Język angielski

POZIOM ROZSZERZONY

Teacher's Book

Express Publishing

Repetytorium

Podręcznik dla szkół ponadpodstawowych

Cathy Dobb
Ken Lackman
Jenny Dooley

Konsultacja:
Monika Michalak



Express Publishing

Korzystaj z publikacji online!
Zeskanuj kod QR
lub kliknij przycisk poniżej.

Otwórz publikację online

Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel.: (0044) 1635 959 759
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk

© Kathy Dobb - Ken Lackman - Jenny Dooley 2022

Współpraca: Alicja Cholewa-Zawadzka, Katarzyna Ciochoń, Krzysztof Wojnarowski

Design and Illustration © Express Publishing, 2022

Music Arrangements by Taz © Express Publishing, 2022

First published in this edition 2022

Polish edition by Egis, 2022
Third impression 2023
Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-1-3992-0498-9 Teacher's Book
ISBN 978-1-3992-0707-2 Digital Bundle
ISBN 978-1-3992-0706-5 Teacher's Book & Digital Bundle



Acknowledgements

Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief); Viki Davies (senior editor); Helen Michaels and Phillip Miller (editorial assistants); Richard White (senior production controller); the Express design team; Express studio (recording producers); and Kevin Harris, Kimberly Baker, Steven Gibbs, and Christine Little. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

Express Publishing is not responsible or liable for any websites that may be accessed from links contained in this publication, which are being provided as a convenience and for informational purposes only; as such, Express Publishing makes no representation or warranty as to their availability, or the suitability or accuracy of their content, or for that of subsequent links. If you choose to link to these websites, you do so at your own risk. You are advised to contact the external site administrators for answers to questions regarding their content.

Nagrania audio (mp3) i dodatkowe materiały dla ucznia znajdują się w portalu **learningclub.egis.com.pl**.

Język angielski

POZIOM ROZSZERZONY

Teacher's Book

Express Publishing

Repetytorium

Podręcznik dla szkół ponadpodstawowych

Cathy Dobb
Ken Lackman
Jenny Dooley

Konsultacja:
Monika Michalak



Express Publishing

SPIS TREŚCI

Moduł	Tematy i słownictwo	Rozumienie ze słuchu	Rozumienie tekstów pisanych
1 **6–15** **Człowiek** Vocabulary Bank 16–17 Grammar Bank GR1–GR12	• wygląd zewnętrzny • ubrania • cechy charakteru • uczucia i emocje • rzeczy osobiste • okresy życia • społeczny i osobisty system wartości • autorytety • umiejętności i zainteresowania • dane personalne • poczucie tożsamości	• zadanie zamknięte: dobieranie wypowiedzi do zdań • zadanie otwarte: tekst z lukami	zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja)
2 **18–27** **Miejsce zamieszkania** Vocabulary Bank 28–29 Grammar Bank GR13–GR18	• pomieszczenia i wyposażenie domu • rodzaje domów i mieszkań • architektura • prace domowe • wynajmowanie mieszkania • kupno i sprzedaż mieszkania • przeprowadzka • dom i jego okolica	zadania zamknięte: – dobieranie wypowiedzi do zdań – wybór wielokrotny	• zadanie zamknięte: dobieranie usuniętych zdań do luk w tekście • zadanie otwarte: tekst z lukami (streszczanie) • zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja)
Exam Skills Check I (Modules 1–2) **30–31**			
3 **32–41** **Edukacja** Vocabulary Bank 42–43 Grammar Bank GR19–GR23	• przedmioty nauczania • pomieszczenia szkolne • przybory szkolne i narzędzia edukacyjne • oceny i wymagania • życie szkoły • zajęcia pozalekcyjne i kółka zainteresowań • system edukacji • uczenie się przez całe życie	• zadanie zamknięte: wybór wielokrotny • zadanie otwarte: tekst z lukami	• zadanie zamknięte: dobieranie części tekstu do pytań • zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja)
4 **44–53** **Praca** Vocabulary Bank 54–55 Grammar Bank GR24–GR27	• zawody i związane z nimi czynności i obowiązki • warunki zatrudnienia • kariera i mobilność zawodowa • miejsce pracy • rynek i warunki pracy • praca w niepełnym wymiarze godzin	zadania zamknięte: – dobieranie wypowiedzi do zdań – wybór wielokrotny	• zadania otwarte: – tekst z lukami (streszczanie) – odpowiedzi na pytania • zadanie zamknięte: dobieranie części tekstu do pytań
Exam Skills Check II (Modules 3–4) **56–57**			
5 **58–67** **Życie prywatne** Vocabulary Bank 68–69 Grammar Bank GR28–GR30	• rodzina • przyjaciele i znajomi • czynności codzienne i czas wolny • aktywny i nieaktywny tryb życia • uroczystości i wydarzenia • konflikty i problemy	• zadania otwarte: – tekst z lukami – odpowiedzi na pytania • zadanie zamknięte: dobieranie wypowiedzi do zdań	• zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja) • zadanie zamknięte: dobieranie usuniętych zdań do luk w tekście
6 **70–79** **Żywienie** Vocabulary Bank 80–81 Grammar Bank GR31–GR35	• produkty żywnościowe • jedzenie poza domem i lokale gastronomiczne • przygotowywanie posiłków • sposób odżywiania się i diety • zaburzenia odżywiania • nawyki żywieniowe	• zadanie zamknięte: wybór wielokrotny • zadania otwarte: – zdania z lukami – tekst z lukami	• zadania otwarte: – tekst z lukami (mediacja) – tekst z lukami (streszczanie) • zadanie zamknięte: dobieranie usuniętych zdań do luk w tekście
Exam Skills Check III (Modules 5–6) **82–83**			
7 **84–93** **Zakupy i usługi** Vocabulary Bank 94–95 Grammar Bank GR36–GR42	• sklepy i usługi • reklama • towary i ich cechy • skargi i reklamacje • prawa konsumenta • kupowanie i sprzedawanie • banki i pieniądze • usługi bankowe i ubezpieczeniowe	zadania zamknięte: – dobieranie wypowiedzi do zdań – wybór wielokrotny	• zadanie otwarte: tekst z lukami (mediacja) • zadania zamknięte: – dobieranie części tekstu do pytań – wybór wielokrotny
8 **96–105** **Podróżowanie i turystyka** Vocabulary Bank 106–107 Grammar Bank GR43–GR48	• środki transportu i korzystanie z nich • ruch uliczny • orientacja w terenie • zawody związane z turystyką • zakwaterowanie • podróże i zwiedzanie • zdarzenia losowe, awarie i wypadki w podróży • bezpieczeństwo w podróży	• zadania otwarte: – tekst z lukami – odpowiedzi na pytania • zadanie zamknięte: dobieranie wypowiedzi do zdań	• zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja) • zadanie otwarte: tekst z lukami (streszczanie)
Exam Skills Check IV (Modules 7–8) **108–109**			

Znajomość środków językowych	Wypowiedź pisemna	Wypowiedź ustna	Grammar Bank
zadania otwarte: – transformacje ze słowem kluczem – gramatykalizacja – tekst z lukami i wyrazami w ramce – set leksykalny – tekst z lukami (bez podanych wyrazów)	**artykuł publicystyczny**: – sposoby wzbudzania zainteresowania czytelnika – wprowadzanie i rozwijanie tematu (z wykorzystaniem różnych punktów widzenia) – formułowanie zakończenia	• opis ilustracji i odpowiedzi na pytania • rozmowa z odgrywaniem roli	• **present tenses** (present simple, present continuous, stative verbs, adverbs of frequency, present perfect, present perfect continuous) • **past tenses** (past simple, past continuous, past perfect, past perfect continuous, *used to/would*) • **future tenses** (future simple, *be going to*, future continuous, future perfect, future perfect continuous, *will/won't – shall*)
• zadania otwarte: – transformacje ze słowem kluczem – tłumaczenie fragmentów zdań – słowotwórstwo • zadanie zamknięte: wybór wielokrotny	**rozprawka wyrażająca opinię**: – formułowanie tezy – wprowadzanie argumentów wspierających opinię autora (w tym polemika z odmiennymi opiniami) – podsumowywanie	• opis ilustracji i odpowiedzi na pytania • wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania	**infinitive/*-ing* form** (tenses of the infinitive, active, passive, tenses of the *-ing* form, infinitive, *-ing* form, subject of the infinitive/*-ing* from, verbs taking the *to*-infinitive or the *-ing* form with a change in meaning, *too/enough*, participles)
zadania otwarte: – transformacje bez słowa klucza – gramatykalizacja – tekst z lukami i wyrazami w ramce – tekst z lukami (bez podanych wyrazów)	**rozprawka za i przeciw**: – formułowanie tezy – wprowadzanie argumentów za i przeciw – podsumowywanie (w tym wyrażenie własnej opinii)	• wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania • rozmowa z odgrywaniem roli	**modals** (use, present/future, past, continuous and simple forms with modals)
• zadania otwarte: – transformacje ze słowem kluczem – tłumaczenie fragmentów zdań – słowotwórstwo – set leksykalny • zadanie zamknięte: wybór wielokrotny	**list formalny (list polecający)**: – zwroty do adresata i formułowanie celu listu – opisywanie umiejętności zawodowych i cech charakteru kandydata do pracy – formułowanie zakończenia i zwroty zamykające	• opis ilustracji i odpowiedzi na pytania • wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania	• **relative clauses** (relative clauses, prepositions in relative clauses, identifying and non-identifying relative clauses) • **clauses of reason** • **clauses of result**
zadania otwarte: – transformacje bez słowa klucza – gramatykalizacja – tekst z lukami i wyrazami w ramce – tekst z lukami (bez podanych wyrazów)	**artykuł publicystyczny**: – opisywanie problemu (np. społecznego) i jego przyczyn – proponowanie rozwiązań	• opis ilustracji i odpowiedzi na pytania • rozmowa z odgrywaniem roli	• **time clauses** (sequence of tenses) • **clauses of concession** • **clauses of manner**
• zadania otwarte: – transformacje ze słowem kluczem – tłumaczenie fragmentów zdań – słowotwórstwo – set leksykalny • zadanie zamknięte: wybór wielokrotny	**list formalny**: – wyrażanie i uzasadnianie pochwał (np. na temat usługi) – sugerowanie zmian	• wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania • opis ilustracji i odpowiedzi na pytania	• **clauses of purpose** • **exclamations** • **clauses of place** • **linking words**
zadania otwarte: – transformacje bez słowa klucza – gramatykalizacja – tekst z lukami i wyrazami w ramce – tekst z lukami (bez podanych wyrazów) – set leksykalny	**rozprawka wyrażająca opinię**: budowanie argumentacji poprzez opisywanie przyczyn i skutków oraz podawanie przykładów	• opis ilustracji i odpowiedzi na pytania • rozmowa z odgrywaniem roli	**adjectives/adverbs/comparisons** (adjectives, order of adjectives, adverbs, formation of adverbs, order of adverbs, *quite/rather/fairly/pretty*, comparatives and superlatives)
• zadania otwarte: – transformacje bez słowa klucza – tłumaczenie fragmentów zdań – słowotwórstwo – set leksykalny – gramatykalizacja • zadanie zamknięte: wybór wielokrotny	**rozprawka za i przeciw**: sposoby formułowania tezy i zakończenia	• wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania • opis ilustracji i odpowiedzi na pytania	• **the passive** (the passive, personal/impersonal constructions) • **causative form**

Moduł	Tematy i słownictwo	Rozumienie ze słuchu	Rozumienie tekstów pisanych	
9 **Kultura** 110–119 Vocabulary Bank 120–121 Grammar Bank GR49–GR54	• dziedziny kultury • autorzy i ich dzieła • uczestnictwo w kulturze • ochrona praw autorskich • tradycje i zwyczaje • media	• zadania zamknięte: – wybór wielokrotny – dobieranie wypowiedzi do zdań • zadanie otwarte: odpowiedzi na pytania	• zadanie otwarte: tekst z lukami (streszczanie) • zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i odpowiedzi na pytania	
10 **Sport** 122–131 Vocabulary Bank 132–133 Grammar Bank GR55–GR63	• dyscypliny sportu • obiekty sportowe • sprzęt sportowy • imprezy sportowe • uprawianie sportu • pozytywne i negatywne skutki uprawiania sportu • problemy współczesnego sportu	• zadanie zamknięte: dobieranie wypowiedzi do zdań • zadania otwarte: – tekst z lukami – odpowiedzi na pytania	• zadania zamknięte: – dobieranie usuniętych zdań do luk w tekście – dobieranie części tekstu do pytań • zadanie otwarte: zdania z lukami	
Exam Skills Check V (Modules 9–10) **134–135**				
11 **Zdrowie** 136–145 Vocabulary Bank 146–147 Grammar Bank GR64–GR67	• zdrowy i niezdrowy tryb życia • ciało człowieka • zawody medyczne i dziedziny medycyny • choroby (w tym choroby cywilizacyjne) i kontuzje • pierwsza pomoc • objawy chorób i metody leczenia • uzależnienia • niepełnosprawność • dobry stan zdrowia	• zadanie zamknięte: dobieranie wypowiedzi do zdań • zadanie zamknięte: wybór wielokrotny	zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja)	
12 **Nauka i technika** 148–157 Vocabulary Bank 158–159 Grammar Bank GR68–GR83	• nauka i odkrycia naukowe • wynalazki • ludzie nauki • korzystanie z urządzeń technicznych i technologii informacyjno-komunikacyjnych • wykorzystanie technologii – szanse i zagrożenia	• zadanie zamknięte: wybór wielokrotny • zadanie otwarte: tekst z lukami	• zadania zamknięte: – dobieranie usuniętych zdań do luk w tekście – dobieranie tekstów do pytań • zadanie otwarte: odpowiedzi na pytania	
Exam Skills Check VI (Modules 11–12) **160–161**				
13 **Świat przyrody** 162–171 Vocabulary Bank 172–173 Grammar Bank GR84–GR91	• pogoda • klęski żywiołowe • klimat • rośliny • zwierzęta • przestrzeń kosmiczna • krajobraz • zagrożenia i ochrona środowiska naturalnego • katastrofy ekologiczne	• zadania otwarte: – tekst z lukami – odpowiedzi na pytania • zadanie zamknięte: dobieranie wypowiedzi do zdań	zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja)	
14 **Państwo i społeczeństwo** 174–183 Vocabulary Bank 184–185 Grammar Bank GR92–GR98	• państwo i polityka • urzędy, ministerstwa i agencje rządowe • prawo, przestępczość i wymiar sprawiedliwości • problemy społeczne i ideologie • religia • gospodarka • konflikty wewnętrzne i międzynarodowe • organizacje społeczne i międzynarodowe • zjawiska społeczne i prawa człowieka	• zadania zamknięte: – dobieranie wypowiedzi do zdań – wybór wielokrotny • zadania otwarte: – zdania z lukami – odpowiedzi na pytania	• zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i odpowiedzi na pytania • zadania otwarte: – tekst z lukami (streszczanie) – odpowiedzi na pytania	
Exam Skills Check VII (Modules 13–14) **186–187**				

Extra Speaking Practice 188-199
Speaking Bank 200-203
Writing Bank 204-213
Grammar Bank GR1–GR98
Word Formation WF1–WF8
Phrasal Verbs PV1-PV6
Verbs/Adjectives/Nouns with Prepositions Pr1–Pr11
Words Often Confused WC1–WC4
Irregular Verbs IV1–IV2
Audioscripts A1–A17
Answer Section AS1–AS47

