

Main paragraphs: ⁵develop the topic and discuss the issues.

Conclusion: give your ⁶personal opinion and leave the reader with something to ⁷think about.

Remember: make your writing more ⁸formal by avoiding informal phrases, colloquial language or contractions.

2 Match the beginnings and the endings of possible titles for the article in the writing task below. Then match the titles to the techniques for attracting a reader's attention A–D.

Napisz artykuł liczący 200–250 słów na stronę internetową swojej szkoły, w którym opisziesz okoliczności poznania swojego przyjaciela / swojej przyjaciółki i wyjaśnisz, dlaczego przyjaźń odgrywa bardzo ważną rolę w życiu dorastającego człowieka.

- | | |
|-----------------------------|-----|
| Is There Anything More | (f) |
| 1 A Fortunate | (d) |
| 2 How I Lost a Wallet | (a) |
| 3 The Time I Spend | (e) |
| 4 Where Would We Be | (c) |
| 5 Fantastic Friends and | (b) |
| a and Gained a Best Friend | (C) |
| b Marvellous Mates | (D) |
| c Without Our Friends? | (A) |
| d and Life-changing Meeting | (B) |
| e With My Greatest Friend | (D) |
| f Important Than a Friend? | (A) |

- | | |
|------------------------|-----------------------|
| A Ask a question | C Summarise the topic |
| B Use vivid adjectives | D Use rhyme/wordplay |



3 Group these eight sentences into four possible introductions to articles.

- A Have you ever thought about the festive season on an industrial scale?
- B The vast majority of young people meet their friends through school.
- C Every year, nearly sixty million Christmas trees are grown in Europe and between ten and twenty million turkeys are killed for Christmas dinner in the UK alone.
- D So, why are friends so important for young people? Well, besides sharing sweet snacks, there are, in my opinion, three main reasons.
- E As someone once said, a possible answer to that question is 'A good friend knows all about you and still loves you.'
- F However, I met my closest friend through an act of kindness and honesty, followed by a fortunate coincidence. And I do feel fortunate because I believe every young person needs a close friend.
- G What exactly does it mean to be a good friend?
- H Someone once said 'The only thing better than a friend is a friend with chocolate.'

A followed by C

1 B followed by F

2 H followed by D

3 G followed by E

4 Read the extract and decide which combination of sentences in Exercise 3 would make the best introduction to this article.

B followed by F

Shaun and I met for the first time in ¹totally weird circumstances. ²I'd taken a taxi back from town one Saturday night and, ³stupidly, left my wallet on the back seat. Shaun had been the next customer in the taxi, and had found the wallet and my contact details. Being an honest person, he got in touch. The next day we met and he ⁴gave me back my wallet. I ⁵said thanks, and said goodbye. ⁶Ages after that, I joined an English class and guess who was sitting there in the classroom? Shaun! It took us a moment to work out where ⁷we'd met before, but we soon remembered and became ⁸best mates in no time at all.

5 Replace the underlined parts with phrases from the box to make the paragraph in Exercise 4 more formal. There are two extra phrases.

I had (2) I would () mistakenly (3)
nearly a year later (6) returned (4)
thanked him (5) the best of friends (8)
very unusual (1) we had (7) we would ()

6 Rewrite the underlined parts of the sentences using participle clauses.

Our friends understand best how we feel because they have experienced many of the same things as us.
Having experienced many of the same things as us,
 our friends understand best how we feel.

- 1 Because I had never had a female friend before, I didn't know what to expect when our friendship began.
Having never had a female friend before,
 I didn't know what to expect when our friendship began.
- 2 Close friends often seem to know what is on each other's minds because they spend so much of their time together.
Spending so much of their time together,
 close friends often seem to know what is on each other's minds.
- 3 Friends can share secrets because they have gained each other's trust.
Having gained each other's trust,
 friends can share secrets.
- 4 Because they are often interested in the same things, friends always have something to talk about.
Being interested in the same things,
 friends always have something to talk about.

7 Read the task and the article below. Then choose the correct options.

This week's competition

Technology and teenagers go hand in hand nowadays. However, this isn't necessarily a good thing. Do you think technology is overused or used well by adolescents? If you are a teenager, we want to hear your views. Send us an article of 200–250 words in which you describe the very best things about using technology and discuss the challenges it poses. A selection of the best articles will be printed in the upcoming edition of Psychology Magazine.

SHOW WHAT YOU'VE LEARNT

8 Complete the writing task in Exercise 2. Before you start, follow steps 1–3 below.

- 1 Think about where your article will appear and who will read it.
- 2 Make notes on the role of friendship. Think of at least two points.
- 3 Decide which techniques you are going to use to attract and hold the reader's attention.

SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/ uwzględniłaś wszystkie punkty z listy.

Mój artykuł o przyjaźni:

- jest opatrzony ciekawym tytułem, wykorzystującym jedną z technik z podręcznika, ☐
- we wstępie podtrzymuje zainteresowanie czytającego oraz przedstawia temat artykułu, ☐
- opisuje spotkanie przyjaciela albo przyjaciółki, ☐
- w kolejnym akapicie zawiera argumenty dotyczące znaczenia przyjaźni wraz z przykładami, ☐
- w końcowym akapicie przedstawia podsumowanie mojej opinii oraz zdanie końcowe, stanowiące materiał do przemyśleń dla czytelnika, ☐
- został napisany językiem formalnym lub neutralnym, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 200–250 słów, ☐
- został starannie i czytelnie napisany. ☐

Technology:

controlled or in control?



Have you ever wondered why teens are so keen on technology?

¹Growing up / Having grown up with it, we are digital natives – people who are at ease with everything from the Internet to smartphones, apps and computer games. However, I can report that while technology plays a huge role in my life, I do not overuse it.

Using technology has many benefits. For many of us, the Internet is a valuable tool which allows us to research information and educate ourselves easily through access to different cultures and perspectives. In addition, keeping in touch with friends using smartphones and social media gives us a sense of community and helps us maintain supportive relationships and develop our identities. Finally, online games allow us to share interests with people we would never normally meet.

As we all know, the benefits of technology are not without risk. A recent survey showed some shocking statistics. ²Spending / Having spent up to nine hours a day on social media, some teens are becoming isolated from the real world; ³checking / having checked their phones more than ten times a night, 10 percent of young people have serious sleep problems. Furthermore, learning how to be a good digital citizen and being able to analyse content for its accuracy and value can be a struggle.

Despite the challenges, as far as I am concerned, once you learn to establish sensible boundaries and use technology safely, the benefits are endless. I believe that most teens are aware of this and that they are in control of technology, not controlled by it.

 BBC Nature or nurture?


Before you watch

- 1 **SPEAKING** Look at the photo and the title of the video you are going to watch. Discuss what you think the video is about. Use some of the key words and phrases in the box to help you.

genes growing up apart identical twins
nature nurture upbringing

While you watch

- 2  5 Watch the video and check your ideas in Exercise 1.
- 3  5 Complete the commentary with the words in the box. There are two extra words. Then watch the first part of the video (up to 00:55) and check your answers.

between born collection environment
experienced gathering nurture rare

We're in London at St Thomas's hospital for a very special ¹*gathering* of twins. Scientists love identical twins because they're perfect for examining how nature and ²*nurture* affect our lives. By studying both the similarities and differences ³*between* identical twins, scientists can begin to answer the big question – are we ⁴*born*, or are we made the way we are? If twins have grown up in the same ⁵*environment*, it's difficult to know whether it's genes or experiences that have made them similar. It would be easier to check if they'd had different lives. Cases of twins growing up apart are ⁶*rare*, but they do exist.

- 4  5 Watch the the second part of the video (00:56–02:17) and complete the information about the girls.

	MIA	ALEXANDRA
Nationality at birth	1 <i>Chinese</i>	2 <i>Chinese</i>
Age	3 <i>six</i>	4 <i>six</i>
Lives in	5 <i>Sacramento</i>	6 <i>(a village in)</i>
Parents	<i>(in the USA)</i>	<i>Norway</i>
Goes to school?	<i>Angela and Andy</i>	<i>Wenche and Sigmund</i>
	7 <i>Yes</i>	8 <i>Not yet</i>

- 5 **SPEAKING** Whose upbringing, Mia's or Alexandra's, is the most similar to your own up to the age of six? Discuss with your partner.
- 6  5 Watch the third part of the video (02:18–04:10) with no sound. It shows the moment when Alexandra and Mia meet each other for the first time. Make notes about the following: *Answer key – WB page 187*
- The feelings that Mia has just before Alexandra arrives.
 - Their very first reaction to one another outside the house.
 - The first thing they do when they get inside the house.
- 7  5 **SPEAKING** Compare your notes. Then watch the video again with sound and check your ideas. *Answer key – WB page 187*
- 8  5 Watch the rest of the video (04:11–05:30) and notice Mia's mother's reflections about the following:
- genetics
 - her own role as a parent
 - parental control
- Answer key – WB page 187*
- 9 **SPEAKING** Discuss whether you agree with Mia's mother's reflections in Exercise 8.

After you watch

- 10 **SPEAKING** Are the following human attributes determined more by nature or nurture?

health intelligence life expectancy looks
musicality personality size sporting ability



FOCUS VLOG About important people

Could you tell me about a family member or friend you look up to?

What have you learnt from a friend or a family member that has helped you later in life?



- 1 **SPEAKING** Discuss who has influenced you most in your life. Refer to people in the box or your own ideas.

mother father (great-) grandmother
(great-) grandfather sister brother
cousin aunt uncle friend roommate
teacher famous person

- 2 **8** Watch the first part of the video (up to 02:17) in which speakers say who has influenced their lives most. Match a person from the box in Exercise 1 with each speaker.

- 1 Lilee – mother
2 Hassan – cousin
3 Hannah – sister
4 Aaron – great-grandmother
5 Shaelyn – brother

- 3 **8** Match the reasons why each speaker in Exercise 2 looks up to their family member with the names of the people. Then watch the first part of the video (up to 2:17) again and check your answers.

- 1 She was the first woman pilot in West Virginia.
Aaron's great-grandmother
2 She's kind-hearted and honest. Hannah's sister
3 He's following his dreams. Hassan's cousin
4 He encourages me to keep going. Shaelyn's brother
5 She inspired me to be mature and responsible and make good decisions. Lilee's mum

- 4 **8** Watch the rest of the video (02:18–03:41). Which two speakers mention a friend rather than a family member? Hannah and Aaron

- 5 **8** Complete the quotes with appropriate verb forms. Then watch the whole video again and check your answers.

- 1 Lilee: She moved out of home and she handled everything really well and she brought me up on her own.
2 Hassan: He's following his dreams and that inspires me to follow mine as well.
3 Shaelyn: I'm pursuing acting in the UK and I can always phone him back home and he's always able to encourage me to keep going.
4 Lilee: She always told me to stand up for what I believe in and be who I want to be.
5 Aaron: Small leaks sink big ships ... And the same can be applied to finances as well. Buying small things here and there adds up very quick.
6 Shaelyn: My grandfather taught me how to be independent, which has helped me since moving to the UK from Canada to feel like I can stand on my own two feet.

- 6 **SPEAKING** Lilee and Aaron both mention women who were ahead of their times. Do you have any family members who were or are ahead of their times?

Focus On Life Skills

Critical thinking • Collaboration • Digital skills

- 7 **SPEAKING** Work together to put the qualities of a good role model in order from 1 to 7 (1 being the most important). Add ideas of your own.

A good role model is someone who ...

- is independent ☐
- is a good communicator ☐
- is educated and hardworking ☐
- believes in themselves ☐
- prioritises the important things in life ☐
- is brave and takes risks ☐
- is kind-hearted and honest ☐

- 8 Present your ideas in Exercise 7 to the class and give reasons for the order you have chosen.

- 9 Prepare a multimedia presentation introducing a person you admire the most and explaining what makes this person your role model. Share the presentation with the class.

VOCABULARY AND GRAMMAR

1 Complete the sentences with words in the box in the correct form. There are two extra words.

attract crouch fill grip hesitate
intellect mood perceive

John thinks everything he does is wonderful – I don't know why he's so full of himself.

- Have you ever been really attracted to someone because you loved their personality?
- Jamie loves learning and studying complex things. He's really intellectual.
- Sandra hesitated for a few seconds before opening the door and entering the room.
- I crouched down so I could see the object on the floor better.
- I hadn't said anything, but Jake's pretty perceptive and he realised something had upset me.

/5

2 Complete the sentences with the missing words. The first letters are given.

Being very spontaneous, Jan booked a holiday abroad and left the very next day!

- He glanced quickly at the magazine cover and then put it down.
- I fell for my husband the first time I met him. It was love at first sight!
- The painting was amazing and I gazed at it for a long time.
- This was it! I swallowed nervously, but my mouth was very dry. I walked on stage to sing in front of hundreds of people.
- When she tasted the coffee, she grimaced because she'd added salt instead of sugar.

/5

3 Translate the Polish parts of the sentences.

When a spider suddenly ran out from under the bed, I flinched (wzdrygnąłem się)!

- Paweł gets angry all the time, he's really short-tempered (jest naprawdę wybuchowy).
- Maggie split up with (rozstała się z) Tim last week, so he's really upset.
- Ella's really outgoing, she's always the life and soul of the party (duszą towarzystwa).
- The more self-centred (Im bardziej egocentryczny) you are, the fewer friends you have.
- I didn't know anyone at the party, so Rob came to talk to me and made me feel at ease (sprawił, że poczułam się swobodnie).

/5

4 Choose the correct options.

I didn't know J.K. Rowling wrote / had written / had been writing a new book. I only saw it in the shop last week.

- By the time I arrived at the theatre, the play already started / had already started / had already been starting. I was late!
- There was lots of snow on the ground because it snowed / had snowed / had been snowing all night long.
- Although Dave worked / had worked / had been working hard all day, he still hadn't finished his report.
- Last night, I talked / had talked / had been talking to my parents about my problem because it had been worrying me for weeks.
- Diane knew / had known / had been knowing Matt for months before she started going out with him.

/5

5 Complete the sentences with who, which, where, whose or Ø (no pronoun). Omit the relative pronoun where possible.

My father, who was born in Scotland, has travelled all over the world.

- I've got two friends Ø living in the same street as me.
- My brother often invites friends round without asking, which is irritating.
- I love writers whose books give you an understanding of people's characters and motivation.
- My cousins are the people Ø I spend most time with, apart from my friends.
- Children Ø brought up speaking two languages are better at solving problems.

/5

6 Choose the correct answers A–C.

Recently, Sarah Elliot ___ with Paul Edwards at the airport to fly to Las Vegas. They were on their way there to get married – nothing unusual about that, you might think. However, the couple ¹ ___ in person before! Sarah and Paul met online and ² ___ for a few days when they decided to get married. Sarah was a fan of a TV show called *Married at First Sight*, about couples who meet for the first time on their wedding day. Experts work hard to make the best matches between people depending on their personality and values, and the show follows how successful the marriages are. Sarah had watched an episode of the show recently and ³ ___ Paul about it for days, describing it in detail. Paul ⁴ ___ of *Married at First Sight*, but when Sarah explained the concept, he immediately proposed! They ⁵ ___ that Las Vegas was the perfect place for their ceremony and made arrangements for the wedding.



- | | | | |
|---|----------------------|--------------|-----------------------|
| 1 | A didn't meet | B had met up | C had been meeting up |
| 2 | A were only chatting | B hadn't met | C hadn't been meeting |
| 3 | A told | B had told | C had only chatted |
| 4 | A didn't hear | B had told | C had been telling |
| 5 | A agreed | B had heard | C hadn't been hearing |
| | | B had agreed | C had been agreeing |

/5

Total /30



7 Complete each pair of sentences with the same word.

Jane's going to have a baby next month.

If you can't have a laugh about your problems, things must be bad.

- I have really vivid memories of my trip to Canada. I remember everything perfectly.
Jack has a vivid imagination. He writes stories about amazing creatures that he invents.
- When he heard the terrible news, he let out a groan.
I wanted to help her and finally she let me.
- It's so noisy in here I can't think.
We need original ideas, so let's think outside the box.
- Our house is quite hard to reach from the city centre. You have to take two buses to get there.
They argued about it for ages and then finally managed to reach an agreement.
- She smiled at him across the room and then gave a wave.
The surfer managed to catch the wave and ride it all the way to the beach.

/5

8 Complete the sentences with the correct form of the words in brackets.

Saying that girls gossip a lot is a stereotype (STEREOTYPICAL).

- I don't know Mark well, but he's a really interesting (INTEREST) person. He's travelled all over the world.
- I'll always remember my first dance competition. Performing was so exciting, it was a(n) unforgettable (FORGET) day.
- A lot of people feel insecure (SECURITY) about their appearance and don't think they look good enough.
- Tom is completely obsessed (OBSESSION) with Ariana Grande. He listens to her music all the time.
- We arrived at the café early, so we were the only people there for a while. Then, predictably (PREDICT), lots of people arrived around 11 a.m. for a coffee.

/5



9 Complete the sentences using the prompts in brackets. Change the forms or add new words where necessary. Use up to six words in each gap.

I was tired because I had been running (I/run) for nearly an hour without stopping.

- We set off a bit late and, by the time we finally arrived at the cinema, the film had already started (film/already/start).
- Maria didn't know what to do because she hadn't been listening (she/not/listen) to the teacher for the last five minutes.
- I had known (I/I know) Jack's brother for years before I met Jack.
- Yesterday Betty was happy because she had won (she/win) a prize the previous day.
- When I went to Madrid on holiday, I hadn't been learning (I/not/learn) Spanish for long. Luckily, I somehow managed to make people understand me.

/5

10 Complete the text with one word in each gap.

Top 5 things that make humans special

#1 Our brains. Humans are highly intelligent. Although our brain is only about 2.5 percent of our body weight, we are able to think and work out ideas far better than any other mammal and have developed sophisticated information exchange systems of languages. We had 'been communicating with music and art for hundreds of years before language developed, but the way we communicate with words is an incredible achievement that has put humans on a different level.

#2 Self awareness. Unlike most animals, we are aware of ourselves and our thoughts. The advantage of this is improved social interaction, but the downside, of course, is that people can become 'self-conscious and worry or get embarrassed about what others think of them.

#3 Rules and laws. Although some animals follow basic rules in order to live in groups, we have been able to develop complex laws 'which/that everyone has to follow. These laws govern everything from defining criminal behaviour to how we can trade, from education to the environment.

#4 Education and learning. Humans have the longest childhood of any species, which gives our brains lots of time to develop. It takes us far longer to learn things, such as how to walk or feed ourselves, than other mammals. However, we learn far more complex things than how to simply survive and have formal education systems which aim to cultivate a 'love of learning that can last throughout our lives.

#5 Love. Last but not least, we are very romantic and perhaps the only animal that falls madly in love 'with another member of the species!

/5

Total /20

3.1

VOCABULARY

Landscape features • prepositions describing location • describing places • collocations and compound nouns

SHOW WHAT YOU KNOW

1 Complete the text with townscape and landscape features in the box.

brehtaking view bridge canal
fast-flowing river historic monument
~~housing estate~~ market square shopping centre
slum waterfront restaurant

My Everyday Blog

I just had to write today about the latest urban development plans. Have you read them? They want to knock down some 200-year-old houses and use the land to build ... yes, you guessed! A housing estate with 100 modern homes. I know there's a shortage of housing in our town, but it's not as if they're getting rid of a ¹slum with houses in a terrible condition – these are beautiful old buildings! And what about the old school? Surely that's a ²historic monument? It should be turned into a museum, not destroyed!

Luckily, it's not all bad news. At the moment, the river is a real mess, but the council are finally going to clean it up. After they've removed all the rubbish, it will be a ³fast-flowing river again, not a slow, dirty one. They're going to build a new pedestrian ⁴bridge over the water so people can cross the river easily and a ⁵waterfront restaurant that will serve international food and be family-friendly. They're also building a new ⁶shopping centre with over fifty shops, mostly for clothes.

So what do you think? Comment below!

These new houses will spoil the area completely. There's a ⁷brehtaking view from the top of the hill looking down over the town at the moment, which people come from all over to see ... but soon it'll just be rows of houses. I think they should build the development on the other side of town.

I've heard they want to build a ⁸canal so boats can go right through the town centre. Is that true? I hope not! We don't live in Venice!

The shopping centre is a terrible idea. Now everyone goes to the shops round the old ⁹market square, and we have a busy town centre. If people start to shop by the river instead, many places in the centre may end up closing, which would be a disaster!

FOCUS ON WORDS | Prepositions describing location

2 Choose the correct options.

- Turn right at in / on the roundabout.
- We live at / in / on the coast near Dover.
 - Luckily, I live in / within / by walking distance of the town centre, so I never take the bus.
 - We often play football at / on / in the park.
 - The local shops are at / in / within easy reach of our house. They're only five minutes away.
 - It's easy to get to the countryside because we live at / on / in the outskirts of town.
 - We don't live at / on / in the suburbs. We live at / on / in the city centre.
 - You can get lots of tourist information at / on / in the town hall.
 - My school is in / within / at 500 metres of my house.

FOCUS ON WORDS | Describing places

3 Cross out the word that does not collocate with the adjectives in bold.

- | | |
|----------------------|--|
| urban | area / space / <u>town</u> / development |
| 1 quaint | <u>space</u> / backstreet / town / neighbourhood |
| 2 bustling | market / square / <u>nightlife</u> / streets |
| 3 shabby | building / city centre / <u>atmosphere</u> / house |
| 4 vibrant | <u>scenery</u> / atmosphere / nightlife / colours |
| 5 medieval | architecture / <u>colours</u> / castle / centre |
| 6 picturesque | old town / scenery / village / <u>development</u> |

4 Read the extracts from city guides and choose the correct answers A–C.

Brazil's cities combine some of South America's most beautiful beaches with vibrant culture and __ streets.

Get lost in the quaint little ¹ __ of Seville's Santa Cruz district.

Many of Amsterdam's budget hotels are located in the ² __ area close to the Central Station.

Visit the ³ __ old town in Lisbon and enjoy its many wonderful buildings.

Bilbao's centre has undergone huge urban ⁴ __ and is now home to the Guggenheim Museum.

For ⁵ __ architecture, visit Carcassonne in France. The town is built on a hillside, surrounding an old castle.

Ibiza's ⁶ __ nightlife includes some of the largest and most famous nightclubs in the world.

- | | | |
|------------------------|----------------------|----------------------|
| A inner | <u>B</u> bustling | C nightlife |
| 1 <u>A</u> backstreets | B cities | C nightlife |
| 2 A square | <u>B</u> urban | C neighbourhood |
| 3 A urban | B building | <u>C</u> picturesque |
| 4 A scenery | <u>B</u> development | C neighbourhood |
| 5 <u>A</u> medieval | B shabby | C quaint |
| 6 A delicious | B charming | <u>C</u> vibrant |

5 Match the beginnings with the endings to make sentences.

- The city centre is great for biking because there are a lot of cycle
- 1 There's a pedestrian
 - 2 In the old town, there are plenty of cobbled
 - 3 Bangkok isn't a quiet city, there's noise
 - 4 There isn't any on-street
 - 5 The town is surrounded by rolling
 - 6 When I go into the city centre, I leave my car in an underground
 - 7 I don't drive in the city because there's a reliable
 - 8 We live in the suburbs, so I have a short daily
- a parking where I live, so I leave my car at my parents' house.
 - b car park while I go shopping.
 - c zone where no cars are allowed.
 - d streets which make it picturesque.
 - e commute to my office in the city centre.
 - f lanes that you can use.
 - g hills where you can go hiking.
 - h pollution day and night.
 - i network of buses and trams.

f
c
d
h
a
g
b
i
e

6 Complete the text with the words in the box.

cobbled lanes network on-street
rolling underground zones

WHERE ON EARTH?

Have you visited somewhere interesting?
We'd like to hear about it. Post your comments below:

York, England

York is about halfway between London and Edinburgh and it's a fascinating place to visit. We left our car in an underground car park and explored the city on foot because there is very little ¹on-street parking in the centre. It's a very bike-friendly city and there are many cycle ²lanes. There are also some car-free pedestrian ³zones.

The city was built by the Romans and within the ancient walls there are some traditional ⁴cobbled streets (rather bumpy for cyclists!) with medieval buildings. The centre is quaint and picturesque, but there are plenty of modern shops, thirty world-class museums as well as the beautiful Minster (the cathedral).

When you've had enough of the city, there's plenty more to explore – York is surrounded by the ⁵rolling hills of the Yorkshire Dales and North York Moors, with a reliable ⁶network of buses to get there. It's definitely worth a visit!

SHOW WHAT YOU'VE LEARNT

7 Complete each pair of sentences with the correct words A–C.

- 1 That book up there on the shelf is just out of my ___. Could you pass it to me?
School's not far away, it's within easy ____.
 - 2 The nightlife is great, but it creates a lot of noise ____.
 - 3 There's a ____ atmosphere in the town centre.
 - 4 I use the train for my ____ commute to work.
 - 5 There's a children's play area in our local ____ that we often go to.
- A access B distance C reach
A parking B pollution C contamination
A vibrant B bustling C picturesque
A short B regular C daily
A zone B parking C park

/5

8 Find and correct the mistakes in the sentences.

- There's a relying bus network in our town. reliable
- 1 Would you rather live in a busy city centre or on the suburbs where it's quieter? in
 - 2 The centre of Amsterdam is great for cyclists because there are plenty of cycling lanes. cycle
 - 3 We visited a lovely market town at the border of England and Wales. on
 - 4 Although I haven't lived there for a long time, Dundee is my house town – I was born there and often go back to visit family. home
 - 5 Our town attracts a lot of tourists, so noise pollute is an issue at the weekend. pollution

/5



SHOW WHAT YOU KNOW

1 Choose the correct options.

- Joel: Make sure you don't miss the last episode, Liz.
 Liz: I wouldn't miss it for the world. I ¹'ve *watched* /
'll be watching at 8 o'clock. Don't worry.
 Joel: By the end, we ²'ll *be finding out* /
'll have found out who the killer is.
 Liz: Finally! I reckon it's the detective himself.

2 ★ Complete the sentences with the structures in the box.

~~will have been climbing~~ will have been living
 'll be eating 'll have been waiting 'll have finished
 will have started won't have been

By the time he reaches the peak, Whittaker and his team *will have been climbing* for nearly two weeks.

- At the rate that Alicia reads, she *'ll have finished* every book in the library soon.
- If we don't book something for this summer, we *won't have been* on holiday for three years in a row.
- Come on, traffic lights?! The party *will have started* if we don't get there soon.
- In five minutes, we *'ll have been waiting* exactly two hours for the pizza delivery. I'm going to phone them and complain.
- By the time their house is finally finished, the Jones family *will have been living* in a caravan in the garden for over two years.
- I know you're hungry, sweetheart. I promise we *'ll be eating* in no more than twenty minutes.

3 ★★ Use the prompts to make three sentences about each sign.

GREENVALE SHOPPING CENTRE OPENING 1st JULY

By / June / builders / finish / build
By June, the builders will have finished building the new shopping centre.

- In / July / people / shop
In July, people will be shopping there.
- By / Christmas / centre / operate
By Christmas, the centre will have been operating for six months.

HORROR

MOVIE MARATHON TONIGHT
 8 p.m. – 4 a.m.

- At / 11 p.m. / first horror film / finish
At 11 p.m., the first horror film will have finished.
- By / midnight / audience / watch
By midnight, the audience will be watching/will have watched the second film.
- By / 4 a.m. / audience / sit in the cinema
By 4 a.m., the audience will have been sitting in the cinema for eight hours.

4 ★★★ Complete the text with the Future Continuous, Future Perfect Simple or Future Perfect Continuous forms of the verbs in brackets.

2050 – Cities of the Future

By 2050, human beings *will have been building* (build) and living in cities for around 10,000 years. It is estimated that, by this date, more than 70 percent of the world's population ¹*will be living* (live) in urban environments. In preparation for this, developers in the US alone ²*will have constructed* (construct) nearly ninety million new homes by 2050.

The cities of the future are likely to be much cleaner places than those we inhabit today. By then, architects ³*will be designing* (design) buildings that use smart materials to help reduce air pollution and we ⁴*will have been using* (use) less fossil fuel and more alternative energy for decades, making cities considerably less polluted than they are today. Solar panels ⁵*will have become* (become) the norm on most buildings by 2050, and we ⁶*will be recycling* (recycle) a much larger proportion of our waste than we do today. Where will you be living in 2050? Wherever it is, it is very likely to be in a city.



SHOW WHAT YOU'VE LEARNT

5 Choose the correct answers A–C.

- By the end of this month, the Green Party ___ for a greener city for four years.
 A will have campaigned B will be campaigning
 C ☒ will have been campaigning
- If we don't repair the bridge now, by this time next year it ___ down.
 A will probably be falling B ☒ will probably have fallen
 C will probably have been falling
- I know you're stressed now, but remember this time next week you ___ in a café in Paris.
 A 'll have sat B ☒ 'll be sitting
 C 'll have been sitting
- Before she's thirty, Gia hopes she ___ the house of her dreams.
 A ☒ 'll have bought B 'll have been buying
 C 'll be buying
- Skydivers, listen up! In sixty seconds' time, you ___ towards earth at nearly 200 mph.
 A ☒ 'll be falling B 'll have fallen
 C 'll have been falling
- By Friday, I ___ in this hospital bed for two weeks. If only I'd been more careful.
 A 'll have lied B ☒ 'll have been lying
 C 'll be lying

3.3

LISTENING LANGUAGE PRACTICE

Prepositions • near antonyms
• collocations and compound nouns

1 Complete Part 1 of the recording extract by adding the preposition of in five more places.

Extract from Student's Book recording 1.42

Part 1

Welcome to the Lifestyle Programme. Let's start with the shocking results ^{of} a recent survey: 35 percent British people do not know any their neighbours. Well, it's not a problem for residents Springhill co-housing project in the southwest England. Springhill is a new housing development thirty-five homes in a typical residential area.

- | | |
|----------------------------------|--|
| 1 results <u>of</u> | 3 residents <u>of</u> Springhill |
| 1 <u>of</u> British people | 4 the southwest <u>of</u> England |
| 2 any <u>of</u> their neighbours | 5 housing development <u>of</u> 35 homes |

2 Match the adjectives with their definitions.

- | | | | |
|---------------|-----|--------------------|-----|
| affordable | (b) | 4 well-established | (e) |
| 1 neighbourly | (f) | 5 communal | (g) |
| 2 daily | (d) | 6 latest | (c) |
| 3 sustainable | (a) | | |

- a able to continue without causing damage to the environment
b inexpensive
c most recent
d happening every day
e existing for a long time and respected or trusted by people
f behaving in a friendly way towards the people who live near you
g shared by a group of people who live together

3 Complete Part 2 of the extract with the adjectives in Exercise 2.

Extract from Student's Book recording 1.42

Part 2

Residents have their own self-contained flats or houses and gardens, but share a common house for communal meals. The co-housing idea comes from Denmark where it is well-established and according to the latest government housing figures, tens of thousands of Danish people live in this way. There is growing interest around the world in the model as a provider of affordable, sustainable social housing. Building materials are natural or recycled. Springhill is not only sustainable in building terms, but in human terms too, encouraging the daily social contact that we know is key to health and happiness. We're sure there'll be a 100 percent improvement in neighbourly relations at Springhill.

REMEMBER THIS

Bliskie antonimy (near antonyms) to wyrazy, które mają znaczenie podobne do antonimów danego słowa, ale nie są jego dokładnym przeciwieństwem, np. *surprising*: *unsurprising* (antonim) i *normal* (bliski antonim).

4 Read REMEMBER THIS. Match three near antonyms in the box with each of the adjectives.

cold costly damaging extravagant
hostile infrequent irregular occasional
overpriced temporary unsociable wasteful

- 1 affordable costly, extravagant, overpriced
2 daily infrequent, irregular, occasional
3 neighbourly cold, hostile, unsociable
4 sustainable damaging, temporary, wasteful

REMEMBER BETTER

Aby rozwijać bogactwo językowe swoich wypowiedzi, sprawdzaj znaczenie nowych przymiotników w słownikach internetowych i próbuj zapamiętać również ich bliskie antonimy.

Add more near antonyms for these adjectives from this unit.

- 1 bustling _____
2 historical _____
3 quaint _____
4 reliable _____
5 shabby _____
6 vibrant _____

FOCUS ON WORDS | Collocations and compound nouns

5 Complete the sentences with the words in the box.

domestic household housing multi-storey
residential second self-contained tower

The views of the city from our flat are fantastic because we're up on the tenth floor. I never thought I'd enjoy living in a tower block, but I do.

- 1 I think multi-storey car parks are a great way of providing room for more vehicles in a small space.
2 The traffic will get worse when they finish building the new housing development of 50 homes.
3 We used to live in the city centre, but we moved out to a quiet residential area on the city outskirts when we had children.
4 When Sue and Pete retire, their dream is to buy a second home in Spain and spend every winter there.
5 I think the washing machine is the best household appliance ever. It saves so much time!
6 Having lived in a house with two other people and got fed up with sharing the kitchen and bathroom, Jack's now looking for a self-contained flat.
7 Who's responsible for doing the domestic chores, like washing up and cleaning, in your household?

1 Read the text quickly and choose the best summary.

The text aims

- 1 to persuade people that tiny homes are the most environmentally-friendly accommodation. ☐
- 2 to inform readers about the reasons why people choose to live in tiny homes. ☒
- 3 to describe the potential advantages and disadvantages of living in a tiny home. ☐

Tiny houses

Humans have always traditionally lived in tiny homes, such as caves, huts and cabins. However, when homes became more permanent, bigger started to be seen as better. Property was in many ways a measure of wealth and success. In the last decade or so, however, people's priorities have begun to change and there is a growing tiny house movement. Tiny houses, as the name suggests, are very small homes and the reasons for choosing them are as diverse as the buildings themselves.

For some people, the choice is purely financial, as they either can't afford a bigger house or they want to remain debt-free. ¹D Most owners therefore do not need a **mortgage** or only need a small loan to build them, so they are able to spend their money on other things. For many young people this is a huge attraction. 'I'd just got my first job and money was **tight**,' says Lidia. 'Buying a tiny house was the best option for me since rents were so high.'

Tiny houses are also **considerably** cheaper to run than the average house, since energy bills are far lower. ²A Although Amanda and Simon struggled to get rid of many of their possessions before moving to their tiny home, they found it had unexpected bonuses. 'Living more **minimally** gave us the financial freedom we sought and

enabled us to **prioritise** better and set new personal goals. We grew as individuals,' they explain.

Others choose tiny living for environmental or well-being reasons and **shrinking** your home can have a huge impact on both. 'Our entire house was built using recycled materials,' Aleesha reveals, 'and contains fewer things to replace or repair. Our energy consumption has dropped by a **staggering** 98 percent. Because the house is small, we've found ourselves spending more time outdoors and are much fitter – physically and mentally.'

³E Typical modern homes, in contrast, can make it tougher.



Having a permanent home that is mobile* can also be a big attraction. Tiny homes can be built on trailers*, offering the possibility of living in different places without moving house – your home goes with you. ⁴B 'I'm retired and spend winter in the south and then head north for the summer. I don't have to maintain two homes and I meet so many fascinating people on the way,' says Marina.



A final advantage is that, compared to standard houses, tiny homes can be relatively easy to build. You can buy kits online or design your own. Thirteen-year-old Luke did just that – he planned and built his house with the money he earned from doing chores for neighbours and family. It cost \$1,500 and is about 1.68 metres wide and three metres long. In the future, he plans to build a mobile tiny home to live in while he studies.

Tiny living might not be for everyone, but it has many attractions. You can live a happier life with more freedom, save money and know you're not doing it at the cost of the environment.



GLOSSARY

mobile (adj) – easy to move and use in different places;
ruchomy

trailer (n) – a vehicle used for carrying something heavy;
przyczepa

2 Read the text again. Complete gaps 1–4 with sentences A–E. There is one extra sentence.

- A The benefits don't stop there, either. Because they live in such a reduced space, people buy less since there is only room for the essentials (things that are important and necessary).
- B This is appealing to people who don't want to settle down anywhere and it's also a great option for those who thrive on variety or who have to change location for work.
- C The many advantages offered by tiny homes explain why people are increasingly looking into them as a potential solution to the housing crisis.
- D Tiny houses, due to their size, require fewer resources to build and maintain and they can be built in far smaller spaces.
- E Bearing this in mind, it is easy to see why tiny living could more readily contribute to a sustainable, healthy lifestyle.

3 Read the text again. Answer the questions in your notebook.

- 1 Why did people at some point in history begin to aspire to live in more spacious accommodation?
Because it was a sign of status/measure of wealth and success.
- 2 Why did Lidia opt to buy a small house rather than rent somewhere to live?
She didn't earn much money in her first job and renting a place was very expensive.
- 3 What was the main obstacle for Simon and Amanda when they decided to move to a small house?
Getting rid of their possessions/belongings.
- 4 How has Aleesha's lifestyle changed since moving to a tiny home? *She spends more time outdoors than she used to.*
- 5 What specific feature makes some small houses mobile? *The fact that they can be built on trailers.*
- 6 Why is the example of Luke given in the text?
To show that homes like that are very easy to build or design.

4 Complete the definitions with the words in bold in the text.

- | | |
|--|---------------------|
| to a very small degree or amount | <u>minimally</u> |
| 1 extremely great or surprising | <u>staggering</u> |
| 2 money that you borrow from a bank in order to buy a house | <u>mortgage</u> |
| 3 with a very limited amount of money | <u>tight</u> |
| 4 becoming smaller | <u>shrinking</u> |
| 5 put several things/problems in order and deal with the most important ones first | <u>prioritise</u> |
| 6 much or a lot | <u>considerably</u> |

5 Complete the sentences with the words in Exercise 4.

The number of young people who live at home has increased considerably. There are far more nowadays.

- 1 I'll have to prioritise today's tasks, otherwise I'll never get them all done.
- 2 Their house cost a staggering five million pounds! Unbelievable!
- 3 I don't earn much, so things are tight, but I manage to get by.
- 4 Most people find that living minimally with fewer possessions is good for their mental health.
- 5 We'd always wanted a house with a pool, so we took out a really big mortgage – we'll be paying it off forever!
- 6 Most businesses are expanding, not shrinking. I hope we can increase our market share as well.

FOCUS ON WORDS | Describing houses

6 Complete the text with the words in the box. There is one extra word.

canvas central cramped damp draughty
en suite fireplace fitted inaccessible
minimalist running snug



The house where I was born

My grandmother grew up in a house that was practically falling down! I've seen photos and heard all about it. It was freezing in winter as there was no central heating and it was ¹draughty because there were gaps around all the windows where the wind came blowing in. The roof was in poor condition, so the rain came through, making the house very ²damp. Her family spent most evenings sitting round the big open ³fireplace, trying to keep warm. There was no ⁴fitted kitchen, just some old cupboards and a sink and a fridge that made a terrible noise. It wasn't in such bad condition that it didn't have ⁵running water, but the water never got particularly hot as the boiler didn't work too well. Of course, there was no such thing as an ⁶en suite bathroom! The bedrooms were small and ⁷cramped. When she was young, she didn't miss these luxuries because she loved being out in the hills and woods. Sometimes when I'm listening to the rain as I lie in my cosy bed in my ⁸snug modern semi-detached house full of furniture, hi-tech equipment and gadgets, I think about my grandmother's house. I'm glad to live in town and not in an ⁹inaccessible house in the middle of nowhere, sleeping on an old ¹⁰canvas camp bed!

FOCUS ON WORDS | Idiomatic expressions

7 Complete the sentences. The first letters are given.

When we were young, there were no rules. The children could run wild.

- 1 In tricky situations, you need to keep your wits about you and think of solutions quickly.
- 2 We had a hairy moment when the bedroom ceiling collapsed, but everyone got out safely.
- 3 I've always enjoyed my own company. Spending time by myself allows me to recharge my batteries.
- 4 Living in the country isn't everyone's cup of tea, but it's perfect for me.
- 5 It's always been second nature to me to set my burglar alarm before going out. I can't believe I forgot yesterday.
- 6 People notice if you tell them to do things you never do. You need to practise what you preach.
- 7 When the house caught fire, Sandra kept a cool head and called the emergency services. She didn't panic at all.



GRAMMAR

Quantifiers

SHOW WHAT YOU KNOW

1 Choose the correct options to complete the dialogue in an English oral exam between the examiner and candidate.

- E: Let's start with a few personal questions. Tell me about the place where you live.
C: OK, well we live in a bright and leafy neighbourhood. It's a safe place with ¹very little / very few crime, perhaps because ²much / many of the people living in the area are families with kids. ³A few / A lot of the people who live in the area are from overseas, so it's a very multi-cultural place. You can hear all kinds of different languages when you are walking down the street. Most of the time it's pretty quiet although there is always ⁴too much / too many traffic in the mornings and afternoons and ⁵too much / too many cars parked on the road at night.

2 ★ Add the missing preposition of to three of the sentences below.

- I know plenty people who grow tired of working in big companies and decide to quit their jobs and slow down. plenty of
- A couple my friends are deep thinkers, which makes them interesting to talk to about life's ups and downs. A couple of my friends
 - Though normally confident, many the people on the stage that night were in fact very nervous. many of the people
 - Not all teenagers are eager to spend time with their friends at the weekends. _____
 - No exam will ever be as hard as the one you have to take at the end of this course. _____
 - Elsa's pen broke, but luckily none the ink spilled out into her handbag. none of the ink
 - Both rooms had been painted a shade of blue that reminded Hannah of her favourite flowers. _____

3 ★★ Choose the correct answers A-C.

The Rise of Megacities

Until the mid-20th century, _____ people lived in rural areas, but now the majority of the world's population lives in urban areas. Cities have grown dramatically and ¹_____ of them have even become 'megacities', the name given to urban areas with more than 10 million inhabitants.

According to the United Nations, there are currently 33 megacities, the largest of which is Tokyo, Japan, with a population of 37 million. Unlike Tokyo, ²_____ the megacities are in poor countries. There, people leave rural areas because there are ³_____ opportunities for work or education, and ⁴_____ hope of a good life.

When there is rapid population growth, poor countries face ⁵_____ social, economic and environmental problems. Cities need ⁶_____ clean water and electricity, as well as hospitals, schools, rubbish removal facilities and transport. But with ⁷_____ money, it's almost impossible to keep up with the demands of a growing population.

This is why megacities are one of the world's greatest challenges. The question we need to ask is, 'Can our planet survive urban growth?'

4 ★★★ Complete the second sentence so that it has the same meaning as the first. Use the word in capitals.

I'd like to raise a toast to all the volunteers who helped out today.

EACH

I'd like to raise a toast to each of the volunteers who helped out today.

- In my circle of friends, there are a number of only children and one set of twins.

SEVERAL

In my circle of friends, there are several only children and one set of twins.

- I've got two rain jackets, so you can borrow whichever of them you like.

EITHER

I've got two rain jackets, so you can borrow either of them.

- Every single person who attended agreed that the concert had been a once in a lifetime experience.

ALL

All (of) the people who attended agreed that the concert had been a once in a lifetime experience.

- None of the students were late for the exam.

STUDENT

Every student was on time for the exam.

- Not one animal was hurt during the making of this film.

ANIMALS

No animals were hurt during the making of this film.

SHOW WHAT YOU'VE LEARNT

5 Find and correct the mistakes. One sentence is correct.

- ~~Number of people~~ commented on Lucy's new dress. A number of people
- ~~Most of cafés~~ have free Wi-Fi these days. Most cafés
- Helen paid more than forty euros for ~~some these~~ cactuses. some of these
- ~~Each the puppies~~ has a different character. Each of the puppies
- ~~All priests~~ attended the mass that Sunday. All the priests/All of the priests
- Liam couldn't remember the names of ~~either of~~ babies. either of the babies
- I have little time for rude, self-centred people. correct

/6

GRAMMAR: Train and Try Again page 175

- | | | | |
|---|---|---|--|
| | A most of | ☒ B most | C lots |
| 1 | ☒ A some | B both | C every one |
| 2 | A loads | B none of | ☒ C many of |
| 3 | A a few | ☒ B few | C many |
| 4 | ☒ A no | B none of | C neither |
| 5 | A few | B many of | ☒ C a number of |
| 6 | A a couple of | B every | ☒ C a great deal of |
| 7 | ☒ A little | B a little | C plenty |

3.6

SPEAKING

Organising a place to live

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Suggesting a course of action Proponowanie działań

What do you think about (+ -ing)? Co myślisz/myślicie o...?

Maybe we ought to (just) ... Może powinniśmy/ powinnyśmy (po prostu / jedynie)...

What would you say if we (+ Past Simple)? Co byś powiedział/ powiedziała / byście powiedzieli/powiedziały, gdybyśmy...

Given the choice, I'd rather ..., and you? Gdybym mógł/mogła wybierać, wolałbym/ wolałabym..., a ty/wy?

Objecting Wyrażanie sprzeciwu
No way!/Absolutely not!/ You must be joking! (informal) Nie ma mowy! / Zdecydowanie nie! / Chyba żartujesz?! (potocznie)

Fair? I think it's completely unfair. (Well yeah, but) wouldn't it be better to ...? Uczciwie? Myślę, że to całkowicie nieuczciwie. (Może i tak, ale) czy nie byłoby lepiej...?

I know/see what you mean/ what you're saying, but ... Wiem/Rozumiem, co masz na myśli / o czym mówisz, ale...

I'm not convinced (we'll be able to afford it/ that's a good idea/ that'll work). Nie jestem przekonany/ przekonana, (czy będzie nas na to stać / czy to dobry pomysł / czy to się sprawdzi).

Compromising Osiąganie kompromisu
If you agree to (pay more), I'll (take the smaller room). Jeśli zgodzisz się (zapłacić więcej), (wezmę ten mniejszy pokój).

We could (split the cost/go halves/share). Możemy (podzielić się kosztem / podzielić się po połowie).

Why don't we compromise/ meet halfway (and agree that ...)? A może by zawrzeć kompromis (i zgodzić na...)

I guess so./I suppose that could work. Myślę, że tak. / Sądzę, że to mogłoby się sprawdzić.

OK, that seems like a fair compromise. W porządku, to (rozwiązanie) brzmi jak uczciwa propozycja.

Agreeing Wyrażanie zgody
True./Right./ Absolutely./Totally. To prawda. / Racja. / Jak najbardziej. / Dokładnie tak.
You are absolutely right. Masz zupełną rację.
I fully/completely agree. W zupełności / Całkowicie się zgadzam.
OK, that's settled then. Dobrze, zatem wszystko mamy ustalone.

1 Complete the phrases with the words in the box. There are two extra words.

agree choice compromise convinced halfway joking know mean saying settled think

What do you think about (+ing)?

- You must be joking!
- Why don't we meet halfway and ...?
- OK, that's settled then.
- Given the choice, I'd rather ..., and you?
- I'm not convinced ...
- I completely agree.
- OK, that seems like a fair compromise.
- I see what you're saying, but ...

S
O
C
A
S
O
A
C
O

2 Label the phrases in Exercise 1 as S for suggesting a course of action, O for objecting, C for compromising or A for agreeing.

3 Complete the dialogues. The first letters are given.

Dialogue 1

Jacob: Maybe we ought to just have a joint birthday party?

Maddy: 'No way! Why have one party when we could have two?

Jacob: Well, I ²know what you mean, but I don't have much money. If we have a joint party, we ³could split/share the cost.

Maddy: Well, I ⁴guess so. So, what do you fancy doing?

Dialogue 2

John: What ⁵would you say if we did some domestic chores this evening, Brandon?

Brandon: You are ⁶absolutely right. The bathroom is disgusting and we haven't washed up for days.

John: Totally. ⁷If you agree to do the kitchen, I'll do the bathroom.

Brandon: Right. The only thing is we've only got three more episodes of *Game of Thrones* to watch to finish the series.

John: That's true. Well, ⁸why don't we compromise and watch one episode while we have dinner and then do the chores?

Brandon: OK, ⁹that's settled then ... or we could watch two episodes, then clean up and save the last one for tomorrow.

John: Good idea. Or, maybe we could finish the series today and do the chores tomorrow.

Brandon: I ¹⁰fully agree.

John: Shall I order pizza then?

Brandon: Great.





USE OF ENGLISH

Determiners

1 ★ Complete the dialogues with the phrases in the box.

all the all of them another one both of them
~~each of the~~ every one of every one of them
 one of them the others the whole

Tour guide: ... and interestingly each of the city's three skyscrapers was built by the same company. Now, if you look to your right, you'll see ...

Amber: Paige, this tour is so boring.

Paige: I know. Let's wait till they go round the corner, then we'll head for the shops instead!

1 **Mary:** Wow! Your nails are cool.

Lilly: Nice, huh? I've painted a **every one of** **them** a different colour.

Mary: Where did you get a **all the** different colours from?

Lilly: They were a present from my dad.

2 **Ashley:** There are two good films on television tonight, look.

Judd: I'm afraid I've already seen **both of them**.

3 **John:** Tom! **The whole** house stinks of burnt dinner.

Tom: I know, I'm sorry. I opened **a **every one of**** the windows downstairs, but it didn't make much difference.

4 **Val:** Well, Bess had six puppies, but unfortunately one of them is very ill.

Bill: What a shame.

Are **a **the others**** healthy?

Val: Well, **a **one of them**** is blind in one eye and **a **another one**** is very small, but apart from that they are OK.

5 **Zoe:** There are so many expensive designer shops here.

Reece: I know and **all of them** are empty. Most people can't afford to shop there.

2 ★ ★ Complete the second sentence with one word so it means the same as the first. Do not use the same determiners as in the first sentence.

I've read all the guide books on Berlin that were in the library.

I've read every guide book on Berlin that was in the library.

1 He's got bad cuts on each foot.

He's cut both his feet badly.

2 Did you eat all of the pizza?

Did you eat the whole pizza?

3 Give every child a red crayon.

Give a red crayon to each child.

4 The club holds salsa nights on the 14th and 28th of each month.

The club holds salsa nights every two weeks.

5 What time are our other friends coming to the party?

What time are the others coming to the party?

3 ★ ★ Choose the correct answers A–D.

GRAND DESIGNS

Do you live on a housing estate, in a house that is identical to ___? Perhaps you have an idea for a dream home? *Grand Designs* on Channel 4 tonight might give you just the right inspiration.

Nearly twenty years ago, Channel 4 broadcast the first in a series of programmes that is still continuing today. ¹ ___ episodes follow a person, or a couple, who have planned to build a house ² ___. Some people have a lot of money and can afford to build eye-catching, ambitious houses, but ³ ___ are working on small budgets. What is important for the programme is that the people are passionate about their projects and that ⁴ ___ one of the designs is unusual and clever.

The 140 episodes have covered a wide range of projects, ranging from the amazing restoration of a ruined castle to the construction of a house built from shipping containers on farmland with breathtaking views.

⁵ ___ these new properties are smart houses, and also use environmentally-friendly materials. Could YOUR dream home become a reality on this programme?

A each other

B the other's

C one another

☒ D everyone else's

1 A Each

B Both

☒ C All

D Every

2 A for others

☒ B themselves

C both of them

D each other

3 ☒ A others

B the other

C another

D the other ones

4 A all

☒ B each

C either

D both

5 A Both of

B Every

C Each

☒ D Many of

4 ★ ★ ★ Translate the Polish parts of the sentences.

1 **Andy:** There are only two direct trains to Aberdeen on Saturday mornings – at 9 and 11 o'clock. Which one do you want to take?

Beth: I don't mind. Both of them (Oba z nich) sound OK.

Andy: The first train is usually packed, so let's take the other one (ten drugi).

2 **Carmen:** Good to be home at last.

Daniel: Didn't you enjoy your holiday?

Carmen: The en suite room was great, but a **the whole** (cafe) experience was a bit disappointing. The brochure promised exciting activities **a **every/each day**** (każdego dnia), but in fact, I spent a lot of time by the outdoor pool, doing nothing.

3 **Eddy:** Before I hand in my assignments, I usually ask Lucy to check them for mistakes and I do the same with her essays in return.

Mia: It's a fantastic idea for friends to correct **each other's** (swoje) work.

4 **Hannah:** Isaak finished his grilled cheese sandwich in two minutes and asked if he could have **another one** (jeszcze jedną).

George: He must have been starving!

SHOW WHAT YOU'VE LEARNT UNITS 1–3

5 ★ Complete the sentences with the correct form of the verbs in brackets.

On my last flight, the flight assistant asked everyone ^a*to pay* (pay) more attention to the safety instructions. She didn't even let my younger brother ^b*play* (play) a game on his mobile.

- 1 I turned the key and tried ^a*to start* (start) the engine, but nothing happened. I wasn't surprised. After all, nobody ^b*had driven* (drive) the car for a few months.
- 2 Hearing about wars, economic crises, and natural disasters made Wayne ^a*feel* (feel) so depressed that he stopped ^b*watching* (watch) the news last week.
- 3 A few months ago my grandparents decided ^a*to go* (go) on a trip around Europe. This time next week, they ^b*will be staying* (stay) in a chalet in the Swiss Alps.
- 4 Lily and Jack love ^a*being* (be) the centre of attention. They ^b*are always talking* (always/talk) about their lives.
- 5 In some countries, anyone ^a*entering* (enter) an airport has to go through security control, not just passengers ^b*departing* (depart) from it.

6 ★★ Complete the reviews with one word in each gap.

YOUR COMMENTS

When we arrived at the B&B, the hosts welcomed us and showed us around. They were so friendly that they made everyone feel at *ease*. Thank you so much, Andy and Harriet!

- 1 The cottage is set in the picturesque English countryside as advertised, but there was no ^a*running* water for a day of our stay. We had to use a hand pump to get water for cooking or washing, ^b*which* was a major inconvenience!
- 2 The flat we stayed at had every household ^a*appliance* you can think of, including a dishwasher and a tumble dryer. It would be useful to have ^b*some/more* chairs in the living room, though.
- 3 I fell in love with the town at first sight. I grew up in a similar place, where everything was within ^a*walking* distance. We didn't even ^b*use* to have a car in those days.
- 4 I highly recommend Josh, ^a*who* was our guide last weekend. You'll ^b*roar* with laughter when you hear his jokes about famous historical figures.
- 5 The restaurant had a fantastic waterfront location, but we were bitterly ^a*disappointed* when the food arrived. We ordered two main dishes and ^b*neither* was tasty! We left hungry and angry!

7 ★★ Complete the text with the correct form of the words in the box. There are two extra words.

bitter equal health important
notify other permit require

The first months are difficult

Going to university is one of *the most important* events in any young person's life. You rent a room in a different city and, suddenly, you don't have to ask your parents for ¹*permission* to do anything anymore. You can go out every night if you want. With dozens of welcome parties for new and exchange students, the first months on campus are particularly busy.

During this time many young people realise that it's difficult to lead a ²*healthy* lifestyle. Some can't believe that their favourite dish takes more than an hour to make, while ³*Others* don't want to waste their time in the kitchen. Fast food becomes an attractive alternative and you end up eating it, even though you know it's not good for you.

Luckily, after a few months, things slow down and most students begin to focus on their coursework. If you don't start thinking about your exams in advance and do really badly, you might receive a letter ⁴*notifying* you that you won't be able to return to the university next year.

Having fun and passing exams are ⁵*equally* important in the first year of university. Still, it's useful to remember that you're less likely to be kicked out if you spend some time in the library.

8 ★★ Complete the second sentence so that it has a similar meaning to the first. Use no more than six words, including the word in capitals.

I haven't got enough money to go to the concert.

CAN'T

I *can't afford to go* to the concert.

- 1 I tested Anna and she tested me on the new vocabulary.

OTHER

Anna and I *tested each other* on the new vocabulary.

- 2 Who did you respect most in your family when you were younger?

UP

Who did you *look up to* most in your family when you were younger?

- 3 There was an airport strike and many tourists couldn't fly to Spain this morning.

STOPPED

An airport strike *stopped many tourists from flying* to Spain this morning.

- 4 Are flats more expensive now than last year?

WONDERING

I *am/was wondering if flats are* more expensive now than last year.

- 5 There were no towels in the bathroom – I think this was strange for a four-star hotel.

FOUND

There were no towels in the bathroom, *which I found* strange for a four-star hotel.

- 6 Few people followed the expert's advice, as she didn't do what she advised others to do.

PREACHED

Few people followed the expert's advice, as she didn't really *practise what she preached*.

1 Read the model essay and tick the four topics that are mentioned.

- 1 public transport
- 2 crime rates
- 3 air pollution
- 4 employment and income
- 5 cultural and social life
- 6 affordable housing
- 7 social isolation
- 8 traffic problems

☐
☒
☐
☒
☒
☐
☒
☐

Since the industrial revolution began in the late 18th century the number of city dwellers has grown and rural populations have shrunk. Although this suggests that life in the city may be superior in some ways, there are definitely pros and cons to metropolitan living.

Perhaps the strongest argument for living in cities is that there are greater employment opportunities than in the country. Equally, salaries tend to be higher, meaning that city dwellers often have more disposable income. A further benefit of city living is the numerous ways in which this income can be spent to enrich people's lives. For those who manage to achieve a healthy work-life balance, cities can provide a comparatively well-paid job which allows them to enjoy a variety of cultural and social experiences.

One of the most persuasive arguments against urban life is, ironically, the sense of isolation that living together with so many others can cause. Rural communities frequently enjoy a strong sense of togetherness, but urbanites often feel a lack of connection with others. It is impossible to form a relationship with all the people in a big city, so a common solution is to ignore the vast majority of them. This may also be related to another of the minuses of city life, namely high crime rates.

All things considered, despite the fact that cities can be lonely and dangerous places to live, I feel the benefits outweigh the drawbacks. Personally, I enjoy living in the city and wouldn't want to live in the country while I am still young.



2 Match the following definitions with the underlined words in the essay.

- 1 city dwellers & urbanites people who live in cities
- 2 urban relating to the city rather than the countryside
- 3 rural relating to the countryside rather than the city
- 4 shrunk have become smaller
- 5 disposable income money to spend on non-essential things
- 6 enrich improve the quality of something

REMEMBER THIS

Słowa *country* i *countryside* są synonimami, gdy odnoszą się do terenów wiejskich. W tym znaczeniu są zawsze poprzedzane przedimkiem określonym *the*.

3 Complete gaps 1–6 in the essay with the missing words. The first letters are given.

4 Replace the words in Exercise 3 with the words and phrases below.

- | | |
|----------------------------|---|
| Likewise | a |
| 1 Another | b |
| 2 convincing | c |
| 3 On balance, | a |
| 4 As far as I'm concerned, | f |
| 5 drawbacks | d |

5 Label the different sections (1–6) of the model essay in Exercise 1 using the descriptions below.

- | | |
|---|---|
| A a summarising statement | 5 |
| B a statement that mentions both sides of the issue | 2 |
| C arguments for the topic | 3 |
| D a personal opinion | 6 |
| E general or factual comments on the topic | 1 |
| F arguments against the topic | 4 |

6 Underline two sentences which express concession in the model essay.

- 1 Although this suggests that life in the city may be superior in some ways, there are definitely pros and cons to metropolitan living.
- 2 All things considered, despite the fact that cities can be lonely and dangerous places to live, I feel the benefits outweigh the drawbacks.

7 Choose the correct options to complete the sentences expressing concession.

- Although / Despite there are numerous pluses to rural life, there are also considerable minuses.
- 1 Even though / Despite life in the country can be quiet, there is usually a strong sense of community in smaller villages.
- 2 For those who love the outdoors, there is plenty to do in the countryside in spite of / although the lack of clubs, galleries and cinemas.
- 3 Although / Despite the air is clean and the noise minimal, there is little entertainment in the country.
- 4 Finally, country life allows for clean and healthy living close to nature despite / even though the distance from the amenities of the city.

8 Read the task below. Then complete the missing words in the essay. The first letters are given.

Many people feel city centres should be pedestrian zones to improve the quality of life for people living there. Write a 'for and against' essay (200–250 words). Describe the advantages and disadvantages of having car-free city centres.

The idea of banning cars in cities is gaining popularity. Already, cities such as Copenhagen, Milan, Oslo and Madrid either have car-free centres or are working towards this goal. Even ¹*though* there are several potential drawbacks to pedestrian city centres, there are also numerous benefits.

One of the strongest ²*arguments* for pedestrian city centres is that they are far healthier and safer for everybody – the air is cleaner, noise pollution falls and there are fewer accidents. ³*Similarly*, banning cars encourages people to walk or cycle around the centre, so they get fitter. Yet another benefit is that shops and restaurants there attract more business, since it is easier and faster for people to get around and they are not stuck in endless traffic jams.

⁴*Despite* clear advantages, there are also considerable disadvantages. The first drawback is that you need to create and maintain a reliable network of public transport that is cheap and efficient and this requires serious funding. ⁵*Likewise*, building 'park and ride'* facilities outside a city centre is costly and only moves the traffic problem to the outskirts – which most residents have chosen precisely to avoid traffic issues. Another ⁶*minus* is that older people, the disabled and families with young children might struggle without a car.

On ⁷*balance*, there are pros and cons to having pedestrian city centres. ⁸*Personally*, I feel that having some car-free zones which are bike and pedestrian-friendly are the best solution, but it is not practical or desirable to ban cars entirely.

*'Park and ride' schemes aim to reduce urban traffic. Drivers leave their cars in car parks on the outskirts of a town or city and travel into the centre on public transport.



SHOW WHAT YOU'VE LEARNT

- 9 Liczba mieszkańców miast na całym świecie stale wzrasta, ale niektórzy ludzie decydują się na przeprowadzkę na wieś. Napisz rozprawkę liczącą 200–250 słów, w której rozważysz wady i zalety życia na wsi.



SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/ uwzględniłaś wszystkie punkty z listy.

Moja rozprawka za i przeciw:

- zawiera wstęp, w którym znajduje się teza zapowiadająca treść rozprawki oraz jest wspomniana obustronna argumentacja, ☐
- w drugim akapicie zbiera zalety dotyczące decyzji o przeprowadzce na wieś wraz z przykładami, ☐
- w trzecim akapicie uwzględnia argumenty dotyczące wad tej decyzji wraz z przykładami, ☐
- kończy się akapitem, w którym są zawarte zdania podsumowujące argumenty rozprawki oraz mój pogląd na omawiany temat, ☐
- została napisana językiem formalnym, więc nie używam w niej form skróconych, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 200–250 słów, ☐
- została starannie i czytelnie napisana. ☐

 BBC Smog-free Mexico City


Before you watch

1 **SPEAKING** Imagine living in the metropolis of Mexico City, home to 22 million people. Discuss the questions.

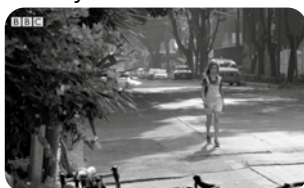
- How different would your life be?
- What kind of problems would you encounter?
- What kind of things could the city authorities do to tackle traffic pollution?

2 **SPEAKING** Compare the streets in Mexico City on Monday and Sunday. What difference do you notice? Why do you think that is?

Monday



Sunday



While you watch

3  Watch and check your ideas in Exercise 2.
Answer key – WB page 187

4  Match words 1–8 with words a–h to make phrases and collocations used in the commentary. Then watch the video again and check your answers.

- | | | |
|-------------|-----|--------------|
| 1 close | (b) | a of a city |
| 2 cycling | (c) | b down |
| 3 the heart | (a) | c enthusiast |
| 4 one-off | (h) | d levels |
| 5 smog | (d) | e of life |
| 6 tackle | (g) | f measures |
| 7 take | (f) | g a problem |
| 8 walks | (e) | h event |

5 Complete the newspaper article about what Mexico City is doing about pollution. Use the phrases and collocations in Exercise 4.

In an attempt to ¹tackle its traffic problems and reduce ²smog levels, the Mexican authorities have ³taken measures to ⁴close down several main streets in the ⁵heart of Mexico City on Sundays so that cyclists can have the streets to themselves. Mexico City now has a bike mayor, the campaigner and ⁶cycling enthusiast Areli Carreón. This is not a ⁷one-off event. Every Sunday, 50,000 people enjoy the car-free centre. Areli Carreón says that one of the things she likes best is that it doesn't matter who you are, people from all ⁸walks of life come together and enjoy car-free Sundays.

6  Make a list of all the non-polluting means of transport you can use in a city. Then watch the video again and tick the ones you see.

In the video there are: a skateboard, bicycle, tricycle, roller skates, wheelchair, go-cart, bicycle trailers for baby and for dog, also walking/running – body-powered means of transport.

7 **SPEAKING** Discuss the questions.

- What does Anita Rani mean by 'progressive civic planning'?
- What are the pros and cons of banning cars from main streets for one day a week?
- What do you think of the idea of a 'traffic-free Sunday'?

After you watch

8 **SPEAKING** Imagine your local city authorities want to have a 'traffic-free Sunday'. First, they want to conduct a survey to measure public opinion. Complete the task.

- Write a questionnaire with at least six questions.
- Interview other students in the class and record their responses.
- Write a summary of the results and make a recommendation.



FOCUS VLOG About dreams

Where do you think you'll be living five years from now?

What life goals will you have achieved by the time you turn fifty?



1 **SPEAKING** Complete the three sentences. Make one of them false. Then ask your partner to guess which sentence is false.

- 1 My dream is to one day...
- 2 In five years' time, I'll be living in...
- 3 By the time I'm fifty, I'll have...

2 **11** Watch the video. Does anyone mention the things you wrote in Exercise 1? Who do you think has the most ambitious plans?

3 **11** Read the future predictions and complete them with the names of the speakers in the box. Then watch the first part of the video (up to 02:07) and check your answers.

(Hannah Kat Lilee Lucy
Natasha Nick Nobuse)

In five years' time ...

- 1 **Kat** will still be working freelance.
- 2 **Nick** hopes to be living in a house with a music studio.
- 3 **Lilee** doesn't know what he/she'll be doing.
- 4 **Hannah** will be enjoying the outdoor life of Australia.
- 5 **Nobuse** would like to be living in a hot country.
- 6 **Lucy** hopes to be living in a different part of London.
- 7 **Natasha** will be living in his/her mum's house.

4 **11** Match verbs 1–8 with noun phrases a–h to make collocations. Watch the rest of the video (01:08–03:26) and check your answers.

- | | | |
|----------------|----------|------------------|
| 1 play | g | a a family |
| 2 be in a | d | b a book |
| 3 travel round | c | c the world |
| 4 raise | a | d TV series |
| 5 publish | b | e yoga training |
| 6 go further | h | f top ten album |
| 7 achieve a | f | g a leading lady |
| 8 complete my | e | h in my career |

5 **SPEAKING** What will you have achieved by the time you turn fifty? Use the ideas in Exercise 4 or your own ideas.

Focus On Life Skills

Communication • Critical thinking

6 **SPEAKING** Think about ten years from now. Answer the questions and compare with a partner.

- 1 What would you like to be doing?
- 2 Where would you like to be living?
- 3 What would you like to have achieved?

7 How important are these life goals for you? Write the list of your goals in the diagram and add at least one goal to each circle. Then compare your ideas with a partner.

- be true to yourself
- make a lot of money
- have a big family
- make a difference
- travel the world
- do something I love
- make my parents proud
- be happy
- be famous



VOCABULARY AND GRAMMAR

1 Complete the sentences with the missing adjectives. The first letters are given.

During the festival this **p**icturesque village attracts many tourists.

- 1 They're planning a new **h**ousing development here. There will be more homes and a shopping centre.
- 2 At night, there is a **v**ibrant atmosphere in the harbour. It's filled with colour and noise.
- 3 You can visit the **m**edieval castle in the old centre. Although it was built around 1450, it is still in good condition.
- 4 Every Tuesday and Saturday, there is a **b**ustling market in the village, where you can buy food and clothes.
- 5 If the village is beautiful, the **s**cenery around is even more so – the rolling hills and, in the far distance, the mountains.

/5

2 Complete the text with the correct prepositions.

If you're looking for a great place to visit on holiday, then come to Eyemouth, a small town **on** the border between Scotland and England. It's ¹**on** the coast, and one of the best places to stay is at the Beach Palace Hotel, which offers excellent views of the harbour and is within 100 metres ²**of** the beach. If you don't fancy the beach, the hotel is also ³**within** easy reach of the city centre. ⁴**In** the town centre, you'll find narrow cobbled streets and many traditional buildings. To find the hotel, turn right ⁵**at** the roundabout near the town hall and follow the road towards the harbour.



/5

3 Choose the correct answers A–C.

Is there any ___ parking where you live?

A off-side **B** on-street C by-road

- 1 Noise ___ is a big problem in the city centre. Many people don't want to live there for that reason. **A** pollution B nuisance C disturbance
- 2 We used to live in the city centre, but we recently moved to a house on the ___ of town. A outside **B** outskirts C outdoor
- 3 Although the city now is mostly modern buildings, the centre still has some beautiful ___ architecture which dates back to the 14th century. **A** medieval B ancient C Middle Ages
- 4 My daily ___ to the office takes about 40 minutes. I drive to the station and then catch a train into the city centre. A trip B travel **C** commute
- 5 Ibiza is known for its ___ nightlife, and many world famous DJs come to the island to work in the clubs. A busy B quaint **C** vibrant

/5

4 Complete the sentences with the Future Continuous, Future Perfect Simple or Future Perfect Continuous forms of the verbs in brackets.

By the end of next year our local authorities **will have built** (build) over 100 new houses for the community.

- 1 The garden is a real mess, so Tom's going to deal with it tomorrow, starting at 9 a.m. By lunchtime, he **will have been working** (work) in the garden for over 3 hours.
- 2 I feel really excited about going on holiday. In a few weeks' time, I **will be enjoying** (enjoy) long walks on the beach.
- 3 My family has lived in this house for generations. By the end of next year, my family **will have owned** (own) the property for exactly 150 years.
- 4 We're getting a new carpet. At this time tomorrow, they **will be fitting** (fit) it in my bedroom. I can't wait to see it!
- 5 We're off on holiday tomorrow morning. By 7 p.m. tomorrow evening, we **will have arrived** (arrive) at the hotel if the flight is on time.

/5

5 Complete the sentences with the words in the box. There are two extra words.

any couple deal either
neither no none plenty

Only a **couple** of Sarah's friends knew why she was moving house.

- 1 I'd be happy to live in **either** of the flats because they're both in good condition and the right location.
- 2 I'm afraid **no** pets are allowed in this tower block.
- 3 As far as I know, **none** of the houses in the new development have more than three bedrooms.
- 4 The house is in a great location, but it needs a great **deal** of work before we can live in it.
- 5 Madrid is famous for its squares. There are **plenty** of them, so you can always find somewhere to sit and enjoy the sunshine.

/5

6 Choose the correct options.

Have you heard that the Wards bought **every** / **each** / **either** of their five children a house?

- 1 Very **few** / **several** / **most** of our neighbours are originally from this town. Most have moved here in the past five years.
- 2 In our street, people are proud of their small front gardens – you can tell as **all** / **either** / **every** one of them is well kept.
- 3 Out of the five students, only two managed to get a place in halls of residence. I don't know if **another** / **others** / **the others** have found somewhere to live yet.
- 4 I spent **the whole** / **all the** / **a couple of** day sorting my bedroom out, but it was worth it as it looks amazing now!
- 5 I've looked at so many cookery magazines for recipes that I'm not sure if I can be bothered to read **another** / **other** / **no** one.

/5

Total /30



- 7 Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use up to six words in each gap.

The builders will be building the garage (build/ garage) while we are away on holiday next week.

- The architects say they will have finished the housing development (finish/housing development) by the end of the month.
- I can't believe it – in spite of reminding/in spite of having reminded (spite/remind) them three times to buy bread at the supermarket, they still forgot!
- I don't think we'll have any problem finding a new house, as there are plenty of houses (there/plenty/house) on the market at the moment.
- Katia will have been teaching children (teach/ children) for over thirty years when she retires next month.
- I've had a clear-out and given away a great deal of stuff (deal/stuff), so the house is looking much better.

/5

- 8 Complete each pair of sentences with the same word.

Are there any underground car parks near here where I can leave the car?

The hundred largest public parks in the UK cover an area equivalent to almost 56,000 football pitches!

- My home town is Manchester, which is where I was born and where I still live.
We live in Madrid, but we have a second home on the coast where we spend every summer.
- Ella is always very reliable. She's never let me down in the past.
I bought a car because there isn't a reliable network of buses where I live.
- The old cottage didn't have running water, so we couldn't have a shower.
I go running as a way to get rid of stress. Maybe I'll do a marathon one of these days.
- In the school holidays, our parents let us run wild as long as we were home for meals.
You can't get out of the vehicle during the safari, as there will be wild animals around.
- There are four people in our household, my parents, my sister and me.
When we move, we'll need to buy some household appliances, such as a new fridge.

/5

- 9 Translate the Polish parts of the sentences.

We bought the bigger flat in spite of (pomimo) the cost, because it was in the right location.

- I've just phoned the police because I saw a burglar in the house next door, but by the time they arrive, he will have got away/will have escaped (już ucieknie).
- This house might be worth buying, but the others (ale pozostałe) that we've seen had no potential at all.
- This time next week, we will be living (będziemy mieszkać) in our new house. Finally – the move has been delayed twice already.
- Ruth gave me a couple of ideas/a few ideas (kilka pomysłów) on how to go about finding good places to stay in Wales.
- I'm not sure which colour I prefer for the living room, the dark red or the deep blue. I think either of them/ both of them (oba z nich) would work well.

/5

- 10 Complete the text with one word in each gap.



Books, books, books

Sitting down with a good book is second nature to me – I'd far rather be immersed in a great story than watch TV. It's true that reading is not everyone's ¹cup of tea, but it is mine! That's why I love the picturesque town of Hay-on-Wye – it's somewhere all book lovers should visit! It's ²on the border of England and Wales, and it's famous for having nearly 40 second-hand and antiquarian bookshops. Apart from bookshops specialising in particular fields and those offering more general stock, there are a ³number/lot of other places full of books, including pubs, a fire station and a cinema.

What's more, every May and June, thousands of book lovers gather in Hay-on-Wye to take part in the Hay Festival, during which all the streets and parks become a giant reading site. ⁴Another reason to go is the opportunity to meet authors and listen to readings and lectures.

It's also amazing that with advancements in technology and many more people now reading e-books, the town still attracts those who prefer paper versions. Soon, I'll ⁵have been visiting Hay-on-Wye every May for over twenty years, and I hope I'll be visiting for many years to come.

/5

Total /20

4

Shopping around

4.1

VOCABULARY

Shopping • phrasal verbs
• shopping collocations
• verb phrases

SHOW WHAT YOU KNOW

1 Complete each gap with one word. The first letters are given.

SHOP SHOP SHOP!

What are your best and worst shopping habits? Tell us about them below!

If the **price** is low, I'll buy it, even if I don't need it. I can't resist a **bargain**! I love going to the **sales** to see what I can **pick up**! I can never save any money.

@Sam23

I'm good with money. I look for things that are on **special** offer and I go to **charity** shops too. You can find brilliant second-hand stuff there. When it comes to shoes and boots I think it's worth paying a bit more – that way you can get something that's good **quality** that will **last** for ages.

@shoppingboy

I'm not bothered by **fashion**. Who cares about being on trend? I have my own style. I love stuff from years ago, so I go to **vintage** shops. You can get great **designer** clothes in the best ones!

@old_style

I know it's superficial, but I buy things for the **brand** – I think people look at labels. Sometimes I manage to wait until things are **reduced** so I don't spend so much, but not always.