Znajomość środków językowych	Wypowiedź pisemna	Wypowiedź ustna	Grammar Bank
• zadania otwarte: – tłumaczenie fragmentów zdań – transformacje bez słowa klucza – gramatykalizacja – tekst z lukami i wyrazami w ramce • zadanie zamknięte: wybór wielokrotny	**rozprawka wyrażająca opinię**: wprowadzanie elementów polemiki	• opis ilustracji i odpowiedzi na pytania • rozmowa z odgrywaniem roli	**reported speech** (reported speech, *say/tell*, reported statements, reported questions, indirect questions, reported orders, modals in reported speech, reported commands/ requests/suggestions/instructions etc, reporting a dialogue or a conversation, exclamations – *Yes/No* short answers, question tags, the subjunctive)
zadania otwarte: – transformacje bez słowa klucza – gramatykalizacja – słowotwórstwo – tekst z lukami (bez podanych wyrazów) – tłumaczenie fragmentów zdań	**rozprawka za i przeciw**: sposoby prowadzenia argumentacji za i przeciw	• wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania • opis ilustracji i odpowiedzi na pytania	• **conditionals** (types 0/1/2/3, mixed conditionals) • **wishes/unreal past** (wishes, unreal past, *had better*, *would rather*)
• zadania otwarte – transformacje bez słowa klucza – tłumaczenie fragmentów zdań – tekst z lukami i wyrazami w ramce • zadania zamknięte: wybór wielokrotny	**artykuł publicystyczny**: stosowanie inwersji stylistycznej, struktur emfatycznych, pytań retorycznych i cytatów	• opis ilustracji i odpowiedzi na pytania • rozmowa z odgrywaniem roli	emphasis/inversion
zadania otwarte: – transformacje ze słowem kluczem – tłumaczenie fragmentów zdań – słowotwórstwo – gramatykalizacja – tekst z lukami (bez podanych wyrazów)	**list formalny (list/e-mail z reklamacją/zażaleniem)**: – formułowanie celu listu – opisywanie problemu – przedstawianie oczekiwań	• wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania • opis ilustracji i odpowiedzi na pytania	• **determiners** (demonstratives – *this/these*, *that/those*, quantifiers – *a lot of/many/ much/(a) few/(a) little, some/any/no/ever*, other structures, articles – the indefinite article *a/an*, *a(n)/one*, *one/ones*, the definite article *the*, distributives – *all/none/both/ either ... neither/every – each*) • **possessives** (possessive adjectives/ pronouns, possessive case) • **pronouns** (subject/object pronouns, reflexive pronouns, *there/it*)
zadania otwarte: – transformacje bez słowa klucza – tłumaczenie fragmentów zdań – słowotwórstwo – tekst z lukami (bez podanych wyrazów)	**list formalny (list perswazyjny)**: – odwoływanie się do argumentów merytorycznych – prezentowanie osobistych przekonań – polemika z innymi opiniami	• opis ilustracji i odpowiedzi na pytania • rozmowa z odgrywaniem roli	• **nouns** (nouns, the plural of nouns, countable/ uncountable nouns, plural nouns, group nouns, nouns used in singular and plural with a different meaning) • **prepositions of place/movement/time**
zadania otwarte: – transformacje ze słowem kluczem – gramatykalizacja – słowotwórstwo – tekst z lukami (bez podanych wyrazów)	**rozprawka za i przeciw**: sposoby formułowania zakończenia z uwzględnieniem opinii autora	• opis ilustracji i odpowiedzi na pytania • wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania	• **questions and answers (questions with** *Yes/No* answers, *wh-* questions, subject/ object questions, indirect questions, *so – neither/nor*, question tags, intonation) • **numerals** (cardinal/ordinal numbers, fractions/ decimals)

Describing appearance

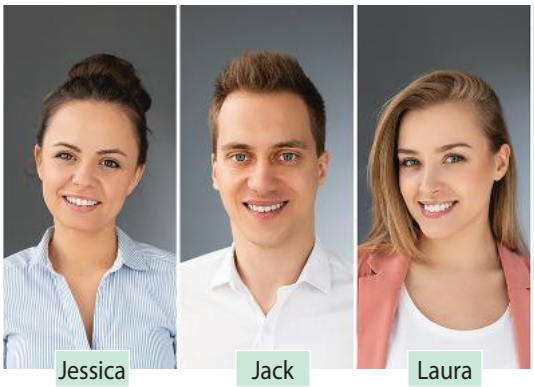
1 a) Place the following adjectives in the correct columns in the chart. Some may be used in more than one category.

• broad • full • button • oval • straight
• fair • clean-shaven • wavy • freckled
• thin • bow-shaped

LIPS	HAIR	FACE	NOSE
full	straight	freckled	broad
thin	fair	oval	thin
bow-shaped	wavy	clean-shaven	button

b) Using the vocabulary from Ex. 1a, choose a person from the photos below, and describe them for a partner who will guess which person you have chosen. See Answer section

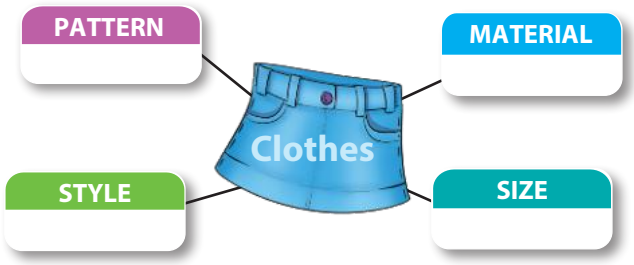






2 a) Use the words in the list to complete the spidergram. See Answer section

• short • loose • multi-coloured • baggy • floral
• cotton • large • tight-fitting • smart
• polka-dot • woollen • casual • striped • formal
• denim • small • trendy • checked • linen
• over-sized • plain • silk • long • leather
• high-heeled • polo-neck • long/short-sleeved



b) Use words from the spidergram to describe what your classmates are wearing. See Answer section

Describing character

3 Use the adjectives (A–J) to match the descriptions (1–10).

A	2 gullible	F	4 moody
B	3 sentimental	G	5 trustworthy
C	8 conservative	H	10 confident
D	6 impatient	I	1 passionate
E	7 sociable	J	9 knowledgeable

1 Our new headmaster seems very dedicated to our school and our success. She is ..... about education.
2 My little sister will believe anything you tell her. She's young and ..... .
3 Looking at these old family photos makes me remember the past fondly. I guess I'm a ..... person.
4 Chris is often in a bad mood and seems upset. He's been rather ..... recently.
5 We need to hire someone who is reliable and can be counted on. We need a ..... employee.
6 Jacob has a hard time waiting for anything without complaining. He's very ..... .
7 At weekends, we often go out with friends or visit family. We are very ..... .
8 Our neighbour doesn't like things changing and would prefer to keep to tradition. He's ..... .
9 The clerk at the hotel gave us a lot of information about the area and its history. He was extremely ..... .
10 Sandra always believes in herself and never doubts her abilities. She is ..... .

Feelings & Emotions

4 a) Write the words in Polish.

1 miserable smutny, przygnębiony, nieszczęśliwy
2 furious wściekły, rozwścieczony
3 anxious zaniepokojony, zatroskany
4 appalled przerażony, zbulwersowany
5 petrified sparaliżowany strachem, osłupiały
6 embarrassed zakłopotany, zawstydzony, zażenowany
7 exhilarated radosny, szczęśliwy, rozradowany
8 delighted zachwycony, uszczęśliwiony

b) 🎧 Listen to 8 people talking about their emotions, and complete the sentences using the words from Ex. 4a.

1 Frank is furious about the match.
2 Lara felt exhilarated after her jump.
3 Petr was appalled by what he noticed.
4 Maryam is anxious about the exam.
5 Hannah feels embarrassed being the centre of attention.
6 Marco is delighted to be accepted.
7 Agata is petrified of dogs.
8 Christian felt miserable before.

c) Finish the sentences with your own ideas and discuss with a partner. Make sure to use the correct preposition when necessary.

1 I often see people get furious when their computers don't work.
2 When I was younger, I was petrified of the dark.
3 I sometimes feel anxious when I am in a lift or a small space.
4 I am delighted with my birthday presents.
5 I felt exhilarated after I finished my parachute jump.

d) Use adjectives from Ex. 4a to replace the words in bold.

1 Billy was **scared** when a big dog appeared. petrified
2 Joanne felt **excited** when she rode her new motorbike for the first time. exhilarated
3 Ruth was **shocked** when she saw the dirty hotel room. appalled
4 Martin's **happy** because he passed his exams. delighted
5 Harriet missed her flight and she's **upset**. miserable
6 I spilled cola all over the new carpet this morning and my mum was **angry**. furious

5 Label the pictures with the words below.

• clench your fists • wink • yawn • bite your nails
• shrug your shoulders • drop your head
• blush • stroke your chin • fold your arms
• scratch your head • cross your legs • frown



6 What possible feelings might someone have when they: *pull their hair*? *cry*? *stamp their feet*? *sweat*? *tap their fingers*? *tremble*? See Answer section

When someone pulls their hair, it usually means that they are angry.

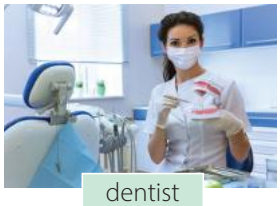
Culture Spot

To wish for good luck in the UK, people will cross their index and middle fingers and say: "Fingers crossed."

To wish for good luck in Poland, people close all of their fingers around their thumbs into fists and say: "I'm holding my thumbs!"

7 Work with a partner or small group. What personality traits or personal qualities do you associate with each profession listed below?

See Answer section

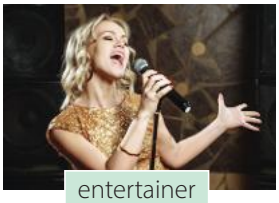

dentist


elementary school teacher


lawyer


construction worker


photographer


entertainer

I think dentists are often kind, patient and gentle.

Personal belongings

8 🎧 Listen to two people making police reports. Tick (✓) the items which have been stolen.

Speaker A		Speaker B	
☐	wallet	☐	desktop computer
☐	bank cards	✓	handbag
✓	rucksack	✓	jewellery
✓	charger	✓	credit card
✓	earphones	✓	driving licence
☐	phone	✓	tablet

Stages in life

9 a) Put the words below in the correct order from youngest to oldest.

See Answer section

• teenager • middle-aged person
• school-aged child • newborn • senior citizen
• toddler • young adult • grown-up

b) Match the words to the age group they describe.

1	C	adult	A 5-12 years
2	A	youngster	B 65+ years
3	D	adolescent	C 20+ years
4	B	pensioner	D 13-19 years

Social & Personal systems of values

10 a) Match the words below to form collocations.

1	D	racial	A immigration
2	G	freedom	B rights
3	A	rate of	C ill
4	H	ethnic	D discrimination
5	B	human	E generations
6	I	death	F of the sexes
7	J	social	G of speech
8	E	future	H minorities
9	F	equality	I penalty
10	C	mentally	J security

b) Use the collocations formed in Ex. 10a to complete the sentences below.

1 Securing women's right to vote was one of the earliest battles in the fight for ..... equality of the sexes ..... .
2 ..... Social security ..... refers to government benefits provided to the unemployed, poor and elderly.
3 Unfortunately, ... racial discrimination ..... , or judging a person based on their skin colour or ethnicity, continues to be an issue.
4 Some countries which still use the ..... death penalty ..... as punishment include the USA, Japan and Saudi Arabia.
5 ..... Ethnic minorities ..... are defined as groups that have different national or cultural traditions from the main population.
6 In recent years, the ..... rate of immigration ..... has been increasing, with more and more newcomers applying for citizenship.
7 Environmentalists focus on our responsibility to ..... future generations ..... in protecting nature and avoiding further environmental destruction.
8 ..... Freedom of speech ..... involves an individual's right to express his or her ideas and opinions.
9 Basic ..... human rights ..... include freedom from discrimination, the right to work and the right to education.
10 Providing psychiatric help to the ..... mentally ill ..... can improve other social issues such as homelessness and addiction.

11 Work with a partner. Create a short dialogue based on one of the following opinions:

See Answer section

a In our society, we have achieved equality of the sexes.
b Good looks are more important than a great personality.

1 Which stage of life do you think is the best and why?

See Answer section

A youngster
B adolescent
C adult
D pensioner

Dobieranie

Exam Tip: Listen for keywords and phrases connected to the topics of the given statements. Keywords are mostly nouns, verbs and adjectives. For example, for the statement: "The speaker is talking about when they were a baby" you hear "I have no memory of it, but apparently it was shortly after my birth when I said my first word." The keywords for *baby* are: *birth*, *first word*.

2 M 🎧 Usłyszysz dwukrotnie cztery wypowiedzi na temat różnych okresów życia. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker
A wishes they were in another stage of their life.
B had to adjust to big changes in their life.
C mentions an important choice they have to make.
D was able to keep some friends from their childhood.
E is happy they aren't in another stage of their life.

Speaker 1	B
Speaker 2	D
Speaker 3	C
Speaker 4	E

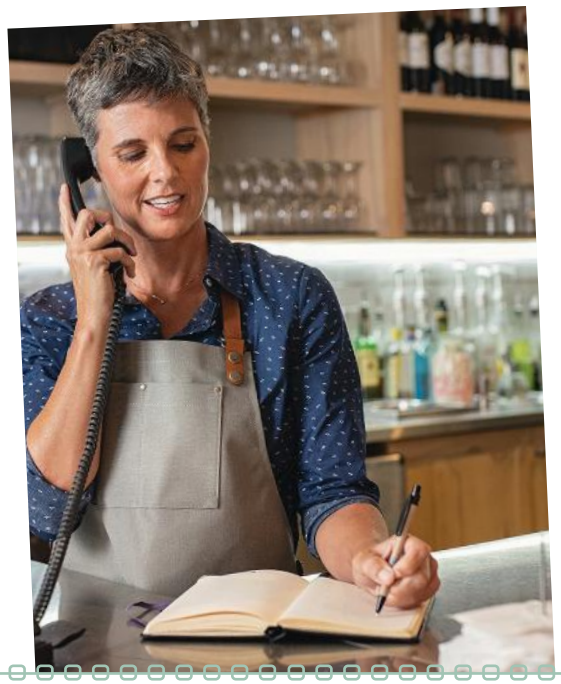
3 🎧 Listen to the recording again and identify which stage of life each speaker is talking about. Write one word next to each speaker.

1 Speaker 1 ..... pensioner .....
2 Speaker 2 ..... adult .....
3 Speaker 3 ..... adolescent .....
4 Speaker 4 ..... youngster/teenager .....

Zadanie z lukami

Exam Tip: Look at the information that you are provided with and think about what form the missing information might be. It could be collocations, multi-word segments, grammar structures, spelt names or numbers. Then, listen for the type of information you expect for each gap.

4 M 🎧 Usłyszysz dwukrotnie rozmowę pracownika restauracji z gościem o rzeczy, którą zostawił w lokalu. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.



Hi Ellen,
Customer named Peter [1] Dean thinks he left his jacket here.
555 621- [2] 32 70
Description:
Type: lightweight spring jacket
Colour: [3] light blue with dark blue collar.
Greenish-blue inside.
Size: [4] large
Please call him [5] either way .
Marta

5 Describe your favourite item of clothing to a partner. What kind of information did you and your partner include in your descriptions?

See Answer section

1 Exam Skills Practice

READING

1 Work in small groups and discuss the following:

See Answer section

- Do you have any social media accounts? If yes, which ones?
- What are the benefits of using social media?
- Are there any negative aspects?

Wybór wielokrotny i zadanie z lukami

Exam Tip: When answering reading questions, it is helpful to be able to easily identify the main idea of each paragraph. You can often discover this by looking at the first or second sentence of the paragraph.

2 a) M Przeczytaj dwa teksty związane z osobowością człowieka i zachowaniami społecznymi. Wykonaj zadania 1–8 zgodnie z poleceniami.

W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

1 The purpose of this text is to
- A warn users about the dangers of social media.
- B encourage readers to suggest a particular social media platform to friends.
- (C) explain some of the beneficial aspects of social media.
- D raise awareness about government controls over social media.

2 According to the author, which of the following is NOT true?
- A Not using social media can lead to teens feeling lonely.
- B Students have used social media to stop financial cuts to their school budget.
- C Musicians can use YouTube to reach fans all over the world.
- (D) Social media is harmful for people who may feel alone or different.

3 An alternative title for this text would be
- A Social Media: The good and the bad
- (B) Social Media: Looking on the bright side
- C What will social media look like in the future?
- D How social media changes young minds

4 According to the text, which of the following is an opinion, not a fact?
- (A) People don't often consider the benefits of social media.
- B Social media give people opportunities they didn't have ten years ago.
- C Teenagers nowadays have fewer friends.
- D Freedom of speech is not available to everyone.

Text 1

In defence of social media

A **Peer pressure**; cyber bullying; **excessive** focus on physical appearance – these are just some of the negative impacts of social media. While these serious issues can't be ignored, we rarely hear about the benefits of social media, especially when considering how these networking platforms are used by young people. All over the world, social media is creating possibilities which did not exist even a decade ago, changing the way people connect, learn and even organise to make their world a better place.

B Initially developed as a way for people to communicate and **network** with peers, social media continues to lead to social connections, friendships and a sense of belonging. It is true that heavy use of social media can isolate young people, but for average users, popular social media platforms help us make friends, **maintain** friendships and feel less **isolated**. Research shows, although teenagers today have fewer friends than in the past, they also report feeling less lonely. This is especially true for young people who find acceptance online that is missing in their day-to-day lives. Whether it's being interested in an unusual subject which might be considered 'uncool,' or dealing with more serious issues surrounding sexuality or mental health, there are online communities available which are **invaluable** sources of information, support and a sense of belonging. One amazing example occurred when members of a Minecraft forum on Reddit used voice-conferencing software to talk a teenager out of committing suicide.

C Allowing people to come together to do good as in the example above is another fantastic benefit of social media. Young people are **exposed** to important social issues in their news feeds, and these same platforms provide a space to organise and **promote** change. Social media has been used by students to protest against budget cuts to education. Teens have created their own resources to deal with problems of cyber-bullying. People have come together to protest against issues of racial discrimination, lack of equality between the sexes and destruction of the environment. Crowdfunding has also become a reliable way to raise money to help, whether it is for a family who lost everything in a fire or to fund much larger, world-wide **initiatives** such as the fight against global warming.

D Finally, social media allows young people to express themselves and be heard in new and far-reaching ways. Young musicians and YouTube stars can upload their music and content easily and find international fame and success. Authors of fan fiction (original stories based on existing books, films etc) can upload writing which may be read by thousands of other users. Even at a more personal level, social media accounts allow an individual to express their thoughts, feelings and opinions by posting a photo, link or update. However, not everyone enjoys the **privilege** of freedom of speech when it comes to expressing themselves through social media. Some countries have shut down popular platforms in efforts to limit public criticism and quiet opposing voices.

Text 2

What's your personality type?

For years, popular psychology has been trying to define our personalities based on categories such as **introvert** or **extrovert** or A or B types*. In theory, by completing questionnaires about personal attitudes, behaviours and habits, these personality **sorters** help us understand ourselves and may be able to guide us in terms of career choices which 'match' our personality types. One well-known personality test is the Myers-Briggs, which was first developed during the World War II **era** based on Carl Jung's theories of personality. Multiple examples of the Myers-Briggs tests can be found online, most of them free to use.

According to the test, personalities can be defined along four categories: introvert (I) or extrovert (E), **sensing** (S) or **intuitive** (N), thinking (T) or feeling (F), **judging** (J) or **perceiving** (P). This means that an individual may test as, for example, ISFJ: more introverted than extroverted, more guided by senses and feelings than intuition and thinking, and more likely to trust their judgements rather than **perceptions**. According to the Myers-Briggs test, there are sixteen different personality types which are given different names or titles, and each one is better suited to certain careers or occupations than others.

To illustrate, ISFJ personalities are called 'Defenders' or 'Nurturers'. They are generous and like to do good for their communities, and they value cooperation. **Defenders** are sensitive to other people's feelings and generally kind-hearted. ISFJ types are also dedicated to their jobs and like to maintain orderly and neat work environments. According to Myers-Briggs, Defenders are well-suited to become accountants, photographers or elementary school teachers. Looking at the opposite, someone who tests as an ENTP is called a '**Visionary**'. Visionaries are intelligent and knowledgeable people who need to be constantly learning. They are logical and prefer focusing on big ideas rather than problem-solving specific issues. Suitable careers for Visionaries include lawyer, financial planner or psychologist. While many experts **dismiss** the Myers-Briggs and other personality sorters as **pseudo** or fake science, guidance and career counsellors often **utilise** these tests to help students and clients discover more about themselves and hopefully, make better educational and career choices for their future. If you are curious about your own personality type according to Myers-Briggs, search the Internet and complete an online test.

Mediacja

Uzupełnij w e-mailu luki 5–8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

To: Sandra Gregg (sgregg@net.com)
From: Michael Granowski (mgi@mail.com)
Re: University in autumn

Hi Sandy! How is everything?

The last time I saw you we talked about what courses to take next year at university, and to be honest, I had no idea. My father suggested I see the guidance counsellor at school, and she recommended I do the Myers-Briggs **5)** ..... . I can't tell you how helpful it was, and I think you should do it too!

The Myers-Briggs can help us understand more about ourselves. To do the test, you must answer a set of questions about attitudes, behaviours and habits. The test defines people along four **6)** ..... . Each of these is associated with specific personality types. Each type also comes with a list of suitable career choices based on the **7)** ..... you are.

I completed a free test online and I'm an ENTP or 'visionary' which means I'm knowledgeable and logical and prefer focussing on big ideas. Based on my Myers-Briggs test, I think I can **8)** ..... a lawyer or psychologist. Don't laugh! I'm seriously thinking about it. I know that some experts think this is fake science but I disagree.

Anyway, let me know if you do the test. I'm curious what your results will be and hope you'll find it as useful as I did.

Talk to you soon!

Mike

See Answer section

b) Explain the words in bold in both texts.

See Answer section

3 Read the information below and discuss the question with a partner or a small group.

See Answer section

* The term **extroverts** (sometimes spelled **extraverts**) describes people who are outgoing and sociable. **Introverts** are more 'inward-turning' and enjoy spending time alone or with one other person or a small group.

Type A personalities are ambitious and set high expectations for themselves. They are often anxious, impatient and in a hurry. **Type B** individuals are the opposite: less focused on winning or being the best. B types experience less stress and are generally more creative.

Are you an introvert or an extrovert? Do you think you have more Type A or B personality traits?

1 Exam Skills Practice

USE OF ENGLISH

Czasy gramatyczne See pp. GR1-GR12

1 Complete the explanations with one of the following: *continuous*, *simple (x2)*, *perfect continuous*, *perfect*.

- The past 1) ..simple.. is used to talk about past finished actions at a specific time in the past.
- The present 2) ..simple.. is used to talk about states and actions that are usually or always true.
- For past, present and future actions that happen surrounding a point in time, 3) ..continuous.. tenses are used.
- For past, present and future actions and states that happen somewhere inside a period of time leading up to a point in time, 4) ..perfect.. tenses are used.
- For past, present and future actions that happen inside a period of time leading up to a point and continue for the whole time, 5) perfect continuous tenses are used.
- *Will*, *be going to* and *shall* are also used for the future.
- *Used to* and *would* can be used to talk about repeated actions in the past. For repeated states in the past that are no longer true, we use *used to*.

Transformacje ze słowem kluczem

2 M Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–6). W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów.

1 He is in the middle of working on his two-year master's degree.
FOR His two-year master's degree is what he ..has been working on for.. the last year.

2 Before Carla moved to Brussels, she lived in Vienna.
USED Carla ..used to live in.. Vienna before she moved to Brussels.

3 When I was a child, it was my mother who drove the car.
WOULD My mother ..would drive the.. car when I was a child.

4 Eva screamed with excitement when watching the film.
WAS Eva screamed with excitement while ..she was watching.. the film.

5 My cousin got married two years ago.
BEEN My cousin ..has been married.. for two years.

6 It's my plan to buy a new laptop when I go to university.
GOING I am ..going to buy.. a new laptop when I go to university.

Gramatykalizacja

3 M Uzupełnij zdania 1–4. Wykorzystaj w odpowiedniej formie podane w nawiasach wyrazy. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając wyrazy już podane.

1 Dave ..gave up playing.. **(give up/play)** football after his injury.

2 You should take up running! ..Apart from keeping.. **(apart/keep)** you fit, it'll help you lose weight.

3 It was ..wrong to tell.. **(wrong/tell)** everyone Joe's secret; I can't believe you did that.

4 His present was really generous. He is the ..kindest person I know.. **(kind/person/know)**.

Zadanie z lukami

4 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

bring | associate | cause | concentrate | particular | special



Freckles are nothing more than **1)** ..concentrated.. skin cells that appear as light brown or red spots on the skin. They are most noticed on people who have a fair complexion, like those of Northern European background. Freckles are very common with people who have red hair, which again is most common to people of Northern European ancestry, **2)** ..particularly.. those from the British Isles. However, freckled people can also be found in places like Japan, where there are no redheads.

As freckles are **3)** ..caused.. by exposure to sunlight, it is unusual to see them on infants. Most people develop freckles in early adolescence. Young people who have never had freckles can suddenly develop them with extended exposure to sunlight. Freckles show up mostly on the face, but they also appear on other areas exposed to sunlight, particularly the shoulders and arms. Because of the **4)** ..association.. of freckles with childhood, they are often considered to give an adult a more youthful appearance.

5 Change the following nouns and verbs to adjectives using either *-able* or *-ible*. What often happens with nouns or verbs that end in *e* and *y*?

See Answer section

1 response ..... responsible .....
2 value ..... valuable .....
3 predict ..... predictable .....
4 recognise ..... recognisable .....
5 question ..... questionable .....
6 access ..... accessible .....
7 identify ..... identifiable .....
8 horror ..... horrible .....

6 Choose the correct answer.

1 Parents should ..... a good example for their children.
A make B create (C) set

2 Women had to ..... for the right to vote.
A conflict B argue (C) fight

3 I think your driving licence has ..... .
A worn out (B) expired C cancelled.

4 Robert ..... more confident as he got older.
(A) grew B raised C developed

5 Pavel didn't ..... nervous at all.
A show (B) appear C perform

Set leksykalny

7 M W zadaniach 1–3 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 ..... good .....
- There is a … chance he will get the job; he is very experienced.
- He's not very … at dancing, but he is getting better.
- If you have a fair complexion, it is a(n) … idea to wear sunscreen to protect your skin.

2 ..... set .....
- The photographer … up his equipment ready for the wedding.
- Managers … targets for their teams to give them something to work towards.
- The film is … in New York, near where the director grew up.

3 ..... point .....
- The … of social security is to protect the poor and the vulnerable.
- I don't see the … of taking a personality test; I already know what career I want.
- We should discuss this further at some … .

Zadanie z lukami

8 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Collective



IDENTITY

Collective identity refers **1)** ..... to ..... the sense of identity that a person gets from belonging to a group. **2)** ..... Although ..... a person may shape their own personal identity as they age, the social community that one is born into is the first influencer of our sense of identity. For some people, no other sense of identity is required as they are satisfied with their role as a member of their town, neighbourhood, city or country.

There are people who choose a community that they want to be a member of, and therefore they get the feeling of belonging that leads to a sense of identity. Whatever community it is, it needs to have a specific culture. **3)** ..... By ..... culture we mean the shared beliefs, customs and behaviours that belong to a particular group. For example, a New Yorker may get their sense of identity from **4)** ..... being ..... a resident of that city, but they may also define themselves by being a member of a certain work community, like being a university professor or designer.

1 Exam Skills Practice

WRITING

Artykuł publicystyczny

Prepare for the task

Writing Tip:

Articles express a writer's viewpoint on a certain topic and may contain elements of description, review, summary, opinion, etc. and may attempt to shape the opinion of the readers. They are usually found in newspapers or magazines and websites such as blogs. Their style is formal to neutral depending on the audience. Articles consist of:

– a title that catches the reader's attention,
– an introduction (that encourages the reader to read the text e.g. by using a rhetorical question, recalling a fact or anecdote, etc.),
– a main body (paragraphs opening with a topic sentence which is then developed with supporting details (reasons/examples) covering each of the two points raised in the rubric),
– a conclusion summarising the main points.

1 Read the article on the positive and negative impacts of celebrity role models. What is the purpose of each paragraph? See Answer section



Entertain me but ...

Celebrities have always had a unique place within society. These days they are ever-present thanks to social media and have an unprecedented amount of influence over people, particularly young, impressionable people, who copy them in every way. But are they always good role models?

Celebrities can do enormous amounts of good and set fantastic examples for their fans. Think about the amount of money and media coverage celebrities have brought to good causes over the years, or how some famous people have championed environmental causes. As a result of this kind of behaviour, their fans join these good causes, exaggerating the positive impact the celebrities have had.

At the same time, some celebrities can set terrible examples for their fans. When a celebrity lives a lavish lifestyle, for example, showing off their wealth, they encourage others to be overly materialistic. Some celebrities indulge in antisocial behaviour, believing that they can get away with anything. To my mind, this kind of activity inspires their followers to behave in a similar way. Shouldn't we expect a bit more from those who ought to be grateful to us for their fame and fortune? I'm sure you've asked this question at some point, too.

Celebrities live a privileged life in which they have the chance to use their popularity to do good. However, in this writer's opinion many choose to waste this opportunity, and they may live to regret it. As the old saying goes; "you get back what you give." Wouldn't you agree?

2 Writers can use certain techniques to develop the reader's interest. Read the article again and decide if the following are true *(T)* or false *(F)*.

1 A title encourages the reader to read the article. ..T..
2 The writer should never address the reader directly. ..F..
3 A writer may include a rhetorical question. ..T..
4 A quotation or popular saying may be included. ..T..
5 Quotations need to be formal or academic. ..F..

3 Certain words and phrases can be used to link ideas within the main body paragraphs. Write words or phrases from the article in Ex. 1 that match the ones below.

1 For instance ..For example..
2 I am certain ..I am sure..
3 From my point of view ..To my mind..
4 But ..However..
5 For that reason ..As a result..

Your turn

4 a) Read the following statement and decide if you agree or disagree with it. See Answer section

Professional athletes should be expected to be good role models to young people.

Exam Strategy

You should always start by making an outline of what will be in each paragraph of your writing. For a four-paragraph article, decide on your viewpoint about the topic, and then make notes of the two points supporting your viewpoint that will start each main body paragraph. Next to each main point, add some supporting details. Keep your notes short and to the point.

b) **M** Życiem wybitnych sportowców interesują się ludzie na całym świecie. Napisz artykuł (200–250 wyrazów), w którym omówisz potencjalne korzyści i zagrożenia wynikające z naśladowania znanych sportowców przez młodych ludzi.

See Answer section

How do you feel around authority figures?

1 Complete this chart with five examples of other authority figures.

See Answer section

parent		

2 Tell a partner which of the above authority figures you feel most and least comfortable with and why.

See Answer section

Opis ilustracji i odpowiedzi na pytania

Exam Strategy

When describing photos with people, you can start by mentioning who is in the picture. You can refer to people as adults (men or women) and children or teenagers (boys or girls) or use a noun for their role in society (job name) or their role in the family (mother, father, etc.). You can also mention the person's age, describe their appearance and/or personality, and say what they are doing in the photo (e.g. a cute, young girl with red hair holding a doll). You may also try to identify people's feelings (he/she seems thrilled/frightened/delighted/miserable/exhilarated, etc.).

USEFUL LANGUAGE

Describing people in pictures

Appearance

There is a(n) … (infant, toddler, child, tall old man, teenage girl, middle-aged professor, etc.)

There is a young man with … (short brown curly hair, a big smile, etc.)

She has … (long blonde wavy hair, a beaming smile, etc.)

Posture

She is standing with her hands ... (on her hips, in her pockets, by her sides, clasped behind her head, etc.)

His arms are folded across his chest.

He is ... (kneeling, sitting cross-legged, crawling on all fours, standing on tiptoe, extending his hand to..., leaning forward, etc.)

Actions

He is … (looking at …, laughing, smiling, holding..., talking to…, etc.)

Speculating about feelings & emotions

She looks/seems … (angry, anxious, over the moon, joyful, etc.)

He seems to be a bit nervous/impatient because ... (he is tapping his fingers, biting his fingernails, chewing the tip of his pencil, etc.)

She appears to be annoyed as ... (she is rubbing the back of her neck, clenching her hands, etc.)

3 M Describe the picture.

See Answer section



4 M Answer the questions.

See Answer section

1 Why do you think the police officer is giving the young boy the stuffed toy?
2 Would you like to be a police officer? Why or why not?
3 Tell us about a situation when someone helped you.