@Alex929

3 Complete the advice with five of the phrasal verbs in Exercise 2. Change the form if necessary.

Free advice for careful consumers

Mobile phones

If you are going to **pay out** for an expensive new phone, first **check up** on the manufacturer's plans – they may be bringing out a new model soon. You should also **shop around**, as prices vary between companies and your phone might be on special offer somewhere. Before you sign a contract for a new phone plan, **look out for** any potential disadvantages, for example, do you have to stay with the same company for a year or longer? Could you get a cheaper deal if you **cut down** the number of messages you send?

Finally, remember you can also look online for special offers. If you

don't like the phone when it arrives, then

send it back

immediately – the longer you wait, the more likely you will end up having to keep a phone you're not keen on.



FOCUS ON WORDS | Shopping collocations

4 Match the words in boxes A and B to make collocations. Then complete the definitions.

A (bargain chain ethical impulse local
mass-produced online responsible)

B (attitude brands prices products
purchases shopping store values)

things that are made cheaply and in big quantities using machines **mass-produced products**

1 things that you buy without planning to

impulse purchases

2 one of a group of shops owned by the same company **chain store**

3 buying things from websites

online shopping

4 when the cost of something is less than usual, or very low **bargain prices**

5 morally correct beliefs about what is right and wrong **ethical values**

6 products made in a particular region or area **local brands**

7 when your approach to things is sensible and can be trusted **responsible attitude**

FOCUS ON WORDS | Phrasal verbs

2 Complete the phrasal verbs in the sentences with the correct particles.

Emily checked **up** on the best online sites before she bought anything.

1 Don't just buy something in the first place you go to; shop **around** a bit and make sure you get the best price.

2 Katia is going to a wedding next month, so she's looking **out** for some red shoes to go with her outfit.

3 We spend loads on eating out in restaurants. We've got to cut **down** on the amount we spend.

4 I ordered some shoes online, but they're too small, so I'm going to send them **back** and get a refund.

5 They hadn't been into the town centre for a while, but when they went, they saw that two new clothes shops had sprung **up** on the same street.

6 Matt wasn't sure if he wanted the suit, so the shop assistant agreed to put it **aside** for 24 hours to give him time to think about it.

7 Maxine is always happy to pay **out** for expensive sunglasses – I definitely wouldn't spend that much on them!

5 Complete the interview with the collocations in Exercise 4.

- A: Can I ask you some questions about shopping?
 B: Sure.
 A: Firstly, do you think it's important to support brands that promote ethical values?
 B: Definitely. That's why I always buy fair trade products – they're environmentally friendly.
 A: What about ¹local brands? Are there any businesses from round here that sell products made in this area?
 B: I don't know of any. We mostly have high-street shops, you know, the usual ²chain stores.
 That's why I think ³online shopping is so great. There are lots of websites where you can buy cool stuff.
 A: But don't you think the Internet encourages ⁴impulse purchases? I mean, you just have to click and that's it. It's so easy to buy things you weren't intending to.
 B: I guess so. I mean, I've definitely bought things I hadn't meant to.
 A: Where do you shop for ⁵bargain prices?
 B: I think you get the best deals online, too. I don't do much shopping in town. The only things you can get there are the ⁶mass-produced products that everyone buys. If you want something more individual, then you have to shop on the Internet.
 A: Would you say you have a ⁷responsible attitude to shopping and buying things?
 B: I'd like to think so. I don't shop just because I've got money to spend. I buy stuff that I need.

FOCUS ON WORDS | Verb phrases

6 Choose the correct answers A–C.

I'm saving up for my holiday, so I ___ on a limited budget at the moment.

- (A) am B have C put
 1 When you're ready to pay, ___ your PIN in the machine.
 A type (B) enter C give
 2 Some shops ___ a bad reputation, but actually they're pretty good.
 A give B do (C) have
 3 You've worked really hard. You should ___ yourself to something nice. It doesn't have to be expensive!
 A pay B give (C) treat
 4 There's a great market here on Sunday mornings. It's a brilliant place to ___ bargain-hunting.
 A find B look (C) go
 5 It's important to ___ local producers, so I tend to avoid shopping in supermarkets and chain stores.
 (A) support B spend C buy

REMEMBER BETTER

Na kartce papieru przygotuj listy produktów lub usług, za które niedawno zdarzyło ci się płacić. Zachowaj podział na podane poniżej kategorie, ale nie zapisuj ich nazw. Następnego dnia przeczytaj swoje listy i sprawdź, czy pamiętasz nazwy kategorii.

- A product/service that you got for **a bargain price**.
 A product/service that you **paid out** for.
 A product/service you **shopped around** for.
 A product/service which you found through **online shopping**.
 A product/service that you got in **a chain store**.
 A product that was **an impulse purchase**.

SHOW WHAT YOU'VE LEARNT

7 Read the text and complete each gap with one word.



[Home](#)
[Our story](#)
[Products](#)
[Promotion](#)
[Contact](#)

OUR STORY

Eco Shop is for people who have a responsible attitude to the planet.

Everything we sell is organic, recycled and environmentally friendly. Shoppers love our ethical ¹values/products/goods! Buying from our organic range can help you cut ²down on the damage you do to the planet. Helping people to reduce this is one of our aims.

We also sell arts and crafts made by people from our area because we believe in ³supporting local producers. All these items are hand-made, they are not ⁴mass-produced products created in their thousands.

We started our online shop in 2015 and it has been a huge success. We have a guaranteed returns policy – we believe you should be able to send something ⁵back for up to 30 days after a purchase if you don't like it. You can also cancel an order up to six hours after it has been made. After all, who hasn't made an ⁶impulse purchase and regretted it later?

Eco Shop prices are very competitive, so if you are on a limited ⁷budget, ours is the website for you. We also understand you may wish to ⁸shop around. If you find the same item cheaper on another website, we'll refund the difference! It hasn't happened yet because we usually have fantastic, ⁹bargain prices!

We also offer luxury items – why not treat ¹⁰yourself to some hand-made body lotion or soap or one of our fabulous organic cotton or silk shirts?

/10

SHOW WHAT YOU KNOW

1 Complete the question tags and reply questions with the correct pronoun.

I am your best friend, aren't I?

- 1 You aren't well, are you?
- 2 Dad is coming, isn't he?
- 3 Stella and George weren't happy, were they?
- 4 A: We want to go shopping.
B: Do you?
- 5 A: The supermarket was closed.
B: Was it?
- 6 A: You and I are going to have a serious talk.
B: Are we?

2 ★ Match statements 1–6 to the appropriate reply questions a–g.

- I love your new jeans. g
 - 1 Kelly wanted to come shopping too. d
 - 2 Leo has his haircut every three weeks. a
 - 3 Fran was late again. b
 - 4 The girls have all bought new sports gear. f
 - 5 Mike and Marta are coming for dinner. c
 - 6 It snowed half a metre here yesterday. e
- a Does he? d Did she? f Have they?
b Was she? e Did it? g Do you?
c Are they?

3 ★★ Choose the correct auxiliary verb to complete each question tag. Then add an appropriate reply question.

- A: We can pay by credit card, can / can't we? I don't have enough cash on me.
B: Don't you? I've got some cash, so don't worry.
- 1 A: This isn't going to be enough money for a burger, is / isn't it? I'll have a hot dog instead.
B: Will you? Actually, that's a good idea. Make it two.
- 2 A: The players were tired, were / weren't they? They were really slow in the second half.
B: Were they? I must say I didn't notice.
- 3 A: You won't be late, will / won't you? The Smiths are arriving at 5 o'clock.
B: Are they? Oh goodness. OK, I'll try to leave early.
- 4 A: I haven't been picked for Saturday's team, have / haven't I? That's it! I'm not coming to the training sessions anymore.
B: Aren't you? Then you'll never be picked.
- 5 A: They will pay their share, won't / aren't they? I can't afford to pay for everyone.
B: Can't you? I thought your dad gave you loads of money for Christmas.

4 ★★★ Complete the tags with the appropriate auxiliary verbs, then use them in the dialogues.

- a Don't forget them, will you?
- b Let's just go, shall we?
- c Nothing bad happened, did it?
- d That's Mandy's brother, isn't it?
- e You do realise that it won't make much difference, don't you?
- f Everybody enjoyed it, didn't they?
- g That's a little bit dramatic, isn't it?

Dialogue 1

Sasha: Ralph, are you going to bring those reusable shopping bags? a I don't want to be responsible for filling the world with plastic shopping bags.

Ralph: OK, OK, got them. 1e There's so much unnecessary packaging in our shopping anyway that a couple of plastic bags fewer won't change much.

Sasha: Ralph, it's that kind of attitude that will lead to the extinction of the human race.

Ralph: 2g

Sasha: 3b

Dialogue 2

Mum: How was the party, Adam? 4f

Adam: Yeah, I think so. Well, nearly everybody. Elliot left early.

Mum: Did he? Elliot? 5d

Adam: Yep, the elder one. He was fine at first and then suddenly he apologised, said he wasn't really in a party mood and left.

Mum: Did he? Why? 6c

Adam: Not really. I don't think he was too happy that Emma and I were dancing together.

Mum: Ah-ha! Oh, poor Elliot. Young hearts break so easily. So Emma, huh?

Adam: Er ... yeah, well I guess I should be getting on with my homework now, Mum.

Mum: Should you? Well, that's the first time I've ever heard you say that, Adam.

SHOW WHAT YOU'VE LEARNT

5 Find and correct the mistakes.

She won't buy anything that doesn't cost a fortune, won't she? will

- 1 The pizza's ready. Take it out of the oven, do you? would you?
- 2 Sorry to ask, but I've got my hands full. would you? will you?
- 3 Don't get ripped off, do you? will you?
- 4 Let's withdraw another 100 euros, will we? shall we?
- 5 Nothing broke when you dropped your bag, was it? did it?
- 6 A: They're going to splash out on a new car.
B: Will they? Are they?
- 7 That's Ella over there, isn't she? isn't it?

1 Choose the correct answers A–C to complete the extract of the interview with Martin.

Extract from Student's Book recording  2.15

- I: So what kind of things do you get?
 M: Well, there's an element ___ chance when you buy a suitcase ¹___ you can't look inside before you bid for it. The better the suitcase, ²___ more likely you are to find designer clothes. But you could be very unlucky with a high-quality bag and just find dirty socks – that's the chance you ³___. Luckily, the auctioneers open the bags and throw ⁴___ anything horrible like food that's gone off or wet stuff that's gone mouldy. When you buy suitcases, you just get clothes. They take ⁵___ electrical goods and shoes and they sell ⁶___ in separate lots.
 I: [...] It's really surprising how many bags get lost!

- | | | |
|------------|-----------|----------|
| (A) of | B in | C to |
| 1 A though | B that | (C) as |
| 2 A how | (B) the | C it's |
| 3 A have | B get | (C) take |
| 4 (A) away | B up | C down |
| 5 A off | (B) out | C over |
| 6 A it | (B) those | C to |

REMEMBER THIS

Rzeczownik *chance* ma różne znaczenia. Zależnie od kontekstu może opisywać m.in.

- przypadek
*There's an element of **chance** when you buy a suitcase.*
- możliwość, że coś się zdarzy (zwykle coś pozytywnego)
*There's a good **chance** the contents will be valuable.*
- okazję do zrobienia czegoś
*I haven't had the **chance** to look in the suitcase yet.
 He missed the **chance** to make a lot of money.*

2 Read REMEMBER THIS. Complete the collocations using the words in the box.

even half high jump lifetime million
 slim stand take

Chance (possibility)

a **high** /strong chance – something is very likely to happen
 an ¹**even** /fifty-fifty chance – an equal chance that something will or won't happen

a ²**slim** /remote chance – something is not very likely to happen

a **one in a** ³**million** chance – something is extremely unlikely to happen

sb **doesn't** ⁴**stand** a chance (of + -ing) – it is not possible that sb will be able to do something

sb **is in with** a chance (of + -ing) – it is possible that sb will be able to do something

Chance (opportunity)

⁵**take** a chance – accept an opportunity ⁶**jump** at a chance – eagerly take an opportunity

the chance of a ⁷**lifetime** – a chance that sb will probably never have again

now's your chance – you have the opportunity to do something right now

given ⁸**half** a chance – if there is any opportunity to do something

3 Complete the sentences with words and phrases in Exercise 2. Change the form if necessary.

Both the mother and the father have blonde hair, so there is a **high** chance the child will be fair too.

- Make sure you lock the food away. **Given half a** chance, bears will enter the campsite and eat whatever they can find.
- The Jamaican skier **doesn't stand** a chance of winning a medal, but he seems to be enjoying the event.
- You could win millions! Don't miss **the chance of a lifetime**. Enter our competition right now.
- Look, you said you wanted to talk to her. Well, there she is. **Now's your** chance.
- Claire **jumped at** the chance to earn some extra cash babysitting for her neighbours.
- Don't worry, there's only **a one in a million/a remote/a slim** chance that something will go wrong. You'll be fine.
- There are only five kilometres to go in the race and Herriot is definitely **in with** a chance of winning if he keeps running at this pace.
- We'd like to **take** this chance to thank you for everything you've done to help the orphanage.

FOCUS ON WORDS | Noun phrases

4 Complete the sentences with the words in the box.

bag belongings goods house
 market property sale stall

Have you ever lost a checked **bag** when you've flown somewhere?

- Every Sunday morning there is a flea **market** near my house that sells second-hand clothes and furniture.
- Do you know a good auction **house**? We're considering selling some paintings and looking for recommendations.
- If you can't find your coat, you should check in lost **property**. That's where everything people have left behind is put.
- My aunt and uncle have a market **stall** where they sell some of the cheese, fruit and vegetables that they produce on their farm.
- Go early if you want to find the best things at a car boot **sale** – or go at the end to get a bargain.
- I don't have a problem with pre-owned **goods**, I rarely buy new things. Almost everything I own has had a previous life somewhere!
- When you leave the train, be sure to take all your personal **belongings** with you.

1 Read texts A–C quickly and choose the best title for each text.

- 1 Money to burn?
- 2 Can I pay with plastic?
- 3 Have you got change for £100 million?

B
C
A



Text A

In Britain today, there are around three billion banknotes in circulation worth over 58 billion pounds. In 2013 alone, the Bank of England **issued** 760 million new banknotes and **destroyed** 845 million old ones. As well as the £5, £10, £20 and £50 notes commonly found in the nation's wallets and purses, there are just over 4,000 £1m and £100m notes – known as Giants and Titans – not in circulation, with a value of around £8bn. These are used internally by banks and are not legal tender*. Nevertheless, they are carefully locked away.

Text B

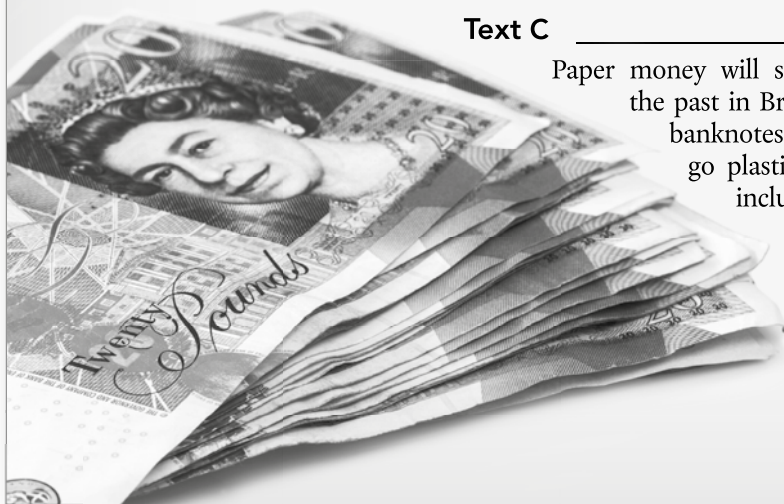
The average paper banknote in Britain lasts around 6 months before it becomes damaged or worn and must be removed from circulation. In the UK, old notes used to be burnt, but in a move to be greener, the majority are now **shredded, compacted** and then used with other organic materials to **manufacture** agricultural compost.



Between 1988 and 1992 at the site where this shredding takes place, £600,000 worth of notes that were intended for destruction were stolen by three couples who worked there. The couples managed to **sidestep** security controls and remove the notes from the site by **concealing** them in their underwear.

Text C

Paper money will soon be a thing of the past in Britain as the Bank of England introduced plastic banknotes from 2016. Australia was the first country to go plastic in 1988, and more than 20 other countries including New Zealand, Mexico, and Canada have since **switched**. Plastic notes are highly durable*, lasting for around two years, or four times longer than the average paper note. Crucially*, plastic money is waterproof so it can survive washing machines, rainstorms and dips in the ocean. Although polymer notes are more expensive to produce, their durability makes them cheaper and more ecologically sound* over time.



2 Match statements 1–4 with texts A–C. One text has two matching statements.

- 1 More and more banks make their banknotes out of a new substance. C
- 2 Not all banknotes are available to the general public. A
- 3 Despite high production costs, new British banknotes will be more cost-efficient in the long run. C
- 4 The way banknotes are disposed of has changed. B

GLOSSARY

legal tender (*collocation*) – coins or banknotes that people can officially use to pay for things; środek płatniczy
durable (*adj*) – staying in good condition for a long time, even if used a lot; trwały, wytrzymały
crucial (*adj*) – extremely important because other things depend on it; kluczowy
ecologically sound (*collocation*) – environmentally friendly; przyjazny dla środowiska

3 Read the texts again and answer the questions.

- Which two texts mention specific amounts of money? **(A & B)**
- Which two texts mention environmental factors related to banknotes? **(B & C)**
- Which two texts mention the destruction of old banknotes? **(A & B)**
- Which two texts mention issues related to the security of banknotes? **(A & B)**
- Which two texts mention banks? **(A & C)**
- Which two texts mention the average lifespan of paper banknotes in the UK? **(B & C)**
- Which is the only text to mention the future? **(C)**

4 Underline the answers to the following questions in the texts.

- In which country were plastic banknotes first used? Australia
- How are Giants and Titans kept secure? they are carefully locked away
- What makes plastic banknotes more environmentally friendly than paper ones? their durability
- For how long is the average British banknote in circulation? 6 months
- What do old banknotes in the UK eventually become? agricultural compost
- What is the largest amount of money mentioned in the three texts? 58 billion pounds

5 Complete the definitions with the base forms of the verbs in bold in texts A–C.

to damage something so badly that it no longer exists, or cannot be used or repaired – destroy

- to cut or tear something into small, thin pieces e.g. paper, meat or cabbage – shred
- to hide something carefully – conceal
- to change from doing or using one thing to doing or using another – switch
- to officially produce something such as new stamps, notes, passports or visas – issue
- to press something together so that it becomes smaller or more solid – compact
- to use machines to make goods or materials, usually in large numbers or amounts – manufacture
- to avoid dealing with something difficult – sidestep

6 Complete the sentences with the verbs in Exercise 5. Change the form if necessary.

Many of Port-au-Prince's major buildings were destroyed in the earthquake that struck Haiti in 2010.

- This salad is easy to make – first shred the cabbage, then add tomatoes, feta cheese and olive oil.
- This year the Post Office is issuing Christmas stamps featuring pictures of snowflakes taken under a microscope.
- This incredible scrapyard machine can compact a car into a cube that measures just 1 m³.
- The tiny town of Qiaotou in Eastern China manufactures 60 percent of the world's buttons and 80 percent of its zips.
- In my opinion, this company offers the best sports equipment – you will never convince me to switch brands.
- The Minister sidestepped any questions about him running for president in next year's election.
- There are actually recorded cases of people attempting to escape from prison using tools that were sent to them concealed inside cakes.

FOCUS ON WORDS | Making and spending money

7 Complete the texts with the correct forms of the verbs in the box.

(bid come fundraise hold increase make (x2))

Business consultant

Contact us if you want to expand your business. We'll show you ways to increase your earnings and make the profits you've always dreamed of.

Skills for Life

We are a charity that helps teenagers at risk learn new skills, and we need volunteers to help us fundraise. All the money goes towards helping young people in need.

Mystery buyer

A mystery buyer recently paid over \$2.2 million for a painting at an auction which was held yesterday in New York. The buyer bid for the painting by phone and art critics are speculating about their identity.

SUCCESS STORIES

The number of teenage entrepreneurs who have already made a fortune is rising. Many have become millionaires before the age of twenty, showing that young people have what it takes to build a business.

Sotheby's

We are one of the most exclusive and famous auction houses in the world. To find out what is coming up for auction, please consult our website.

FOCUS ON WORDS | Being rich and poor

8 Complete the second sentence so that it means the same as the first. Use the word in capitals.

Simon's dad's got a lot of money.

WELL

Simon's dad's well-off.

- Even though they've both got jobs, they never have enough money.

SHORT

Even though they've both got jobs, they're always short of money.

- There is nothing more frustrating than wandering round the shops when you've got no money.

BROKE

There is nothing more frustrating than wandering round the shops when you are broke.

- Robert works forty hours a week and still has only just enough money to buy the things he needs.

ENDS

Robert works forty hours a week and still struggles to make ends meet.

- £120 for a pair of sunglasses?! Can you afford to spend so much on things you don't need?

BURN

£120 for a pair of sunglasses?! Have you got money to burn?

- They hardly have enough food and money to live on.

HAND

They're living from hand to mouth.

- The Smiths are incredibly wealthy.

ROLLING

The Smiths are rolling in money.

- I've always wanted to be really rich.

LOADED

I've always wanted to be loaded.

SHOW WHAT YOU KNOW

- 1 Choose the correct modal structure to complete the advice.

BEAR SAFETY

Hiking in Black Bear Country

Enjoy the mountains and stay safe with these tips:

- 1 Bears are wild animals and should / *shouldn't* always be treated with respect.
- 2 If a bear approaches you, you need to / *needn't* try and stay calm.
- 3 You *must* / mustn't run as this may cause the bear to chase you.
- 4 You *ought to* / ought not to approach the bear. Instead back away slowly and avoid eye contact.

- 2 ★ Cross out to where it is not necessary.

Everyone should ~~to~~ benefit from money made through the sale of our country's oil.

- 1 Improvements in education and healthcare need to compensate for the high taxes we are paying. *correct*
- 2 You'd better ~~to~~ avoid the dark backstreets late at night unless you want to get into trouble.
- 3 If you have a sensitive stomach, you ought not to eat hot chillies. *correct*
- 4 Visitors simply ~~must to~~ experience the vibrant nightlife of Rio during the week of the carnival.
- 5 With our affordable design ideas, you needn't ~~to~~ spend a fortune to make your living room look stylish.
- 6 We ought to set off early in case there are traffic jams. *correct*

- 3 ★★ Rewrite regrets 1–5 using the modal structures in brackets.

Deathbed Regrets

A former nurse who looked after dying patients has listed the five most common deathbed regrets.

- 1 I didn't have the courage to live a life true to myself.
- 2 I worked too hard.
- 3 I didn't have the courage to express my feelings.
- 4 I lost touch with my friends.
- 5 I didn't let myself be happier.

- 1 I should have had (should) the courage to live a life true to myself.
- 2 I ought not to have worked (ought/not) so hard.
- 3 I ought to have had (ought) the courage to express my feelings.
- 4 I should not have lost touch (should/not) with my friends.
- 5 I should have let (should) myself be happier.

- 4 ★★★ Complete the gapped sentences with appropriate modal structures so they have a similar meaning to the prompts.

Why did you buy a big bottle of water? Denise already had one.

You needn't have bought a big bottle of water because Denise already had one.

- 1 Rod's luggage went missing, so it was necessary for him to go to the lost property office.
Rod's luggage went missing, so he had to go to the lost property office.
- 2 Helen wishes she hadn't spent a fortune on a new phone. She found her old one down the back of the sofa.
Helen needn't have spent a fortune on a new phone as she found her old one down the back of the sofa.
- 3 Luckily, someone handed in my wallet, so it wasn't necessary to cancel my bank card.
I didn't need to cancel my bank card because someone handed in my wallet.
- 4 Dad gave me his old ski goggles, so there was no need to bother wasting money on a new pair.
I didn't need to bother wasting money on a new pair of ski goggles because Dad gave me his old ones.
- 5 It would have been better not to spend so long shopping around as the first shop was the cheapest anyway.
We needn't have spent so long shopping around as the first shop was the cheapest anyway.
- 6 We didn't dress up smartly because it wasn't necessary. It was a very casual party.
We didn't need to dress up smartly because it was a very casual party.

SHOW WHAT YOU'VE LEARNT

- 5 Choose the correct options.

- 1 Talent alone is not enough. Actors need to have / *needed to have* determination to make it in Hollywood.
- 2 Claire *needn't have walked* / didn't have to walk far before she found herself in a beautiful leafy neighbourhood.
- 3 Sarah shouldn't have / *didn't need to* put on a party two days before New Year's Eve. Hardly anyone came.
- 4 You *mustn't have* / needn't have bought milk. We like our coffee black.
- 5 You *ought not to have bid* / ought not to bid in the auction unless you have enough money to pay for it.
- 6 They didn't need to / *shouldn't* bother lighting candles or torches as the moonlight was so bright.

/6

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Comparing and contrasting options

X (Going to the market) is ..., but Y (shopping online) is ...

X is the only one/option that ...

When you compare the two/X and Y ...

It is (much) more likely that ...

X is definitely the cheaper/better/more suitable choice.

Porównywanie i zestawianie opcji

X (Chodzenie na targ) jest..., ale Y (robienie zakupów przez Internet) jest...

X jest jedynym, który... / jest jedyną opcją, która...

Gdy porównuje się oba / X z Y...

Jest bardziej prawdopodobne, że...

X to zdecydowanie najtańsza/najlepsza/najodpowiedniejsza opcja.

Choosing an option and justifying the choice

That's why I'd opt for X.

... and therefore, it's probably/clearly the best choice.

The main/Another reason ((why) X would be my choice) is that ...

I prefer X mainly/simply because ...

This option is (clearly) the most/least + adjective + because ...

Wybór opcji i uzasadnianie decyzji

Z tego powodu wybrałbym/wybrałabym X.

...i dlatego też prawdopodobnie/ewidentnie jest to najlepszy wybór.

Główny/Inny powód (wyboru X) jest taki, że...

Wolę X głównie / po prostu dlatego, że...

Ta opcja jest (zdecydowanie) najbardziej/najmniej + przymiotnik + ponieważ...

Explaining reasons for rejecting other options

X might (require less effort), but I wouldn't choose it because ...

X isn't the best choice if you consider ...

The reason I wouldn't go for/pick/choose X is because ...

Podawanie powodów odrzucenia pozostałych opcji

X może (wymaga mniej wysiłku), ale nie wybrałbym/wybrałabym go/jej, ponieważ...

X nie jest najlepszym wyborem pod względem...

Powodem, dla którego nie wybrałbym/wybrałabym / nie zdecydowałbym/zdecydowałabym się na X jest...

1 Put the words in order to complete the sentences.

only / is / option / that / the

X is the only option that teenagers would identify with.

1 choice / is definitely / suitable / because / the more

X is definitely the more suitable choice because it sells a wider range of goods.

2 why X / main / my choice / reason / would be

The main reason why X would be my choice is because, as far as I'm concerned, the design is more eye-catching.

3 much / that / more / is / likely

It is much more likely that young people would shop here.

4 the least / option / because / is clearly / suitable

This is clearly the least suitable option because it seems to be a store for children rather than young adults.

5 because / might be / but / choose it / cheaper, / I wouldn't

X might be cheaper, but I wouldn't choose it because it appears to be really poorly made.

6 choice / if / the best / you / isn't / consider

X isn't the best choice if you consider how long it will take to learn how to use it.

2 Complete the dialogues. The first letters are given.

Dialogue 1

James: Pizza or burger?

Karen: James, you just don't listen to me, do you?

James: What?

Karen: I told you I've decided to become a vegetarian.

James: Oh right, yes ... And therefore ...?

Karen: Therefore a burger probably isn't the best **choice**.

James: Of course. So ...?

Karen: So, pizza! That's why I'd **prefer** a pizza, James. You're so slow sometimes.

Dialogue 2

Pete: If I had a million euros, I'd buy a sports car.

Ryan: A sports car? Really? Sports cars are pretty common now, **but** speed boats or yachts really turn heads.

Pete: Well, it's not about showing off. I'd prefer a sports car **simply** because it's far more practical. Imagine how quickly I could get to work every morning!

Ryan: Work? You already have a million euros in your pocket, remember?

Dialogue 3

Leila: Hey, Else. You look nice. Is that a new top? It's gorgeous.

Else: Thanks. Yeah, it is. I went shopping at the weekend. I love charity shops and second-hand shops.

Leila: Really? Well, I suppose it depends what you are looking for. There's a lot of rubbish, and they aren't always **the best option** if you consider how long you need to spend going through all the clothes to find something worth having.

Else: Well, to be honest, that's exactly **why** I'd **opt for** shopping there. I love searching for bargains. I've found some great designer stuff for just a few pounds.



USE OF ENGLISH

Modal expressions

1 ★ Complete the sentences with the missing prepositions.

At my school, students are allowed to express their opinions freely.

- Students are forbidden from using their mobile phones during the exams.
- The bakery closes early if they manage to sell most of the goods.
- Under 18s were banned from watching that movie as it was too violent.
- I didn't succeed in persuading my parents to buy me a new pair of trainers.
- You ought to save almost all the money you earn if you want to buy a second-hand car.

2 ★★ Write the meaning that the underlined modal verb expresses (ability, obligation, probability, prohibition). Then rewrite the sentence using the word in capitals.

Students may call their teachers by their first name.

permission **PERMITTED**

Students are permitted to call their teachers by their first name.

- You can save up to 90 percent if you buy a train ticket in advance. probability **LIKELY**
You are likely to save up to 90 percent if you buy a train ticket in advance.
- Job applicants should tell the truth in their CVs. obligation **SUPPOSED**
Job applicants are supposed to tell the truth in their CVs.
- Sorry, but I couldn't withdraw any money from the bank yesterday. ability **UNABLE**
Sorry, but I was unable to withdraw any money from the bank yesterday.
- Students may not dye their hair bright colours. prohibition **ALLOWED**
Students are not allowed to dye their hair bright colours.

3 ★★ Choose the correct answers A–C.

Sarah was ___ to take part in the auction because she wasn't eighteen.

(A) forbidden B allowed C bound

- Kelly is ___ to run out of money if she doesn't start earning a salary soon.
A unlikely **(B)** certain C required
- If you have signed a contract, the company is ___ to pay you as promised.
(A) obliged B permitted C unlikely
- The price of seafood is ___ to rise as fish shortages increase.
A required B permitted **(C)** sure
- The bank is ___ to lend you any more money until you pay your debts.
A meant **(B)** unable C forbidden
- We ___ selling everything we advertised on eBay.
A managed to **(B)** succeeded in C were able to

4 ★★ Match the words in the box with the phrases in italics of a similar meaning.

aren't able bound forbidden obliged
permitted supposed unlikely

Family Finance Focus

How to survive ... your first car boot sale

Get there early. Sellers are often forbidden (*banned*) from setting up after a certain time – usually very early in the morning!

- Take some cash. Sellers are usually obliged (*required*) to pay a small fee to the organisers.
- Check what you can and can't sell. Rules differ. For example, sale of food is often not permitted (*allowed*).
- Prepare plenty of change. You are bound (*certain*) to be presented with notes by customers.
- Set realistic prices. It is unlikely (*not probable*) that customers will pay more than a few pounds for any single item.
- Don't worry if you aren't able (*don't manage*) to sell everything – it's rare that anyone leaves with an empty car boot.
- Don't take it too seriously – car boot sales are supposed (*meant*) to be fun!

5 ★★★ Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use between two and five words in each gap.

We are sorry to inform passengers that, due to weather conditions, we are unlikely to arrive (unlikely/arrive) on time.

- Patients have been banned from wearing (ban/wear) outdoor shoes in the hospital building for a long time now.
- Children under the age of twelve are only permitted to use (only/permit/use) the pool when accompanied by an adult.
- Giant darts! Fun for all the family, folks! Win a pound for every target you succeed in hitting (succeed/hit).
- New students are required to report (require/report) to the registration office before 4 p.m. today.
- Be sure to visit (sure/visit) the gift shop and buy a souvenir before you head home.
- In the morning, the trains are so crowded that sometimes people are unable to board (unable/board) them.

6 ★★ Choose the correct answers A–D.

A good example

Most people ___ that a 'social business' is a contradiction. Surely, a business ¹___ the owners and not society. However, there is now a ²___ of wonderful sandwich shops in Scotland which show that a business really can help society. It's called *Social Bite* and was launched by a couple, Josh Littlejohn and Alice Thompson in 2012, after Josh ³___ a Nobel Prize winner talking about using businesses to help solve social problems. *Social Bite* has an excellent menu designed by a top chef and serves delicious coffee and food for a good ⁴___.



Now this is the part ⁵___ it gets interesting. Twenty-five percent of its employees used to be homeless and if the business makes ⁶___, all the money goes to charity. In addition to this, customers can pay in advance for a meal for homeless people. At the moment, more than 100 homeless people receive a free meal every day through donations from customers. The owners have decided ⁷___ anyone, including managers, more than seven times the salary of the lowest paid worker. Perhaps more businesses ⁸___ follow this example.

(A) would think

C used to think

1 A owes B saves

2 A list (B) chain

3 A to hear

C hearing

4 (A) price B cost

5 A that B which

6 A cash (B) a profit

7 A not pay (B) not to pay

8 (A) should B ought

B thinks

D are always thinking

(C) benefits D earns

C range D store

(B) had heard

D had been hearing

C value D discount

C whose (D) where

C earnings D a fortune

C not paying D to not paying

C must D had better

7 ★★ Translate the Polish parts of sentences.

Why don't you go out and meet your friends instead of wasting time watching (tracić czas na oglądanie) TV?

1 Do you think your grandfather will have retired (przejdzie na emeryturę) by the time he is 65?

2 You needn't have phoned/called (nie musiałeś dzwonić do) Anne. I had already texted her to explain where we were meeting her.

3 My little brother has a nasty habit of dropping litter on the street, which annoys me (co mnie denerwuje) so much!

4 I'm really good at picking up bargains, aren't I (nieprawdaż)?

5 You really should/ought to stop buying (powinienesz przestać kupować) new clothes. Your wardrobe is full, but you always wear a T-shirt and jeans!

8 ★★★ Complete the second sentence so that it has a similar meaning to the first. Use between two and five words, including the word in capitals.

Tony spent all his pocket money and didn't want to go out at the weekend.

ALREADY

Tony didn't want to go out at the weekend because he had already spent all his pocket money.

1 We missed the bus and were unable to get to the shopping centre on time.

MANAGE

We missed the bus and didn't manage to get to the shopping centre on time.

2 I don't think I'll move to a different city next year.

STILL

I think I will still be living in the same city next year.

3 We wanted the party to be a nice surprise for Jimmy, but he didn't like it.

MEANT

The party was meant to be a nice surprise for Jimmy, but he didn't like it.

4 In those days, she worked as a waitress at the weekends, but she doesn't any more.

TO

In those days, she used to work as a waitress at the weekends.

5 The book attracted a lot of attention when it was first published in the UK.

DEAL

The book attracted a great/good deal of attention when it was first published in the UK.

9 ★★★ Complete the text with one word in each gap.

Influences

Have you ever stopped to think what influences our decisions when we buy clothes? Is it what our friends are wearing or is it advertising on social media and TV? Personally, I ¹have to admit that I like to be fashionable and, in particular, I look out for trends that celebrities buy into. My parents think that I ²spend/waste too much time looking at fashion blogs, but I don't agree. Of course, I don't have enough money to get expensive designer clothes, so I often wait and buy clothes on special ³offer. Luckily, in my part-time job at the clothes shop ⁴where I work, I get to see all the new clothes as soon as they come in. And working there enables me to get good discounts, too!

I guess you could say that the clothes in my wardrobe are quite stylish. But I also like clothes that are a ⁵bit/little unusual. I believe that it's important to show your personality through what you wear. I have a passion ⁶for clothes and want to study fashion design in London. I hope that I ⁷will have started my own clothing line by the time I get a degree.

1 Complete the advice using the words in the box. There are two extra words.

begin complain happen incident informal
narrative tenses reaction reply summarising

When writing a formal email describing an incident and making a complaint, ¹begin the introduction by saying why you are writing and end it by ²summarising your complaint. In the main body of the email, use ³narrative tenses to describe the incident you are complaining about and give your ⁴reaction to it. In the closing paragraph, say what you would like to ⁵happen, make a final statement and mention that you expect a ⁶reply.

2 Match the beginnings with the endings to make phrases.

- | | | |
|-----------------------|-----|--|
| I am writing | (g) | a to reconsider your policies. |
| 1 I am particularly | (c) | b to treat paying customers in this way. |
| 2 Without doubt, | (f) | c upset because ... |
| 3 We urge you | (a) | d to contact you and complain ... |
| 4 It is simply unfair | (b) | e to your response. |
| 5 We decided | (d) | f the worst part of the whole incident was ... |
| 6 I look forward | (e) | g to draw your attention to ... |

3 Complete the email with one word in each gap. The first letters are given.

Dear Sir or Madam,

I am writing to make a formal complaint about an incident that ¹took place earlier today at the Westgate Centre branch of your clothing store. I am extremely unhappy with the service I received.

I bought a top from the store last weekend, but when I got home, I discovered it had a hole in the sleeve that I had not noticed while I was trying it on. I had kept my receipt and so returned to the store this morning to exchange the top.

At the store, I ²approached one of the assistants (whose name was Lydia, according to her badge) and explained the situation. She looked at the hole and said there was no way it had been sold like that and ³accused me of making it myself! I tried to ⁴reason with her, but she would not listen. She said it was the customers' responsibility to check for damage before leaving the shop. To ⁵make matters worse, she raised her voice and attracted the attention of several of the other customers in the store. In the end, I left the shop feeling absolutely ⁶humiliated, extremely annoyed and without a new top.

I trust you understand why I have ⁷decided to contact you and complain. I ⁸ask that you investigate the matter and that you replace my damaged top. It is ⁹simply unfair to treat paying customers in this way.

I ¹⁰look forward to your reply/response.

Yours faithfully,
Emma Jennings



4 Complete the sentences with so or such + a, an or Ø (no article).

- I have never been so embarrassed in my life.
- 1 I can't remember the last time I received such unfriendly service.
 - 2 It is hard to believe that someone working in customer service could be so rude.
 - 3 How can you charge nearly £20 for such a poor product?
 - 4 To be honest, I have never had such an awful meal.
 - 5 We had waited so long to be served that in the end we left the restaurant.

5 Replace the underlined phrases in the sentences with the correct forms of the words in the box. Add any other necessary words.

accuse behalf disappointment
fact humiliated threat urge

- When we said angrily that we would call the manager, the waiter told us to go ahead and said he didn't care. threatened to
- 1 The manager said we were guilty of trying to leave the restaurant without paying the bill. We couldn't believe it! accused us of
 - 2 The restaurant was so disappointing that our celebration was ruined. such a disappointment
 - 3 What is true is that the restaurant was half empty, so the kitchen can't have been as busy as the waiter claimed. The fact is
 - 4 We strongly recommend that you reconsider your policies when it comes to reservations. urge you to
 - 5 It was such a humiliating experience that we never want to eat there again. We were so humiliated
 - 6 I am writing in the name of myself and my friends. on behalf of

- 6 Read the task and the letter. Then complete the gaps with the correct form of the words in the box.

approach complain discriminate draw
humiliate investigate reason respond threaten

You recently went to a sports centre with a friend to play tennis. While you were getting changed, you saw four adults making a mess in the changing room, but shortly after you started playing, a member of staff came up to you and your friend and claimed that you had done it. You and your friend were asked to leave. Write a letter of complaint of 200–250 words. In your letter explain what happened and say what you expect from the sports centre.

Dear Sir or Madam,

I am writing to draw your attention to an incident that took place at the Harwood Sports Centre last Sunday. My friend and I were treated extremely badly by staff and it was such a ¹humiliating experience that we decided to contact you and make a formal ²complaint.

Last Sunday, we had booked a tennis court at the sports centre and had just started playing when one of the staff ³approached us. Her name was Karen (according to the badge she wore) and she accused us of making a mess in the changing rooms. When we tried ⁴to reason/reasoning with her and explain that we weren't responsible, she asked us to leave. To make matters worse, she ⁵threatened to ban us from using the sports centre again.

The truth is, the changing rooms were already in a terrible state when we arrived. We noticed a group of four adults there who were dropping rubbish and generally making a mess. When we mentioned this, Karen simply laughed and refused to believe us or even to check the CCTV. In the end, we left the sports centre without being able to play and feeling very annoyed.

We ask that you ⁶investigate the matter and refund the money that we spent booking a tennis court and travelling to and from the sports centre. It is extremely unfair ⁷to discriminate against young people in this way.

I look forward to your ⁸response.

Yours faithfully,

Simon Redman

- 7 Rewrite the sentences using **so** or **such** and make any other necessary changes.

We were treated very badly. We decided to contact you.

We were treated so badly that we decided to contact you.

- 1 The experience was humiliating. We want to complain.

The experience was so humiliating that we want to complain.

- 2 We received terrible service. We won't be coming back to your restaurant.

We received such terrible service that we won't be coming back to your restaurant.

- 3 The waiters took a long time to bring the food. It was cold when it arrived.

The waiters took such a long time to bring the food that it was cold when it arrived.

- 4 It was unfair. We were annoyed.

It was so unfair that we were annoyed. We were annoyed that it was so unfair.

SHOW WHAT YOU'VE LEARNT

- 8  Ostatnia wizyta w restauracji była dla ciebie nieprzyjemnym doświadczeniem. Rozczarowały cię jakość podanych dań i niekulturalne zachowanie kelnera, który odmówił przyjęcia reklamacji. Napisz e-mail liczących 200–250 do kierownictwa restauracji, w którym:

- opisziesz zaistniałą sytuację,
- przedstawisz, czego oczekujesz w ramach rekompensaty.



SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/ uwzględniłaś wszystkie punkty z listy.

Mój formalny e-mail ze skargą:

- | | |
|---|--------------------------|
| • w pierwszy akapicie informuje, czego dotyczy skarga, | ☐ |
| • w dalszej części szczegółowo opisuje sytuację w restauracji, w tym zachowanie kelnera, oraz informuje o moich wrażeniach i uczuciach wywołanych przez to zdarzenie, | ☐ |
| • informuje, jakie są moje oczekiwania wobec kierownictwa restauracji, | ☐ |
| • w ostatnim akapicie potwierdza, że chcę otrzymać odpowiedź na skargę, | ☐ |
| • kończy się odpowiednim wyrażeniem formalnym (np. <i>Yours faithfully</i>), | ☐ |
| • został napisany językiem formalnym, więc nie używam w nim form skróconych, | ☐ |
| • nie zawiera błędów ortograficznych, | ☐ |
| • liczy 200–250 słów, | ☐ |
| • został starannie i czytelnie napisany. | ☐ |

 BBC Young entrepreneurs


Before you watch

- 1 **SPEAKING** You are going to watch a video about two young entrepreneurs. Discuss the questions.
- What sort of person do you think of when you read 'young entrepreneur'? Describe them.
 - What sort of industries do you think a young entrepreneur is most likely to go into?
 - Do you know any young entrepreneurs? Tell your partner about them.
- 2 Imagine you have launched an exciting new business. How would you go about marketing your product?

While you watch

- 3  14 Watch the video. Are any of the ideas you discussed in Exercises 1 and 2 included in the clip?
- 4  14 Complete the fact file about the two young entrepreneurs. Then watch the video again and check your answers.

FACT FILE

Name	1 <u>Hillary</u>	6 <u>Georgia</u>
Age when she launched	2 <u>10</u>	7 <u>23</u>
Job	3 <u>CEO of Minor Mynas</u>	8 <u>Cake-maker</u>
Marketing strategy	4 <u>Networking</u>	9 <u>Instagram</u>
Help and inspiration	5 <u>Nelson Mandela and her parents</u>	<u>Cara Delevingne</u>

- 5  14 Put the description of Minor Mynas in the correct order. Then watch the first part of the video (up to 01:04) and check your answers.
- language. Minor Mynas provides a safe 4
 - Minor Mynas is an online educational platform 1
 - and make friends across borders. 6
 - in conversations and learn one another's 3
 - place for children to communicate, chat 5
 - that connects children so they can engage 2

- 6  14 Replace the underlined words and phrases in the questions with words and phrases in the box. Then answer the questions and watch the second part of the video (01:04–02:55) to check your answers. *Answer key – WB page 187*

entrepreneurs get along
network profound think big

- Why does Hillary think it's easier for kids to be friendly than adults? get along
 - What makes it easy to make connections in Hong Kong? network
 - What makes Hong Kong such a good place for people who start their own business? entrepreneurs
 - Who encouraged Hillary to have huge ambitions? think big
 - What did Nelson Mandela say that Hillary thinks is deep? profound
- 7 Put the phrases into the correct order to explain how Georgia first launched and now runs her business. What is her recipe for success?
- get orders 6
 - bake cakes 4
 - big boost 3
 - Cara Delevingne 1
 - upload more photos 8
 - Instagram tag 2
 - bake more cakes 7
 - upload photos 5
- 8  14 Watch the rest of the video (02:55–04:20) and check your ideas in Exercise 7.

After you watch

- 9 **SPEAKING** Look at some businesses young people make money on and add your own ideas. Discuss what you think each business does and whether or not it would be suitable for you and why.

e-sport player meme creator
online reviewer social media influencer
vlogger YouTuber



FOCUS VLOG About money

Do you usually pay with cash or card?
What sort of things are you likely to pay for with cash?

What ways of paying are likely to become popular in the future?



- 1 **SPEAKING** Which of the following do people usually pay for by card or with cash in your country? Discuss. Then answer the questions.

(clothes coffee groceries hairdressers
public transport taxi tips)

- What are the advantages and disadvantages of paying by card or with cash?
- What other ways of paying can you think of?
- Which way of paying do you use most?

- 2 **18** Watch the first part of the video (up to 01:58) and complete the sentences with the names of the speakers in the box. Which speakers prefer cash to all other ways of paying?

(Kat Lilee Lucy Sam Shaelyn)

- Shaelyn thinks it's too easy to overspend with a card.
- Kat uses cash for every day necessities.
- Lucy only uses cash for tips.
- Lilee uses a card except for paying her nail lady.
- Sam prefers cash but can't always find an ATM.
Kat and Shaelyn (and less strongly Sam)

- 3 **18** Watch the rest of the video (01:59–03:18). Match the ways of paying the people think will be popular in the future with the explanations. Then watch the video again and check your answers.

Sam:	contactless	4
Kat:	a digital currency	5
Lilee:	phone-pay	1
Shaelyn:	e-wallets	2
Lucy:	contactless	3

- because it will be easy for people to leave the house and not have to take a bag or wallet.
- because it saves people the hassle of having to go for currency exchange and carry loads of cash.
- and maybe if they input that in other devices as well, that might become more popular too.
- using a cellular device and a back-up – maybe a contactless card – if your phone dies.
- but he/she personally hopes that people will stick to cash.

- 4 **SPEAKING** Discuss which predictions in Exercise 3 you agree with. Can you imagine a world without any cash at all?

Focus On Life Skills

Communication • Critical thinking

- 5 Read the travel advice and discuss questions 1–3 with your partner.

Travel Advice How much to tip in the USA

Meal in a restaurant	15–20% of the bill
Home delivery	10% of the order
Toilet attendant	50c–\$3
Hotel cleaner	\$2–5 a day
Taxi	15–20% of the fare
Hair, nails, etc.	15–20% of the price

- Is it common to leave a tip in your country in the places listed above?
- How much do people usually tip?
- Do you think tipping should be banned? Why?/Why not?

VOCABULARY AND GRAMMAR

1 Find and correct the mistakes. One sentence is correct.

I'm going to call for that painting in the auction that's on next week. I hope I get it! bid

- 1 I can't understand why that restaurant has such a bad response. Every time we've eaten there the food has been amazing! reputation
- 2 I'd like to get a new winter coat, but it has to be red. I'll look up for something suitable. out
- 3 There is a fly market in the city centre at the weekend. If you're lucky, you might find some jewellery you can afford. flea
- 4 When I've got a bit of extra money, I go bargain hunting at the local markets and then sell my purchases online to make a profit. correct
- 5 A number of small clothes shops closed down when a new key store opened last year. chain

/5

2 Complete the sentences with the words in the box. There is one extra word.

broke burn cost fortune
increase shop support

Is changing your job the best way to increase your earnings? I think so – I've got two years' experience in this job, so I think I'll apply for something better paid.

- 1 They've made a fortune setting up beauty centres for pets. It's going so well they can afford to open three new sites.
- 2 We had to pay for some emergency repairs to our roof, so now we're completely broke.
- 3 If you want to encourage people to start new businesses in the area, you should support local producers.
- 4 Before you choose a new laptop, it's a good idea to shop around a bit so that you know what's available.
- 5 The Collins family must have money to burn if they go on luxury cruises three times a year.

/5

3 Complete the text with the correct form of the words in brackets.

ME & SHOPPING

I'm not loaded (LOAD). In fact, I sometimes find it hard to make ¹ends (END) meet – that's why I'm always careful with my money. I take excellent care of my personal ²belongings (BELONG) so they last as long as possible. When I have to buy something, I take my time. I certainly avoid ³impulse (IMPULSIVE) purchases as far as possible. My favourite thing is something I was fortunate enough to find in a car boot ⁴sale (SELL). It's a beautiful carpet – it's fairly old, but it's excellent quality and it looks perfect in my bedroom. It's hand-made and I love that it's unlike most of the ⁵products (PRODUCE) you find in the shops these days.

/5

4 Complete the sentences with the correct forms of question tags and reply questions.

A: How about having a picnic by the river?

B: Brilliant! Let's invite Greg and his girlfriend, shall we?

- 1 A: John seems to be having problems with his online shop.
B: Does he? I thought he was a real expert in IT.
- 2 A: Do you know that Phoebe is going to be the main photographer at Christie's wedding?
B: Is she? That sounds great.
- 3 A: My computer has broken down and I have to finish my Chemistry project by tomorrow.
B: Amy has got a new laptop, hasn't she? Let's find out if she's willing to lend you hers.
- 4 A: Don't forget to pay the electricity bill, will you?
B: Don't worry! I've already put it in my handbag.
- 5 A: I've inherited a house with an orchard, but I don't have a clue how to go about it, especially the garden.
B: Dan used to grow fruit and vegetables in his garden, didn't he? So maybe ask him for help.

/5

5 Complete the sentences with the correct modal verbs and the correct forms of the verbs in brackets. In some sentences, more than one answer is possible.

I think you should keep (keep) the receipt in case the tablet stops working and you want to get a refund.

- 1 We didn't need to hire/didn't have to hire (not/hire) a car at the airport because our friends picked us up and then lent us theirs.
- 2 We're in a theatre. You mustn't use/can't use (not/use) a mobile phone during the performance.
- 3 Camilla shouldn't have kept/ought not to have kept (not/keep) all her valuables in one place. If she had had them in different locations, the burglar wouldn't have found them so easily.
- 4 The Burtons had to cancel (cancel) their holiday at the last minute because Mr Burton fell seriously ill. The kids were so disappointed.
- 5 Diane needn't have brought (not/bring) so many outfits to the wedding. It was only a short reception.

/5

6 Choose the correct options.

You are not able / supposed to take more than three items into the changing room.

- 1 I think in the USA you are obliged / allowed to tip people like taxi drivers. It's expected of you.
- 2 You can't take a cat to a restaurant. You are forbidden / certain to be asked to leave it outside.
- 3 Kids under the age of ten are banned / required from entering the exhibition.
- 4 Matthew is unlikely / meant to be on time. He never is.
- 5 Would you believe that James managed / succeeded in getting a bank loan to buy a boat?

/5

Total /30



7 Complete the text with one word in each gap.

My most memorable visit to a market so far has been to La Boquería in Barcelona. As soon as I crossed the iron gates of the market, I was approached by a stallholder who saw my surprised face and said: 'You've never been here before, ¹have you? Come and taste some of my produce.' I treated ²myself to some samples of his finest hams, cheeses and seafood. I learnt that many of Barcelona's top chefs buy their produce in the market because the food sold there is good value for money, so you don't have to pay ³out/much to get high quality. I bought a few things, but regretted not buying more – I definitely ⁴should have purchased some of the delicious ham, but I didn't.

So, you ⁵had better plan a visit to La Boquería when you're next in Barcelona. I'm sure it'll be an amazing experience, not only for its incredible food but also for its unique atmosphere.

/5

8 Complete the second sentence so that it has a similar meaning to the first. Use the word in capitals.

I don't think Becca will join us for the weekend trip. She's down with flu and will probably not recover by then.

UNLIKELY

It is unlikely that Becca will join us for the weekend trip. She's down with flu and will probably not recover by then.

- 1 If I were you, I wouldn't spend so much money on clothes every month.

HAD

You had better not spend so much money on clothes every month.

- 2 He paid a deposit on the flat even though it wasn't necessary.

PAID

He needn't have paid a deposit on the flat.

- 3 It's a shame you didn't go to the party.

OUGHT

You ought to have gone to the party.

- 4 You can't park there for more than an hour.

ALLOWED

You are not allowed to park there for more than an hour.

- 5 I'm sure they'll go to Spain next summer – they always do.

BOUND

They are bound to go to Spain next summer – they always do.

/5

9 Translate the Polish parts of the sentences.

I managed to repair the sink myself. You needn't have bothered (niepotrzebnie robiłeś sobie kłopot).

- I am older than you, aren't I (nieprawdaż)?
- Mum has just offered to help us buy a flat, so we needn't have used (niepotrzebnie wykorzystaliśmy) our savings!
- After making lots of noise in the café, they are banned from (mają zakaz) going there again.
- You had better phone/call (lepiej zadzwoń) your boss now and say you might be late.
- Jenny should have bought/ought to have bought (powinna kupić) a smaller coat. The one she bought was far too big.

/5

10 Choose the correct answers A–D.

Hitting the jackpot

My friend Johnny had always dreamt of _____ a fortune, but every business he got involved in failed after a few months. It was harder and harder for him to _____ ends meet. One day, he decided to buy a lottery ticket to try his luck. To his utter amazement, he hit the



jackpot and won several million pounds. He knew that such a large amount of money would _____ him to have a comfortable life for quite a few years. While picking up his prize, he was advised by a lawyer to keep quiet about it and put most of the money _____ and only spend a little. Of course, Johnny took no notice and told everyone about his win. Some of his family members regarded it as the chance of a lifetime to become a bit better off as well. They started begging him for money because they thought that since he was _____ in it, he should help them. He bought himself a car and gifts for all his family and friends. Very soon he realised that his prize was nearly gone. He tried to do something about it, but it was too late. When I last spoke to him, he told me that not listening to the lawyer's advice was a mistake and he _____ so much to begin with. Well, I agree. If only he had listened to the advice given to him when he was collecting the money ...

- | | | | | |
|---|--|--|--|--|
| | A do | B doing | ☒ C making | D make |
| 1 | A take | B get | ☒ C make | D have |
| 2 | ☒ A allow | B let | C oblige | D permit |
| 3 | A off | B back | C out | ☒ D aside |
| 4 | A falling | ☒ B rolling | C dropping | D earning |
| 5 | A didn't need to spend | B must have spent | ☒ C shouldn't spend | D ought not to have spent |

/5

Total /20

5.1

VOCABULARY

Work • expressions to do with work
• phrasal verbs • adjectives from nouns

SHOW WHAT YOU KNOW

1 Complete the sentences with words in the box.

badly-paid full-time hard manual office
part-time voluntary well-paid

- Being a farmer is hard work because it's physically challenging and you're outdoors a lot. It's manual work too – most things are done by hand.
- I'm a nurse and I love what I do, but I don't earn much money because it's a badly-paid job.
- Sam's got a part-time job. He only works from 9 a.m. to 1 p.m. every day. Two afternoons a week, he does voluntary work in a charity shop, which he doesn't get paid for. He likes helping others.
- I never thought I'd do an office job, but I work as a secretary in an advertising agency.
- Katie is the managing director of the company. It's a well-paid job and she earns a high salary.
- Max has a full-time job, from 9 a.m. to 5 p.m. Monday to Friday, but he often works longer hours and at the weekend too.

FOCUS ON WORDS | Expressions to do with work

2 Choose the correct verbs and then match phrases 1–9 to definitions a–j.

- (think) / do / achieve for yourself
1 say / (speak) / put your mind
2 improve / (increase) / extend your output
3 do / (achieve) / enter a goal
4 go / (enter) / reach the job market
5 get / work / (reach) your full potential
6 (put) / increase / enter your heart into something
7 do / reach / (improve) your career prospects
8 (work) / do / put to a deadline
9 think / work / (do) something day in, day out

j
g
a
i
f
c
d
h
b
e

- do more work
- finish tasks by the necessary time
- be as good as you can possibly can
- make a lot of effort to do something
- do something over and over again for a long time
- become available to work
- say exactly what you think
- make your chances of getting a job better
- fulfil an objective
- consider facts and make your own decisions

3 Complete the advert with the correct forms of the verbs in Exercise 2.

Dunham Advertising Agency

Are you about to enter the job market? We're looking for a talented school-leaver to work in our office as assistant designer.

- * Do you ¹put your heart into everything you do?
- * Are you able to ²think for yourself and plan your own work?
- * Do you have opinions and ³speak your mind?
- * Are you able to organise your time, ⁴achieve your goals and ⁵work to tight deadlines?
- * Can you ⁶do something day in, day out and still remain enthusiastic and creative?
- * Could you ⁷increase your work output if necessary?

If you've answered 'yes' to the questions above and you're interested in ⁸improving your career prospects and ⁹reaching your full potential, then get in touch!

Contact Human Resources at Dunham Advertising Agency for an application form.

(Tel: 0171 111 2222; dunham-h-r@dunhamadvertising.mail)

4 Complete the article with the missing words. The first letters are given.

THINKING ABOUT A NEW JOB?

Before you apply for a new job, there are many things you should consider.

- Are you prepared to work ¹long hours or even weekends or do you want a typical 9 to 5 job?
- Does the job involve a long commute, and if so, will you be able to work ²from home sometimes and not go into the office every day?
- What is the job environment like? Will you be working indoors? If you hate sitting inside, then you need to look for a job working ³outdoors instead.
- What exactly will you be required to do? For example, will you have to work with your ⁴hands to make or repair things, or do you need to sit and think at your desk?
- If you love travelling, will there be opportunities to work ⁵abroad in an office in a different country?
- What is the company's reputation for looking after and keeping their employees like? Do people ever get ⁶fired? Has anyone in the company ⁷resigned from their job for any reason recently? Why?
- Do you really want to work ⁸in advertising/technology/teaching? Or would another field suit you better?

Make sure you've answered all those questions before you start looking for that dream job!

5 Choose the correct answers A–C.

It's no good, I can't put ___ writing this report any longer. I'll start now.

A up ☒ B off C on

- 1 I don't have to send in the job application form until the end of the month, but I'm going to work ___ completing it this week.

☒ A towards B to C for

- 2 Stop messing about. It's time you ___ down to writing your CV and looking for a part-time job.

A sat B put ☒ C got

- 3 Before I write my dissertation, I'm going to ___ out each chapter, so I can plan my research.

A carry B burn ☒ C map

- 4 Max was exhausted, but he managed to keep ___ the task until he'd finished and could present it to his boss.

A out ☒ B at C towards

- 5 Remember to take breaks while you're studying for your exams or you'll ___ out!

☒ A burn B carry C set

- 6 If you want to succeed, you should ___ out your objectives and think about how to achieve each one. It will motivate you!

☒ A set B put C keep

- 7 You can't rely on Jack, he never ___ out half of what he says he'll do. He gives up when things get tough.

A works B puts ☒ C carries

- 6 Complete the text with the correct form of the phrasal verbs in Exercise 5 so they have the same meaning as the verbs in brackets.

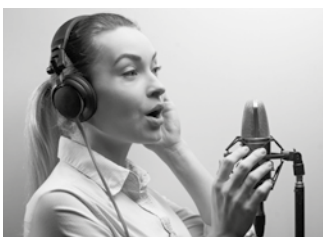
Pop Gossip! All the latest juice on the stars!

Jarvis leaving No Direction

Poly-fi Records have confirmed that Jarvis Harvey has carried out (done) his threat to resign as the lead singer of boy band No Direction. Reports say Harvey has ¹burned/burnt out (become ill from overwork) from touring and writing two albums in a year. However, he ²put off (delayed) leaving until the end of the band's current UK tour. Harvey, who writes all the band's songs, struggled to finish the last album, but ³kept at (continued to work on) it and now wants a complete break from music.

New album for Bluster

Katie Bluster has confirmed she will shortly release her long-awaited second album. Bluster ⁴mapped out (planned in detail) the album months ago, but didn't ⁵get down to (finally start) recording any songs until last month. She claims she has been ⁶working towards (making progress with) this album for three years. Bluster has ⁷set out (arranged) a strong marketing campaign for the album, so we can expect to be hearing her latest music everywhere soon!



- 7 Complete the sentences with the correct form of the words in the box.

conscientiousness enthusiasm knowledge
overwork punctuality purpose single-mindedness

Maria is really knowledgeable about history – you can ask her anything and she'll always know the answer.

- 1 Marek is one of the most punctual people I know. If you arrange to meet, he'll always arrive on time or early – I've never known him to be late.
2 When Jan gets an idea, that's all she thinks about. She's so single-minded about things.
3 I feel really enthusiastic about our new recycling project. I'm so interested in learning more about how to protect the environment!
4 Many doctors are overworked. They have to be in the hospital for such long hours with so few breaks, I don't know how they manage.
5 Steve doesn't like his job much, but he's conscientious, so he works carefully and doesn't forget to do anything.
6 I like to have clear aims of what I want to achieve and how I'm going to do it in my work, then I can be more purposeful at the office.

SHOW WHAT YOU'VE LEARNT

- 8 Choose the correct answers A–C.

- 1 Polly always ___ tasks, even if they are boring.
☒ A keeps at B reaches C improves
2 I don't think I could do a job where I had to do the same thing ___, day out. I need to have lots of variety or I'd get bored.
A every day B time in ☒ C day in
3 When you're a journalist, it's important to be able to work to a/an ___ because stories have to be ready very quickly.
A output ☒ B deadline C potential
4 If you carry on working at this rate, you'll burn ___! You need to rest sometimes or your health will suffer.
☒ A out B off C up
5 Olaf is really passionate about his work. He puts his ___ into it.
A arms B head ☒ C heart
6 Daisy's teacher expressed concern about her always putting ___ her homework until the last minute.
A in ☒ B off C on
7 If you aren't ___ and arrive late at the office, the boss will give you a formal warning.
A overworked B single-minded ☒ C punctual
8 Once I've finished my science degree, I'll be entering the ___ market. It's a scary thought!
☒ A job B work C career
9 The company has taken on a huge IT project. We will have to ___ achieving all the objectives bit by bit.
☒ A work towards B set out C map out
10 Candidates for this job must be ___ about current scientific research in tropical illnesses.
A conscientious B purposeful ☒ C knowledgeable

SHOW WHAT YOU KNOW

1 Complete the sentences with the verbs in the correct form.

- 'I'm babysitting for my neighbours.'
She said she was babysitting for her neighbours.
- 'I work for my aunt.'
He told me he worked for his aunt.
- 'Dad's left the office.'
Mum said Dad had left the office.
- 'The doctor was on duty all night.'
They said the doctor had been on duty all night.

2 ★ Choose the correct options to complete the dialogue.

- Zuzu:** Welcome to Madam Zuzu's spiritual contacts. Who would you like to contact?
- Maud:** My poor departed husband, Derek, please.
- Zuzu:** I can feel a presence. Derek, are you there?
- Derek:** Yes, I'm standing next to Maud.
- Zuzu:** He says he (is) / *was* standing right next to you.
- Maud:** Ah! Oh, my goodness. Is he OK?
- Zuzu:** Derek, your wife is asking whether *'are you / (you are) OK.*
- Derek:** Tell her I'm fine. Tell her she should look behind the fridge for the missing key.
- Maud:** What did he say?
- Zuzu:** It was hard to tell. I think he said *'I am / (he was) fine and you should ³(look) have looked* behind the fridge for the missing key.
- Maud:** Oh, I was wondering where that had got to.
- Derek:** Maud, don't forget to put the bin out on Thursday mornings. Tell her, please.
- Zuzu:** He said *'He said ⁴(not to) / don't forget to put the bin out on Thursday mornings.*
- Maud:** I thought you'd stop telling me what to do after you died, Derek!
- Derek:** Tell her I love her.
- Zuzu:** He says he loves *'her / (you).*
- Maud:** Oh, he's so romantic! Tell him I love him too. Wait for me, Derek!
- Derek:** What was that? What did she say?
- Zuzu:** She says she *'(loves) loved you too and ⁷(to wait) wait for her. Oh, you two are just so sweet!*
- Director:** CUT!!!! OK, that wasn't bad. Zuzu, can you do it once again, but be a bit more serious?



3 ★★ Put the words in brackets in the correct order to report the questions.

- Could you draw up a shortlist?
They asked us if we could draw up (draw up/we/could/if/us) a shortlist.
- Has the company filled the vacancy?
I asked him whether the company had filled (whether/him/filled/had/the company) the vacancy.
 - Do you have a sense of adventure?
She asked me if I had (me/I/had/if) a sense of adventure.
 - Did you both apply for the same job?
They asked us whether we had both applied (whether/had/applied/us/we/both) for the same job.

4 ★★★ Report the comments. Only change the tenses if necessary.

- 'We employed Tom last month.'
They said they had employed Tom the month before.
- 'The company has been attempting to target the youth market since last year.'
She told me the company had been attempting to target the youth market since the year before.
 - 'Can I interview you here and now?'
He asked whether/if he could interview me there and then.
 - 'I get a real sense of achievement from my job.'
She says she gets a real sense of achievement from her job.
 - 'I might miss the meeting tomorrow.'
He said he might miss the meeting the following day.
 - 'Wait here.'
She told me to wait there.
 - 'Don't forget to renew your passport next month.'
She told me not to forget to renew my passport the following month.
 - 'How long had you been campaigning for a change in the law?'
The presenter asked how long I had been campaigning for a change in the law.

SHOW WHAT YOU'VE LEARNT

5 Complete the gaps in the conversation to report the head teacher's speech.

Does everyone have a seat? OK, be quiet please!
Good morning everyone. Last month, you all voted for a new student representative and I am pleased to announce that Philip Coen has been chosen. Some of you might not know Phillip very well, but I'm sure he will make a fine representative.

- Mel:** I missed the meeting. Tell me what happened.
- Sam:** The head teacher checked if everyone had a seat then asked us all to be quiet.
- Mel:** OK, OK, but what was it about?
- Sam:** She said that ²the month before all the students ³had voted for a new representative ...
- Mel:** I know that! Who won?
- Sam:** ... and that Philip Coen ⁴had been chosen.
- Mel:** Who? I didn't vote for him.
- Sam:** Well, she said that some of us ⁵might not know Phillip very well, but he would make a fine representative.
- Mel:** Do you know him?
- Sam:** No, not really, but if the head teacher says he ⁶will make a fine representative, then hopefully she's right.

5.3

LISTENING LANGUAGE PRACTICE

Words connected with work
• phrases describing change

1 Choose the correct options to complete the extract from the recording.

Extract from Student's Book recording 2.34

- P: Dr Atkins, what do you think the world of work will/ is going to look like ten years from now?
- DA: Well, it certainly won't look the same as now. Technology now enables us to work/ working anywhere and so there's been a steady rise in people working from home and a sharp drop in the number of people commuting to work.
- P: As technology takes over tasks that people will do/ used to do, what kind of skills will be useful for people in the future?
- DA: People will have to focus on the kind of skills that must/ can't be done by a machine or a robot such as leadership and management jobs or caring for other humans.
- P: So you don't think that dentists and teachers should worry about their jobs just yet.
- DA: No, definitely not. The need for jobs in the medical and teaching professions will remain constant. Many of the traditional jobs will still be necessary ten or twenty years from now – we'll always need lawyers, politicians, firefighters and so on. And we mustn't/ won't forget the creative industries: we'll always need artists, writers and actors. I also think there will be a marked increase in jobs connected with alternative energy. [...]
- P: So which jobs do you think are at risk in the future?
- DA: Um, I think there will be a gradual decline in jobs in retail – shop assistants aren't/ can't be required in the days of online shopping. Any office jobs and factory jobs that could have been/ can be done by computers and robots will disappear.
- P: Finally, can you name any job titles that don't exist now and will in the future?
- DA: I think we'll see jobs like body-part maker, robot mechanic and space tourist guide. But I could be completely wrong!

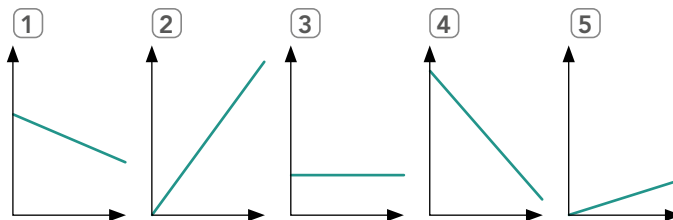
2 Match the words and phrases with the definitions.

- | | | | |
|---------------|----------|-----------------------|----------|
| tourist guide | e | 3 job title | d |
| 1 professions | f | 4 leadership | a |
| 2 commuting | b | 5 creative industries | c |
- a the action of guiding a group of people or organisation
b the journey from home to a place of work and back again
c economic activities which involve making or generating objects and ideas
d a name that describes someone's professional position
e a person who is paid to show visitors around places of interest
f paid occupations that usually involve training and qualifications

3 Complete the extract from the recording with the words and phrases in Exercise 2.

FOCUS ON WORDS | Phrases describing change

4 Choose the correct options to complete sentences about the information in the graphs.



- There has been an increase/ a drop in the number of young people out of work.
- We're expecting a sharp/ steady rise in the number of teenagers entering higher education.
- The number of 17-year-olds who work part-time will remain constant/ marked.
- There has been a rapid/ gradual decline in the number of Polish people moving to the UK.
- A steady/ growing number of secondary school students are seeking Saturday jobs.

5 Complete the sentences with the words in the box so they describe the graphs in Exercise 4.

gradual decline marked increase sharp drop
steady rise unchanged

- There has been a gradual decline in the number of young people out of work.
- We're expecting a marked increase in the number of teenagers entering higher education.
- The number of 17-year-olds who work part-time will remain unchanged.
- There has been a sharp drop in the number of Polish people moving to the UK.
- There has been a steady rise in the number of secondary school students seeking Saturday jobs.

REMEMBER BETTER

W wyszukiwarce internetowej wpisz *infographics*, temat, który cię interesuje, oraz słowo *trends*, np. *infographics music trends*. Ćwicz wyrażenia z tej lekcji, opisując trendy widoczne na wykresach i diagramach, które znalazła wyszukiwarka.



5.4

READING

Young earners • choosing a career
• verb–noun collocations

1 Read Text 1 quickly and choose the website news section that it should not appear in.

- 1 Education news
- 2 Technology news
- 3 Business news
- 4 Youth news

☐
☒
☐
☐

2 Read Text 2 and choose two sections in Exercise 1 that it could appear in. 3 & 4

Text 1

On Sunday afternoon, food delivery rider Jim Adams, 18, was rushed to hospital with a suspected broken leg. He'd been struck by a car while riding his bike. Despite his injury, Jim was most concerned about how he would support himself while unable to work. Jim, like many young adults, is a gig worker and was delivering an order when the accident happened.

A 'gig' is a paid piece of work that people do, especially if they are self-employed. Unlike regular employees, gig workers do not have benefits such as paid sick leave* and a minimum wage*. They have no job security, so their workload, and therefore their pay, is unpredictable. This makes budgeting impossible and means that gig workers can be exploited – when there are bills to pay, any job for any fee will do.

You might think such work conditions would put people off, but it's estimated that almost 25 percent of American workers are now employed in the gig economy and this is expected to rise. It's difficult to wrap your head around such a statistic. So what's the attraction? Well, there are plenty of people like Jim – a university student – whose circumstances don't allow them to work normal hours. They're not happy about their lack of rights, but they have no choice but to do this kind of job. Equally, there are students who choose gig work because of the freedom it gives them to make their own decisions about when to wake up, when to work and how much work to take on. For them, gig work is a great solution.

So is gig work worth it for young people? Well, it's convenient for students trying to balance work and study. It also helps to develop self-discipline* and a work ethic* which will stand them in good stead later in life. But there's a danger that, over time, the gig economy will normalise casual work and employment benefits will then become a thing of the past. And if you're injured on the job, like Jim was, bad luck ... help won't be at hand. You'll be on your own.



Text 2

The days of the paper round, once a rite of passage into work for thousands of young people in the UK, appear to be numbered. Newsagents across the country, once inundated with schoolchildren keen to supplement their weekly income by delivering newspapers to homes, are now being forced to cut back because they cannot recruit enough paper boys and girls.

Stefan Wojciechowski, a representative of UK newsagents said: 'Kids don't want to do paper rounds anymore because of increasing pocket money.' This means '[...] there is no longer the incentive to get up at the crack of dawn and [trudge] through rain, sleet and snow. [...] It's a shame because



not only is a paper round good exercise, it is also a very good way of bridging the gap between school and work. Youngsters get a sense of a good work ethic, which is good preparation for the future, [...] but it's no good if they are just getting pocket money from their parents instead of earning independently.'

With its early morning starts in all weathers, back-breaking bags and risk of dog attacks, the paper round has long been seen as a character-building introduction to work for many youngsters. However, the lack of children prepared to take on the job, as well as competition from supermarkets and online media, means that many rounds are being phased out.

GLOSSARY

sick leave (n) – time that you take off work because you are sick; zwolnienie lekarskie

minimum wage (n) – the lowest legal amount an employee can be paid; płaca minimalna

self-discipline (n) – the ability to control yourself and to make yourself work hard; samodyscyplina

work ethic (n) – a belief in the value of work; etyka zawodowa

3 Read Text 1 and Text 2 again and choose the correct answers A–D.

- The nature of gig work means that
☒ A workers can be taken advantage of.
 B some jobs are more dangerous than others.
 C it is suitable for all kinds of employees.
 D employers are responsible for workers' benefits.
- Which is true about gig work?
 A More and more workers are turning to it as a source of income.
 B It is a popular choice with students.
☒ C Workers are in complete control of their workday.
 D Work is always available whenever you need it.
- There is a risk that due to the gig economy
 A more casual positions will become available.
 B people will choose not to work in regular jobs.
 C some workers may need to stop studying.
☒ D there will be a decline in workers' rights.
- Young people are not delivering newspapers these days because
 A they are too busy with school work.
☒ B they are getting regular income from other sources.
 C of the health and safety risks involved.
 D of the harsh weather in the UK.
- Both texts mention
 A the negative impacts of working while still studying.
 B why earning independently is necessary for young people.
☒ C how young people can benefit from working while still studying.
 D how young people's attitudes to work have changed.

4 Read the texts again. Complete the sentences with one, two or three words in each gap.

- After being struck by a car and taken to hospital, Jim considered his loss of income/earnings to be of greater importance than his injury.
- Almost a quarter of US employees are gig workers, but this figure will likely be higher/rising in the future.
- When doing gig work, you can choose your working hours, which is a great solution for university students.
- Paper rounds are (gradually) disappearing/less popular in the UK because children don't need to supplement the money they receive from their parents with additional income.
- According to Stefan Wojciechowski, what is happening is unfortunate because paper rounds have other benefits/advantages for young people besides money.