Rozmowa z odgrywaniem roli

Exam Strategy

Read the rubric and the four pieces of information you need to include. Brainstorm some ideas you could mention or some questions you could ask before you begin the conversation.

5 M Chcesz w wolnym czasie rozwijać swoje zainteresowania i postanowiłeś/postanowiłaś znaleźć sobie nowe hobby lub zacząć uprawiać jakiś sport. Rozmawiasz na ten temat z kolegą/koleżanką. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie.

See Answer section

- Hobby lub sport, którego już próbowałeś/próbowałaś.
- Twoje zainteresowania.
- Umiejętności, które mógłbyś/mogłabyś rozwijać.
- Rzeczy, których możesz potrzebować.

USEFUL LANGUAGE

- I am good at …
- I'd like to …
- I'm thinking of (-ing) …
- I've always wanted to …
- I'm interested in …

VOCABULARY BANK

1 Człowiek

Appearance – Wygląd zewnętrzny

bow-shaped /ˈbaʊ ˌʃeɪpt/ (adj) = wygięty w łuk
broad nose (phr) = szeroki nos
button nose (phr) = nos jak guzik
clean-shaven face (phr) = gładko ogolona twarz
fair hair (phr) = jasne włosy
fair complexion (phr) = jasna cera
freckled face (phr) = twarz upstrzona piegami
full lips (phr) = pełne usta
long /lɒŋ/ (adj) = podłużny
oval face (phr) = owalna twarz
puffy face (phr) = opuchnięta/obrzmiała twarz
straight hair (phr) = proste włosy
thin lips (phr) = wąskie usta
wavy hair (phr) = faliste włosy
youthful appearance (phr) = młodzieńczy wygląd

Clothes – Ubrania

baggy /ˈbægi/ (adj) = obszerny, workowaty
casual /ˈkæʒuəl/ (adj) = swobodny, codzienny, nieformalny
checked /tʃekt/ (adj) = w kratkę, kraciasty
cotton /ˈkɒtən/ (adj) = bawełniany
denim /ˈdenɪm/ (adj) = dżinsowy
floral /ˈflɔːrəl/ (adj) = w kwiaty
formal /ˈfɔːməl/ (adj) = wizytowy, oficjalny, odświętny
high-heeled /ˌhaɪ ˈhiːld/ (adj) = na wysokim obcasie
leather /ˈleðə/ (adj) = skórzany
linen /ˈlɪnən/ (adj) = płócienny
long-sleeved /ˌlɒŋ ˈsliːvd/ (adj) = z długim rękawem
loose /luːs/ (adj) = luźny
material /məˈtɪəriəl/ (n) = materiał
multi-coloured /ˈmʌltiˌkʌləd/ (adj) = różnokolorowy, wielobarwny
oversized /ˌəʊvəˈsaɪzd/ (adj) = za duży, bardzo obszerny
pattern /ˈpætən/ (n) = wzór
plain /pleɪn/ (adj) = gładki (bez żadnego wzoru)
polka-dot /ˈpɒlkə dɒt/ (adj) = kropkowany, w kropki
polo-neck /ˈpəʊləʊ nek/ (n) = golf (rodzaj swetra)
short-sleeved /ˌʃɔːt ˈsliːvd/ (adj) = z krótkim rękawem
silk /sɪlk/ (adj) = jedwabny
smart /smɑːt/ (adj) = elegancki, wytworny
striped /straɪpt/ (adj) = w pasy, w paski, pasiasty
tight-fitting /ˌtaɪt ˈfɪtɪŋ/ (adj) = obcisły
trendy /ˈtrendi/ (adj) = modny
woollen /ˈwʊlən/ (adj) = wełniany

Character – Cechy charakteru

confident /ˈkɒnfɪdənt/ (adj) = pewny siebie
conservative /kənˈsɜːvətɪv/ (adj) = konserwatywny, zachowawczy
creative /kriˈeɪtɪv/ (adj) = kreatywny, twórczy, pomysłowy
dedicated (to sth) /ˈdedɪkeɪtɪd/ (adj) = oddany (czemuś), zaangażowany (w coś)
extrovert /ˈekstrəvɜːt/ (adj) = ekstrawertyczny
gullible /ˈgʌlɪbəl/ (adj) = łatwowierny
impatient /ɪmˈpeɪʃənt/ (adj) = niecierpliwy
introvert /ˈɪntrəvɜːt/ (adj) = introwertyczny
kind-hearted /ˌkaɪnd ˈhɑːtɪd/ (adj) = życzliwy
knowledgeable /ˈnɒlɪdʒəbəl/ (adj) = mądry, znający się na rzeczy
moody /ˈmuːdi/ (adj) = kapryśny, humorzasty
passionate /ˈpæʃənət/ (adj) = żarliwy, pełen pasji
perceiving /pəˈsiːvɪŋ/ (adj) = postrzegający (typ osobowości)
reliable /rɪˈlaɪəbl/ (adj) = niezawodny, solidny, wiarygodny
sensitive/ˈsensətɪv/ (adj) = wrażliwy, czuły
sentimental /ˌsentɪˈmentəl/ (adj) = sentymentalny, emocjonalny, uczuciowy
sociable /ˈsəʊʃəbəl/ (adj) = towarzyski
trustworthy /ˈtrʌstˌwɜːði/ (adj) = godny zaufania
visionary /ˈvɪʒənəri/ (adj) = marzycielski, wizjonerski

Feelings & Emotions – Uczucia i emocje

anxious /ˈæŋkʃəs/ (adj) = zaniepokojony, zatroskany
appalled /əˈpɔːld/ (adj) = przerażony, zbulwersowany
delighted /dɪˈlaɪtɪd/ (adj) = zachwycony, uszczęśliwiony, uradowany
embarrassed /ɪmˈbærəst/ (adj) = zakłopotany
excessive /ɪkˈsesɪv/ (adj) = nadmierny
excited /ɪkˈsaɪtɪd/ (adj) = podekscytowany
exhilarated /ɪgˈzɪləreɪtɪd/ (adj) = radosny, szczęśliwy
furious /ˈfjʊəriəs/ (adj) = wściekły, rozwścieczony
intuitive /ɪnˈtjuːətɪv/ (adj) = intuicyjny, posługujący się intuicją
isolated /ˈaɪsəleɪtɪd/ (adj) = odizolowany
judging /ˈdʒʌdʒɪŋ/ (adj) = oceniający (typ osobowości)
miserable /ˈmɪzərəbəl/ (adj) = smutny, przygnębiony, nieszczęśliwy
petrified /ˈpetrɪfaɪd/ (adj) = sparaliżowany strachem
scared /skeəd/ (adj) = przerażony
sensing /ˈsensɪŋ/ (adj) = czujący (typ osobowości)
shocked /ʃɒkt/ (adj) = wstrząśnięty, zszokowany
upset /ˌʌpˈset/ (adj) = zasmucony, zmartwiony, zły

Useful phrases and verbs

bite one's nails (phr) = obgryzać paznokcie (np. ze zdenerwowania)
blush /blʌʃ/ (v) = rumienić się
clench one's fists (phr) = zaciskać pięści
cross one's legs (phr) = zakładać nogę na nogę
drop one's head (phr) = spuszczać głowę
fold one's arms (phr) = skrzyżować ramiona
frown /fraʊn/ (v) = marszczyć brwi
scratch one's head (phr) = drapać się po głowie; zachodzić w głowę, łamać sobie głowę
shrug one's shoulders (phr) = wzruszyć ramionami
stroke one's chin (phr) = gładzić się po brodzie
wink /wɪŋk/ (v) = mrugać okiem
yawn /jɔːn/ (v) = ziewać

Personal belongings – Rzeczy osobiste

bank card /ˈbæŋk kɑːd/ (n) = karta kredytowa (Am. English), karta czekowa (Br. English)
charger /ˈtʃɑːdʒə/ (n) = ładowarka
credit card /ˈkredɪt kɑːd/ (n) = karta kredytowa
desktop computer /ˈdesktɒp kəmˌpjuːtə/ (n) = komputer stacjonarny
driving licence /ˈdraɪvɪŋ ˌlaɪsəns/ (n) = prawo jazdy
earphone /ˈɪəfəʊn/ (n) = słuchawka douszna
handbag /ˈhændbæg/ (n) = torebka, torba (damska)
jewellery /ˈdʒuːəlri/ (n) = biżuteria
phone /fəʊn/ (n) = telefon
rucksack /ˈrʌksæk/ (n) = plecak
tablet /ˈtæblət/ (n) = tablet
wallet /ˈwɒlɪt/ (n) = portfel

Stages in life – Okresy życia

adolescent /ˌædəˈlesənt/ (n) = dorastający chłopak, dorastająca dziewczyna (w wieku ok. 13–19 lat)
adult /ˈædʌlt/ (n) = osoba dorosła
era /ˈɪərə/ (n) = era, epoka
grown-up /ˌgrəʊn ˈʌp/ (adj) = dorosły
infant /ˈɪnˌfənt/ (n) = niemowlę
middle-aged /ˌmɪdl ˈeɪdʒd/ (adj) = w średnim wieku
newborn /ˈnjuːbɔːn/ (adj) = nowo narodzony
pensioner /ˈpenʃənə/ (n) = emeryt
school-aged /ˌskuːl ˈeɪdʒd/ (adj) = w wieku szkolnym
senior citizen (phr) = starsza osoba
teenager /ˈtiːneɪdʒə/ (n) = nastolatek/nastolatka
toddler /ˈtɒdlə/ (n) = małe dziecko (uczące się chodzić)
young adult (phr) = młoda, dorosła osoba
youngster /ˈjʌŋstə/ (n) = młoda osoba, dzieciak

Social & Personal system of value – Społeczny i osobisty system wartości

addiction /əˈdɪkʃən/ (n) = uzależnienie, nałóg
celebrity /səˈlebrəti/ (n) = celebryta, znana osoba
death penalty /ˈdeθ ˌpenəlti/ (n) = kara śmierci
equality of the sexes (phr) = równouprawnienie płci
ethnic minorities (phr) = mniejszości etniczne
freedom of speech (phr) = wolność słowa
future generations (phr) = przyszłe pokolenia
homelessness /ˈhəʊmləsnəs/ (n) = bezdomność
human rights (phr) = prawa człowieka
impact /ˈɪmpækt/ (n) = wpływ
impressionable /ɪmˈpreʃənəbəl/ (adj) = łatwowierny, podatny na wpływ
in the public eye (idm) = w centrum zainteresowania opinii publicznej
influence /ˈɪnfluəns/ (n) = wpływ
mentally ill (phr) = umysłowo chory
moral duty (phr) = moralny obowiązek
network (with) /ˈnetwɜːk/ (v) = nawiązywać kontakty (z)
obligation /ˌɒblɪˈgeɪʃən/ (n) = zobowiązanie
peer /pɪə/ (n) = rówieśnik/rówieśnica
peer pressure (phr) = presja rówieśników
persecution /ˌpɜːsɪˈkjuːʃən/ (n) = prześladowanie
popular /ˈpɒpjələ/ (adj) = popularny
positive /ˈpɒzətɪv/ (adj) = pozytywny
promote change (phr) = promować zmiany
protest (against sth) /prəˈtest/ (v) = protestować (przeciw czemuś)
racial discrimination (phr) = dyskryminacja na tle rasowym
responsibility /rɪˌspɒnsəˈbɪləti/ (n) = odpowiedzialność
social security (phr) = tu: opieka społeczna
society /səˈsaɪəti/ (n) = społeczeństwo
the privilege of freedom (phr) = przywilej wolności
the right to vote (phr) = prawo wyborcze, prawo do głosowania

Authority figures – Autorytety

career counsellor /kəˈrɪə ˈkaʊnˌsələ/(n) = doradca zawodowy
coach /kəʊtʃ/ (n) = trener
headteacher /ˌhedˈtiːtʃə/ (n) = dyrektor szkoły
older sibling (phr) = starszy brat, starsza siostra
parents /ˈpeərənts/ (pl n) = rodzice
police officer /pəˈliːs ˌɒfɪsə/ (n) = policjant/policjantka

president /'prezɪdənt/ (n) = prezydent
supervisor /'su:pəvaɪzə/ (n) = osoba sprawująca nadzór, przełożony, kierownik

Skills & Interests – Umiejętności i zainteresowania

active /'æktɪv/ (adj) = aktywny
analysis /ə'nælɪsɪs/ (n) = analiza
birdwatching /'bɜ:dˌwɒtʃɪŋ/ (n) = obserwacja ptaków
blogging /'blɒgɪŋ/ (n) = prowadzenie bloga
boring /'bɔ:rɪŋ/ (adj) = nudny
camping /'kæmpɪŋ/ (n) = biwakowanie, spanie pod namiotem
chess /tʃes/ (n) = szachy
editing /'edɪtɪŋ/ (n) = edycja, redagowanie
fishing /'fɪʃɪŋ/ (n) = wędkarstwo
focus on sth /'fəʊkəs ɒn/ (v) = tu: skupiać uwagę na czymś
hiking /'haɪkɪŋ/ (n) = turystyka piesza (zwykle górska)
hunting /'hʌntɪŋ/ (n) = polowanie
map reading /'mæp ˌri:dɪŋ/ (n) = czytanie mapy
memory /'meməri/ (n) = pamięć
navigation /ˌnævɪ'geɪʃən/ (n) = nawigacja
organisation /ˌɔ:gənaɪ'zeɪʃən/ (n) = organizacja
patience /'peɪʃəns/ (n) = cierpliwość
planning /'plænɪŋ/ (n) = planowanie
reading /'ri:dɪŋ/ (n) = czytanie
self-confidence /ˌself 'kɒnfɪdəns/ (n) = pewność siebie, śmiałość
spend time outdoors (phr) = spędzać czas poza domem na świeżym powietrzu
strategy /'strætədʒi/ (n) = strategia
teamwork /'ti:mwɜ:k/ (n) = praca zespołowa
travelling /'trævəlɪŋ/ (n) = podróżowanie
white water rafting /ˌwaɪt wɔ:tə 'rɑ:ftɪŋ/ (n) = spływ górskimi rzekami na pontonach
writing /'raɪtɪŋ/ (n) = pisanie, wypracowanie, wypowiedź pisemna

Personal data – Dane personalne

age /eɪdʒ/ (n) = wiek
age group /'eɪdʒ gru:p/ (n) = grupa wiekowa
appearance /ə'pɪərəns/ (n) = wygląd
career /kə'rɪə/ (n) = kariera zawodowa
citizenship /'sɪtɪzənʃɪp/ (n) = obywatelstwo
education /ˌedju'keɪʃən/ (n) = wykształcenie
employee /ɪmˌplɔɪi:/ (n) = pracownik, osoba zatrudniona
ethnicity /eθ'nɪsəti/ (n) = tożsamość etniczna
habit /'hæbɪt/ (n) = nawyk, zwyczaj, przyzwyczajenie
occupation /ˌɒkjʊ'peɪʃən/ (n) = zawód
personality /ˌpɜ:sə'næləti/ (n) = osobowość
profession /prə'feʃən/ (n) = profesja, zawód
unemployed /ˌʌnɪm'plɔɪd/ (adj) = bezrobotny

Sense of identity – Poczucie tożsamości

be a member of (phr) = być członkiem (organizacji, klubu itp.)
community /kə'mju:nəti/ (n) = społeczność, wspólnota
collective identity (phr) = tożsamość zbiorowa
custom /'kʌstəm/ (n) = zwyczaj, tradycja, obyczaj
define (oneself) /dɪ'faɪn/ (v) = określić (się)
get a feeling of belonging (phr) = mieć poczucie przynależności
maintain friendship (phr) = podtrzymywać przyjaźń
personal identity (phr) = tożsamość osobista
resident /'rezɪdənt/ (n) = mieszkaniec
sense of belonging (phr) = poczucie przynależności
sexuality /ˌsekʃu'æləti/ (n) = seksualność
shared belief (phr) = wspólne przekonania

1 Choose the correct item.

1 Jane bought a lovely ..... dress with a rose pattern.
A checked (B) floral C striped D multi-coloured

2 Jack has large ..... lips and a beautiful smile.
(A) full B broad C baggy D loose

3 Joanne is a very ..... girl who gets upset easily.
A intuitive (B) sensitive C perceiving D excessive

4 Lewis was so furious that he ..... his fists in anger.
(A) clenched B pursed C scratched D shrugged

5 Many people ..... when they are embarrassed.
A wink B yawn (C) blush D frown

6 Mr Henderson is very old-fashioned and ..... in his views.
A gullible (B) conservative C confident D impatient

7 The team ..... is firm with his players but fair.
A supervisor (B) coach C president D headteacher

8 After emigrating to Britain, Oliver applied for ..... .
A ethnicity B generation C community (D) citizenship

Collocations

2 Fill in with: *freckled*, *personal*, *ethnic*, *young*, *death*, *wavy*, *human*, *moral*, *senior*, *shared*, *racial*, *physical*.