5 Complete the collocations from the texts with the correct prepositions. Then match them to definitions.

- | | |
|---|------------------------------------|
| wrap your head <u>around</u> sth | ☒ f |
| stand you <u>in</u> good stead | ☒ e |
| become a thing <u>of</u> the past | ☒ a |
| help is <u>at</u> hand | ☒ c |
| bridge the gap <u>between</u> sth and sth | ☒ b |
| phase sth <u>out</u> | ☒ d |
-
- | | |
|---|--|
| a | when an aspect of life no longer exists |
| b | to reduce or get rid of the difference between two things |
| c | close to you and easy to reach or access |
| d | gradually stop using or providing something |
| e | be useful or helpful to someone |
| f | understand something because it is complex or makes no sense |

6 Complete the sentences with the collocations in Exercise 5.

How did he become so successful when he never studied? I just can't wrap my head around it.

- When Steve set up his first business, he knew his parents' help was always at hand.
- Get into the habit of saving money from an early age, as it will stand you in good stead later.
- The company is phasing out the original version of its software after a rapid decline in sales.
- The introduction of tablet computers helped to bridge the gap between smartphones and laptops.
- After winning the lottery, their financial worries became a thing of the past.

FOCUS ON WORDS | Choosing a career

7 Complete the emails with words and phrases related to choosing a career. The first letters are given.

Hi Sara,

How are you? How's college? I'm about to do my final exams and then enter the job market! But how are you supposed to choose a career path at the age of 21? I don't fancy doing the same job for years, in fact I'd like to try a few different things. Maybe I'll look into 'job-sharing or a position with flexitime, so I'm not working 9–5 every day. Being a part-timer could work too. That way I could spend some time doing my hobbies every day too.

What about you? Have you applied for any jobs yet?

Tim

Hi Tim,

I'm fine thanks, busy revising at the moment!

Have you thought about seeing a counsellor to get some career guidance? They should have useful advice about how to thrive in different career fields. You could also become a freelancer.

I know being self-employed sounds scary, but it could be just the solution and your living room could be your workplace!

I found out yesterday I've got a job as a research assistant at college, so I'll be joining the workforce all too soon!

Sara

FOCUS ON WORDS | Verb–noun collocations

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

(be (x2) find focus have (x2) lack)

My sister has a vocation – she's wanted to train as a vet since she was five years old.

- I'm going to set up my own business because I want to be in charge.
- Jack doesn't really know what he wants to do and lacks purpose at the moment.
- Lucy finally found her niche last year when she got a job as a tour operator.
- I was struggling in my role at the company last year as I didn't focus on my strengths.
- If you're like me, you are wired differently from everyone else, but that can be an advantage.
- I don't think everyone has one true calling, I think most people end up in their jobs by chance.

SHOW WHAT YOU KNOW

- 1 Complete the sentences with the correct form of the reporting verbs in the box.

(add explain point out reply suggest)

'Oh, and one more thing, I think Rachel is really spoilt.'
She added that she thought Rachel was really spoilt.

- 'Why don't we put on a surprise party for Nicky's birthday?'
Alex suggested putting on a surprise party for Nicky's birthday.
- 'The coffee machine isn't working because you've forgotten to put water in it.'
He pointed out that I had forgotten to put water in the coffee machine.
- 'Giving a speech at a wedding is easy. I'll tell you how. First, say something nice about the newlyweds, then propose a toast.'
My brother explained that first I should say something nice about the newlyweds then propose a toast.
- Me: 'Who's got the gift?'
Rhys: 'I have.'
Rhys replied that he had the gift.

- 2 ★ Choose the correct options to complete the sentences.

The manager apologised for be / being late for the interview.

- The company refused to pay / that they would pay overtime.
- Ella begged them to give / to give her the job.
- The boss promised that he would increase / increasing their salaries.
- His wife accused him of / that caring more about his job than about her.
- The interviewer suggested wearing / to wear smarter clothes to the second interview.

- 3 ★★ Add a missing word to each sentence.

Mr Jones thanked Kelly for babysitting so late and gave her an extra £10.

- The sergeant ordered his men not to shoot unless they were shot at.
- I begged her not to contact my parents, but she ignored me and called my mum.
- Even though we've been friends for years, they haven't invited us/me to their wedding.
- Taylor apologised for being so grumpy and explained that she was very tired.
- I only had a couple of pounds, but thankfully the manager insisted on paying for my taxi home.
- Jasmine didn't object to spicy food, as long as it wasn't ridiculously hot.

- 4 ★★★ Complete the second sentence so that it reports the first. Use the words in capitals and change the time expressions as required. Sometimes more than one answer is possible.

'Why don't we close the shop early today?'

PROPOSE

He proposed closing the shop early that day.

- 1 'Don't work for free.'

ADVISE / US

She advised us not to work for free/advised us that we shouldn't work for free.

- 2 'You got the job? Well done!'

CONGRATULATE / ME

They congratulated me on getting the job.

- 3 'Please, please visit us again next month.'

URGE / HER

We urged her to visit us again the following month.

- 4 'Remember to count the money tonight.'

REMIND / THEM

He reminded them to count the money that night/reminded them that they should count the money that night.

- 5 'OK, I forgot to place the order yesterday.'

ADMIT

He admitted forgetting to place the order the day before/admitted that he had forgotten to place the order the day before.

SHOW WHAT YOU'VE LEARNT

- 5 Complete the text with the correct form of the words in brackets.

Legal Laughs

Take a look at these crazy real-life court cases. Do you think the lawyers managed to convince the judges that they were right (the judges/they/be/right)?

A surfer took another surfer to court after accusing him

¹ of taking (take) his wave. The judge refused

² to continue (continue) the case after deciding it was impossible to put a price on the 'pain and suffering' caused.

A woman sued a TV station and its weather forecaster for \$1,000 after he assured viewers ³ (that) the weather would be (the weather/be) sunny and in fact it rained. The woman claimed ⁴ the forecast had caused (the forecast/cause) her to leave home lightly dressed and as a result she became ill.

A woman blamed ⁵ an American supermarket chain for causing (an American supermarket chain/cause) injuries to her feet when canned goods fell from a broken shopping bag. The woman's husband also tried to sue the supermarket chain. He suggested ⁶ he had missed (he/miss) his wife's 'comfort and attention' while she was recovering.





SPEAKING

Problem solving

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Talking about a problem

What's wrong/the matter?

What's up (with it)?

I seem/appear to have lost/
forgotten/broken ...

I haven't (got) a clue./I've
no idea./I wish I knew.

Every time I try to ..., it ...

Perhaps there's something
wrong/a problem with the ...

Talking about a solution

Have you tried ... + -ing?

It's worth a try/a go, I suppose.

I doubt that'll work, but let's
see.

Problem solved!

No, that doesn't/didn't make
any difference.

Expressing annoyance

What are we supposed to do
now?

Why on earth did/didn't you ...?

How should I know?

You should have checked/
asked first.

We should have thought
about that earlier.

Identyfikowanie problemu

W czym problem?

Co się dzieje?

Chyba zgubiłem/zgubiłam /
zapomniałem/zapomniałam /
złamałem/złamałam /
rozbiłem/rozbiłam...

Nie mam pojęcia. / Sam
chciałbym / Sama chciałabym
wiedzieć.

Za każdym razem, kiedy
próbuję/usiłuję..., on/ona/ono...

Może coś jest nie tak z...

Rozwiązanie problemu

Próbowałeś/Próbowałaś...?

Sądzę, że warto spróbować.

Wątpię, żeby to zadziałało,
ale zobaczmy.

I po problemie!

Nie, nic to nie zmienia/
zmieniło.

Okazywanie rozdrażnienia

No i co mamy teraz zrobić?

Czemu u licha...?

Skąd mam wiedzieć?

Powinieneś być / Powinnaś była
najpierw sprawdzić/zapytać.

Powinniśmy byli pomyśleć
o tym wcześniej.

1 Match the beginnings with the endings to make sentences.

Every time I try to

switch it on

1 You should've

2 Have you tried

3 It doesn't

4 How should

5 What's the matter

6 Problem

7 What's

(h)

(f)

(a)

(g)

(e)

(c)

(b)

(d)

a plugging it in to charge?

b solved!

c with it?

d wrong?

e I know?

f thought about that
earlier.

g make any difference.

h it beeps and then
nothing happens.

2 Complete the dialogue. The first letters are given.

Zack and Rob are university students sharing a small flat ...

Zack: What's up, buddy? How's it going?

Rob: Fine, until 10 minutes ago when the Internet went off.

Zack: Oh no. **W**hat's **u**p with it?

Rob: I've **n**o **i**dea.

Zack: Perhaps **t**here's a **p**roblem with the modem.

Have you **t**ried switching it off, then switching it
back on?

Rob: Of course! It didn't **m**ake any **d**ifference.

Zack: How about the 'troubleshoot' function?

Rob: Ha! I **d**oubt that'll **w**ork, but let's see. It says it
is not possible to connect, please contact your
service provider.

Zack: Well, we knew that.

Rob: Listen, you did pay the bill this month, right?

Zack: The bill? Oh, erm ...

Rob: Zack! **W**hy on **e**arth didn't you remember? What
are we **s**upposed to do now?

Zack: Don't panic! I can go to the website and pay it
right now.

Rob: Think about it for a second, Zack ...

3 Complete the dialogues with the words and phrases that appeared in the lesson.

Dialogue 1

Kate: Hello, Mum? Help!

Mum: Kate? What's **w**rong?

Kate: Oh Mum, I need my jeans for tonight, but they
are still wet and I can't get the dryer working.

Mum: Well, what's **t**he **m**atter?

Kate: How **s**hould I **k**now? I've never even used it
before.

Mum: Well, if you helped me more with the housework,
you might know how to use it. I suggest you
simply wear something else tonight.

Kate: Mum! Those jeans are the only thing that matches
my new top.

Mum: Well, you **s**hould **h**ave **t**hought about that earlier.
All you can do now is put them on the radiator.

Dialogue 2

Ollie: Hello, Computer World helpline. This is Ollie.
How can I help?

MB: Yes, hello. This is Mr Brown. I've got a problem with
the computer I bought from your shop just last week.

Ollie: OK, Mr Brown. What's wrong?

MB: Every **t**ime I try to switch the thing on, it beeps and
then nothing happens.

Ollie: OK, it sounds like an electrical problem. Perhaps
the battery is flat. Have **y**ou **t**ried plugging it in to
charge, Mr Brown?

MB: Well, Ollie, of course I have tried that, you know!
But it doesn't **m**ake **a**n **y** difference!

Ollie: I'm sorry Mr Brown, but I have to check everything.
Forgive me for asking, but is the power cable
actually plugged into the back of the computer?

MB: What? Of course it ... Oh dear. Ollie, I think I owe
you an apology.

Ollie: That's OK, Mr Brown. And are you able to switch it
on now?

MB: Er ... yes. Yes, that's it, problem **s**olved. Sorry,
Ollie.

Ollie: No need to apologise. We are here to help.

5.7

USE OF ENGLISH

Phrasal verbs

1 ★ Match the beginnings with the endings to make sentences.

- My boss looks down
- 1 I'm tied up
 - 2 We've run out
 - 3 After dropping out
 - 4 I wouldn't put up
 - 5 We usually come up
 - 6 His leadership style grew out
 - 7 He sometimes tries to get out
 - 8 It's difficult for companies to keep up
- a of attending a dull weekly meeting with his boss.
 - b on anyone who doesn't have a university degree.
 - c of his own experiences of working for global companies.
 - d of paper, so I won't be able to print any documents today.
 - e with a colleague making negative comments about my work.
 - f with a lot of marketing ideas, but only show the client two or three.
 - g of college, he started his own company in his parents' garage.
 - h with modern work practices if employees are resistant to change.
 - i with work tonight, so I'll order some food online to eat at the office.

b
i
d
g
e
f
c
a
h

2 ★★ Complete the sentences with phrasal verbs with get or up.

- 1 GET
 - a Liam had a meeting in central London at noon, but then he had to get back to the office.
 - b I keep meaning to learn to web design, but I just don't get round to starting it.
 - c My brother doesn't earn very much, but he's happy in his job and he gets on with his boss well.
 - d My mother always knows when I am really ill and when I only want to get out of going to school.
- 2 UP
 - a My younger brother looks up to his Physics teacher as a role model.
 - b The company will probably come up against a lot of opposition once the plan to fire 200 workers is made public.
 - c If you don't stand up for your rights, nobody will defend them.
 - d When I oversleep, I usually skip breakfast in order to make up for the lost time and arrive at the office on time.

3 ★★ Complete the sentences with the words in the box.

clear-out downpour letdown off-putting
outset run-down upbringing warm-up

It's no surprise that the team didn't do well this year, as the new coach had to deal with a lot of problems from the outset.

- 1 This used to be a run-down area, but it's changing quickly to become one of the city's most fashionable districts.
- 2 Each training session starts with a warm-up activity, so participants can revise what they learned the week before.
- 3 The downpour started a few minutes after I got to work, so luckily I didn't get wet.
- 4 It's a good idea to do a big clean-out of your wardrobe every year and get rid of things you no longer use.
- 5 Sometimes it's difficult to explain my cultural upbringing to people who grew up in a different country.
- 6 Please don't bring strong-smelling food into the office, as it might be off-putting for your colleagues.
- 7 His last business self-help book, *Working Better*, was a complete letdown – it didn't offer any new information.

4 ★★★ Complete the text with the missing words. The first letters are given.



A few years ago Mike Tilson completed secondary school and went on to study law, just like his parents expected him to do. However, he wasn't a hard-working student and he ¹dropped out of university a few months later, a great ²letdown for his parents. He took on some part-time jobs, but they were low-paid and monotonous. It was then that Mike ³came up with a brilliant business idea and asked his family for a loan to start up a company.

Mike's idea ⁴grew out of his love for music. Having always loved performing, he now manages a group of singing waiters. They pretend to be normal waiters at events and celebrations, but then they burst into a song, much to the guests' surprise.

Mike has come up ⁵against some problems with his business, but the company has still been very popular from the ⁶outset. When asked why his idea has been so successful, he always says that it comes ⁷down to hard work. Although he hardly ever sings himself these days, he is often tied up ⁸with work at the weekends as he needs to make sure everything is ready for the performances. 'It's brilliant to see people's faces when the waiters start singing!' he says.

SHOW WHAT YOU'VE LEARNT UNITS 1–5

5 ★ Complete the dialogues with one word in each gap.

- 1 A: And then you will never guess what he said next.
He ¹told her he hadn't been there at all ...
B: Lily, sorry to interrupt. I don't want to be rude,
but I have ²lots/plenty/loads of work to do and I
really ³must/should get on with it.
- 2 A: What a day! I'm exhausted! Do you ⁴fancy
ordering a pizza and watching a movie?
B: Have you forgotten that you promised ⁵to wash
that huge pile of dishes in the kitchen or are you
just trying to get ⁶out of doing it?
A: No, of course not. I just don't feel like doing the
washing-up today. And I can pay for the pizza.
B: Well, if you put it like that, I guess we can live with
dirty pots for ⁷another twenty-four hours. Double
salami and cheese?
A: This is ⁸why you're my best friend!

6 ★★ Complete the second sentence so that it has a similar meaning to the first one. Use between two and five words, including the word in capitals.

In my opinion, some bosses push their employees too hard.

PRESSURE

In my opinion, some bosses put too much pressure on their employees.

- 1 My colleague said it was a good idea for us to take a break.

SUGGESTED

My colleague suggested that we (should) take a break.

- 2 I didn't read the notice carefully. It was a mistake.

SHOULD

I should have read the notice carefully.

- 3 My doctor told me that I shouldn't spend too long at the computer every day.

WARNED

My doctor warned me not to spend/warned me against spending too long at the computer every day.

- 4 I don't think Marty will reply before Friday.

LIKELY

I don't think Marty is likely to reply before Friday.

- 5 House prices usually rise faster than salaries.

TEND

Salaries tend to rise more slowly than house prices.

- 6 I worked for two companies in London – both companies were in the city centre.

EACH

I worked for two companies in London – each of them was in the city centre.



7 ★★ Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use up to six words in each gap.

When employees aren't given enough training, mistakes are bound to happen (mistake/bound/happen).

- 1 We stopped receiving (such) expensive gifts (stop/receive/expensive/gift) from Uncle Pete after he was made redundant.
- 2 The twins loved it when their big brother made up bedtime stories in which they were the main (which/they/be/main) characters.
- 3 I organised a surprise party for Jake's birthday, but he wasn't surprised at all. Somebody must have told him (must/tell/he) about it.
- 4 People used to look (use/look) up to him until he was convicted of stealing.
- 5 Fiona said she was sure she had caught a cold (she/catch/cold) from a man sneezing on the train last Friday.

8 ★★ Complete the text with the correct forms of the words in the box. There are two extra words.

advice add different enthusiasm
equal visit warn willing



Stand up, sit down!

Doctors advise people to stand up and walk around for at least twenty minutes a day. However, many adults are ¹unwilling to change their routines, even though it is common knowledge that sitting down all day is bad for their health. They think they need to become more athletic to notice a ²difference, which is not true.

Experts believe that healthy habits develop at a young age. For this reason, several primary schools in the UK have started to make physical activity a priority for their students and want them to move at every opportunity. For example, they have to stand up when a ³visitor comes into the classroom or stand up and sit down at certain points during songs. A representative from one of the schools says that the children are very ⁴enthusiastic about this new approach. He ⁵adds/added that increased activity like this is also leading to better concentration and more highly motivated students.

Sounds like an excellent idea for all of us! You can start tomorrow by having a stroll at lunchtime.



WRITING

An opinion essay

1 Complete the advice about writing an opinion essay with the words in the box. There are two extra words.

aspects comment discuss examples issue
main opinion opposing restate support
topic understand

- In the **introduction**, introduce the **topic** and state your **main opinion**. Then say which points of view or **aspects** you will discuss.
- In **paragraphs two and three**, **discuss** different aspects of the issue and **support** your main opinion. Expand the discussion by giving **examples**.
- In **paragraph four**, acknowledge an **opposing** opinion and say why you disagree with it.
- In the **conclusion**, **restate** your main opinion and include a final **comment**.

2 Read the task and Sara's essay. In the essay, underline three words or phrases which express certainty and three words or phrases which describe consequences. Express certainty: *Undoubtedly, Undeniably, Without doubt* Describe consequences: *... this could also lead to ... , As a result ... , the outcome of (working less) ...*

Many jobs have long working hours which lead to stress, burnout and a lack of work-life balance. At the same time, youth unemployment is increasing. In your opinion, should there be a four-day working week to tackle both these problems?

Write an opinion essay on this topic analysing the benefits of a four-day week for work-life balance and employment.

3 Match the beginnings with the endings to make sentences.

- To sum up, it is harder for young people
- 1 It is true that in some cases jobs are harder **e**
 - 2 When it comes to young people, **g**
 - 3 I am of the opinion that it is much harder to find **b**
 - 4 It is also important to consider this issue with regard to **f**
 - 5 Some people do not agree and feel that unemployment **a**
 - 6 All in all, entering the job market is tough for young people **d**
- a the effects of long-term unemployment on young people.
b competition for jobs tends to be stronger.
c and can seriously affect their motivation.
d does not seriously affect young people.
e to find a job today than it was in the past.
f employment during difficult economic times.
g to find now because of technological advancements.

4 Cross out the option that is not correct. In one of the sentences, all the options are correct.

- 1 The most obvious result / choice / consequence of unemployment among young people is lack of income.
- 2 The outcome of such a choice / decision / situation could be that it is even more difficult to find work.
- 3 Unemployment triggers / leads to / results low self-esteem in many young people.
- 4 As a cause / result / consequence, many young people cannot afford to move out of their parents' homes.
- 5 In some cases, unemployment can even cause / outcome / result in crime as young people find themselves desperate for money.

King James School Students Speak Up!

HOME | ARTICLES | FORUM | CONTACT

This month's winning opinion piece comes from Sara Stokes in class 10E – well done to Sara!

These days, many school-leavers are unable to find jobs and at the same time, many employees are overworked, stressed and working increasingly long hours. Personally, I believe that a four-day week would be a great solution that would benefit everyone in this situation. To explain the reasons for my view, it is my intention to explore this issue in terms of work-life balance and employment.

When it comes to productivity, studies show that most people perform best when working between 25–30 hours a week. A four-day week would take advantage of this and this could also lead to employees using their time more efficiently and increasing their output. Undoubtedly, staff would be less stressed and probably have a better work-life balance. As a result, they are likely to be more motivated and creative, so I am of the opinion that both employees and employers would benefit.

Another important aspect of this issue is employment. If people worked only four days a week, companies would employ more staff. Young people could then be offered part-time work or job-sharing with experienced staff. Undeniably, this would reduce unemployment among young people and give them valuable work experience to improve their career prospects. Without doubt, companies would also benefit from fresh new talents.

Some people disagree, and argue that a shorter working week would mean people earning less as they would be unable to work more if they wanted to. However, these issues could be solved. Employees could have the option to work overtime, or salaries could be guaranteed, to ensure a good standard of living.

All things considered, I think introducing a four-day week would have tremendous advantages. I would prefer to earn less and have a far better work-life balance, also knowing that I was helping to reduce unemployment. For me, the outcome of working less would mean I was a happier, more enthusiastic and hard-working employee.

Sara Stokes (10E)

5 Read the task below. Complete the opinion essay with the words in the box.

believe conclusion consider examine this issue
in terms of no doubt personally result in while

Many people think schools don't do enough to prepare young people for the world of work. In your opinion, should schools teach more practical and critical thinking skills and give career guidance, or is it better for them to focus on improving students' academic performance?

Write an opinion essay on this topic analysing the advantages or disadvantages of schools teaching work skills and giving career guidance.

Many school-leavers struggle to get a job because businesses are reluctant to employ people they think have few useful skills and cannot think for themselves. Personally, I believe schools could do far more to prepare young people for the world of work, and that this should be one of the main purposes of education. To explain the reasons for this opinion, I will ¹consider the issue ²in terms of the advantages of teaching work skills and giving career guidance.

When it comes to preparing for the workplace, there is ³no doubt that learning practical and critical thinking skills is part of a good all-round education. Learning to prioritise tasks, cooperate in teams and work to a deadline are skills that students can equally well use with schoolwork. Teaching them at school could also ⁴result in improved academic performance.

It is also important to ⁵examine this issue with regard to career guidance. It is often the case that this advice is out-of-date, insufficient or non-existent and students would really benefit from learning more about how to evaluate and compare information on different careers and study paths.

⁶While some people say school standards have dropped in recent years, and using class time to prepare students for work takes valuable time away from studying subjects such as maths or languages, I ⁷believe this time would be well-spent studying transferable life skills. They are just as useful in the classroom as in the workplace and beyond.

In ⁸conclusion, I think learning practical and critical thinking skills at school and having better career guidance would be of enormous benefit to students, and not distract them from their learning. Personally, I have found studying these skills has increased my confidence and enabled me to make better-informed choices about my studies and career.



SHOW WHAT YOU'VE LEARNT

- 6 Coraz więcej młodych osób ma problem ze znalezieniem pracy po ukończeniu szkoły średniej lub studiów. Niektórzy uważają, że dobrym rozwiązaniem byłyby obowiązkowe praktyki zawodowe dla młodzieży. Napisz rozprawkę liczącą 200–250 słów, w której przedstawisz opinię na ten temat, z uwzględnieniem wpływu takich praktyk na rozwój osobisty młodych ludzi oraz na perspektywy ich kariery zawodowej.

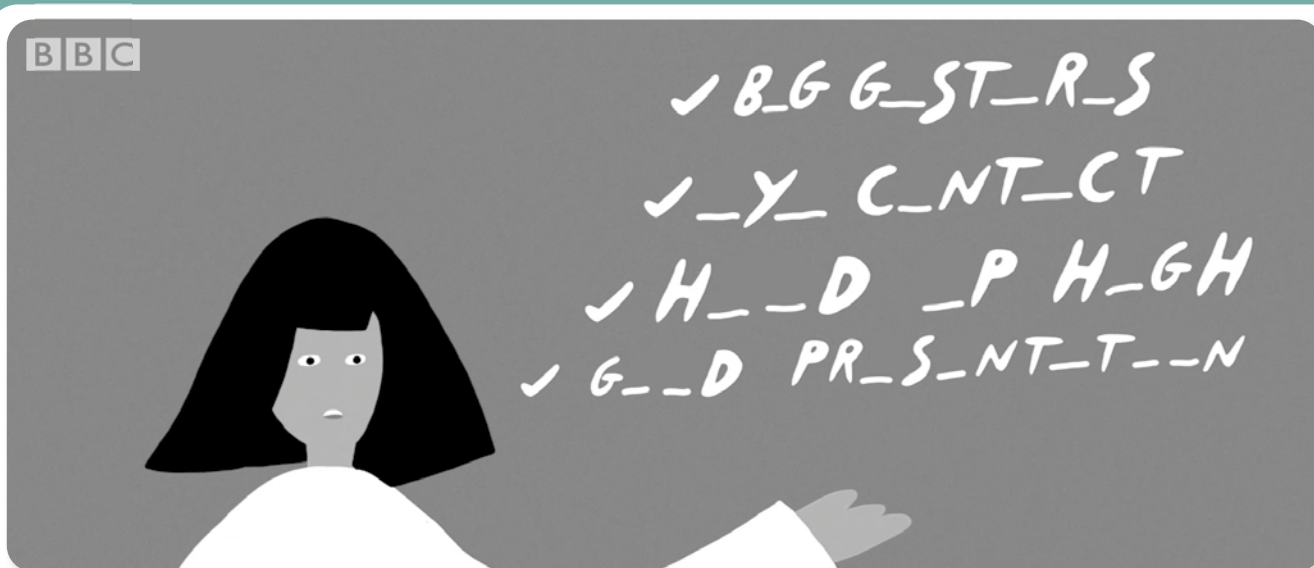


SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/ uwzględniłaś wszystkie punkty z listy.

Moja rozprawka z opinią:

- rozpoczyna się akapitem, w którym przedstawiam swoją opinię na temat tego zagadnienia i wyjaśniam, jakie dwie kwestie zostaną omówione, ☐
- w kolejnych dwóch akapitach prezentuję oba aspekty zagadnienia wraz z popierającymi ją argumentami i przykładami, ☐
- w końcowym akapicie przedstawia podsumowanie mojego stanowiska, jednak wyrażone innymi słowami niż te we wstępie, i zawiera końcowy komentarz, ☐
- została napisana językiem formalnym, więc nie używam w niej form skróconych, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 200–250 słów, ☐
- została starannie i czytelnie napisana. ☐

 Feeling like a leader
**Before you watch**

1 SPEAKING You are going to watch an animation video about leadership. Discuss the questions.

- Which leaders in your school, community, country or the world do you admire? Why?
- What qualities do you think natural leaders have in common?
- Are there things you can do to 'fake' leadership qualities?

2 Complete the summary in the screenshot from the video about four ways to appear more like a leader.

big gestures eye contact head up high
good presentation

While you watch

3  **19** Watch the video and check your answers in Exercise 2.

4 Match 1–8 with a–h to make phrases or expressions from the video. Use a dictionary if necessary.

- | | |
|----------------------|----------|
| 1 use expansive hand | e |
| 2 give | g |
| 3 look as | f |
| 4 have a profound | c |
| 5 project | b |
| 6 social | d |
| 7 take up more | h |
| 8 make | a |

- assumptions
- leadership qualities
- effect
- animals
- gestures
- if you own the place
- the impression
- room

5 Complete the extracts from the commentary with the phrases and expressions in Exercise 4.

- ... the bigger you are, the easier it is to project leadership qualities.
- As social animals, we can make assumptions about a person from the way they look, and the way they behave.
- If you look as if you own the place, people will think you do!
- The way you present yourself has a really profound effect on the way you think about yourself.
- If you use big gestures, you take up more room, and people get the idea that you're more powerful.
- ... politicians or religious preachers use huge expansive hand gestures and this gives the impression that these people are bigger than they actually are.

6  **19** Watch the video again and check your answers in Exercise 5.

7 SPEAKING Discuss how much you agree with the statements in Exercise 5.

After you watch

8 SPEAKING Complete the sentence to best sum up the conclusion in the video. Then discuss whether you think it's possible for people to 'fake it till you make it'.

If you act like a leader, ...



FOCUS VLOG About job interviews

Have you ever been to a job interview?
What sort of questions did they ask you?
What did you reply?



1 SPEAKING Look at the interview questions in Exercise 2 and discuss questions 1–3.

- Which questions are easy/difficult?
- Which questions are predictable/unexpected?
- Which questions would you most/least like to answer?

2 21 Watch the video and match the people with the questions they were asked. What sort of jobs do you think they were being interviewed for?

- | | |
|-----------|--|
| 1 Hannah | D type of job not mentioned |
| 2 Sam | A shop assistant in a camping store |
| 3 Kat | F some sort of office job |
| 4 Shaelyn | B a company selling environmentally-friendly products |
| 5 Harriet | E café job as a waitress |
| 6 Lilee | C a children's nanny |

A What do you know about the store?
What can you bring to the table?

B Will you be able to help customers?
Why are you fit for the job?
Why do you want to work for our company?

C What experience do you have with kids?
Do you have a car?

D Why do you want the job?
What are your strengths and weaknesses?

E What is your previous experience working in foods?

F Are you willing to move for the job?
Are you willing to work overtime?
What is your favourite food?
Are you willing to walk up the stairs?

3 Answer the questions with the names of the speakers from Exercise 2.

- Who said he/she would always be there with a smile? **Shaelyn**
- Who told the interviewer that he/she was a good team player? **Hannah**
- Who said he/she was willing to work as hard as he/she possibly could? **Sam**
- Who said he/she was used to kids because he/she was from a big family? **Lilee**
- Who described how he/she had served foods in his/her previous job? **Harriet**
- Who said he/she had been asked some strange questions? **Kat**
- Who told the company that he/she thought they were ecologically-friendly? **Shaelyn**

4 21 Watch the video again and check your answers in Exercise 3.

5 SPEAKING Have you ever had a job interview? What questions were you asked and how did you reply?

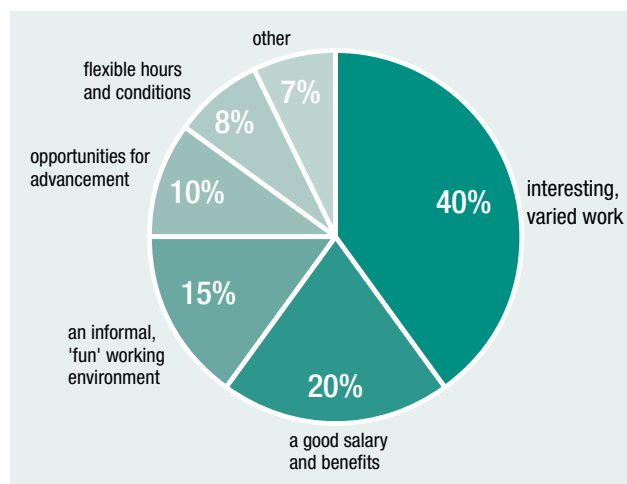
Focus On Life Skills

Communication • Collaboration • Digital skills

6 SPEAKING What would be important to you in a job? Discuss the list and add any other ideas you may have. Decide on your top three.

- a good salary and benefits
- opportunities for advancement
- interesting, varied work
- competent, approachable managers
- a positive company culture and mission
- an informal, 'fun' working environment
- flexible hours and conditions

7 Poll other students in your class on their top three. Make notes and count which aspects of work are most important for students. Calculate the percentage. Then use online tools to prepare a bar graph or pie chart to present the poll results.



VOCABULARY AND GRAMMAR

1 Complete the text with one word in each gap.

Time management at work

How is it that some people manage to get a huge amount done during the working day, while others struggle to work to deadlines and get a job done? If you're serious about increasing your ¹output and achieving your long and short-term work ²goals, you have to get organised. Here's how:

#1 Write down a daily plan. It should be in detail, including breaks. Note down everything you have to do ³day in, day out, as well as unexpected tasks, like a last-minute report.

#2 Prioritise. Do your biggest and most important tasks first. Don't take on tasks that aren't part of your job. You might have to speak your ⁴mind here and learn to say 'no'.

#3 Love what you do. When you care about what you are doing and put your ⁵heart into it, then you'll work faster and better.

/5

2 Complete the sentences with the correct form of the phrasal verbs in the box. There is one extra verb.

burn out carry out get down to keep at
map out put off work towards

I've already got my career mapped out, so I know what I'll be doing next year, in five years and in 10 years' time.

- Our office is going to carry out a survey related to the health and welfare of all company staff.
- It's hardly surprising she burned/burnt out, she was working 14-hour-days and the weekends as well.
- Tom's always talking about how much he dislikes his current job. It's high time he got down to looking for a new one!
- Don't put off doing new tasks because they seem tricky. Making a start is always the hardest part.
- I always admire sports stars. You really have to keep at training if you want to succeed.

/5

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

conscientiousness enthusiasm knowledge
overwork punctuality single-mindedness

We require all staff at the health centre to be single-minded and hard-working.

- The bus drivers have gone on strike due to their long hours. They're complaining about being overworked.
- All the staff were conscientious about the new project and keen to start work on it.
- Advertising is a creative industry where being enthusiastic about ideas doesn't work.
- Being punctual is important in most jobs because being late means lost working time and less productivity.
- Marie Curie didn't just know a lot about physics, she was extremely knowledgeable about chemistry too.

/5

4 Translate the Polish parts of the sentences.

Tim's tutor told him to prepare his CV (powiedział mu, żeby przygotował swoje CV) for the following Friday.

- Leo asked me how long I had been looking for (jak długo szukałam) a job before I found one in the local newspaper.
- Bob told her that he was flying to Canada the next/ following day (wylatuje do Kanady następnego dnia) and left.
- My parents told my brother not to ask them (powiedzieli mojemu bratu, aby nie prosił ich) for a loan any more.
- Steve said that he would have to buy (będzie musiał kupić) at least two new suits if he was promoted.
- The interviewer wanted to know whether/if I was going to commute (czy zamierzam dojeżdżać) to Leeds.

/5

5 Complete the second sentence so that it has the same meaning as the first. Use the word in capitals.

'You must talk to the manager immediately!' Simon said to me. **URGED**

Simon urged me to talk to the manager immediately.

- 'No, Chris. I must prepare the draft copy of the contract myself,' the manager said. **INSIST**
The manager insisted on preparing the draft copy of the contract himself.
- 'Why don't we wear our new jumpers for the charity concert?' Nina said. **THAT**
Nina suggested that we (should) wear our new jumpers for the charity concert.
- 'We've been doing research for the new campaign since January,' Rob said. **EXPLAINED**
Rob explained (that) they had been doing research for the new campaign since January.
- 'I'm sorry. I can't get the report ready in time for the meeting,' Leo said to his boss. **FOR**
Leo apologised for not being able to get the report ready in time for the meeting.
- 'Don't forget, they're decorating the office soon,' Clare said to me. **REMINDED**
Clare reminded me (that) they were decorating the office soon.

/5

6 Choose the correct answers A–C.

Worst mistakes at work

Once, my boss told me ___ a client in an office block in London. When I got there, the receptionist ¹___ how to get to the office, but I got the directions wrong. I opened a fire door on to the roof and it closed behind me, so I had to walk round the roof to find a way out. To my horror, I walked past a window only to see my colleagues and the client inside the room! The client suggested ²___ to the door, but, in the end, they opened the window for me to climb in! Of course, I apologised ³___ late and all the confusion. Luckily, the client found it funny and he assured ⁴___ it wasn't a problem. We got the contract, and when I returned, my boss congratulated ⁵___ making the meeting a success!

- | | | |
|--|---|---|
| A visiting | ☒ B to visit | C that visit |
| 1 ☒ A explained | B suggested | C insisted |
| 2 ☒ A to go back | B that go back | ☒ C going back |
| 3 ☒ A for to arrive | ☒ B for arriving | C that I arrived |
| 4 ☒ A to me that | ☒ B me that | C that |
| 5 ☒ A me on | B to me | C on |

/5

Total /30



7 Complete the second sentence so that it has the same meaning as the first. Use the word in capitals.

'You need to rest at home,' the doctor said to me.

ADVISED

The doctor advised me to rest at home.

- 1 'It wasn't me who broke the photocopier in the office,' Sally said.

DENIED

Sally denied breaking the photocopier in the office.

- 2 It seems that I forgot to bring my CV.

HAVE

I appear to have forgotten (to bring) my CV.

- 3 'Don't forget to turn off the lights,' the manager told me.

REMINDS

The manager reminded me to turn off the lights before leaving the office.

- 4 Why didn't you ask first?

SHOULD

You should have asked first.

- 5 It is my intention to explore this issue from the viewpoint of motivation.

TERMS

I will explore this issue in terms of motivation.

/5

8 Complete each pair of sentences with the same answer A-C.

If you're a farmer, you need to be accustomed to ___ work at all hours.

Jem failed the exam because it was extremely ___ and covered things he hadn't revised.

- (A) hard B manual C voluntary

- 1 I'm not enjoying the course. I think I might ___ out of it. You need to carry those boxes carefully or you'll ___ one.

A retire (B) drop C keep

- 2 When are you going to ___ round to painting the house? You've been putting it off for ages.

Lisa is nearly forty years older than Ella, but they ___ on incredibly well. It's a pretty unusual friendship.

A come B grow (C) get

- 3 When you work freelance, it's good to have ___ well-paid work that you do regularly.

There's been a ___ increase in the number of unemployed young people.

A sharp B marked (C) steady

- 4 Before you choose a career ___, you should look at all your options.

If you want a short-cut to the shops, you can walk along that ___. It only takes a few minutes.

(A) path B road C way

- 5 I'm sorry to let you down by cancelling at the last moment, but I'll ___ up for it, I promise.

If I have time later, I'm going to ___ a cake for Joanna's birthday as a surprise.

A prepare B cook (C) make

/5

9 Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use up to six words in each gap.

Lucia doesn't think the same way as anyone else I know, she is wired differently (be/wire/different).

- 1 He explained that he couldn't help me because he was tied up (he/tie) with an important project, but he promised to phone me soon.
- 2 I thought (that) Ben would grow out (think/Ben/grow) of these habits as he got older and more sensible, but if anything, they've got worse.
- 3 Mark doesn't know exactly what he wants to do, but we're confident (that) he will find his niche (he/find/niche) and get a job doing what he likes.
- 4 Sylvia will never reach her full potential unless she steps out of her comfort zone (step/comfort zone).
- 5 My parents keep reminding me to fill in the job application, but I won't get down/round to (I/not/get) it before the weekend.

/5

10 Choose the correct answers A-D.

I have always dreamt of working ___ electronics, so when I graduated from university, I immediately got ¹ ___ to applying for jobs. I applied for one in a multinational corporation whose products mainly target young people. Many of my friends said that getting a post there ² ___ impossible because I was young and inexperienced. However, I wanted to prove them wrong, so I sent my CV together with a covering letter. To my surprise, I was invited to an interview.

The whole procedure took several days. Having been divided into several groups, we were given a number of tasks to complete to test our ability to ³ ___ ourselves in stressful situations, work under pressure or within a set time. The task I enjoyed most was the one in which we had to design adverts and commercials promoting new products, but we were told ⁴ ___ any electronic devices. We had to be really creative and resourceful.

I'd describe the selection process as nerve-racking and incredibly stressful. Although I didn't get the job, the experience helped me learn a lot about myself. It certainly didn't make me less ⁵ ___ about working in electronics – I'm still determined to find the perfect job in the industry.

- | | | | | |
|---|------------------|-----------|-----------------|----------------|
| | A on | (B) in | C at | D by |
| 1 | A out | B off | C up | (D) down |
| 2 | A will be | | (B) would be | |
| | C is going to be | | D had been | |
| 3 | A achieve | B reach | (C) think for | D work to |
| 4 | A don't use | B not use | C to not use | (D) not to use |
| 5 | (A) enthusiastic | | B conscientious | |
| | C overworked | | D knowledgeable | |

/5

Total /20

6.1

VOCABULARY

The media • truth and falsehood

- adjective–noun collocations
- adverbs

SHOW WHAT YOU KNOW

1 Cross out the collocation that is **not** correct in each sentence.

On the way to college, I listen to *podcasts* / *music streaming services* / *social media posts* / the radio.

- Most evenings, I watch *online video clips* / *news blogs* / *reality TV* / *drama series*.
- The best places to get news from are *reality TV* / *news apps* / *local newspapers* / *social media posts*.
- Maria loves being up-to-date with what's going on in the world, so she often reads *celebrity Twitter feeds* / *newspaper editorials* / *news blogs* / *drama series*.
- Sam's always online and *posts* / *retweets* / *shares* / *feeds* / 'likes' lots of things. I don't know how he has time to work!

2 Complete each gap with one word from Exercise 1.

Which celebrity Twitter feeds do you follow?

My favourite is Ryan Reynolds. I often *retweet* what he posts, he's so funny.

- My favourite TV drama *series* was *Game Of Thrones*. I used to write social *media* posts about it all the time.
- My sister can't stand *reality* TV. She thinks it's a waste of time watching people being themselves on a TV show.
- Have you got any news *apps* on your phone or do you read news *blogs* written by independent journalists online?
- I like knowing what's happening in my area, so I read the *local* newspaper every week.
- We sometimes watch music video *clips* online, but usually use a music *streaming* service to download songs.
- Do you ever *share* interesting things with your friends on social media?
- Katia made a *podcast* recently about good books for teenagers. Over a hundred people have listened to it already.

FOCUS ON WORDS | Truth and falsehood

3 Complete the dialogue with the missing words. The first two letters are given.

Host: Welcome to the programme. Each week on 'Why I decided to be a ...' we talk to young people who have recently started their career and ask them to explain their choice. This week, Amy Jones is with us. She studied journalism and now works as a reporter. Amy, what attracted you to this career?

Amy: I wanted to be a journalist because I think it's important to give people authentic stories that don't *distort* the truth so they can form their own opinions. I'm afraid many news agencies these days *misinform* the public deliberately and they most likely have an *agenda* when they do it. Sometimes, they even spread *fake* news or *tamper* with photos to support what they write. *Manipulating* the media is more common than you would imagine. I think journalists have a responsibility to tell the truth, although I also think readers have a responsibility not to believe everything.

Host: Some interesting points there, Amy. So, what can newsreaders do about these issues?

Amy: Well, when you read any news story, you shouldn't take it at *face* value. You should check the *accuracy*, *evaluate* the sources and, of course, double-check the *facts* yourself. Often when we read a news story, something bothers us about it, but we don't trust our *instincts/intuition*. We should! If a story doesn't quite add up, chances are it isn't entirely true.

FOCUS ON WORDS | Adjective–noun collocations

4 Complete the pairs of sentences with the words in the box.

basis *commitment* *feeling* *gain*
information *source* *story*

I watch the news on TV on a daily *basis*.

Do you tend to read newspapers on a regular *basis*?

- The papers are awash with *information* about the elections.
I feel like I'm constantly being bombarded with *information*, but too little of it is about important issues such as climate change.
- This paper has a clear *commitment* to telling the truth, we don't report fake news.
Is it possible to make a long-term *commitment* to truthful reporting?
- Don't believe anything you read on that website, it doesn't use any reliable *source* of information or check facts carefully.
I was surprised there were incorrect facts in the editorial as that website is usually a reputable *source* of information.
- The company made up the story for commercial *gain*, but they didn't make any money on it.
It's wrong to spread fake news for political *gain*. It should be illegal in my opinion.
- I've got a gut *feeling* that this story isn't true.
Matt had a distinct *feeling* that the interview was going to be a disaster, and he was right!
- Journalists are always looking for a newsworthy *story* that they can report on.
When I glanced at the headlines, there was an eye-catching *story* about the prime minister.

5 Choose the correct options.

I almost got in an accident while I was cycling to work yesterday when a car turned *knowingly* / *alarmingly* close to me.

- It is important to examine the facts in a situation *critically* / *deliberately* before deciding whether something is true or false.
- Sara is a kind and thoughtful person. She would never *remarkably* / *knowingly* hurt or upset you.
- In spite of the fact that the town's population has grown, it's a *critically* / *remarkably* peaceful place to live.
- I've been following the news of the election *alarmingly* / *closely*, because I want to know the results as soon as they are announced.
- Max *deliberately* / *remarkably* broke his phone, hoping that he would get a new one from the company.

6 Complete the sentences with the adverbial form of the words in the box.

alarming close critical deliberate
knowing remarkable

I was shocked because the politician *deliberately* lied about the facts. He chose to do it and everyone found out.

- Always look at the facts *closely/critically* and don't just believe everything you hear.
- Too many people can't recognise fake news and are becoming *alarmingly* misinformed. It's very worrying.
- As a journalist, Sam has tight deadlines, but he's always *remarkably* relaxed about them. How can he be so calm?!
- The ability to think *critically* is a necessary skill nowadays. You should first read the information, and then decide your own opinion.
- I evaluate my sources carefully and I've never *knowingly* written anything false. I would never do that on purpose.



SHOW WHAT YOU'VE LEARNT

7 Choose the correct answers A–C.

News Not News

Can you spot fake news?

Have you ever checked the ___ of a story you've read? What made you suspect there was something wrong with it? The Internet is ¹ ___ with information about everything, but how good are you at spotting fake news? A study of nearly 5,000 people in America had some surprising results. It turns out that people who think the media is trying to ² ___ everyone were often the worst at spotting fake news. People with a negative attitude to the word 'news' often thought they needed the least help ³ ___ sources to check if a story was true or not. In contrast, people who had a more positive view of the news were able to trust their ⁴ ___ when it came to working out which were fake stories – 82 percent of them spotted the fake ones compared to 69 percent of those who felt more negative about the news. The other factor that helped people spot fake headlines was a higher level of education. The higher the level of education, the less likely people were to take a story at face value, and the more likely they were to think ⁵ ___ about it.

- | | | | |
|---|---|---|--|
| | A value | ☒ B accuracy | C true |
| 1 | ☒ A awash | B full | C reliable |
| 2 | A distort | B spread | ☒ C mislead |
| 3 | ☒ A evaluating | B manipulating | C tampering |
| 4 | A feelings | B thoughts | ☒ C instincts |
| 5 | A remarkably | ☒ B critically | C alarmingly |

/5

8 Find and correct the mistakes in the sentences.

I read the newspaper on a regular *base*, so I know what's happening around the globe. *basis*

- When you look at the images, it's obvious someone has *tampered on* the photos. *tampered with*
- Pay *closely* attention to what you read – so many stories distort the truth one way or another. *close*
- They ran the story to make money, it was all about commercial *gaining*, not the truth. *gain*
- I couldn't help noticing the *catch-eye* story about a celebrity on the front page. *eye-catching*
- I think that website has a political agenda, it's always publishing *alarmingly* stories about the government. *alarming stories*

/5

SHOW WHAT YOU KNOW

1 Match the beginnings of the sentences with the endings and then choose the correct options.

You'll miss the end of the film

- 1 If you read the instructions,
- 2 If you didn't know it was computer animation,
- 3 I wouldn't have believed it,
- 4 If Pinocchio tells the truth,

e
c
a
b
d

- a you wouldn't / would believe it was real.
- b if I hadn't / had seen it with my own eyes.
- c you won't / (I'll) be able to do it yourself.
- d his nose doesn't grow / grows.
- e if you stay / don't stay awake.

2 ★ Complete the sentences with *unless* or *provided/providing*.Don't invest in this risky business unless you are willing to lose all your savings.

- 1 Most cats will be perfectly OK on their own all day provided/providing you leave them some food.
- 2 Exams are unfair unless you can guarantee that no one cheats.
- 3 Unless the fish actually moves, it is virtually impossible to spot it because of its camouflage.
- 4 Provided/Providing you don't look too closely, you can't tell the watch is a fake.
- 5 Mike exaggerates, but he's good company provided/providing you take what he says with a pinch of salt.
- 6 It's impossible to look so wrinkle-free at the age of seventy-two unless you've had plastic surgery.

3 ★★ Put the words in the correct order to complete the conditional questions.

you/imagine/could/a superpower/choose
Imagine you could choose a superpower, which would you choose?

- 1 been/suppose/the Apollo moon landings/had/fake
Suppose the Apollo moon landings had been fake, could the space shuttle programme really have happened?
- 2 I/I/said/didn't want/university/to go to/supposing
Supposing I said I didn't want to go to university, what would you say?
- 3 imagine/have to/didn't/go to school/we/today
Imagine we didn't have to go to school today, what would we do instead?
- 4 you/been born/had/imagine/fifty years ago
Imagine you had been born fifty years ago, how might life be different?
- 5 you/imagine/any job/could have
Imagine you could have any job, what would you like to be?

4 ★★ Match answers a–e to questions 1–5 in Exercise 3.

- a Well, to start with, there'd be no Internet or mobile phones.
- b I doubt it. The technology to build it wouldn't have existed.
- c We'd stay home and watch films all day.
- d I'd ask what you planned to do instead.
- e A brain surgeon. Or perhaps an astronaut.

4
1
3
2
5

5 ★★★ Rewrite the sentences using inversion to make them more formal.

If I had taken what he said at face value, I would have made the wrong decision.

Had I taken what he said at face value, I would have made the wrong decision.

- 1 If I should not return, tell my family I love them.
Should I not return, tell my family I love them.
- 2 If Helen wasn't so two-faced, I'd ask for her opinion.
Was/Were Helen not so two-faced, I'd ask for her opinion.
- 3 If the announcement hadn't been so ill-timed, fewer people would have objected.
Had the announcement not been so ill-timed, fewer people would have objected.
- 4 If you should see Meredith, please give her our love.
Should you see Meredith, please give her our love.
- 5 If it wasn't summer, our journey through the mountains would be impossible.
Were/Was it not summer, our journey through the mountains would be impossible.

SHOW WHAT YOU'VE LEARNT

6 Complete the text using the words in the box. There are two extra words.

had imagine not provided should
supposing unless were would

Supposing you were asked to define reality, what would you say? ¹Unless something very strange happened during the night, your world is roughly the same today as it was when you went to sleep yesterday. You are still you, and the past remains unchanged. ²Had you looked out of your window this morning, you would have seen the same view as last night and, ³provided you didn't develop incredible powers of prediction as you slept, the future is still unknown, just as it was yesterday at this time. To put it another way, you woke up to reality.

However, ⁴were you curious enough to ask a philosopher or scientist to define reality, you would probably get a rather more complicated answer. ⁵Imagine it turned out that reality was actually an illusion, how ⁶would you feel? Well, some deep thinkers believe exactly this and in his new book Professor Brian Sixsmith attempts to make their ideas accessible to the everyday reader.

- 1 Complete the extract from the dialogue about Banksy with *about, for, on or through*. Sometimes more than one option is possible.

Extract from Student's Book recording 3.2

Alice: What are you doing?
Robert: I'm trying to find some information *on* the Internet *for* my art project. I've got to do an essay *about* artists who raise ethical issues *through* their work.
Alice: Ooh, that sounds interesting. I did a similar module *on* my degree. You should write *about* street artists like Banksy who make statements *about* society *through* graffiti.
Robert: I don't know much *about* him. Do you?

- 2 Complete the next part of the extract by choosing the correct verb forms.

Extract from Student's Book recording 3.2

Alice: [...] He's been doing street art for 25 years, but I've no idea how old he was when he started. Actually it's amazing how he's managed *staying / (to stay)* so enigmatic, but apparently his friends are really loyal and committed to helping him *remain / (remaining)* anonymous. I don't know much about his background – nobody does – but I can tell you about his murals and his painting techniques if you like.
Robert: Yes, that would be good.
Alice: OK, he started off with traditional painting onto walls and then later he started *using / (use)* stencils and spray cans to speed up the painting process. When you want your identity *to remain / (remaining)* a secret, you don't want to hang around the streets too long doing something illegal! I mean, he is committing an offence.
Robert: [...] Right. Let me just finish *write / (writing)* that down. OK, so what's he trying *to achieve / (achieving)* with all this – what does he believe in?
Alice: Well, he's quite political – he calls himself an activist and he's against authority in general. He has strong beliefs about people and the way we live our lives. [...]
Robert: So what other issues is he most interested in?
Alice: He's anti-war, so some of his murals aim *raising / (to raise)* awareness of the stupidity of war. [...]

REMEMBER BETTER

Kiedy uczysz się nowych czasowników, próbuj zapamiętać, w jakiej formie może wystąpić po nich kolejny czasownik. Jeśli brakuje ci pewności, wróć do lekcji 1.5 i sekcji *Grammar Reference and Practice* w podręczniku lub sprawdź w dobrym słowniku jednojęzycznym.

- 3 Complete the pairs of sentences with the correct forms of the words in capitals.

STUPID

I think it's *stupid* to fork out 50 euros extra for the same pair of shoes in a different colour. In the end, his *stupidity* cost him a severe injury and a lengthy prison sentence.

1 FAIR

To ensure *fairness*, anyone found cheating during the exam will automatically be given a fail grade.

Do you really think it is *fair* to steal someone's intellectual property?

2 EQUAL

The Earth belongs to everyone and all people on it should have *equal* rights.

Denmark has an impressive record on gender *equality*.

3 ANONYMOUS

This is an *anonymous* vote, so please do not write your name on the voting paper.

To ensure *anonymity*, the famous actor only walked through the city streets late at night.

4 LOYAL

One *loyal* friend is worth a thousand acquaintances.

The next song I'd like to sing is about the importance of friendship and *loyalty*.

5 MYSTERY

The disappearance of Malaysia Airlines flight 370 will remain a *mystery* unless the wreckage is found.

The *mysterious* disappearance of Lord Lucan, the aristocrat suspected of murder, has never been solved.

FOCUS ON WORDS | Collocations

- 4 Complete the sentences with the missing words. The first letters are given.

Don't give away any personal information online; always *protect* your identity.

- The *underlying* message of the article was that social media spread fake news.
- The journalist received the information from a source who wished to *remain* anonymous.
- She claims she is innocent and that she didn't *commit* the offence.
- You can use the media to *raise* awareness about important issues.
- A representative of the company will *make* a statement today at a press conference.
- He has *strong* beliefs about the way society should be and he won't change his mind.

Is the news good for you?

- verbs and verb phrases
- photography

Is the news good for you?

Keeping up with what is happening in the world is generally seen as an essential part of being a well-informed and educated citizen. Watching, listening to or reading the news can satisfy our curiosity, make us think, help us make choices and even avoid danger. Or at least that was the common view until recently. However, people are increasingly wondering if staying up to date with what is going on is good for us.

The frequency, speed and way we access news has completely changed over the past few decades. Whereas previously most newspapers were published daily and TV and radio news broadcasts were limited, now we are constantly bombarded with news from all sides: we have 24-hour news channels, apps to notify us about stories of interest and social media that expose us to news whether we want to see it or not. Online newspapers are updated many times a day, with 'breaking news' posts that follow events in real time.

The content of news reports is almost always negative. Throughout history, our survival has depended on noticing threats and avoiding danger, so the human brain is hard-wired to seek out information that is frightening or alarming, a concept known as 'negativity bias'*. We pay more attention to negative things because that kept us alive in the past and this is reflected in the news we consume.

In addition, because people now use smartphones to record events live, the news we see has become far more graphic and shocking.

Recent studies have shown that our news habits have disadvantages for our physical and emotional health. In one survey, over 50 percent of Americans reported that the news caused them stress and anxiety, often causing tiredness or poor sleep. Research by psychology expert Graham Davey has also proved that watching terrible or sad news on TV can worsen people's moods and make them worry more about their own lives. Clearly, being exposed to this ever-increasing bad news can make us feel less positive and affect our health.

However, there are ways to counteract* this negativity. It is recommended that you limit the number of times you check the news to once or twice a day and avoid looking at news apps before bed in an effort to reduce the amount of negativity you are exposed to. If you notice your mood has changed after hearing or reading the news, try doing activities that improve mood such as exercising, listening to music or watching a funny video clip to make yourself feel better.

Several websites, podcasts and apps, such as DailyGood, the Good News Network and Positive News magazine offer an antidote* to the huge number of bad-news stories in the mainstream news. The Good News Network, for example, has over 20,000 positive news stories in addition to podcasts, showing that there is no lack of good news, but the media simply do not report it. Positive News was established to develop journalism that focuses on progress and solutions. Switching to these news sources could not only make us feel more positive about the world and ourselves, it could simply make us healthier.

While it is true that staying aware and informed is not a bad thing, it is evident that our news habits can have long-term effects on our health. We should not forget that we have a choice, not only about how much news we consume, but equally importantly about the kind of news we want to see.



1 Read the article and choose the best description.

- 1 The text aims to persuade people to watch and read less news because it can have an impact on how you feel. ☐
- 2 The text aims to inform people about the potential negative effects of watching and reading the news and what you can do about this. ☒
- 3 The text aims to recommend the best way to read or watch the news so that you do not feel anxious or worried. ☐

GLOSSARY

bias (n) – an opinion about whether a person, group or idea which makes you treat them unfairly or differently; tendencja

counteract (v) – to reduce or prevent the bad effect of something by doing something that has the opposite effect; znosić, równoważyć

antidote (n) – a substance that stops the effect of poison, something that helps improve the effects of something bad or negative; antidotum, odtrutka

2 Read the text again. Answer the questions in your notebook. Answer key – WB page 187

- 1 What aspect of the news media has recently started to be questioned?
- 2 In what ways is news delivery different from how it used to be?
- 3 What reason for negative bias in the news coverage is given in the article?
- 4 What ways of neutralising the harmful effects of the news are advocated by the author of the article?
- 5 Why were DailyGood, the Good News Network and Positive News magazine created?
- 6 What is the point the author of the article is making in the last paragraph?

3 Read the summary of the text and complete the gaps with one, two or three words.

Following the news used to be seen as a sign of being a well-educated person. Nowadays, however, people are concerned that it could be ¹*harmful/bad (for us)*. Today we are ²*bombarded with/exposed to* far more news than in the past, even when we don't choose to be. Not only that, most stories are generally not good news. This is because humans have traditionally looked for danger and things that scare us in order to ³*survive/keep alive*. In the modern world, this tendency has meant that newspapers and TV broadcasts tend to focus on negative events rather than positive ones. In addition, images and film clips in the news are ⁴*more shocking* and visual than they used to be because people use phones to record events as they happen. The news can have serious effects on people's health, according to recent studies. To limit the negative effects of the news, you can reduce the number of times you read or watch it every day and avoid checking it before going to sleep. Mood-enhancing activities are also recommended, such as being ⁵*physically active* or using music and amusing videos to cheer yourself up. Following positive news sources can also make people feel less negative and improve their health. We should remember that, while following the news is not necessarily bad in itself, we have control over ⁶*the amount* and type of news – whether good or bad – that we read and watch.

4 Read REMEMBER THIS and underline five examples of compound adjectives in the main reading text.

REMEMBER THIS

Przymiotniki złożone można tworzyć z użyciem rzeczowników, przymiotników, czasowników i przysłówków. Gdy przymiotnik złożony stoi przed rzeczownikiem, zwykle zapisujemy go z łącznikiem (-).

Typowe rodzaje przymiotników złożonych:

- liczba/jednostka miary + rzeczownik, np. *24-hour*, *half-price*,
- przymiotnik + rzeczownik, np. *high-speed*, *low-calorie*,
- przymiotnik/przysłówek + imiesłów zakończony na -ed/-ing, np. *left-handed*, *slow-moving*,
- self + przymiotnik/rzeczownik, np. *self-employed*, *self-service*.

5 Complete the sentences with the compound adjectives in REMEMBER THIS.

If you need something late at night, there's a *24-hour* shop at the end of the road.

- 1 The Pendolino is a *high-speed* train which can travel at over 220 kph.
- 2 About 10 percent of the world's population is *left-handed* and only one in a hundred is naturally able to use both hands equally well.
- 3 We sat for ten minutes waiting for a waiter until we realised it was a *self-service* restaurant.
- 4 Don't miss the 50 percent reductions in our *half-price* Boxing Day sale.
- 5 One way to lose weight is by following a *low-calorie* diet.
- 6 Reports are coming in of *slow-moving* traffic on the M6 motorway between junctions 32 and 33.

FOCUS ON WORDS | Verbs and verb phrases

6 Complete the sentences with the correct form of the words in the box.

become date gain have make
seek shake trigger

Many people post selfies because they are *seeking* to feel part of a group.

- 1 The earliest mobile phone *dates* back to 1973, when the first call was made on April 3.
- 2 When did tablets and smartphones *become* mainstream?
- 3 Can addiction to smartphones really *trigger* serious illnesses and medical conditions?
- 4 I can't *shake* off the thought that I've forgotten to do something important. What could it be?
- 5 Ella's just *made* a ridiculous claim – she says she invented the word 'selfie'. Can you believe it?
- 6 Max *has* a terrible habit of playing with his mobile phone when he's out with his friends.
- 7 Phone apps using photo filters have steadily been *gaining* popularity. Everyone's using them now.

FOCUS ON WORDS | Photography

7 Complete the text with the missing words. The first letters are given.



Using your camera

Getting that perfect shot

When it comes to *capturing* a memorable moment, we often end up taking ¹*snaps* that don't do the occasion justice. Read on for some tips on improving the quality of your photos.

- Before you take a picture, make sure the subject is in ²*focus* – you want clear, ³*sharp* images, not ⁴*blurred* ones where you can't see the details clearly.
- Make sure you choose the correct ⁵*lens* – if you want to take close-ups then you need one that will allow you to ⁶*zoom* in and take a good picture.
- When taking photos of people, decide if you want them to ⁷*pose* for the shot or if you are going to try and take the picture without them noticing so they look natural.
- Once you have your photos, remember you can ⁸*crop* them, so for example you can just have a shot of someone's face instead of their whole body. You can also ⁹*retouch* them to make the colours stronger or get rid of things you don't want.
- You can also ¹⁰*airbrush* photos to remove elements you don't like, or change the colours in the picture.

Happy photographing!

SHOW WHAT YOU KNOW

1 Match the conditional sentences to the meanings.

- If we wait for the sales, we'll probably get the same coat at a discounted price.
 - If you are fair-skinned, you get sunburnt more easily than someone with darker skin.
 - If she had kept the lemons in the fridge, they wouldn't have gone mouldy so quickly.
 - If I had to save all my money, I wouldn't have any fun at the weekend.
- a a situation that is always true
b a possible situation in the future
c an imaginary situation in the present or future
d an imaginary situation in the past

b
a
d
c

2 ★ Choose the correct options.

- If Diane hadn't had singing lessons last year, she wouldn't be in the band now.
Diane had / didn't have singing lessons last year.
She is / isn't in the band now.
- If I enjoyed playing pool, I'd have met you at the pool hall last night.
I enjoy / don't enjoy playing pool.
I did / didn't meet you at the pool hall last night.
- I wouldn't be able to afford to go on holiday if I'd forked out for a new laptop.
I forked out / didn't fork out for a new laptop.
I can / can't afford to go on holiday.
- I might have asked Leah to dance if I wasn't so shy.
I am / 'm not shy.
I asked / didn't ask Leah to dance.
- If I didn't like you, I wouldn't have invited you to the party.
I like / don't like you.
I invited / didn't invite you to the party.

3 ★★ Complete the dialogues with the correct form of the verb in brackets.

Kylie: I could trust you if you weren't (not/be) so two-faced.

Aaron: Come on, Kylie! You know I didn't mean it. I was only joking.

- Alan: If Mr Lancaster liked (like) football, he might not have given us homework for tonight.

Vic: I know. Doesn't he realise it's the cup final?

- Allie: We wouldn't be in this situation now if you had kept (keep) quiet about what happened.

Eric: Well, it was your idea to skip class in the first place.

- Eve: I would have (have) a D now too if I had copied your essay.

Ben: Oh come on, Eve! You only got a C, which is not much better.

- Anne: If you weren't so sweet, I would have left (leave) you a long time ago.

Matt: Thanks a lot! Is that a compliment or a threat?

4 ★★★ Complete the sentences to express imaginary conditions and results. Use short forms where possible.

Harry had an accident – he's got his leg in plaster now.

If Harry hadn't had an accident, he wouldn't have his leg in plaster now.

- The photograph was airbrushed – the actor looks ten years younger.

The actor wouldn't look ten years younger if the photograph hadn't been airbrushed.

- Justine isn't eighteen – she can't apply for the vocal workshop without her parents' consent.
If Justine was/were eighteen, she would be able to apply/would have applied for the vocal workshop without her parents' consent.
- Charles is scared of flying – we drove to the Alps. We wouldn't have driven to the Alps if Charles wasn't/weren't scared of flying.
- Nick had plastic surgery – he doesn't have a nasty scar any more.
Nick would have a nasty scar if he hadn't had plastic surgery.
- Fran forgot her passport – she's not in Egypt now. Fran would be in Egypt now if she hadn't forgotten her passport.



SHOW WHAT YOU'VE LEARNT

5 Translate the Polish parts of the sentences.

- If Helen wasn't so gregarious, she wouldn't have met (nie spotkałaby) a few of her friends.
- If Stewart had turned left (Gdyby Stewart skręcił w lewo) at those traffic lights, he wouldn't be stuck in traffic.
- If you had dressed in warmer clothes, you wouldn't be ill now (nie bylibyście teraz chorzy).
- If I had passed (Gdybym zdał) that driving test, I wouldn't be on this bus.
- If he didn't have (Gdyby nie miał) such good eyesight, he wouldn't have seen the thief's face in the dim light.
- If she brushed her teeth properly, Daisy wouldn't have spent so much (Daisy nie wydałaby tyle) on dental treatment.

/6

6.6

SPEAKING

Discussing ethical issues

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Beginning your answer

I firmly believe/
I'm not convinced
they do because ...

One obvious/clear advantage/
disadvantage is that ...

I think I'd emphasise/
explain that/how ...

It's absolutely vital/quite
important because ...

As well as (avoiding fur
products), other
(things that can help)
include ...

I think the main/one/
a significant reason is that ...

Rozpoczynanie wypowiedzi

Głęboko wierzę /
Nie jestem przekonany,
że oni... ponieważ...

Jedną z oczywistych/wyraźnych
zalet/wad jest to, że...

Myślę, że podkreśliłbym/
podkreśliłabym / wyjaśniłbym/
wyjaśniłabym, że/jak...

Myślę, że jest to niezwykle istotne /
bardzo ważne, ponieważ...

Poza (unikaniem produktów
wykonanych z futra), inne
(działania, które mogą pomóc)
obejmują...

Myślę, że głównym/
ważnym powodem / jednym
z powodów jest to, że...

Expressing opinions tentatively

It could be argued that ...

I don't feel particularly
strongly about ...

I don't have a strong
opinion about ...

I suppose you could
say that ...

Ostrożne wyrażanie opinii

Istnieją przesłanki
pozwalające na...

Nie mam zdecydowanej
opinii w kwestii...

Nie mam wyrobionego
zdania na temat...

Sądzę, że można byłoby
powiedzieć, iż...

1 Complete the statements with comment adverbials. The first letters are given.

Obviously, freedom of speech applies to everyone including people whose views are generally disliked by the majority. U

1 **Fr**ankly, I'm tired of hearing the same old arguments from pro-gun campaigners. R

2 **Sa**dly, the government chose to ignore nearly half a million protesters. W

3 **Cl**early, there is still a lot of work to be done to change people's attitudes. U

4 **Re**grettably, the company cares more about making money than it does about protecting the environment. W

2 Label the sentences in Exercise 1 with letters using the following categories:

U – where the speaker is saying something they feel can easily be noticed or understood.

R – where the speaker is saying what they really think about something.

W – where the speaker is saying something they wish wasn't true.

3 Put the words in order to complete statements 1–5, then match them with questions a–e.

- 1 that / emphasise / I'd / think
I think I'd emphasise that the vast majority of it is vandalism and has no artistic content at all.
 - 2 obvious / one / is / disadvantage / that
Well, one obvious disadvantage is that most people throw them away without reading.
 - 3 important / I / quite / because / think
It's quite important, I think, because without the correct information, young people can't make sensible decisions.
 - 4 other things / as / well / reducing their energy consumption, / include
As well as reducing their energy consumption, other things include avoiding wasting food and minimising car travel.
 - 5 don't / a strong / about / have / opinion / I
To be honest, I don't have a strong opinion about that. This city has bigger problems to worry about than a few more shops.
- a What would you say to those people who insist that graffiti is art? 1
 - b What are the drawbacks of handing out leaflets to highlight ethical issues? 2
 - c Don't you think it's terrible that they are building another shopping centre in the city? 5
 - d How important is it to educate young people on the dangers of drugs? 3
 - e What can the general public do to reduce their impact on the environment? 4

4 Complete the dialogue with the words in the box.

- advantage argue argued explain firmly
 obviously regrettably significant suppose
- P: On today's 'My View' we are joined by Tom who believes that the UK voting age should be reduced from eighteen to sixteen. Tom, what would you say to those who might argue that the average sixteen-year-old is not wise enough to vote in a general election?
- T: I think I'd explain that in my view that is an unfair generalisation. It could be argued that many of the people who are currently old enough to vote don't know enough to make an informed choice.
- Regrettably, a significant number of voters make their decision based on what someone looks like or some other irrelevant detail.
- P: And do you think a sixteen-year-old could make a more informed decision?
- T: I firmly believe they could. All UK teenagers attend citizenship classes now and they often know more about politics than older voters.
- Obviously, young people are also affected by the decisions of policy makers. Remember that in the UK at the age of sixteen you can legally marry, work full time and join the armed forces.
- P: And what other reasons are there in your opinion?
- T: Well, I think one very significant reason is that a sixteen-year-old who works full time has to pay taxes and therefore should have a say in how that money is spent. Another clear advantage of lowering the age limit would be recognition that young people's opinions are important. I suppose you could say that, at the moment, they simply feel completely excluded from politics.

1 ★ Cross out the word which does not form a collocation with the word in bold.

- 24-hour** service / journey / anchor
- 1 **face** weather-beaten / sunburnt / weatherproof
- 2 **knee-high** water / check / socks
- 3 **woman** thin-lipped / kind-hearted / casual
- 4 **news** affairs / station / story
- 5 **green** sky / lime / screen

2 ★ Complete the missing words. The first letters are given.

We're still looking for a young, **curly**-haired girl to star in the shampoo commercial.

- 1 The **decision** to sell the company was premature and ill-**advised**. They've lost a lot of money.
- 2 I'd like to work as a translator or a copy **editor** for a well-known publisher.
- 3 For a blow-by-**blow** account of recent events and exclusive interviews, visit our website.
- 4 I can't decide between this **sky**-blue dress and that lemon-yellow skirt. Which is better for a job interview?
- 5 When she looked through the window, she saw a tall, **broad**-shouldered man standing at the door.

3 ★★ Complete the text with the phrases in the box.

24-hour high-quality mouth-watering
old-fashioned snow-white state-of-the-art
user-friendly

Home Away from Home

Six Reasons to Stay at the City Retreat Hotel

A great choice for travellers looking for modern, spacious rooms combined with old-fashioned luxury.

- 1 With our simple user-friendly app, you can book a room in just under one minute.
- 2 Our friendly staff at the 24-hour reception desk are always ready to provide you with information about attractions in the area.
- 3 All rooms and suites feature high-quality furniture, including a queen-size bed, a leather sofa and a working desk.
- 4 Luxurious bathrooms provide fresh, snow-white towels and bathrobes, made with organic cotton.
- 5 If you want to burn some energy, try our indoor swimming pool or the state-of-the-art gym where a qualified personal trainer will prepare a workout for you.
- 6 The hotel's restaurant offers mouth-watering dishes, prepared by awarded chefs and made with local products.

4 ★★ Find and correct the mistakes. Two sentences are correct.

Most people don't pay attention to the old, weather-bitten building, but it's an important example of early 20th century architecture. weather-beaten

- 1 My father used to work for a company-car, but the factory closed when the economic crisis started a few years ago. car company
- 2 A thirteen-years-old boy is accused of making a phone call to airport security, which resulted in an emergency evacuation. thirteen-year-old
- 3 The advert promised a state-of-the-play laptop, but all I got was an old computer that shuts down unexpectedly. state-of-the-art
- 4 The programme lasts for two hours and twenty minutes, including commercial breaks. correct
- 5 With an extensive network of reports, the BBC and CNN can cover broken news from almost any part of the globe. breaking
- 6 Regular health checks can help you identify early symptoms of diseases before it's too late. correct
- 7 I don't believe Marcus could have done such a horrible thing – he's a kindly-hearted man. kind-hearted

5 ★★★ Replace the words in bold with compound nouns or adjectives.

The **person reading the news** finished the interview by apologising for getting the interviewee's name wrong. newsreader

- 1 I've never been interested in **the relationship between my country and other countries**. foreign affairs
- 2 Australian airlines hope to start **direct** flights from Sydney to London in a few years' time. nonstop
- 3 His ideas might sound a bit **unlikely** today, but I think it's exactly what'll happen. far-fetched
- 4 In the future, I want to work in the film industry and specialise in applying **cosmetics**. make-up
- 5 When the teacher pointed out my mistake, I was so embarrassed that I became **speechless**. tongue-tied



SHOW WHAT YOU'VE LEARNT UNITS 1–6

6 ★ Choose the correct options. Sometimes more than one option is correct.

Recently a few / a little / a couple of famous fashion designers have decided not to use real furs in their collections.

- Jason promised calling / to call / that he would call me as soon as he landed in London.
- Don't forget to buy the newspaper tomorrow, aren't you / will you / wouldn't you?
- How would your parents feel imagine / unless / if they found out you had lied to them about an important issue?
- We have received this story from a person who / that / whose wants to remain anonymous.
- If you start / started / had started doing some exercise to strengthen your muscles just after the injury, you wouldn't be in pain now.

7 ★★ Choose the correct answers A–D.

Can success be predicted?

Parents around the world __ about their children's future and would love to know ¹ __ advance how well their daughter or son will do at school and later in life. Predicting a child's future is an almost impossible task, but for many years, the 'marshmallow test' used ² __ considered one solution to this problem.

In the famous experiment, ³ __ was first conducted at Stanford University in the late 1960s, researchers gave small children one marshmallow and ⁴ __ to give them another one if they didn't eat it for fifteen minutes. Some years later, the authors of the study got in touch with the children again and found out that those who ⁵ __ their marshmallow were doing better at school and work.

However, a more recent study questions the findings of the experiment ⁶ __ at Stanford. It now seems that the 'marshmallow test' has little predictive value. In ⁷ __ cases, whether the child ate the marshmallow did not determine his or her future.

- | | |
|-----------------------|-----------------------|
| A would worry | <u>B</u> often worry |
| C have worried | D are always worrying |
| 1 A at | B on |
| C from | <u>D</u> in |
| 2 <u>A</u> to be | B be |
| C being | D been |
| 3 A who | B what |
| C whose | <u>D</u> which |
| 4 A forgot | <u>B</u> promised |
| C let | D forced |
| 5 A hasn't eaten | B wouldn't have eaten |
| <u>C</u> hadn't eaten | D weren't eating |
| 6 A made up | <u>B</u> carried out |
| C dealt with | D led to |
| 7 A each | B any |
| <u>C</u> most | D every |

8 ★★ Complete the text with one word in each gap.

MEMORIES

Separating fact from fiction isn't always easy. I'm not talking about things like deciding what's true in news reports or stories, but something ¹ much closer to home – our own memories. Our memories are ² such a big part of the person we are that it's shocking to learn that some things that we remember vividly did not, ³ in fact, happen.

⁴ Had my aunt not informed me otherwise, I would still believe that I personally witnessed our house on fire when I was about four. I ⁵ can still see the picture of the burning house in my mind, but I wasn't there! Apparently, I was on holiday with my aunt and uncle at the time. People had ⁶ told me so much about the fire that I had created my own memory of it. This has started me wondering how many more of our early memories are false. A scary thought! ⁷ Unless you check and cross-reference all those memories, who knows which ones the brain has made up itself?

9 ★★ Complete the second sentence so that it has a similar meaning to the first one. Use between two and six words, including the word in capitals.

Teenagers used to watch television more often in the past.

WOULD

Teenagers would watch television more often in the past.

- I don't share news articles if I'm not absolutely sure that they're true.

UNLESS

I don't share news articles unless I am absolutely sure that they're true.

- It is very likely that people will discover the truth even if you try to keep it a secret.

BOUND

People are bound to discover the truth even if you try to keep it a secret.

- This book sold well because its author is an Internet celebrity.

IF

This book would not have sold well if its author weren't an Internet celebrity.

- 'Well done, Sarah! You've won the chess championship,' the man said.

CONGRATULATED

The man congratulated Sarah on winning the chess championship.

- It was a mistake that the journalist didn't check the facts.

SHOULD

The journalist should have checked the facts.

1 Complete the tips with the words in the box.

attract characters director influences
opinion plot recommendations summarise

A review

- In the introduction, use an interesting opening sentence to **attract** the reader's attention. Then give information such as the stars, ¹**director** and writer as well as details about the setting and obvious ²**influences** on the show.
- In the main paragraphs, give more details about the ³**plot** (the story) and the ⁴**characters** (the people). Say what you liked and didn't like about it and present your ⁵**opinion** using a variety of adjectives and modifiers.
- In the conclusion, ⁶**summarise** your review and make any ⁷**recommendations**.

2 Read the tips again and decide in which part of a review you would find the following sentences: the introduction (I), main paragraphs (MP) or conclusion (C).

- In season one, the main character is murdered, and events are told in a series of flashbacks. (MP)
- 1 I would recommend this series to fans of mystery and drama for its clever plot. (C)
- 2 Although the show is average at best, the soundtrack is incredible. (MP)
- 3 Written by Eva Acorn, this show is influenced by films such as *X-Men* and *Superman*. (I)
- 4 All in all, the series offers a fresh, hilarious story about teenagers at high school. (C)
- 5 The performances by most of the cast are poor, with one exception. (MP)
- 6 The plot explores interesting themes such as poverty, education and friendship. (MP)
- 7 Prepare to be thrilled by this dark sci-fi drama. (I)
- 8 As far as I'm concerned, it's one of the best series around at the moment. (I/C)

3 Read the webpage and answer the questions.

- 1 What is the website about? *It is about TV shows.*
- 2 What do you have to do to enter the competition? *Write a review of a show you think everyone should watch.*

THE BEST SHOWS ON TV

TV series by genre Read reviews Competition Time

What TV shows would you recommend? Send us a review of an outstanding TV show that you think everyone should watch. The best reviews will be published on the website next month and the winner will receive a \$50 prize.

4 Read the model review and put paragraphs A–D in the correct order.

2 A The series tells the **gripping** story of Barry Allen, who becomes a 'metahuman' with the ability to move at super-human speed after being struck by lightning during a mysterious explosion. After his accident, Barry becomes 'the Flash' and dedicates his life to fighting crime. He travels back and forward in time as well as teaming up with other superheroes to fight villains and save those he loves. *The Flash* is now in its sixth season and the story remains far from **predictable**.

4 B In conclusion, *The Flash* is a highly original series that viewers will be talking about for years to come. From the **opening** scene, it draws you in and you feel part of the story. I definitely **recommend** it and look forward to next season's plot, which will no doubt be full of the usual **twists** and turns that make the story so unforgettable.

1 C Journey into an imaginary world with a crime-fighting superhero in the exciting drama series *The Flash*. This incredible show, developed by Greg Berlanti, Andrew Kreisberg and Geoff Johns, is heavily **influenced** by comic book fiction. It combines action, mystery and science fiction to create a **well-reviewed** show that, in my opinion, everyone should see.

3 D The plot of *The Flash* **explores** themes such as friendship, loyalty and time, particularly the consequences of trying to change the past or future. The story has terrifying and exciting moments that will have you sitting on the edge of your seat, but ultimately it is about human relationships. The show doesn't depend heavily on special effects – the confident **performances** of the cast are what make it successful. It is beautifully **shot** and accompanied by an excellent soundtrack.

5 Read the model text in Exercise 4 again and complete it with the words in the box.

explores gripping influenced opening
performances predictable recommend
shot twists well-reviewed



6 Complete each sentence with an appropriate adjective. Use the clues in brackets to help you.

This show is *hilarious* (very funny) and will make you cry with laughter.

- 1 For me, the characters were *unforgettable* (impossible to forget) because they were so real.
- 2 Some critics said that the plot was *far-fetched* (hard to believe), but I actually thought it was quite realistic.
- 3 Be warned – this is a *gripping* (exciting) series that you won't want to stop watching.
- 4 There are no twists and turns in the plot, which is fairly *predictable* (easy to guess), but the series is beautifully shot.
- 5 The first episode takes a *nostalgic* (emotional about the past) look at life in a small town in the 1970s.
- 6 Some scenes in the series are absolutely *terrifying* (very frightening), so if you don't like horror films this is not for you.
- 7 Although the series was *well-reviewed* (liked by critics), I thought the special effects were low-quality and the acting was average at best.

7 Read the task and complete the review with the words in the box.

Reviews wanted

Do you know a good TV series from a bad one? Could you write a review that makes someone want to watch – or not watch – a series? We're looking for talented writers to create reviews of 200–250 words for our new website. We pay 30 euros for each review we publish.

cast concerned conclude **creators** drama
enough plot scenes set soundtrack

SHOW WHAT YOU'VE LEARNT

- 8  Napisz artykuł liczący 200–250 słów o serialu, który niezbyt ci się spodobał. W artykule przedstaw główne wątki serialu oraz wyjaśnij, co – twoim zdaniem – należałoby zmienić, aby odniósł on większy sukces.

SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Mój artykuł z recenzją:

- jest opatrzony tytułem, który przyciąga uwagę czytelnika, ☐
- we wstępie podtrzymuje zainteresowanie czytającego, podaje nazwę serialu i ogólnie wyraża moją opinię na jego temat, ☐
- w drugim akapicie podaje nieco informacji dotyczących fabuły i postaci, ☐
- w trzecim akapicie wyjaśnia, co mi się nie podobało, i zawiera propozycje innych rozwiązań, ☐
- w końcowym akapicie podsumowuje moją opinię i moje rekomendacje dla twórców serialu, ☐
- został napisany językiem formalnym lub neutralnym, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 200–250 słów, ☐
- został starannie i czytelnie napisany. ☐

Glee

Enjoy a ride through high school and beyond with some incredible characters in Fox's musical series *Glee*. Series *creators*, Ryan Murphy, Brad Falchuk and Ian Brennan, have created a hilarious show about life for would-be music stars. As far as I'm *concerned*, this well-reviewed comedy *drama* is a must-watch series.

Set in the fictional William McKinley High School, the story centres around teacher Will Schuester and his efforts to start and run a competition-winning choir, which school sports coach Sue Sylvester is determined to stop. The twists and turns of the *plot* focus on the members of the choir and their problems with social issues, relationships and teamwork. It ran for six seasons, and from season four onwards it featured some stories about ex-choir members who had already left school.

Glee is a heart-warming series with a brilliant *soundtrack* that mixes pop tunes with classic hits. The plot is a little far-fetched at times, but that's part of its charm, and it's definitely not predictable. It explores themes of friendship, ambition, fame and success for young people at high school and their struggles to find happiness after high school. The *cast* give convincing performances and the musical routines are brilliantly put together.

To *conclude*, *Glee* is an unforgettable series that is by turns funny and sad, and impossible to stop watching. From the opening *scenes*, it becomes clear that this is a story that will make you think as well as laugh. I can't recommend it *enough* for fans of music, drama and comedy and am sure it will still be popular in years to come.

Is social media killing creativity?
**Before you watch**

- 1 **SPEAKING** Complete the sentences to make them true for you. Then compare with a partner.
- I carry my phone in ... (e.g. my pocket, my bag)
 - I check my phone ... (e.g. every 5 minutes, once a day)
 - My favourite social media app is ... (e.g. Instagram, WhatsApp)
- 2 **SPEAKING** Discuss some of the questions asked in the video you are going to watch.
- Is the amount of time we spend on social media a problem?
Can be, but it's complicated, as it depends on the person and the content.
 - What are some of the ways that you and I can use social media in a better way?
Be creative, discover your identity, but also protect your privacy.
 - Is it true that creativity can actually be good for our health? *Yes*
 - Do you think that social media can be good for your creativity?
Yes, it can be.

While you watch

- 3  25 Watch the video and compare your ideas in Exercise 2 with the answers given in the video.
- 4 Complete the table with some of the comments describing the use of phones in the video. What's the most important advantage/disadvantage of mobile phones for you?

be very careful with your privacy being creative
connectivity easy to get addicted low-quality content
makes you more mindful scrolling through mindlessly
opened up so many new activities

Advantages

*being creative, connectivity,
makes you more mindful,
opened up so many new
activities*

Disadvantages

*be very careful with your
privacy, easy to get addicted,
low-quality content, scrolling
through mindlessly*



- 5 Look at the photos A–D of the four people in the video. Who ...

- warns that you should educate yourself because you're the publisher of your own data? B
- doesn't have to plan ahead to bring her phone with her, it's always with her? C
- can't even count the number of times a day she's on social media? A
- says creative activities can provide really targeted support for people with mental health conditions? D
- admits that by nature she's sort of a lazy person? C
- thinks social media has been fascinating with what it's done to creativity? D
- is surprised to hear that art on prescription is available on the NHS already? A

- 6  25 Watch the video again and check your answers in Exercise 5.

After you watch

- 7 **SPEAKING** Based on the video and your own ideas, discuss the question which is the title of this lesson: *Is social media killing creativity?* Use ideas and phrases from Exercise 4 and your own ideas.



FOCUS VLOG About time travel

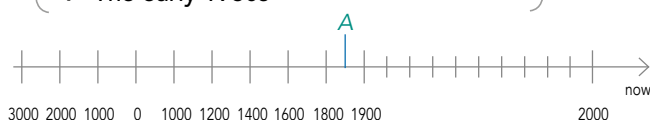
Imagine you could travel back in time. Which decade, century or era would you visit?

Suppose you could meet any famous person dead or alive, who would you like to meet?



- 1 **SPEAKING** Put the periods in the box on the time line. Discuss why people might want to visit those periods.

- A Dickensian period (mid-19th century)
B The 1980s
C Ancient Egypt
D The late 1930s/early 1940s
E The Middle Ages
F The early 1960s



- 2 **27** Watch the first part of the video (up to 02:30) and complete the table. Which periods would the people like to visit and why? Did the answers match any of your ideas in Exercise 1?
Answer key – WB page 187

	When – which decade, century or era?	Why?
Nick	<i>the late 1930s/early 1940s</i>	<i>to see Spitfires and Lancasters flying</i>
Kat		
Sam		
Hassan		
Luke		
Ellie		

- 3 **SPEAKING** Discuss how much you know about the people in the photos. Who would you like to meet?



Winston Churchill
1874–1965



Duke Ellington
1899–1974



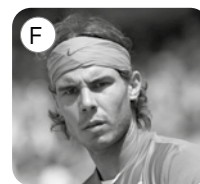
Salvador Dali
1904–1989



Frank Sinatra
1915–1998



Mark Tremonti
1974–



Rafael Nadal
1986–

- 4 **27** Watch the rest of the video (02:31–04:21). Match each speaker with the person they would like to meet.

- 1 Nick **E** 2 Kat **C** 3 Sam **D** 4 Hassan **F**
5 Luke **A** 6 Ellie **B**

- 5 Answer the questions. *Answer key – WB page 187*

- What would Nick like to ask Mark Tremonti?
- How does Kat think Salvador Dali influenced modern art?
- Why would Sam like to meet Frank Sinatra?
- What does Hassan think of Rafa Nadal?
- Which period does Luke want to ask Winston Churchill about?
- What would Ellie like to know more about Duke Ellington?

- 6 **27** Watch the second part of the video (02:31–04:21) again and check your answers in Exercise 5.

Focus On Life Skills

Communication • Collaboration

- 7 **SPEAKING** Think about the history of your own country or the world. Discuss which period you would most like to visit and which person you would most like to meet.
- 8 Prepare a short presentation about the period and the person you identified in Exercise 7.

- Describe the period and say why you would like to visit it.
- Describe the person and say why you would like to meet them.
- Give as much detail as possible and include at least three phrases in the box.

Had I ... If I ... Imagine I ... Provided that ...
Suppose I ... Were I to ...

VOCABULARY AND GRAMMAR

1 Choose the correct answers A–C.

Many people who contact the police prefer to ___ anonymous.

- (A) remain B raise C protect

- 1 These days, we are ___ with information on the Internet twenty-four hours a day.

A washed (B) bombarded C given

- 2 The image in the photo was ___ because it was out of focus.

(A) blurred B posed C sharp

- 3 We are waiting for officials to ___ a statement about the events.

A do B say (C) make

- 4 A lot of fake news is released for commercial ___.

A profit B money (C) gain

- 5 The picture is too big. Would you mind ___ it slightly?

(A) cropping B airbrushing C retouching

/5

2 Choose the correct options to complete the sentences.

It's clear that you *take / (have) / make* an agenda in suggesting this because you want it to happen.

- 1 Do you think big businesses ever try to *tamper / double-check / (manipulate)* the media for financial reasons?

- 2 I have a distinct *(feeling) / thinking / knowing* that someone had tampered with the evidence. I'm sure Martin didn't steal anything.

- 3 The city council decided to *(look into) / come across / pick up* the way the mayor was spending public money.

- 4 When you write something, you should always *mislead / (evaluate) / distort* your sources.

- 5 I have very *big / underlying / (strong)* beliefs that the media shouldn't promote celebrity culture.

/5

3 Match the beginnings with the endings to make sentences. There is one extra ending.

It's definitely irresponsible to spread

- 1 All in all, I'd say that the underlying

- 2 They will investigate anyone who commits

- 3 It seems the article is a deliberate attempt to distort

- 4 You shouldn't take this story at face

- 5 Many technology advances, such as mobile phones, have become

- a value because it might not be completely accurate.

- b mainstream in recent years and they're everywhere now.

- c the truth and mislead people into believing false information.

- d message of the film is that it's never too late to take action.

- e commitment that you will keep at all costs.

- f an offence online or attempts to do so.

- g fake news stories from the Internet.

/5

4 Choose the correct answers A–C.

___ you woken me up, we wouldn't have missed the flight.

(A) Had B Were C Should

- 1 ___ you saw a UFO in your garden, what would you do?

A Providing B Supposed (C) Imagine

- 2 ___ they not competent, they wouldn't have hired you.

(A) Were B Should C Had

- 3 I wouldn't have done it ___ I knew it was worth trying.

A suppose B provided (C) unless

- 4 ___ revealed his plans to Catherine, we wouldn't have had any idea what he was going to do.

A Leo had not (B) Had Leo not C Had not Leo

- 5 I'd be very happy to help you make a model of the solar system ___ you prepare all the bits and pieces.

(A) provided B imagine C supposing

/5

5 Complete the second sentence so that it has the same meaning as the first. Use mixed conditional sentences.

Joshua published the article without consulting the chief editor, so he's in trouble now.

If Joshua *hadn't published the article without consulting the chief editor*, he *wouldn't be* in trouble now.

- 1 Mia stayed late because her boss was angry that she hadn't finished the report.

Mia *wouldn't have stayed late if her boss hadn't been angry* that she hadn't finished the report.

- 2 Pamela hasn't got a smartphone, and that's why she couldn't download the app.

If Pamela *had a smartphone*, she *could have* downloaded the app.

- 3 I am busy and that's why I didn't send you a reply.

If I *weren't/wasn't busy*, I *would have sent you* a reply.

- 4 Neal studied acting, and that's why he's an actor now.

If Neal *hadn't studied acting*, he *wouldn't be* an actor now.

- 5 We were on holiday, that's why we didn't go to the party.

We *would have gone to the party if we hadn't been* on holiday.

/5

6 Choose the correct options.

Is The Press Too Free?

Unless / (Imagine) the press was controlled more, would this be a good thing? Comment below!

• The press needs to be free! If it wasn't free, journalists ¹*would* *did* only be able to write certain stories. Recently, a newspaper published an article criticising the latest environmental policies. If they hadn't published it, I ²*knew* / *wouldn't know* so much about the problem now.

• Freedom of the press is fine as long as they don't encourage violence or crime. After an article about graffiti appeared in the local paper, some teenagers here decided to try it. They wouldn't have done that ³*provided* / *if* they hadn't read about it.

• The press should be free, but journalists should be reported if they break the law. Too many stories now are badly-researched and contain incorrect facts. If they were better written, more people ⁴*would read* / *will read* them!

• Definitely not! The public wouldn't get to know many things if we didn't have freedom of the press. ⁵*Had we* / *We had* not had it over the years, many things would have been covered up from the public.

/5

Total /30



- 7 Choose the correct options to complete the news headlines.

Kind / Cold-hearted woman adopts seven abandoned puppies.

1 'These are made-up / makeup government claims, because they haven't checked the facts,' say experts.

2 'My fame was short-faced / lived - I should have won the competition,' complains X-Factor loser.

3 'Consumers ill-hearted / advised to borrow more money,' says finance minister.

4 'There will be a crack-down / backup on crime,' police chief promises.

5 Story / News anchor braves storm to report for TV station!

/5



- 8 Translate the Polish parts of the sentences.

If you don't tackle this problem (Jeśli nie zmiierzysz się z tym problemem) now, it will be even more difficult to do in the future.

- I'll lend you my bike provided/providing (that) you return it (pod warunkiem, że go oddasz) by tomorrow.
- The car was driving alarmingly close (jechał niepokojąco blisko) to the wall.
- I'm sure I'll recognise Maggie unless she has changed (chyba że zmieniła się) a lot since I last saw her fifteen years ago.
- Imagine you were going through (Wyobraź sobie, że przechodzisz przez) a difficult time in your life, who would you confide in?
- If Cathy weren't so self-centred, she would have helped us (pomogłaby nam) with the report which was supposed to be ready last week.

/5

- 9 Complete the text with the correct form of the words from the box. There is one extra word.

capture commit deliberate
fetch offend popular read

April Fool!

There is a tradition in Britain of newspapers publishing silly stories on April Fool's Day (April 1) as a joke for people to spot. People can usually spot them because they are far fetched, but these days, when fake news is everywhere, it can be hard to tell which stories have been published deliberately as a joke, and which are actually meant to mislead the public. In recent years, eating food on buses and trains has gained popularity, so in 2019 when a story appeared about the British Transport Police (BTP) banning people from eating strong-smelling food on trains and buses, with fines of up to £2,000 for this offence, the reaction was mixed. Some people thought it was breaking news and immediately started complaining – they wanted to carry on eating mouth-watering snacks while travelling, even if fellow passengers didn't like it. Others had a more positive reaction and thought this showed the BTP had a clear commitment to improving the quality of passenger services. Finally, there were those that trusted their instincts and realised that this 'news story' was a joke. If other people had read the story more carefully and double-checked facts, they wouldn't have been fooled!

/5

- 10 Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use up to six words in each gap.

We won't take legal action unless the company breaks (unless/company/break) the contract with us.

- Suppose/Supposing she hadn't told us (suppose/she/not/tell/we) the truth about the burglary at your house last winter, would you trust her now?
- If you hadn't forgotten to pay the electricity bill, we would not be sitting (not/sit) in total darkness now.
- She would never have employed him (never/employ/he) if he weren't a well-respected advisor.
- They wouldn't believe your version of events were you not honest with (be/you/not/honest) them all the time.
- If Caroline has a habit of lying to people (have/habit/lie) people, then she will never get on with anybody.

/5

Total /20

VOCABULARY

7.1

Science • scientific research
• prepositions after verbs and nouns
• words in science

SHOW WHAT YOU KNOW

- 1 Complete the words in the encyclopaedia entries. The first parts of the missing words are given.

Heinrich Schliemann was the German **archaeologist** who discovered Troy, the ancient city of Homer's *Iliad*.

Galileo Galilei, who was an early pioneer in the field of **astronomy**, was influenced by the work of Nicolaus Copernicus.

The Herbarium at Kew Gardens in the UK contains an impressive collection of around seven million **botanical** items.

Biological warfare is the deliberate use of bacteria and viruses to harm humans, animals or plants.

Kevlar, a synthetic fibre so strong that it can stop bullets, was invented by a Polish-American **chemist** named Stephanie Kwolek.

The Greek **mathematician** Archimedes is supposed to have made an important discovery when he stepped into his bath, causing him to shout, 'Eureka!'

Physics is the scientific study of matter and energy and the effect that they have on each other.

FOCUS ON WORDS | Scientific research

- 2 Complete the text with the correct form of the verbs from the box.

award coin gain make receive
recognise see win

Stephen Hawking

On March 14, 2018, Stephen Hawking lost his long battle with motor neuron disease, and the world lost a scientist who had **made** an enormous contribution to our understanding of the universe.

Much has been written about Hawking. The scientific community **recognised** his achievements at an early stage in his career. It was a surprisingly long career if you consider the disease that robbed him of speech and movement. For this reason, he **won** the respect of people around the world for his extraordinary will to live, as well as his brilliant mind.

As a respected scientist, he was often asked for his views on many subjects. Concerning artificial intelligence, he **saw** the potential

FOCUS ON WORDS | Prepositions after verbs and nouns

- 3 Match the beginnings of the sentences with the endings.

She's an **expert**

- Hippocrates is often **referred**
- On this project, we are **collaborating**
- Alexander Fleming is **credited**
- If you **have an aptitude**
- The Hubble Space Telescope was **named**
- Only senior students **have access**

- for** Maths, you can study Science or Engineering.
- after** a famous American astronomer.
- to** the department's specialised labs.
- with** another team of scientists.
- to** as the 'Father of Medicine'.
- with** discovering penicillin, the first true antibiotic.
- in** astrophysics and lectures at a university.

- 4 Complete the sentences with the correct form of the phrases in Exercise 3.

NASA scientists **have access to** top-secret information.

- Scientists are people who **have an aptitude for** clear and logical thinking.
- Many planets were **named after** gods and goddesses in Greek and Roman mythology.
- Alessandro Volta is **credited with** developing the world's first battery.
- After completing her university course, Lisa became an **expert in** computer engineering.
- The word 'lunar' is an adjective that **refers to** the moon.
- Fifteen countries **collaborate with** each other to maintain the International Space Station.

Great Scientists

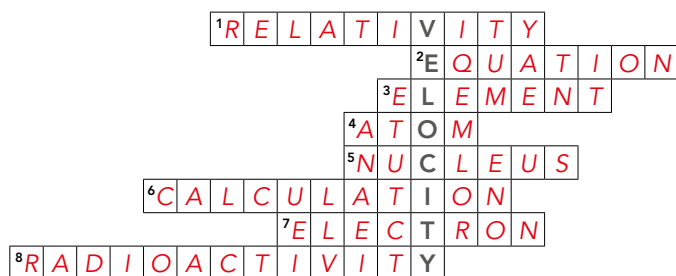
and the benefits it could provide, but he was also worried that it could end the human race. Hawking **gained** recognition for his work on black holes, which helped to prove the idea of a 'Big Bang' at the birth of the Universe. Interestingly, he was hoping Fred Hoyle, the scientist who had **coined** the term 'Big Bang' in the 1940s, would be his PhD supervisor at the University of Cambridge in 1962, but this was not possible as Hoyle already had enough students under his supervision.

What surprises many people is the fact that Hawking was never **awarded** a Nobel Prize. This is because theoretical scientific discoveries, like Hawking's, have to be established by data before they can be considered for a Nobel. It is impossible to see black holes with current telescopes.

As an icon of popular culture, Hawking **received** many mentions in the press and also appeared on the TV series, such as *The Big Bang Theory*, *The Simpsons* and *Star Trek: The Next Generation*.

5 Read the definitions and complete the puzzle with the words in science.

- a theory of physics about the relationship between space, time and energy
- something you write using mathematical symbols to show that two amounts are the same
- something such as hydrogen, oxygen, or aluminium
- the smallest part of a substance that can be part of a chemical reaction
- the central part of an atom
- something that you think about and work out mathematically
- a very small piece of matter that moves around the nucleus of an atom
- when a substance produces powerful and harmful rays



6 Complete the extracts from the science books with the words in Exercise 5.

Uranium is a silvery-grey metal with the symbol *U*. It is the 92nd element in the periodic table. A uranium ¹*atom* is made up of a ²*nucleus* in the centre and a cloud of 92 ³*electrons* around it. It was in a sample of uranium that ⁴*radioactivity* was first discovered in 1896. It wasn't known at the time how dangerous it could be and that high levels of it, particularly from X-rays, can kill.

$E = mc^2$ is possibly the most famous ⁵*equation* in science. Many people recognise it, even though they may not know what it means. It's a central part of Einstein's theory of ⁶*relativity*. It states that energy (*E*) is mass (*m*) multiplied by the speed of light (*c*) squared. In other words, it expresses the relationship between these things.

How fast something moves in a particular direction is known as its ⁷*velocity*. In order to find it, you can do a ⁸*calculation*. Here's an example: Usain Bolt's fastest time for the 100 metres race was 9.58 seconds. If the distance in metres is divided by time in seconds, the answer, or his velocity, is 10.43841 m/s.



7 Match the words with the symbols and diagrams.

- acid
1 algorithm
2 base
3 division
4 fraction
5 molecular structure
6 multiplication

g
c
d
a
f
b
e

a	$42 \div 7$	b	
c		d	pH 7.0
e	14×3	f	$\frac{1}{2}$
g	pH 3.0		

SHOW WHAT YOU'VE LEARNT

8 Choose the correct answers A–C.

- Nobel Prizes are ___ at ceremonies in Oslo and Stockholm.
A gained B received **C awarded**
- Stella has an aptitude ___ languages and can speak four fluently.
A in **B for** C with
- A half and a quarter are both _____.
A fractions B equations C calculations
- Tim Berners-Lee ___ the term 'world wide web', or 'www'.
A coined B made C invented
- Scientists from different countries often collaborate ___ each other on projects.
A after B by **C with**
- Unfortunately, her achievements were not ___ until after her death.
A made **B recognised** C won
- Isaac's parents are scientists and he was named ____ Isaac Newton.
A at B for **C after**
- Be careful when you do experiments with ___ because you can get badly burnt.
A acids B bases C elements
- He thinks he's become an expert ___ coding, but actually, he isn't very good at it.
A at **B in** C with
- He wants to study Chemistry and ___ a valuable contribution to science.
A do B have **C make**

/10

SHOW WHAT YOU KNOW

1 Complete the sentences with a passive form.

Add by + agent if necessary.

Luckily, someone showed me how to recover the file I had lost.

Luckily, I was shown how to recover the file I had lost.

- 1 The manufacturer creates these phone cases using a 3D printer.

These phone cases are created using a 3D printer.

- 2 Lodge Computers are designing the system.

The system is being designed by Lodge Computers.

- 3 By the end of the training session, we were using the software to solve a variety of problems.

By the end of the training session, the software was being used to solve a variety of problems.

- 4 Fifty percent of the students have completed the assignment.

The assignment has been completed by fifty percent of the students.

- 5 We will deliver your order within 48 hours.

Your order will be delivered within 48 hours.

2 ★ Read the extract from a sci-fi novel and choose the correct options.



The attack had come from nowhere. They were lucky to be alive. As the badly damaged craft ¹approached / was being approached its home planet, it became clear there was a major problem here too. The incoming ship ought to ²be / have been contacted by the command centre by now, but so far no message ³had been / had received. Even more worryingly, the spaceport's tracking laser should ⁴be / have been switched on by the ground crew several minutes earlier, but the battered star cruiser was still ⁵being / going to be controlled manually by the surviving crew.

Looking out of the forward viewing screen, no lights could ⁶be / have been seen on the surface of the planet. What had happened down there? The growing realisation that their home planet may also ⁷be / have been attacked filled the crew with horror. Their families! Their homes!

Just when it seemed that all hope ⁸lost / was lost, there was a crackle, then a faint voice from the communication system ... 'Sorry number 6, we just popped out for a coffee and lost track of time. Is everything OK up there?'

3 ★★ Complete the sentences and the questions with the correct passive form of the verbs in brackets.

Are you aware that you risk being fined (fine) if you download files illegally?

- 1 Courtney hates being told (tell) to switch her phone off during mealtimes.

- 2 Tristan hopes to be sent (send) somewhere hot as part of the student exchange programme.

- 3 Now that I'm eighteen, I expect to be treated (treat) like an adult.

- 4 Some scientists worry about the world being taken over (take over) by intelligent machines.

- 5 Lee is keen to avoid being asked (ask) questions during lessons.

- 6 Stevie refuses to be beaten (beat) by a simple wooden puzzle!

4 ★★★ Read the dialogue then complete the sentences below with the correct passive forms.

Harriet: My parents sent me for riding lessons for my sixteenth birthday.

Cynthia: Riding lessons? Bah! My father is buying me a pony.

Jim: A pony? Well, my mum and dad are going to give me a horse for my birthday.

Will: A horse? My uncle has promised me a car when I'm sixteen! With some real horsepower!

Brian: Well, guys, listen to this. When I was sixteen, my fairy godmother offered me a unicorn she had taught to fly.

Others: A flying unicorn? No way! You're so lucky!

Brian: Guys ... seriously?

Harriet was sent for riding lessons for her birthday.

- 1 A pony is being bought for Cynthia.

- 2 Jim is going to be given a horse.

- 3 Will has been promised a car when he's sixteen.

- 4 A unicorn was offered to Brian when he was sixteen.

- 5 The unicorn had been taught to fly by Brian's fairy godmother.

SHOW WHAT YOU'VE LEARNT

5 Complete the sentences with the correct form of the verb be.

Henry finds it difficult to sit still and doesn't like being told what to do.

- 1 The sound of fireworks could be heard all across the town that night.

- 2 The computer system might have been damaged when lightning struck the office block.

- 3 The judge was shown all available evidence in court yesterday.

- 4 At the ceremony, medals were given to the heroic firefighters who had helped during the flood.

- 5 Will you agree to be examined by a medical professional?

- 6 The athlete enjoyed being massaged before competitions.

Phrases to describe products
• phrasal verbs

1 Choose the correct answers A–C to complete the dialogue between Julie and a shop assistant.

Extract from Student's Book recording 3.15

- SA: Good afternoon. Can I help you?
J: Oh yes, I'm looking for a new laptop. I've got a budget £400. [...]
SA: Well, you won't be looking at a top-of-the-range model for that amount, but I'm happy to come ¹ with a few options. Let's start here. This one's a basic laptop with 4 GB of RAM and a terabyte of storage.
J: That sounds good.
SA: Well, compared with how computers ² be, it's not bad. If you just want to stick to word processing and social networking, it's a waste of money buying a more powerful computer. But ³ you want to go in for gaming and download films and music, you can get a computer with 8 GB of RAM and an SSD hard drive for £450, that's just £50 ⁴ .
J: I ⁵ want to download films and music, but do I really need 8 GB of RAM?
SA: Well, you need to think about the future. If you want to edit photos and videos, it's well worth ⁶ a bit more. For just £50 you get double the RAM and SSD storage.
J: Hm, I'm not sure. I need to think it ⁷ .
SA: Of course. If it helps you to make a decision, I'll throw in a laptop bag with the more expensive model.

- | | | |
|---------------------|---------------|------------------|
| A to | B of | C at |
| 1 A out | B over | C up |
| 2 A would | B could | C used to |
| 3 A if | B whether | C when |
| 4 A plus | B more | C over |
| 5 A am | B won't | C do |
| 6 A spending | B to spend | C spend |
| 7 A again | B over | C about |

2 Complete the examples in REMEMBER THIS with the adjectives from the extract.

REMEMBER THIS

Sprzedawcy używają różnorodnych przymiotników i rzeczowników, aby opisać cenę, jakość i inne cechy produktów, które oferują.

A **state-of-the-art** camera can cost you several thousand pounds.

This one's a ^a**basic** laptop with 4 GB of RAM.

You won't be looking at a ^b**top-of-the-range** model for that amount.

3 Match the definitions with the words in the box.

branded custom-made cutting-edge
entry-level mid-range own brand
premium user-friendly

- of a lower price/quality **entry-level**
1 of a medium price/quality **mid-range**
2 of a higher price/quality **premium**
3 designed for a particular person **custom-made**
4 produced by a recognised company **branded**
5 produced and sold by a shop **own brand**
6 using the latest design or technology **cutting-edge**
7 easy to understand or operate **user-friendly**

4 Complete the adverts with the most suitable words in Exercise 3.

On a budget? Our **entry-level** laptops do all the basics for a very reasonable price.

With its ¹**user-friendly** design, the Talkon 101 makes keeping in touch as simple as 1, 2, 3.

If you are looking for the best sound money can buy, try our ²**premium** range of speakers.

Looking for quality at a reasonable price?
This ³**mid-range** phone is similar to the top-of-the-range handset, but it has a plastic case and a smaller screen.

Greenscreen's ⁴**cutting-edge** projectors use the most up-to-date technology available.

Pick Rico's ⁵**own brand** baked beans and
save, save, save!

Visit Regency Motors for your ⁶**custom-made** motorbike. If it has to be uniquely yours, choose Regency.

FOCUS ON WORDS | Phrasal verbs

5 Complete the sentences with the correct form of the phrasal verbs. There are two extra phrasal verbs.

bring in carry out come out ~~figure out~~
get down to go in for talk into
throw in wind up

- I can't **figure out** how to use this camera.
1 He tried to **wind** me **up** by interrupting me, but I ignored him.
2 I don't **go in for** video games – I find them boring.
3 Our school is going to **bring in** new rules about using mobile phones.
4 The sales assistant managed to **talk** me **into** buying the most expensive computer.
5 Whenever a new smartphone **comes out**, people line up outside shops to buy it.
6 If you buy this printer, we'll **throw in** two black ink cartridges for free.

Driverless cars • collocations to do with driving • medical conditions
• word families

1 Read the text and label paragraphs A–F with the headings below. There is one extra heading.

Cost	☐	Free time	☒ C
Traffic	☒ D	Parking	☒ B
Environment	☒ E	Safety	☒ A
Freedom	☒ F		

FUTUREPROOF

How driverless cars will change the world

A driverless car with a top speed of 60 mph has recently been revealed by a well-known tech firm. It may not look like it, but this machine and its successors are going to change your life. Today we explain how.



A No matter what we like to believe, humans are unfortunately not good at driving. The fact that 1.2 million people are killed every year on roads worldwide is a shocking and sad reminder of that. Unlike us, driverless cars will never drive drunk and will not be able to break the speed limit, take reckless* chances or race their mates away from traffic lights. They will never doze off*, lose concentration or send a text message from behind the wheel. Nor will they get angry, frustrated or competitive. In short, they will be a lot, lot safer than we are.

B Finding a place to park will no longer be our problem – our car will handle it for us. Once we arrive at our destination we will hop out at the front door and leave the car to park itself using its superior parking skills. Later, when we need it, we will be able to summon* it with our smartphone. No more parking tickets, no more multiple attempts at reverse parking and no more endlessly driving in circles looking for an empty parking space.

C Think how much of our time is wasted on driving. Those daily journeys to work or school soon add up to hundreds of hours a year. Sure, driving is occasionally enjoyable – the winding country road on a summer's day or the empty motorway late at night, for instance – but, unless you are a Formula 1 driver, the vast majority of the time you spend behind the wheel is likely to be tedious, and frustrating. Why not read a book, watch a film, or chat with family and friends and let the car drive itself instead?

D There are known to be approximately 7.5 billion people on our planet and it is estimated that well over a billion cars crowd our roads. For those who travel regularly on four wheels, it may sometimes seem that all of them are gathered in a never-ending traffic jam between where you are and where you need to be! Using sophisticated technology, driverless cars will be able to travel in convoys, centimetres apart, without the unnecessary braking that slows down traffic and creates jams.

E If we can solve congestion*, perhaps we won't need to continue digging up the country's green spaces to create huge eight-lane motorways which, in turn, encourage even more traffic. The impact of these huge roads on nature does not stop once their construction is complete, of course. Noise and light pollution seriously disturb animal populations and there is of course the danger to both animals and motorists of potential collisions. Not only could the reduction in congestion resulting from driverless cars save vast areas of our countryside, but also huge amounts of money. This money could then be spent on health, education and other more beneficial causes instead.

F One great plus of driverless cars is the freedom to travel that they will bring to those who cannot drive. It is unlikely that a driving licence will be required in order to operate a driverless car, so, theoretically, children could 'drive' themselves to karate practice, Sunday football or school, and Grandma could take herself to have her hair done on a Saturday morning! Provided that a trustworthy and secure system can be developed, the school run could become a thing of the past and parents could find themselves with an extra half hour of 'me-time' every morning.

The world's first large-scale test of driverless cars has already been carried out, but it will be some time before you can actually go to a car dealership and get your hands on one. There are many complex legal issues regarding their security, privacy and safety which need to be resolved first. However, it seems very likely that within our lifetime they will be a common and very welcome sight on our roads. In years to come, rather than saying 'I'm taking the car,' we may find ourselves saying 'The car is taking me!'

GLOSSARY

reckless (adj) – not caring or worrying about the possible dangerous results of your actions; lekkomyślny

doze off (phr. v) – to fall asleep, especially when you did not intend to; przysypiać

summon (v) – to order someone to come to a place; wzywać

congestion (n) – overcrowding on the road caused by too much traffic; tłok na drogach, zator

2 Read the text again and choose the correct answers A–D.

- When compared to current cars, the author suggests that driverless cars will
 - be better for people's health.
 - lead to fewer driving-related deaths.**
 - save their owners large amounts of money.
 - be as easy to use as a mobile phone.
- When it comes to parking, driverless cars will
 - always attempt to reverse when parking.
 - use smartphone technology to find parking spaces.
 - be better at parking than human drivers.**
 - continue driving in circles until they are able to find a parking space.
- How will driverless cars help reduce traffic congestion?
 - There will be fewer vehicles on the roads.
 - They will make better use of road space.**
 - By using a sophisticated method of detecting and avoiding traffic jams.
 - They will travel faster than current cars.
- The author suggests that driverless cars
 - could indirectly reduce the destruction of green areas.**
 - will require the construction of new motorways.
 - are potentially dangerous for animals living near large roads.
 - may lead to increased levels of pollution.
- According to the article, driverless cars
 - will soon be a common sight on the roads.
 - will only be available once relevant laws have been agreed on.**
 - are already being used in some countries.
 - are currently available at certain car dealerships.
- The author's attitude to driverless cars can be summarised as follows.
 - The advantages of driverless cars outweigh the disadvantages.
 - Driverless cars will take all the pleasure out of driving.
 - The world will be a better place thanks to driverless cars.**
 - Driverless cars should be treated with caution.

3 Complete the collocations to do with driving with words from the article.

drive after consuming alcohol – drive drunk / drunk driving

- drive faster than the law permits – break the speed limit
- driving a motor vehicle – behind the wheel
- reversing into a parking space – reverse parking
- driving round and round because you are lost or looking for a parking space – driving in circles
- small countryside roads with lots of bends – winding country roads
- very wide roads used to travel long distances – eight-lane motorways
- a document that states you are legally qualified to drive – a driving licence
- a regular car journey to take children to school or bring them home – the school run
- a place where cars are sold – car dealership

4 Complete the sentences with the most suitable collocations in Exercise 3 in the correct form.

People are often caught driving drunk / drunk driving the next morning after a big party.

- Finally, we made it! We've been driving in circles for half an hour looking for your house.
- My handset connects with the car stereo and I can talk while I'm behind the wheel.
- We need to see some official ID, please, your driving licence or passport.
- I don't see the point in owning a huge 4x4 vehicle if the only driving you do is the school run twice a day.
- What do you think of the new car? My dad helped me choose it from the local car dealership.
- Some of these winding country roads are not wide enough for two cars to pass.
- Do you know why I have stopped you, sir? No? Well, you were breaking the speed limit and drove past one of our speed cameras.
- Eight-lane motorways are actually safer than smaller roads as there is room for faster vehicles to overtake slower traffic.
- For me, reverse parking is definitely the hardest thing to master when you are learning to drive.

FOCUS ON WORDS | Medical conditions

5 Complete the sentences with the missing words. The first letters are given.

Too much junk food in your diet can lead to obesity.

- After Max lost his job, he suffered from depression for a while.
- Ella got a chest infection and had to take antibiotics for two weeks.
- Some people can't eat peanuts because they have an allergy to them.
- He became sick because his immune system was very weak.
- The child has difficulties in communicating due to autism.
- There's too much sugar in her blood, so she's taking medication to control her diabetes.
- He occasionally has trouble breathing because of his asthma, especially when he becomes stressed.

FOCUS ON WORDS | Word families

6 Choose the correct options.

Clean / Cleanliness is very important in hospitals.

- What are some of the medicinal / medicine uses of honey?
- The patient's respond / response to the new treatment was very good.
- It is advice / advisable not to go swimming after having a heavy meal.
- All manufacturers must obey the government's new safety regulations / regulatory.
- Radiation can be very harm / harmful to human health.
- It would beneficial / benefit your health greatly to take up a sport and improve your diet.
- Eating fruit is supposed to be good for your digestion / digestive system.

SHOW WHAT YOU KNOW

1 Choose the most appropriate verbs to complete the sentences.

- The judge *expected* / *told* / *felt* that community service was more appropriate than a prison sentence in this case.
- Scientists *think* / *know* / *regard* we are the only intelligent beings in this universe.
- The police *understand* / *argue* / *believe* an escaped prisoner is hiding in his home village.
- The IT managers *believed* / *agreed* / *thought* to meet again after the Christmas break.
- I can't believe people *expect* / *know* / *feel* me not to be angry after the way I was treated.

2 ★ Complete the radio news headlines with *it* or *there*.

Welcome to the midday news on Radio RMN. Here are the headlines. *It* is thought that the Prime Minister will announce the date of the next general election later on today. ¹*There* is believed to be great pressure on her from members of her own party to go to the polls as soon as possible.

²*It* was announced at the International Climate Change Conference taking place in Rio this week that global pollution reduction targets are now unrealistic. ³*It* was suggested by the chairman of the conference that the US and Russia are largely to blame by failing to meet their own countries' targets.

⁴*There* is reported to have been a major explosion at a power plant near Paris, the French capital. ⁵*It* is not yet known how many people may have been killed or injured.

3 ★★ Complete the rewritten sentences from Exercise 1 with the phrases in the box. There are two extra phrases.

am expected to be am expected not to be
it is thought that it was agreed by it was felt that
there is believed to be we are thought to be

It was felt that community service was more appropriate than a prison sentence in this case.

- It is thought that* we are the only intelligent beings in this universe.
- There is believed to be* an escaped prisoner hiding in his home village.
- It was agreed by* the IT managers to meet again after the Christmas break.
- I can't believe I *am expected not to be* angry after the way I was treated.

4 ★★★ Read Text 1 and complete Text 2 with passive reporting structures.

Text 1

Insomnia – a cultural history

Medical historians think that insomnia is a relatively modern problem. Of course, they know that medieval Europeans woke in the night frequently, but they don't believe they were particularly worried about it. These days, we understand there to be around 100 million Europeans who suffer from some kind of sleep disorder. Psychologists consider stress to be the most common reason that people find it difficult to sleep. Additionally, we think that eating too late in the evening causes many cases of sleeplessness. Some experts also say that changes in our living environment or work schedule can cause insomnia.



Text 2

It is thought that insomnia is a relatively modern problem. Of course, medieval Europeans ¹*are known to have woken* in the night frequently, but they ²*are not believed to have been* particularly worried about it. These days ³*there are understood to be/it is understood that there are* around 100 million Europeans who suffer from some kind of sleep disorder. Stress ⁴*is considered to be* the most common reason that people find it difficult to sleep. Additionally, ⁵*it is thought that* many cases of sleeplessness are caused by eating too late in the evening. ⁶*It's also said that* changes in our living environment or work schedule can cause insomnia.

SHOW WHAT YOU'VE LEARNT

5 Find and correct the mistakes.

- ~~There~~ was agreed that the new handset was more attractive than the old one. *It*
- It ~~has not~~ currently been known exactly how big the Internet is. *is not*
 - Some ~~companies thought~~ to have been using sophisticated hacking techniques to protect their interests. *companies are thought*
 - ~~There was known~~ to be several computer viruses within the system at the time. *There were known*
 - The troubled company ~~was understood that have~~ invested heavily in wearable technology. *was understood to have*
 - ~~People are said to be~~ many negative consequences of inactive lifestyles. *There are said to be*
 - The Saturn Explorer craft is ~~believed to passing~~ Mars as we speak. *is believed to be passing*

7.6

SPEAKING

Clarification

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Signalling confusion

Sorry, I'm not with you.

I'm not sure I follow (you).

I'm afraid you've lost me there.

I don't know what you mean by ...

Sygnalizowanie dezorientacji

Przepraszam, ale straciłem/straciłam wątek.

Chyba nie nadążam.

Przepraszam, ale zgubiłem/zgubiłam się.

Nie wiem, co masz na myśli, mówiąc...

Checking your understanding

So, in other words ...

Are you saying ...?

If I understand correctly, you mean ..., right?

Sprawdzanie rozumienia

A więc innymi słowy...

Czy chcesz powiedzieć...?

Jeśli dobrze rozumiem, masz na myśli..., czy tak?

Giving clarification

Yes, precisely/exactly.

Yes, (that's) pretty much (it).

No, that's not (quite) what I meant.

What I meant was ...

Wyjaśnianie

Dokładnie tak.

W zasadzie tak.

Nie, nie to (dokładnie) miałem/miałam na myśli.

Chciałem/Chciałam powiedzieć... / Miałem/Miałam na myśli...

1 Choose the correct options to complete the phrases.

So, in other *thoughts* / *ways* / *words*, ...

1 Sorry, I'm not *with* / follow / understand you.

2 *What* / How / That I meant was ...

3 I'm not sure I *lost* / follow / mean (you).

4 No, that's not (quite) what I *meant* / knew / understood.

5 I'm afraid you've *meant* / lost / known me there.

6 If I *understand* / know / think correctly, you mean ..., right?

7 I don't know what you *mean* / saying / tell by ...

8 Yes, *precise* / precisely / precision.

9 Yes, (that's) *pretty* / quite / almost much (it).

10 Are you *meaning* / saying / following ...?

U

S

C

S

C

S

U

S

C

C

U

2 Mark the phrases in Exercise 1 as S for signalling confusion, U for checking your understanding or C for giving clarification.

3 Put the words in order to make phrases and then use them to complete the dialogues.

1 A mean / you / what / know / I don't / by

I don't know what you mean by

B sure / I / I'm / follow / not / you

I'm not sure I follow you

C it / yes / exactly / that's *Yes, that's exactly it*

Henry: Make sure you save it on the thingy as well.

Flora: Er ... *A* 'thingy'.

Henry: You know, on the ... thingy! What is it called?

Flora: Do you mean the external hard drive?

Henry: *1C*! The extra hand drive.

Flora: What? It's called an EXTERNAL HARD drive.

Henry: Yes, you said that.

Flora: But that's not what you said.

Henry: Er ... *2B* any more.

Flora: Henry, you said ... Oh, never mind.

2 A meant / I / was / what *What I meant was*

B you / saying / are *Are you saying*

C quite / not / meant / that's / I / what

That's not quite what I meant

D with / I'm / you / not *I'm not with you*

Lucas: What's up, Mum?

Mum: The computer, look.

Lucas: Oh no. It's the BSOD.

Mum: Sorry, *3D*.

Lucas: The BSOD. The blue screen of death!

Mum: Er ... so the computer has died?

Lucas: Probably not. That's just what they call it.

Mum: So what should I do?

Lucas: Just reboot it.

Mum: Do what? *4B* I should ... hit it?

Lucas: What? No, Mum, *5C*. Please don't hit it.

6A restart it.

Mum: Ah-ha! OK, I see ... how do I do that?

3 A it / that's / much / pretty *that's pretty much it*

B lost / there / afraid / me / I'm / you've

I'm afraid you've lost me there

C understand / I / correctly / you / if / mean

If I understand correctly, you mean

D other / words / in *in other words*

Kim: Are you coming to my New Year's Eve party?

Ally: Yes, I am.

Kim: Good. Can't wait to see you ☺

Ally: So, *7D*, you want us to start the year together?

Kim: Yes, *8A* ☹ You're my best friend! I want to mug you at midnight.

Ally: Er what? ... *9B*, Kim. *10C* 'hug' right?

Kim: Oh no! Stupid auto-correct. Yes, hug.

Ally: That sounds much better! ☺





USE OF ENGLISH

Easily confused words

1 ★ Choose the correct answers A–C.

If I were on a ___ island, I wouldn't survive for long. I wouldn't have anything to eat!

A deserted B dessert C desert

1 Have you been to the gym ___? There is some new weight training equipment.

A later B late C lately

2 We can't let Grandma spend New Year's Eve ___. We'll cook dinner and invite her over.

A lone B alone C lonely

3 Since I lost weight, these trousers have become far too ___. I need to buy a new pair.

A lose B loose C loser

4 Please don't interrupt the teacher. ___ your hand if you would like to ask a question.

A Raise B Rise C Arise

5 The exam ___ of four written papers and an oral test. You will take all parts of the exam on the same day.

A comprises B includes C consists

6 The ___ reason you are here is ... Happy birthday! I hope you like your surprise.

A really B present C actual

2 ★★ Complete the words with the missing letters.

A: Can I give you some **advic_** that might help you to swim faster?

B: Yes, please. I've been **practis_**, but ...

A: Well that's good; ²'**practic_** makes perfect' they say, but I think you are lifting your head too high when you ³**breath_**. It's ⁴**affect_** the way your body moves through the water by slowing you down.

B: OK, so what would you ⁵**advise** me to do instead?

A: Well, perhaps try taking a ⁶**breath** just as your lips break the surface of the water. I guarantee you'll notice a positive ⁷**effect** immediately.

B: OK, thanks a lot!



3 ★★ Choose the correct options.

What's today's **date** / **data**? Is it the first of October?

1 The government will introduce major **economic** / **economical** reforms before the next election.

2 Today will be remembered as a **historic** / **historical** day by all those interested in space exploration.

3 The patient is no longer **conscientious** / **conscious** and his heart rate is dropping rapidly.

4 The King's Day celebration in Amsterdam is a truly memorable **opportunity** / **occasion** for all involved.

5 It's impossible to get my homework done with these **continual** / **continuous** interruptions.

4 ★★ Replace the expressions in bold with the words in the box.

actually complement compliment currently
eventually fantastic possibly

I pretend I enjoy our family meals, but **in fact**

I'd rather eat watching TV. **actually**

1 **At the moment**, I'm reading a collection of short stories by an American writer. **Currently**

2 In your opinion, does this red top **go well with** those orange trousers? **complement**

3 **In the end**, you'll get the hang of driving; it just takes time. **Eventually**

4 Couldn't you just **say something nice about** me for once, instead of your constant criticism? **compliment**

5 My first bungee jump was a **great** experience. I'd highly recommend it. **fantastic**

6 Could you **maybe** lend us your sat-nav for the weekend, Dad? **possibly**

5 ★★ Complete the text with the correct form of the words in the box. There are two extra words.

advise depend economy invent late
practice see sure

Satellite Navigation is not a recent **invention** by any means, as the first portable navigation system became available in the Netherlands in 2004. However, since then the cost of purchasing one has decreased considerably and today it's possible to find a device at a very ¹**economical** price. It's no surprise that more and more drivers decide to follow the step-by-step instructions they hear, without having to check the map.

For me, the popularity of sat-nav systems is further proof that we are becoming too ²**dependent** on technology. In the past, most people were able to read maps, but ³**lately**, I think most people have lost this ability. What is even more worrying is the fact that some people seem to be losing their common sense too.

Every summer I read articles about people who got into trouble because they had blindly followed the ⁴**advice** of their sat-nav, for example, the tourists who drove their rental car into the ocean just because their device told them to drive ahead. Driving requires focus – you can't lose ⁵**sight** of where you're going. Road and traffic signs are just as important as your sat-nav.



- 6 ★ ★ Complete the text with the correct form of the words in brackets.

Robots in the kitchen

It's very rare that a week can pass without some new **technological** (TECHNOLOGY) advance making the headlines, and ¹**lately** (LATE) a kitchen robot has been appearing in the news. At a technology fair last month, the world's first robo-chef was announced.

A top chef has been working with a robotics engineering company to ²**ensure** (SURE) that the machine can measure and add ingredients and cook a meal like an expert professional. In ³**reality** (REAL), the robo-chef is a pair of metal arms which have been programmed to copy a real chef's ⁴**movements** (MOVE) when mixing, stirring etc., so that it can cook perfect meals again and again.

An obvious ⁵**disadvantage** (ADVANTAGE) of the robo-chef is that, unlike a real person, it cannot taste the food it cooks! However, a good result might be a ⁶**reduction** (REDUCE) in the number of repetitive injuries that chefs can suffer from.

Will the robo-chef revolutionise cooking? As this branch of science progresses over the next decade, robots will ⁷**undeniably** (DENY) invade our kitchens to some extent. But, at the current cost of £10,000, today's robo-chef is ⁸**unlikely** (LIKE) to be found in the average household just yet.

- 7 ★ ★ Complete the second sentence so that it has a similar meaning to the first. Use the word in capitals.

'I didn't copy any answers from Janet,' he said.

DENIED

He **denied copying any answers** from Janet.

- An American scientist has been given this award for the first time ever. **TO**
This award **has been given to** an American scientist for the first time ever.
- We've arranged to meet Paula at the conference venue. **ARE**
We **are meeting Paula** at the conference venue.
- If the engineer hadn't made a mistake in the algorithm, he wouldn't have made a great discovery. **UNLESS**
The engineer wouldn't have made a great discovery **unless he had made** a mistake in the algorithm.
- 'Next week we will learn about numbers in other cultures,' explained the teacher. **THE**
The teacher explained that **the following week they/ the students would learn** about numbers in other cultures.
- Why didn't you pay attention to the experiment in Science class? **OUGHT**
You **ought to have paid** attention to the experiment in Science class.
- It is believed that Columbus was born in Liguria, in Italy. **TO**
Columbus **is believed to have been** born in Liguria, in Italy.

- 8 ★ ★ Choose the correct answers A–D.

We're watching you!

Parents constantly worry about their children and their concerns ___ once the child is old enough to drive. Teenagers ¹___ to have the freedom to go where they want, but should their driving still be monitored when they have passed their driving test? A new app has been developed to allow parents to ²___ an eye on their teenagers' driving habits and location even when they are not with them. It's linked to a ³___ which is installed in the car and allows parents ⁴___ to all types of information, from the speed of the car, how often and hard the driver brakes, to how far the car has travelled and where it's been. ⁵___ parents see it as a way to reduce accidents, but as you can imagine, not all teens welcome the idea ⁶___ and are concerned about privacy issues. It's possible they ⁷___ into having the system, as it can considerably reduce the cost of insurance. However, I would have been appalled ⁸___ my parents ever suggested anything similar!

- | | | | | |
|---|------------------------|------------------------|-------------------------|----------------------------|
| | A raise | B increase | C develop | D progress |
| 1 | A look up | B can't wait | C look forward | D can't stand |
| 2 | A meet | B make | C keep | D get |
| 3 | A drive | B device | C screen | D data |
| 4 | A access | B connection | C view | D control |
| 5 | A Much | B Plenty | C Each | D Most |
| 6 | A to follow | B to be followed | C of following | D of being followed |
| 7 | A may be talked | B will never be talked | C must have been talked | D might have been talked |
| 8 | A had | B should | C were | D would |

- 9 ★ ★ ★ Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use between two and five words in each gap.

We **have just run out of** (just/run) an important chemical at the lab, which means we can't carry out any more experiments this week.

- I **won't have graduated from university** (not/graduate) university by the end of next year.
- If I weren't so busy at school, **I would definitely have looked/I would have definitely looked** (I/definitely/look) for a part-time job a long time ago.
- When her photos appeared in a gossip magazine, the actress **blamed her mother for leaking** (blame/mother/leak) them to the press.
- It's important that you get on well with **the people (who/that) you work** (people/you/work) with.
- When I went to university, my uncle asked me a lot of questions and **wanted to know if/whether students** (want/know/student) still had lectures with Professor Green.
- All participants of the reality show **were made to hand over** (make/hand over) their mobile phones and personal items when it started.

1 Decide where these features go in a narrative. Write B for the beginning, M for the middle or E for the end.

Use a variety of verbs to report speech.

- 1 Write about a lesson learned.
- 2 Use a dramatic opening sentence.
- 3 Use narrative tenses to describe the action.
- 4 Write about a twist.
- 5 Use very short sentences to add drama.
- 6 Give characters a voice with direct speech.
- 7 Say where and when the story takes place.

(M)
(E)
(B)
(M)
(E)
(M)
(M)
(B)

2 Read the story quickly. How would you describe the tone?

Scary/Full of suspense with a humorous ending

3 Read the story and match the underlined sentences to features 1–7 in Exercise 1. Write the numbers in the boxes next to each sentence.

Jake looked at the screen in shock and rubbed his eyes. (2)

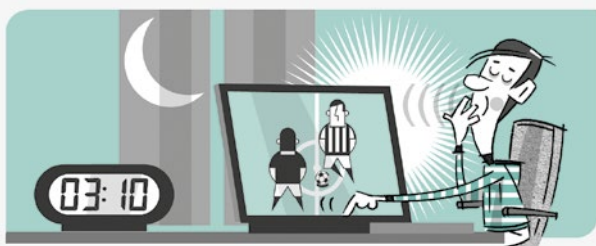
^aIt was late and he was in his room, playing his favourite football game. (7) He really shouldn't have been doing that – he needed to be up early the next day to attend a lecture. 'Never mind,' thought Jake, and kept playing.

He had just scored a goal when the game suddenly stopped.

^bWhat was worse, the screen had gone black. (3) 'Well, that's annoying,' sighed Jake. He hoped the computer wasn't broken. Not being very good with technology, he wasn't sure what to do. As it was nearly 2 a.m., he decided to go to bed. 'I'll deal with it in the morning,' he thought. He put on his pyjamas and turned off the light. But, closing his eyes, he heard something. Voices? ^cJake was terrified! (5) He was sure someone was in his room!

Now the voices were louder! ^d'Wake him up!' someone yelled. (6) 'Throw water on him,' giggled another. 'What the ...?' gasped Jake. He turned on the light and ... froze! Standing in the room were the players from the game. 'What ... what's happening?' Jake whispered. 'There's nothing wrong with your computer. Just restart it!' said one of them. 'We want to play!'

Was he dreaming? Was he going crazy? 'Um ... sure, just a second,' replied Jake. He restarted the computer and loaded the game. 'OK, it's ready,' he said, looking up from the keyboard. But they were gone! ^eAnd there, on the screen, were the players! (4) ^f'I really need to stop gaming at night,' Jake said to himself and went to bed. (1)



4 Choose the correct options.

Lionel got / was getting into bed when a weird noise stopped him.

- 1 Jackie took out her keys and unlocked / was unlocking the front door.
- 2 It was strange. He never came across / had never come across anything like it before.
- 3 He read the note again, but it didn't make / hadn't made any sense.
- 4 They looked / were looking for someone, but they wouldn't say who.
- 5 Max wasn't working / hadn't been working there long when he found a little red book.
- 6 She said that she can't / couldn't remember where she'd bought the ring.
- 7 He began yelling and said he will / would never go back there again.

5 Complete the sentences with the correct form of the verb in brackets.

She wondered where she had seen (see) the strange blue liquid before.

- 1 The sun was shining (shine) and the birds were singing, but Lucy felt no happiness that day.
- 2 First, they shook the box and then, curious about its contents, they opened (open) it.
- 3 The adults weren't watching (not/watch) as one boy, and then another, walked into the cave.
- 4 They had been walking (walk) for miles when they saw a house in the distance.
- 5 After typing in his question, an answer appeared (appear) on the screen, 'Get out!'
- 6 Was it hiding (it/hide) behind the door? He couldn't be sure, but he was too scared to look.
- 7 The creature was terrifying, but Jo stayed calm and she didn't panic (not/panic).
- 8 They hadn't seen (not/see) such a strange object before and decided to examine it.

6 Choose the correct options.

William gasped / snapped when a ghostly face appeared at the window.

- 1 She yelled / whispered because she didn't want to be heard.
- 2 They screamed / giggled in terror and ran out of the house.
- 3 He was yelling / sighing my name, but I didn't hear a thing.
- 4 She was giggling / sobbing, so it was obvious she was very sad.
- 5 He snapped / sighed at the children because they refused to keep quiet.
- 6 I screamed / sighed in relief when they returned home and were safe.
- 7 We could hear them giggling / snapping as they looked at the funny old photos.

7 Read the story in Exercise 8 and put the events in the correct order.

- A Robbie went in search of a place that he could explore. (3)
 B Robbie was bored because he had nothing to do. (1)
 C Robbie had a terrifying experience. (4)
 D Robbie was told about an interesting place. (2)

8 Read the task and the story. Then add inverted commas, commas, full stops, question marks or exclamation marks where necessary in the second and third paragraphs.

Write a narrative of 200–250 words about a strange event. Write when and where the narrative takes place, and who the main characters are. Decide what happens and how the story ends.



1
 'What a boring day!' sighed Robbie, sitting in the lobby of his hotel. He'd been looking forward to his holiday on the island, but it wasn't much fun there on his own. He'd already explored the place by jet pack the previous day. As he flew over the beaches and the villages, he live-streamed it to his sister back in the UK.

2
 He picked up a brochure about a cave. 'You should visit it,' suggested the owner, who knew the island well. 'What is there to see?' asked Robbie. 'There are strange wall paintings and some writing in a language no one understands,' he replied. 'Wow!' said Robbie. Suddenly, he was interested. He was studying ancient languages at university and was excited by the idea of the mysterious writing. He decided to go the next day.

3
 Early in the morning, Robbie set off. After hiking up a mountain, he eventually found the entrance to the cave. As he approached, he saw a young woman there. 'Hi. Have you been inside yet?' he asked her. 'Why are you here?' she snapped. Robbie was shocked. 'Err ... umm ... I just want to see the cave,' he said. 'Go away!' she yelled at him. 'This is my home and I have come back after many centuries,' she continued.

4
 Centuries? What was she talking about? Robbie looked at her closely then and realised she had live snakes instead of hair! 'You're a monster!' he gasped. He turned and ran like the wind down the mountain. Robbie left the island that day, but sometimes he wonders what would have happened if he'd stayed.

9 Choose the correct answers A–C.

- He didn't know how they ___ escape from the locked room.
 (A) would B will C can
- 1 'Hurry up! We ___ time,' shouted Max.
 A waste (B) 're wasting C 'd wasted
- 2 They ___ all day and were hopelessly lost.
 A could walk B have walked (C) had been walking
- 3 I asked him about the old house and he ___ me not to go there.
 (A) warned B was warning C had warned
- 4 Hearing the scream, he broke down the door and ___ inside.
 A was rushing B had rushed (C) rushed
- 5 She told them she was terrified, but they ___.
 (A) weren't listening B haven't listened
 C hadn't listened
- 6 'Where ___ the treasure?' Leila yelled at them, but they refused to reveal its location.
 A had you hidden (B) have you hidden
 C were you hiding

SHOW WHAT YOU'VE LEARNT

- 10** ✓ Popularne czasopismo dla młodzieży ogłosiło konkurs na najciekawszy artykuł o niespodziewanych spotkaniach w okolicznościach budzących grozę. Napisz artykuł liczący 200–250 słów, w którym zrelacjonujesz niespodziewane spotkanie oraz opisziesz obecne relacje uczestników tego spotkania.

SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/ uwzględniłaś wszystkie punkty z listy.

Mój artykuł o wydarzeniu:

- jest opatrzony tytułem, który przyciąga uwagę czytelnika, ☐
- we wstępie podtrzymuje zainteresowanie czytającego, informuje go o czasie i miejscu akcji oraz wprowadza bohaterów, ☐
- zawiera opis wydarzeń, w którym użyto różnych czasów przeszłych oraz zdań w mowie zależnej i niezależnej, ☐
- uwzględnia krótkie zdania, które sprawiają, że akcja jest bardziej wartka, oraz wyrażenia odwołujące się do różnych zmysłów, ☐
- opisuje obecne relacje osób uczestniczących w spotkaniu, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 200–250 słów, ☐
- został starannie i czytelnie napisany. ☐

Blowing in the wind
**Before you watch**

- 1 **SPEAKING** Discuss what kind of renewable sources of energy are most common where you live (wind power, solar panels, hydropower, etc.).
- 2 Do the quiz and compare your answers with a partner.

While you watch

- 3  29 Watch the video and check your answers in Exercise 2.
- 4 Complete the extracts from the commentary with the words in the box. There are two extra words.

constant engineering nightmare offshore
platform skilled turbine wind

- 1 If you want to harness enough wind energy to power a town or city, you need to go where the wind is at its strongest.
- 2 The largest offshore wind farm in the world is here in Britain.
- 3 Getting these monsters out here presents a whole host of engineering challenges.
- 4 The unpredictable weather conditions and constant threat of stormy weather makes this an extremely difficult construction site.
- 5 It's an incredibly skilled operation, but they make it look so easy.
- 6 It's just quite awe-inspiring seeing how enormous these turbine blades are.

TODAY'S QUICK QUIZ
Wind Power Points

- 1 The largest offshore wind farm in the world is in Britain / Denmark / China.
 - 2 The wind farm is built 1 / 10 / 20 miles from the coast (1.6 / 16 / 32 km).
 - 3 It takes 12 / 24 / 48 hours to construct one turbine in the sea.
 - 4 A wind turbine is 50 / 100 / 120 metres wide.
 - 5 A single wind turbine can power 30 / 300 / 3,000 houses.
- 5 Put the the description of the ship in the correct order.

a	stilts to make a stable	7
b	With everything constantly moving, the wind	1
c	solid to work from a solid	3
d	platform standing on the	8
e	turbines are on board.	11
f	base, and this is the solution. A huge	4
g	going and the waves going, you need somewhere	2
h	parts necessary to build the giant	10
i	of the water and stand on giant	6
j	ship called Discovery. It can lift completely out	5
k	seabed. All of the different	9
 - 6  29 Watch the video again and check your answers to Exercises 4 and 5.

After you watch

- 7 **SPEAKING** What are the advantages and disadvantages of being a wind turbine engineer or a TV presenter like Dallas Campbell? What special qualities would you need for each job?



What kind of technology would you like to be developed in the future?

What technology should be provided free for everyone?



1 SPEAKING Discuss the questions.

- Would you call yourself technology-dependent, not into technology at all or something in between?
- What technology makes your life better?
- What technology would you like to be developed in the future?

2 **31** Watch the first part of the video (up to 01:54). Does anyone mention your ideas from Exercise 1?

3 **31** Complete as much of the table as you can from memory. Then watch the first part of the video (up to 01:54) again and complete your answers.
Answer key – WB page 187

	Technology	Reason
Lilee	electric cars	
Luke	teleportation	
Sam	solar batteries	
Nick	digital musical instruments	
Nobuse	virtual learning	

4 **31** Watch the rest of the video (01:55–02:27). What technology do the speakers think should be provided free for everyone?

Lilee: access to electricity (light/heat)
 Luke: expensive medical technology
 Sam: universal access to the Internet
 Nick: tablets
 Nobuse: online education

5 SPEAKING Put the answers in Exercise 4 in order of importance for society from 1 to 5 (1 being the most important). Compare with a partner.

Focus On Life Skills

Communication • Critical thinking • Digital skills

6 Read a list of tips to pass on to young people when using the Internet. Discuss what you think each tip means. Then read the explanations below.

- Sharing isn't always caring
- A lasting impression
- Remember the human
- True or False?
- Don't believe the hype

THE FIVE GOLDEN RULES OF NETIQUETTE

Sharing isn't always caring

Ask your friends for permission before you post photos of them on social media. They may not like the way they look or come across.

A lasting impression

If you're sending a message or email to someone, think about how you come across. CAPITAL LETTERS or **bold** can look aggressive. Too many emojis and exclamation marks can look childish or silly. Check spelling and punctuation if it's a formal email.

Remember the human

Think before you post. Never post unkind comments on other people's photos and posts, including celebrities and other famous people. They're human too.

True or false?

Be careful not to share fake news. Check that something is factually correct and from a reputable source before you share it.

Don't believe the hype

If social media makes you feel that everyone's having more fun and a better lifestyle than you, remember that it's easy to give the impression that life is perfect by choosing photos cleverly. But it's not real life.

7 SPEAKING Discuss whether you agree with the rules of netiquette. Is there anything you would add or change?

VOCABULARY AND GRAMMAR

1 Choose the most suitable options.

We can really *find / make / see* the true potential of wind and solar farms in this country.

- 1 The American continent was *suggested / called / named* after the Italian explorer Amerigo Vespucci.
- 2 Although Elena had done all the research, one of her colleagues was credited *with / by / for* the discovery.
- 3 A Czech writer named Karel Čapek *made / coined / discovered* the term 'robot' in a play he wrote in 1920.
- 4 She was very proud when she *received / gained / recognised* a mention in the press for her work on the project.
- 5 You don't need to become an expert at *at / in / for* environmental science to realise the planet is in trouble.

/5

2 Complete the sentences with the missing words. The first and last letters are given.

This *a*lgorithm is easy to follow as it only has four steps.

- 1 Charles Darwin made a huge *con*tribution to biology and the science of evolution.
- 2 In his talk on radioactive elements, the chemist made *re*ference to the work of Marie Curie.
- 3 Here is a diagram of the *mo*lecular structure of water – as you can see, it's quite a simple substance.
- 4 My department at the university would like to *co*llaborate with other scientists on this project.
- 5 Henry doesn't have much of an *ap*itude for languages, but he's very good at Maths.

/5

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

bring in come out go in for talk into
throw in wind-up

My brother *winds* me *up* all the time and it's really annoying!

- 1 Because I bought the most expensive phone, the salesman *threw in* a free case.
- 2 I can't wait for the next Jason Bourne film to *come out*. I've loved all of them so far.
- 3 Alex doesn't *go in for* physical sports. He prefers to play games like chess.
- 4 Unless the government decides to *bring in* tougher laws against pollution, air quality won't improve.
- 5 My friend *talked* me *into* going to the science museum with him, and I actually enjoyed it.

/5

4 Correct the underlined parts of the sentences.

The physicist believed that the theory couldn't tested *couldn't be tested* without more data.

- 1 I enjoyed to be showing *being shown* the new computer lab by my colleagues yesterday.
- 2 All children need to encourage *to be encouraged* by their parents and teachers to reach their full potential.
- 3 Aristotle *know to write* *was known to have written* on a wide range of topics, but many of his texts have been lost.
- 4 More girls *estimate to study* *are estimated to be studying* science and engineering now than ever before.
- 5 It *could argue* *could be argued that* the wheel was the most important invention of all.

/5

5 Complete the sentences with the correct passive form of the verbs in brackets.

This type of photocopier needs *to be serviced* (service) after about 10,000 copies.

- 1 My sister hates *being forced* (force) to limit her hours in front of a computer to two a day.
- 2 The battery should *have been charged* (charge) last night, but now it's flat and we can't use the equipment.
- 3 Before the screen went blank, I accidentally opened a strange email which I *had been sent* (send).
- 4 New solar panels are going *to be installed* (install) tomorrow to make our house more energy efficient.
- 5 Maria gets very tired of *being criticised* (criticise) by her parents for her choice of career.

/5

6 Complete the second sentence so that it has the same meaning as the first.

It is believed that Aristarchus presented the earliest model of the universe with the Sun at the centre. Aristarchus *is believed to have presented* the earliest model of the universe with the Sun at the centre.

- 1 In the past, people thought that computers would never become popular and widely available. In the past, it *was thought that* computers would never become popular and widely available.
- 2 Many say that Einstein had problems at school because of his reluctance to learn everything by heart. Einstein *is said to have had* problems at school because of his reluctance to learn everything by heart.
- 3 According to the latest estimate, last year over 200 pupils aged 13–16 failed Maths in our town. Last year there *were estimated to be* over 200 pupils aged 13–16 that failed Maths in our town.
- 4 Doctors claim that obesity causes depression. Obesity *is claimed to cause* depression.
- 5 It is known that penicillin revolutionised medicine. Penicillin *is known to have revolutionised* medicine.

/5

Total /30



7 Choose the correct answers A–D.

For a coachload of kids from a ___ primary school, it was supposed ¹ ___ a pleasant day trip to a newly-opened theme park. Unfortunately, the journey turned out to be an unpleasant lesson for everybody, but especially for the driver, who relied on his sat-nav to ² ___ the shortest route.

As a result, the kids and their teachers ³ ___ found themselves stuck between two walls for nearly three hours since the driver's sat-nav had sent his vehicle down an impassable country lane. It took over two hours for the fire brigade to free the coach and its passengers, who ⁴ ___ to be quite anxious by then.

It seems that although the system has many advantages and provides information about one's exact location, distance and best routes, it is still more ⁵ ___ to just use your own judgement.

- | | |
|------------------------|------------------------|
| (A) local | B regional |
| C country | D areal |
| 1 A to being | (B) to have been |
| C had been | D have been |
| 2 A bring in | B wind up |
| C go in for | (D) figure out |
| 3 (A) actually | B likely |
| C lately | D after all |
| 4 A have been reported | (B) were reported |
| C have reported | D were being reporting |
| 5 A conscious | B conscientious |
| (C) sensible | D sensitive |

/5

8 Complete the sentences using the prompts in brackets. Change the forms or add new words where necessary. Use up to six words in each gap.

Is English still spoken (English/still/speak) by the largest number of people in the world? Or is it Chinese?

- Alan Turing, a famous cryptologist, was was expected not to reveal (expect/not/reveal) any details of his work on Enigma during World War II.
- I know that the conference is today. But where (it/hold) is it being held?
- At least fifteen people (know/apply) are known to have applied for the post of manager of IT department so far.
- Emily can't stand being reminded (not/stand/remind) to switch off the equipment every single night.
- I can't believe how silly I was! Last week, I was talked into buying (talk/buy) an all-in-one piece of equipment that was supposed to be very efficient, but is actually useless.

/5

9 Complete the text with the correct form of the words in brackets.

To spy or not to spy?

It's a question that most parents eventually (EVENTUAL) ask themselves when it comes to monitoring their kids' texts, emails or posts on social networking sites. Some parents are so concerned about their children's activities that they unplug the Internet router at a certain time in the evening to ¹ regulate (REGULAR) screen time or demand access to their kids' messages and social media accounts. But does this approach have a ² beneficial (BENEFIT) effect on the relationships between parents and their children?