1 Multicultural cities like London include many .....ethnic..... minorities.
2 Red-haired people tend to have .....freckled..... faces.
3 Helping others is a(n) .....moral..... duty that we should all follow.
4 Henry's love of fashion is a big part of his own .....personal..... identity.
5 Religion is a(n) .....shared..... belief that many people follow.
6 At sixty-five years old, Mr Jones has to accept he is now a(n) .....senior..... citizen.
7 Often, black people face .....racial..... discrimination.
8 Karen's .....physical..... appearance is very important to her, so she always wears make-up.
9 Tim has long .....wavy..... hair that never sits straight on his shoulders.
10 Now that Jane is 20, she's no longer a teenager, she's a(n) .....young..... adult.
11 Freedom from persecution is a fundamental .....human..... right.
12 In some countries, the .....death..... penalty is used to punish severe crimes.

Prepositions

3 Complete with the correct particle.

1 In the UK, newspapers have freedom .....of..... speech.
2 The women's group campaigns for equality .....of..... the sexes.
3 The famous celebrity is always .....in..... the public eye.
4 Students decided to protest .....against..... the new government reforms.
5 Fred was appalled .....by..... the rude thing that Mile said.
6 In a democracy, everyone has the right .....to..... vote.

MODULE 2

Miejsce zamieszkania

VOCABULARY

Rooms & Furniture

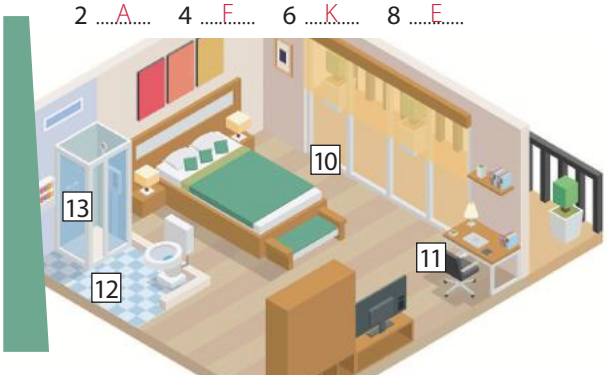
1 🎧 Listen to the descriptions of three different rooms (A, B and C). Tick (✓) the words that you hear. There are five extra.

A	✓ marble work surfaces	J	✓ floor-to-ceiling window
B	☐ built-in microwave	K	☐ framed art
C	✓ glass shower	L	✓ coffee table
D	☐ floor speakers	M	✓ office chair
E	✓ built-in refrigerator	N	✓ wall shelf
F	✓ stools	O	✓ sectional sofa
G	✓ blinds	P	☐ cooker hood
H	✓ modern floor lamp	Q	✓ kitchen island
I	✓ tiled floor	R	☐ dining table

2 Look at the pictures. Match the objects (1–18) to the words (A–R) from Ex. 1.



1 P 3 Q 5 R 7 G 9 B
2 A 4 F 6 K 8 E



10 J 11 M 12 I 13 C



14 N 15 D 16 L 17 O 18 H

3 Which of the items from Ex. 1 do you have in your home? See Answer section

Types of homes

4 Unscramble the letters to create words that match the meanings below.

A a flat which consists of only one room: **tsuido** studio
B part of a house or building located underground: **amnetbse** basement
C a large, luxurious home: **nsoiamn** mansion
D a home that is not connected to any other buildings: **dehctaed ehosu** detached house
E a small flat with a combined bedroom/living room space: **seditb** bedsit
F a building or group of buildings made up of many apartments: **klbco fo stalf** block of flats
G a small home in the country: **tgetoca** cottage
H a flat or apartment that occupies the top floor of a residential building: **tposuehen** penthouse

Architecture

5 Complete the table by placing the words below in the correct categories.

• plaster • care home • balcony • brick • attic
• semi-detached house • cement • stairwell
• car park • lobby • fire station • stone
• community centre • open-concept kitchen
• en suite • walk-in closet

building materials	plaster, cement, brick, stone
parts of a flat/ block of flats	balcony, stairwell, car park, lobby, attic, open-concept kitchen, en suite, walk-in closet
types of buildings	fire station, care home, semi-detached house, community centre

Household chores

6 a) Choose the word or phrase that doesn't belong.

1 do laundry, iron, dust, fold
2 do the washing-up, set the table, cut the grass, wipe the work surface
3 hang the laundry, mop, sweep, hoover/vacuum
4 buy groceries, tidy up, walk the dog, cut the grass

b) Which of the above correct groups of chores ...

A 4 are done outside of the home?
B 2 are done in the kitchen?
C 3 refer to cleaning floors?
D 1 involve clothes?

Renting a flat

7 Translate the following words/phrases into Polish.

1 cosy ..... przytulny, wygodny, komfortowy .....
2 fireplace ..... kominek .....
3 central heating ..... centralne ogrzewanie .....
4 tenant ..... lokator, najemca .....
5 estate agent ..... agent nieruchomości .....
6 flatmate ..... współlokator/współlokatorka .....
7 entrance hall ..... hol wejściowy .....
8 lease agreement ..... umowa najmu .....
9 landlord/landlady ..... gospodarz/gospodyni, właściciel/właścicielka .....

8 🎧 Listen to the conversation and fill in the missing words.



Miranda: Have you had any luck finding a place?
Jacob: Yes, actually. I think I may have finally found the right flat. My 1) ..... estate agent ..... took me round to see an affordable bedsit last Friday, and the 2) ..... landlady ..... letting the place is a lovely elder woman.
Miranda: How exciting! Tell me all about it.
Jacob: It's 3) ..... cosy ....., and located above a shop in the city centre. It's on a busy street but the flat has new windows, so noise shouldn't be too much of a concern. It's in an older building, so there is a large 4) ..... entrance hall ..... and an amazing, antique mantelpiece around the 5) ..... fireplace ..... .
Miranda: Fireplace? There is 6) ..... central heating ....., isn't there?
Jacob: Of course, I'm not even sure the fireplace works. The previous 7) ..... tenant ..... was using it as a decorative feature.
Miranda: So, when will you make your decision?
Jacob: I've already signed the 8) ..... lease agreement ....., and now I'm just waiting to hear back from my agent to finalise everything.
Miranda: I can't believe you'll be moving into a place all by yourself! No parents, siblings or 9) ..... flatmates ..... . I'm jealous!

9 Complete the exchanges using the following phrases in the correct form: *fall behind*, *do (sth) up*, *give a month's notice*, *pay in advance* and *get on well with*.

1 X: Have you got the keys for your new flat?
Y: Not yet. My landlord's asked me to ..... pay .... in advance ..... for the first two months, and I don't get paid until tomorrow.
2 X: Can you afford that studio? It seems a bit expensive.
Y: Don't worry. I won't ..... fall behind ..... with the rent. I've been saving money all summer.
3 X: I had no idea you were planning on moving.
Y: Yes, it's all happened rather suddenly. We ..... gave .... a month's notice ..... to our landlord just yesterday.
4 X: Why did she move?
Y: She didn't ..... get on well with ..... one of her flatmates. They were always arguing.
5 X: I can't wait to see your new place!
Y: It looks a lot better now that I have ..... done it up .... with some fresh paint and new curtains.

10 Work with a partner to write a short dialogue (4–6 exchanges) about renting a flat. Use the phrases from Ex. 9.

See Answer section



Culture Spot

In the UK, small villages typically have a group of houses surrounding a central square, a village church, a village hall and shop. They are often in valleys or tucked between hills.

Because most of the landscape in Poland is flat, small villages usually have houses strung out one after the other along a straight road. There is a village church and shop but no identifiable centre.

Buying & Selling property

Exam Tip: Read the text quickly to see what it is about. Read the text again carefully and decide which word best fits each gap. The options are close in meaning but only one is correct. Read the completed text to make sure it makes sense.

11 Choose the correct word (A, B or C) from the list below to complete the text.

Buying or selling your home? We can help!

Johnson Limited specialises in property in Leeds and the surrounding 1) ..... areas. Our services include:

Finding your next home If you are looking to buy or let, our agents are available to show you properties ranging from studio flats to 2) ..... single-family homes. From the initial viewing to placing an 3) ..... on your dream home, we can help with every step in the process.

Financing Our financing specialists can assist you in applying for a 4) ..... and finding the best interest 5) ..... . Ask us about alternative 6) ..... options for buyers with poor or no 7) ..... history.

Selling your current home With over thirty years of experience, we've facilitated the sale of hundreds of homes. Whether 8) ..... located or just outside the city, we guarantee to sell your property quickly for a 9) ..... you'll be satisfied with.

For more information or to receive a quote, please fill in the inquiry 10) ..... linked at the bottom of the page.

1	(A)	suburban	B	undeveloped	C	rural
2	A	separate	B	divided	(C)	detached
3	(A)	offer	B	order	C	amount
4	A	credit	B	savings account	(C)	mortgage
5	(A)	rate	B	fee	C	charge
6	(A)	borrowing	B	lending	C	giving
7	A	allowance	B	loan	(C)	credit
8	(A)	centrally	B	importantly	C	mainly
9	A	prize	B	value	(C)	price
10	A	registration	(B)	form	C	paper

Exam Tip: For each gap, decide what part of speech the missing word should be (e.g. noun, adjective, etc). This will help you do the task.

12 Complete the text with the correct form of the word in brackets and choose the correct preposition.

We asked people: *if you could change something about your home, what would you change?*

A Our house doesn't have any outdoor space. I'd love to have somewhere to do some 1) gardening (garden). That's one problem with living close 2) with/to the centre, but I can't imagine living 3) at/in the suburbs either!

B I didn't notice until after we'd moved 4) into/in, but we've got no place for storage in our current flat. 5) Fitted (fit) cupboards would be a nice addition to the bedrooms.

C This is my first flat since moving out 6) of/from my parents' house and it's in a basement. It's a bit dark and rather small. I hope my next place will be more 7) airy (air) and 8) spacious (space).

D My family lives 9) in/on the outskirts of town, so we have to drive everywhere. It's not very 10) environmentally (environment) friendly and makes visiting friends or going to the shops difficult. When I'm older, I'd like to have a place 11) in/on the heart of the city so that everything I need is 12) with/within walking distance.

13 What would you change about your current home? Use the vocabulary you've learned so far in this module to tell your partner or group.

See Answer section

14 Write the word which correctly fills in the gaps in all three sentences.

central

1 We are installing … heating in our old farmhouse.
2 Buying a flat in a(n) … location will cost you significantly more.
3 Riads, a type of home common in North Africa, are built with a(n) … courtyard often containing a tree or fountain.

1 Describe your childhood home and what you liked and disliked about it. See Answer section

Dobieranie

Exam Tip: Be careful of statements that start out positive and then turn negative. For example, you are asked if the speaker liked the colour of her bedroom, and you hear the speaker say: "I actually like that shade of green BUT it looked awful on my walls."

2 M 🎧 Usłyszysz dwukrotnie wypowiedzi czterech osób na temat miejsc, w których się wychowywały. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

A thought their house was really big.
B wanted to move to a better neighbourhood.
C liked the social aspect of where they lived.
D complained about some noise in the neighbourhood.
E said they didn't like a feature of their house.

Speaker 1	D
Speaker 2	E
Speaker 3	C
Speaker 4	A

3 🎧 Listen to the recordings again and complete the sentences.

1 Speaker 1 said that the train caused a lot of noise .....
2 Speaker 2's parents now live in a small flat .....
3 Speaker 3 would use the lift to visit his friends .....
4 Speaker 4's parents got angry because she ran up and down the stairs all the time .....

4 Which of the four living situations from Ex. 2 would you prefer and why? See Answer section

Wybór wielokrotny

5 M 🎧 Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1–2 zakreśl jedną z liter: A, B albo C.

Text 1

1 Anna is
A a refuse manager.
(B) a product designer.
C an academic.

Text 2

2 Which of the following is stated in the dialogue as a fact, not an opinion?
A Honeymoon is the same shade of colour as Orchid White.
(B) Specific formulations of paint have to be used in certain rooms.
C High shine is the best finish for a bathroom environment.

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Text 3

3 At the beginning of her talk, the speaker
(A) shares an anecdote about the start of her career.
B explains her motivation for becoming a developer.
C gives an outline of her accomplishments in the industry.
D recalls an early ambition that she held.

4 What does the speaker expect from delegates?
A They will use her as a role model in their careers.
B They won't be able to match her level of success.
(C) They will go on to achieve great things in the industry.
D They will keep looking for new ways to maintain their passion.

5 The speaker quotes the saying about homes and castles in order to
A reiterate the need for good building materials.
(B) stress the importance of a home to people and society.
C encourage delegates to look for period properties.
D highlight that properties should be as glamorous as possible.

6 What is the key element in the speaker's professional philosophy?
A being able to predict market trends accurately
B acting as a pioneer in new design fashions
C identifying the most desirable property locations
(D) placing clients above all other considerations

2 Exam Skills Practice

READING

1 Do you think your current home is big enough? Why or why not? See Answer section

Dobieranie

2 M Przeczytaj tekst, z którego usunięto pięć zdań. Wpisz w każdą lukę (1–5) literę, którą oznaczono brakujące zdanie (A–F), tak aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.



A new housing trend has been gaining popularity in recent years: the 'tiny home'. If you have a social media account, chances are you are familiar with tiny homes and their appeal, most notably for young people. In essence, a tiny home is exactly what it sounds like: a micro-home usually consisting of one room and perhaps a loft area for sleeping. **1)** .....E..... Whether built as a permanent structure, in a converted school bus or even on a boat, tiny homes offer a number of advantages over more traditional housing.

Affordable housing is becoming increasingly difficult to find, especially in large urban centres. **2)** .....F..... Lara Sanchez lives in a micro-home located on her parents' rural property on the outskirts of Mexico City. **3)** .....A..... "I'd been paying high rents in the city since moving out of my parents' home to attend university. I was tired of having flatmates and paying my landlord's mortgage. Now, I have a place to myself, and I'm able to save money."

For Casper Van Bleek, monetary reasons were less of a factor. He currently lives in a converted riverboat on a canal in Leiden, Netherlands. "My father and I started restoring this old boat as a hobby when I was a teenager. I've always enjoyed building and repairing things, but to be honest, I never thought I'd be living here; but I love it! Everything I need is on board, and I have the freedom to move my home whenever the mood strikes me. **4)** .....D..... I'm 190 centimetres tall, so I have to be careful not to bang my head in certain spots."

In addition to affordability and flexibility, tiny homes are also environmentally conscious. **5)** .....B..... Despite these benefits, living in less than 30 square metres may not be a reasonable or practical choice for everyone. There are also issues surrounding where tiny homes can or should be located.

Exam Tip: Read the text quickly to get the gist of it. Read the sentences, then read the text again carefully and see which sentence best fits each gap. Look at the words before and after each gap as they will help you decide on the best answer. Read the completed text to see if it makes sense.

A Financial considerations were her main reason for choosing a tiny home.
B They demand far fewer resources to build and maintain than more conventional housing.
C Tiny homes exist in a legal grey area.
D However, living in such a small space does have its drawbacks.
E These homes contain everything a regular home would, except on a much smaller scale.
F As a result, more and more young people are turning to tiny homes as a solution to the housing crisis.

Zadanie z lukami

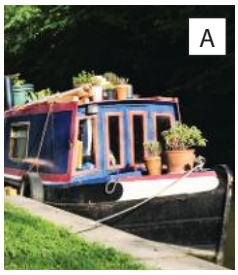
3 M Uzupełnij luki 1–4 w streszczeniu tekstu *Tiny House*, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. See Answer section

summary

A new kind of home is becoming more and more **1)** ..... recently. Tiny homes are just like traditional flats or homes except much smaller. These homes are **2)** ..... than regular housing which has become extremely expensive in some regions. In addition to being cheaper, some tiny homes offer increased flexibility as they can be **3)** ..... . Another benefit is tiny homes are generally **4)** ....., using far fewer resources to build and maintain than a typical home.