School psychologists generally believe that restricting and monitoring technology isn't ³ harmful (HARM) to the parent-child relationship if there is a set of rules for everybody to follow. They agree that both parents and children should respect each other's ⁴ privacy (PRIVATE), but at the same time it might be a good idea to place a computer in a family area and occasionally talk about potential dangers connected with the Internet. Obviously, with rapid ⁵ technological (TECHNOLOGY) progress and children being incredibly savvy about it, adults need to keep up-to-date with any new gadgets or ways of communicating that the kids might want to use.

Parents definitely need to know what kids are doing and viewing online, but on the other hand, they should be discreet and trust that their kids know what's right and what's wrong.

/5

10 Translate the Polish parts of the sentences.

Listen! The winner of the photo competition is just being announced (*jest właśnie ogłaszany*) by the headmaster now!

- Steve Jobs is said to have designed (*mówi się, że [Steve Jobs] zaprojektował*) one of the most powerful and yet beautiful computers.
- Every year, several new products are sold to the employees (*są sprzedawane pracownikom*) at a discount.
- I would prefer not to be informed/would rather not be informed (*wolałbym nie być informowany*) about changes in the programme of our meetings just before they take place.
- Most teenagers can't stand being controlled (*nie znoszą, jak się je kontroluje*) all the time, especially when it comes to texting and browsing the Internet.
- Before we make a decision about what to invest in, it's advisable/recommended to establish (*wskazane jest ustalić*) what gadgets teenagers are currently into.

/5

Total /20

8.1

VOCABULARY

Nature • environmental issues
• landscapes • animals

SHOW WHAT YOU KNOW

- 1 Complete the text with the missing words. The first letters are given.



Every country aims to create **economic growth** because it brings more jobs and better living conditions for its population. However, this kind of development is often bad news for the environment. For example, when more factories are built, there is more employment, but air pollution from manufacturing leads to ¹**global warming**, a phenomenon that is increasing temperatures around the world. This ²**climate change** causes problems for farmers because when it's hotter and there isn't enough rain, ³**water shortages** mean animals have nothing to drink and food crops die. In addition, warmer temperatures destroy areas where animals live and we now have many ⁴**endangered species** that could die out completely.

There needs to be a balance between economic growth and protecting the environment. Governments should invest in ⁵**renewable energy** such as wind farms and make it affordable for homes and businesses to install ⁶**solar panels** on roofs. Some countries make sure all homes have ⁷**recycling bins** for their household waste, too. Glass, paper and aluminium can be reused, which is great for the environment.

FOCUS ON WORDS | Environmental issues

- 2 Match the two statements. Use the words in bold to help you.

- Try to avoid buying **single-use plastics**. (f)
- 1 It's important that all of our waste is **biodegradable**. (d)
- 2 **Contamination** of the air by dangerous gases is a serious problem. (a)
- 3 People who don't believe in climate change think **eco-warriors** are wrong. (c)
- 4 Our actions are doing **irreparable damage** to the Earth. (e)
- 5 Removing just one species from the **food chain** destroys the whole system. (b)
- a That's why we need to find different forms of energy for our cars.
- b So if smaller fish die, larger ones will starve, and so on.
- c However, who else is fighting to protect the natural world?
- d Otherwise, we can't get rid of it and it's with us forever.
- e For instance, polar bears could die out if Arctic ice melts due to global warming.
- f Instead, use glass, paper or aluminium containers that can be recycled.

- 3 Complete the text with the words in bold in Exercise 2.

One of the biggest threats to the quality of the natural environment is **single-use plastic** such as drinks bottles, bags, straws and packaging. Unlike paper packaging, plastic is not ¹**biodegradable**, so it stays on the ground and in the oceans for many, many years and causes ²**contamination** of land and water.

When plastic is in the ocean, sea creatures mistake it for food, eat it and die. These deaths affect the ³**food chain** in terrible ways as it means there is less for other animals to eat. We should produce less plastic and get rid of plastic waste more responsibly to stop the ⁴**irreparable damage** that it causes. It isn't enough for us to depend on ⁵**eco-warriors** to fight for the environment. Everyone has a duty to protect the planet.

FOCUS ON WORDS | Landscapes

- 4 Complete the missing words. The first letters are given.

- A **ditch** can be at the side of a road or a field, and it holds or carries away water.
- 1 A **stream** is a small narrow river.
- 2 A **plain** is a large flat area of land with very few trees on it.
- 3 A **built-up area** has many homes, roads and businesses.
- 4 An **orchard** is an area of land where fruit trees are grown.
- 5 A **foothill** is at the bottom of a mountain.
- 6 A **meadow** is an area of land which has grass and flowers in it.

5 Complete the email with the words in the box.

built-up area ditch foothills meadow
orchard plain ploughed field stream

To: Emily

From: Anna

Hi Emily,

We're having a great time. I didn't think I'd enjoy hiking, but I've changed my mind! We're staying in a village in the foothills of the mountains. It's far away from any ¹built-up area, so it's nice and quiet. Our accommodation is on a farm and it's such a pretty place.

On our first day, the farmer showed us around. First, he took us to the ²orchard where we picked cherries from the trees. The following day, we had a picnic in a ³meadow with soft grass and colourful wildflowers. After we ate, Andy and Lou decided to play football. Bad idea! The ball rolled into a grassy ⁴ditch and when Andy went to get it, he slipped on the grass and hurt his foot. Luckily, it wasn't serious, but the next day he couldn't hike with us.

Do you like the photo I've attached? That's the view from my room. The ⁵ploughed field belongs to the farmer. He got it ready yesterday and he's going to grow some vegetables there. Nearby you can see a ⁶stream – the water is so clear that you can drink it!

Today we're going hiking again. There's a flat ⁷plain not far from here and Andy won't have any problems walking there. So, I'd better get my boots on and join the others!

Bye for now,

Anna

FOCUS ON WORDS | Animals

6 Complete the biologist's notes with the words in the box. There are two extra words.

breeding grounds extinction hatch in captivity
migration natural habitat on the loose
release into the wild thriving populations

Common name: Loggerhead Sea Turtle

Scientific name: *Caretta caretta*

Lives for: 50+ years in the wild,
33+ years in captivity

Body length: around 90 cm

Weight: 70–170 kg

¹Natural habitat : Oceans all around the world, except in the coldest seas

Diet: Clams, crabs, mussels; also some softer foods including jellyfish, fish and seaweed

²Migration : Every two or three years they may travel over 12,000 km

³Breeding grounds : They return to the same beach where they were born to lay their eggs. It takes 46–80 days for the eggs to ⁴hatch, depending on the temperature.

Threat of

⁵extinction : Numbers are declining and there are no ⁶thriving populations. Considered to be an endangered species due to capture in fishing equipment, water pollution, plastic waste and destruction of beaches by development.

7 Choose the correct options.

Scientists release animals into the loose / wild if they believe that they can survive there.

- Areas that are thriving / breeding grounds for animals should be protected.
- When just a few members of a species are left, the only way to save them is to keep them in captivity / the wild, where they will be safe.
- It's our fault that some species are facing migration / extinction and could disappear forever.
- As soon as they hatch / release, baby loggerhead turtles head towards the sea.
- A lion has escaped from the zoo and is in / on the loose in the city!
- It's amazing how far some animals travel during their migration / population from one place to another.
- The Amazon jungle is the wild / natural habitat of thousands of plant and animal species.
- There used to be a breeding / thriving population of dodos on Mauritius, but the species died out.

SHOW WHAT YOU'VE LEARNT

8 Choose the correct answers A–C.

- I like to imagine that animals feel great happiness when they are released into the ____.
A captivity B habitat C wild
- In the past, farmers had to dig their ____ by hand, but now they use tractors to plough them.
A fields B plains C meadows
- ____ is the worst thing that can happen to any plant or animal species on the planet.
A Extinction B Breeding C Migration
- Brightly coloured flowers filled the ____ and we saw deer eating the grass.
A ditch B meadow C stream
- The fence around the field broke during the storm and now the cows are ____ the loose.
A at B in C on
- ____ plastics have created huge 'garbage patches' in the Pacific Ocean.
A Only-time B Single-use C Once-used
- Global warming has caused ____ to fish populations, which are dying in great numbers.
A endangered species B climate change
C irreparable damage
- A ____ chain shows what each living thing eats, and how energy is passed from creature to creature.
A species B diet C food
- In ____ areas, there are many homes as well as services such as schools and hospitals.
A ploughed B built-up C thriving
- Unless the energy we use is clean and ____, we will continue to pollute the planet and damage life.
A renewable B biodegradable C recycled

/10

Unreal past and regrets
– wish, if only, it's time
and would rather

SHOW WHAT YOU KNOW

1 Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple or would.

I wish I had (have) a longer attention span but, I ...
Oh, er sorry, what was I saying?

- 1 If only there were/was (be) a pill people could take to get rid of serious illnesses quickly.
- 2 Sarah wishes her friends wouldn't upload (not/upload) photos of her to social media sites without asking first.
- 3 I wish I didn't suffer (not/suffer) from insomnia before tests and exams.
- 4 If only my parents would buy (buy) a sat-nav, we might not get lost so often.

2 ★ Choose the correct options to explain the meaning of each sentence in italics.

- 1 *If only I had taken on the new role at work.*
The speaker did / didn't take on the new role at work.
- 2 *I wish the living expenses in this city weren't so high.*
The living expenses in the speaker's city are / aren't high.
- 3 *I wish I'd performed better at the interview.*
The speaker did / didn't perform well at the interview.
- 4 *If only my job wasn't so monotonous.*
The speaker's job is / isn't monotonous.
- 5 *I wish my contract hadn't expired.*
The speaker's contract has / hasn't expired.

3 ★★ Complete the second sentence so that it has a similar meaning to the first.

- I think you should go home now.
It's time you went home.
- 1 I would like you to drive instead of me today.
I'd rather you drove (instead of me) today.
 - 2 I really should have set my alarm for 6 a.m. instead of 7 a.m.
If only I had set my alarm an hour earlier.
 - 3 You haven't bought your girlfriend flowers for at least six months.
It's high time you bought your girlfriend flowers.
 - 4 I regret that I didn't learn to swim when I was a child.
I wish I had learned/learnt to swim when I was a child.
 - 5 I'd prefer not to sit at the table right next to the entrance.
I'd rather not sit at the table right next to the entrance.

REMEMBER THIS

Wyrażenie *I wish I would* jest niepoprawne. Zamiast *would* użyj czasownika *could*.

I wish I would could stay a bit longer.

4 ★★ Change the underlined words so that the tense is correct in the second sentence.

If only I was more outgoing.
If only I had been more outgoing when I was at school.

- 1 I wish I could go on holiday.
I wish I had been able to go on holiday/could have gone on holiday last summer.
- 2 If only we lived in a big city now.
If only we had lived in a big city when we were children.
- 3 I wish I hadn't lived alone at university.
I wish I didn't live alone now.
- 4 If only I hadn't been so tired that night.
If only I weren't/wasn't so tired now.

5 ★★★ Complete the messages with the correct form of the words in the box.

(begin can explore invest make spend)

If you love the sea, then **Ocean Fans** is the website for you.

Sea not space – jellyfish99 writes:

It's high time we explored the world's oceans more thoroughly. Amazingly, 95 percent of our waters remain unseen by human eyes. I would rather governments invested in this than in developing weapons, for example.

I wish we could concentrate on learning more about what is here on Earth and how to preserve it. The answer to many of our environmental problems could lie beneath the waves – if only we made/could make the effort to look.



1 Reply – ocotboy8 writes:

I couldn't agree more, jellyfish99. I wish we had spent the billions it took to fight the wars of recent years on preserving the planet and its oceans instead. If only we had begun developing clean energy alternatives earlier, the Earth might now be in a much better state.

SHOW WHAT YOU'VE LEARNT

6 Find and correct the mistakes.

- I wish you are nicer to me. were
- 1 If only you remembered to lock the car properly last night. had remembered
 - 2 It's highly time you started taking responsibility for your actions. high time
 - 3 I wish I would remember what Tom said he wanted for his birthday. could
 - 4 I'd rather of stayed at home than spend two hours in a traffic jam. have stayed
 - 5 I wish it is Christmas already – I need a break! was/were
 - 6 If only you had liked seaweed, we could go for sushi now. liked

Interview about intelligent animals
• word building

1 Complete the interview with Dr Matthews with the appropriate form of the words in brackets.

Extracts from Student's Book recording  3.35

P: Welcome to Animal World, the series in which we examine animals' **behaviour** (BEHAVE) in their **1 natural** (NATURE) habitats. This week, we're turning our attention to some of the smartest animals on the planet. Here to deliver today's three-minute lecture is wildlife expert and animal rights **2 campaigner** (CAMPAIGN) Dr Roger Matthews. Thank you, Dr Matthews.

DM: Thank you. When you think of intelligent animals, no doubt chimpanzees come to mind. Chimpanzees share ninety-eight percent of the same genes as humans and they resemble humans in many ways. [...] They experience adolescence and develop **3 powerful** (POWER) mother and child bonds. They are also similar to humans in that they attack and kill rival gangs of chimpanzees when they want to extend their territory.

The notion of chimpanzees being aggressive is pretty **4 shocking** (SHOCK), but it's even harder to imagine dolphins being anything other than affectionate, **5 playful** (PLAY) and intelligent. Dolphins are undoubtedly **6 extremely** (EXTREME) intelligent. They have large brains and a number of things in common with humans and chimpanzees. [...] Also like humans, they are totally **7 dependent** (DEPEND) on their parents during **8 childhood** (CHILD). But they're also good at defending themselves and can be quite competitive, even **9 aggressive** (AGGRESSION), particularly when they want to keep other males away from a female.

But I'd like to move nearer to home and consider farm animals. Which do you think are the least intelligent: cows maybe, or sheep? It's true that sheep have a reputation for being stupid because they **10 mindlessly** (MIND) follow the crowd and frankly, they don't look very bright. However, scientific research shows that they've been seriously undervalued. [...]

REMEMBER THIS

Wyraz *mind* występuje w wielu często używanych kolokacjach z czasownikami i przymiotnikami oraz w licznych przydatnych wyrażeniach, np.:

*When you think of intelligent animals, no doubt chimpanzees **come to mind**.* (czasownik + *mind*)
*Despite his physical disabilities, Stephen Hawking had one of the most **brilliant minds** of his generation.* (przymiotnik + *mind*)

***There is no doubt in my mind** that you are the right person for the job.* (wyrażenie z *mind*)

2 Read REMEMBER THIS. Complete the collocations using the words in the box.

back closed enquiring fresh
lose on out of

lose your mind – become crazy

- 1 get sb or sth **out of** your mind – stop thinking about somebody or something
- 2 a **closed** mind – with very fixed opinions; unwilling to change your ideas
- 3 an **enquiring** mind – curious, wanting to find out new things
- 4 at the **back** of your mind – used when you are aware of something, but not you don't really want to think about it
- 5 sth is **fresh** in sb's mind – someone remembers something clearly
- 6 sth is **on** sb's mind – someone worries about something or thinks about it a lot

3 Complete the sentences with the words and phrases in Exercise 2. Change the form if necessary.

At the **back** of John's mind, he had a strange feeling he'd been to this house before.

- 1 I will clearly **lose** my mind if you keep asking me about your birthday surprise over again!
- 2 With yesterday's fall **fresh** in his mind, Tim skied slowly and carefully.
- 3 **Enquiring** minds are always hungry for knowledge.
- 4 Jenny couldn't sleep because she had the next day's exam **on** her mind.
- 5 Kelly couldn't get the eccentric physicist she had met that morning **out of** her mind.
- 6 The politician complained that the voters had **closed** minds when it came to the new environmental laws.

FOCUS ON WORDS | Word building

4 Complete the sentences with the correct form of the word in brackets.

It is commonly believed that owls are wise, but appearances can be **deceptive** (DECEPTION).

- 1 There is a strong **resemblance** (RESEMBLE) between donkeys and horses, but donkeys have longer ears.
- 2 It is a **misconception** (CONCEIVE) to think that English bulldogs are aggressive – they're really very friendly.
- 3 Any dog owner will tell you that dogs are **undoubtedly** (DOUBT) more loyal than cats.
- 4 **Competition** (COMPETITIVE) for food and water can be observed between a lot of different species.
- 5 Animal charities do great work and their contribution should not be **undervalued** (VALUE).
- 6 Anita is a volunteer for a **reputable** (REPUTATION) organisation that aims to protect natural habitats.
- 7 Are **adolescent** (ADOLESCENCE) chimpanzees as playful as baby ones?

Endangered species

- severe weather and natural disasters
- collocations

1 Read the texts. What is the common topic of all four?

- 1 Population
- 2 Extinction
- 3 Large creatures

☐
☒
☐


A The Tasmanian devil is found on the island of Tasmania, but it once had thriving populations on the Australian mainland* too, where it was widespread. The devil's extinction there 3,000 years ago was likely due to increasingly dry conditions with little rain to support plant and animal life. The Tasmanian population survived because of the wetter conditions and also because the dingo – a native* Australian wild dog – was unable to reach the island and hunt the Tasmanian devil.

Early European settlers* considered Tasmanian devils a danger to their farm animals and, in 1830, a plan was introduced to remove them from the island. For over 100 years, devils were caught and killed, and their extinction was imminent. But the population recovered after a 1941 law began to protect them. For over fifty years, all was well, until a disease epidemic* had a severe impact on the population, causing it to shrink considerably. The Tasmanian devil is now an endangered species, and as the disease cannot be cured, there are serious concerns about its continued survival.

Earth News

B The world's largest bee, thought to be extinct, has been discovered by scientists in a group of Indonesian islands. Now, there is some hope for the survival of the species. However, it is threatened by deforestation – the region where the bees live lost seven percent of its trees between 2001 and 2017.

Part of the funding for the expedition* to find the bee was provided by Global Wildlife Conservation. In 2017, this organisation began a worldwide search for twenty-five species that have been 'lost' for at least a decade, including a pink-headed duck and a tree kangaroo.

Though it is an exciting discovery, scientists worry that there may be a new threat. In 2018, a sample of the bee was sold on eBay for \$9,100. They are concerned that people may attempt to find the bees for profit. To protect them, the exact location of the discovery has not been revealed. The team plans to return to the island to do more research soon.



C

Prehistoric Giant Revealed

An enormous species of dinosaur, which weighed more than a Boeing 737, has been found by scientists, who claim the beast was so large it would have 'feared nothing'. Named

Dreadnoughtus Schrani, after the dreadnought battleships of the early twentieth century, the herbivore would have done little other than eat in order to support its vast* body. Measurements of its fossilised bones suggest that the long-extinct creature measured twenty-six metres in length and weighed about sixty-five tonnes.

The ancient remains unearthed in Argentina represent by far the most complete skeleton ever recovered of a super-massive herbivore from a group known as the titanosaurs. Although partial skeletons of potentially larger cousins have previously been found, the find makes *Dreadnoughtus* the largest land animal for which a body size can be accurately estimated. Examination of the 77-million-year-old specimen* suggests it may not even have been fully grown at the time it died.



D The red squirrel has been almost entirely driven out of almost all of England and Wales after the introduction of the grey squirrel from North America in the nineteenth century. Environmentalists and nature lovers are calling for a nationwide reduction in the number of grey squirrels in order to prevent the total extinction of the native red. There are estimated to be just 15,000 reds left in England, compared to a massive 2.5 million grey squirrels. Although experts once believed that the aggressive grey squirrel was able to out-compete the gentler red in the battle for food and habitats, many are now convinced that the decisive factor

in their disappearance was actually a viral-like infection carried by the greys and passed on to the reds. The virus is probably responsible for the decline of the red squirrel over a long period of time and now the race is on to see whether environmental groups and scientists can save what remains of the population.



GLOSSARY

mainland (n) – the largest part of a country separate from the islands around it; stały ląd, kontynent

native (adj) – plants or animals that are from a particular area and were not brought there; rodzimy

settler (n) – a person who goes to live in a new country or colony; osadnik

epidemic (n) – a disease that affects a large number of people/animals and spreads quickly; epidemia, plaga

expedition (n) – a journey made for a particular purpose; wyprawa

vast (adj) – extremely large; ogromny

specimen (n) – a single plant or animal which is an example of a particular species; okaz

2 Match statements 1–9 with texts A–D. You can choose each text more than once.

This text ...

explains the impact of the introduction of a foreign species.

- 1 reports the discovery of a record-breaking extinct species. D
- 2 gives an example of a link between climate and extinction. C
- 3 talks about the man-made destruction of a natural habitat. A
- 4 explains what has happened to two groups of the same species. B
- 5 talks about a misconception concerning a threatened species. D
- 6 explains the meaning of a species' name. D
- 7 explains that a rival species is responsible for the problem in question. C
- 8 talks about a species that has faced extinction twice. D
- 9 reports on a selfish reason to find a particular species. A

3 Read the texts again. Answer the questions in your notebook. Answer key – WB page 187

- 1 Why did the Tasmanian devil die out on the Australian mainland?
- 2 According to the article, what does the future hold for the Tasmanian devil?
- 3 What mission of Global Wildlife Conservation is mentioned in Text B?
- 4 What might be a threat to the survival of the world's largest bee apart from deforestation?
- 5 What did *Dreadnoughtus Schrani* mainly occupy itself with?
- 6 How is the find in Argentina different from other finds of titanosaurs?
- 7 What was originally assumed to be the cause of the red squirrel decline in the UK?
- 8 What does the survival of the red squirrel depend on?

4 Match the words with underlined opposites in the texts. Use a dictionary if necessary.

- | | |
|------------------|-------------------|
| eventual/distant | <u>imminent</u> |
| 1 local/limited | <u>widespread</u> |
| 2 whole | <u>partial</u> |
| 3 tiny/minuscule | <u>enormous</u> |
| 4 slight/mild | <u>severe</u> |
| 5 hidden | <u>revealed</u> |
| 6 carnivore | <u>herbivore</u> |
| 7 grow | <u>shrink</u> |
| 8 modern/recent | <u>ancient</u> |

5 Match the words in Exercise 4 with the definitions.

- | | |
|--|-----------------------|
| happening after a long period of time | <u>eventual</u> |
| 1 existing or happening in many places | <u>widespread</u> |
| 2 serious or extreme | <u>severe</u> |
| 3 extremely small | <u>minuscule/tiny</u> |
| 4 meat eater | <u>carnivore</u> |
| 5 incomplete or unfinished | <u>partial</u> |
| 6 become smaller | <u>shrink</u> |
| 7 from long ago | <u>ancient</u> |
| 8 not hidden | <u>revealed</u> |

FOCUS ON WORDS | Severe weather and natural disasters

6 Complete the sentences with the missing words. The first letters are given.

Between 1981 and 1984, Africa suffered a deadly drought with over a million lives lost to the dry conditions.

- 1 The Galveston hurricane of 1900, with wind speeds of up to 235 kph, was the deadliest natural disaster in the history of the United States.
- 2 Most wildfires are due to human carelessness, such as throwing away cigarettes.
- 3 Severe weather has been affecting the country's transport networks for days, bringing ice, blizzards and strong winds.
- 4 Residents of the city were woken by shaking buildings as a level 5.3 earthquake hit, causing widespread damage.
- 5 Locals and tourists on the island ran to higher ground following an urgent warning that a tsunami was approaching.
- 6 Trees were brought down and roofs were ripped from buildings as gale-force winds tore through the area.
- 7 Search teams are trying to locate skiers who have been missing since the avalanche happened.

FOCUS ON WORDS | Collocations

7 Complete the sentences with the words in the box.

agony ascent conditions demanding injuries
note overboard poverty storm tale

Cross-country skiing is a physically demanding activity for only the fittest of athletes.

- 1 The sailor was swept overboard by a massive wave and was rescued by the rest of the crew.
- 2 I highly recommend this book. It's a gripping tale of survival in the jungle.
- 3 When the climbers began their ascent, they were all looking forward to reaching the top of the mountain.
- 4 The long drought destroyed the village's crops and the people faced extreme poverty.
- 5 It's a sad story, but it ends on a positive note when the animals are rescued.
- 6 This winter has been unusually hard. Unfortunately, the severe weather conditions will continue.
- 7 The cyclist suffered life-threatening injuries when he was hit by a car while riding.
- 8 The captain of the ferry boat decided not to sail because a storm was brewing.
- 9 Can you imagine the agony suffered by the parents before their children were safely found?

SHOW WHAT YOU KNOW

1 Complete the sentences with the words and phrases in the box.

absolutely at all on earth own
so the question is

It's your own fault you are busy now. You should have done more work last week.

- If you don't do any exercise at all, I'm not surprised you feel unwell so often.
- I'm sorry I was so rude to you. I've had a difficult day.
- The question is, are you going to do it again?
- I don't know why on earth you didn't call me first to check.
- I am absolutely convinced she is telling the truth.

2 ★ Complete the text with phrases a–f.

The Rosetta Mission

d such an exciting space project as the Rosetta mission. Just in case you missed the news. 1 f land a spacecraft on a comet travelling at 24,600 miles per hour 511 million km from Earth. 2 b an opportunity to study a comet in such detail. 3 c the journey to the comet take ten years, but it cost over a billion pounds. 4 e the unimaginably distant comet is only 2.5 miles wide. Scientists have compared the task to trying to land on a speeding bullet. 5 a remind us how advanced science has really become.

- It's these kinds of achievements that
- Never before has there been
- Not only did
- Rarely has there been
- What is most amazing is that
- What scientists managed to do was

3 ★★ Choose the correct options.

What was happened / happened was that I forgot to log out of Facebook and Jo posted this comment.

- Never have I / I have been so humiliated in all my life.
- It's / What's people like him that should be given the most responsible tasks.
- What I find most unbelievable that is / is that no one saw Becky leaving the party.
- All we are / are we saying is please give us a chance to explain what happened.
- What he did was / did he was wander around the streets hoping he would recognise his hotel.
- Rarely the temperatures have / have the temperatures fallen so low in September.
- Not only do you / you do ask me for a lot of money, but you lie about why you really need it.

4 ★★★ Rewrite the story using the words in brackets.

Ryan lost track of time. (happened)
What happened was that Ryan lost track of time.

- He was distracted by a documentary about a man snowboarding on an iceberg. (it) It was a documentary about a man snowboarding on an iceberg that distracted him./that he was distracted by.
- The film crew flew out to the North Atlantic by helicopter. (did) What the film crew did was fly out to the North Atlantic by helicopter.
- They dropped the man onto the top of the huge iceberg. (happened) What happened was they dropped the man onto the top of the huge iceberg.
- The man only rode down it for about half a minute, but the shots were amazing. (all) All the man did was ride down it for about half a minute, but the shots were amazing.
- Ryan hadn't ever seen anyone snowboarding in such an unusual place. (never) Never (before) had Ryan seen anyone snowboarding in such an unusual place.
- He found the effort that the whole team went to most impressive. (what) What he found most impressive was the effort that the whole team went to.



SHOW WHAT YOU'VE LEARNT

5 Choose the correct answers A–C.

- ___ cheapest holiday they had ever been on, but also the best.
A Not was it only the B It was only not
☒ C Not only was it
- ___ identify stress as a major cause of insomnia.
☒ A What they did was B It's what they did that
C What happened was
- ___ I liked her old hairstyle better and next thing she was in tears.
A Rarely had I ☒ B All I said was C Not only did
- ___ boys like him who break young girls' hearts.
A What's B What ☒ C It's
- Rarely ___ visit their grandparents, and then only for a very short time.
A they do ☒ B do they C are they
- ___ was the coffee and cake they served during the break.
☒ A What I liked most B What liked I most
C What most I liked



SPEAKING

Giving a presentation

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Introducing the topic

Have you ever thought about/considered/wondered how/why/what, etc. ...?

During my/this presentation, I plan to tell you about ...

You may be wondering why I've chosen to talk about ... today. Well, let me explain ...

Przedstawianie tematu

Czy myśleliście kiedykolwiek o tym / zastanawialiście się kiedykolwiek, jak/dlaczego/co itd. ...?

Podczas mojej/tej prezentacji zamierzam opowiedzieć wam o...

Być może zastanawiacie się, dlaczego zdecydowałam się opowiedzieć dziś o... Pozwólcie, że wyjaśnię...

Introducing familiar information

We are (probably) all familiar with ...

You may be aware that ...

You may already know that ...

Perhaps you have heard of/about ...

Przedstawianie informacji znanych słuchaczom

Wszyscy (zapewne) wiemy/znamy...

Bardzo możliwe, że wiecie...

Bardzo możliwe, że już wiecie, iż...

Być może słyszeliście o...

Introducing surprising information

Most people aren't aware/don't realise that ...

Did you know that ...?

You might not know that ...

Przedstawianie zaskakujących informacji

Większość osób nie jest świadomych / nie zdaje sobie sprawy z tego, że...

Czy wiedzieliście, że...?

Być może nie wiecie, że...

Finishing your presentation

OK, that's all from me.

Thank you for listening.

I hope you found the presentation interesting.

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

Kończenie prezentacji

I to tyle ode mnie.

Dziękuję za uwagę.

Mam nadzieję, że prezentacja była ciekawa.

Jeśli ktoś ma jakieś pytania, bardzo proszę o ich zadawanie.

- 1 Complete the advice with the words in the box. There are two extra words.

contact forget invite involved notes
speed stand questions

Speak with a clear voice at a natural speed.

- 1 Make eye contact with the audience.
- 2 Ask the audience questions to keep them involved.
- 3 Have some notes with you, but don't read them.
- 4 If you forget something, keep going. Nobody knows what you were planning to say anyway!
- 5 When you finish, thank the audience for listening and invite questions.

- 2 Put the words in order to complete the extracts from presentations. Then match them to the next thing that is said.

you / how / ever / about / thought / have
Have you ever thought about how your mobile phone actually works? f

1 why / to talk about / you / wondering / I've chosen / may / be You may be wondering why I've chosen to talk about British electronic music today. Well, let me explain ... d

2 probably / all / are / familiar / we / with We are probably all familiar with the Apollo moon landing of 1969. a

3 that / might / know / not / you You might not know that, according to astronauts returning from space walks, space smells like 'hot metal'. e

4 all / from / that's / me That's all from me. Thank you all for listening. b

5 to ask now / feel free / please / questions / any / anyone / has / if If anyone has any questions, please feel free to ask now. c

- a Some of you may also know that certain groups believe the whole mission was faked.
- b I hope you have learnt a few new things about your own amazing brain today.
- c Thanks for an interesting presentation. I want to ask what your personal opinion on music piracy is.
- d Many of the most influential electronic musicians of the last thirty years actually come from the UK.
- e The odour has also been compared to frying steak.
- f How is it possible that this little machine in your pocket can connect you with any place or person in the world?

- 3 Put the extracts from the beginning and the ending of a presentation in a logical order.

Beginning

- a Have you ever tried holding your breath for more than a minute? It's not easy, is it? Well, today 1
- b but did you know that the world record holder is able to hold his breath for almost ten minutes? 5
- c get going. Now, perhaps some of you have heard of an extreme sport called free diving. 3
- d I plan to explain how we can all train ourselves to easily hold our breath for longer. So, let's 2
- e You may be aware that free divers are able to stay under water for several minutes at a time, 4

Ending

- a OK everyone, that's 1
- b please feel free to do so now. 6
- c for listening, and I hope 3
- d If you would like to ask any questions 5
- e all from me. I'd like to thank you 2
- f that you found the presentation interesting. 4

1 ★ Form opposites by adding correct prefixes.

(dis- il- im- in- ir- un-)

illegal1 irregular2 impossible3 unable4 disagree5 disbelieve6 irresponsible7 illiterate8 inaccurate9 unconscious10 immature

2 ★★ Complete the definitions with words formed by adding prefixes to the words in capitals.

after the WAR

post-war

1 the opposite of ALLOW

disallow

2 having many COLOURS

multi-coloured

3 BEHAVE badly

misbehave

4 PAID too little

underpaid

5 in favour of DEMOCRACY

pro-democracy/pro-democratic

6 WORK too much

overwork

7 against NUCLEAR

anti-nuclear

8 before the ELECTION

pre-election

9 extremely SENSITIVE

hypersensitive

10 not PERFECT

imperfect

3 ★★★ Complete the words in bold with the correct prefixes.

The effects of the drought seem to have been underestimated – the current situation is much worse than we initially thought.

1 If you insist on behaving so irresponsibly, David, it is impossible for me to treat you like an adult.

2 My aunt remained unmarried for forty-five years before she finally met John and they decided to become husband and wife.

3 If you undercook meat, there is a risk that dangerous bacteria are left in the areas that don't get hot.

4 Warning: Your anti-virus programme has been disabled and your computer could be at risk.

5 The government has been criticised by environmental organisations for being unwilling to spend more on protecting marine wildlife.

6 Are you sure this is a reliable website? In my opinion, the author is just spreading misinformation to attract more readers.



4 ★★★ Complete the sentences with the correct form of the words in brackets.

Refugees who have entered the country

illegally (LEGAL) are currently treated as criminals.

1 With the correct training techniques, even the most disobedient (OBEY) dogs can be taught to behave.

2 Our English teacher says my essay will have to be rewritten (WRITE) because he can't read my handwriting.

3 I misunderstood (UNDERSTAND) the care instructions for my shirt and shrank it in the washing machine.

4 I managed to delete most of the unnecessary apps that came pre-installed (INSTALL) on my phone.

5 If there is even the smallest imperfection (PERFECT) in one of our products, this software will detect it.

6 Speaking no fewer than five languages, Pierre is truly multilingual (LINGUAL).

7 If you suffer from skin problems, try our new anti-acne (ACNE) face wash for instant results.

8 Our neighbour's cat is so skinny that I think they must be underfeeding (FEED) it.

9 This paragraph of your essay is completely irrelevant (RELEVANT), so I think you should delete it.

5 ✓ ★★★ Complete the comments with the correct form of the words in brackets.

Is it too late to stop climate change now? What's your opinion?

Some people think that with global warming the climate in their country will improve, but this is extremely unlikely. The weather will probably be more unpredictable (PREDICT) and more extreme, with little rain and winds strong enough to ¹overturn (TURN) cars. We might have to ²rebuild (BUILD) our homes so such winds cannot destroy their roofs.

³Renewable (NEW) energy sources, such as solar or wind power, simply cannot produce enough power to meet our current needs. Now we have become accustomed to having air-conditioning and central heating, nobody wants to live without them in ⁴substandard (STANDARD) conditions, so we'll probably keep burning fossil fuels for a long time.

It's obvious that our lifestyle is causing ⁵irreparable (REPAIR) damage to wildlife and the environment cannot recover fast enough. Do you need more proof? Well, have a look at the number of ⁶endangered (DANGER) species. Soon the list of extinct animals will have become much longer.

6 ★ Choose the correct answers A–C.

I'm sick and tired of ___ in traffic every single morning.

A stick B was stuck **C being stuck**

1 Rarely ___ such a beautiful sunset – the colours were spectacular.

A had I seen B I had seen C seen I had

2 Don't forget to buy some sugar-free biscuits for Dan, ___ ?

A do you B can you **C will you**

3 The expedition would have been a success if we ___ better for the extreme weather conditions.

A prepared B have prepared **C had prepared**

4 Some dog owners don't understand that chewing and barking is ___ normal behaviour for dogs.

A deeply B supremely **C perfectly**

5 Helen ___ to comment on the rumour her cousin was spreading about her.

A urged **B declined** C denied

7 ✓ ★ ★ Complete the second sentence so that it has a similar meaning to the first. Use no more than six words, including the word in capitals.

Having spent a few weeks working outdoors, he was tanned.

BEEN

He was tanned because he had been working outdoors for a few weeks.

1 Please don't eat anything in here.

RATHER

I would rather you didn't eat anything in here.

2 I'm tired this morning because I worked very late last night.

IF

I wouldn't be so tired this morning if I hadn't worked very late last night.

3 They studied a herd of elephants in the wild.

DID

What they did was study a herd of elephants in the wild.

4 I intend to start my own design company before I'm thirty years old.

HAVE

By the time I'm thirty years old, I will have started my own design company.

5 They think that the explosion was caused by a gas leak.

THOUGHT

The explosion is thought to have been caused by a gas leak.

6 We stayed at the best hotel and it was very cheap!

ONLY

Not only did we stay at the best hotel, but it was very cheap too.

8 ✓ ★ ★ Complete the text with one word in each gap.



Do chimps smile?

Being able to laugh and smile is important when it comes to communication between human beings and this ability is thought to ¹have developed more than five millions years ago. Smiling is a complicated procedure and involves ²lots/plenty of facial movements. Humans can smile both silently and when we laugh, and this is one of the things ³which/that set us apart from other animals. However, research now tells us that chimps and humans laugh and smile in a very similar way. Scientists ⁴used to think that, although chimps laughed when they were playing, they didn't smile silently at ⁵each other like we do. Recent studies analysed the facial impressions of forty-six different chimps from several wild colonies. The results showed very subtle changes in the chimps' facial movements, which compare to human silent smiles. ⁶What this implies is that, like us, chimps use smiling as a communication tool. Scientific research continues ⁷to provide us with evidence that chimps and humans have a lot more ⁸in common than anyone had ever thought!

9 ✓ ★ ★ ★ Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use up to six words in each gap.

Your sister didn't finish the project on time because she spent too long looking for (spend/long/look) information online.

1 My brother's thinking of changing his job because he can't stand being criticised (not/stand/criticise) by his boss.

2 She should have complained to (should/complain) the waiter when she realised there was a mistake on the bill. Now it's too late.

3 The beach won't become clean unless everyone stops dropping (unless/everyone/stop/drop) litter.

4 There are two famous trees in this forest – both are thought to be (both/think/be) at least 500 years old.

5 I wish we hadn't lived (wish/we/not/live) so far from the seaside when I was a child.

6 My parents insisted on taking me (insist/take/I) to hospital after I was stung by a bee.



WRITING

8.8

A letter to an editor

- 1 Change the underlined words and phrases to make the introduction to a letter to an editor more formal. There may be more than one way to do this.

¹Hi there,

²I'm ³getting in touch after reading the article in your ⁴paper last Thursday about the positive effects of tourism on a country's economy. I ⁵want to tell you that tourism can do terrible damage to the environment and areas of natural beauty.

1 Dear Editor / Dear Sir or Madam

2 I am

3 contacting you/writing to you

4 newspaper

5 would like to point out

- 2 Match the advice on achieving a formal style to your corrections in Exercise 1.

Begin with a formal greeting.

①

a Avoid contractions.

(e.g. can't, he's, should've, etc.)

②

b Avoid informal language.

(e.g. thanks = thank you)

④ & ⑤

c Avoid overusing phrasal verbs and colloquial expressions. (e.g. carry on = continue)

③

- 3 Choose the correct options to complete the rest of the letter in Exercise 1.

Having recently spent / I have recently spent a week on holiday in a resort town, I have personally seen the effects of development for tourism. As ¹the / ²a result, more and more high-rise hotels have been built. In addition, roads, an airport, shops and restaurants support the increased demands for transport and services. The outcome ³of / ⁴with such development is that beautiful landscapes and natural habitats have become irreparably damaged.

There is ⁵no / ⁶without a doubt that tourist facilities consume massive amounts of water and electricity. At a time when global warming is making the planet hotter and drier, water resources should not be wasted, as this could ⁷result / ⁸lead to shortages. Furthermore, burning fossil fuels to generate electricity contributes to global warming. Unless hotels and businesses use renewable energy, they add to this ever-growing problem.

Holidays are now ⁹so / ¹⁰such an affordable that record numbers of people are travelling and the negative impacts of tourism can only become worse. To my mind, ¹¹in spite of / ¹²even though tourism has led to economic growth, it has also played a major role in the destruction of the environment and will continue to do so in the future.

Yours faithfully,

Dean Robertson

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

although as being despite having
in so such without

As a consequence of global warming, sea levels are rising and coastal areas are in danger.

1 Climate change is such a terrible threat that we need global cooperation to fight it.

2 Having gathered all of my old newspapers and magazines, I put them into the recycling bin.

3 The people of the village are very generous, despite the fact that they have very little.

4 Being an important part of the food chain, bees must be protected so that they can continue to pollinate plants.

5 Our responses to the climate crisis are so inadequate that I wonder how long it will be before humans can no longer live on Earth.

6 The use of solar panels results in lower energy costs for homes and businesses.

7 Without a doubt, a great deal is being done by zoos to protect endangered species.

8 Although the conditions were dangerous, the climbers continued their ascent of the mountain.

- 5 Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets.

Because holidays are very affordable, more people are travelling. (so)

Holidays are so affordable that more people are travelling.

1 People are forbidden to wash their cars because there is a serious water shortage. (such)

There is such a serious water shortage that people are forbidden to wash their cars.

2 The beach is a breeding ground for turtles, but a bar has been built there. (even)

A bar has been built on the beach even though it is a breeding ground for turtles.

3 You can't deny that climate change is caused by global warming. (leads)

You can't deny that global warming leads to climate change.

4 Although there was a severe drought, the farmer's animals survived. (spite)

The farmer's animals survived in spite of a severe drought/in spite of the fact that there was a severe drought.

5 The decision means that the trees will not be cut down. (result)

The result of the decision is that the trees will not be cut down.

6 Areas of natural beauty will definitely be protected from development by new laws. (doubt)

Without (a) doubt, new laws will protect areas of natural beauty from development.

7 There was an earthquake and half the village was destroyed. (consequence)

There was an earthquake. As a consequence, half the village was destroyed.

6 Choose the correct options to complete the sentences.

Some habitats have been destroyed, whereas / nevertheless others have not.

- 1 It is wrong to keep animals in captivity. That said / Saying that, zoos do an important job.
- 2 Actually / While some species have disappeared, many others have survived.
- 3 It may seem too late to save the planet, nevertheless / whereas we must try.
- 4 In spite of the hunters in the area, the tiger yet / actually managed to escape.
- 5 Many people object to zoos. While / Having said this, they remain major attractions.
- 6 Solar energy can solve many problems, yet / actually not enough people are using it.
- 7 Some solutions are not perfect; even so / while, they are better than doing nothing.

7 Read the task and the letter. Then complete the letter with the words in the box.

actually nevertheless that said
whereas while yet

The Daily Sentinel Environment Section

We would like our readers' views on zoos.

- Do you think it is wrong to keep animals in zoos?
- Are there any good reasons to keep animals in captivity?

Send your letters to the editor.

Dear Sir or Madam,

I am writing to you in response to your request for views about zoos. While I understand that keeping animals in captivity can be cruel, I would like to point out that for many species, zoos ¹actually offer their only hope for survival.

Having been a volunteer at a zoo, I have personally seen how they work to protect endangered species. Animals in the wild face many dangers, ²whereas wildlife in captivity is safe from threats that can lead to extinction. One of these is the loss of natural habitats. With nowhere to live or breed, species cannot survive. Another danger is disease, which can spread quickly and greatly reduce a population. Hunters are also a threat, ³yet despite this, they continue to kill for profit in many places.

Zoos often play a very important role in saving a species from extinction. Experts in different fields can contribute to our knowledge of animal habits and behaviour and help zoos create breeding programmes. Whenever possible, bred animals are released back into the wild, where they are monitored.

⁴That said, not all programmes are successful, but they are worth trying.

It may be considered wrong to keep animals in zoos, ⁵nevertheless, it is undeniable that zoos provide a safe place for animals to live and breed. Perhaps more importantly, they give endangered species a chance to survive. To my mind, zoos have become increasingly necessary as natural habitats are destroyed and more species become extinct.

Yours faithfully,
Emma Dixon

SHOW WHAT YOU'VE LEARNT

- 8  Redakcja anglojęzycznej gazety zaprosiła swoich czytelników do przedstawienia opinii na temat zmian klimatycznych zachodzących w świecie. Napisz list do redakcji liczący 200–250 słów, w którym:

- wyjaśnisz, jak poważny jest – według ciebie – ten problem,
- zaproponujesz działania mające na celu ograniczenie negatywnego wpływu zmian klimatycznych na środowisko naturalne.

SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Mój list do redakcji:

- | | |
|--|--------------------------|
| • rozpoczyna się formalnym zwrotem, np. <i>Dear Editor</i> , | ☐ |
| • w pierwszym akapicie informuje, dlaczego piszę, i ogólnie przedstawia moje stanowisko, | ☐ |
| • w kolejnych akapitach zbiera argumenty popierające stanowisko przedstawione we wstępie wraz z przykładami i proponuje konkretne działania, | ☐ |
| • w końcowym akapicie przedstawia podsumowanie mojej opinii, | ☐ |
| • kończy się odpowiednim wyrażeniem formalnym (np. <i>Yours faithfully</i>), | ☐ |
| • został napisany językiem formalnym, więc nie używam w nim form skróconych, | ☐ |
| • nie zawiera błędów ortograficznych, | ☐ |
| • liczy 200–250 słów, | ☐ |
| • został starannie i czytelnie napisany. | ☐ |



 BBC The Global Seed Vault


Before you watch

1 SPEAKING Look at the screenshots from the video and discuss the questions.

- What is the Global Seed Vault?
A project to store and preserve all the world's seed varieties.
- Where is it located and why?
Located in the Arctic mountains of Norway because it is very safe.
- Why do we need it? What is it for?
To protect seed varieties from climate change.

While you watch

2 35 Watch the video and check your ideas in Exercise 1.

3 35 Complete the sentences with the numbers in the box. Then watch the video again and check your answers.

4000	12	130	-20	800,000
250	800			

- The average temperature inside the vault is -20 degrees Celsius.
- Some seeds will survive for 4,000 years.
- Most food comes from just 12 varieties of plants.
- The Seed Vault is only 800 miles from the North Pole.
- There are more than 800,000 plastic packets stored in the vault.
- The Seed Vault is cut 250 metres deep into the permafrost.
- The vault is 130 metres above sea level.

4 SPEAKING Discuss the questions about the video.

- Why was the vault built in this **remote, isolated and hostile terrain**?
Because it is the safest place on Earth.
 - Why was the construction of the vault a **major achievement** for Norway?
Because it was a difficult project.
 - Why is the box of seeds carried by the scientists referred to as '**precious**'?
Because it needs to be taken great care of.
 - Why would the vault survive if global warming melted all the **ice caps**?
Because it's 130 metres above sea level.
 - Why does the employee refer to the pharaohs and their pyramids?
Because they built them to last 4,000 years – same time that the seeds will survive.
 - Why does the video show images of **drought, flooding** and **industrial-scale farming**?
Because these are the threats to food.
 - Why is the **Seed Vault** considered to be a 'global insurance policy'?
Because it guarantees the survival of food.
- #### 5 Complete the gaps with the appropriate words in bold in Exercise 4. Then complete the sentences to make them true for you.
- My most precious possession is ...
 - A major achievement in my life is ...
 - The most remote, hostile terrain I've ever experienced is ...
 - The worst drought or flooding in my country was ...
 - If all the ice caps melted, my country would ...
 - I think the Global Seed Vault is ...
- #### 6 SPEAKING Compare and discuss your sentences in Exercise 5.

After you watch

- #### 7 SPEAKING The Global Seed Vault is a project to store and preserve seeds 'just in case'. Discuss what else you think the world should store and preserve 'just in case'.



FOCUS VLOG About regrets

Is there anything you wish you had or hadn't done when you were younger?

How would you like your life to be different from what it is right now?



- 1 **SPEAKING** Complete the two sentences and compare with a partner. Do you share similar wishes and regrets?

When I was younger, I wish I had ...

When I was younger, I wish I hadn't ...

- 2 **37** Watch the first part of the video (up to 01:51) and complete the first column of the table.
Answer key – WB page 187

	As a child ...	Wishes he/she ...
Lilee	<i>did dancing</i>	<i>had done ice skating</i>
Hannah		
Nick		
Shaelyn		
Kat		
Harriet		

- 3 **37** Complete as much of the second column of the table as you can from memory. Then watch the first part of the video (up to 01:51) again and check your answers. Did the answers match any of our ideas in Exercise 1?

- 4 **37** Watch the rest of the video (01:52–03:09). Who do you think is happiest with their life? Who would like to change where they live?
Lilee, Kat and Harriet wouldn't change anything. Lilee's probably the most enthusiastic. Shaelyn would like to live in a warm place like Mexico.

- 5 **37** Complete the quotes with appropriate prepositions. Then watch the second part of the video (01:52–03:09) again and check your answers.

- Lilee: I've got some great friends that I've made *along* the way with my travels.
- Hannah: I would like to have my friends *from* England living in Sydney so everyone is together.
- Nick: I'm very happy with what I have and the people that I have *in* my life.
- Shaelyn: I wish I lived *in*, say, Mexico because it has the sea and the surf.
- Kat: I think that all my mistakes and choices I made, I made *for* a reason.
- Harriet: I'm actually really happy *with* the way my life is now.

- 6 **SPEAKING** Whose answer do you agree with most? Compare with a partner.

Focus On Life Skills

Communication • Collaboration

- 7 Take five minutes to do the 'gratitude exercise' below.

- Write down the name of someone in your life who you're grateful to, and why.
- Write down the name of someone in your past who changed your life for the better and explain how.
- Write down three things that have gone well today and explain why.

- 8 **SPEAKING** Compare your answers and discuss the benefits of feeling grateful. Use the phrases below or your own ideas.

I'm grateful to ...
because ...

If it wasn't/hadn't been
for him/her ...

What he/she did
was ...

Not only was
he/she ...

What I really
admire ...

It's ... that really makes
me feel ...

VOCABULARY AND GRAMMAR

1 Choose the correct options to complete the text.

Dear Editor,

I am writing to express my concern about the air and water pollution and the natural *ground* / *habitat* / *plain* of the animals living in the area.

Firstly, it must be emphasised that factories continue to release high levels of dangerous *gases into the atmosphere* and the ¹*extinction* / *migration* / *contamination* is terrible. Once in the air, the gases react with water molecules and fall onto the ground in the form of acid rain.

This rain can destroy farmers' crops and kill fruit trees in the ²*meadows* / *orchards* / *foothills*. We must stop this before it causes ³*irreparable* / *reputable* / *undervalued* damage.

Another serious problem is the ⁴*single-use* / *once-used* / *only-time* plastic which has found its way into our river. This has killed many fish disrupting the food ⁵*species* / *connection* / *chain* and it must stop!

I hope that all these problems can be solved promptly.

Yours faithfully,

Michael Preston

/5

2 Complete the sentences with the phrases in the box.

breeding ground built-up areas extreme hunger
ploughed fields thriving population water shortages

Due to the drought, there are serious *water shortages* in the area which have affected crops and animals.

- The farmer spent all day in the sun preparing the land for growing crops and, by evening, the *ploughed fields* were ready.
- The river water in this remote area is so clean that there is a *thriving population* of fish.
- Most job opportunities are in cities and other *built-up areas*, so many people must live and work there.
- So little food is grown in the area that the people suffer from *extreme hunger* and something must be done to help them.
- There are strict laws to protect the *breeding ground* of the turtle so that it may continue to lay eggs there.

/5

3 Complete the sentences with the missing words. The first letters are given.

Residents in the local villages have been told to stay indoors while a tiger is on the *l o o s e*.

- Trees were brought down by *g a l e - f o r c e* winds and many roads were blocked during the storm.
- A sailor was swept *o v e r b o a r d* by huge waves, but luckily, he was saved by a rescue team.
- I wonder how animals feel when they are kept in *c a p t i v i t y* and aren't allowed to be free.
- The surfer sustained life-threatening *i n j u r i e s* when he was attacked by a shark.
- When zoos or other animal organisations release animals into the *w i l d*, they monitor them.

/5

4 Complete the sentences with the correct form of the verbs in brackets.

I wish Joe *didn't bring* (not/bring) stray animals home. Instead, he should ring an animal shelter.

- In my opinion, it's high time the factory *stopped* (stop) polluting our city. Actually, it should be closed down.
- If only you *hadn't thrown out* (not/throw out) the old books. They could have all been recycled.
- I'd rather Maria *planted* (plant) more roses in the front garden this spring. They'll look really nice.
- David wishes he *hadn't sold* (not/sell) his tent because he can't go camping now.
- Don't you wish you *had installed* (install) solar panels when you built your new house?

/5

5 Find and correct the mistakes in the sentences.

We had to decide what to do at the weekend.

And it was the dog show ~~what~~ we chose in the end.

that/which

- Under ~~any~~ circumstances are you allowed to leave your children unattended at the zoo. *no*
- ~~Not~~ before have we experienced worse weather conditions on our skiing holiday than last winter. *Never*
- It's not serious. ~~All~~ happened was that Kim forgot to ask someone to water her plants while she was away. That's why she is upset. *What*
- ~~There~~ was James who rescued the cat. He's an animal lover and does all he can to help them. *It*
- Not only have you left all the lights on, ~~and~~ you've also forgotten to turn the TV off. *but*

/5

6 Complete the sentences with one word in each gap.

What an awful day it is today! If only it *wasn't* so cold and wet.

- Island holidays are nice, but I'd *rather* we went hiking in the countryside like we did last summer.
- I wish I *could* volunteer to help at the local animal shelter, but I'm too busy these days.
- What* I find annoying is that the local council provides so few recycling bins.
- It* is the air pollution that I'm worried about.
- Never* have I read a more gripping tale! You really must read it when you get the chance.

/5

Total /30



7 Complete the text with the correct form of the words in brackets.

Watch out – a bear!

For years, Kate and I used to go camping by a lake not too far from where we lived. But last year, we both thought we should reconsider (CONSIDER) and go on a journey further afield. We chose to spend a fortnight in a tent in the Sequoia National Park, which is famous for its amazing trees and black bears.

When we arrived at the campsite, we were warned about an ¹unusually (USUAL) high number of black bears in the area. It was explained to us that the bears are ²hypersensitive (SENSITIVE) to food smells and that we should hide food in the boot of our car or a metal box on the site. We were also told not to behave ³irresponsibly (RESPONSIBLE) and to avoid certain paths. We didn't take the instructions that seriously, but we tried to follow the ranger's advice. For the next two weeks everything went smoothly, with no bears in sight. We felt safe and it seemed ⁴improbable (PROBABLE) that we would come across any bears. We had a great time hiking and enjoying nature.

However, on the last night, we suddenly heard a bear roar right outside our tent. At first, I was so shocked that I was completely ⁵incapable (CAPABLE) of moving or thinking. I wished I had paid more attention to the ranger's advice about what you're supposed to do in this situation. Then I remembered to throw a jumper in the air and make a lot of noise. A ranger heard the bear as well and he came to our rescue. It was the most terrifying experience ever.

/5

8 Choose the correct answers A–D.

According to the National Weather Service, we can expect severe weather ____, with a very dry and hot summer this year. Therefore, a number of warnings are being issued. First of all, expect southern parts of the country to suffer serious ¹__ because rainfall has been the lowest ever in that region. ²__ have we seen such crynness in recent decades. It will definitely have a substantial impact on the ecosystem and agriculture, ³__ in the affected region, but the rest of the country too. Experts are very concerned. ⁴__ worrying them in particular is that a large number of young animals may die because of possible starvation. Dry weather is also likely to contribute to a greater incidence of wildfires because they can easily spread to other areas. ⁵__ the emergency services can do now is to monitor those forests which are rarely visited and not very well-documented. People are requested to notify the police or fire brigades about any visible smoke.

A expressions

B situations

C changes

D conditions

- 1 A hurricanes **B** drought C blizzards D tsunamis
 2 A Not B Hardly C None **D** Rarely
 3 **A** not only B if only C although D in addition
 4 A It's B There's **C** What's D That's
 5 A Despite **B** All C Though D However

/5

9 Translate the Polish parts of the sentences.

What they wanted to present to us (To co chcieli nam zaprezentować) was actually a revolutionary idea on how to save energy.

- If only our hens laid/would lay (Gdyby tylko nasze kury składały) more eggs, we would be able to have omelettes for breakfast every morning.
- What a terrible wildfire; never have I seen (nigdy nie widziałem) so much destruction.
- I think it's high time the government limited (najwyższa pora, aby rząd ograniczył) tourism in areas of outstanding beauty because it's causing too much damage.
- Not only did Matt reject (Matt nie tylko odrzucił) my proposal to raise money for the animal shelter, he also suggested ending all of our support.
- During our visit to the zoo, my daughter decided that pandas are so loveable/adorable that she wanted (są tak rozkoszne, że chciała) me to get her one right away.

/5

10 Complete the second sentence so that it has a similar meaning to the first. Use the words in capitals, but do not change their form.

Despite leaving early in the morning, we didn't get very far because of a traffic jam.

THOUGH

Even though we left early in the morning, we didn't get very far because of a traffic jam.

- Mark needs to feed the baby gorilla first thing in the morning.

WHAT

What Mark needs to do is feed the baby gorilla first thing in the morning.

- We regret we didn't preserve the nesting areas by the river.

WISH

We wish we had preserved the nesting areas by the river.

- I would like you to think about the problems of living in a remote place before you move there.

RATHER

I would rather you thought about the problems of living in a remote place before you move there.

- It's a pity we can't join you on your expedition to Greenland. It sounds very interesting.

ONLY

If only we could join you on your expedition to Greenland. It sounds very interesting.

- We have never dumped any rubbish in the forest.

WE

Never (before) have we dumped any rubbish in the forest.

/5

Total /20

People Człowiek

Life stages / Okresy życia

adolescence wiek dojrzewania
adolescent nastoletni
come of age dorosnąć, osiągnąć pełnoletniość
earliest memory najwcześniejsze wspomnienie
elderly starszy
grow out of wyrastać z czegoś; być spowodowanym czymś
have a clear memory of pamiętać coś wyraźnie
have a distant memory of mieć odległe wspomnienie (czegoś)
have a vague memory of mieć mgliste wspomnienie (czegoś)
have a vivid memory of mieć żywe wspomnienie (czegoś)
life expectancy średnia długość życia
turn eighteen skończyć osiemnaście lat
upbringing wychowanie

Character features

Cechy charakteru

(be) full of oneself zarozumiały
adventurous śmiały, odważny
affectionate uczuciowy, czuły
agile zręczny, zwinny
agreeable miły, ciepły
argumentative kłótniwy
attentive troszczący się, uważny
bird-brained o ptasim mózdzku, głupawy
brainy bystry, uzdolniony
bursting with confidence przejawiający ogromną pewność siebie
carefree beztroski
cautious ostrożny
character trait cecha charakteru
clumsy niezdarly
competitive lubiący współzawodnictwo
conscientious skrupulatny, sumienny
daring odważny, śmiały
determined zdeterminowany
enterprising przedsiębiorczy
enthusiastic pełen entuzjazmu
fair-minded sprawiedliwy, bezstronny
flake osoba ekscentryczna, osoba szalona
free spirit wolny duch, osoba, która żyje, jak chce
genial sympatyczny, miły
gentle łagodny
good-natured łagodny, dobroduszny
highly intelligent bardzo inteligentny
honest uczciwy, szczerzy
hopeless beznadziejny
humble skromny, pełen pokory

hyperactive nadaktywny, nadpobudliwy
hypersensitive nadwrażliwy
imaginative pomysłowy, o bujnej wyobraźni
immature niedojrzały
insecure bez wiary w siebie, niepewny
intellectual intelektualista
irresponsible nieodpowiedzialny
kind-hearted życzliwy, o dobrym sercu
laid-back wyluzowany, niefrasobliwy
level-headed opanowany, zrównoważony
loner samotnik
modest skromny
moody humorzasty, kapryśny
neat and tidy uporządkowany
neurotic neurotyczny, znerwicowany
overactive nadmiernie ruchliwy
painfully shy nieśmiały do bólu
pay attention to detail zwracać uwagę na szczegóły
perceptive wnikliwy, spostrzegawczy
perfectly normal całkowicie normalny, zupełnie zwyczajny
personality osobowość
playful żywy, wesoły
protective opiekuńczy
punctual punktualny
reliable godny zaufania, wiarygodny
reputable poważany, szanowany
self-centred egocentryczny
self-conscious skrępowany, nieśmiały
self-critical krytyczny wobec siebie
self-obsessed mający obsesję na punkcie własnej osoby
sense of humour poczucie humoru
sensible sensowny, rozsądny
sensitive wrażliwy
short-tempered wybuchowy, porywczy
single-minded wytrwały, zdeterminowany
slob niechluj
sociable towarzyski
spontaneous spontaniczny
strong-willed zdeterminowany, o silnym charakterze
supportive pomocny, wspierający
supremely confident niezwykle pewny siebie
tactful taktowny, grzeczny
the life and soul of the party dusza towarzystwa
thorough dokładny, skrupulatny
trusting ufny
vivid imagination bujna wyobraźnia
weakness słabość
well-behaved grzeczny, dobrze wychowany
wise mądry
witty bystry, błyskotliwy, dowcipny

Feelings and emotions

Uczucia i emocje

agonizing pełen bólu i cierpienia
alarming alarmujący
alarmingly alarmująco, zatrważająco
annoying irytujący
appeal to apelować
appear wydawać się
astonishingly zadziwiająco
astonishment zdumienie, zdziwienie
astounding zdumiewający
attract sb's attention przyciągnąć czyjąś uwagę
awe-inspiring wzbudzający podziw
based on sądząc po czymś
be concerned about martwić się o
be the centre of attention być w centrum uwagi
bitterly disappointed głęboko rozczarowany
bloodcurdling mrozący krew w żyłach
brighten rozweselać się, rozpogadzać
burst into tears wybuchnąć płaczem
can't be bothered to do sth nie mieć ochoty, żeby coś zrobić
captivating wciągający, urzekający, fascynujący
certainly z pewnością
certainty pewność
clearly ewidentnie, najwyraźniej
comforting podnoszący na duchu
compassionate pełen współczucia
complain about skarżyć się na
confused zdezorientowany
convinced przekonany
cope with radzić sobie z
deceptively złudnie, zwodniczo
deeply depressed w głębokiej depresji
deeply disappointed głęboko rozczarowany
definitely zdecydowanie
delight zachwyt, przyjemność
delighted zadowolony
desirable pożądany
develop a desire nabrać ochoty
disgusting obrzydliwy
distinct feeling wyraźne/nieodparte przecucie
doubt wątpliwość
draw sb's attention to zwrócić czyjąś uwagę na
embarrassing żenujący
embarrassment zażenowanie, zakłopotanie
envy zazdrość
experience doświadczać
expression wyraz twarzy
fancy mieć ochotę, chcieć czegoś
feel an urge odrzuć pragnienie, odczuć ochotę
feel left out czuć się wykluczonym
feel offended poczuć się urażonym

feel strongly about sth traktować coś bardzo poważnie, wierzyć w coś głęboko
firmly stanowczo, pewnie
frankly szczerze
funnily dziwnie, śmiesznie
get an urge poczuć potrzebę, poczuć chęć
gut feeling przeczucie
hard to be sure trudno powiedzieć
have a hairy moment przeżyć stresujące/przerażające chwile
have a laugh dobrze się bawić, pośmiać się
heartwarming podnoszący na duchu, radujący
hideous paskudny, okropny
humiliated poniżony
incidentally przypadkowo, nawiasem mówiąc
irresistible nieodparty
it's a pity/it's a shame to szkoda
judging by sądząc po czymś
keep a cool head zachować zimną krew
keep your wits about you zachować przytomność umysłu
kick back zrelaksować się, wyluzować
knowing intencjonalny
larger than life imponujący
letdown rozczarowanie
look miserable wyglądać na nieszczęśliwego
lose your temper stracić panowanie nad sobą
make an impression zrobić wrażenie
make sb feel at ease sprawiać, że ktoś czuje się swobodnie
memorable godny zapamiętania
mind-blowing zadziwiający, szokujący
miraculous cudowny
obvious oczywisty
obviously najwyraźniej
off-balance rozchwiany
off-colour nie w formie
off-putting odpychający
on a positive note w optymistycznym tonie
on the edge of your seat w napięciu
ordeal męka, gehenna
out of the blue nagle
overnight nagle, z dnia na dzień
overreaction przesadna reakcja
overwhelmed przytłoczony
piercing przeszywający
please zadowalać
predictably zgodnie z przewidywaniem
regrettably niestety
relieved odczuwający ulgę
remarkable wybitny, niezwykły
remarkably niezwykle, wybitnie
ridiculous absurdalny, idiotyczny
risky ryzykowny

roar with laughter ryczeć ze śmiechu
roller coaster ride jazda bez trzymanki (o zmieniającej się często sytuacji)
scary straszny
self-doubt zwątpienie w siebie
smile politely grzecznie się uśmiechać
steadily uważnie, bacznie
strong feeling silne uczucie
suffer agony cierpieć męki
tempting kuszący
thrilled podekscytowany
treat yourself to zafundować sobie coś
tremulous drżący
trust your instincts zaufać swoim przeczuciom/instyktowi
unaware nieświadomy
uncertainty brak pewności
uncharacteristically nietypowo
uncomfortable niewygodny
unearthly nieludzki
unexpectedly niespodziewanie
unwanted niechciany
unwilling niechętny
upset zmartwiony, wytrącony z równowagi
violent agresywny
wind sb up drażnić, irytować kogoś
worn out zmęczony, wykończony

Appearance Wygląd zewnętrzny

alike taki sam, podobny
broad-shouldered barczysty
contorted skrzywiony
curly-haired o kręconych włosach
cute śliczny, uroczy
decent ubrany (tu: nie nagi)
defect defekt, wada
differ różnić się
duck-face dzióbek (ułożenie ust przy pozowaniu do zdjęć)
dye your hair farbować włosy
faint słaby, nikły
flat-footed z płaskostopiem
glamorous wytworny, elegancki
long-legged długonogi
resemblance podobieństwo
resemble być podobnym, przypominać
rosy-cheeked o różowych policzkach
shaggy rozczochrany, kudłaty
sloppy zaśliniony
solidly built dobrze zbudowany
sunburnt spalony słońcem
thin-lipped o wąskich, zaciśniętych ustach
unkempt potargany, nieuczesany
weather-beaten ogorzały od pogody, zahartowany

Body parts / Części ciała

at arm's length na długość ramienia
breath oddech
cell komórka
chest klatka piersiowa
developed rozwinięty
digestive system układ trawienny
facial dotyczący twarzy
fingerprint odcisk palca
from the corner of your eye kątem oka
gut jelito
handedness naturalna tendencja do używania jednej ręki częściej niż drugiej
hemisphere półkula
immune system system odpornościowy
knuckle kłykiec
left-handed leworęczny
left-hander osoba leworęczna
nerve cell komórka nerwowa
nervous system system nerwowy
respiratory system układ oddechowy
sight wzrok
waist-high do pasa

Physical and mental actions Ciało i umysł

acknowledge przyznać, uznać
add dodać
adjust poprawiać, dopasować
adrift dryfujący
approach podejść, zbliżyć się
arise pojawiać się, nadarzać (o okazji)
assume przypuszczać, zakładać
assure zapewniać, gwarantować
bend schylić się, zgiąć
bother starać się; fatygować; martwić się
break off oderwać się, ułamać
bring about spowodować, wywołać
burst into flames stanąć w płomieniach
chase gonić, ścigać
check up on sprawdzić
comprise zawierać
conceive wyobrażać sobie, wymyślać
confirm potwierdzić
crouch down kucnąć
curl up zwinąć się
cut down on ograniczyć, zredukować
dash biec szybko
declare oznajmiać, oświadczać
demolish zburzyć, rozebrać (budynek)
determine określić
drag ciągnąć, wlec
embrace obejmować
emerge wyłonić się, pojawić
emphasise podkreślić
ensure zagwarantować

explain wytłumaczyć
flicker across przemknąć przez/po, mignąć
flinch wzdrygać się
float unosić się (w powietrzu lub na wodzie)
float away odlatywać
gasp westchnąć gwałtownie
gather zebrać
gaze wpatrywać się
get hold of zdobyć, złapać
get the message zrozumieć, załapać
giggle chichotać
give a wave pomachać
glance spojrzeć, rzucić okiem
glimpse zerknąć, mignąć
grimace skrzywić się
grip chwytać, ścisnąć
have a go spróbować
have sth on the brain stać o czymś myśleć
hesitate wahać się
hold sth up trzymać coś w górze
hug przytulać
identify identyfikować, rozpoznawać
ignite zapłonąć, zająć się ogniem
include zawierać
insist upierać się, nalegać
intend to mieć zamiar
knock sb out pozbawić kogoś przytomności, znokautować
leap out wyskoczyć
let out a groan wydać jęk
look out for szukać, wypatrywać
manipulate sterować, manewrować
overturn wywrócić
peep podglądać
peer przyglądać się bacznie
permit pozwalać
position umieszczać
precede poprzedzać
push through przepychać się
put sb in a head-lock założyć komuś chwyt zapaśniczy
rack your brains łamać sobie głowę
raise wznosić, podnosić
recall przypominać sobie
reckon sądzić, myśleć
reconsider przemyśleć, rozważyć ponownie
reinforce wzmacniać, wspierać
reject odrzucać
reveal ujawnić
rise rosnąć
roam włóczyć się, błąkać
scream krzyczeć
seek szukać, zabiegać o
shake sth off pozbyć się czegoś
shrug your shoulders wzruszyć ramionami
sigh westchnąć
skip pomijać, unikać
slip down zsunąć się
snap powiedzieć ostro, warknąć
sob szlochać

spill rozlać
spot dostrzegać, zauważać
squirt wytryskać
stare gapić się
stiffen zeszywnieć
straighten wyprostować
substitute zastąpić
suggest sugerować
swallow przełykać
swap wymienić, zamienić
take effort wymagać wysiłku
take sth into account brać coś pod uwagę
tangled up zaplątany
tilt przechylać
tousle poczocharać/potargać (włosy)
trigger powodować, wywoływać
twist your mouth wykrzywić usta
undo rozwiązać, rozpiąć; cofnąć
whisper szeptać
wink puścić oczko
wonder zastanawiać się
yell wrzeszczeć

Clothes and accessories

Ubrania i akcesoria

blood-red krwistoczerwony
bracelet bransoletka
charcoal-grey grafitowy, ciemnoszary
collarless bez kołnierzyka
fashionable modny
frill falbanka
garment odzież, strój
lemon-yellow koloru cytrynowego
lime-green koloru limonkowego
loose luźny
nut-brown koloru orzechowego
old-fashioned staromodny
on trend modny
ornament ozdoba
personal belongings przedmioty osobiste
scrubs kitel
second-hand clothes używane ubrania
sky-blue błękitny
snow-white śnieżnobiały
sportswear odzież sportowa
streetwear moda uliczna
stripe pasek, prążek
synthetic fabric tkanina syntetyczna
vibrant colour żywy kolor

Skills and interests

Umiejętności i zainteresowania

acquire a skill nabyć umiejętność
be of interest to być interesującym dla
be passionate about pasjonować się (czymś)
be the brains behind sth być mózgiem czegoś

become an expert in zostać ekspertem w (jakiejś dziedzinie)
bowling alley kręgielnia
capable of doing sth zdolny do czegoś, będący w stanie coś zrobić
carve wood rzeźbić w drewnie
catch the bug złapać bakcyla
competent user of zaawansowany użytkownik
curious about ciekawy (czegoś)
enable umożliwić
excellent command of doskonała znajomość czegoś
focus on your strengths skupić się na swoich mocnych stronach
get the hang of zrozumieć, załapać, jak coś się robi
go in for lubić coś robić
have a passion for pasjonować się czymś
have an aptitude for mieć talent do
have no clue nie mieć pojęcia
inclined towards skłonny do
it's worth a try warto spróbować
jack of all trades, master of none ktoś, kto potrafi wiele rzeczy, ale w żadnej nie jest ekspertem
multipotentialite multipotencjalista, ktoś o wielu zainteresowaniach i zdolnościach
natural inclination naturalna skłonność
not be everyone's cup of tea nie być dla każdego, nie być czymś, co wszyscy polubią
perception widzenie, postrzeganie
pick up a new skill nabyć nową umiejętność
polymath człowiek wszechstronnie uzdolniony, człowiek renesansu
proven ability to udokumentowana znajomość czegoś
range of interests obszar zainteresowań
recognition skills umiejętności poznawcze
sharpen a skill szlifować umiejętność
sharpness ostrość
step out of your comfort zone wyjść ze swojej strefy komfortu
take sth up zainteresować się czymś; podjąć się zadania
tend to do sth mieć skłonność do robienia czegoś
think outside the box myśleć twórczo, myśleć kreatywnie
thrive prosperować, odnosić sukcesy
transferable skills uniwersalne umiejętności
valuable cenny
well suited odpowiedni, dopasowany
well-developed rozwinięty, rozbudowany

Sense of identity

Poczucie tożsamości

background pochodzenie
be/become second nature to sb być/stać się czymś drugą naturą
broad accent wyraźny, silny akcent
identity tożsamość
privacy prywatność
sense of community poczucie wspólnoty
tribe plemię

Personal values

Osobisty system wartości

achieve a goal osiągnąć cel
balance równoważyć
choice wybór
common sense zdrowy rozsądek
confidently z pewnością siebie, z przekonaniem
conscientiousness sumienność
enthusiasm entuzjazm
equally important równie ważny
ethical values wartości etyczne
face a challenge stawiać czoła wyzwaniu
for the common good dla dobra ogółu
generosity szczodrość
genuine prawdziwy, autentyczny
in equal measure w równym stopniu
justify uzasadniać
lack purpose nie mieć celu
loud and clear głośno i wyraźnie
meaning of life sens życia
meet the requirements spełniać wymagania
miss an opportunity przepuścić okazję
on balance po rozważeniu wszystkich kwestii
on second thoughts po namyśle
opt for wybierać coś, decydować się na
outweigh przeważać, mieć przewagę
pleasure przyjemność
pluck up the courage zebrać się na odwagę
poorly kiepsko, słabo
practise what you preach żyć zgodnie z głoszonymi zasadami
pros and cons za i przeciw, wady i zalety
punctuality punktualność
purpose cel
purposeful zdecydowany, stanowczy
put a lot of effort into włożyć wiele wysiłku w
put your heart into sth włożyć w coś serce, starać się
quiet life spokojne życie

reach your full potential osiągnąć pełnię swoich możliwości
responsible attitude odpowiedzialna postawa
responsibly odpowiedzialnie
self-awareness samoświadomość
self-esteem poczucie własnej wartości
self-sacrifice poświęcenie się
set high standards wyznaczać wysokie standardy
single-mindedness determinacja
speak your mind wypowiadać swoje zdanie
strong belief silne przekonanie
take on a challenge podjąć wyzwanie
think for yourself myśleć samodzielnie
unconditional bezwarunkowy

Home

Miejsce zamieszkania

Home and vicinity

Dom i jego okolica

at the town hall w ratuszu
bachelor pad kawalerka
built-up area obszar zabudowany
bustling tętniący życiem
cobbled street brukowana ulica
co-housing życie we wspólnocie mieszkaniowej
communal house wspólny dom
convenient wygodny, praktyczny
crack szpara, pęknięcie
cramped zatłoczony, ciasny
demolish zburzyć, rozebrać (budynek)
domestic chore obowiązek domowy, praca domowa
drainage system system odpływowy, kanalizacja
fence płot
flourish rozkwitać, prosperować
get a facelift przejść modernizację
halfway across town przez pół miasta
hall of residence akademik
home town rodzinne miasto
homeowner właściciel domu
household gospodarstwo domowe
household rules zasady obowiązujące w domu
housing development osiedle mieszkaniowe
in decline podupadający
in the city centre w centrum miasta
in the park w parku
in the suburbs na przedmieściach
multi-storey car park parking wielopoziomowy

on the outskirts na obrzeżach miasta
pull down zburzyć, rozebrać (budynek)
quaint urokliwy
reliable network niezawodna sieć (np. transportu publicznego)
rent czynsz
rental price koszt wynajmu
resident mieszkaniec
residential area dzielnica mieszkaniowa
run-down zniszczony, w złym stanie
second home drugi dom, np. na lato
self-contained flat samodzielne mieszkanie, z łazienką, kuchnią i osobnym wejściem
shabby zaniedbany, odrapany
site miejsce, teren
smart house inteligentny dom, dom wykorzystujący technologię
smooth gładki
snug przytulny, zaciszny
social housing mieszkania socjalne
tarmac asfalt
tower block wieżowiec
underground car park podziemny parking
urban miejski
urban development urbanizacja, rozwój urbanistyczny
vibrant pełen energii, tętniący życiem
within 500 metres w odległości 500 metrów
within easy reach w bliskiej odległości, w pobliżu
within walking distance w odległości krótkiego spaceru