4 Could you live in a tiny home? Why or why not? See Answer section

5 Look at the photos of three tiny homes. Rank them in order from most to least preferred and give reasons to support your opinions. See Answer section







6 Imagine you were a billionaire. What special features would your home have? See Answer section
tennis court, media room, gourmet kitchen etc.

Wybór wielokrotny i zadanie z lukami

7 a) M Przeczytaj dwa teksty o luksusowych budynkach. Wykonaj zadania 1–8 zgodnie z poleceniami.

Text 1 Antilia: Mansion in the Sky

Topped only by Buckingham Palace, Antilia, a skyscraper mansion located in Mumbai, is the world's second most valuable piece of **residential** real estate. Built for India's wealthiest man, Mukesh Ambani, Antilia cost an astronomical one billion US dollars to **construct** and stands 27 stories high. Inside, six floors are devoted solely to housing Ambani's extensive **luxury** car collection, a full service petrol station and mechanic's garage. Antilia also boasts a fifty-seat cinema, Hindu **temple** and health spa. Numerous rooms are purpose-built for specific activities including a ballroom for throwing lavish events, a **tranquil** yoga room and even a 'snow room' designed to offer respite from Mumbai's sweltering summer temperatures. In it, artificially-created snowflakes are pumped through continuously, regardless of whether the room is occupied or not. In terms of more practical **amenities**, there are nine elevators and three separate helipads complete with their own air-traffic control centre. In order to keep the mega-mansion operating smoothly, Ambani employs over six hundred people, making monthly staffing costs alone more than most people spend **purchasing** their family home.

W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

1 According to the article, Buckingham Palace
- A cost more to build than Antilia.
- (B) is more expensive than Antilia.
- C is not considered to be residential.
- D is bigger than Antilia.

2 Six floors are dedicated to
- A cinema entertainment and relaxation.
- B specific activities.
- C guest parking.
- (D) expensive automobiles and their maintenance.

3 In the snow room, artificial snow is produced
- (A) constantly despite use.
- B only during the summer season.
- C using a special pump.
- D when someone enters the room.

4 According to the article, Ambani
- A pays his staff more than most people earn.
- (B) spends a ridiculous amount on upkeep.
- C employs an appropriate amount of workers.
- D hires only local people.

Text 2 Old versus New Luxury

Recently, two of the world's top five most expensive private residences have been up for sale. Although both properties are similarly valued, they could not be more different in character. The first is Villa Leopolda, **nestled** in the lush, green hills of the Cote D'Azur region of the French Riviera. This eleven bedroom, fourteen bathroom villa is named after the estate's original owner, King Leopold II of Belgium. However, the original structure was entirely replaced from 1929 to 1931. With twelve swimming pools, sport courts and over eight **hectares** of gardens including olive, lemon and orange trees, the exterior grounds of Villa Leopolda rival its luxurious interior, which is **adorned with** antiques and priceless artwork throughout. With a rich history and **idyllic** rural setting, Villa Leopolda appeals to buyers searching for a one-of-a-kind, grand luxury property.

For investors looking for a more modern take on ultra-luxury, one of the world's most expensive 'flats' is located in Monaco, the famed playground of the rich and famous. The Sky Penthouse Suite occupies the top five stories of the Tour Odeon, the second tallest building on the Mediterranean coast. **Occupants** of The Sky Suite can take in 360-degree views over the sea and city centre. On the roof, you will find a circular pool complete with a waterslide that descends to a balcony on a lower floor. There are **state-of-the-art** chefs' kitchens located on every level of the residence and the grand entrance hall, central staircase and most surfaces are constructed from the finest granite and marble. While The Sky Suite currently remains unsold, in a global economy in which the world's ultra-wealthy continue to amass massive personal fortunes, the developers and current owners Groupe Marzocco are confident the right buyer is out there.

Mediacja

Uzupełnij luki w zdaniach 5–8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

5 The area around the Villa Leopolda estate is lush and green.

6 Compared to the interior, the exterior of Villa Leopolda is just as beautiful.

7 According to the article, Monaco has a reputation for being the playground of the wealthy people.

8 Although the Sky Suite hasn't been sold yet, its owners are sure someone will purchase it soon.

b) Explain the words in bold in both texts.

See Answer section

2 Exam Skills Practice

USE OF ENGLISH

Konstrukcje bezokolicznikowe i gerundialne oraz imiesłowy

See pp. GR13-GR18

1 a) Complete each sentence in four different ways with words in the same form as in the examples.

She plans *to buy* / to paint / to sell / to decorate / to renovate the house.
I enjoy *cleaning* / gardening / cooking / baking / decorating.

Some verbs and adjectives are followed by infinitives. Other verbs and adjectives are followed by gerunds.

b) Look at the box, then expand the prompts to form sentences using present and past participles.

Present participles (verb + *-ing*) describe what sb/sth is.
The luxury of the hotel was amazing.
Past participles describe how sb feels.
They were amazed at the luxury of the hotel.

1 (view/penthouse/be/astonish)
The view from the penthouse is/was astonishing.
(she/be/astonish/view/penthouse)
She is/was astonished by the view from the penthouse.

2 (price/house/be/shock)
The price of the house is/was shocking.
(he/be/shock/price/house)
He is/was shocked by the price of the house.

Transformacje ze słowem kluczem

2 M Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–4). Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 Why is finding the perfect flat difficult?
EASY Why is it never easy finding / not easy finding the perfect flat?

2 Why do some young people not have enough money to live downtown?
AFFORD Why can't some young people afford to live downtown?

3 Do you like modern furniture and not antiques?
PREFER Do you prefer modern furniture to antiques?

4 Why is sharing a flat usually not a problem for university students?
MIND Why do university students usually not mind sharing a flat?

3 Ask and answer the questions in Ex. 2.

See Answer section

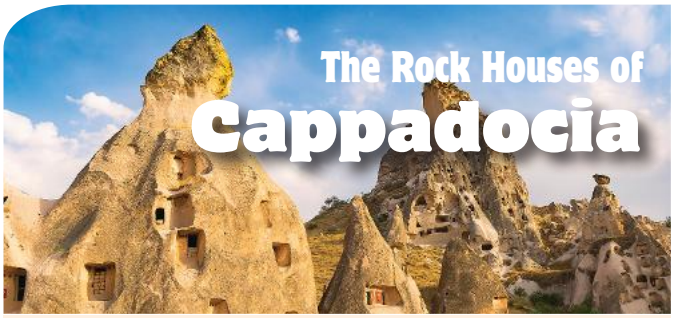
Tłumaczenie fragmentów zdań

4 M Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 There's no point (*oddawać do naprawy kuchenkę mikrofalową*) having the microwave repaired/fixed.
2 There was a very good reason for (*nie przeprowadzać się*) not moving to London this year.
3 Why not (*kupić dom*) buy a house in the country?
4 We advised her (*żeby przestała wynajmować*) to stop renting the flat to students.
5 We are looking forward (*żeby zobaczyć*) to seeing your new penthouse.

Słowotwórstwo

5 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem. Przekształć wyraz podany w nawiasie, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.



In an area of Central Turkey known as Cappadocia, one can find perhaps the world's strangest homes. What makes them particularly unusual is that they were carved into rock **1)** formations **(form)** created by the many volcanoes in the area. In **2)** prehistoric **(prehistory)** times, the eruption of these volcanoes covered Cappadocia with volcanic rock that was soft enough to carve into with simple tools but hard enough to withstand thousands of years of erosion.

As early as 2000 BC, people in the area carved their homes into the rock. Some of these homes were as tall as four storeys and there are even a couple of castles **3)** reaching **(reach)** as high as 90 metres. Floors were connected by stairways carved into the rock and there were large openings which served as windows to let in air and sunlight. **4)** Surprisingly **(Surprise)**, some of these ancient rock homes were inhabited until the late 1950s.

6 Change the following verbs into nouns using *-ation* or *-ion*.

1 organise organisation
2 infect infection
3 inform information
4 invent invention
5 educate education
6 transport transportation
7 perfect perfection
8 converse conversation
9 locate location
10 relate relation
11 examine examination
12 observe observation

7 Choose the correct answer.

1 June would be a good time to put your house on the ..... .
A sale (B) market C offer

2 Please make yourself at ..... while we wait for the estate agent.
A accommodation (B) home C place

3 There is a splendid ..... of the park from the bedroom window.
(A) view B sight C scene

4 They really ..... a chance when they bought that old villa; it was a big risk.
(A) took B collected C grabbed

5 Apart from the double bed, the house had no other ..... .
A equipment B appliances (C) furniture

6 Marek wanted a flat in a central ..... close to the university.
A region B district (C) location

7 We can leave whenever we want because we didn't ..... a lease.
(A) sign B autograph C write

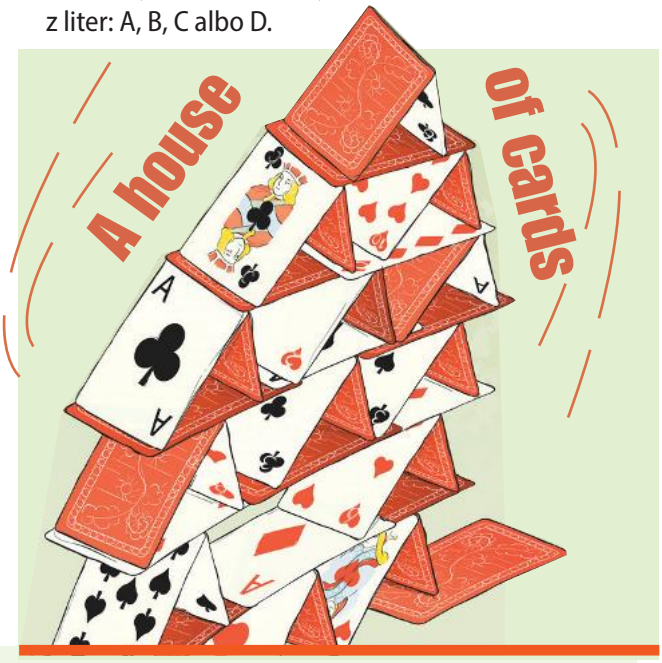
8 If you need money, you can ..... out rooms to students.
A change (B) rent C hire

9 We should get some dark curtains to ..... out the light.
(A) block B close C cut

10 The new owner ..... the building into four flats.
A sectioned B detached (C) divided

Wybór wielokrotny

8 M Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.



After only being in **1)** ..... for a little over six months, their business fell like a house of cards. 'House of cards' is a common idiom based on the children's pastime of constructing little houses with playing cards. One starts on a flat surface with two cards placed vertically and leaning against each other to form an upside down V. Then, more pairs of cards forming triangles **2)** ..... next to the first pair to make a row. Cards then go horizontally on top of the pairs, thus **3)** ..... roofs. The entire process is repeated using the roof cards as the flat surface to build **4)** ..... .
More storeys can then be added. Of course, the higher it gets, the more likely it is to collapse, which is why the idiom is used to describe a plan, organisation or system that can collapse or fail easily.

1 A construction C destruction
(B) existence D membership

2 A placed C are placing
B had been placed (D) are placed

3 (A) creating C doing
B originating D inspiring

4 A over (C) on
B into D along

9 Build a house of cards described in the text.

2 Exam Skills Practice

WRITING

Rozprawka wyrażająca opinię

Prepare for the task

Writing Tip:

Opinion essays are written in formal style. The writer expresses his/her viewpoint in the thesis statement, develops it in the main body and repeats it in the conclusion using different words. Arguments contrary to the viewpoint expressed in the thesis statement can be presented provided that the writer explicitly states that these are the views of others and explains why he/she does not agree with them.

1 Read the essay below on whether living in a hall of residence is better than a private flat when studying. What is the writer's opinion on the topic?

See Answer section



A Living in a hall of residence rather than a private flat seems to be the preference for most university students these days. 1) ..However.., having lived in both, I am of the opinion that living in one's own flat is better.

B 2) ..In the first place.., living in a flat gives you more control over your daily routine. 3) ..For example.., you can set your sleeping schedule and not worry about being kept awake by partying on your floor or being woken up by students leaving for early classes. 4) ..In addition.., you can set aside time for studying and be certain that you will not be disturbed.

C 5) ..Moreover.., you can choose when you want to be social and when you want to be alone. Although you will not have other students around you, you can make friends with people in your classes. You can go out with them after class and know that, whenever you come back to your flat, you will have peace and quiet.

D 6) ..Lastly.., when choosing to live in your own flat, you can choose the location that you want to be in. Instead of having to spend all of your time on the university campus, you can enjoy the benefits of living in any neighbourhood in the town or city. Also, you can live as close to or as far away from the campus as you like.

E 7) ..To sum up.., living in one's own place is better than being in a hall of residence because you have more control of your routines, you can decide when to be social, and you can choose what area you would like to live in.

2 A five-paragraph opinion essay can have the following parts. Match the descriptions (1–5) to the parts of the essay (A–E).

1	D	The writer's third viewpoint with supporting ideas
2	E	Restatement of the writer's opinion
3	B	The writer's first viewpoint with supporting ideas
4	A	Thesis statement and the writer's opinion
5	C	The writer's second viewpoint with supporting ideas

3 Opinion essays contain linking words and phrases for different purposes. For the numbers 1 to 7, choose a word or phrase in bold that fits in the text based on the purpose it is used for. Sometimes more than one word/phrase is possible.

To list viewpoints:
To start with, Firstly, ***In the first place****, In addition, Besides, Furthermore,* ***Lastly****,* ***Moreover****, Also*

To introduce supporting sentences (examples):
For example*, For instance, In particular, Such as/like*

To introduce opposing ideas:
On the other hand, ***However***

To conclude:
All in all, Lastly, Taking everything into account, ***To sum up****, All things considered*

Your turn

4 Look at the rubric in Ex. 5 and make notes in support of each side of the argument. Then, decide which side you agree with.

See Answer section

Exam Strategy

When you write an opinion essay where you need to take a side, brainstorm quickly and write down notes for the main points of both sides of the argument. Then, look at the points you have written down and choose the side based on where you have the most and best main points.

5 M Wielu ludzi uważa, że mieszkanie w domu na przedmieściach jest lepszą opcją dla osób pracujących zawodowo niż mieszkanie w centrum miasta. Napisz rozprawkę (200–250 wyrazów), w której przedstawisz swoją opinię na ten temat, odnosząc się do związanych z danym miejscem udogodnień i aspektów społecznych.

See Answer section

"Home is where the heart is."
Gaius Plinius Secundus, philosopher in Ancient Rome

1 Discuss what the quote means and what kind of answers the people below might have about where they feel at home and why.

• a teacher • a grandmother • a university student
• a teenager • a new immigrant

See Answer section

Opis ilustracji i odpowiedzi na pytania

Exam Strategy

When describing a picture, remember to include the following elements: place (where?), people and objects (who and what?), activities (what are they doing?)

2 M Describe the picture. See Answer section



USEFUL LANGUAGE

Picture Description

Setting the scene

This (scene) could be in …/This picture could have been taken in …

What/who is in the picture and where are they?

- In the picture I can see …/There's/There are …/There isn't a(n) …/There aren't any …
- At the top/bottom of the picture …/In the middle of the picture …/On the left/right of the picture …/next to/in front of/behind/near/on top of/under

What is happening?

The man/woman is … -ing/The people are … -ing/It's raining.

How people feel

- I think they are adj. (happy, content, sad, excited, bored, relaxed, nervous, etc.)
- I think they are feeling + adj.
- They look (very/quite/really) + adj.
- They appear to be (very/quite/really) + adj.

If something is not clear

It looks like a(n) …/It might be a(n) …/He/she could be … -ing/Maybe/Perhaps it's a(n) …

3 M Answer the questions.

1 How do you think the people feel about their living situation?
2 Would you like to live in a mobile home? Why or why not?
3 Tell me about a situation when you or someone you know experienced problems while moving house.

See Answer section

Wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania

4 M Popatrz na zdjęcie 1., 2. i 3. Razem ze współlokatorem wygrałeś/wygrałaś konkurs, w którym nagrodą jest odnowienie mieszkania w jednym z trzech stylów.

- Wybierz zdjęcie ilustrujące styl, który, Twoim zdaniem, będzie najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

See Answer section







USEFUL LANGUAGE

Making a choice

- I'd/would choose/I choose/My choice is/I'd go for Picture … because …
- I wouldn't choose Picture … because …/I wouldn't go for Picture … as it …/I reject Pictures … and … because they …/The reason why I wouldn't choose Picture … is …

5 M Answer these questions.

1 Why do some people want rooms in their homes decorated in different styles?
2 Why would teenagers want their room to be decorated in a modern style?

See Answer section

VOCABULARY BANK

2 Miejsce zamieszkania

Rooms & Household objects – Pomieszczenia i wyposażenie domu

blinds /blaɪndz/ (pl n) = żaluzje
built-in microwave (phr) = wbudowana kuchenka mikrofalowa
central heating (phr) = centralne ogrzewanie
coffee table /'kɒfi ˌteɪbəl/ (n) = stolik do kawy
converted /kən'vɜːtɪd/ (adj) = przerobiony, zaadaptowany
cooker hood /'kʊkə ˌhʊd/ (n) = okap kuchenny
curtain /'kɜːtən/ (n) = zasłona, firanka
dining table /'daɪnɪŋ ˌteɪbəl/ (n) = stół do jadalni
fireplace /'faɪəpleɪs/ (n) = kominek
fitted cupboards (phr) = szafki do zabudowy
floor-to-ceiling window (phr) = okno sięgające od podłogi do sufitu
floor speakers (phr) = głośniki podłogowe, kolumny głośnikowe
framed art (phr) = dzieło sztuki oprawione w ramę
glass shower (phr) = szklana kabina prysznicowa
kitchen island /'kɪtʃən ˌaɪlənd/ (n) = wyspa kuchenna (dodatkowa powierzchnia robocza w kuchni)
loft area (phr) = poddasze, strych; tu: antresola
mantelpiece /'mæntlpiːs/ (n) = gzyms, obramowanie kominka
marble work surfaces (phr) = wykonane z marmuru powierzchnie robocze
modern floor lamp (phr) = nowoczesna lampa podłogowa
office chair /'ɒfɪs tʃeə/ (n) = krzesło biurowe
purpose-built /pɜːpəs 'bɪlt/ (adj) = zaprojektowany i zbudowany w konkretnym celu
tiled floor (phr) = podłoga wyłożona płytkami/kafelkami
refrigerator /rɪ'frɪdʒəreɪtə/ (n) = lodówka
sectional sofa /ˌsekʃənəl 'səʊfə/ (n) = sofa modułowa (składająca się z części)
stool /stuːl/ (n) = stołek, taboret
wall shelf /'wɔːl ʃelf/ (n) = półka ścienna

Types of homes – Rodzaje domów i mieszkań

basement /'beɪsmənt/ (n) = piwnica, podpiwniczenie
basement flat (phr) = suterena
bedsit /'bedˌsɪt/ (n) = pokój do wynajęcia
block of flats (phr) = blok mieszkalny
cottage /'kɒtɪdʒ/ (n) = domek wiejski
detached house (phr) = dom jednorodzinny
hall of residence /ˌhɔːl əv 'rezɪdəns/ (n) = akademik, dom studencki, internat, bursa
mansion /'mænʃən/ (n) = rezydencja, willa, posiadłość
penthouse /'penthaʊs/ (n) = luksusowy apartament na ostatnim piętrze budynku
semi-detached house (phr) = bliźniak (dom połączony z innym)
studio /'stjuːdiəʊ/ (n) = tu: kawalerka

Architecture – Architektura

Building materials – Materiały budowlane

brick /brɪk/ (n) = cegła
cement /sə'ment/ (n) = cement
granite /'grænɪt/ (n) = granit
marble /'mɑːbəl/ (n) = marmur
plaster /'plɑːstə/ (n) = gips
stone /stəʊn/ (n) = kamień

Parts of a flat/house – Części mieszkania/domu

attic /'ætɪk/ (n) = strych, poddasze
balcony /'bælkəni/ (n) = balkon
ensuite /ˌɒn 'swiːt/ (adv) = łazienka w pokoju, przyległa łazienka
entrance hall /'entrəns hɔːl/ (n) = hol wejściowy
lobby /'lɒbi/ (n) = korytarz
open-concept kitchen (phr) = kuchnia na planie otwartym (bez ścianek działowych)
stairwell /'steəwel/ (n) = klatka schodowa
walk-in closet /'wɔkɪn klɒzɪt/ (n) = garderoba (w postaci osobnego pomieszczenia)

Buildings – Rodzaje budynków

car park /'kɑː ˌpɑːk/ (n) = parking
care home /'keə ˌhəʊm/ (n) = dom opieki
community centre /kə'mjuːnəti ˌsentə/ (n) = dom/ośrodek kultury
fire station /'faɪə ˌsteɪʃən/ (n) = remiza strażacka
health spa /'helθ ˌspɑː/ (n) = centrum odnowy biologicznej

Household chores – Prace domowe

buy groceries (phr) = kupować artykuły spożywcze
cut the grass (phr) = kosić, przycinać trawę
do laundry (phr) = robić pranie
do the washing-up (phr) = zmywać naczynia
dust /dʌst/ (v) = ścierać kurze
fold clothes (phr) = składać ubrania
hang the laundry (phr) = wieszać pranie
hoover/vacuum /'huːvə/'vækjuəm/ (v) = odkurzać (odkurzaczem)
iron /'aɪən/ (v) = prasować
mop /mɒp/ (v) = wycierać/zmywać mopem
set the table (phr) = nakrywać do stołu
sweep /swiːp/ (v) = zamiatać
tidy up /ˌtaɪdi 'ʌp/ (phr v) = robić porządki, sprzątać
walk the dog (phr) = wyprowadzać psa
wipe surfaces (phr) = przecierać ściereczką różne powierzchnie

Renting – Wynajmowanie mieszkania

affordable /ə'fɔːdəbəl/ (adj) = w przystępnej cenie
antique /æn'tiːk/ (adj) = zabytkowy, antyczny, starożytny
cosy /'kəʊzi/ (adj) = przytulny, wygodny, komfortowy
decorative /'dekərətɪv/ (adj) = ozdobny, dekoracyjny
estate agent /ɪ'steɪt ˌeɪdʒənt/ (n) = agent nieruchomości
flatmate /'flætmeɪt/ (n) = współlokator/współlokatorka
financial considerations (phr) = uwarunkowania finansowe
landlord/landlady /'lændlɔːd/'lændˌleɪdi/ (n) = gospodarz/gospodyni, właściciel/właścicielka
let /let/ (v) = wynajmować (np. mieszkanie, dom)
lease agreement (phr) = umowa najmu
occupant /'ɒkjʊpənt/ (n) = lokator, mieszkaniec
resident /'rezɪdənt/ (n) = mieszkaniec, rezydent
rent /rent/ (v) = wynajmować (np. mieszkanie, dom)
rent /rent/ (n) = czynsz, komorne
tenant /'tenənt/ (n) = lokator, najemca

Buying & Selling – Kupno i sprzedaż mieszkania

allowance /ə'laʊəns/ (n) = tu: rabat, zniżka, bonifikata
borrow /'bɒrəʊ/ (v) = pożyczać (coś od kogoś)
credit /'kredɪt/ (n) = kredyt
credit history /'kredɪt ˌhɪstəri/ (n) = historia kredytowa
consist of /kən'sɪst əv/ (phr v) = składać się z
conventional housing (phr) = tradycyjne budownictwo
fee /fiː/ (n) = opłata, honorarium
interest rate /'ɪntrəst ˌreɪt/ (n) = stopa procentowa
investor /ɪn'vestə/ (n) = inwestor
lend /lend/ (v) = pożyczać (komuś coś)
loan /ləʊn/ (n) = pożyczka
monetary /'mʌnɪtəri/ (adj) = walutowy, pieniężny
mortgage /'mɔːgɪdʒ/ (n) = hipoteka (kredyt pod zastaw domu)
price /praɪs/ (n) = cena
property /'prɒpəti/ (n) = posiadłość, nieruchomość, własność, mienie
purchase /'pɜːtʃəs/ (v) = nabywać, kupować
real estate /'rɪəl ɪˌsteɪt/ (n) = nieruchomość
reasonable offer (phr) = rozsądna oferta
savings account (phr) = konto oszczędnościowe
take out a mortgage (phr) = obciążyć hipotekę

Moving houses – Przeprowadzka

do up a house (phr) = odnowić dom
down payment /ˌdaʊn 'peɪmənt/ (n) = zadatek, przedpłata
exterior /ɪk'stɪəriə/ (n) = część zewnętrzna
fall behind with the rent (phr) = zalegać z czynszem
flexibility /ˌfleksə'bɪləti/ (n) = elastyczność
give a month's notice (phr) = złożyć wypowiedzenie z miesięcznym wyprzedzeniem
interior /ɪn'tɪəriə/ (n) = wnętrze
maintain /meɪn'teɪn/ (v) = utrzymywać, konserwować
make an offer (phr) = składać ofertę
move into a house/flat, etc (phr) = wprowadzić się do domu/mieszkania itd.
pay in advance (phr) = płacić z góry
place an offer (phr) = składać ofertę
sign a lease (phr) = podpisać umowę najmu
trend /trend/ (n) = kierunek, tendencja, trend

Home/House & its neighbourhood – Dom i jego okolica

amenity /ə'miːnəti/ (n) = udogodnienie
campus /'kæmpəs/ (n) = miasteczko studenckie
central location (phr) = położenie w centrum
centrally located (phr) = położony w centrum
construct /kən'strʌkt/ (v) = budować, konstruować
city centre /ˌsɪti 'sentə/ (n) = centrum miasta
developer /dɪ'veləpə/ (n) = deweloper, przedsiębiorca budowlany
environmentally friendly (phr) = przyjazny dla środowiska, ekologiczny

get on with your neighbours (phr) = mieć dobre relacje z sąsiadami
glamorous /ˈglæmərəs/ (adj) = efektowny, olśniewający
hectare /ˈhekteə/ (n) = hektar
housing trend (phr) = trend w budownictwie
idyllic /ɪˈdɪlɪk/ (adj) = sielankowy, idylliczny
lavish /ˈlævɪʃ/ (adj) = wystawny, pełen przepychu
lush /lʌʃ/ (adj) = (o roślinności) bujny
luxury /ˈlʌkʃəri/ (adj) = luksusowy
nestled /ˈnesəld/ (pp) = tu: umiejscowiony
outskirts /ˈaʊtskɜːts/ (pl n) = peryferie, obrzeża miasta
restore /rɪˈstɔː/ (v) = odnawiać
region /ˈriːdʒən/ (n) = region, okolica
residence /ˈrezɪdəns/ (n) = rezydencja
residential /ˌrezɪˈdenʃəl/ (adj) = mieszkalny
rural /ˈrʊərəl/ (adj) = wiejski
spacious /ˈspeɪʃəs/ (adj) = obszerny, przestronny
state-of-the-art /ˌsteɪt əv ðiː ˈɑːt/ (adj) = supernowoczesny, najnowocześniejszy
suburban /səˈbɜːbən/ (adj) = podmiejski
suburbs /ˈsʌbɜːbz/ (pl n) = przedmieścia
temple /ˈtempəl/ (n) = świątynia
tiny /ˈtaɪnɪ/ (adj) = niewielki, maleńki, malutki
traditional housing (phr) = tradycyjne budownictwo
tranquil /ˈtræŋkwɪl/ (adj) = cichy, spokojny
undeveloped /ˌʌndɪˈveləpt/ (adj) = niezabudowany
urban /ˈɜːbən/ (adj) = miejski



1 Choose the correct item.

1 Harry just ..... a lease for a beautiful property.
A made B placed C paid (D) signed

2 Mum asked me to help ..... the carpet for her.
A dust B mop (C) hoover D wipe

3 Mary asked to ..... some tools from us to fix her shelf.
(A) borrow B lend C give D purchase

4 David decided to install a ..... microwave in his kitchen.
A framed B fitted C converted (D) built-in

5 Tim did a lot of work to ..... the old cottage to its former glory.
A maintain B construct (C) restore D fold

6 Moving to a(n) ..... area on the edge of the city was a great idea.
A rural (B) suburban C urban D central

7 The ..... hotel was full of the finest furniture and expensive items.
A amenity (B) luxury C lush D tranquil

8 Andy is a great ..... who always helps me do our chores.
A tenant B resident C occupant (D) flatmate

Collocations

2 Fill in with: *loft*, *entrance*, *credit*, *real*, *interest*, *tiled*, *detached*, *reasonable*, *centrally*, *savings*, *cooker*, *sectional*.

1 The ...entrance... hall is a huge space that we share with the other flat.
2 Robert's house has a(n) ...loft... area that's great for storage.
3 Vicky couldn't get a mortgage because of her poor ...credit... history.
4 The ...interest... rate on this loan is really high.
5 My aunt has a(n) ...detached... house surrounded by a huge garden.
6 Make sure you turn on the ...cooker... hood before you start cooking.
7 I don't want to spend too much on the TV. Any model that's a ...reasonable... price will do.
8 Kim's ...savings... account has £1000 kept away for emergencies.
9 We bought a lovely ...sectional... sofa for the living room.
10 Prices are so high. ...Real... estate in the area is booming.
11 Fred prefers to live somewhere ...centrally... located, near the heart of town.
12 Penny's kitchen has a gorgeous ...tiled... floor.

Phrasal verbs/Prepositions

3 Complete with the correct particle.

1 We decided to do ...up... the house when we moved in.
2 Don't fall behind ...with... the rent.
3 Joe moved ...into... the house last year.
4 Some landlords ask you to pay ...in... advance.
5 I like my flatmate; we get ...on... with each other really well.
6 Bella tidied ...up... the living room after work.
7 Laura took ...out... a mortgage with the bank.
8 The property consists ...of... two floors.

I Exam Skills Check (Modules 1-2)

Rozumienie tekstów pisanych

Wybór wielokrotny i zadanie z lukami

1 Przeczytaj dwa teksty o osobowości człowieka. Wykonaj zadania 1–8 zgodnie z poleceniami.

Text 1 CAN I CHANGE WHO I AM?

"You can be whoever you want to be!" my mother and father used to encourage me. Go into any bookshop these days, and it would seem as though the world agrees. A large section of the bookshelves will be full of self-help and motivational books, many of which promise to turn you from a shy wallflower into a bold lion, from a stressed bungler into a confident over-achiever, from a loser into a winner. But psychologists from Freud and onwards have often stated that who we are – our personality, in other words – is pretty much fixed and finished by the age of five or six. Since the discovery of genes, there are others that say even five is way too late: who we are going to be is written on our chromosomes. So which is true? Can we really change who we are, or is that just a pipe dream?

Certainly, research does point to genetics and early childhood development as the key factors in creation of character. The questioning of identical twins who grew up apart never fails to discover two lives that mirror one another to an astounding degree. Twins raised hundreds or even thousands of miles distant dress in the same way and make similar life choices, have married people that resemble each other and pursue identical careers. This seems to point to the fact that the genes play a defining role in shaping people. Similarly, long-term studies which interview the same people every few years from childhood into adulthood reveal that personality traits at the ages of two and three are still present at the ages of forty-two and forty-three. So, isn't it completely pointless to make any attempt to change from an introvert, say, into an extrovert?

Yes and no, according to motivational experts. While a shy person is never likely to become a social star, they could learn behaviour that means their shyness does not create obstacles for them in their lives. Psychologist Christopher Peterson, for example, naturally an introvert, took up acting as a hobby when he realised public speaking was going to be part of his career. It allowed him to approach a lecture as playing a role in a play, until eventually it became learned behaviour. This can work because, though our genes are fixed from conception, our brain keeps developing well into our twenties and possibly beyond, and the way we react to life events is laid down in the neural pathways. Another good example of this is New Year's resolutions. They are commonly believed to be examples of wishful thinking, promises made one day and broken the next, but what is remarkable is how often they actually stick. Psychologists say they work so well because by deliberately performing, let's say, one kind act per day, we begin laying down a new neural pathway in our brain, which is, in the end, wide and permanent enough to make it an automatic reaction. You have essentially made yourself into a kinder person.