Rooms, furniture and equipment / Pomieszczenia i wyposażenie domu

basement piwnica
bin bag worek na śmieci
blanket koc
bric-a-brac bibeloty
central heating centralne ogrzewanie
chopping board deska do krojenia
cleaning solution środek czyszczący
cleanliness czystość
clear-out generalne porządki
clutter graty, rupiecie
cushioned wyłożony poduszkami
damp wilgotny
domestic domowy
draughty pełen przeciągów
drawer szuflada
en suite bathroom prywatna łazienka przylegająca do pokoju

fireplace kominek
fitted kitchen kuchnia na wymiar
footrest podnózek
furnished meblowany
glow blask
go out zgasnąć
household appliance sprzęt gospodarstwa domowego
keyhole dziurka od klucza
kitchen facilities pomieszczenie kuchenne; wyposażenie
laundry basket kosz na pranie
light fixture oprawa oświetleniowa
lock zamek
mantelpiece półka nad kominkiem
peaceful spokojny
pile sterta, stos
running water bieżąca woda
sanitation urządzenia sanitarne, kanalizacja
share a room dzielić pokój
sheepskin barania skóra
solar panel panel słoneczny
spacious przestronny
spare room pokój gościnny
spotless idealnie czysty
surface powierzchnia
tasteful elegancki, w dobrym guście
trunk kufer
wood burner kominek opalany drewnem
wool throw wełniana narzuta

Education Edukacja

Educational system System oświaty

academic training wykształcenie akademickie
drop out of porzucić coś
drop-out osoba, która porzuciła naukę
educationalist pedagog, metodyk
fee opłata, czesne
get a degree zdobyć tytuł naukowy
get a scholarship otrzymać stypendium naukowe
get expelled (from school) zostać wydalonym (ze szkoły)
graduate absolwent; kończyć studia, uzyskać dyplom uczelni
illiterate niepiśmienny
kindergarten przedszkole
major in studiować, specjalizować się w
preschooler przedszkolak
scholar uczony
school-leaver absolwent
supervisor przełożony; promotor naukowy
write a dissertation pisać pracę dyplomową

School life and learning Życie szkoły i uczenie się

accessible przystępny
accurately dokładnie, precyzyjnie
acquire nabyć, zdobyć
announcement ogłoszenie
assembly hall aula
association skojarzenie
attend a lecture przyjść na wykład, wziąć udział w wykładzie
attend a workshop brać udział w warsztatach
be up to your eyes in mieć czegoś po uszy, być czymś bardzo zajęty
brainstorm robić burzę mózgów, zastanawiać się nad
cite cytować
come up against napotykać trudności, zmagać się z czymś
come up with wpasć na coś, wymyślić
consist of składać się z
core główny, najważniejszy
counsellor doradca, psycholog szkolny
deepen your knowledge pogłębiać wiedzę
design projektowanie
disruptive zakłócający spokój
disturb przeszkadzać
dyslexic dyslektyczny, cierpiący na dysleksję
engaging wciągający, zachęcający
enrol on a course zapisać się na kurs
enter a competition wystartować w zawodach/konkursie
excel in osiągać w czymś znakomite wyniki, wyróżniać się w czymś
exchange student student uczestniczący w wymianie
exchange trip wymiana studencka
fall behind mieć zaległości
fidget wiercić się
full-time course kurs, zajęcia w pełnym wymiarze godzin
get out of uniknąć czegoś
get round to zabrać się do czegoś
get top marks dostawać najlepsze oceny
gifted utalentowany, uzdolniony
give a lecture wygłosić wykład
give a speech wygłosić przemowę
give up on zrezygnować z, przestać w kogoś wierzyć
go into zacząć się czymś zajmować
go on to przejść do robienia czegoś
hand in wręczyć, oddać (zadanie domowe)
handwriting charakter pisma
have a brainwave doznać ośnienia
have a day off mieć dzień wolny (np. od szkoły, od pracy)
have a good memory for mieć dobrą pamięć do

have a love of learning mieć zamiłowanie do nauki
have a memory like a sieve mieć słabą pamięć
have a photographic memory mieć pamięć fotograficzną
have a terrible memory for mieć słabą pamięć do
have an impact on mieć wpływ na
improve your memory poprawiać pamięć
in a nutshell w skrócie
keen to do sth chętny do zrobienia czegoś
keep quiet być cicho
keep up with dorównywać komuś
learning disorder trudności w uczeniu się
leave sth out pominąć coś
lenient pobłażliwy, łagodny
level of commitment stopień zaangażowania
make up wymyślić, zmyślić
memorise nauczyć się na pamięć
mess up zepsuć; pomylić się
narrative opowiadanie
omit pominąć coś
pay attention in class uważać na lekcji
postpone odłożyć, przełożyć na później
put sth off odkładać coś na później
recall przypominać sobie
require prosić o
run a seminar prowadzić seminarium
scrape through przebrnąć, przejść przez coś z trudem
self-disciplined zdyscyplinowany
settle down uspokoić się, ustabilizować się
sit an exam zdawać, pisać egzamin
strict surowy, wymagający
succeed in udać się; osiągnąć sukces
swot kujon
visualise wizualizować

Work Praca

Jobs / Zawody oraz związane z nimi czynności i obowiązki

attendance in the office obecność w biurze
be in charge zarządzać czymś, mieć kontrolę
butcher rzeźnik
childcare opieka nad dziećmi
coordinate koordynować
copy editor redaktor, korektor
entrepreneur przedsiębiorca
financial advisor doradca finansowy
have a vocation mieć powołanie do czegoś

have one true calling mieć jedno prawdziwe powołanie
lead a team kierować zespołem
minder opiekun
miner górnik
novelist powieściopisarz
number theorist naukowiec zajmujący się teorią liczb
nun zakonnica
park warden strażnik w parku
screenwriter scenarzysta
security guard ochroniarz
supervise nadzorować
supervisor przełożony; promotor naukowy
work in the field of zajmować się jakąś dziedziną

Career / Kariera zawodowa

approval akceptacja, uznanie
at a rapid rate bardzo szybko
be suited to nadawać się do
be wired differently mieć inną konstrukcję, różnić się
burn out wypalić się zawodowo
career guidance doradztwo zawodowe
career path ścieżka kariery
carry out przeprowadzać, realizować, wykonywać
combine łączyć
commit to poświęcić się, zaangażować się
considerable znaczny, niemały
dedicated member of oddany członek, zaangażowany członek
diversity różnorodność
do an apprenticeship odbywać praktykę zawodową
find your niche znaleźć miejsce dla siebie, znaleźć swoją niszę
fulfil an objective osiągnąć cel
gain work experience zdobyć doświadczenie zawodowe
get down to zabrać się za
goal cel
high-powered job praca na prestiżowym stanowisku
improve your career prospects polepszać swoje perspektywy zawodowe
intersection miejsce przecięcia, skrzyżowanie
keep at pracować nad
keep your options open pozostawić sobie możliwość wyboru
knowledge wiedza
knowledgeable mądry, znający się na czymś dobrze
leadership skills zdolności kierownicze
make a successful living odnieść sukces zawodowy

map sth out rozplanować coś
objective cel
on a day-to-day basis na co dzień
outline naszkicować, zrobić plan, zrobić zarys
practical experience of praktyczne doświadczenie w jakiejś dziedzinie
pursue a career rozwijać karierę zawodową
quitter ktoś niewytrwały, kto zbyt łatwo się poddaje
reflect the need odzwierciedlać potrzebę
set sth out rozłożyć coś, rozstawić; przedstawić
settle on zdecydować się na, wybrać
stick to trzymać się (czegoś)
trainee praktykant, stażysta
unrelated niepowiązany
welcome an opportunity skorzystać z możliwości, chcieć skorzystać z okazji
work placement staż, praktyka zawodowa

Working conditions and employment

Warunki pracy i zatrudnienie

adaptable potrafiący się dostosować
apply for a position ubiegać się o stanowisko
at your convenience w dogodnym dla ciebie/Pana/Pani momencie
be at risk być zagrożonym
be constant/unchanged być niezmiennym
be tied up with być zajęтым czymś
benefit korzystać; korzyść, pożytek
commute to work dojeżdżać do pracy
commuter osoba dojeżdżająca do pracy
company car samochód służbowy
covering letter list motywacyjny
daily commute codzienny dojazd (do pracy/szkoły)
distracted rozkojarzony
do sth day in, day out robić coś codziennie, robić coś bez przerwy
employment policy polityka zatrudnienia
employment possibilities możliwości zatrudnienia
enter the job market wejść na rynek pracy
flexitime/flexible working elastyczny czas pracy
freelancer wolny strzelec
fulfilling dający satysfakcję

handle sb radzić sobie z kimś
health and safety regulations przepisy BHP
improve your career prospects polepszać swoje perspektywy zawodowe
in response to w odpowiedzi na
increase your output zwiększyć swoją wydajność
interview rozmowa kwalifikacyjna
job-sharing dzielenie się pracą, dzielenie się etatem
lucrative dochodowy
meet deadlines dotrzymywać terminów
overpaid zbyt wysoko opłacony
overwork przepracowanie
overworked przepracowany
part-time job praca w niepełnym wymiarze godzin
part-timer pracownik na niepełnym etacie
pressure presja
recruit rekrutować
references referencje, list polecający
rejection odmowa, odrzucenie
relevant właściwy, odpowiedni
replace zastąpić
require prosić o
rigid sztywny, niezmienny
secure pewny, bezpieczny
self-employment samozatrudnienie, własna działalność gospodarcza
sit in być obecnym
skilled wykwalifikowany
split the work podzielić pracę
stable stały, stabilny
staff personel
staff entrance wejście dla personelu
struggle to do sth zmagać się, starać się coś zrobić
summer job praca wakacyjna
take sth over przejąć coś, zdobyć coś
tedious żmudny, monotony
time management zarządzanie czasem
to-do list lista zadań, lista spraw do załatwienia
understaffed mający braki w personelu
unemployment bezrobocie
volunteer pracować jako wolontariusz
work alongside współpracować z
work flexibly mieć elastyczny czas pracy
work to a deadline pracować zgodnie z harmonogramem
work towards pracować dążąc do osiągnięcia celu
workforce siła robocza, pracownicy
workplace miejsce pracy

Family and social life Życie prywatne

Family and friends

Rodzina, znajomi i przyjaciele

casual acquaintance przelotna znajomość
dependant osoba zależna, na czyimś utrzymaniu
dependent zależny, niesamodzielny
family counselling terapia rodzinna
family ties więzy rodzinne
firstborn pierworodny
flatmate współlokator
get-together spotkanie towarzyskie
have a baby urodzić dziecko
host family rodzina goszcząca
in honour of na czyjąś cześć
neighbourly życzliwy, sąsiedzki
on behalf w imieniu
reception przyjęcie
sibling rodzeństwo
soulmate bratnia dusza
spoilt rozpuszczony, rozpieszczony
welcome party przyjęcie powitalne

Relationships

Relacje międzyludzkie

adore uwielbiać, wielbić
alone sam
appreciate docenić
be attracted to lubić, czuć pociąg do
be madly in love with być szaleńczo zakochanym w
be obsessed with mieć obsesję (na czyimś punkcie)
bond więź
boss sb around kierować kimś, rozkazywać komuś
bring sb up wychowywać kogoś
common powszechny, częsty
competition rywalizacja
drift apart oddalać się od drugiej osoby (w relacji)
fall for zakochać się, zadurzyć się w
fall in love with zakochać się w
fancy podkochiwać się w
find common ground znaleźć wspólny język
get on with dogadywać się z, mieć dobre relacje
go out with spotykać się z, być w związku
good company dobre towarzystwo
gossip plotkować
have nothing in common nie mieć nic wspólnego
heartbreak zawód miłosny, żal, smutek
heartbroken zrozpaczony, ze złamanym sercem

hold sb's attention skupić czyjąś uwagę
interact with sb nawiązać kontakt, komunikować się z kimś
late zmarły
leave sb behind zostawić kogoś w tyle, opuścić kogoś
like-minded o podobnych upodobaniach
lone samotny, odludny
lonely samotny
long-distance relationship związek na odległość
look down on patrzeć z góry, gardzić kimś
look up to patrzeć na kogoś z podziwem, szanować
lose touch stracić kontakt z kimś
love at first sight miłość od pierwszego wejrzenia
make up for zrekompensować, wynagrodzić
propose to sb oświadczyć się komuś
refuse odmówić
relationship związek
rely on polegać na
remain pozostać
remarry ponownie wziąć ślub
reputation reputacja, opinia
see sb spotykać się z, chodzić na randki
separate from sb żyć w separacji
share an interest mieć wspólne zainteresowania
split up with zerwać z
talk sb into namówić kogoś na
turn sb down odrzucić kogoś
undivided attention pełnia uwagi
widowed owdowiały
worship wielbić, ubóstwiać

Everyday activities

Czynności życia codziennego

alteration zmiana, przeróbka
answer the phone odebrać telefon
be up to sth być w stanie, być na siłach coś zrobić
early hours wczesne godziny
greet witać
hang around kręcić się po jakimś miejscu, spędzać gdzieś czas
hang out spędzać czas
have a shower brać prysznic
hold urządzać przyjęcie, urządzać spotkanie
lay kłaść, położyć
lie leżeć
lose stracić, zgubić
maintain order zachować porządek
make an effort postarać się coś zrobić
nap drzemka

on a daily basis codziennie
on a regular basis regularnie
oversleep zaspać
party imprezować
rinse spłukać
run out of nie mieć już czegoś, wyczerpać
sleep badly źle spać
small talk pogawędka, rozmowa na błahe tematy
speak up wypowiadać się (w jakiejś sprawie)
turn up pojawić się

Conflicts and problems

Konflikty i problemy

abandon porzucić, opuścić
accusation oskarżenie
accuse sb of oskarżyć kogoś o
address zająć się (sprawą)
agree zgadzać się
argue for/against sth argumentować za czymś/przeciw czemuś
assure zapewniać, gwarantować
beg błagać
blame obwiniać
claim twierdzić
clarification wyjaśnienie
compromise iść na kompromis
confusion zamieszanie; dezorientacja
convincing przekonujący
course of action kierunek działania
deal with zajmować się czymś
demand żądanie
deny zaprzeczać, odmawiać
disallow nie pozwolić na
disapprove nie pochwalać
disbelieve nie dowierzać
dismiss sb as odrzucić, lekceważyć kogoś z jakiegoś powodu
downside/drawback minus, wada
equally jednocześnie; w równym stopniu
excuse wymówka
figure sth out zrozumieć, rozwiązać problem
gender-based stereotype stereotyp dotyczący płci
get yourself into wplątać się w
have a narrow escape uniknąć nieszczęścia o mały włos
ill-advised nierozważny, nierozsądny
interfere przeszkadzać, kolidować
jog your memory odświeżyć sobie pamięć
kick sb out wyrzucić kogoś, pozbyć się kogoś
meet halfway pójść na kompromis
mindlessly bezmyślnie
misbehave źle się zachowywać

misconception błędne przekonanie
misjudge niewłaściwie oceniać
neglected zaniedbany, opuszczony
nightmare koszmar
object sprzeciwić się
on purpose specjalnie, celowo
outdo prześcignąć, przewyższyć
overestimate przecenić
put up with znosić coś
reach an agreement osiągnąć porozumienie, dogadać się
reason with przekonywać
reconsider przemyśleć, rozważyć ponownie
relax the rules zmienić zasady na łagodniejsze
reprimand skarcić, udzielić nagany
solution rozwiązanie
solve a problem rozwiązać problem
stand up for bronić
tackle a problem stawić czoła problemowi
take a chance zaryzykować, podjąć ryzyko
tell sb off skarcić, udzielić nagany
threaten grozić
treat sb unfairly traktować kogoś niesprawiedliwie
unable niezdolny (do czegoś)
underestimate nie docenić
undervalued niedoceniony
urge sb to do sth nakłaniać kogoś do robienia czegoś
voluntarily dobrowolnie
witness być świadkiem
work things out rozwiązać problem, dogadać się z kimś

Food Żywnienie

Meals and their preparation Posiłki i ich przygotowanie

carbohydrates węglowodany
dessert deser
ginger lemonade napój imbirowy
jar słoik
leftover pozostały
mouth-watering apetyczny, rozpylający się w ustach
raw surowy
refreshments przekąski, napoje
rotten food zepsute jedzenie
stale nieświeży, czerstwy

Eating habits

Nawyki żywieniowe

fussy eater wybredny przy jedzeniu
inn gospoda
locally grown uprawiany lokalnie, w okolicy
nutrition odżywianie
starving bardzo głodny

Shopping and services Zakupy i usługi

Selling and purchasing Sprzedawanie i kupowanie

affordable w przystępnej cenie
antiques market targ staroci
auction house dom aukcyjny
average średni
bar code kod kreskowy
bargain price okazjonalna cena
bid oferta kupna (na aukcji)
bid for sth (in an auction) licytować na aukcji, składać ofertę kupna
car boot sale giełda staroci, giełdy rzeczy używanych
chain store sklep należący do sieci, sieciówka
come up for auction wystawić na aukcji
delivery dostawa
enter your PIN wprowadzić kod PIN
exchange wymienić
flea osiągnąć wartość/cenę
flea market pchli targ
get a discount dostać zniżkę
go bargain-hunting polować na okazje
high street główna ulica handlowa w mieście
hold an auction organizować aukcję
impulse purchase zakup robiony pod wpływem impulsu, emocji
in advance z wyprzedzeniem, z góry
in demand poszukiwany, chciany
market stall stragan, stoisko na targu
money-off voucher/coupon voucher/kupon obniżający cenę
online auction aukcja internetowa
online shopping zakupy robione w Internecie
open-air market targ na świeżym powietrzu
order sth online zamówić coś w Internecie
pay out zapłacić za coś, wydać pieniądze
pick-up odbiór (np. przesyłki)
place a bid złożyć ofertę
pre-owned goods przedmioty z drugiej ręki
price range zakres cenowy
put sth aside odłożyć coś na bok
put sth up for sale wystawić coś na sprzedaż
reasonably-priced w rozsądnej cenie
receipt paragon
reduced zredukowany, ograniczony
reduction in the price obniżenie ceny

resell odsprzedać
retail sprzedaż detaliczna
send sth back odesłać coś
shop around rozglądać się po sklepach i porównywać (np. produkty lub ceny)
shop locally robić zakupy lokalnie
split the cost podzielić się kosztami
stallholder właściciel straganu
stock of zapas
sufficient wystarczający
take sth back oddać (np. coś do sklepu)
throw sth in dołożyć, dodać coś
used goods trade handel używanymi rzeczami
value wartość
winning bid najwyższa oferta

Advertising

Promocja i reklama

consumer behaviour zachowanie konsumentów
eye-catching wpadający w oko, efektowny
hyped rozreklamowany
label marka, metka
latest najnowszy, ostatni
leaflet ulotka
limited edition limitowana edycja

Finance / Finanse

a penny saved is a penny earned ziarnko do ziarnka, zbierze się miarka
afford to do sth móc sobie na coś pozwolić (finansowo)
allowance kieszonkowe
average cost średni koszt
be broke być spłukanym, bez grosza
be loaded być bardzo bogatym
be on a limited budget mieć ograniczony budżet
be rolling in money spać na pieniądzu
be short of money mieć mało pieniędzy
be well-off być zamożnym, być dobrze sytuowanym
bills rachunki
charge royalties otrzymywać tantiemy
disadvantaged w niekorzystnej sytuacji; ubogi, pokrzywdzony
disposable income pieniądze, przychód do wydania
economic ekonomiczny, opłacalny
economical oszczędny
financial support wsparcie finansowe
find it hard to make ends meet ledwo wiązać koniec z końcem
fund finansować
funding dofinansowanie
gain osiągnąć, zyskać

go halves podzielić się pół na pół
guidance wskazówki, doradztwo
have money to burn mieć forsy jak lodu
increase (your) earnings zwiększyć dochody/zyski
interest on a loan odsetki od pożyczki
live from hand to mouth klepać biedę
luxurious luksusowy
make a fortune zbić fortunę
make a profit osiągnąć zysk
make money zarabiać pieniądze
open a bank account otworzyć konto bankowe
pocket money kieszonkowe
profitable opłacalny, dochodowy
save for a rainy day oszczędzać na czarną godzinę
save up for oszczędzać na
savings account konto oszczędnościowe
sum of money suma pieniędzy
transfer money przelać pieniądze
waste money marnować pieniądze
winnings wygrana

Travelling and tourism Podróżowanie i turystyka

Sightseeing, trips and excursions

Zwiedzanie i wycieczki

ancient starożytny, bardzo stary
armour zbroja, pancerz
battered zniszczony, poturbowany
be swept overboard zmieciony z pokładu
begin the ascent/descent rozpocząć wspinaczkę/zejście (z góry)
blazing płonący
campsite kemping
canvas camp bed łóżko polowe pokryte płótnem
checked bag bagaż rejestrowany
cultural heritage dziedzictwo kulturowe
custom zwyczaj, tradycja
destination cel podróży
embark on rozpoczynać coś, wyruszać
enjoy your own company dobrze się czuć samemu, we własnym towarzystwie
facilities udogodnienia
famed for słynący z

flint and steel krzesiwo (z krzemienia i kawałka stali)
guided tour zwiedzanie z przewodnikiem
historic historyczny (bardzo ważny, mający długą historię)
historical historyczny (dotyczący przeszłości)
inaccessible niedostępny, nieosiągalny
kit ekwipunek, zestaw
look up directions szukać wskazówek, szukać drogi
lost property zgubiona własność
lounge siedzieć wygodnie, rozsiąść się
medieval średniowieczny
natural beauty naturalne piękno
on the border na granicy
on the coast na wybrzeżu
path ścieżka, droga
picturesque malowniczy
popular with popularny wśród
remote odległy
route trasa
run wild biegać samopas, biegać bez kontroli
set off wyruszyć w podróż
shrine świątynia
sunbed leżak
supplies zaopatrzenie, prowiant
tourist resort kurort turystyczny
tourist spot atrakcja turystyczna
unclaimed nieodebrany (np. bagaż)
voyage of a lifetime rejs życia

Means of transport / Środki transportu i korzystanie z nich

boot bagażnik samochodowy
commercial aircraft samoloty komercyjne
delivery truck samochód dostawczy
dock dokować, przybijać do portu
flat tyre przebita opona
fuel paliwo
moped skuter
submarine łódź podwodna

Traffic / Ruch uliczny

at the roundabout na rondzie
at the traffic lights na światłach
cycle lane ścieżka rowerowa
exit zjazd z autostrady
motorway autostrada
on-street parking parkowanie na ulicy
pedestrian pieszy
pedestrian zone deptak, strefa dla pieszych
pedestrianisation zamknięcie dla ruchu kołowego (np. ulicy)
pull out wjechać na drogę
speedboat motorówka
turn around zawrócić

Culture Kultura

Artists and their work Twórcy i ich dzieła

cult following grono wiernych fanów
entertainer artysta rozrywkowy
exhibition wystawa, pokaz
form a band założyć zespół muzyczny
music industry przemysł muzyczny
paintbrush pędzel do malowania
stencil szablon do odrysowania, wzór

Film, theatre, books Film, teatr, książki

audience widownia, publiczność
box-office success sukces kasowy
come out zostać opublikowanym
disaster movie film katastroficzny
fictional character fikcyjny bohater
genre gatunek filmowy
gripping tale wciągająca opowieść
hero bohater
movie set plan filmowy
onstage sceniczny
opening scene scena otwierająca
passage fragment
plot fabuła
rehearse robić próbę, ćwiczyć
screen ekran
shoot sesja filmowa lub zdjęciowa
soundtrack ścieżka dźwiękowa
spoiler informacja zdradzająca zakończenie (np. filmu)
stage scena
subtitles napisy dialogowe
twists and turns zwroty akcji
villain czarny charakter, złoczyńca

Media / Media

accurate dokładny, precyzyjny
airbrush retuszować
awash with information zalewany informacjami
background tło
backup wsparcie
believable wiarygodny
binge-watch oglądać bez opamiętania (np. kilka odcinków serialu z rzędu)
blow-by-blow szczegółowy
blurred niewyraźny, rozmazany
bombarded with information bombardowany informacjami
breaking news wiadomość z ostatniej chwili
broadcast transmitować, nadawać
capture a memorable moment uchwycić niezapomnianą chwilę
check the accuracy sprawdzić prawdziwość
clear commitment jasne zobowiązanie

close bliski
closely blisko
commercial break przerwa na reklamę
critical krytyczny
critically krytycznie
crop images kadrować, przycinać zdjęcia
deliberate celowy
deliberately celowo
distort the truth zniekształcać prawdę
double-check facts dwukrotnie sprawdzać fakty
evaluate sources oceniać źródła
examine sth closely sprawdzać coś dokładnie
eye-catching story historia przyciągająca uwagę
fact-checker osoba weryfikująca fakty
fake news nieprawdziwe informacje
falsehood fałsz
far-fetched przesadzony, naciągany
green screen zielone tło (technika obróbki filmu lub zdjęcia, w której jednolite tło zmieniane jest komputerowo na dowolny obraz)
have an agenda mieć ukryty cel
high-quality wysokiej jakości
in focus/out of focus ostre/nieostre (zdjęcie)
inaccurate niedokładny
invent a story zmyślić historię
knowingly rozmyślnie, celowo
lens obiektyw
made-up zmyślony
manipulate the media manipulować mediami
mislead/misinform people wprowadzać ludzi w błąd
misleading wprowadzający w błąd, mylący
morning show poranny program
news anchor prezenter wiadomości
news station telewizja informacyjna
news story temat wiadomości
newsreader prezenter wiadomości
newsworthy story historia warta opublikowania
nonstop bez przerwy
not take a story at face value nie zakładać prawdziwości historii
on air na żywo, na antenie
overview przegląd
pose for a photo pozować do zdjęcia
post a video opublikować klip wideo, np. w Internecie
present-day aktualny, dzisiejszy
print-based media media drukowane
question facts kwestionować fakty
reliable/reputable source wiarygodne źródło

report on raportować, informować o
retouch images retuszować zdjęcia
sharp ostry, wyraźny
snap a selfie zrobić/pstryknąć selfie
spread fake news rozpowszechniać nieprawdziwe informacje
superimpose nakładać (jeden obraz na drugi)
take a shot/snap zrobić zdjęcie
tamper with photos manipulować przy zdjęciach
zoom in/zoom out powiększyć/pomniejszyć

Description / Opis

appeal podobać się
appealing atrakcyjny, kuszący
average średni
dark mroczny
date back to pochodzić z jakiegoś okresu, sięgać (czasów)
geometric pattern wzór geometryczny
gripping wciągający, porywający
heavily influenced pod silnym wpływem
hilarious zabawny
minimalist minimalistyczny
nostalgic nostalgiczny
origin pochodzenie
originate pochodzić
predictable przewidywalny
terrifying przerażający
unforgettable niezapomniany
well-reviewed dobrze oceniony, z dobrymi recenzjami
youth culture kultura młodzieżowa

Sport Sport

Doing sports Uprawianie sportów

physically demanding wymagający fizycznie
post-match pomeczowy
raft tratwa
warm-up rozgrzewka
white water rafting spływ górski

Health Zdrowie

Lifestyle / Styl życia

accustomed to przyzwyczajony do
carer opiekun
develop a habit wykształcić nawyk
harmful szkodliwy
harmless niegroźny, nieszkodliwy
have a habit of mieć nawyk
healthy lifestyle zdrowy tryb życia
nasty habit paskudny zwyczaj
strike a balance znaleźć równowagę, złoty środek
sunscreen krem przeciwsłoneczny

Illnesses, symptoms and treatment / Choroby, ich objawy i leczenie

addiction uzależnienie
advice porada
advisable wskazany, stosowny
advise udzielać rad
allergy alergia
apply zastosować
archaea archeony (jednokomórkowce podobne do bakterii)
asthma astma
autism autyzm
bang on the head uderzenie w głowę
be found unconscious zostać znalezionym nieprzytomnym
be hit/struck by lightning zostać porażonym piorunem
be left unconscious być nieprzytomnym
beneficial korzystny, mający dobry wpływ
blind oślepić
body dysmorphic disorder dysmorfobia, zaburzenie psychiczne, polegające na bardzo krytycznym ocenianiu własnej urody
boost poprawiać, pobudzać
brain damage uszkodzenie mózgu
breathe oddychać
come out of a coma obudzić się ze śpiączki
compensate for rekompensować (coś)
condition dolegliwość, choroba
deaf niesłyszący
dental patient pacjent dentysty
depression depresja
diabetes cukrzyca
digest trawić
digestion trawienie
disability niepełnosprawność
disabled niepełnosprawny
exposed narażony, odsłonięty
exposure narażenie, wystawienie, ekspozycja
fall into a coma zapaść w śpiączkę
feeble słaby
fight off zwalczyć
first-aid course kurs pierwszej pomocy
fungi grzyby
genetic factor czynnik genetyczny
germ zarazek, drobnoustrój
harm krzywda; drżawdzić
health check badanie lekarskie
infection infekcja
instant natychmiastowy
irritant czynnik drażniący
life-threatening injuries urazy zagrażające życiu
lose consciousness stracić przytomność
lose your memory stracić pamięć
lung condition choroba płuc
medicate leczyć, podawać lekarstwa

medicinal leczniczy
medicine lek
mental health problem/condition zaburzenie psychiczne
microbe mikrob, drobnoustrój
microbiome mikrobiom
neurotransmitter neuroprzekaznik
nurture żywić
nutrients składniki odżywcze
obesity otyłość
operating theatre sala operacyjna
pathogen patogen, czynnik chorobotwórczy
perform an operation przeprowadzić operację
pollen allergy alergia na pyłki
range of movement zakres ruchu
rash wysypka
recover from an injury powracać do zdrowia po urazie
regain consciousness odzyskać przytomność
regulate regulować
regulation regulacja
regulatory regulujący
respond reagować
response reakcja, odpowiedź
responsive wrażliwy na coś
risk of infection ryzyko infekcji
robotic surgeon robot chirurgiczny
routinely rutynowo, stale
rub wcierać
saliva ślina
sanitiser płyn dezynfekujący
savant syndrome zespół sawanta (stan, gdy osoba upośledzona wykazuje niezwykle umiejętności)
strengthen wzmacniać
suffer an injury doznać urazu, zostać rannym
surgical unit mechanizm operujący
thoroughly dokładnie
treat leczyć
unhurt bez obrażeń, zdrowy
vision wzrok
wheelchair wózek inwalidzki

Science and technology Nauka i technika

Using technical devices and IT technology / Korzystanie z urządzeń i technologii IT

battery akumulator
bleep pikać, piszczeć (o urządzeniach elektronicznych)
chart wytyczać, nakreślać
diameter średnica
fully-automated w pełni automatyczny
image editing software oprogramowanie do edycji zdjęć

locate lokalizować
measure mierzyć
payphone automat telefoniczny
provider dostawca
receiver odbiornik
remote zdalnie sterowany
sat-nav nawigacja satelitarna
shredder niszcarka
spare parts części zamienne
state-of-the-art bardzo nowoczesny
storage pamięć (w komputerze)
store przechowywać, magazynować
switch sth on/off włączyć/wyłączyć coś
take sth apart rozebrać coś na części
telephone exchange centrala telefoniczna
top-of-the-range najwyższej klasy
unlock odblokować
user-friendly przyjazny dla użytkownika
voice command polecenie głosowe
voice recognition rozpoznawanie mowy
unplug odłączyć
wire przewód, kabel
word processing edycja tekstu

Scientific discoveries

Odkrycia naukowe

account for tłumaczyć coś
acid kwas
addition dodawanie
advance postępować
advance/advancement postęp, rozwój
affect mieć wpływ
algorithm algorytm
applied science nauki stosowane
artificial intelligence sztuczna inteligencja
atom atom
award a prize przyznać nagrodę
base zasada (chemiczna)
be made up of składać się z
breakthrough przełom
calculation kalkulacja, obliczenie
carry out research przeprowadzać badania naukowe
chemical composition skład chemiczny
coin a term ukuć termin
collaborate with współpracować z
collect zbierać, kolekcjonować
complex złożony
credit sb with przypisywać komuś (coś)
decompose rozkładać się
derived pochodny, pochodzący
detach oddzielać
division dzielenie
electron elektron
element pierwiastek chemiczny
equation równanie
essential niezbędny

essential part istotna część
essentials podstawy
even number liczba parzysta
exact dokładny, precyzyjny
examine/explore an issue badać, zgłębiać temat
excessive nadmierny
exclusively wyłącznie
fellow scientists koledzy naukowcy
fossil skamieniałość
fraction ułamek
gain recognition zdobyć uznanie
hidden away schowany, ukryty
illogical nielogiczny
in terms of pod względem, pod kątem czegoś
intention zamiar, intencja
invent wynaleźć
lead to prowadzić do
limited ograniczony
linked back to powiązany z
make a contribution przyczynić się, wnieść wkład w coś
make reference to odnieść się, nawiązać do
medical advances postępy w medycynie
molecular structure struktura molekularna
multiplication mnożenie
name sth after sb nazwać coś na czyjąś cześć
nucleus jądro atomu
numeral cyfra
odd number liczba nieparzysta
outcome wynik, rezultat
outer space przestrzeń kosmiczna
periodic table układ okresowy pierwiastków
periodically okresowo
principle zasada, reguła
question kwestionować, wątpić
radiation promieniowanie
radioactivity promieniotwórczość
receive a mention zostać wyróżnionym
recognise an achievement docenić osiągnięcie
relativity względność
release uwalniać
remain a mystery pozostawać zagadką
remarkable wybitny, niezwykle
rough niedokładny, przybliżony
see the potential dostrzegać potencjał
solve a mystery rozwiązać zagadkę
source of gravity źródło grawitacji
stimulating pobudzający do myślenia, inspirujący
subtraction odejmowanie
survey badanie, ankieta
theory of relativity teoria względności
undeniably/undoubtedly niewątpliwie

undervalued niedoceniony
unlimited nieograniczony
velocity prędkość
viewpoint punkt widzenia, stanowisko
volume objętość
win the respect zdobyć szacunek
with regard to w stosunku do, wobec

The natural world Świat przyrody

Landscape / Krajobraz

cave/cavern jaskinia
coastline linia brzegowa
countryside teren wiejski
current prąd rzeczny/morski
deep sea głębokie morze
desert pustynia
diverse landscape zróżnicowany krajobraz
foothill pagórek
ice cap pokrywa lodowa
leafy liściasty, pełen zieleni
meadow łąka
natural wonder cud natury
orchard sad
patch fragment (terenu), skrawek ziemi
plain równina
ploughed field zaorane pole
rolling hills łagodnie pofałdowane wzgórza
soil gleba, ziemia
spark iskra
stream strumień
summit szczyt
wilderness dzicz, pustkowienie

Plants and animals

Rośliny i zwierzęta

animal cruelty okrucieństwo wobec zwierząt
animal rights prawa zwierząt
breeding ground lęgowisko
bush krzak
domesticate udomowić
establish a community zakładać wspólnotę/stado
extend a territory powiększyć terytorium
extinct wymarły
extinction wyginięcie
food chain łańcuch pokarmowy
grow in number wzrastać
hatch wykluwać się
in captivity w niewoli
lay eggs składać jaja
marine reptile gad morski
migrate migrować
migration migracja
natural habitat środowisko naturalne

nesting beach gniazdowisko na plaży
on the loose na wolności
predator drapieżnik
prey ofiara, żer
release into the wild wypuścić na wolność, uwolnić do środowiska naturalnego
reunite zjednoczyć, połączyć
set free uwolnić
tern rybitwa
thorny kolczasty, ciernisty
thriving population rozwijająca się populacja
trapped uwięziony, w pułapce
treatment of animals traktowanie zwierząt
tweet ćwierkać

The weather / Pogoda

a storm is brewing zanosí się na burzę
blizzard zamieć śnieżna
downpour ulewa
gale-force winds wichury
gust of wind podmuch wiatru
hurricane huragan
pour with rain lać jak z cebra
pre-storm przedburzowy
raindrop kropla deszczu
rainfall opady deszczu
severe weather conditions trudne warunki pogodowe
snowfall opady śniegu
weatherproof odporny na warunki atmosferyczne
whiteout śnieżycza, zamieć

Environmental protection

Ochrona środowiska naturalnego

alternative energy energia alternatywna
biodegradable biodegradowalny
biodiversity zróżnicowanie biologiczne
carbon dioxide dwutlenek węgla
carbon emission emisja dwutlenku węgla
contamination zanieczyszczenie
creature stworzenie
deforestation wylesianie, wycinka lasów
discard wyrzucić, pozbyć się
ditch rów
do harm robić krzywdę
drain osuszyć, odprowadzić wodę
eco-warrior bojownik ruchu ekologicznego
electricity-generating generujący energię
emission emisja, wydzielanie
environmental impact wpływ na środowisko
fumes spaliny

fur futro
fur trade handel futrami
greenhouse effect efekt cieplarniany
harness okiełznać, wykorzystać
irreparable damage nieodwracalne szkody
litter zaśmiecać
noise pollution zagrożenie hałasem
plastic waste odpady z tworzyw sztucznych
polluter truciciel
preserve zachować, chronić
single-use plastics jednorazowe opakowania plastikowe
sustainable zgodny z zasadami zrównoważonego rozwoju
sustainable tourism turystyka uprawiana z dbałością o środowisko
textile waste odpady włókiennicze
trash śmieci, odpady
water tank zbiornik wody
wildlife protection ochrona środowiska
wind turbine turbina wiatrowa
windmill wiatrak, młyn

Natural disasters

Kłęski żywiołowe

avalanche lawina
drought susza
earthquake trzęsienie ziemi
flood powódź
tsunami tsunami
wildfire pożar lasu

State and society

Państwo i społeczeństwo

Social events and phenomena / Wydarzenia i zjawiska społeczne

acceptance speech przemówienie, wystąpienie przy przyjęciu nagrody
annual coroczny
anonymity anonimowość
authenticate uwierzytliwiać
awareness-raising campaign kampania zwiększająca świadomość
become mainstream stać się powszechnym, stać się codziennym
cause cel, sprawa
civilian cywilny
come down to sprowadzać się do czegoś
community środowisko
conscious świadomy
consist of składać się z
contribute to przyczyniać się do, mieć wkład w

data dane
date data
donate przekazać datek, ofiarować
effect efekt, skutek
emigrate emigrować
engage with zaangażować się w
equality równość
ethical issue kwestia etyczna
eventually ostatecznie, w końcu
fairness sprawiedliwość
for the sake of dla dobra, przez
 wzgląd na
fundraise for charity zbierać
 pieniądze na cele dobroczynne
gain popularity zyskać popularność
general public ogół społeczeństwa
hand out leaflets rozdawać ulotki
immigrate imigrować
insure ubezpieczać
involvement udział, zaangażowanie
long-term commitment
 długoterminowe zobowiązanie
make a claim stwierdzić, ogłosić
make a difference mieć znaczenie,
 sprawiać różnicę
make a statement przekazać ideę;
 stworzyć wrażenie
make your point wyrazić swoją
 opinię
member of the public obywatel
multicultural wielokulturowy
multipurpose wielozadaniowy,
 uniwersalny
occasion okazja, wydarzenie
outnumber mieć przewagę liczebną
peaceful protest pokojowy protest
peacefully pokojowo
petition petycja
principal zasadniczy, najważniejszy;
 dyrektor
proceed kontynuować, przechodzić
 dalej
promote awareness promować
 świadomość
protect your identity chronić swoją
 tożsamość
protest march marsz protestacyjny
protestor protestujący
public figure osoba publiczna
raise awareness zwiększać
 świadomość
raise money zbierać pieniądze
recognised uznany, ceniony
refer to nawiązywać
remain anonymous pozostać
 anonimowym
security bezpieczeństwo
step in wkroczyć
time-consuming czasochłonny
unconfirmed rumour
 niepotwierdzone plotki
underlying message zasadnicze
 przesłanie
unusual niezwykły
upturn poprawa, zmiana na lepsze

The problems of the modern world / Problemy współczesnego świata

aftermath następstwa, pokłosie
antinuclear przeciwnuklearny
antisocial aspołeczny
ban zakazać
break the law złamać prawo
bully prześladowca, osoba
 znęcająca się nad innymi
commit an offence popełnić
 wykroczenie
crack down on rozprawiać się,
 wprowadzać porządek
crackdown on walka z
deception oszustwo, podstęp
deceptive złudny, mylny, pozorny
devastating scene druzgocący widok
discriminate against sb
 dyskryminować kogoś
downturn spadek, tendencja zniżkowa
extreme poverty skrajne ubóstwo
famine klęska głodu
fine sb dać komuś mandat, nałożyć
 karę finansową
gender gap różnice dzielące płcie
go missing zaginąć
harsh reminder brutalne
 przypomnienie
have access to mieć dostęp do
human trafficking handel ludźmi
illegal nielegalny
improbable nieprawdopodobny
inadequate nieodpowiedni
incapable nieudolny, nieporadny
incident zajście, incydent
injustice niesprawiedliwość
irrelevant nieistotny, nieważny
limit ograniczyć
make a complaint złożyć zażalenie,
 zgłosić reklamację
misinformation mylna informacja
offence wykroczenie
offender sprawca, przestępca
out of reach poza zasięgiem
prevent from zapobiec czemuś
receive criticism być krytykowanym
replace zastąpić
robbery kradzież, rabunek
run low on sth posiadać niewiele
 czegoś
security measures środki
 bezpieczeństwa
short-lived krótkotrwały
substandard poniżej normy
sue sb złożyć pozew sądowy
 przeciwko komuś
take advantage of wykorzystać
take notice of zauważyć, wziąć pod
 uwagę
take priority mieć pierwszeństwo
take sb to court podać kogoś do
 sądu
theft kradzież

throw-away society społeczeństwo
 charakteryzujące się filozofią
 wyrzucania przedmiotów po
 jednorazowym użyciu
uncontrollable nie do opanowania,
 niepoohamowany
unheard-of nieznan, niespotykany

Politics and economy Polityka i gospodarka

available osiągalny, dostępny
be on the rise wzrastać
bring in wprowadzać, przedstawiać
business empire imperium biznesowe
car company firma motoryzacyjna
clothing industry przemysł odzieżowy
decreasing malejący
double podwoić
figure liczba, statystyka, dane
for commercial gain w celu
 osiągnięcia korzyści finansowych
for political gain w celach
 politycznych
foreign affairs sprawy
 międzynarodowe
generate generować, produkować
gradual drop/decline in stopniowy
 spadek
gradual rise/increase in stopniowy
 wzrost
growing number rosnąca liczba
have a bad reputation mieć złą
 opinię
headquarters główna siedziba
increasing rosnący
industrialisation uprzemysłowienie
lifetime supply dożywotni zapas
local brands lokalne marki
management zarządzanie
marked rise/increase in wyraźny
 wzrost
mass-produced product wyrób
 masowej produkcji
provide dostarczać, zapewniać
rapid drop/decline in gwałtowny
 spadek
remain constant/unchanged
 utrzymać się na stałym poziomie
sharp drop/decline in wyraźny
 spadek
sharp rise/increase in wyraźny
 wzrost
spring up pojawiać się
steady drop/decline in
 ciągły/regularny spadek
steady rise/increase in
 ciągły/regularny wzrost
support local producers wspierać
 lokalnych producentów
take off nabrać tempa, odnieść
 sukces
target wybierać za cel, kierować do
 (np. reklamę, produkt)
vital niezbędny
withdraw wycofać

Authorities / Władze

authority władza, autorytet
mayor burmistrz
policy zasady, polityka
pre-election przedwyborczy
pro-democracy prodemokratyczny

English-speaking countries and Poland

Wiedza o krajach anglojęzycznych oraz o Polsce

Ada Lovelace (1815–1852) angielska matematyczka, córka poety lorda Byrona, brała udział w pracach C. Babbage'a nad pierwszym komputerem, zwanym maszyną analityczną; bywa uznawana za pierwszą w historii programistkę

Bangor University Uniwersytet w Bangor, w Walii, założony w 1884 roku

Banksy brytyjski anonimowy artysta *street artu*; tworzy w przestrzeni miejskiej, wykorzystuje technikę szablonową, w swoich pracach najczęściej komentuje bieżące problemy społeczne i polityczne

Barbara Kingsolver (ur. 1955) amerykańska powieściopisarka, eseistka i poetka; w Polsce wydano jej powieść „Lot motyla” (*Flight Behaviour*)

BBC *British Broadcasting Corporation*; brytyjski publiczny nadawca radia i telewizji

Beefeaters popularne określenie strażników twierdzy Tower w Londynie, oficjalnie *Yeomen Warders*

Bernard Silver (1924–1963) amerykański inżynier, wraz z J. Woodlandem opracował pierwszy kod kreskowy

Bilbo Baggins postać fikcyjna, główny bohater powieści „Hobbit, czyli tam i z powrotem” J.R.R. Tolkiena

Bill Gates (ur. 1955) amerykański programista komputerowy i przedsiębiorca, założyciel firmy Microsoft, należy do najbogatszych ludzi na świecie; znany z działalności dobroczynnej poprzez Fundację Billa i Melindy Gatesów

Birmingham drugie pod względem liczby ludności miasto w Wielkiej Brytanii, położone w regionie West Midlands w Anglii, w przeszłości głównie miasto przemysłowe, obecnie także ważny ośrodek kulturalny i akademicki

Brian Acton (ur. 1972) amerykański programista i przedsiębiorca, współtwórca aplikacji WhatsApp

Britney Spears (ur. 1981) amerykańska piosenkarka

Byron Company założony w 1892 roku i działający do dziś zakład fotograficzny na Manhattanie w Nowym Jorku; tysiące zdjęć fotografów zakładu przechowywanych jest w kolekcjach Muzeum Miejskiego w Nowym Jorku, które dokumentuje historię miasta

Camden Town dzielnica w północnej części Londynu, znana z niezwykłych sklepów odzieżowych, klubów nocnych, a także słynnych bazarów, do których należy Camden Lock

Cape Town Kapsztad – najstarsze i największe miasto w RPA, w pobliżu Przylądka Dobrej Nadziei, u podnóża Góry Stołowej (*Table Mountain*), siedziba parlamentu RPA

Captain America postać fikcyjna, bohater z komiksów „Kapitan Ameryka” wydawanych przez amerykańskie wydawnictwo Marvel Comics

Charles Babbage (1791–1871) brytyjski matematyk i wynalazca, autor projektów maszyn liczących, w tym maszyny analitycznej uważanej za prototyp dzisiejszych komputerów

Charles Dickens (1812–1870) angielski powieściopisarz, najpopularniejszy brytyjski autor dziewiętnastego wieku, którego twórczość cieszy się popularnością również dziś; jego książki przedstawiają życie w wiktoriańskiej Anglii, szczególnie trudny los ludzi biednych i dzieci; najbardziej znane utwory Dickensa to powieści „Klub Pickwicka” (*The Pickwick Papers*), „Dawid Copperfield” (*David Copperfield*), „Oliver Twist” (*Oliver Twist*), „Wielkie nadzieje” (*Great Expectations*), nowela „Opowieść wigilijna” (*A Christmas Carol*), „Opowieść o dwóch miastach” (*A Tale of Two Cities*)

Chiwetel Ejiofor (ur. 1977) brytyjski aktor i reżyser, znany z roli Karla Mordo w filmie „Doktor Strange” (*Doctor Strange*); w filmie „O chłopcu, który ujarzmił wiatr” (*The Boy Who Harnessed The Wind*) w potrójnej roli scenarzysty, reżysera i aktora

Daniel Radcliffe (ur. 1989) brytyjski aktor, znany z tytułowej roli w serii filmów o Harrym Potterze

Desmond Morris (ur. 1928) brytyjski zoolog i antropolog, autor wielu popularnonaukowych programów telewizyjnych oraz publikacji książkowych o zachowaniu ludzi i zwierząt, m.in. „Nagiej małpy” (*The Naked Ape*)

Donna Strickland (ur. 1959) kanadyjska fizyczka, laureatka Nagrody Nobla w dziedzinie fizyki w 2018 roku

Dorothy Hodgkin (1910–1994) angielska biochemiczka, laureatka Nagrody Nobla w dziedzinie chemii w 1964 roku

Ebenezer Howard (1850–1928) twórca koncepcji miasta ogrodu (*garden city*); próbą realizacji tej koncepcji była budowa dwóch miast, Letchworth (1903) i Welwyn (1919)

Ed Yong (ur. 1981) brytyjski pisarz i dziennikarz naukowy, autor bloga popularnonaukowego *Not Exactly Rocket Science*, artykułów publikowanych m.in. w *National Geographic*, *New Scientist* i *Nature* oraz wydanej także w Polsce książki „Mikrobiom” (*I Contain Multitudes: The Microbes Within Us and a Grand View of Life*)

Essex hrabstwo w Anglii, położone na wschód od Londynu, nad Morzem Północnym

Ewan McGregor (ur. 1971) szkocki aktor, znany z roli młodego Obi-Wana Kenobiego w trzech pierwszych częściach sagi „Gwiezdne wojny”; inne jego filmy to m.in. „Płytki grób” (*Shallow Grave*), „Trainspotting”, „Moulin Rouge”, „Autor widmo” (*The Ghost Writer*), „Niemożliwe” (*The Impossible*)

George Laurer (1925–2019) inżynier w firmie IBM; w 1973 roku opracował *Universal Product Code*, czyli kod kreskowy w formie, jaką dziś znamy; jego praca była rozwinięciem pomysłów Silvera i Woodlanda

Girl with Balloon seria murali stworzonych przez Banksy'ego w Londynie, przedstawiających dziewczynkę wyciągającą rękę w kierunku czerwonego balonika w kształcie serca, unoszonego przez wiatr

Grace Hopper (1906–1992) amerykańska informatyczka i matematyczka, jedna z pierwszych programistek, wywarła duży wpływ na rozwój informatyki, służyła w marynarce wojennej USA

Harry Potter postać fikcyjna, główny bohater serii książek brytyjskiej pisarki J.K. Rowling oraz ich ekranizacji

IBM duże międzynarodowe przedsiębiorstwo branży informatycznej z siedzibą w USA; producent sprzętu i oprogramowania, zwłaszcza dla użytkowników biznesowych

James Bond Agent 007, postać fikcyjna, bohater powieści Iana Fleminga, agent brytyjskich służb specjalnych, popularny głównie dzięki licznym ekranizacjom przygód; w rolę Bonda wcielali się m.in. Sean Connery, Pierce Brosnan i Daniel Craig

Jan Koum (ur. 1976) ukraińsko-amerykański programista i przedsiębiorca, współtwórca aplikacji WhatsApp

Jocelyn Bell Burnell (ur. 1943) brytyjska astrofizyczka, jako pierwsza zaobserwowała pulsar; za to odkrycie szefom zespołu, w którym pracowała, przyznano Nagrodę Nobla w dziedzinie fizyki, ją samą natomiast pominięto, co wzbudziło wiele kontrowersji

Joe Woodland (1921–2012) amerykański wynalazca, wraz z B. Silverem opracował pierwszy kod kreskowy

John Gray (ur. 1951) amerykański terapeuta par i pisarz, autor poradników, w tym sprzedanego w milionach egzemplarzy na całym świecie „Mężczyźni są z Marsa, kobiety z Venus” (*Men Are from Mars, Women Are from Venus*)

Jojo Moyes (ur. 1969) brytyjska dziennikarka i autorka wydawanych również w Polsce powieści dla kobiet

Ken Robinson (ur. 1950) brytyjski pisarz, mówca, specjalista i doradca w zakresie rozwoju kreatywności i edukacji kulturalnej, współpracujący z organizacjami rządowymi i pozarządowymi; jego prezentacja TED (*Do Schools Kill Creativity?*) należy do najczęściej oglądanych wykładów TED w historii

Liverpool miasto w północno-zachodniej Anglii, nad rzeką Mersey; tu powstał i zaczął koncertować zespół *The Beatles*; jest siedzibą dwóch znanych klubów piłkarskich: Liverpool FC i Everton FC

Manhattan okręg Nowego Jorku oraz wyspa położona pomiędzy rzeką Hudson a cieśniną East River

Marie Curie (1867–1934) Maria Skłodowska-Curie – polska fizyczka i chemiczka; badała radioaktywność, odkryła dwa pierwiastki radioaktywne polon i rad (wraz z mężem Pierre'em Curie); otrzymała dwie Nagrody Nobla

Mark Twain (1835–1910) amerykański pisarz, autor „Przygód Tomka Sawyera” (*The Adventures of Tom Sawyer*) i „Przygód Hucka Finna” (*The Adventures of Huckleberry Finn*); jego prawdziwe nazwisko to Samuel Longhorne Clemens

Mary Anning (1799–1847) jedna z pierwszych brytyjskich paleontolożek i zbieraczek skamieniałości

Meryl Streep (ur. 1949) amerykańska aktorka, wszechstronnie utalentowana i często uznawana za jedną z najlepszych aktorek swego pokolenia; wielokrotnie nominowana do Oscara, którego otrzymała trzy razy za role w filmach: „Sprawa Kramerów” (*Kramer vs. Kramer*), „Wybór Zofii” (*Sophie's Choice*) i „Żelazna Dama” (*The Iron Lady*)

Naomi Watts (ur. 1968) brytyjska aktorka i producentka filmowa, nominowana do Oscara za rolę w filmach „21 gramów” (*21 Grams*) i „Niemożliwe” (*The Impossible*)

Notting Hill zamożna dzielnica Londynu, słynąca z kolorowych ulicznych parad Notting Hill Carnival, które odbywają się co roku w sierpniu, oraz ulicznego targu Portobello Road Market

Oxford Oksford – miasto położone nad Tamizą w południowej Anglii, siedziba Uniwersytetu Oksfordzkiego, najstarszego anglojęzycznego uniwersytetu na świecie; ze względu na wspaniałe zachowaną architekturę miasta, szczególnie budynki uniwersyteckie, bardzo często możemy je oglądać w produkcjach filmowych

Paris Hilton (ur. 1981) amerykańska celebrytka, aktorka i piosenkarka

Portobello Road Market targ uliczny na Portobello Road w Londynie, w soboty – targ staroci

Rob Knight (ur. 1976) naukowiec pochodzący z Nowej Zelandii, zajmuje się mikrobiomem; współautor wydanych także w Polsce książek „Brud jest zdrowszy niż myślisz” (*Dirt is good*) i „Na tropie mikrobiomu” (*Follow Your Gut*)

Robert Cornelius (1809–1893) amerykański pionier fotografii i producent lamp; jego autoportret wykonany w 1839 roku uważany jest za pierwsze zachowane selfie

Robert Pattinson (ur. 1986) brytyjski aktor filmowy i teatralny, znany z roli w filmie „Zmierzch” (*Twilight*)

Ronald Reagan (1911–2004) prezydent Stanów Zjednoczonych w latach 1981–1989 z nominacji Partii Republikańskiej; wcześniej aktor filmowy i gubernator Kalifornii; w czasie prezydentury wspierał ruchy antykomunistyczne na świecie, w tym polską Solidarność

Rosalind Franklin (1920–1958) brytyjska chemiczka, biofizyczka i krystalografka; prowadziła prace nad promieniowaniem rentgenowskim, badała strukturę DNA

Sheffield miasto w północnej Anglii, znane z wyrobów metalowych, głównie produkcji narzędzi i sztuców; miasto akademickie; siedziba dwóch klubów piłkarskich

Stephen King (ur. 1947) amerykański pisarz, twórca głównie literatury grozy, autor m.in. powieści „Lśnienie” (*The Shining*) czy „Miasteczko Salem” (*Salem's Lot*), ale też „Zielona mila” (*The Green Mile*); laureat licznych nagród literackich; na podstawie jego twórczości powstało wiele filmów i seriali

Steven Spielberg (ur. 1946)

amerykański reżyser, scenarzysta i producent filmowy, należący do najpopularniejszych w historii filmu; zdobywca Oscara za filmy „Lista Schindlera” (*Schindler's List*) i „Szeregowiec Ryan” (*Saving Private Ryan*); inne jego filmy to „Szczęki” (*Jaws*), „Poszukiwacze zaginionej Arki” (*Raiders of the Lost Ark*), „E.T.” (*E.T. the Extra-Terrestrial*), „Park Jurajski” (*Jurassic Park*); współzałożyciel wytwórni filmowej *DreamWorks*

Table Mountain Góra Stołowa – wznosząca się nad Kapsztadem w RPA, symbol tego miasta

TED *Technology, Entertainment and Design* – konferencje naukowe służące wymianie idei wartych propagowania (*ideas worth spreading*); wystąpienia mają formę krótkich prelekcji i są udostępniane za darmo w Internecie

The Appalachian Mountains

Appalache – pasmo górskie w północno-wschodniej części Ameryki Północnej

The Ceremony of the Keys

tradycyjny rytuał otwierania i zamykania głównych bram twierdzy Tower w Londynie; wieczorna część zaczyna się codziennie o 21.53 i przebiega zgodnie z niezmiennym od wieków ceremoniałem; mówi się, że przez siedem wieków jej obowiązywania ceremonia została zakłócona tylko raz – w grudniu 1940 roku, gdy na Tower zrzucono bombę

The Duffer Brothers Matt i Ross Duffer – amerykańscy twórcy telewizyjni, reżyserzy i producenci, autorzy serialu *Stranger Things*

The Hobbit „Hobbit, czyli tam i z powrotem” – popularna, także wśród dorosłych, powieść fantasy dla dzieci autorstwa J.R.R. Tolkiena; akcja rozgrywa się w świecie Śródziemia i przedstawia przygody hobbita Bilbo Bagginsa; jej kontynuacją jest powieść „Władca Pierścieni” (*The Lord of the Rings*)

The Tower of London twierdza w Londynie, nad Tamizą, zbudowana w XI wieku; w przeszłości siedziba królów Anglii oraz więzienie, obecnie muzeum obejmujące skarbiec, w którym przechowywane są klejnoty królewskie (*Crown Jewels*); strażnicy twierdzy opiekują się też zamieszkującymi tam krukami – legenda mówi, że jeśli kruki odlecą, królestwo brytyjskie upadnie

The US Department of Defense

Departament Obrony Stanów Zjednoczonych – resort administracji USA nadzorujący siły zbrojne

The World Health Organisation

Światowa Organizacja Zdrowia – organizacja międzynarodowa działająca w ramach ONZ, zajmująca się ochroną zdrowia

Tim Berners-Lee (ur. 1955) brytyjski informatyk, twórca sieci World Wide Web (WWW), udostępnionej bezpłatnie w 1991 roku; od 1994 roku dyrektor konsorcjum W3C, obecnie profesor na Uniwersytecie Oksfordzkim oraz w Instytucie Technologii Massachusetts (MIT)

University of California San Diego

Uniwersytet Kalifornijski w San Diego, należący do dziesięciu uniwersytetów wchodzących w skład Uniwersytetu Kalifornijskiego, znany szczególnie z osiągnięć w dziedzinie nauk ścisłych

Will Smith (ur. 1968) amerykański aktor filmowy i piosenkarz; wystąpił m.in. w filmach „Dzień Niepodległości” (*Independence Day*) i „Faceci w czerni” (*Men in Black*)

Winston Churchill (1874–1965) brytyjski polityk, dwukrotnie premier rządu – w czasie drugiej wojny światowej oraz w latach 1951–55; znany ze swych przemówień w czasie wojny, nadawanych przez radio, w których zagrzewał Brytyjczyków do walki i podtrzymywał ich wiarę w zwycięstwo; laureat literackiej Nagrody Nobla; w 2002 roku uznany za najwybitniejszego Brytyjczyka wszech czasów w plebiscycie BBC

CZŁOWIEK

- 1 Complete the text with the words from the box.
There are three extra words.

background blood-red childhood coffee elderly
frills garment jack master memory passionate
second-hand soul star tea upbringing

I remember my childhood well. My parents were both musicians, so I don't think I had a standard ¹upbringing. I was raised by music. My earliest ²memory is of my mother singing while I was eating my lunch. I wasn't the same as other kids my age. Their parents seemed ³elderly and boring, while mine were glamorous musicians, who took me to gigs. Even their clothes were amazing. They were both from a poor ⁴background and didn't have much money, so everything they wore was ⁵second-hand. Nevertheless, they looked like pop stars. I remember when they came to school once to talk to the principal; my mother was dressed in a very smart, ⁶blood-red dress and my dad was wearing a collarless shirt with ⁷frills on the sleeves. Their music wasn't everyone's cup of ⁸tea, but they were so talented. They could play anything, and my dad was a real ⁹jack of all trades. I suppose I take after him in that respect, but I'm more the ¹⁰master of none. My parents were always the life and ¹¹soul of the party, but they always had time for me as well. I think it's fair to say that my love for music grew out of these experiences. They taught me to be ¹²passionate, something I didn't feel I was learning at school.

- 2 Complete the sentences with the missing words.
The first letters are given.

I have a vivid m e m o r y of falling off the swing and breaking my arm.

- My sister is so good at music and she knows it. She's bursting with c o n f i d e n c e.
- In dangerous situations, it's important that you keep a cool h e a d and make good decisions.
- My aunt is so funny. She literally makes me roar with l a u g h t e r.
- My mother hates it when she asks me a question and I just shrug my s h o u l d e r s.
- I'm doing a revision test, and I'm really racking my b r a i n s for the answers.
- I know I need to push myself and step out of my comfort z o n e.
- I love my best friend, but he is a bit annoying at parties. He always has to be the c e n t r e of attention.
- That lecture was so interesting. I was on the e d g e of my seat.

- 3 Choose the correct answers A–D.

I hate meeting up with Tara. She's not very ___, so I always have to sit by myself for ages.

- ☒ A punctual B supportive
C sociable D trusting

- 1 My brother is so ___. He'd say black was white if it meant he could disagree with me.

- A attentive ☒ B argumentative
C competitive D perceptive

- 2 My friend is always falling over. She's so ___.

- A genial B daring C cautious ☒ D clumsy

- 3 Tom is lovely. He's just so kind and ___. You can't not like him.

- A enterprising B short-tempered
☒ C good-natured D conscientious

- 4 I really like hanging out with Bob. He's so ___ nothing bothers him.

- A bird-brained B single-minded
C strong-willed ☒ D laid-back

- 5 I love Sarah, but she is ___ shy and quiet. It's so hard to have a conversation with her.

- A perfectly B highly ☒ C painfully D bitterly

- 6 My brother is such a ___. He never cleans up after himself.

- A flake ☒ B slob C loner D free spirit

- 7 I don't come from a very ___ family. We never hug and I've never seen my parents kiss.

- ☒ A affectionate B gentle
C kind-hearted D sensitive

- 8 You can't say anything to my mother without her taking offence. She is ___.

- A hyperactive ☒ B hypersensitive
C humble D honest

- 9 She's kind, funny and beautiful, but she just keeps talking about all of her faults. She's so ___.

- A self-conscious B self-centred
C self-obsessed ☒ D self-critical

- 10 He's very detail-focused and can help with every aspect of the project. He's really ___.

- A moody ☒ B thorough C witty D tactful

- 4 Match the words in boxes A and B to make eight compound adjectives.

A

(curly fair good level nut self thin well)

B

(behaved brown haired headed lipped
minded natured obsessed)

fair-minded, curly-haired good-natured
level-headed nut-brown self-obsessed
thin-lipped well-behaved

5 Complete the text with the correct form of the words from the box.

astonish aware clear dare feel final
firm hair imagine risk

Stephen was finally home. He came in and shut the door firmly behind him. Weird ... it was not locked. His mum always complained about him not locking the door – this time it had clearly been her that had forgotten. He went into the kitchen to get something to eat. He could hear his mother upstairs, but she was unaware he had returned. 'She must be back from doing the shopping already,' he thought. He opened the fridge, but the shelves were practically empty. Weird. If she was still out doing the shopping, who was upstairs? 'It's only my vivid imagination,' he thought. 'Maybe I've watched too many movies?' She could have decided not to do the shopping today. Maybe she was just cleaning the wardrobe? Or doing that big clear-out she'd promised to do? But that was a lot of 'maybes' and he had a gut feeling that it wasn't her. The question was: what should he do now? He could leave by the front door again, but that was too risky. Whoever it is might hear him. 'I'm not so daring,' he thought. He eventually came to a decision. He took his phone and, trying to keep his voice steady, he called the police. Then he hid in the toilet. They arrived within minutes and caught the man trying to steal everything they owned. As they put him into the car, there was a look of astonishment on his face. He couldn't believe they had caught him. When they drove off, Stephen thought that this had been one of those hairy moments he would never forget.

6 Are the statements true (T) or false (F)? Correct the false statements. Answer key – WB page 187

- If you glance at something, you look at it for a long time. (F)
- 1 If you caught a glimpse of something, you only saw it for a moment. (T)
- 2 When you hesitate, you do something immediately. (F)
- 3 You sob when you are happy and full of joy. (F)
- 4 When you peep, everyone knows you are looking. (F)
- 5 When you swallow, you make a movement as if something is going down your throat. (T)
- 6 When you whisper, you speak clearly and loudly. (F)
- 7 When you grip something, you hold it lightly. (F)
- 8 Yelling involves speaking quietly and calmly. (F)
- 9 A wink is when you close one eye and open it again quickly. (T)
- 10 You giggle when you are sad and things are not going well. (F)
- 11 You flinch when you think someone or something might hit you. (T)
- 12 You might gasp if you hear some shocking news. (T)

MIEJSCE ZAMIESZKANIA

1 Find the words in the text that match the definitions below.

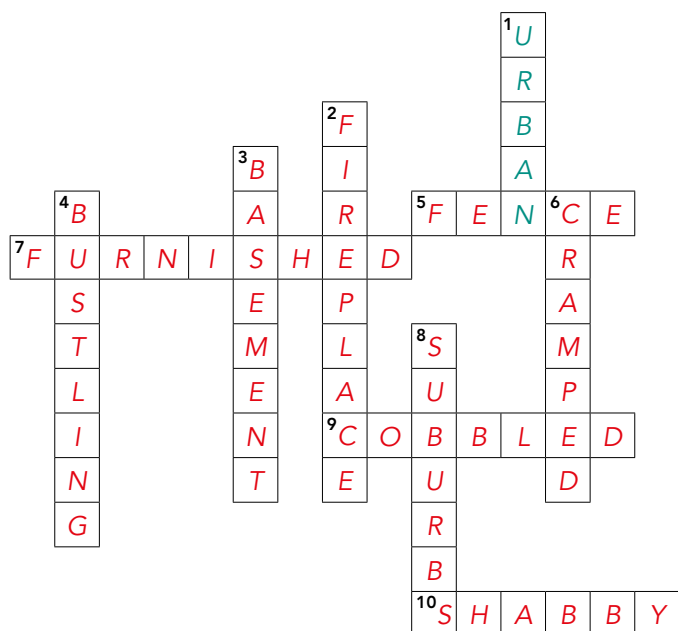
She walked into her new house; it was a bit run-down, so there was a lot to do if she was going to turn it into a home. First of all, it was freezing; the high ceilings and old windows meant that it was quite draughty. Those windows also made her worry about damp, the walls did feel quite cold and a little wet. She'd definitely need new windows and perhaps a wood burner to heat the place up. That would give it the right atmosphere. For now, she would just have to do some cleaning. She'd brought a bucket full of cleaning solutions, but first she was going to give the house a good clear-out, as the previous owners had left a lot of their old clutter behind. She tested the taps, at least there was running water; nothing else seemed to work. The lock on the door was broken and the old solar panels the previous people had installed no longer seemed to create any electricity at all. 'Don't worry,' she thought to herself. 'By the time I'm finished with it, it will be absolutely spotless.'

Adjective: in a poor state, that needs fixing run-down

- 1 Adjective: the windows and doors are not of a high quality and allow a cold air to enter the house draughty
- 2 Noun: a heater that is fuelled by wood wood burner
- 3 Noun: liquids for cleaning the house cleaning solutions
- 4 Noun: a collection of untidy things clutter
- 5 Noun: water that comes from a tap running water
- 6 Noun: you put a key in this to keep a door shut lock
- 7 Noun: these are usually on the roof of a house and turn sunlight into electricity solar panels
- 8 Adjective: completely tidy and clean spotless



2 Do the crossword.



3 Choose the correct answers A-D.

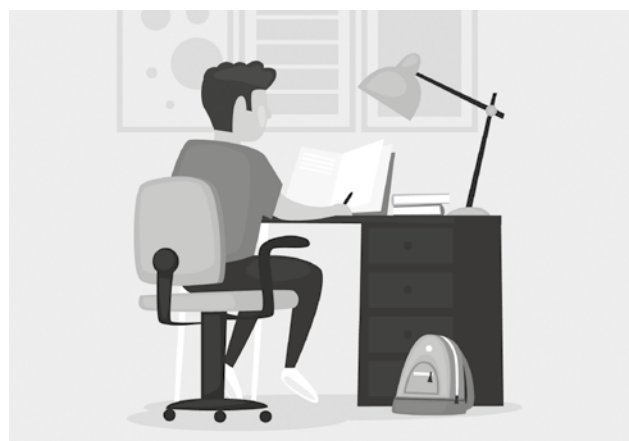
- He turned up the ___. It was starting to get a bit cold now that the summer was over.
 A fireplace ☒ B central heating
 C glow ☐ D household appliance
- 1 Her husband was a slob. He never put his dirty clothes in the ___.
☒ A laundry basket ☐ B pile
☐ C spare room ☐ D trunk
- 2 He couldn't find his keys. He was sure he had left them in the ___. He opened it, but there was nothing there.
 A mantelpiece ☐ B keyhole
☐ C bin bag ☒ D drawer
- 3 She took a wool throw and pulled it on. She hated staying in her mother's old and ___ house.
☐ A snug ☒ B draughty
☐ C spacious ☐ D cushioned
- 4 She had piles of clothes everywhere. She needed to have a ___ and get rid of some of it.
☐ A blanket ☒ B clear-out
☐ C sanitation ☐ D cleaning solution
- 5 She opened her wedding present. 'Great!' she thought. 'Another kitchen ___ I don't need.'
☒ A appliance ☐ B fence
☐ C facility ☐ D drawer
- 6 The house came with a(n) ___ kitchen. It had all the appliances you could want, including an oven and a fridge-freezer.
☐ A en suite ☐ B spare
☒ C fitted ☐ D self-contained
- 7 There was a warm glow coming from the ___. It made the house feel like a home.
☐ A keyhole ☒ B fireplace ☐ C basement ☐ D light fixture
- 8 There were a lot of poorer people in the area, so the government decided to build some more ___ housing.
☐ A multi-storey ☐ B development
☐ C communal ☒ D social

Down

- 1 related to cities or in a city (e.g. area, development)
 2 a special place in a wall of a room where you can make fire
 3 a room in a building that is under the level of the ground
 4 full of activity, busy (e.g. market square)
 6 that doesn't have enough space (e.g. about a room)
 8 an area where people live which is away from the centre of a town or city

Across

- 5 a wooden or metal structure between two properties
 7 containing furniture
 9 paved with large stones that are difficult to walk on
 10 in poor condition due to lack of care



EDUKACJA

1 Match 1-8 with a-i to make phrases.

- | | | |
|----------|------------------------------------|---------------------------------|
| give | ☒ c | a an exam |
| 1 deepen | ☒ i | b attention |
| 2 enrol | ☒ d | c a lecture |
| 3 hand | ☒ f | d on a course |
| 4 pay | ☒ b | e off writing an essay |
| 5 put | ☒ e | f in your homework |
| 6 scrape | ☒ g | g through my final exams |
| 7 sit | ☒ a | h up with the rest of the class |
| 8 keep | ☒ h | i my knowledge |

2 Complete the sentences with five of the phrases in Exercise 1 in the correct forms.

- My teacher gave us a lecture on the environment last week. It was very interesting.
- 1 I know I have to pay attention in class, but sometimes I get distracted, especially if I am tired.
- 2 Biology and Chemistry are my favourite subjects. I even watch videos on these topics in my free time. I think it's good to deepen my knowledge in areas I'm interested in.
- 3 I handed in my homework two weeks ago, but the teacher hasn't checked it yet. I'm a bit angry: I spent the whole weekend on it!
- 4 I haven't done any studying lately. I'm quite smart though, so if I'm lucky I might scrape through my final exams.
- 5 I missed a lot of important lessons when I broke my leg, but I've been studying hard so I can keep up with the rest of the class.

3 Complete the text with the words from the box.
There are three extra words.

degree dissertation drop out education
enrol exchange student fees graduate
kindergarten major pre-schoolers scholarship
school-leavers supervisor swot

In the US, children usually start their education at the age of five when they join 1kindergarten. Before this, they would be known as 2preschoolers. There are twelve grades in the US and they are divided into three schools: elementary school, middle school and high school. Students usually 3graduate from high school when they are 17 or 18 years old. However, some students may choose to 4drop out and start work before that point.

After graduating, many will apply to universities to continue their education. Unfortunately, as school 5fees are quite high in the US, some people may not be able to receive a higher education. Students who cannot afford university may choose to apply for a 6scholarship, but they will need to study hard and be a bit of a 7swot if they hope to be accepted.

At university, students will choose a subject to 8major in. This is the subject that they will write a 9dissertation in. This large essay will serve as their final test and will take them much of their final year. Luckily, they are not alone and will have a 10supervisor who can help them along the way. If they pass, they will receive a 11degree and then it's time to find a job.

4 Choose the correct options to complete the dialogue.

Did you hear about Tony?

No, what happened?

He got expelled / dropped out from university for cheating.

Seriously? That's crazy. Why did he do that?
He always 1gets top marks / falls behind in his tests. He's such a 2a swot / an educationalist!

I know. He has a good memory 3for / to facts, so he didn't need to cheat, but he did.

Wow, he's really 4messed up / let it out.
I always thought he'd 5go on to / go into graduate with a great degree.

Yeah, I know. Maybe they will be 6lenient / strict with him and let him back in.

It will be too late. He'll miss the final exam.
Hopefully, if he speaks to his supervisor, they will be able to come up 7with / against a solution.

Well, they might let him retake the exam this year, but he will definitely have to pay 8a fee / attention. It won't be free this time.

PRACA

1 Complete the email with the words from the box.
There are four extra words.

apprenticeship basis copy-editor deadline
experience field interview novelist
objective part-time placement position
references self-employment suited

Dear Sir / Madam,

I am writing to apply for the position of copy editor in your publishing house which was advertised online.

I have worked in the 1field of writing for many years, first as a published 2novelist and later as a screenwriter. I feel I'm perfectly 3suited for this job because I've been writing and editing texts on a day-to-day 4basis. I have worked as a freelancer for many years, but now I would prefer to move to a more stable 5position. The advertisement also appealed to me as it said it was a 6part-time job, which would mean I could continue screenwriting in my spare time as well.

Having gained considerable 7experience as a writer and a screenwriter, I'm both creative and conscientious. I'm also good at time management and I can work to a 8deadline.

Please find attached my CV. I am available for an 9interview either in person or by video call any day this week between the hours of 9 and 5. Should you require 10references or any further information, please do not hesitate to contact me.

Yours faithfully,
John Denver

2 Match the words with the definitions.

- | | | | |
|--|----------|--------------------------|----------|
| increase your output | <u>h</u> | 6 find your niche | <u>i</u> |
| 1 employment policy | <u>c</u> | 7 keep your options open | <u>d</u> |
| 2 flexitime | <u>l</u> | 8 freelancer | <u>j</u> |
| 3 diversity | <u>a</u> | 9 lucrative | <u>k</u> |
| 4 career path | <u>b</u> | 10 tedious | <u>g</u> |
| 5 burn out | <u>f</u> | 11 quitter | <u>e</u> |
| a variety | | | |
| b a series of jobs in the same profession | | | |
| c rules and regulations for employee and employer rights | | | |
| d not commit to one job | | | |
| e someone who often leaves positions; who doesn't finish what they started | | | |
| f become physically or emotionally tired because of overwork | | | |
| g boring | | | |
| h produce more products or services | | | |
| i find the job that suits you perfectly | | | |
| j a person who is self-employed | | | |
| k producing a lot of profit | | | |
| l work hours that are not fixed | | | |

3 Choose the correct options.

Radio 1 has a brand new competition. We would like to come into your *rooms* / *offices* and provide lunch and drinks for your whole team. To enter the competition, leave a comment below telling us why you love your job.

Deirdre: I work with children, so my job is extremely ¹ *fulfilling* / *considerable*. Every day when I go home, I know I've made a difference. I can see it in their smiles.

John: I'm ² *a trainee* / *an apprenticeship* in an office. What I love about my job is that my boss treats us all equally.

Jo: I love my daily ³ *commuter* / *commute* to work. I work from home, so it's only a few short steps to my desk. LOL!

Anna: My job allows us to do ⁴ *it day in, day out* / *job-sharing*, which is great for me as I am a new mother.

Vic: I ⁵ *work part-time* / *volunteer* at a charity, so I don't get paid, but I love my job anyway because my co-workers are the best.

Jen: Ugh, I don't love my job. I HATE my job. We are ⁶ *overworked* / *overpaid* and I struggle to pay my bills. We are under a lot of ⁷ *workforce* / *pressure* to meet our deadlines, but they never congratulate us when we do. It's terrible! I don't want to win the competition.

James: @Jen, my ⁸ *job market* / *workplace* is the same. We constantly have to work harder and harder to increase our output, but there are no ⁹ *benefits* / *goals*.

ŻYCIE PRYWATNE

1 Complete the phrasal verbs connected with relationships with the correct prepositions.

bring somebody *up* – educate, raise (e.g. a child)

- 1 get *on* with somebody – have a good relationship with somebody
- 2 look *down* on somebody – think that you are better than somebody
- 3 split *up* with somebody – finish a relationship with somebody (e.g. boyfriend or girlfriend)
- 4 put *up* with somebody – tolerate somebody even though they annoy you
- 5 tell somebody *off* – speak angrily to somebody because they have done something wrong
- 6 look *up* to somebody – admire somebody
- 7 go *out* with somebody – have a romantic relationship with somebody
- 8 turn somebody *down* – refuse (e.g. an offer, an invitation)
- 9 hang *out* with somebody – spend time with somebody socially
- 10 stand *up* for somebody – defend somebody

2 Complete the dialogues with the missing words. The first letters are given.

A: Are you and Anna dating?

B: No, no. She's just a casual *a*acquaintance. Not even a good friend.

1

A: Are you going to see Tony again?

B: Yes, I think so. He's really good *c*ompany. I just enjoy being around him. We have a lot in common.

A: Yes, you do share an *i*nterest in photography.

B: Exactly. So much to talk about.

2

A: Where are you staying when you go on your course in London? A hotel?

B: No, my parents have organised a *h*ost family. They seem really nice and they make you meals every day, which is great because I can't cook.

3

A: Are you listening to me, Mark?

B: Of course. You have my *u*ndivided attention.

4

A: Do you have any plans for the weekend?

B: Nothing much. I think I'll just *h*ang around my area. There's an event on in the park, so I might go there. You?

A: Oh we're throwing a *w*elcome party for John. He's just moved into our flat.

5

A: You should go out with Jo. She really likes you.

B: I don't know. What if we don't get on well?

A: Go on, take a *c*hance! What have you got to lose?

B: But I don't know anything about her.

A: Oh, I'm sure if you talk to her for long enough, you can find some *c*ommon ground.

3 Complete the text with the words from the box.

drift apart fancied fell for ~~fell in love with~~
firstborn have a baby long-distance relationship
love at first sight proposed

I met your mother when we were very young. We were at university together and I *fell in love with* her immediately. I would like to say that it was ¹ *love at first sight* for her as well, but unfortunately, it took her a little bit longer to decide she ² *fancied* me. We were good friends though and that was enough. Eventually, she agreed to go out with me, so I took her to a restaurant and then we went for a romantic walk in the park. I think that was when she ³ *fell for* me. We stayed together all through university, but then she was offered a job in London. We talked about having a ⁴ *long-distance relationship*, but we were worried we might ⁵ *drift apart*. Fortunately, it worked well. She eventually moved back here and I ⁶ *proposed* to her. We got married a year later, and then we decided to ⁷ *have a baby*. That was you, our ⁸ *firstborn* daughter. And we've never been happier.

ŻYWIENIE

1 Are the statements true (T) or false (F)? Correct the false statements.

- You usually eat your dessert after your starter. (F)
 1 Eggs and fish contain a lot of carbohydrates. (F)
No, they contain high levels of protein.
 2 Buying locally grown food is good for the environment. (T)
 3 If food is rotten, it's safe to eat it. (F)
No, you should put it in the bin. It's dangerous to eat.
 4 A fussy eater is happy to eat anything. (F)
No, they choose their food carefully and don't like to try new things.
 5 If you are starving, you are extremely hungry. (T)
 6 An inn is similar to a pub. (T)
 7 Jam usually comes in a jar. (T)
 8 If food is mouth-watering, it's disgusting. (F)
No, mouth-watering food is delicious.
 9 Raw chicken is safe to eat. (F)
No, it is incredibly dangerous. You can get food poisoning.

ZAKUPY I USŁUGI

1 Match the words with the definitions.

- online shopping (d)
 1 flea market (c)
 2 high street (h)
 3 online auction (i)
 4 open-air market (b)
 5 chain store (g)
 6 antiques market (f)
 7 car boot sale (a)
 8 auction house (e)
- a an outdoor market where people can sell their unwanted goods (usually from the backs of their cars)
 b a public market outside where you can buy fresh locally grown food and other goods
 c a street market selling second-hand goods, e.g. old books, cutlery, old CDs, clothes
 d buying goods on a website
 e a company that allows you to bid in person against other people for items, e.g. works of art
 f a market where you can buy old, valuable goods, e.g. furniture
 g a series of shops with one owner in which they sell the same goods
 h the main street of a town where you will find most of the shops
 i when you bid for items on a website against other people



2 Complete the sentences with the correct form of the verbs in the box. There are three extra verbs.

afford be burn have live meet make
 need open save transfer want waste

- John has no money. He *is* absolutely broke.
 1 I'd love to go on holiday this year, but I had to pay for my wedding, so I just can't *afford* to go.
 2 Jo got her bonus and now she's buying presents for everyone. She has money to *burn*.
 3 My son has just turned two, so we went and *opened* a bank account for him. We put in a little every month, just to *save* for a rainy day.
 4 I never buy bottles of water. I hate *wasting* money when I can get it for free from the tap.
 5 Did you hear the news? Tony sold his online company. He's *made* a lot of money on this deal.
 6 A lot of families in the UK are earning the minimum wage. They barely have enough food to live. They are *living* from hand to mouth.
 7 Since I lost my job, I've been finding it hard to make ends *meet*. By the end of the month, I have to borrow money to pay my rent.
 8 Jenny, can you *transfer* some money to my account? I have to pay the bills.

3 Complete the text with the correct form of the words in brackets.

Saving starts early – 10 hot saving tips for teens

You might think your pocket money is never enough. But no matter how big your monthly or weekly *allowance* (ALLOW) is, you can still save a little money. Here's how:

- Buy a piggy bank or find an old jar and label it 'savings'. Put one third of your pocket money inside, and if you have a summer job, one third of your *earnings* (EARN).
- If you get money from your parents for new trousers, or a mobile phone, look for *reductions* (REDUCE) in the prices.
- If you get something you don't like as a present, *exchange* (CHANGE) it for something you need.
- If you want to buy something extremely expensive, like the latest *limited* (LIMIT) edition trainers, stop and consider if it's worth it. Is it *affordable* (AFFORD)? That is: wouldn't it cost you too much?
- Avoid impulse purchases. Marketing specialists studying consumer *behaviour* (BEHAVE) know that most of what we buy we don't really need. It's just a question of advertising it well.
- Be *economical* (ECONOMY). Look for cheaper train tickets, offers, sales. Do you really need this coffee? Can't you drink one at home?
- If you see a deal in the supermarket, e.g. three for the price of two, ask yourself, does it make *financial* (FINANCE) sense? You only needed one, so why pay for two?

PODRÓŻOWANIE I TURYSTYKA

- 1 Complete the text with the words from the box. There are two extra words.

beauty camp campsite coast company
cruises destinations directions facilities
path tourist

Oh my goodness! What a pack of lies. I went on one of these Caribbean cruises with my family last year, and it was an absolute disaster. They mentioned making new friends. Well, unfortunately, everyone on the cruise was incredibly rude, including the staff. I suppose if you enjoy your own company, this might be the holiday for you. The facilities on board were terrible, the pool was always dirty and the rooms were small and cramped. The films they offered on board were ancient. When we got to our 'family' room, there were only three beds for four of us so my son had to sleep on a camp bed they brought in. It felt like being in a tent on a campsite. We probably should have had a camping holiday; it would have been much cheaper!

And then we got to one of the 'ports', one of the 'picturesque' destinations we had been promised. Well, it was a tiny dock on the coast of some island I'd never heard of with a dirt path that led up to a few little cafés and restaurants and nothing else. So much for taking in the local culture! We tried to look up directions to a nearby village, but there was no Wi-Fi on board, which did not make my 10-year-old son very happy. My advice? Just stay at home and clean the house, it would be more relaxing than this!

- 2 Complete the text with the missing words. The first and last letters are given.

ADVENTURE OF A LIFETIME!

Are you tired of the hustle and bustle of everyday life? Are you ready for the voyage of a lifetime? Why not embark on a cruise around the Caribbean, famed for its clear seas and beautiful beaches? Along the way, you can stop at various ports and have a guided tour of the city or just go and visit the historic sites yourselves to take in their cultural heritage. If that's not your thing, you can visit the local tourist spots or just sit on a sunbed by the pool, making new friends and looking out at the picturesque scenery and watching the world go by. Whatever holiday you're looking for, you'll find it with Caribbean Cruises.

- 3 Complete the dialogue with the correct prepositions.

Hi, I think I'm going to be late. I'm stuck in traffic.

Oh no! What's up? I've only just set off, so I won't be on time, either.

There's been an accident on the motorway.

What happened? John and I are just at the roundabout in the city centre. He's meeting a friend, so agreed to drop me off on the way. Should we turn around/back now?

We were at the traffic lights waiting to get onto the motorway and a moped pulled out in front of us and went through the lights. I think you should keep on going, they might have sorted it out by the time you get there.

That's crazy. Mopeds aren't supposed to go there. Did they crash?

Yeah, but it wasn't bad. Everyone is fine, but it stopped traffic until the police arrived. At least you're running late too.

Yes, I'll ring the restaurant and tell them we will be another half an hour.

Thanks. Can you ask if they have on-street parking available there?

I know they don't, but there is some parking down the road. It's within walking distance of the restaurant so I usually park there.

Perfect. OK, I'll see you when you get there. Don't forget, this is a fancy restaurant. I hope you've dressed up.

Don't worry. I've got my heels in the boot. LOL! See you soon.

KULTURA

- 1 Match the words in boxes A and B to make common collocations related to media.

A

post mislead out of crop morning
double-check print-based news take a story

B

a-video anchor facts at face value
show focus media people images

post a video, mislead the people, out of focus, crop images, morning show, double-check facts, print-based media, news anchor, take a story at face value

2 Choose the correct answers A–D.

- The story was totally ___ and we soon realised it was just fake news.
 A believable **B** unbelievable
 C believably D unbelievably
- 1 The celebrity sued the newspaper. She claimed the facts were totally _____.
A inaccurate B accurate
 C inaccurately D accurately
- 2 They always listened to him because he was a ____ source.
 A disreputable **B** reliable
 C well-reviewed D made-up
- 3 The photographer managed to capture the ____ moment of the two politicians shaking hands for the first time in decades.
A memorable B gripping
 C catching D reliable

- 4 His actions were _____. He listened in on the phone conversation and printed it in his newspaper.
 A fictional B average **C** deliberate D appealing
- 5 It was a ____ newspaper, but this one time, they printed the lies that led to the impeachment.
 A fake B misleading
 C newsworthy **D** reputable
- 6 It was a clearly ____ story and it was obvious that none of it was true.
 A high-quality **B** made-up
 C out-of-focus D accurate
- 7 To increase their viewing numbers, they printed the article and ____ their readers on purpose.
A misinformed B distorted
 C blurred D bombarded
- 8 The story was ____ and people were talking about it for years to come.
 A forgettable B unknowing
 C knowing **D** unforgettable

3 Choose the correct options to complete the text.

SUPERHERO SUCCESS

It's finally **come** / gone out and early ¹ **audiences** / characters are not disappointed. This is the most hotly anticipated blockbuster of the summer and let me tell you, it promises to be an absolute box-office ² **success** / disaster. Watch out though, if you keep reading, ³ subtitles / **spoilers** will follow. You've been warned.

The opening ⁴ **scene** / stage sets the tone for the entire movie. Everyone's favourite hero suffers his greatest defeat yet, which causes him to retreat to his homeland, where he must face the truth that he is not the most powerful being in the universe. The ⁵ genre / **plot** revolves around this acceptance and his redemption. But don't worry, while this film is definitely ⁶ **darker** / blacker and more character-driven than its prequel, there is plenty of action and numerous ⁷ **twists and turns** / passages, which make for quite a ⁸ **gripping** / predictable tale. The real treat of this second instalment in the trilogy, however, is that the ⁹ **villain** / hero is finally revealed and we are not disappointed. She will be a formidable enemy for the finale.

On top of amazing writing, acting and direction, this film also features an incredibly powerful ¹⁰ **soundtrack** / movie set. Set in the 90s, the music is heavily influenced by all of the ¹¹ **nostalgic** / hilarious classics, which really help to place us in that period.

This film is not to be missed. Go forth and watch!

SPORT

1 Are the statements true (T) or false (F)? Correct the false statements. Answer key – WB page 187

- Whitewater rafting is done on a cruise ship. **F**
- 1 If a sport is physically demanding, you need to be quite fit. **T**
- 2 A raft is a large boat. **F**
- 3 Post-match discussions usually happen before a match. **F**
- 4 You do a warm-up during a game of tennis. **F**

ZDROWIE

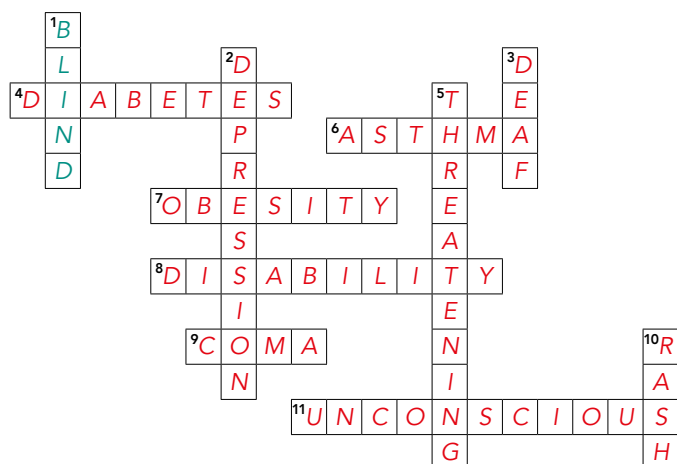
1 Match 1–8 to a–i to make phrases.

- | | | |
|-----------------|----------|------------------|
| perform | i | a unconscious |
| 1 fight | c | b your memory |
| 2 fall into | g | c off an illness |
| 3 hit/struck by | f | d on someone |
| 4 risk | h | e a disease |
| 5 be found | a | f lightning |
| 6 treat | e | g a coma |
| 7 operate | d | h of infection |
| 8 regain/lose | b | i an operation |

2 Complete the dialogue with the missing words. The first letters are given.

- A: My father has an **u n h e a l t h y** lifestyle. He has a ¹ **h a b i t** of sunbathing without any ² **s u n s c r e e n**. He says the sun is good for him and he needs to soak up its nutrients, which I think is just an excuse because he likes to look good.
- B: Oh no, that is a ³ **n a s t y** habit. I mean, I like to tan, but I think you need to strike a ⁴ **b a l a n c e** between safety and beauty.
- A: I completely agree. I think he has a bit of an ⁵ **a d d i c t i o n** though. He just can't stop. He knows how ⁶ **h a r m f u l** it can be, but he does it anyway.
- B: You should send him for a health ⁷ **c h e c k**. He might listen if he hears it from a doctor.

3 Do the crossword.



Across

- 4 ___ is a condition that requires you to take insulin.
 6 ___ is a breathing issue that is usually linked to allergies (e.g. to pets, dust or smoke).
 7 ___ is the condition of being dangerously overweight.
 8 A ___ limits a person's movements or senses.
 9 A serious accident can cause you to fall into a ___ and not wake up for a period of time.
 11 He got hit in the head and was found ___.

Down

- 1 When you cannot see, you are ___.
 2 If you feel extremely sad, you might suffer from ___.
 3 If you cannot hear, you are ___.
 5 A very serious injury that could result in death would be called a life-___ injury.
 10 Red marks on your skin, usually because of an allergy, are called a ___.

NAUKA I TECHNIKA

1 Complete the sentences with the correct form of the words in brackets.

The scientists were shocked. The rock's chemical composition (COMPOSE) did not seem to be from this planet.

- 1 The invention (INVENT) of the Internet has changed the world completely.
 2 The problem with baby wipes is that they can take up to two hundred years to decompose (COMPOSE).
 3 It is important that doctors carry out thorough examinations (EXAMINE). Otherwise they might miss something.
 4 Radioactivity (RADIOACTIVE) is the giving off of radiation.
 5 Scientists have made great advancements (ADVANCE) in the fight against cancer.
 6 He works in applied (APPLY) sciences, but was originally a medical doctor.
 7 Marie Curie gained worldwide recognition (RECOGNISE) for her work.
 8 He was awarded a Nobel Prize because he made a huge contribution (CONTRIBUTE) to medicine.

2 Complete the text with the words from the box. There are two extra words.

battery break image locate parts range
 sat-nav smartphone store storage switch
 take unplug

The Payphone is Dead,
Long Live the Smartphone!

Gone are the days of searching through your pocket for some spare change to make a phone call in the street, hoping to catch your friend before they leave the house.

The latest smartphone from the Pear Company has been released and it's a winner in all areas.

Lost on the long drive home at night? Don't worry, this phone has in-built ¹sat-nav to help you find your way.

Unhappy with the photo you took last night? Worry not, it comes equipped with ²image editing software to help you remove those red eyes. And you can make as many different versions as you like because this phone lets you ³store up to 240 GB.

Lost your tablet? Not an issue. This phone can help you ⁴locate any of your devices.

Forgot to ⁵unplug the charger and worried your house will burn down? Worry no more, you can ⁶switch off any plug socket in your house remotely as long as it's linked to your phone.

This truly is a top-of-the-⁷range phone.

With all of these features you would expect the ⁸battery life to suffer, but thankfully that is not the case. It lasts a full twenty-four hours without needing a charge. And, if you do need to replace it, this phone is fully customizable, meaning you can ⁹take it apart and buy spare ¹⁰parts easily online.

3 Match the words with the definitions.

- | | | | |
|------------|-----|----------------|-----|
| fossil | (e) | 5 algorithm | (a) |
| 1 acid | (b) | 6 electron | (d) |
| 2 velocity | (g) | 7 breakthrough | (f) |
| 3 nucleus | (i) | 8 viewpoint | (h) |
| 4 outcome | (c) | | |
- a a set of rules to help in solving a calculation
 b chemical substance with a pH of less than seven
 c the result, consequence of a process
 d it moves around the nucleus
 e a shape or shell of an animal (e.g. a dinosaur) that has been preserved in rock for a long time
 f a new and very important discovery
 g the speed something is moving
 h a particular way of thinking about a problem
 i the centre of an atom

ŚWIAT PRZYRODY

1 Choose the correct answers A–D.

His house was located on the __, so they went fishing regularly.

- (A) coast B deep sea
C countryside D seaside

1 In Devon, in the south-west of England, you can find __ full of apple trees.

- A meadows (B) orchards C plains D bushes

2 In springtime, you can see all sorts of birds collecting sticks and mud, and __ in the trees.

- A rolling B draining (C) nesting D migrating

3 In the winter months, many birds will leave Britain. They will __ to warmer climates and return later in the year.

- (A) migrate B domesticate
C release D establish

4 Foxes are a common __ found in the UK. They often hunt birds and smaller animals like rats and mice.

- A prey (B) predator C reptile D tern

5 When eggs __, the mother will always be there to feed her babies.

- A lay B tweet C set (D) hatch

6 When you reach the __, you will have a beautiful view of the countryside.

- A stream B current (C) summit D soil

7 The __ landscape in the UK means that you can see a lot of different types of wildlife.

- A rolling (B) diverse C ploughed D leafy

8 His family had owned this __ of land for centuries and he was delighted to give it to his son.

- (A) patch B foothill C coastline D desert

2 Complete the leaflet with the missing words. The first letters are given.

Looking to become

the next eco-w arrior?

Check out these top tips for reducing your environmental ¹impact.

- Reduce your carbon ²emissions by walking or cycling instead of driving.
- Don't buy any clothes that are made from real ³fur. Save the animals!
- ⁴Plastic waste is one of the biggest issues. Try finding more ⁵sustainable options. For example, use paper bags or get a bamboo toothbrush.
- Reduce your water usage, for example take a short shower not a bath and get a water ⁶tap for your back garden and use rain water for your plants.
- Fossil fuels are destroying our planet. Try out ⁷alternative energy. These days you can get wind energy created by wind ⁸turbines or install solar panels on a roof.

3 Are the statements true (T) or false (F)? Correct the false sentences.

Downpour means light rain. (F)

1 A hurricane is a storm with violent wind. (T)

2 Gale-force winds are very light. (F)

No, these winds are strong and can cause damage.

3 If a storm is brewing, it has happened recently. (F)

No, it will be coming very soon.

4 If something is waterproof, it is OK to take it in the swimming pool. (T)

5 A whiteout is when there has been a light dusting of snow. (F)

No, this is a blizzard and there is so much snow that it's hard to see.

6 An earthquake is when the wind gathers dust into a dust cloud. (F)

No, an earthquake causes the ground to shake.

7 A gust of wind is a sudden heavy wind. (T)

8 Drought means there is a lot of water. (F)

No, it means there is a lack of water because it has not rained.

PAŃSTWO I SPOŁECZEŃSTWO

1 Complete the dialogue with the words from the box. There are two extra words.

awareness charity commitment difference
figures fundraising identities leaflets
members peaceful statement

A: The world is being destroyed and it's our job as young people to do something about it. We need to make a difference.

B: I know, but what can we do? We need public ¹figures to help us, like actors or politicians. We're just teenagers. We can't do anything.

A: Oh, but we can. We can raise ²awareness through a protest.

B: A protest? We could get in trouble.

A: Not if it was a ³peaceful protest.

B: That's true! We could stand outside the supermarket and protest against plastic bags. And maybe we would get ⁴members of the public to donate, just normal people as they come out of the shop.

A: Yes, but what effect will that have? I think if we're collecting money, we should fundraise for a ⁵charity. An organised group with a specific cause.

B: That's a good idea. There are many that work to reduce plastic.

A: Yes, it's a great idea. We could make posters for our protest and hand out ⁶leaflets to let people know of the dangers. We will have to do this every weekend if we want to make a difference. This is a long-term ⁷commitment. Are you ready?

B: Yes! This is brilliant. Let's get started. I'll buy the masks.

A: Masks!!! Why?

B: To protect our ⁸identities.

A: Maybe I'll just do this by myself ...

2 Choose the correct options to complete the sentences.

- The minister for foreign / *abroad* affairs travelled to China to discuss a new trade deal.
- There has been a sharp increase / *decrease* in the levels of crime in many areas because of cuts to the police budget.
 - New problems are springing up / *down* all over the world. As soon as one is finished with, the next arises.
 - We need to support our local producers / *makers* of fruit and vegetable.
 - There is a *gaining* / growing number of politicians discussing fake news, which is extremely worrying.
 - Some politicians sell stories about their rivals to the media for *commercial* / political gain.
 - The clothing *company* / industry as a whole needs to make some drastic changes and ensure their workers are being paid fairly.

3 Match the words with the definitions.

- | | | | |
|----------------------|----------|------------------------|----------|
| extreme poverty | <u>e</u> | | |
| 1 famine | <u>g</u> | 5 misinformation | <u>f</u> |
| 2 gender gap | <u>c</u> | 6 riot | <u>b</u> |
| 3 human trafficking | <u>a</u> | 7 robbery | <u>i</u> |
| 4 throw-away society | <u>d</u> | 8 antisocial behaviour | <u>h</u> |
- the practice of illegally transporting people from one country to another and exploiting them
 - a violent disturbance by a crowd
 - the difference between how men and women are treated (e.g. in pay)
 - a consumerist society, constantly replacing and buying new products instead of repairing them
 - a condition characterised by severe deprivation of basic human needs (e.g. food, health, education)
 - false information intended to keep the truth away from the public
 - extreme lack of food leading to starvation and death
 - behaviour which is violent or harmful to other people in a society
 - the crime of stealing money or other things from a bank or shop often using violence

WIEDZA O KRAJACH ANGLOJĘZYCZNYCH ORAZ O POLSCE

1 Are the statements true (T) or false (F)? Correct the false statements.

- The Appalachian Mountains are in central Europe. F
- Manhattan is an island in the UK. F
No, it is an island in the US.
 - Essex and Sheffield are both located in Scotland. F
No, they are both in England.
 - The Beatles are from Manchester. F
No, they are from Liverpool.
 - Notting Hill is quite a poor area in London. F
No, Notting Hill is known for being well-off.
 - Portobello Road Market is quite a good place to buy antiques. T
 - Hobbiton is in Australia. F
No, it's in New Zealand.
 - Bangor is a small university town in Wales. T
 - Oxford is a city on the River Thames. T

2 Match the people with the descriptions.

- | | | | |
|---------------------|----------|--------------------|----------|
| James Bond | <u>g</u> | | |
| 1 Captain America | <u>c</u> | 4 Meryl Streep | <u>b</u> |
| 2 Jojo Moyes | <u>f</u> | 5 Robert Pattinson | <u>a</u> |
| 3 Rosalind Franklin | <u>d</u> | 6 Stephen King | <u>e</u> |
- a British actor, famous for his role in *Twilight*
 - a US film actress, known for her versatility, often described as the best actress of her generation
 - an imaginary character, a superhero of American comic books published by Marvel Comics
 - a British chemist who contributed to the discovery of the molecular structure of DNA
 - a popular US writer of frightening stories
 - a British journalist and author of romantic novels
 - also called 007, a fictional character in novels by Ian Fleming

3 Choose the correct answer to complete the sentences.

- Ada Lovelace worked on the 'Analytical Engine' together with ____.
- A Jan Koum B Charles Babbage
- Mary Anning was a ____.
 - Ewan McGregor and Naomi Watts are actors in the film ____.
 - Joe Woodland created the first ____.
 - The Hobbit* was written by ____.
 - One of Banksy's murals is called ____.
 - Ebenezer Howard started a movement which influenced the development of two cities. It was called ____.
 - The actor who played Harry Potter is ____.
 - The actor known for his skills in martial arts was ____.
- A palaeontologist B historian
A Everest B *The Impossible*
A bar code B QR code
A J.R.R. Tolkien B Stephen King
A *Girl with Balloon* B *Girl with a Pearl Earring*
B the garden city movement
A the garden wall movement
A Daniel Day-Lewis B Daniel Radcliffe
A Bruce Lee B Bruce Banner

4 Write the correct answers below.

- This is a borough in London where you can buy unusual clothes. Camden Town
- This is the largest city in South Africa. Cape Town
 - This is the name of the guards at the Tower of London. Beefeaters
 - She was an English mathematician and daughter of Lord Byron. Ada Lovelace
 - He is the lead character of *The Hobbit*. Bilbo Baggins
 - This is the traditional ceremony of locking the Tower of London. The Ceremony of the Keys
 - This is a famous Netflix series created by the Duffer Brothers. Stranger Things
 - She was a Polish scientist famous for her work on radioactivity. Marie Curie
 - He was an actor and later became president of the US. Ronald Reagan

back sth up (6.7) – wspierać: *The police officers are backed up by extra teams of people at the weekend.*

be caught up in sth (8.4) – znaleźć się w centrum: *A Spanish family were caught up in the tsunami.*

be tied up (with sth) (5.7) – być zajętym: *Mr Baker can't see you now. He's tied up.*

boss sb around (2.5) – komenderować: *Stop bossing me around! I'm not your servant!*

break down (5.6) – zepsuć się: *The car broke down in the middle of nowhere.*

break in (7.8) – włamywać się: *Just as they were breaking in, Robert appeared at the bottom of the stairs.*

bring sth about (1.4) – powodować: *A bang on the head has brought about changes in personality.*

bring in sth (7.3) – wprowadzić: *The police are going to bring in new security measures.*

bring sb up (2.5, 5.7) – wychowywać: *Parents who are bringing up their first child tend to be extremely protective.*

burn out (5.1) – wypalać się: *It's a high-pressure job and you could burn out young.*

carry out (5.1) – przeprowadzić: *The local newspaper carried out a survey on people's attitude to the council's policies.*

catch up with sb/sth (3.4) – nadrobić zaległości: *I use my mobile every few weeks to catch up with friends.*

check up on sth (4.1) – sprawdzić: *Dustin called me to check up on some facts.*

clean sth up (3.8) – doprowadzić do porządku: *It took us ages to clean up the house after the party.*

clear out (5.7) – opróżnić, posprzątać: *I need to clear out all the junk in my bedroom.*

come along (1.7) – przyjść: *Make sure all your staff come along to the meeting.*

come down to (5.7) – sprowadzać się do: *It all comes down to money in the end.*

come out (2.6) – wychodzić: *After it stopped raining, the sun came out again.*

come out of sth (1.4) – wyjść z: *Great news! Pete has come out of a coma.*

come out of sth (6.4) – wywodzić się z: *The term 'selfie' comes out of the Australian habit of adding 'ie' at the end of words.*

come over (4.8) – przyjść: *You can come over any time you like.*

come up (5.2) – pojawić się: *Don't worry, something better might come up.*

come up against sb/sth (5.7) – spotkać się z: *He came up against bullying from other boys and often got into trouble.*

come up with sth (2.1) – wymyślić: *We still haven't come up with a name for our band.*

crack down on sth (6.7) – wziąć się ostro za: *The government wants to crack down on terrorism.*

curl up (8.7) – zwinąć się w kłębek: *Lynn curled up on the bed and fell asleep.*

cut down on (4.1) – ograniczyć: *You should cut down on the amount of chocolate you eat.*

deal with sb/sth (6.7) – poradzić sobie z: *I can't deal with so many problems at once.*

drift apart (2.2) – oddalić się od siebie: *When John moved to another city, they drifted apart.*

drop out of sth (5.7) – wycofać się, wylecieć: *If I dropped out of college, my parents would never forgive me.*

embark on sth (3.2) – rozpocząć: *Phil left the band to embark on a solo career.*

end up (4.3) – trafić gdzieś, wylądować: *Lost luggage will eventually end up on a market stall.*

fall behind (with sth) (1.1) – mieć zaległości: *You can go away at the weekend, but make sure you don't fall behind with your homework.*

fall for sb (2.3) – zakochać się: *The moment Tom saw Julie, he fell for her.*

fall out (with sb) (8.7) – kłócić się: *Do you often fall out with your brothers and sisters?*

figure sth out (7.3) – zrozumieć: *The couple couldn't figure out which way to go.*

find sth out (4.4) – dowiedzieć się: *I'd like to find out what people think of me.*

get down to sth (5.1) – zabrać się do: *Let's get down to work.*

get on with sb (2.4) – dogadywać się z: *I have always got on well with boys.*

get on with sth (5.1) – zabierać się do: *I need to get on with my project now.*

get out of sth (5.7) – wymigać się od: *How do you always manage to get out of cleaning the bathroom?*

get round to (5.7) – zabrać się do: *I need to go to the library, but I haven't got round to it yet.*

give away (4.7) – rozdawać, oddawać: *He managed to acquire shopping worth £500 for 4p, giving it all away to a charity.*

give sth up (5.7) – rzucić coś: *I've given up sweets.*

give up on sb (1.1) – spisać na straty: *The teachers gave up on him.*

go back (2.7) – wrócić: *I'll never go back to living in a tower block.*

go for sth (4.1) – wybrać coś: *I wouldn't go for a bracelet because I don't like wearing jewellery.*

go into (1.1) – zająć się: *Vivian wants to go into teaching.*

go in for (7.3) – interesować się: *I've never gone in for modern art.*

go off (4.8) – włączyć się (o alarmie): *The thief ran away when the security alarm went off.*

go on (2.8) – trwać: *Remember when you were little and school summer holidays seemed to go on forever?*

go on to (1.1) – przejść do robienia czegoś: *You're keen to go on to higher education.*

go out (2.7) – gasnąć: *Lights go out here at 11 p.m.*

go out with sb (2.3) – spotykać się z: *Sheila's parents don't let her go out with Tim.*

grow out of (5.7) – wyrosnąć, powstać z czegoś: *This app grew out of the simple idea that it's good to let people know if you're available.*

grow up (1.7) – dorastać: *I grew up in a rural area.*

hand sth in (1.2) – oddawać: *I always try to hand in my homework on time.*

hand sth out (6.6) – rozdawać: *We need somebody to hand out invitations to the exhibition.*

hang on (5.6) – poczekać: *Hang on, I'm not ready yet.*

hang out (with sb) (4.8) – spędzać czas: *He usually hangs out with friends.*

hear from sb (8.8) – mieć wiadomości od, wysłuchać: *Have you heard from Jane since she moved to another town?*

help sb out (6.7) – służyć pomocą: *This loan will help us out.*

keep at sth (5.1) – kontynuować: *I know it's hard, but keep at it! Don't give up!*

keep up with sb (5.7) – nadążać: *Davey isn't keeping up with the rest of the class in reading.*

kick back (7.6) – odprężyć się: *On Friday nights, I like to kick back and listen to some relaxing music.*

kick sb out (4.8) – wyrzucić z: *Eve's parents kicked her out because she didn't want to contribute to the housework.*

knock sb out (1.4) – nokautować: *Ali knocked out his opponent in the fifth round.*

leave sth out (1.7) – pominąć coś: *You can leave out question 7.*

let sb down (5.7) – zawieść: *I dropped out of college and let down my family.*

log on (4.3) – zalogować: *You need a password to log on.*

look after (3.4) – opiekować się: *I'd like to see more people look after the land.*

look back on sth (2.6) – wspominać: *One day you'll look back on adolescence as the best time of your life.*

- look down on sb** (5.7) – patrzeć z góry: Kate looks down on everybody who doesn't have a university degree.
- look for** (5.2) – szukać: You're exactly the person we're looking for.
- look forward to sth** (6.7) – cieszyć się na: I'm looking forward to going away during the summer holidays.
- look out for sth** (4.1) – wypatrywać: Can you look out for a red handbag when you go shopping next?
- look up to sb** (5.7) – podziwiać: Mary looks up to her older sister who is an authority for her.
- major in sth** (1.1) – specjalizować się w: He majored in psychology.
- make up for sth** (5.7) – zrekompensować: Jack lacks experience, but he makes up for it with hard work.
- map sth out** (5.1) – planować: Her parents have already mapped out her future.
- meet up (with sb)** (2.2) – spotkać się (z): I'd like to meet up with you this afternoon.
- pass through** (4.4) – przechodzić: Shortly after it was sold, the painting began to pass through a shredder hidden in the frame.
- pay sb/sth back** (6.2) – spłacić: Lend me \$200 today and I promise to pay it back next week.
- pay out for sth** (4.1) – wyłożyć: I paid out a lot of money for that car.
- pick sth up** (5.1) – posiąść (np. nowe umiejętności): We picked up new surfing skills during our summer camp.
- pick up sth** (4.1) – kupić, zdobyć: I never manage to pick up a bargain in the sales.
- point sth out** (8.8) – zauważyć: The chairman pointed out that we haven't made much profit in the last few months.
- pour down** (5.7) – lać (o deszczu): The rain started to pour down.
- pull down** (1.7) – burzyć, rozbierać: They are pulling down the old hall next week.
- pull out** (1.6) – wyjechać na drogę: Unfortunately, a car suddenly pulled out in front of me and we collided.
- put sth aside** (4.1) – odkładać: Ask the shop assistant to put the T-shirt aside while you think about it.
- put sth off** (5.1) – odkładać na później: Never put off until tomorrow what you have to do today.
- put up with sb/sth** (5.7) – znosić, wytrzymywać: I don't know how you put up with all that noise.
- rely on sb/sth** (3.4) – polegać na, zdawać się na: You can always rely on us for help.
- run sth down** (5.7) – wyczerpać (się); zniszczyć: Don't leave it switched on – you'll run down the batteries.
- run out of sth** (5.7) – skończyć się, wyczerpać: We ran out of money halfway through our holiday.
- save up** (4.7) – oszczędzać: I've been saving up for months to buy this bike.
- scrape through** (1.1) – przebrnąć, przejść przez coś z trudem: I managed to scrape through the exam.
- send sth back** (4.1) – odesłać: She sent back the form immediately.
- set off for** (1.2) – wyruszyć do: Mum usually makes me have something for breakfast before I set off for school.
- set off** (3.2) – wyruszyć: We need to set off now if you want to do some shopping before catching a train.
- set sth out** (5.1) – ustalić: Set out your objectives.
- settle down** (1.1) – wyciszyć się, odnaleźć się (w jakimś środowisku): After an exhausting day, I needed to settle down and just be quiet for an hour or so.
- shake sth off** (6.4) – pozbyć się: I can't seem to shake off this cold.
- shine through** (8.4) – przejawiać się, być wyraźnie widocznym: The film tells a captivating true story in which survival, society, family ties and human kindness all shine through.
- shop around** (4.1) – rozglądać się, porównywać towary: It's a good idea to shop around before buying a new laptop.
- show up** (6.7) – być widocznym: If you wear a green top, it doesn't show up against a green background and you appear as a floating head.
- sit in** (1.8) – być obecnym: I sat in on staff meetings and coordinated a very successful sports day.
- split up (with sb)** (2.3) – rozstać się (z): I split up with my boyfriend last week.
- spring up** (4.1) – pojawiać się, wyrastać jak grzyby po deszczu: Fast-food restaurants are springing up all over town.
- stand up for sth** (5.7) – ująć się za: It's time we stood up for our rights.
- step in** (4.4) – wkroczyć: The referee stepped in and stopped the fight.
- sum up** (5.8) – podsumować: His gesture summed up the situation.
- switch sth off** (1.5) – wyłączyć: Please, switch off your mobile phones in lessons.
- switch sth on** (5.6) – włączyć: I tried to switch the washing machine on, but it didn't work.
- take sth away** (1.7) – odebrać: Turn off your mobile phones, otherwise we will take them away from you.
- take sth back** (4.5) – oddać, odesłać: I took the jeans back because they were too tight.
- take off** (5.7) – nabierać rozpędu (o karierze/firmie): My brother wanted to close down his business, but then it suddenly started taking off.
- take sth on** (4.4) – wziąć na siebie: I've taken on a challenge to run a marathon.
- take sth up** (7.2) – zainteresować się: My brother took up music seriously.
- talk sb into sth/doing sth** (7.3) – przekonać kogoś do: Luke was happy when he talked me into buying a sat-nav.
- tell sb off** (1.7) – skarcić, udzielić nagany: Our neighbour told us off for being loud in the garden.
- throw sth away** (8.1) – wyrzucić: Do you still want this newspaper or can I throw it away?
- throw in** (7.3) – dorzucić: Since I'm buying such an expensive computer, maybe you could throw something in for free.
- throw sb out** (4.8) – wyrzucić: The bouncer noticed some underage girls in the club, so he threw them out.
- turn sb/sth down** (5.7) – odrzucić: They offered me the job, but I turned it down because I decided to set up my own business.
- turn sth off** (7.2) – wyłączyć: My laptop froze, so I had to turn it off and on again.
- turn out** (6.7) – okazać się: It turned out Mike and I had the same hobbies.
- turn up** (2.7) – pojawić się: Lots of fans turned up at Mark's graduation concert. There was hardly a seat left.
- wake sb up** (6.2) – obudzić: Please wake me up early tomorrow. I don't want to oversleep because I've got an important exam.
- warm up** (5.7) – rozgrzewać się, podgrzewać: I can warm up the soup if you want.
- wind sb up** (7.3) – irytować: You're constantly winding me up by telling me what to do.
- work sth out** (5.5) – rozwiązać (problemy): We need to work out how to get home from here.
- work towards** (5.1) – pracować nad: Work towards finishing the job before you leave.
- zoom in (on sth)** (6.4) – przybliżyć: Please, zoom in on those people over there.
- zoom out** (6.4) – oddalić: The camera zoomed out and everything looked smaller.

Czasy teraźniejsze

Present Simple

Czasu **Present Simple** używamy:

- gdy mówimy o czynnościach powtarzających się regularnie:
*I always **drive** to work.*
- gdy mówimy o stanach i niezmiennych sytuacjach:
*The chef **doesn't come** from Italy.*
- z czasownikami wyrażającymi emocje (np. *hate, like, love*), lub opisującymi procesy myślowe (np. *believe, know, need, prefer, remember, seem, think, understand, want*) oraz wrażenia zmysłowe (np. *feel, hear, see*):
***Do you prefer** Indian or Chinese food?*

Present Continuous

Czasu **Present Continuous** używamy, gdy mówimy:

- o czynnościach mających miejsce w momencie mówienia o nich:
*Most of the guests **are sitting** on the outdoor patio at the moment.*
- o sytuacjach tymczasowych:
***I'm working** at Tuco's bar during the summer break.*

Present Perfect Simple

Czasu **Present Perfect Simple** używamy, gdy mówimy o czynnościach i wydarzeniach, które:

- zakończyły się w przeszłości, a ich skutki nadal trwają (nie wiemy, kiedy dokładnie miały miejsce, lub nie jest to ważne):
***I've made** coffee. Would you like some?*
- rozpoczęły się w przeszłości i nadal trwają:
*How long **have you owned** this restaurant?*

Present Perfect Continuous

Czasu **Present Perfect Continuous** używamy, gdy mówimy o czynnościach, które:

- rozpoczęły się w przeszłości i nadal trwają:
*Zoe **has been sleeping** since two o'clock.*
- trwały przez pewien czas (i możliwe, że ciągle trwają), a ich skutki są nadal widoczne:
***I'm tired** because **I've been cleaning** the house all day.*

Present Perfect Simple vs Present Perfect Continuous

Czasu **Present Perfect Continuous** używamy, aby położyć większy nacisk na trwanie czynności (która mogła się zakończyć lub trwa nadal):

***I've been baking** biscuits all morning.*

Czasu **Present Perfect Simple** używamy, aby większy nacisk położyć na skutek czynności:

***I've baked** two hundred biscuits.*

1 Complete the dialogues with the correct form of the verbs in brackets.

- A: I **'m following** (follow) the seafood diet at the moment.
B: The seafood diet? I **'ve never heard** (never/hear) of that one.
A: It's pretty easy really. Whenever I **'see** (see) food, I **'eat** (eat) it.

A: What **'are you doing** (you/do), Julia?
B: I **'m making** (make) some lunch for us, Dave. It shouldn't be long. **'Do you think** (you/think) these eggs will be hard-boiled yet?
A: Well, I don't know. How long **'have you been boiling** (you/boil) them for?
B: About an hour.
A: An hour? I **'think** (think) they might be done, yes. In fact, we might have trouble eating them unless you've got a hammer!

2 Make questions using an appropriate present tense.

- you / ever / try / Thai food?
Have you ever tried Thai food?
- 1 food prices / go up / at the moment?
Are food prices going up at the moment?
- 2 you / ever / cut your finger / preparing food?
Have you ever cut your finger preparing food?
- 3 How often / you / cook a meal / for the family?
How often do you cook a meal for the family?
- 4 How long / you / go to this school?
How long have you been going to this school?
- 5 How long / you / know your best friend?
How long have you known your best friend?

3 Complete the sentences and questions with the correct form of the verbs in brackets.

- She **goes** (go) for a run a few times a week, but she **'s thinking** (think) of giving it up.
- 1 I **think** (think) this coffee **tastes** (taste) bitter. I **don't like** (not/like) it.
- 2 My grandma **bakes** (bake) a lot. She **'s probably making** (probably/make) a cake right now.
- 3 My dad **doesn't see** (not/see) why young people **love** (love) fast food so much.
- 4 What **'are you looking** (you/look) for? **Have you lost** (you/lose) your glasses again?
- 5 I **'ve been doing** (do) some cooking all morning. That's why it **smells** (smell) of onions here!

4 Translate the Polish parts of the sentences.

- What **do you think** (uważasz) about buying this software?
- 1 Guess what! I **'ve become** (zostałem) a vegetarian since we last met.
- 2 Ken **doesn't cook** (nie gotuje) every evening because sometimes he doesn't get home until 9 p.m.
- 3 Shelly and Nick **aren't working** (nie pracują) today because they've both got food poisoning.
- 4 Excuse me, waiter. We **'ve been waiting** (czekamy) for our desserts for half an hour now.
- 5 You're out of breath. **Have you been running** (Biegałeś)?

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

cook not/make not/see prefer
read take think write

I'm really tired. I *'ve been cooking* all day.

- I *haven't seen* Margaret recently. How is she?
- She *thinks* she'd like the steak, but she *hasn't made* up her mind yet.
- My daughter *has been reading* a lot about Mexico lately. That's where she wants to go on her holiday, I guess.
- I'm watching my weight, so I *prefer* a vegetarian diet at the moment.
- The meeting *is taking* place upstairs today because of the flood damage on the ground floor.
- Margaret *has written* all the reports. Can you take them up to Mr Jones?

Czasy przeszłe

Past Simple

Czasu **Past Simple** używamy, gdy mówimy:

- o czynnościach i wydarzeniach, które rozpoczęły się i zakończyły w przeszłości. Często też określamy, kiedy zdarzenia miały miejsce:
*We **bought** this house in 2013.*
- o wydarzeniach następujących po sobie:
*Messi **kicked** the ball, and it **flew** into the net.*

Past Continuous

Czasu **Past Continuous** używamy:

- gdy mówimy o czynnościach, które trwały w określonym momencie w przeszłości:
*'What **were** you **doing** at eight yesterday evening?'*
*'I **was watching** a football game on TV.'*
- gdy mówimy o czynnościach trwających w przeszłości, podczas których nastąpiły inne, krótsze zdarzenia (które wyrażamy w czasie Past Simple):
*While she **was skiing** down the slope, another skier **crashed** into her.*
- gdy opisujemy tło dla innych wydarzeń:
*On the day of the match, the sun **was shining**, and a light breeze **was blowing**.*

Past Perfect Simple

Czasu **Past Perfect Simple** używamy, gdy mówimy o czynnościach, które miały miejsce przed określonym momentem w przeszłości lub inną czynnością przeszłą. Wówczas czas Past Perfect Simple wskazuje, że dana czynność poprzedzała inne czynności wyrażone w czasie Past Simple:

*The party **had finished** by midnight.*

*Owen **had scored** two goals before the coach **decided** to substitute him.*

1 Complete the sentences and questions with the correct form of the verbs in brackets.

I went ice-skating last weekend – it was the first time I *had tried* (try) it.

- Sheila *came* (come) home and *locked* (lock) herself in her room.
- I couldn't open the door because I *had left* (leave) my keys at home.
- Sorry, we *were talking* (talk) about something else. Could you repeat that, please?
- I broke a bone once. I *was riding* (ride) my bike and crashed into a tree.
- Had he ever coached* (he/ever/coach) a basketball team before he took on the school team?

2 Complete the text with the correct form of the verbs in brackets.

Yesterday, two British climbers *completed* (complete) one of the most difficult climbing routes in the world. Over 4 million people *were watching* (watch) live on the Internet when the brave pair *reached* (reach) the top of 'Old Major', a rock face in Yellowstone National Park. By the time they completed their adventure, they *had climbed* (climb) over 900 metres through all kinds of weather. Luckily, there were no weather problems yesterday – the sun *was shining* (shine) brightly when the exhausted climbers finally *pulled* (pull) themselves over the top of the rock face at exactly 15.37.

3 Complete the sentences with the correct past forms of the verbs in the box.

make never beat not/bring
score skate train watch

Tom slipped on the ice and broke his leg when he *was skating*.

- It was 2–2. Then Joe *scored* the winning goal in injury time.
- We fell asleep while we *were watching* a film.
- Beth couldn't do PE because she *hadn't brought* her PE kit.
- Jack was ecstatic. He *had never beaten* his brother before.
- Tess didn't realise she *had made* so many mistakes!
- Lucy *was training* for a triathlon when she twisted her ankle.

4 Translate the Polish parts of the sentences.

It was snowing (padał śnieg) heavily when the marathon began.

- 1 We got stuck in traffic on the way to the game and, by the time we got there, our team had already scored (już zdobyła) three baskets.
- 2 Did you remember (Pamiętałeś) to take an extra racket for Tom yesterday?
- 3 Were you watching (Oglądałeś) when the rider fell off his horse? It looked (wyglądało) pretty painful.
- 4 The golfer who missed the vital shot threw (rzucił) his club into the lake.
- 5 We weren't allowed in the pool because we had forgotten (zapomnieliśmy) our swimming caps.
- 6 The goalkeeper wasn't concentrating (nie koncentrował się) when the attacking player suddenly took a shot.

5 Complete the extract from a successful football player's biography with the correct past form of the verbs in the box.

do like look forward to
not/understand score study win

I've always been a very competitive person. At school, I did a lot of athletics, and later while I was studying at university, I played football on the first team. I was never truly satisfied unless I was the one who scored the goals. It wasn't enough to beat the opponent, I had to be the absolute best at whatever I did. By the time I was twenty-three, I had won awards and I was looking forward to a successful football career. To be honest, not many people liked me because of my attitude, but I couldn't help it at that time. If I had been more mature, I would have realised that winning wasn't the most important thing in life. I didn't understand then why other people were satisfied with keeping fit or going cycling, or even just throwing a ball around for fun, but now I do.

6 Make sentences and questions using an appropriate past tense.

We / meet / long before / we / start / high school.

We had met long before we started high school.

- 1 I / not know / how to make a cake / when / I / be ten.
I didn't know how to make a cake when I was ten.
- 2 it / rain / when / you / go to school?
Was it raining when you were going to school?
- 3 by the time / we / arrive / at the party / everyone / already / leave.
By the time we arrived at the party, everyone had already left.
- 4 We / talk about her / when / she / call.
We were talking about her when she called.
- 5 She / never feel / so happy / before / she / meet him.
She had never felt so happy before she met him.

Wyrażanie przyszłości

Present Simple

Czasu **Present Simple** używamy w odniesieniu do przyszłości, gdy mówimy o wydarzeniach, których termin wynika z zewnętrznych ustaleń (np. rozkłady jazdy, plany lekcji, terminy świąt):

Lunch break **starts** at 12.30 and **finishes** at 13.30.

What time **does** our train **leave**?

Present Continuous

Czasu **Present Continuous** używamy w odniesieniu do przyszłości, gdy mówimy o sprecyzowanych planach, których czas realizacji jest już zwykle określony:

I'm leaving tomorrow, so I can't go to the cinema with you.

be going to

Konstrukcji **be going to** + **bezokolicznik** używamy, gdy mówimy o:

- zamiarach i planach, które mogą ulec zmianie:
*What **are** you **going to prepare** for lunch?*
- przewidywaniach dotyczących przyszłości, które wynikają z tego, co w danej chwili wiemy i widzimy:

*Look at the time! We're **not going to get** to the station on time.*

Future Simple

Formy **will** + **bezokolicznik** używamy, gdy mówimy o:

- spontanicznych decyzjach podejmowanych w momencie mówienia:

*Wait for me! I'll **help** you with the shopping.*

- przewidywaniach, które wynikają z naszych opinii, intuicji lub doświadczenia:

*You can borrow my dictionary, but I'll probably **need** it back next week.*

*Do you think Poland **will beat** Italy?*

Formy **shall** używamy w pytaniach z zaimkami **I** oraz **we**, gdy oferujemy pomoc lub wyrażamy sugestie i propozycje:

*These bags look heavy. **Shall I carry** them for you?*

***Shall we have** a barbecue this evening?*

Future Continuous

Czasu **Future Continuous** używamy, gdy mówimy o czynnościach, które będą trwały w określonym momencie w przyszłości:

*We **will be making** a cake at 5 p.m.*

Future Perfect

Czasu **Future Perfect** używamy, gdy mówimy o czynnościach lub sytuacjach, które zakończą się przed określonym momentem w przyszłości:

*I **will have cooked** all the dishes by 3 o'clock.*

Zdanie czasowe dotyczące przyszłości

Mówiąc o przyszłości, w zdaniach złożonych używamy czasu **Present Simple** po następujących wyrażeniach:

- **if** (jeśli) → *If you **don't have** breakfast at home, you will feel hungry very soon.*
- **when** (gdy/kiedy) → *We will cook the pasta **when** Luigi arrives.*
- **unless** (jeżeli nie / chyba że) → *You won't lose weight **unless** you **eat** fruit and vegetables every day.*
- **before** (przed/zanim) → *I'll brush my teeth **before** I go to bed.*
- **after** (po / po tym) jak → *We'll have some coffee **after** we get back home.*
- **until** (aż / dopóki nie) → *I'll wait for you **until** you finish.*
- **as soon as** (gdy tylko / jak tylko) → *I'll call you **as soon as** I finish.*
- **as long as** (pod warunkiem że / jeśli tylko) → *I'll make breakfast **as long as** you do the washing-up.*

1 Match the sentences with their functions.

- I think I'll go for a walk today. j
- Jill loves cooking and she's going to become a chef. f
 - Will you show me how to use the new oven? i
 - We have Biology class every Monday at 11. d
 - The students will have received their results by Friday. b
 - The planet will become warmer in the future. g
 - Dad's so tired that he's going to fall asleep on the sofa. c
 - Shall we go out for dinner tonight? e
 - I'll be meeting Sam at the station at 2 o'clock. a
 - We're going away next weekend. h

- an action in progress at a future time
- an event that will happen before a specific future time
- a prediction based on evidence
- a scheduled event based on a timetable
- a suggestion
- an intention
- a prediction
- a future plan or arrangement
- a request
- a decision taken at the moment of speaking

2 Choose the correct options.

- Hang on a minute. I get / I'll get my jacket and then we can leave.
- Tom will have left / will be leaving by 3 p.m. tomorrow.
 - Technology will make / will be making life easier in the future.
 - Josh and Kate are returning / will return from their holiday tomorrow.
 - Shall / Will I make you a cup of tea, Grandma?
 - Slow down! You 're going to have / 're having an accident!
 - Don't forget to meet Jim at the station; his train will arrive / arrives at 3.45 p.m.
 - Do they finish / Will they have finished painting their house by next week?

3 Choose the correct answers A-C.

- By this time tomorrow, he ___ for Scotland.
A will have left B will be leaving C is leaving
- On Sunday at 12 o'clock, I ___ my friends in the country.
 A will visit B will have visited C will be visiting
 - By the time we get to the stadium, the match _____.
 A will start B will have started C is going to start
 - I ___ you tomorrow at school.
A will see B see C will be seeing
 - We ___ Stan at the café at 2.30 today.
 A meet B are meeting C will meet
 - Where ___ for your summer holiday this year?
A are you going to go B do you go C shall you go
 - You must be hungry. ___ you a sandwich?
 A Am I going to make B Will I be making C Shall I make
 - Look at those dark clouds. It ___ soon.
 A rains B is going to rain C is raining
 - I promise I ___ out too late.
 A won't be staying B am not going to stay C won't stay

4 Read Ben's schedule for university tomorrow. Then complete the sentences with the Future Continuous or the Future Perfect form of the verbs in brackets.

8.00	leave the house	1.00	have lunch
8.30	arrive at university	2.00	lab experiment
9.00	lecture starts	5.00	leave lab
11.00	lecture finishes	5.30	arrive home

- By 8.15, he will have left (leave) the house.
- At 8.45, he will be waiting (wait) for the lecture to start.
 - By 9.15, the lecture will have started (start).
 - At 10.30, he will be sitting (sit) in the lecture hall.
 - By 2.00, he will have eaten (eat) his lunch.
 - At 3.00, he will be doing (do) a lab experiment.
 - By 5.15, he will have finished (finish) the experiment.
 - By 6.00, he will have arrived (arrive) home.

5 Complete the sentences with the correct form of the verbs in brackets.

- Our coach thinks we will win (win) the match, but I'm not so sure.
- This time next month, he will be sailing (sail) in the Mediterranean.
 - When do your music lessons start (start)?
 - We are going to go (go) to the concert on Friday, but we haven't bought tickets yet.
 - I am having (have) a dinner party tomorrow night, so I need to go shopping today.
 - The phone's ringing; I will answer (answer) it.
 - Shall I bring (bring) you the newspaper, Dad?
 - The Smiths won't have moved (not/move) into their new house by the summer.
 - Don't walk to the station; I will drive (drive) you there.

6 Correct the mistakes in bold.

If you **will work** hard, you'll do well in your exams. *work*

1 Look at Sally! She **will be winning** the race!
is going to win

2 Do you think humans **shall ever live** on other planets? *will ever live*

3 Tomorrow, we **will be having** a picnic in the park.
are going to have

4 The film **is starting** at 6.30, so let's meet outside the cinema at 6.15. *starts*

5 I **will go** swimming tomorrow morning. Why don't you come with me? *am going*

6 This time next year, I **study** at university.
will be studying

7 I'll buy the cinema tickets, as long as you **will pay** for dinner. *pay*

8 By the time I finish this novel, I **will be reading** three other books. *will have read*

7 Complete the second sentence so that it means the same as the first. Use the word in capitals.

What's your prediction for the World Cup?
WIN

Who do you think *will win* the World Cup?

1 I'm going to the beach tomorrow and I'm going to play volleyball.

WHEN

I'm going to play volleyball *when I go* to the beach tomorrow.

2 Hurry up or we'll get to the stadium after the match starts.

WILL

Hurry up or, by the time we get to the stadium, the match *will have started*.

3 You must speak to your teacher before you can leave.

UNTIL

You can't leave *until you speak* to your teacher.

4 Their party is on Saturday night.

HAVING

They *are having a/their party* on Saturday night.

5 I'm going to play tennis at 6, so I can't meet you then.

PLAYING

I can't meet you at 6 because I *will be playing* tennis then.

6 After you cook the pasta, serve it immediately.

SOON

You must serve the pasta *as soon as you cook* it.

7 What are your plans for the summer?

DO

What *are you going to do* in the summer?

8 If you don't want to go out tomorrow night, we won't.

UNLESS

We won't go out tomorrow night *unless you want* to.

Zdania warunkowe pierwszego, drugiego i trzeciego stopnia; wish oraz if only

Zdania warunkowe pierwszego stopnia

- Zdań warunkowych pierwszego stopnia (**if + Present Simple, will/could/might + bezokolicznik**) używamy, gdy mówimy o zdarzeniach z teraźniejszości lub przyszłości, które mogą nastąpić, jeśli zaistnieją określone warunki:

If you leave a message, they'll call you back.

You might get lost unless you take a map with you.

Zdania warunkowe drugiego stopnia

- Zdań warunkowych drugiego stopnia (**if + Past Simple, would/could/might + bezokolicznik**) używamy, gdy mówimy o obecnych lub przyszłych sytuacjach lub stanach, których zmiana jest niemożliwa lub bardzo nieprawdopodobna:

Would you tell him the truth if he asked you?

I'm sure you could do that if I showed you how.

Zdania warunkowe trzeciego stopnia

- Zdań warunkowych trzeciego stopnia (**if + Past Perfect, would have + past participle**) używamy, gdy mówimy o sytuacjach, które mogły mieć miejsce w przeszłości, ale nigdy się nie zdarzyły.

If you had accepted my help, you would have avoided a lot of trouble.

wish oraz if only

- Konstrukcji **wish/if only + Past Simple** używamy, aby wyrazić żal, że coś ma miejsce lub nie ma miejsca w chwili obecnej:

John wishes he didn't have to sell the house.

If only I could help you.

- Konstrukcji **wish/if only + would + bezokolicznik** używamy, aby wyrazić życzenie, by obecna trudna lub uciążliwa sytuacja się zmieniła. Zwykle są to sytuacje, na które nie mamy wpływu:

I wish they'd stop playing loud music in the evenings.

If only you'd come back earlier.

- Wyrażenie **if only** wyraża żal silniej niż czasownik **wish**.

1 Complete the sentences with the correct form of the verbs or phrases in the box.

(buy explode know not/behave see sit)

Careful! If you shake up the lemonade, it *'ll explode* when you open it.

1 Three hours with nothing to eat! I *would have bought* a sandwich for the journey if there'd been time.

2 Kids in horror films are silly. If I *saw* an old house in the woods, I wouldn't go anywhere near it.

3 If I *had known* how difficult this book was going to be, I wouldn't have started it in the first place.

4 The cat's shy, but he will come to you if you *sit* still and keep quiet.

5 If you really respected me, you *wouldn't behave* so horribly towards me all the time.

2 Write sentences with *wish* or *if only* to show that you would like the situations or behaviour to be different.

I don't live abroad.

I wish/If only I lived abroad.

1 I can't read music.

I wish/If only I could read music.

2 My sister doesn't help around the house.

I wish/If only my sister would help around the house.

3 My dad has to work very long hours.

I wish/If only my dad didn't have to work very long hours.

4 My sister doesn't let me use her laptop.

I wish/If only my sister would let me use her laptop.

5 My brother is very annoying.

I wish/If only my brother weren't/wasn't annoying.

6 My mum always embarrasses me in front of visitors.

I wish/If only my mum wouldn't embarrass me in front of visitors.

3 Complete the second sentence to show you would like the situation or behaviour to be different.

My parents are so strict.

If only my parents *weren't* so strict.

1 Mum makes such a fuss if I'm slightly late.

If only *Mum wouldn't make* such a fuss when I'm slightly late.

2 I don't have a photographic memory.

If only *I had* a photographic memory, I wouldn't need to do any revision.

3 My girlfriend hasn't called me yet today.

I wish *my girlfriend would call* me before bedtime.

4 There is no snow in the mountains.

If only *there was/were* snow in the mountains, we could go skiing.

5 I don't want to be here. I'd rather be anywhere else.

I wish *I wasn't/weren't* here. I'd rather be anywhere else instead.

6 Kerry taps her pen on the desk. It's annoying.

I wish *Kerry wouldn't tap* her pen on the desk. It's annoying.

4 Complete the sentences with the correct form of the verbs in brackets.

I can't go out now. If I *don't help* (not/help) my mother around the house, she *won't let* (not/let) me use the Internet tomorrow.

1 If I *could meet* (can/meet) anyone, dead or alive,

I *would choose* (choose) to meet John Lennon.

2 I'm a big fan of opera. I wish my boyfriend

loved (love) opera too.

3 You *would never have been able* (never/be able) to buy a new laptop last year if I *hadn't lent* (not/lend) you the money.

4 I'd love to visit Barcelona one day. If only

I *could afford* (can/afford) to go.

5 Jane's little brother is so spoilt. If you *don't give* (not/give) him what he wants, he *gets/will get* (get) really angry.

6 If you *were* (be) a teacher, *would you accept* (you/accept) friend requests from your students on Facebook?

7 Jake has a scooter, but he wishes he *had* (have) a motorbike.

5 Make sentences using correct verb forms.

My grandma died when she was seventy. I / wish / she / live to be eighty. *I wish she had lived to be eighty.*

1 I don't understand what he's saying. if / I / know Arabic / I / talk to him. *If I knew Arabic, I'd talk to him.*

2 She can't do it herself. If only / I know / how to help her. *If only I knew how to help her.*

3 if / the weather in Poland / be better / last year / we / not go abroad on holiday. *If the weather in Poland had been better last year, we wouldn't have gone abroad on holiday.*

4 you / ask her to dance / if / she / come to your party tomorrow? *Will you ask her to dance if she comes to your party tomorrow?*

5 he / wish / his sister / not come into his room all the time. *He wishes his sister wouldn't come into his room all the time.*

6 she / not be late every day / if / she / live closer. *She wouldn't be late every day if she lived closer.*

Czasowniki modalne – wyrażanie przypuszczeń

- Aby wyrazić przypuszczenia dotyczące sytuacji w teraźniejszości lub w przyszłości, używamy czasowników modalnych **must/might/may/could/might not/may not/can't** + **bezokolicznik**.
- Aby wyrazić przypuszczenia dotyczące sytuacji z przeszłości, używamy czasowników modalnych **must/might/may/could/might not/may not/can't** + **have + past participle**.

must

- Czasownik **must** wyraża bardzo silnie przekonanie (graniczące z pewnością), że coś jest lub było prawdą:
There must be something wrong with the engine.
She must have made a mistake in her calculations.

might/may/could

- Czasowniki **might**, **may** i **could** wyrażają słabe przypuszczenie, że coś jest, będzie lub było możliwe lub prawdopodobne:
This might/may/could be the article I'm looking for.
Some people say that life on Earth might/may/could have originated from another planet.
- Czasowniki **might not** i **may not** wyrażają przypuszczenie, że coś nie ma, nie będzie miało lub nie miało miejsca:
Life on other planets might not/may not exist at all.
Here are some facts you may not/might not have heard about.

can't/couldn't

- Czasowniki **can't/couldn't** wyrażają bardzo silnie przekonanie (graniczące z pewnością), że coś nie ma lub nie miało miejsca:
He can't be English; his accent is too strong.
This book can't/couldn't have been written by an expert.

1 Complete the second sentence so that it means the same as the first.

It's possible space exploration will lead to the discovery of other life forms.
Space exploration might lead to the discovery of other life forms.

- 1 I'm sure he's very intelligent.
He must be very intelligent.
- 2 I don't know if all the explorers understood the significance of their discoveries.
Many explorers may/might not have understood the significance of their discoveries.
- 3 I'm sure early computer analysts didn't imagine how important the Internet would become.
Early computer analysts can't/couldn't have imagined how important the Internet would become.
- 4 I'm sure that documentary was very interesting.
That documentary must have been very interesting.

2 Rewrite the sentences. Use the words in capitals.

I'm sure it isn't true that your cousin saw a UFO land on the school football field. **CAN'T**
Your cousin can't have seen a UFO land on the school football field.

- 1 It is possible that human beings will visit the Moon again one day. **MAY**
Human beings may visit the Moon again one day.
- 2 I am sure it's true that there is life somewhere else in the universe. **BE**
There must be life somewhere else in the universe.
- 3 It is possible that life arrived on Earth when an asteroid crashed into the planet. **HAVE**
Life could/might/may have arrived on Earth when an asteroid crashed into the planet.
- 4 It's possible we didn't land on the Moon in 1969. **MIGHT**
We might not have landed on the Moon in 1969.

3 Complete the sentences with an appropriate modal structure and the verb in brackets. Sometimes more than one answer is possible.

They can't have come (not/come) this way because there are no footprints in the snow.

- 1 All the other passengers got off, but Vicky wasn't there. She must/might/may/could have missed (miss) the train.
- 2 Derek still isn't here. I suppose he might/may/could have got (get) stuck in traffic.
- 3 We can't be (not/be) there yet. It's 400 km away, and we only left home ninety minutes ago.
- 4 I might/may/could arrive (arrive) late if the traffic is bad, so please start without me if I'm not there by nine.
- 5 I know you are worried that the parcel has got lost, but they might/may not even have posted (not/even/post) it yet.
- 6 Diane's shoes are still here, so she can't/couldn't have left (not/leave) yet.

4 Think of alternatives for the underlined verb structures. Use *can't*, *could*, *may*, *might* and *must* and an infinitive or perfect infinitive. Use each modal verb once.

According to a recent UK survey, many people still believe that aliens may/might/could have visited (have possibly visited) Earth. When people report sightings of Unidentified Flying Objects (UFOs), they usually describe strange lights and shapes. Other people say aliens ¹ can't/couldn't have approached (definitely haven't approached) our planet because otherwise there would be some proof. They believe that all 'sightings' of UFOs ² must be (are definitely) either natural weather events or man-made, i.e. aircraft, Chinese lanterns or even hoaxes. But certain government officials think that aliens ³ may/might/could have been (have possibly been) to Earth for military reconnaissance, scientific research or tourism and ⁴ may/might/could continue (will possibly continue) to do so in future.

5 Rewrite the comments using the verbs in capitals.

I'm sure you're very pleased.

MUST

You must be very pleased.

- 1 It's possible that she is in her room.

MIGHT

She might be in her room.

- 2 I'm sure she isn't that old.

CAN'T

She can't be that old.

- 3 It's possible that he hasn't received it yet.

MAY NOT

He may not have received it yet.

- 4 I'm certain you left it at home.

MUST

You must have left it at home.

- 5 I'm sure you're not serious.

CAN'T

You can't be serious.

- 6 It's possible that you don't want to hear this.

MIGHT NOT

You might not want to hear this.

- 7 It's possible that they overheard what we said.

COULD

They could have overheard what we said.

Mowa zależna

Zdania oznajmujące

W mowie zależnej przytaczamy wypowiedzi za pomocą **say** i **tell** lub innych czasowników oraz słowa **that**, które można pominąć. Czasownik **tell** wymaga dopełnienia (np. me):

'I bought a bunch of flowers for my wife.' → He **said / told me (that)** he had bought a bunch of flowers for his wife.

W zdaniach w mowie zależnej zamianie ulegają:

- czasy – według następującego schematu:

Mowa niezależna (Direct Speech)	Mowa zależna (Reported Speech)
Present Simple Rose: 'I do the shopping at weekends.'	Past Simple Rose said (that) she did the shopping at weekends.
Present Continuous Rose: 'I am doing the shopping.'	Past Continuous Rose said (that) she was doing the shopping.
Present Perfect Rose: 'I have already done the shopping.'	Past Perfect Rose said (that) she had already done the shopping.
Past Simple Rose: 'I didn't do the shopping this morning.'	Past Perfect Rose said (that) she hadn't done the shopping that morning.
Past Perfect Rose: 'I hadn't done any shopping before the party.'	Past Perfect Rose said (that) she hadn't done any shopping before the party.
can/can't Rose: 'I can't do the shopping.'	could/couldn't Rose said (that) she couldn't do the shopping.
will/won't Rose: 'I won't do the shopping on my own.'	would/wouldn't Rose said (that) she wouldn't do the shopping on her own.
be going to Rose: 'I'm going to do the shopping on Saturday.'	was/were going to Rose said (that) she was going to do the shopping on Saturday.

- okoliczniki czasu i miejsca (w zależności od kontekstu):

Mowa niezależna (Direct Speech)	Mowa zależna (Reported Speech)
now	at that time/then
today	that day
tonight	that night
yesterday	the day before/the previous day
two hours ago	two hours earlier/before
tomorrow	the next day/the following day
here	there

- zaimki wskazujące, osobowe oraz zaimki i przymiotniki dzierżawcze (zależnie od kontekstu):

Mowa niezależna (Direct Speech)	Mowa zależna (Reported Speech)
this/these	that/those
I/we	he/she/they
me/us	him/her/them
my	his/her
our	their

Pytania

Aby przytoczyć pytania w mowie zależnej, używamy czasownika **ask** lub czasowników i wyrażen o podobnym znaczeniu, np. **enquire, wanted to know**. Zmieniamy te same elementy co w zdaniach oznajmujących (np. czasy, zaimki, okoliczniki czasu i miejsca). Przytaczane pytanie przyjmuje szyk zdania oznajmującego (podmiot przed orzeczeniem).

- Aby przytoczyć pytania ogólne, stosujemy **if** lub **whether**:
'Can I speak to the manager?' → The customer asked **if/whether** he **could** speak to the manager.
'Will you talk to Jen tonight?' → I asked him **if/whether** he **would talk** to Jen that night.
- Aby przytoczyć pytania szczegółowe, zachowujemy użyty w nich zaimek pytający (np. *what, who, how, where, when*):
'How many bottles of cola **did** you **buy**?' → I asked my son **how many bottles of cola** he **had bought**.
'When are you **coming** back?' → Dorothy wanted to know **when** I **was coming** back.

Polecenia

Aby przytoczyć polecenia w mowie zależnej, używamy czasownika **ask, tell** lub czasowników i wyrażen o podobnym znaczeniu, rzeczownika lub zaimka osobowego oraz konstrukcji **(not) + to + bezokolicznik**:

- 'Please refund my money.' → The customer **asked** the manager **to refund** his money.
- 'Don't apply the cream more than twice a day.' → The shop assistant **advised** the customer **not to apply** the cream more than twice a day.

1 Read the article about advertising slogans. Rewrite the journalist's notes with one word in each gap.

Do products live up to their advertising claims?

By Monica Smith

I asked three people if they ever bought those products and whether they believed their claims. Here are their reactions.

1 This cream will make you look ten years younger.

One woman said that she'd started using anti-ageing cream a few months before, but she knew that it would require more than a cream to keep her young.

2 This chocolate spread is a healthy breakfast for children.

A mother said that her children loved chocolate spread. She said that she had hidden the jar away because it was full of sugar and fat. She asked me when they were going to invent healthy chocolate!

3 You can avoid colds and flu if you use our mouthwash every day.

One man I spoke to was a doctor. He told me that it was impossible for a mouthwash to prevent illness. He told me not to believe everything I read in adverts.

- Questions: Do you ever buy these products?
Do you believe their claims?
- Woman: I started using anti-ageing cream a few months ago, but I know that it will require more than a cream to keep me young.
- Mother: My children love chocolate spread. I have hidden it away because it is full of sugar and fat. When are they going to invent healthy chocolate?
- Doctor: It is impossible for a mouthwash to prevent illness. Don't believe everything you read in adverts.

2 Rewrite the direct speech as reported speech.

'I'll meet you at half past two tomorrow.'

I remember she said (that) she would meet me at half past two the next/following day.

- 'The manager will be here tomorrow if you could come back then.'
The assistant said (that) the manager would be there the following/next day if I could come back then.
- 'The advertising executives are arriving tonight.'
It was last Thursday morning that she said (that) the advertising executives were arriving that night.
- 'I saw the new advert on TV for the first time today.'
He told us (that) he had seen the new advert on TV for the first time that day.
- 'They are going to open the new branch of their coffee shop next week.'
Three weeks ago, the staff member told me (that) they were going to open the new branch of their coffee shop the following/next week.
- 'I'm sorry, but your doctor's appointment for today has been cancelled.'
The receptionist called me and told me (that) she was sorry, but my doctor's appointment for that day had been cancelled.
- 'I can't promise anything right now.'
She said (that) she couldn't promise anything right then.

3 Report the questions and imperatives.

'Did you buy the product because you saw the advert?'
They asked me if I had bought the product because I had seen the advert.

- 'Taste the drink and then describe the flavour.'
She asked me to taste the drink and then describe the flavour.
- 'Would you like to try our service for free for a month?'
He asked me if/whether I would like to try their service for free for a month.
- 'Contact us and let us know what you think.'
They told me to contact them and let them know what I thought.
- 'Have you ever thought of trying a different brand of lipstick?'
They asked me if/whether I had ever thought of trying a different brand of lipstick.
- 'Don't forget to take one pill before breakfast and the other one before bed.'
The pharmacist told me not to forget to take one pill before breakfast and the other one before bed.
- 'Who is going to pay for the damage to my computer?'
She asked who was going to pay for the damage to her computer.

4 Complete the reported statements, questions and imperatives.

'Our bus left two hours ago,' they told us.

They told us (that) their bus had left two hours earlier/before.

- 'Are you from this part of town?' the stranger asked Greg.
The stranger asked Greg if/whether he was from that part of town.
- 'Do you like going to the cinema?' asked Pauline.
Pauline asked me if/whether I liked going to the cinema.
- 'Please don't play in the kitchen,' Barbara told the children.
Barbara told the children not to play in the kitchen.
- 'You need to get the assignment back to me by 4 p.m. tomorrow,' said Mr Roberts.
Mr Roberts said (that) I/we needed to get the assignment back to him by 4 p.m. the following/next day.
- 'Pick me up some of my special toothpaste from the chemist's,' asked Sylvia.
Sylvia asked me to pick her up some of her special toothpaste from the chemist's.
- 'I have never bought anything because of an advertisement,' said Patrick.
Patrick said (that) he had never bought anything because of an advertisement.
- 'Is your sister going to visit us this weekend?', asked Vanessa.
Vanessa asked if/whether my/our sister was going to visit us that weekend.
- 'Will you be so kind as to show me this photo?', asked Mrs Brown.
Mrs Brown asked if/whether I would be so kind as to show her that photo.

Strona bierna; konstrukcja *have something done*

Strona bierna

- Stronę bierną stosujemy, gdy bardziej interesuje nas sama czynność niż to, kto ją wykonuje:
*The presidential election **will be held** in July.*
- Jeśli jednak chcemy wspomnieć o wykonawcy czynności, używamy **by**:
*The telephone **was invented** in 1876 **by** Alexander Graham Bell.*
- Stronę bierną w poszczególnych czasach gramatycznych tworzymy za pomocą odpowiedniej formy czasownika to be oraz trzeciej formy czasownika głównego (**past participle**).

Present Simple	Coffee is grown and exported by over fifty developing countries.
Present Continuous	The report is still being examined .
Past Simple	When was the Willis Tower built ?
Past Continuous	At 11 p.m., the suspect was still being questioned .
Present Perfect	A new community centre has just been opened in my town.
Past Perfect	I found out that my application hadn't been accepted .
will	Over 1,000 companies will be affected by the new regulations.
be going to	You're going to be informed about the results by email.

have something done

Konstrukcji **have + dopełnienie + trzecia forma czasownika (past participle)** używamy, gdy mówimy o czynnościach, które zostały dla kogoś wykonane przez inną osobę (najczęściej przez specjalistę lub fachowca):

*After the burglary the Jacksons **changed** their locks.*
(zrobili to sami)

*After the burglary the Jacksons **had** their locks **changed**.*
(zatrudnili specjalistę)

Present Simple	We have the office cleaned twice a week.
Present Continuous	Why are you having your windows replaced ?
Past Simple	We had all the installations checked .
Past Continuous	Last year in June, my neighbours were having their house painted .
Present Perfect	Have you ever had your nails done ?
will	When will you have your tyres changed ?
be going to	I'm going to have a burglar alarm installed .

Zwykle zamiast **have** możemy również użyć czasownika **get**:
We **had** the documents **translated**. = We **got** the documents **translated**.

1 Complete the passive sentences. Use **by + agent** if necessary.

They have never searched me at the airport.

I have never been searched at the airport.

1 Nobody will ask for my opinion, anyway.

I won't be asked for my opinion, anyway.

2 After his first English lesson, his teacher told him that he spoke with an American accent.

After his first English lesson, he was told (by his teacher) that he spoke with an American accent.

3 Today in the café, they added milk to my cup of tea.

Today in the café, milk was added to my cup of tea.

4 My parents sent me to the USA for the summer to learn English.

I was sent to the USA (by my parents) for the summer to learn English.

5 My American friend is meeting me at the airport in New York.

I am being met (by my American friend) at the airport in New York.

6 People will always remember me as the only American in my school.

I will always be remembered as the only American in my school.

7 When they were painting the walls, they found this hole.

This hole was found when the walls were being painted.

8 They are going to post our letters soon.

Our letters are going to be posted soon.

2 Read some trivia facts about the USA and the UK. Rewrite the sentences in the passive, using **by** only if it is necessary.

Most people think that Christopher Columbus discovered America.

Most people think that America was discovered by Christopher Columbus.

1 Every year in the USA, judges send around 60,000 teenagers to prison.

Every year in the USA, around 60,000 teenagers are sent to prison.

2 In 1811 in Britain, parents named nearly a quarter of all girls Mary.

In 1811 in Britain, nearly a quarter of all girls were named Mary.

3 People in the UK drink more tea than in any other country.

More tea is drunk by people in the UK than in any other country.

4 French people built the Statue of Liberty in France.

The Statue of Liberty was built in France.

3 Translate the Polish parts of the sentences.

Will he be invited (Czy on będzie zaproszony) to their wedding?

- 1 My purse has just been stolen (właśnie została skradziona)!
- 2 The new shopping centre won't be built (nie zostanie wybudowane) until 2022.
- 3 I was in the office when the windows were being cleaned (były myte).
- 4 I'm afraid your computer hasn't been repaired (nie został naprawiony) yet.
- 5 Whose documents are being printed (są drukowane) at the moment?
- 6 When were they told (powiedziano im) that they were going to be fired?
- 7 New magazines are ordered (są zamawiane) every month.
- 8 Who was this film directed (ten film był wyreżyserowany) by?

4 Rewrite the sentences and questions using the correct form of **have something done**.

The millionaire built a ski-lift in his back garden.
The millionaire had a ski-lift built in his back garden.

- 1 Have you fixed your phone yet, Peter?
Have you had your phone fixed yet, Peter?
- 2 George doesn't cut his hair very often.
George doesn't have his hair cut very often.
- 3 Lena didn't whiten her teeth because it was too expensive.
Lena didn't have her teeth whitened because it was too expensive.
- 4 Liam is removing the tattoo next week.
Liam is having the tattoo removed next week.
- 5 Aneta cut her hair extremely short last summer.
Aneta had her hair cut extremely short last summer.

5 Write questions from the prompts. Use the structure **have something done**.

Have you ever / repair / a bicycle?

Have you ever had a bicycle repaired?

- 1 When did you last / test / your eyes?
When did you last have your eyes tested?
- 2 Will you ever / colour / your hair?
Will you ever have your hair coloured?
- 3 Are you going to / redecorate / your bedroom?
Are you going to have your bedroom redecorated?
- 4 Have you / pierce / your ears?
Have you had your ears pierced?
- 5 When did you last / take / a passport photo?
When did you last have a passport photo taken?

Przedimki

Przedimek **a/an**

Przedimka **a/an** używamy przed rzeczownikami policzalnymi w liczbie pojedynczej:

- gdy wspominamy o kimś lub o czymś po raz pierwszy:
*There is **a** piano in the school hall.*
- gdy mówimy o jednej z wielu osób lub rzeczy:
*I need **a** new laptop.*
- kiedy chcemy powiedzieć, jaki zawód ktoś wykonuje:
*Brad is **an** actor.*
- w wyrażeniach z czasownikiem *have* (np. *have a chat / a walk / a sleep / a talk / a think*):
*Let's have **a** look around.*
- w wyrażeniach dotyczących czasu, częstotliwości, szybkości oraz ceny za sztukę:
*twice **a** year*
*100 miles **an** hour*
*£1.50 **a** kilo*

Przedimek **the**

Przedimka **the** używamy przed rzeczownikami w liczbie pojedynczej i mnogiej oraz przed rzeczownikami niepoliczalnymi:

- gdy wspominamy o kimś lub o czymś po raz kolejny:
*There is a piano in the school hall. **The** piano is very old.*
- gdy nasz rozmówca orientuje się, o jaką rzecz lub osobę chodzi:
*Let's go to **the** restaurant we went to last week.*
- przed nazwami rzeczy lub osób jedynych w swoim rodzaju:
***The** sun sets at 7 p.m.*
*Who is **the** music director of La Scala?*
- przed rzeczownikami *theatre*, *cinema* i *radio*:
*I love going to **the** theatre.*
*I heard it on **the** radio today.*
- przed porami dnia *morning*, *afternoon* i *evening* (ale nie przed słowem *noon*):
*Let's watch a DVD in **the** evening.*
- przed nazwami instrumentów muzycznych, gdy mówimy, że ktoś na nich gra:
*Jane plays **the** flute and **the** trumpet.*
- przed przymiotnikami w stopniu najwyższym:
***the** most famous*
- przed liczebnikami porządkowymi:
***the** third*
- przed wybranymi nazwami państw (jeśli nazwa jest w liczbie mnogiej lub zawiera rzeczownik pospolity):
***the** Netherlands*
***the** United States*
***the** United Kingdom*
***the** Czech Republic*

- przed nazwami pasm górskich, rzek, mórz, oceanów, archipelagów i pustyni:

the Himalayas

the Thames

the Red Sea

the Bahamas

the Sahara

Brak przedimka (zero article)

Przedimka **nie** używamy:

- w zdaniach o charakterze stwierdzeń ogólnych przed rzeczownikami niepoliczalnymi lub rzeczownikami policzalnymi w liczbie mnogiej:

Music is very important in my life.

Pete loves **ice cream**.

Pop stars are often demanding and self-centred.

- przed nazwami posiłków:

Let's have **dinner**.

- przed nazwami kontynentów, większości państw, miast (wyjątek: *The Hague*), jezior, pojedynczych wysp i pojedynczych gór:

Europe

Great Britain

Manchester

Lake Superior

Easter Island

Mount Everest

1 Find and correct the mistakes. There is one mistake in each sentence.

Would you like to buy a programme for festival?

the festival

- 1 My favourite place in the city is the park. It's a place where I met my girlfriend.

the place

- 2 I dream of becoming the famous actor one day.

a famous actor

- 3 For a lunch today, we are having lasagne and green salad.

Ø lunch

- 4 I don't have enough change to pay the parking fee. Do you have the pound coin?

a pound coin

- 5 Swimming pool in our town is old and scary.

The swimming pool

- 6 Is this only music you've got on your phone? Don't you have anything else?

the only music

2 Complete the text with a/an, the or Ø (no article).

PRE-SHOW RITUALS

In theatres all over Ø London, artists are getting ready to perform. Most of them are too nervous to have ¹ Ø dinner before the show, so how do they spend the few hours before the show begins? Here, three performers talk about their pre-show rituals.

TINIE TEMPAAH is ² a singer.

He prepares for a gig in the same way ³ an athlete gets ready for ⁴ a big event. About an hour before the gig, he does a lot of stretching. Sometimes he has ⁵ a massage.

STEPHEN MANGAN is ⁶ an actor.

After six months of doing the same show eight times ⁷ a week, ⁸ the biggest challenge is getting himself into exactly the same mental state every night. He comes to ⁹ the theatre, and sometimes he doesn't want to be there. But the fact that people are waiting to see him is ¹⁰ a great motivating factor.

SARA PASCOE is a comedian.

She always gets nervous before a gig. She looks at ¹¹ the script, and tries not to think about the things that could go horribly wrong. She tells herself ¹² Ø positive things.

3 Complete the sentences with a/an, the or Ø (no article).

I'm going to the cinema tomorrow. Would you like to come?

- 1 Did you know that the smallest village in Poland is Luboszów? There are only two inhabitants!
- 2 I just saw a cat with really short, silvery fur. Is that what they call a Russian Blue?
- 3 What time do you want to have Ø lunch?
- 4 I've decided I'm going to have a haircut. I'm tired of having long hair.
- 5 Isn't he the actor that's in that new soap opera?
- 6 Did you know that the capital of Ø Canada is Ottawa?
- 7 It's the third time you have been late this week.

1.2 Present and past habits

1.5 Verb patterns

1 Complete the second sentence using the word in capitals so that it has a similar meaning to the first.

- When she was a child, they would take her to the local park every Sunday. **USED**
When she was a child, they used to take her to the local park every Sunday.
- Sophie never allowed her children to stay up late during the week. **WOULD**
Sophie would never/not allow her children to stay up late during the week.
- Did you enjoy going to school when you were younger? **USE**
Did you use to enjoy going to school when you were younger?
- Thanks to the new computer lab, we can take part in IT competitions for schools. **ENABLES**
The new computer lab enables us to take part in IT competitions for schools.
- Jenny has an irritating habit of chewing gum in class. **ALWAYS**
Jenny is always chewing gum in class.
- Remind me to call the vet. **FORGET**
Don't let me forget to call the vet.
- Why can't you make him tell the truth? **FORCE**
Why can't you force him to tell the truth?
- 'You should start a new hobby, Ms Dodgson,' the doctor said. **ADVISED**
The doctor advised Ms Dodgson to start a new hobby.

Summative Practice

Unit 1

2 Complete the text with the correct form of the verbs in brackets.

A lazy wolf lived in a jungle. There was a small lake near his house where other animals ¹came/would come (come) to drink fresh water. The wolf ²was always sitting (always/sit) nearby, hoping ³to get (get) fresh food easily. This really annoyed the animals, but there was no other pond. One day, the wolf found a dead bull. 'What good luck!' he thought. While he ⁴was eating (eat) the bull, he ⁵realised (realise) that another animal might pass by. The wolf fancied ⁶eating (eat) the bull all by himself and because he refused ⁷to share (share) his meal, he began ⁸chewing/to chew (chew) on the meat more quickly. Because he ⁹was eating (eat) so fast, he didn't notice a small bone. This got stuck deep in his throat and was really painful. 'Ooooh, this hurts! What now?' thought the wolf. Luckily, he remembered that a crane lived nearby and so he ¹⁰found (find) the crane and begged him to remove the bone. 'I ¹¹will give (give) you a present if you help me,' he promised. The crane was a friendly creature and told the wolf ¹²to open (open) his jaws wide. The crane reached into the wolf's mouth and with its long beak managed ¹³to pull (pull) the bone free. The wolf was relieved, but when the crane asked for his present he responded: 'I don't remember ¹⁴promising (promise) anything.' 'You said that if I removed the bone, you ¹⁵would give (give) me a present,' said the crane with obvious disappointment. The wolf, who ¹⁶had already begun (already/begin) walking away, stopped ¹⁷to say (say): 'You put your head into my mouth and are still alive. Is that not a present?' The crane at that moment decided ¹⁸not to help (not/help) any other creatures in the future.

3 Find and correct the mistakes. There may be more than one mistake in a sentence.

- When Joe was in college, he ~~was used to~~ study hard.
used to
- Last year, he ~~used to study~~ very hard.
studied
- We can't ~~afford buy~~ a new car right now.
afford to buy
- During the meeting, we stopped ~~calling~~ Ms Thomson: we didn't want to waste time ~~to discuss~~ things we didn't know anything about.
to call, discussing
- Did she ~~used~~ to fall behind with her homework?
use
- Kate couldn't log in because she ~~forgot~~ the password.
had forgotten
- If your boyfriend ~~would forget~~ your birthday, ~~will~~ you make a big fuss?
forgot, would
- The clock must ~~be stopped~~. It's six o'clock now!
have stopped

4 Read the jokes and choose the correct options.

- Q: What are you getting / do you get when you cross fish and an elephant? A: Swimming trunks.
- Q: Why did the traffic light turn red? A: You will / would too if you had to / have to change in the middle of the street!
- Q: Why do seagulls fly over the sea? A: Because if they flow / flew over the bay they would be / will be bagels!
- Q: Which is the longer / longest word in the / a dictionary? A: 'Smiles', because there is - / a mile between each 's'!
- Q: Why did Johnny have the clock threw / thrown out of the window? A: Because he wanted to see time to fly / fly!

5 Complete the sentences with the correct form of the words in brackets. Make any changes necessary, but do not change the order of the words.

- We used to have a swim (use/have/swim) at least once a day when we were at the seaside.
- Lily gave up her job because she couldn't stand working in (not/stand/work) an office.
- Can you remember to pay the fine (remember/pay/fine) today, please?
- Why are you always complaining about (you/always/complain) food? Next time I'd like you to make dinner.
- I'm sure Bill didn't intend to hurt (not/intend/hurt) you when he talked to you like that.
- Do you know if Sue has finished tidying up? I saw her cleaning the floor (see/she/clean/floor) an hour ago, and I'm not sure if she can talk to me right now.

2.2 Past Perfect Simple and Continuous

2.5 Relative clauses

1 Complete the sentences with one word in each gap.

- At last week's party, she met people she had not seen for ages.
- Paul hadn't been sleeping for long when he heard a terrible noise.
- When he finally proposed to Jane, they had been going out for three years.
- We were embarrassed to admit we had not/never heard that name before.
- She lost touch with her best friend, which made her really sad.
- That's the dog which/that bit the child.
- My neighbour, whose husband is Dutch, moved to Holland last week.

Summative Practice

Units 1–2

2 Find and correct the mistakes.

- Before meeting Phil, that idea ~~has never come~~ to my mind.
had never come
- She ~~was trying~~ to call John for some time when she realised she was dialling the wrong number.
had been trying
- Ally and Mark split up, ~~what~~ surprised everybody.
which
- Would you recognise the man ~~stopping~~ you?
who/that stopped
- In August 2011, I ~~used to live~~ in Boston.
lived
- Children ~~bringing up~~ in large families tend to be more independent.
brought up/who are brought up
- Unfortunately, Dave failed ~~passing~~ his driving test.
to pass

3 Choose the correct options.

Despite record rainfall, one young couple didn't let the bad weather ¹to stop / stopping / stop their wedding plans.

A young Chinese couple who ²had been planning / planned / was planning a large ceremony with up to 300 guests were bitterly disappointed when only ten people ³were turning up / had turned up / turned up. The severe weather conditions ⁴whose / that / what made travelling so dangerous in the Xixiang region meant that most guests ⁵were unable to / had been unable to / were not used to attend.

The bride and groom, however, ⁶were not deciding to / had not decided to / decided not to postpone the wedding.

The bride announced on a popular social media platform that the only important thing was to have her groom present, ⁷which / that / what made thousands of people respond.

People ⁸impressed / who impressed / impressing with her declaration sent emotional messages citing the value of true love.

Not everybody was so positive, though. Some comments ⁹had attacked / attacked / had been attacking the many guests who failed to attend the couple's wedding. Indeed, many posts encouraged ¹⁰having / them having / them to have a 'proper wedding.'

4 Complete the sentences with one word in each gap.

- We got to the top after we'd been walking for hours.
- She was really thirsty. She had not drunk anything since lunch.
- This is the person who/that we got the news from.
- Mr Dawson's letter, which arrived this morning, is on your desk.
- My neighbour's children are always playing loud music when they're alone.
- Did they use to love sleeping late at the weekend when they were students?
- When my little sister was younger, she would cry every time she lost in a game.

5 Complete the second sentence using the word in capitals so that it has a similar meaning to the first.

- We had to wait for over one hour before the bride finally arrived. **WAITING**
We had been waiting for over one hour when the bride finally arrived.
- I wasn't invited to the wedding reception by anybody. That's why I didn't go. **HAD**
I didn't go to the wedding reception because nobody had invited me to go.
- I have a sister who is married to a French man. **MY**
The man (that) my sister is married to is French.
- I found it really annoying that Kate was showering James with praise. **ANNOYED**
Kate was showering James with praise, which really annoyed me.
- Janet won't ever forget the first time she met Simon. **NEVER**
Janet will never forget meeting Simon for the first time.
- We were late for the wedding because we stopped and bought some flowers. **BUY**
We were late for the wedding because we stopped to buy some flowers.
- My parents complain all the time about the way I dress. **ALWAYS**
My parents are always complaining about the way I dress.

6 Translate the Polish parts of the sentences.

- When he arrived home, the phone was ringing.
It had probably been ringing for (prawdopodobnie dzwonił od) some time.
- They had only met a few days before. And yet it was as if they had known each other (znali się) for ages.
- My neighbour, whose son is a firefighter (którego syn jest strażakiem), agreed to help me.
- Last year her best friend refused to attend her birthday party, which made her feel (co sprawiło, że poczuła się) sad.
- You are always arriving late!
I can't stand waiting for you (nie znoszę czekać na ciebie) every time!
- George denied eating the chocolate even though his sister had seen him eat it/saw him eat it (widziała, jak ją zjadł).
- The man playing the piano (Mężczyzna grający na pianinie) is my dad.

3.2 Future forms including the Future Perfect Continuous

3.5 Quantifiers

1 Match the beginnings with the endings to make sentences.

- 1 She hopes she will have
 - 2 This time next year, they will
 - 3 By 8 p.m., we will have
 - 4 Will you have
 - 5 Should I be worried if most of my friends
 - 6 Every house on that street
 - 7 She said goodbye to each
 - 8 She always says goodbye to all
 - 9 There are a few apples left –
 - 10 There are only few bananas left –
- a student as they left the room.
b looks quite the same.
c already built her own house by the time she is forty-five.
d have girlfriends and I don't?
e of the students as they leave the room.
f finished your work by the deadline?
g have opened the shopping mall.
h been working on our school project for four hours!
i we'd better go and buy some.
j I don't think we need to buy any today.

c
g
h
f
d
b
a
e
j
i

3 Complete the text with the words and phrases in the box.

a little both deal of every few great deal
had been is little most most of much
number of was where which (x2)

Tea is consumed in ¹every country around the globe. But did you know that ²most of it is drank in India?

Indian tea ³was initially grown only for export purposes. In fact, very ⁴little of it was actually consumed in India meaning that very ⁵few locals enjoyed the results of their hard work. Once production increased and prices became affordable, however, a large ⁶number of Indians too began drinking the tea which they ⁷had been producing for a long time. And like the British, they served their teas with ⁸a little milk and sugar – not a ⁹great deal, but just enough to make the bitter liquid smoother to drink.

Over time, however, the Indians' natural inclination was to seek a brew ¹⁰which was inspired by their own Eastern tastes. Masala chai was created and was brewed to be ¹¹much stronger and milkier than the tea ¹²most of us are familiar with. As well as being so strong, it is also made with great amounts of sugar, ¹³which results in a vastly thicker consistency.

Expert masala chai makers may even add a good ¹⁴deal of ginger to the mix and then finish it off with crushed cardamoms, cinnamon or even chilli pepper for extra spice. There are now plenty of places over the whole of India ¹⁵where this tasty brew ¹⁶is served. Indeed, Indians and tourists ¹⁷both enjoy this increasingly popular sweet and spicy tea.

Summative Practice

Units 1–3

2 Choose the correct options.

- 1 None of the / Neither / All parent is coming to the school meeting.
- 2 All / Every / Both student receives a certificate.
- 3 You can call me at work at 8 a.m. I will have arrived / will be arriving / will arrive at the office by 8.
- 4 This is the town that / which / where he would spend his summer holidays.
- 5 I 'll still be working / 'll have been working / 'll have worked in the garden when you arrive, so I may not hear the doorbell. Just let yourself in, will you?
- 6 How long will they be building / will they have built / will they have been building the sports centre by the end of year? It should be ready now!
- 7 My parents didn't immediately agree let / letting / to let me go on holiday with my friends.
- 8 She was waiting / had been waiting / waited for almost an hour when she was finally served some food.
- 9 By the end of June, I will have been saving / will be saving / will have saved for a new bike for five months.
- 10 Plans making / made / which made in a hurry may prove not to be well-thought-out.

4 Complete the sentences with the correct form of the words in brackets. Make any changes necessary, but do not change the order of the words.

- 1 Will you be going (you/go) to the shop later today? Can you buy some milk, please?
- 2 After they had finished playing, Jenny encouraged her niece to put (encourage/she/niece/put) all her toys in the box.
- 3 By the time they leave for Mars, she will have been training for ten years (train/ten/year).
- 4 None of us will have moved (none/we/move) out of our parents' homes by then.
- 5 I don't know if we will have finished the whole book (finish/whole/book) by next Friday.
- 6 Several people living in (several/people/live) our neighbourhood are planning to sell their houses.
- 7 They had been waiting at the door (wait/door) for half an hour, but the shop had not yet opened.
- 8 Most students are going home for Christmas, so this time next week only very few of us will be staying (few/we/stay) on campus.
- 9 There is/are a number of things (there/be/number/thing) you need to consider before choosing a college.
- 10 Her weird behaviour has been attracting a great deal of attention (great/deal/attention) recently.

4.2 Question tags and reply questions

4.5 Present and past modal structures

1 Choose the correct options.

- When the party was over, she realised she *didn't need to cook / didn't have to cook / needn't have cooked* so much food as most of it was untouched.
- No one saw him, *did he / did they / didn't they?*
- It's never too late, *isn't it / has it / is it?*
- It was his day off yesterday. That's why he *didn't need to get up / shouldn't get up / needn't have got up* early.
- You *needn't have called / had better not call / didn't have to call* him after 10 p.m. He'll have gone to bed.
- A: My parents never let me go to concerts.
B: *Don't they / Do they / Did they?* What a shame!
- There's no homework for tomorrow, *is there / has there / isn't there?*
- My sister *ought to / had better / had to* go to bed early because she had an exam the next day.

Summative Practice

Units 1–4

2 Find and correct the mistakes.

- You had ~~not better~~ spend so much on sweets.
better not
- We ~~must~~ go to the doctor's last night because my sister had a terrible rash.
had to
- There were lots of people in front of the theatre last night, ~~weren't they?~~
weren't there
- Do you have ~~others~~ types of sandwiches?
other
- There's only ~~few~~ furniture in the house.
a little
- By then, ~~they'll be~~ shopping for five hours.
they'll have been
- This is an online course ~~which teaching~~ you how to play chess.
teaching/which teaches/that teaches
- Can you imagine ~~to spend~~ the whole afternoon with him?
spending

3 Match the beginnings with the endings to make sentences.

- | | |
|--|----------|
| 1 I find it very annoying that | f |
| 2 She can't stand | c |
| 3 I liked the lecture, | g |
| 4 She will have | e |
| 5 Apart from golf, he has very few | a |
| 6 Everyone will be asked to say something, | d |
| 7 I think you shouldn't | b |
- a hobbies and interests.
 b have said anything to Sally.
 c wearing a school uniform.
 d won't they?
 e been studying Japanese for three years at the end of August.
 f he's always telling the same joke.
 g which I found useful and really thought-provoking.

4 Choose the correct options.

- He *would / used to* love doing all kinds of sports when he was younger. He doesn't seem *to do / doing* any exercise now.
- A: Which pair of jeans did you buy, the black one or the blue one?
B: *Both / All*. Luckily, *either / neither* of them was expensive.
- There's *none of / no* excuse for being dishonest, *is there / it?*
- We decided to go to the same restaurant that John *had been to it / had been to*.
- Mum, *will you be using / will you have used* your laptop this evening? I have online homework to do.
- A: She ate *all / the whole* cake.
B: *Didn't / Did* she? It was huge!
- You have hardly ever talked to him, *have you / haven't you?*
- She had forgotten *buying / to buy* the envelope for the letter she had to send.

5 Complete the sentences with one word in each gap.

- When Josh joined the team he had been working on the project for some time, which meant he didn't have/need to waste time being trained.
- Before accepting that position I was rather worried as it meant plenty/lots of responsibility and hard work. But soon after I had begun working with the others, I realised I needn't have worried too much.
- They were looking forward to leaving for California. That was the journey they had been planning for ages.
- He had given up going out with friends for some time, which made his parents worry.
- When travelling abroad, they are/were always complaining about food.
- Why do you keep asking him that question? You ought to know he's not the right person to answer it.

6 Translate the Polish parts of the sentences.

- Are you looking for your son? That's him over there, isn't it (czyż nie)?
- I didn't use to like getting up (*lubilem wstawać*) early to go to school when I was a kid.
- He had forgotten the names of both (*zapomniał imiona obu*) girls, but he could remember meeting them before.
- Thank you for this beautiful vase, but you needn't have spent (*nie musiałeś wydać*) so much.
- You've got a cold, haven't you? You had better not go out (*lepiej nie wychodzić*) today at all.
- I think that by 10 o'clock they will have left (*już wyjadą*) for the seaside.

5.2 Reported Speech

5.5 Reporting verbs

1 Complete the second sentence so that it has the same meaning as the first.

- 'I didn't break the glass. Gill did it!' said Michael.
Michael denied breaking the glass and accused Gill of doing that.
- 'Why didn't you tell me that you had been fired?'
Sam asked Lucy.
Sam asked Lucy why she hadn't told him that she had been fired.
- 'Are you happy with the final score?' my mother wanted to know.
My mother wanted to know if/whether I was happy with the final score.
- 'You mustn't be late,' my dad warned me.
My dad warned me me not to be late.
- 'We might be late for dinner tonight,' they said.
They informed me they might be late for dinner that night.
- 'Did you go to the interview last week?' Tracy asked Sonia.
Tracy asked Sonia if/whether she had been to the interview the week before.
- 'Could I borrow your mobile, Bill?' asked Sue.
Sue asked Bill if/whether she could borrow his mobile/ to lend her his mobile.

Summative Practice

Units 1–5

2 Complete the text with one word in each gap.

Dog helps boy lost in mountains stay alive

A 14-year-old boy ¹who got lost in the Sierra Madre Oriental mountain range spent nearly two days surviving in the wilderness before rescuers ²managed to locate him. Fortunately for Juan, a Labrador Retriever by the name of Max, a wandering dog he ³had only met a short time before, refused ⁴to leave him alone during his traumatic ordeal.

Juan Heriberto Trevino, from Galeana, Mexico, had become separated from his summer camp group ⁵when/ after he went in search of firewood. Although he had assured the camp leaders ⁶that he would be careful, he accidentally slipped and fell down the mountainside.

After recovering from his fall, it took Juan only a ⁷little/ short time to realise that his new friend Max had followed him down into the ravine. As night time fell, the boy took cover under a tree and cuddled the dog to stay warm. Although he admitted ⁸being/feeling pretty frightened at the time, the presence of the dog also convinced ⁹him that he would eventually be safe.

When the pair was eventually located by a search party forty-four hours later, the authorities claimed the role of the dog had ¹⁰been/proved vital in helping the boy survive the cold night temperatures.

3 Choose the correct options.

My first (and only ever!) job interview was about six months ago. It was only for part-time work in a local music store, but I remember ¹to spend / spend / spending hours getting ready for it. Obviously, I was a little nervous as I ²was hoping / had been hoping / had hoped to get the job. I'm a bit of an amateur photographer and I ³saved up / had saved up / was saving up for a new camera at the time. There was a school photography competition that term, ⁴what / that / which I was really keen to take part in and show my talents off.

Anyway, my parents ⁵advised / convinced / recommended me not to dress up too smartly, but I believed that I knew better. I sometimes think I ⁶should have listened / didn't need to listen / must have listened to them because I felt a little over-dressed when I arrived. And when the manager came out wearing jeans and a T-shirt, I nearly died. I explained to him that I ⁷didn't expect / hadn't been expecting / wasn't expecting an informal meeting. Fortunately, he was really cool and he ⁸criticised / congratulated / praised me for making an effort.

This time next week, I ⁹will work / will have been working / will be working there for half a year. Oh, and I bought my camera and came first in the school competition – so everything ¹⁰was working out / had worked out / worked out really well in the end.

4 Find and correct the mistakes. There may be more than one mistake in a sentence.

- He told him that he was ill and that was why he ~~can't~~ come to work the following day.
couldn't
- The clerk asked ~~what was her email address~~.
what her email address was
- He used ~~to travelling~~ a lot when he was younger. He doesn't ~~seem do~~ that now.
to travel, seem to do
- You ~~ought not have taken~~ up this post.
ought not to have taken
- We decided to go to the same restaurant that John ~~had been to it~~.
had been to

5 Complete the second sentence so that it has a similar meaning to the first. Use the words in capitals.

- Martin's parents said they wouldn't pay for his studies. **REFUSED**
Martin's parents refused to pay for his studies.
- His two flatmates didn't blame him for losing the keys. **NEITHER**
Neither of his flatmates blamed him for losing the keys.
- Sooner or later everybody argues with the boss, isn't that right? **THEY**
Sooner or later everybody argues with the boss, don't they?
- Her contract expires in June. **BY**
Her contract will have expired by June.
- I've seen him several times, but I can't remember his name. **NUMBER**
I've seen him a number of times, but I can't remember his name.

6.2 Conditional clauses – alternatives to if

6.5 Mixed conditionals

1 Choose the correct options.

- If she didn't have / doesn't have / won't have so much to do, she would have gone to the beach with her friends.
- He won't come / hadn't come / wouldn't have come by bus if he could drive.
- We might go / might have gone / would go for a walk yesterday if it hadn't been raining.
- If I would be / were / am in her shoes, I wouldn't have resigned from this job.
- Imagine / Unless / Providing you were going to dinner with your favourite actor, how would you feel?
- If you had gone to bed earlier, you weren't / would be / wouldn't be so exhausted today.
- He won't still be / wouldn't still be / weren't still be jobless if he'd answered that ad.
- If you remembered / you'd have remembered / you'd remembered to bring a map, we wouldn't be lost now.
- Unless / If / When Tom fails the test again, he will get his driving licence next month.
- Should she let me know / Would she have let me know / Had she let me know, I would have met her at the station.

Summative Practice

Units 1–6

2 Complete the text with one word in each gap.

How two apples explained the effects of bullying

When one teacher decided to tackle bullying in her school, very ¹few people would have imagined that she could present the physical and emotional damage it causes via a couple ²of mouth-watering apples.

Rosie Dutton, from Tamworth, brought the juicy red apples into the classroom and the children quickly agreed ³that they would be delicious to eat. What Rosie failed to tell them at this point, however, was that she ⁴had dropped one of the apples on the floor and it was badly bruised.

When the teacher held the dropped apple up for all to see and described it as disgusting and nasty the children were confused. She then encouraged ⁵them to pass the apple around the class and to abuse it, ⁶which the majority of children began to do: Aren't you ugly? You taste horrible, ⁷don't you? One girl, however, objected to ⁸saying unkind things like her classmates.

Rosie then passed ⁹the other apple around and the children in the class this time ¹⁰were urged to show kindness and say compassionate things to the apple. Rosie then held up ¹¹both/each of the apples and recalled the positive and negative things the children had said. But both apples looked alike.

What Rosie did then was intended ¹²to bring about a sharp moment of realisation to the class of young pupils. She cut the apples open.

Rosie drew the children's attention to how the abused apple was all damaged inside. She explained: people ¹³who/that are bullied feel terrible, but we often don't see the damage. We wouldn't know how much pain we have caused the apple ¹⁴unless we looked on the inside.

3 Choose the correct options.

Coffee is good – but how good?

¹Unless / Suppose / Provided you woke up in the morning to discover you were out of coffee. Would you immediately run to the shops?

Many people claim that coffee is the only thing ²who / – / that gets their bodies working and their minds functioning every morning. For ³another / the other / others, it's a loyal friend essential in helping to make it through the day.

Fortunately, for those of us that can't get enough of this bitter-tasting bean, it has ⁴many / few / plenty beneficial effects on our health too. Back in 2006, for example, one research project ⁵assured / suggested / urged that drinking just one cup of coffee a day could prevent a certain liver disease.

A later study revealed that people who drank between three and five cups of coffee a day greatly reduced the chances ⁶of / – / to developing Alzheimer's or dementia. Furthermore, neurological studies ⁷insist / convince / warn that drinking coffee can also prevent depression.

If you prefer ⁸to not drink / drinking / not to drink coffee, however, don't worry. Because, in fact, you ⁹shouldn't / don't have to / mustn't even drink it to feel the effects. Scientists now believe that the smell of the hot drink itself has positive influence on brain activity.

So, ¹⁰unless / providing / imagine you don't need to go to sleep anytime soon, I'd recommend grabbing a coffee right now!

4 Translate the Polish parts of the sentences.

- If you hadn't hung around the park all afternoon, you would be watching the programme (oglądałbyś program) now instead of doing your homework.
- If Stephen wasn't so shy, he may have won/might have won (być może wygrałby) the school talent show last week.
- Sam didn't tell me he might not come (może nie przyjdzie) to dinner.
- You had better call/phone Jill (lepiej zadzwoń do Jill) and beg her to help us.
- There's nothing I can do here, is there (nieprawdaż)?
- Most of my friends were (Większość moich przyjaciół była) on holiday, so I didn't invite them to my party.
- By the time we get to the concert hall, they will have been playing for (będą grali od) an hour!
- How long had they been playing (Jak długo grali) that game before they realised it was so late?

7.2 Advanced passive forms

7.5 Passive reporting structures

1 Rewrite the sentences in the passive.

- The teacher made us switch off our mobiles. We were made to switch off our mobiles (by the teacher).
- Nobody can solve that problem. That problem can't be solved.
- Have they sent the letter to Ms Johnson? Has Ms Johnson been sent the letter?/Has the letter been sent to Ms Johnson?
- They will have given her the news by now. She will have been given the news by now./The news will have been given to her by now.
- The police must have already caught the robber. The robber must have already been caught (by the police).
- People say that prices have risen dramatically. Prices are said to have risen dramatically.
- I hate people asking my age. I hate being asked my age.
- She wanted them to invite her to the party. She wanted to be invited to the party.
- People expect the chairman to resign next week. The chairman is expected to resign next week.
- Experts are suggesting that the situation won't improve. It is being suggested (that) the situation won't improve.

Summative Practice

Units 1–7

2 Choose the correct options.

Solo yachtswoman missing

Air-sea rescuers, who ¹ had been searching / were searching / have been searching for missing yachtswoman Mary Unwin, have finally managed ² to have found / to find / to be found remains of a boat off the coast of Cornwall.

The wreckage, which is thought ³ of being / to be it was Mary's yacht, ⁴ was found / is found / found close to Sennen Cove.

Coastguards ⁵ admitted / informed / assured that they were amazed to discover that the highly experienced yachtswoman ⁶ had decided / had been deciding / was deciding to launch in what ⁷ was describing / was being described / had been described as 'treacherous' weather.

The police agree that Unwin ⁸ needn't have / shouldn't have / didn't have to set sail in such dangerous conditions. Indeed, the alarm ⁹ raised / was raised / has been raised barely twenty-six hours after Unwin's vessel ¹⁰ left / was left / was leaving port.

Mary Unwin, ¹¹ who / – / that was sailing solo on a 200 km trip along the Atlantic coast, is still to be found. Official reports state that investigations ¹² are carried on / are being carried on / were carried on and coastguards are ¹³ warning / insisting / suggesting sailors to be more responsible.

The harsh reality is that if Unwin ¹⁴ didn't launch / hadn't launched / wouldn't launch in such dangerous weather, she ¹⁵ couldn't be / won't be / wouldn't be missing now. In fact, coastguards advise anyone who ¹⁶ will have sailed / will have been sailing / will be sailing in the next few days to consider delaying their departure.

3 Find and correct the mistakes.

- They ~~were questioning~~ by the police immediately after the accident.
were questioned
- The opportunity should not have been ~~given them~~.
given to them
- Must all the lessons ~~made~~ available online?
be made
- The Prime Minister ~~has thought~~ to be planning a trip to the flooded area.
is thought
- If he ~~wouldn't have taken~~ the medicine, he would still be sick.
hadn't taken
- How long had they ~~been marrying~~ when they bought a new house?
been married

4 Complete the text using the words in brackets. Add any other words as necessary.

The low-fat plate

If you ¹ fancy losing (fancy/lose) a little weight, but are like me and ² can't stand being told (not/stand/tell) by weight loss experts to change your diet, what are you going to do? Well, inventors from Thailand ³ claim to have come up (claim/come up) with just the thing you and I need.

The AbsorbPlate, which ⁴ was invented/has been invented (invent) by an advertising agency in collaboration with the Thai government, ⁵ promises to remove (promise/remove) excessive grease from food – while you eat!

The people behind the unique plate ⁶ insist that meals can be reduced (insist/meals/can/reduce) by up to 30 calories simply by serving them on the AbsorbPlate. And while the inventors admit it won't remove all of the fat from your meal, they do boast that some of it at least ⁷ will have been removed (remove) by the time you finish eating.

How does it work? Quite simply in fact. The plate has hundreds of holes which collect fat from the food which is ⁸ being eaten/to be eaten (eat). It has been compared to the way in which a sponge or kitchen towel works.

Unfortunately, this unique product ⁹ is not expected to enter (not/expect/enter) the market any time soon. For now, its makers ¹⁰ urge us to limit (urge/we/limit) our fat intake in more traditional ways.

5 Translate the Polish parts of the sentences.

- It is said (Mówi się, że) many car accidents have been caused by sat-nav errors recently.
- If I weren't so lazy, I would have prepared a better (przygotowałbym lepszą) presentation for my teacher last week.
- You won't be allowed to take part in the meeting unless you learn (chyba że nauczysz się) to respect the rules.
- Donald and John were sad that Gina had left without speaking to either of them (żadnym z nich).
- I was asked if/whether I had ever taken part (czy kiedykolwiek brałem udział) in a job interview before that.
- You should have told (powinieneś powiedzieć) them the whole truth when they asked you.

8.2 Unreal past and regrets

8.5 Emphasis – cleft sentences and inversion

1 Complete the second sentence so that it has the same meaning as the first.

- My brother wanted success.
What my brother wanted was success.
- I don't want you to keep annoying her.
I'd rather you stopped annoying her/didn't annoy her anymore/didn't keep annoying her.
- We've never seen such careless work.
Never have we seen such careless work.
- He never seemed to realise how important the discussion was.
At no time did he seem to realise how important the discussion was.
- This must not leak out to the press.
Under no circumstances must this leak out to the press.
- She only wants to know your time of arrival.
All she wants to know is your time of arrival.
- I shouldn't have gone on that trip with them.
I wish I hadn't gone on that trip with them.
- Julia is sad because she forgot to invite Richard to her birthday party.
If only Julia had invited/hadn't forgotten to invite Richard to her birthday party.
- It's a pity that camera is so expensive.
I wish that camera wasn't/weren't so expensive / that camera was/were cheaper / that camera was/were less expensive.

Summative Practice

Units 1–8

2 Complete the sentences with the words in the box.

(accepting all does didn't hadn't should
to accept whole would)

- Should I be late, start without me.
- Rarely does it rain so much in one day.
- Can we afford not to accept their offer?
- I can't imagine accepting his invitation.
- He said he would finish the report on time.
- Peter did an amazing job on that project, didn't he?
- If only we hadn't missed the performance.
- I spent the whole evening lying on the sofa and calling all my friends.

3 Complete the second sentence using the word in capitals so that it has a similar meaning to the first.

- I advise you to take your cat to a vet. **BETTER**
You had better take your cat to a vet.
- I'm sure somebody stole my keys. **MUST**
My keys must have been stolen.
- The President is opening the new hospital tomorrow afternoon. **OPENED**
The new hospital is being opened tomorrow afternoon (by the President).
- What a shame. There is no coffee left! **WISH**
I wish there was/were some coffee left.
- Get out immediately, or I will call the police. **UNLESS**
I'll call the police unless you get out immediately.
- People think that Harry did it on purpose. **THOUGHT**
Harry is thought to have done it on purpose.

4 Choose the correct options.

Small changes make a difference

Below are a number of small changes you ¹should / ought / better make in order to be more environmentally friendly.

We all want to contribute to saving the planet on

²that / where / which we live, but this can often appear

like too much hard work. Furthermore, one person's efforts

³are often thought / often think / don't often think not to be

important. It's exactly ⁴that kind of / those kinds of / kind of these comments, I would argue, that prevent us from making a bigger positive impact. So, what can we do?

Recycling food waste

You ⁵don't have to / can't / shouldn't live in the countryside to make compost. Composting, which means ⁶to recycle / recycling / recycle food waste back into the ecosystem, is possible even if you don't have ⁷little / much / few space in your garden.

Eco-friendly packaging

If you must buy products in packaging, ⁸you check / you'll check / check the label and opt for those ⁹made / who were made / which made from recyclable resources.

Take your own shopping bag

The Great Pacific Garbage Patch, also ¹⁰knows / is known / known as the Pacific Trash Vortex, is a major threat to ¹¹a / the / the sea life. If more people had gone shopping with a reusable bag, we ¹²wouldn't be / couldn't have been / won't be responsible for creating the world's largest floating rubbish dump.

5 Complete the sentences with the correct form of the words in brackets. Make any changes necessary, but do not change the order of the words.

- Never before had they realised (that) (never/before/they/realise) the problem was so serious.
- It's high time something was/were done (something/be/do) for the environment in this area too.
- The tornado is said to have caused (be/say/cause) a lot of damage in the last few hours.
- Factories contaminating the environment must be given (must/give) heavy fines.
- He wouldn't be able to play basketball so well if he hadn't started when he was (not/start/when/he/be) still a schoolboy.
- After what we did, he threatened never to talk/ threatened to never talk (threaten/never/talk) to us again.
- We didn't need to tell him (not/need/tell/he) because John had already done it.
- All we need to be healthy is (all/we/need/be/healthy/be) a clean environment.

Accepting suggestions

Przyjmowanie propozycji

That sounds fantastic! Brzmi rewelacyjnie!
I'd love to (go). Z przyjemnością (pójde).
Well, it's worth a try. Cóż, warto spróbować.
I suppose it'll work. Myślę, że to dobry pomysł / dobre rozwiązanie.

Agreeing with opinions

Zgadanie się z opinią

I (completely) agree that/with ... (Całkowicie) Zgadzam się, że... / Zgadzam się z...
I couldn't agree more that/with ... Lepiej niż... bym tego nie ujął/ujęła.
That's fine with me. Moim zdaniem, może być.
I think so too. Też tak myślę.
I agree it is true that ... Zgadzam się, że prawdą jest, iż...
I am of the same/a similar opinion because ...
 Mam takie samo / podobne zdanie, gdyż...
He's absolutely right. Całkowicie się z nim zgadzam.
He has a point. Ma trochę racji.

Apologising

Przepraszanie

Informal phrases / Zwroty nieformalne

I'm really sorry (that) ... Bardzo mi przykro, że...
Sorry for bothering you. Przepraszam, że zawracałem/zawracałam Ci głowę.
Sorry to bother you. Przepraszam, że Cię niepokoję.
Sorry for any trouble. Przepraszam za kłopot.
Sorry I didn't write earlier, but I ... Przepraszam, że nie pisałem/pisałam wcześniej, ale...
Sorry I haven't written for so long./Sorry for not writing for so long. Przepraszam, że tak długo nie pisałem/pisałam.
I'm writing to tell you how sorry I am (to ... about ...).
 Piszę, aby Ci powiedzieć, że jest mi bardzo przykro (z powodu...)
It will never happen again. To się nigdy więcej nie powtórzy.

Formal phrases / Zwroty formalne

I apologise for ... Przepraszam za...
Please accept my apology ... Proszę przyjąć moje przeprosiny...

Article Artykuł

Introduction / Wstęp

Did you know that ...? Czy wiedziałeś/wiedziałaś, że...?
Have you ever wondered why/how ...?
 Czy zastanawiałeś/zastanawiałaś się kiedyś, dlaczego/jak...?
What would you do if ...? Co byś zrobił/zrobiła, gdyby...?

Introducing opinions / Wyrażanie opinii

It seems/appears that ... Wydaje się, że...
It would seem/appear that ... Wydawałoby się, że...
It is believed/recognised that ... Uważa się, że...
There is little/no doubt that ... Nie ma wątpliwości, że...
There is some doubt ... Są pewne wątpliwości...
People often believe that ... Ludzie często wierzą, że...
Some people say that ... Niektórzy ludzie mówią, że...

Cause and result / Przyczyna i skutek

In such countries, financial difficulties are common, so people have fewer children. W tych krajach ludzie często mają problemy finansowe, więc mają mniej potomstwa.

People spend most of their time online today.

As a result/Consequently, many people are losing the ability to tell fantasy from the reality. W dzisiejszych czasach ludzie spędzają większość czasu w Internecie. W rezultacie dużo osób traci umiejętność odróżniania fantazji od rzeczywistości.

Before the era of antibiotics, more soldiers died due to/ because of disease than were killed in action.

Zanim nadeszła era antybiotyków, więcej żołnierzy umierało z powodu chorób, niż ginęło podczas walki.

Introducing opposing opinion /

Wprowadzanie przeciwnego zdania

On the one hand, the park is extremely popular with elderly people, but on the other (hand), they are not the ones who buy tickets. Z jednej strony park jest niezwykle popularny wśród osób w podeszłym wieku, ale z drugiej to nie oni kupują bilety.

Some people feel it is wrong for advertising to be aimed specifically at children, while/whereas others do not share this view. Niektórzy uważają, że kierowanie reklam do dzieci to zły pomysł, podczas gdy inni nie podzielają ich zdania.

Mark was not an exceptionally talented man, nevertheless/nonetheless he applied for the job and, to everyone's surprise, was offered the post in the IT department. Mark nigdy nie był szczególnie utalentowany, jednak ubiegał się o pracę i, ku zaskoczeniu wszystkich, zaoferowano mu stanowisko w dziale IT.

However, many people say that action should be taken straight away. Jednak wiele osób mówi, że trzeba działać natychmiast.

Even though/Although many residents support the mayor and his policy, he also has many enemies. Chociaż wielu mieszkańców popiera burmistrza i jego politykę, ma on także wielu wrogów.

In spite of/Despite winning in the local election, his real ambition was to work for one of the EU institutions. Chociaż wygrał w lokalnych wyborach, jego prawdziwą ambicją była praca w jednej z instytucji Unii Europejskiej.
But all this may be about to change. Ale wszystko to może ulec zmianie.

Ending / Zakończenie

What will the future of ... be? Jaka będzie przyszłość...?
What are (Mark's) plans? Jakie są plany (Marka)?
Let's hope (they succeed). Miejmy nadzieję, że (im się uda).
Hopefully, ... Miejmy nadzieję, że...
For those reasons, I am with those who think ...
 Z tych powodów zgadzam się z tymi, którzy twierdzą...
Perhaps in the future ... Być może w przyszłości...

Closing formulas: emails and letters

Zwroty pożegnalne: e-maile i listy

Informal phrases / Zwroty nieformalne

Bye for now/See you! Do zobaczenia!
Love!/Take care!/All the best, Uściski! / Trzymaj się! /
 Wszystkiego dobrego!

Neutral phrases / Zwroty neutralne

Best wishes, Pozdrawiam serdecznie
Regards, Pozdrawiam

Formal phrases / Zwroty formalne

(Z wyrażeniami: Dear Mr/Mrs/Miss/Ms Brennon)
Yours sincerely, Z poważaniem
(Z wyrażeniami: Dear Sir or Madam/Editor) **Yours faithfully,** Z wyrazami szacunku / Z poważaniem

Complaining Składanie reklamacji

Describing problems / Opisywanie problemów

I wish to express my strong dissatisfaction with ...
 Chciałbym/Chciałabym wyrazić swoje niezadowolenie z...
I am writing to complain about ... Piszę, aby zgłosić
 zażalenie dotyczące / reklamację dotyczącą...
I'm afraid I have to make a complaint. Niestety muszę
 zgłosić zażalenie/reklamację.
I am writing to express my concerns about ... Piszę,
 aby wyrazić swoje obawy dotyczące...
I would like to complain about ... Chciałbym/Chciałabym
 zgłosić zażalenie/reklamację, dotyczące/dotyczącą...

Suggesting solutions / Sugerowanie rozwiązań problemów

One possible way to solve this problem is to ... Jednym
 z możliwych sposobów rozwiązania tego problemu jest...
An alternative solution to this issue is ... Alternatywnym
 rozwiązaniem tej kwestii jest...

Declining suggestions

Odrzucanie propozycji

It doesn't sound very good. To nie brzmi szczególnie
 atrakcyjnie.
I don't think I fancy it. Nie mam na to ochoty.
I'm sorry, but I can't join you. Przykro mi, nie mogę
 przyłączyć się do Ciebie/Was / (przyjść).
I'm not really into ... Nie przepadam za...
I've got some doubts about it. Mam co do tego pewne
 wątpliwości.
I don't see how it could work. Nie jestem przekonany/
 przekonana.
Actually, I would prefer not to. Tak naprawdę to
 wolałbym/wolałabym nie (iść).

Describing a person Opisywanie osoby

The first thing you notice about (him/her) is ...

Pierwszą rzeczą, którą się zauważa, jest jego/jej...

He/She is special for a number of reasons.

Jest wyjątkowy/wyjątkowa z kilku powodów.

He/She is the kind of person who ...

Jest osobą, która...

The most unusual/interesting person I've ever met is ...

Najbardziej niezwykłą osobą, którą kiedykolwiek
 spotkałem/spotkałam, jest...

Height / Wzrost: **of medium height, tall, fairly short,**
long-legged średniego wzrostu, wysoki/wysoka,
 dość niski/niska, długonogi/długonoga

Build / Budowa ciała: **muscular, well-built, overweight,**
skinny, slim, thin muskularny/muskularna, dobrze
 zbudowany/zbudowana, z nadwagą, bardzo chudy/
 chuda, szczupły/szczupła, chudy/chuda

Age / Wiek: **in his/her teens, middle-aged, in his/her**
late forties, elderly nastoletni/nastoletnia, w średnim
 wieku, ponad czterdziestoletni/czterdziestoletnia,
 w podeszłym wieku

Facial features / Cechy twarzy: **round, oval, freckles,**
dimples, scar, mole, wrinkled, almond-shaped eyes,
pale, tanned, a crooked nose, moustache, beard
 okrągła, owalna, pieg, dołeczki, blizna, brodawka,
 pomarszczona, oczy w kształcie migdałów, blada,
 opalona, garbaty nos, wąsy, broda

Hair / Włosy: **balding, short, shoulder-length, long, wavy,**
curly, thick łysiejący/łysiejąca, krótkie, do ramion,
 długie, falujące, kręcone, grube

She dresses casually/smartly/well/in black/fashionably.
 Ubiera się niezobowiązująco / elegancko / dobrze /
 na czarno / modnie.

He always wears scruffy/stylish clothes. Zawsze ma na
 sobie wymięte/stylowe ubrania.

Describing an object

Opisywanie przedmiotu

It is/was ... Jest/Był/Była/Było...

Size / Rozmiar: **huge/tiny/35 cm x 25 cm big**
 wielki/wielka / mały/mała / miał/miała wymiary
 35 na 25 cm

Shape / Kształt: **round/rectangular/square/narrow**
 okrągły/okrągła / prostokątny/prostokątna / kwadratowy/
 kwadratowa / wąski/wąska

Colour / Kolor: **white/red and brown/light/dark green**
 biały/biała / czerwono-brązowy/czerwono-brązowa /
 jasno-/ciemnozielony / jasno-/ciemnozielona

Material / Materiał: **made of leather/plastic/linen**
 skórzany/skórzana / plastikowy/plastikowa / lniany/lniana

Age / Wiek: **new/young/old/six years old/modern/**
ancient nowy/nowa / młody/młoda / stary/stara /
 sześciolatek/sześciolatka / nowoczesny/nowoczesna /
 antyczny/antyczna

It has/had (two handles/a leather strap/a blue cover/two
pockets/short sleeves). Ma/Miał/Miała (dwa uchwyty /
 skórzany pasek / niebieską pokrywę / dwie kieszenie /
 krótkie rękawy).

Disagreeing with an opinion**Niezgadzanie się z opinią****I disagree that/with .../I don't agree that/with ...**

Nie zgadzam się, że... / Nie zgadzam się z...

I am totally against ... Jestem całkowicie przeciwny/przeciwna...**I see what you mean, but ...** Rozumiem, co masz na myśli, ale...**I see your point of view, but ...** Rozumiem Twój punkt widzenia, ale...**I'm afraid I can't agree with ...** Przykro mi, ale nie mogę zgodzić się z...**I'm not convinced about/that ...** Nie jestem przekonany/przekonana co do...**I don't think it's the best solution ...** Nie sądzę, żeby to było najlepsze rozwiązanie.**I must say I do not agree/strongly disagree with ...**

Muszę stwierdzić, że (zupełnie) się nie zgadzam z...

I am of a different/the opposite opinion because ...

Jestem innego/przeciwnej zdania, ponieważ...

Contrary to popular belief ... Wbrew powszechnej opinii...**Ending an email / a letter****Kończenie e-maila / listu****Informal phrases / Zwroty nieformalne****It was good to hear from you.** Miło było otrzymać wieści od Ciebie.**Email me soon.** Napisz szybko.**I'd better get going./I must go now./Got to go now./****I must be going now.** Muszę kończyć.**Bye for now.** Na razie.**Looking forward to your news/to hearing from you again.**

Czekam niecierpliwie na wieści / kolejny e-mail / kolejny list od Ciebie.

Say hello to ... Pozdrów...**Give my love/my regards to (everyone at home).**

Uściskaj / Pozdrów (wszystkich domowników).

Have a nice (trip). Miłej (podróży).**See you (soon/in the summer).** Do zobaczenia (wkrótce/latem).**Write soon.** Napisz szybko.**Keep in touch!** Pozostańmy w kontakcie!**Neutral phrases / Zwroty neutralne****I look forward to hearing from you/your reply.** Czekam na informacje od Ciebie/Pana/Pani / Twoją/Pana/Pani odpowiedź.**I hope to hear from you soon.** Mam nadzieję na szybką odpowiedź.**Formal phrases / Zwroty formalne****I look forward to your prompt response/reply.**

Mam nadzieję na szybką odpowiedź z Państwa strony.

I wonder what other readers think about ...

Jestem ciekawy/ciekawa, co inni czytelnicy sądzą o...

I hope you will publish more articles about this problem.

Mam nadzieję, że opublikujecie / opublikują Państwo kolejne artykuły na ten temat.

I would be grateful if you could publish my letter. Będę wdzięczny/wdzięczna za opublikowanie mojego listu.**Expressing doubt****Wyrażanie wątpliwości****I have read the advert/about your services and/but****I am not quite sure if ...** Przeczytałem/Przeczytałam ogłoszenie / o Państwa usługach, jednak nie jestem pewny/pewna, czy...**I cannot understand if ...** Nie bardzo rozumiem, czy...**It is not clear to me if ...** Nie jest dla mnie jasne, czy...**Expressing interest****Wyrażanie zainteresowania****I am interested in .../I have been looking for ...**

Jestem zainteresowany/zainteresowana... / Poszukuję...

I am planning to ... and that is why I found this advertisement/offer/text interesting/important.

Planuję... i z tego powodu zainteresowałem/zainteresowałam się tym ogłoszeniem / tą ofertą / tym tekstem. Uznałem/Uznałam je/ją/go za ważny/ważną.

I was very interested in your ... (article/editorial/presentation). Zainteresowałem/Zainteresowałam się Państwa artykułem (wstępnym) / prezentacją.**Expressing opinion Wyrażanie opinii****I believe/think/feel (that) ...** Wierzę/Myślę/Czuję, że...**I really/do believe ...** Naprawdę wierzę, że...**In my opinion/view, ...** Moim zdaniem...**From my point of view,/The way I see it, ...** Według mnie...**It seems/appears to me (that) ...** Wydaje mi się, że...**To my mind, ...** Moim zdaniem...**My opinion is that ...** Moim zdaniem...**As far as I am concerned, ...** Jeśli o mnie chodzi, to...**To be honest, ...** Szczerze mówiąc...**People often claim that ...** Ludzie często twierdzą, że...**Some people argue that ...** Niektórzy ludzie są zdania, że...**Expressing preferences****Wyrażanie preferencji****I really enjoy/like/love ... because ...** Bardzo lubię / Uwielbiam..., ponieważ...**I prefer ... to ...** Wolę... niż...**I'd like to .../I hope to ...** Chciałbym/Chciałabym... / Mam nadzieję, że...**... is great because ...** ...jest rewelacyjny/rewelacyjna, ponieważ...**I find ... boring/dull.** Moim zdaniem... jest nudny/nudna / nieciekawcy/nieciekawa.**I don't like/I can't stand/I really hate ...** Nie lubię / Nie znoszę / Naprawdę nienawidzę...**It's not really my thing.** To nie moja bajka. / To nie leży w kręgu moich zainteresowań.

For and against / Opinion essay

Rozprawka „za i przeciw” / wyrażająca opinię

Introduction – for and against essay /

Wstęp – rozprawka „za i przeciw”

What are the arguments for and against this idea?

Jakie są argumenty za takim pomysłem i przeciw niemu?

What are the benefits and drawbacks of such a solution?

Jakie są zalety i wady takiego rozwiązania?

What are the advantages and disadvantages of ...?

Jakie są dobre i złe strony...?

This idea can be said to have both advantages and disadvantages.

Taki pomysł ma zarówno dobre, jak i złe strony.

Let us consider the advantages and disadvantages of ...

Zastanówmy się nad dobrymi i złymi stronami...

Introduction – opinion essay /

Wstęp – rozprawka wyrażająca opinię

Personally, I believe (that) ...

Uważam, że...

In my opinion,/To my mind, ...

Moim zdaniem...

In this essay, I am going to argue that ...

W tej rozprawce będę dowodzić, że...

(Today) Many people believe that ...

Dużo osób (dzisiaj) uważa, że...

Let me explain why I agree with this view.

Pozwólcie, że wytłumaczę, dlaczego zgadzam się z takim poglądem.

Introducing various points of view /

Wprowadzanie różnych punktów widzenia

The first (dis)advantage for (the young adult) is ...

Pierwszym (nie)korzystnym dla młodych ludzi czynnikiem jest...

From the (teachers') point of view ...

Z punktu widzenia (nauczycieli)...

Giving arguments / Przytaczanie argumentów

First and foremost, ...

Po pierwsze i najważniejsze...

One (dis)advantage is that ...

Jedną z zalet/wad jest...

It is also often hoped that (the event) will ...

Często (również) ma się nadzieję na to, że (to wydarzenie)...

It is also important/vital to consider ...

Ważne jest również rozważenie...

Another benefit/drawback is that ...

Kolejną zaletą/wadą jest...

Another downside is the ...

Kolejnym minusem jest...

Expressing your own opinion / Wyrażanie własnej opinii

In my opinion,/To my mind,/In my view, (the advantages outweigh the disadvantages).

Moim zdaniem (zalety przeważają nad wadami).

As far as I am concerned, ...

Jeśli o mnie chodzi...

Conclusion / Zakończenie

In conclusion,/To conclude,/To sum up,/All in all,/

On balance,/On the whole, ... Podsumowując /

W podsumowaniu...

All things considered,/Taking everything into account, ...

Po rozważeniu/podsumowaniu wszystkiego...

For all these reasons, I am convinced that ...

Z tego powodu, jestem przekonany/przekonana, że...

Giving advice Udzielanie rad

You should/ought to ...

Powinieneś/Powinnaś...

You'd better ...

Lepiej by było, gdybyś...

If I were you, I would ...

Gdybym był/była na Twoim

miejsku, to (zrobiłbym/zrobiłabym tak)...

It might be a good idea (for you) to ...

Dobrym pomysłem mogłoby być, (abyś)...

Why don't you ...?

A może (spróbujesz)...

Have you thought of/about ...?

Mysłałeś/Mysłałaś o...?

It's better (not) to do ...

Lepiej (nie) zrobić...

Make sure that ...

Upewnij się, że...

Remember (not) to do ...

Pamiętaj, aby (nie) zrobić...

It's (not) worth (doing) ...

Warto zrobić... / Nie warto

robić...

I (don't) think it's a good idea.

Wydaje mi się, że to (nie)

jest dobry pomysł.

I don't think you should ...

Sądzę, że nie powinieneś/

powinnaś...

Giving examples Podawanie przykładów

For example,/For instance, ...

Na przykład...

Like .../Such as ...

Takie jak...

Especially/In particular/Particularly ...

Szczególnie /

W szczególności...

Giving reasons for opinions

Uzasadnianie opinii

I think so because ...

Jestem tego zdania, ponieważ...

In fact,/Actually, ...

Właściwie / W zasadzie...

The reason why I believe so is ...

Powodem, dla którego

tak myślę, jest...

Introduction: emails and letters

Wstęp: e-maile i listy

Informal phrases / Zwroty nieformalne

It was good to hear from you.

Miło było otrzymać wieści

od Ciebie.

I hope you're doing well/you're fine/you're OK.

Mam nadzieję, że masz się dobrze / że u Ciebie wszystko

dobrze / w porządku.

How are you (doing)?

Jak się masz? / Co u Ciebie?

I'm writing to tell you ...

Piszę, aby Ci powiedzieć, że...

Thanks for your letter.

Dziękuję za list.

I wonder if you remember/have heard ...

Ciekawy/

Ciekawa jestem, czy pamiętasz / słyszałeś/słyszałaś...

I wanted to tell you about ...

Chciałem/Chciałam Ci

powiedzieć, że...

Neutral and formal phrases / Zwroty neutralne i formalne

I am writing in order to ...

Piszę, aby...

I am writing to thank you for ...

Piszę, aby Ci/Pani/Panu

podziękować za...

I would like to express my ...

Chciałbym/Chciałabym

wyrazić mój/moją/moje...

I am writing in connection with ... (the article/editorial/

report) ...

Piszę w związku z artykułem (wstępnym) /

sprawozdaniem...

I have just read ... (the article) titled ... in Saturday's paper/last month's edition of ... Przeczytałem/Przeczytałam niedawno / w sobotniej gazecie / w wydaniu... z zeszłego miesiąca (artykuł) zatytułowany...

I am writing to ask/enquire about ... Piszę, aby zapytać o... / uzyskać informacje na temat...

I read/found your advertisement in ... and would like to ... Przeczytałem/Przeczytałam / Znalazłem/Znalazłam Państwa ogłoszenie w... i chciałbym/chciałabym...

Listing arguments

Przedstawianie argumentów

First argument / Pierwszy argument

First of all, ... Przede wszystkim...

First/Firstly, ... Po pierwsze...

To begin with, ... Na wstępie...

The main/major argument in support of ... is that ...

Głównym/Podstawowym argumentem przemawiającym za... jest to, że...

On the one hand,/On the other hand, ... Z jednej strony / Z drugiej strony...

One argument in favour of ... is that ... Jednym z argumentów przemawiających na korzyść... jest to, że...

Successive arguments / Kolejne argumenty

Secondly, ... Po drugie...

Thirdly, ... Po trzecie...

Then/Next, ... Następnie...

Another (dis)advantage is that ... Kolejną zaletą/wadą jest to, że...

In addition,/Additionally, ... Dodatkowo...

Also, ... Także...

Apart from this, ... Oprócz tego...

Moreover,/What is more,/Furthermore, ... Co więcej...

Most importantly, ... Co najważniejsze...

Last argument / Ostatni argument

Finally, ... W końcu...

Last, but not least, ... Ostatnim, choć nie najmniej ważnym (argumentem) jest fakt, że...

Making recommendations

Rekomendowanie

Positive opinion / Pozytywna ocena

You'll love it! (Jestem pewien/pewna, że) Będzie Ci się bardzo podobać!

If you like love stories, you should definitely read it.

Jeśli lubisz książki o miłości, zdecydowanie powinieneś/powinnaś to przeczytać.

It is a must! Musisz to przeczytać/zobaczyć!

I think it's worth reading because ... Uważam, że warto ją przeczytać, ponieważ...

I was impressed by ... Duże wrażenie zrobił/zrobiła na mnie...

I couldn't put it down. Nie mogłem/mogłam się od niego/niej oderwać.

It's a classic./It's a masterpiece of its kind. To klasyka. / To arcydzieło jedyne w swoim rodzaju.

The plot is believable/entertaining/thought-provoking. Fabuła jest wiarygodna / zapewnia rozrywkę / zmusza do myślenia.

It's a highly entertaining read. To naprawdę zajmująca lektura.

It will change the way you see ... Zmieni sposób Twojego myślenia o...

If I were you, I wouldn't hesitate to ... Na Twoim miejscu nie wahałbym/wahałabym się i...

I highly recommend (reading it). Gorąco polecam (lekturę tej książki).

I recommend it to everyone. Polecam go/ją każdemu.

Negative opinion / Negatywna ocena

One weakness (of the book/film) is that ... Słabą stroną książki/filmu jest to, że...

It is rather long/boring/confusing/slow. (o filmie/akcji) Jest dość długi/długa / nudny/nudna / zagmatwany/zagmatwana / powolny/powolna.

The cast is awful/unconvincing. Obsada jest fatalna / mało przekonująca.

The script is dull. Scenariusz jest nudny.

It is poorly/badly written. Został/Została słabo/źle napisany/napisana.

Adjectives / Przymiotniki

Positive / Pozytywne: brilliant/spectacular/striking/impressive/powerful/convincing świetny / fantastyczny / uderzający / robiący wrażenie / mocny / przekonujący

Negative / Negatywne: violent/predictable/unconvincing/far-fetched/dull/bland/disappointing pełen przemocy / przewidywalny / nieprzekonujący / naciągany / nudny / bez charakteru / rozczarowujący

Neutral / Neutralne: slow/sentimental/serious wolny / sentymentalny / poważny

Making suggestions Proponowanie

I think I should ... Myślę, że powinienem...

Perhaps we could ... Może moglibyśmy/mogłybyśmy...

What do you think about ...? Co myślisz o...?

What about ...?/How about ...? A może by...?

How do you feel about ...? Co Ty na to, żeby...?

Would you like me to ...? Czy chciałbyś/chciałabyś, żebym...?

Why don't we (go) ...? A może (pójdziemy)...

Let's (go to) ... Chodźmy do...

Shall we (go) ...? Pójdziemy do...?

Do you fancy (going to the cinema)? Czy masz ochotę (pójść do kina)?

I (would) suggest/recommend organising ...

Myślę, że powinieneś/powinnaś / powinni Państwo zorganizować...

You should pay more attention to ... Powinieneś/Powinnaś / Powinni Państwo zwrócić większą uwagę na...

It would be a good idea to ... Dobrym pomysłem byłoby/byłaby/byłby...

Making requests Wyrażanie prośb

Informal phrases / Zwroty nieformalne

- Can you ..., please?/Could you ...?** Czy mógłbyś/mogłabyś...?
Do you think you could ...? Czy myślisz, że mógłbyś/mogłabyś...?
Let me know if you can (come). Daj znać, czy mógłbyś/mogłabyś (przyjść).
Could you tell me ...? Czy mógłbyś/mogłabyś mi powiedzieć...?

Neutral phrases / Zwroty neutralne

- Would it be possible for you to ...?** Czy byłoby możliwe, abyś / aby Pan/Pani...
I'd be grateful if you could ... Byłbym wdzięczny / Byłabym wdzięczna, jeśli mógłbyś/mogłabyś / mógłby Pan / mogłaby Pani...
I wonder if I could ask you to/for ... Czy mógłbym/mogłabym poprosić Cię/Pana/Panią o...
I'm writing to ask for your help/advice ... Piszę, aby prosić Cię/Panią/Pana o pomoc/radę...

Review Recenzja

Introduction / Wprowadzenie

- The film/book tells the story of ...** Film/książka opowiada historię...
The film/story is set in ... Akcja filmu/opowiadania rozgrywa się w...
The book/novel was written by ... Książka/powieść została napisana przez...
The film is directed by ... Film został wyreżyserowany przez...
It is a comedy/horror film/love story. To komedia/horror/romans.
This well-written/informative/fascinating book ... Ta dobrze napisana / pouczająca / fascynująca książka...
It is based on real events/on a true story/on a book. Jest oparty/oparta na prawdziwych wydarzeniach / na prawdziwej historii / na książce.
It has been made into a film. Na jej podstawie nakręcono film.

Plot description / Opis fabuły

- The story concerns/begins/is about ...** Historia dotyczy / zaczyna się... / Jest to historia...
The plot is (rather) boring/thrilling. Fabuła jest (dość) nudna/porywająca.
The plot has an unexpected twist. Fabuła zawiera nieoczekiwany zwrot akcji.
The plot focuses on ... Fabuła koncentruje się na...
The film reaches a dramatic climax ... Punktem kulminacyjnym filmu jest...

Starting an email / a letter

Rozpoczynanie e-maila / listu

Informal phrases / Zwroty nieformalne

- Dear Margaret,** Droga Margaret!
Hi Anne, Cześć, Aniu!

Neutral and formal phrases / Zwroty neutralne i formalne

- Dear Mr and Mrs Edwards,** Szanowni Państwo!
Dear Miss/Ms Brennon, Szanowna Pani!
Dear Mr Brennon, Szanowny Panie!
Dear Sir or Madam, Szanowni Państwo!
Dear Editor, Szanowny Panie! / Szanowna Pani!

Telling a story Relacjonowanie zdarzeń

- It all happened some time ago.** Wszystko wydarzyło się jakiś czas temu.
It all started when ... Wszystko zaczęło się, gdy...
It was three years ago. To było trzy lata temu.
No sooner had we ... than ... Ledwie..., gdy...
While I (was playing), ... Kiedy (bawiłem/bawiłam się / grałem/gralam)...
Just as I was watching ... Dokładnie kiedy oglądałem/oglądałam...
As soon as ... Gdy tylko...
First, ... Najpierw...
Then, ... Potem...
Finally, ... W końcu...
After a little while, ... Po krótkiej chwili...
Suddenly,/All of a sudden, ... Nagle...
Unfortunately, ... Niestety...
Fortunately, ... Na szczęście...
It was the best/worst time ever. To był najlepszy/najgorszy czas/moment w moim życiu.
We had a great/awful time when we were ... Przeżyliśmy/przeżyłyśmy fantastyczne/koszmarne chwile, gdy byliśmy/byłyśmy...
I'll never forget ... Nigdy nie zapomnę...

Thanking Wyrażanie podziękowań

Informal phrases / Zwroty nieformalne

- I'm writing to thank you for ...** Piszę, aby Ci podziękować za...
Thank you so much. Bardzo Ci dziękuję.
It was so/really/very kind of you to ... To było niezwykle/bardzo uprzejme z Twojej strony, że...

Neutral phrases / Zwroty neutralne

- I really appreciate your help.** Naprawdę doceniam Twoją/Pana/Pani pomoc.
Thank you for sending it back to me. Dziękuję za jego/jej odesłanie.
I am really grateful for your help. Jestem niezwykle wdzięczny/wdzięczna za Twoją/Pana/Pani pomoc.
It's very kind of you. To bardzo uprzejme z Twojej/Pana/Pani strony.
I hope it's not too much trouble for you. Mam nadzieję, że nie sprawi Ci/Panu/Pani to kłopotu.
Thank you for doing me a favour. Dziękuję za przysługę.