You can never change yourself completely, however, and in many ways it is wrong to try – or want to. Self-hatred is far more damaging mentally than not being the centre of attention at a party, and if you were shy and quiet as a child, it's perhaps better to find a career that suits you, like writing. What is more important is accepting and learning to love who you are, while at the same time addressing any parts of your personality that seem to be getting in the way of your dreams, goals and wishes. While I was writing this piece, I asked my mother what she had meant by "You can be whoever you want to be." She made no apologies, but simply said that I was lacking in confidence as a child, and her words were meant more as encouragement than a statement of fact. She was acting, in other words, like my own personal motivational speaker, and I thank her for that.

W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

1 Self-help book authors claim that
- (A) they can radically alter your personality.
- B psychologists are attacking them wrongly.
- C they can only make small changes to your character.
- D who you are is determined by your genes.

2 From the example of twins, we can conclude that
- (A) brothers and sisters raised apart would also show some similarities.
- B identical twins that grew up together would be different in character.
- C upbringing plays no role in the development of personality.
- D non-identical twins raised apart would show no such resemblance.

3 Which of the following is presented as an opinion?
- A We can teach ourselves to deal with uncomfortable situations.
- B The brain does not stop developing as soon as the body does.
- (C) People who make New Year's resolutions break them more often than not.
- D We have an ability to change our personality through repeated action.

4 In the article, the author argues that
- A nothing we do can change anything about us.
- B we can entirely change our character if we wish.
- C our personality develops slowly over time.
- (D) we can improve ourselves with work and time.

PHRENOLOGY-THE HANDS-ON SCIENCE Text 2

It may be hard to believe now, but in the 19th century, many top doctors and scientists believed that you could understand an individual's character simply by feeling the bumps on their head. Known as the science of phrenology, it influenced thinking in fields from criminology to education.

The principle behind the science was simple. The brain developed in proportion to the qualities an individual possessed or developed. Particular areas of the brain were believed to be responsible for particular traits, and if those were well-developed, it would show as a bump on that person's head.

Theorists divided the brain up into different areas, sometimes numbering more than 40, each responsible for a different character trait or mental ability. A phrenologist would finger the skull of a patient and make a diagnosis as to where they needed to make improvements. This was not an obscure corner of medicine, either: Queen Victoria and Prince Albert invited a famous phrenologist to examine their children's heads.

Exam Skills Check (Modules 1-2) I

Phrenology fell out of favour when it was unable to prove any of its theories worked in practice. It has been criticised ever since for providing scientific backing for racial discrimination, by arguing for the superiority of the European skull shape, and against equality of the sexes, by pointing to the smaller female forehead as evidence of their lesser intellectual ability.
Yet, the effects of phrenology were not all negative. Since it was believed that areas of the brain could change in size, the logical conclusion was that people's character and behaviour could change. This led to a radically different approach to areas such as criminology, where prisons began to be seen less as places of punishment and more as places where criminals could be turned into law-abiding citizens.

Uzupełnij luki w zdaniach 5–8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

5 In the title, the author refers to phrenology as "hands-on" because phrenologists would feel the bumps on their patients' heads .

6 The author uses the example of Queen Victoria and Prince Albert having their children's heads examined to show how popular phrenology was.

7 Phrenology was used to argue that non-Europeans were inferior to Europeans .

8 Phrenology benefited people who had committed crimes .

Rozumienie ze słuchu

Zadanie z lukami

2 🎧 Usłyszysz dwukrotnie wywiad na temat ciekawego muzeum. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

1 A New York tenement was a two or three-room home in a multi-storey building , which landlords rented to poor immigrants.

2 Using a place where people once actually lived has allowed the museum to create a unique/one-of-a-kind experience.

3 During their stay in the building, the Levines used their apartment for working in/a workspace as well as a place to raise their family.

4 City laws and rising wealth are mentioned as factors which resulted in tenements disappearing/led to the end of tenements . Overcrowding still exists to this day in New York City, however.

Znajomość środków językowych

Gramatykalizacja

3 Uzupełnij zdania (1–4). Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

1 We **(finish/paint)** will have finished painting the house by the time you return.

2 Susan would prefer **(not/have)** not to have any visitors this weekend.

3 The Smiths **(go/hike)** are going hiking in the countryside next weekend.

4 When Philip was younger, he **(not/mind/help)** didn't mind helping his mum with chores.

Część ustna

Rozmowa wstępna

4 Ask and answer. See Answer section

Człowiek
- What do you like to do with your family? (Why?)
- What does your best friend look like? What is he/she like?
- Do you think your clothes reflect your character? (Why?/Why not?)

Miejsce zamieszkania
- What's your favourite room in your house? (Why?)
- Would you like to change anything about your house? (Why/Why not?)
- Which household chores do you do regularly?

Opis ilustracji i odpowiedzi na pytania

5 Describe the picture. Then answer the questions. See Answer section



1 Why do you think these chess players are in a park?
2 Is it important to live near a park? Why? Why not?
3 Tell us about the last time you went to the park.

MODULE 3 Edukacja

VOCABULARY

School subjects

1 a) Listen to the announcements and tick (✓) which subjects are being taught this term.

- chemistry ☐ • art ✓ • English Literature ☐
- citizenship ☐ • history ✓ • drama ✓
- PSHE (Personal, Social, Health and Economic Education) ✓ • maths ✓ • Italian ☐
- business studies ☐ • biology ✓

Note: School subjects which appear plural (maths, physics) are singular. e.g. *Physics is her favourite subject.*

b) What other school subjects are missing from the list? What is your favourite subject and why do you enjoy it? Discuss. See Answer section

Marks & Requirements

2 a) Match the verbs (1–5) to the words (A–E) to form collocations.

1	D	learn	A on a test
2	E	submit	B a source
3	B	credit	C an exam
4	A	cheat	D (sth) by heart
5	C	pass	E an essay

b) Use the collocations from Ex. 2a in the correct forms to complete the sentences.

1 Last year I learned a poem by heart and I still remember it to this day.
2 If you cheat on a test, you will receive a mark of zero.
3 Claire studied very hard in order to pass the exam.
4 I need to work late tonight because tomorrow I have to submit an essay.
5 Whenever you use a quote, you must credit the source.

3 Fill in the gaps with: *mock*, *past*, *sciences*, *entrance*.

1 Kelly loves biology and chemistry, so she plans to study life sciences at university.
2 In order to get onto the course, you have to pass a(n) entrance exam.
3 Mock exams help students practise working under pressure before the actual final exams.
4 Look at some past papers to see the types of question that usually come up in the exam.

School life

4 a) Choose the correct particle to form phrasal verbs. Check in your dictionary.

1 You will fall down/behind/over in your studies if you skip too many classes.
2 I'm not sure what year it was. Can you look it up/over/in online for me?
3 It's important to look up/over/on your assignments before you hand them in so you can catch any mistakes or typos.
4 The geography class is too advanced for me. I can't keep to/in/up with the other students.
5 After Thomas missed a month of school, he spent two extra hours a day studying to catch in/up/on with his classmates.
6 We have to hand over/in/back our group assignment by the end of the week.
7 I hope the teacher hands in/up/back our tests soon. I'm anxious about my results.
8 This material will come by/to/up in the exam, so make sure you understand it.

b) **ROLE PLAY** Work with a partner or in small groups and create a dialogue using at least four of the phrasal verbs from Ex. 4a. Write about either: *failing an exam – finishing a group assignment – studying for a final exam.* See Answer section

5 Choose the verb which DOES NOT collocate with the noun. Check in your dictionary.

1 **An essay:** write – hand in – cheat on – mark
2 **School:** attend – skip – drop out of – study
3 **Class:** miss – retake – turn up – fail
4 **An exam:** study for – retake – drop out of – do
5 **An assignment:** hand down – do – fail – study for
6 **Notes:** take – look over – study – cheat on

Culture Spot



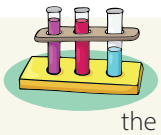
In primary schools in the UK, students raise an open hand if they want to speak.

In Polish primary schools, students raise their index and middle fingers, then stretch their arm upwards.



Extracurricular activities & After-school clubs

6 Fill in with: *life*, *problem*, *physical*, *educational*, *strategic*, *decision*, *coordination*, *virtual*.



Science club

Experience the age of the dinosaurs in a fun-filled 1) educational environment. Develop your analytical reasoning and 2) problem -solving skills through conducting experiments and research.



Chess club

Elevate your creativity and 3) decision-making skills while playing a game that is popular all over the world. Could you be the next grandmaster?



Tech club

Develop your skills for the 4) virtual world! Learn to write code and design a website or blog, build games to play with your friends, practise typing and discover how to utilize the Internet effectively.



Self-defence club

Are you good at sport? Do you try to be helpful, brave and courageous? Would you like better hand-eye 5) coordination in your movement? You should practise martial arts and get a full body workout.



Sports club

Teamwork, leadership and 6) strategic thinking are skills you develop with team sports. Participate in our team games to improve your 7) physical health while learning respect for others.



World food club

Experience a world of flavour! Understand culture and history through tasting and cooking international cuisine. Learn this important 8) life skill for lifelong healthy eating.

Education system

7 Fill in:

A • terms • breaks • timetable

1 Only older pupils at my school are allowed outside school grounds during lunch breaks.
2 The school year in the UK is generally divided into three terms.
3 I got my timetable – I can't believe I've got maths every day!

B • scholarship • tuition fees • registration fee • loans • debt

1 Students must pay a registration fee of £100 when they sign up to their course.
2 British universities can charge tuition fees of up to £9,000 per year.
3 Many university students have to take out loans in order to finance their studies.
4 Sam was told that a full sports scholarship would cover all his university and living expenses.
5 University students get part-time jobs in order to avoid getting into debt.

8 a) Listen and fill the gaps using the words: *primary*, *higher*, *kindergarten*, *undergraduate*, *secondary*, *pre-schools*, *postgraduate*, *technical*.

In my country, children start 1) kindergarten at four years old, but there are many 2) pre-schools for younger children to attend. 3) Primary school starts at six or seven and continues until you are fourteen. Most teenagers complete 4) secondary school by the age of seventeen or eighteen. Some people then go on to 5) higher education at university. Completing a(n) 6) undergraduate degree generally takes four years, and then there is the option to do 7) postgraduate studies. Many young people also opt for 8) technical schools or colleges where you can learn a practical trade such as mechanics or culinary skills.

b) Using the vocabulary from Ex. 8a, describe the education system in your country.

See Answer section

9 Choose the correct words to complete the sentences.

1 After submitting an essay, students should schedule a ..... with the relevant professor to discuss their work.
(A) tutorial B lecture C class

2 During lectures, students can make notes on the topic which they can discuss with their ..... groups the following day.
A training B professor (C) seminar

3 At the end of their degree, undergraduates must submit a(n) ..... of around ten thousand words.
(A) dissertation B presentation C essay

4 Following a bachelor's degree, many students chose to study a ..... degree.
A professor's (B) master's C PhD

10 Choose the right word. Check in your dictionary.

1 Long-distance/First-class/One-to-one tuition learning is very popular in remote areas of large countries.
2 Internship/Partnership/Tutorship programmes are the ideal way to find out what it's really like working for a company.
3 Stella's just completed her Bachelor of Arts certificate/diploma/degree with honours/marks/points and is thinking about doing a Master's.
4 In adult education, the subject/curriculum/skill is built around the student's needs.
5 If I get the job in France, I'll probably do a first/junior/refresher course for my French.
6 We'll be awarded/appointed/assigned our degrees at a graduation ceremony.
7 There are millions of illogical/illegible/illiterate adults in the world, and life-long learning can be a means of educating them.
8 Life-long learning helps people stay adaptive and competitive, enhancing career development/acknowledgement/accomplishment.

11 Complete the sentences with the correct form of the word in brackets.

1 His acceptance (accept) to university was based on his final exam marks.
2 Applicants for the position can prove their competence (compete) by performing well in the exams.
3 What are the requirements (require) to apply for the programme?
4 Government funding (fund) for education is decreasing in many countries.
5 Staff must maintain a working knowledge (know) of the current regulations by attending industry conferences.
6 The organisation produces its own educational (educate) materials.
7 High tuition fees can put a lot of financial (finance) stress on students.
8 IB schools are known internationally (international).
9 Attending further education courses can give people important qualifications (qualify) that help their careers progress.
10 As well as educational development, night school is an opportunity for personal growth (grow).

12 Complete the instructions on a university's website with: *contribute*, *lump*, *application*, *entitled*, *student*, *local*, *required*, *submitted*.



13 Read the quotes below. Which one do you like the most and why?

See Answer section

"And then I realized adventure was the best way to learn."
Anonymous

"Travel makes one modest. You see what a tiny place you occupy in the world."
Gustave Flaubert

"Studying abroad is the single most effective way of changing the way we view the world."
Chantal Mitchell

1 Imagine that you hear a teacher talking to students about different types of assignments and how they will be assessed. What words do you expect to hear

See Answer section

Wybór wielokrotny

Exam Tip: When you do a multiple choice task, read the questions and the choices before you start listening. Underline any keywords that you think will help you hear the information you need to answer the question.

2 a) Read the instructions below. Underline the important key words in the questions and choices.

See Answer section

b) M 🎧 Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1–2 zakreśl jedną z liter: A, B albo C.

Text 1

1 Marks for organising ideas will be awarded under
(A) content. B delivery. C appearance.

Text 2

2 Which of these is an opinion and not a fact?
A The student used ideas in the essay that weren't hers.
(B) The student couldn't have thought of the ideas in the essay on her own.
C The student didn't know how to provide references.

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Text 3

3 When did Carole get the idea for her platform?
A when she was teaching in South America
B two years ago
(C) when she was teaching Korean students
D when she was on social media

4 According to the interviewer, what is a common problem in EFL learning?
A the number of weekly classes
B online learning platforms
(C) lack of practical skill application
D the sizes of classes

5 What isn't included in the information posted on the site?
A taste in music
B the country you live in
C how good your English is
(D) your work experience

6 Why would advanced students want to connect with lower level ones?
A to talk about football
(B) to experience being a teacher
C to evaluate them
D to make more connections

3 Tell a partner why you would or wouldn't want to use Carole's social media platform.

See Answer section

4 Fill in each space with one of these words from the list.

• relevant • premise • enhance • launch • discipline

1 The publisher will ..launch.. their new textbook next year.
2 Use some ..discipline.. and make Billy finish his homework before watching TV.
3 You can ..enhance.. your presentation by including some interesting photos.
4 You will lose marks if your ideas are not ..relevant.. to the topic.
5 Your essay should have a basic ..premise.. that you will support.

Zadanie z lukami

Exam Tip: When listening for information to fill in gaps in a text, be careful with names. These will usually be spelt out in individual letters, so listen very carefully to avoid spelling errors. Also be aware of acronyms in the audio (collections of individual letter abbreviations) that might be included to confuse you.

5 M 🎧 Usłyszysz dwukrotnie wypowiedź o brytyjskim systemie edukacji. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

See Answer section

The Examination System in the UK

- General Certificate of Secondary Education (GCSE) introduced in 1988
- Replaced GCE 1) ..... or "O Levels"
- Studies run for a period of 2) .....

Important facts

- Introduced for students 3) ..... to leave education at 16 instead of pursuing A levels and university degrees.
- Changed in 2010 by education secretary Michael 4) ..... as part of government reforms.
- Grading covers both written coursework and examination papers.
- Overseen by 5 different exam boards within the United Kingdom.

6 Describe how you feel before you write an exam and why.

See Answer section

3 Exam Skills Practice

READING

Dobieranie

1 M Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (1–5). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania w kratki. Uwaga: w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

The International Baccalaureate

A The International Baccalaureate (or IB) is a non-profit educational organisation based in Geneva, Switzerland. It was **established** in 1968 by a group of teachers from the International School of Geneva. Their primary goal was to provide standardised courses and testing for students which would be accepted globally.

B Having worked at an international school, the founders **recognised** a need for standardisation. The majority of their students had been young people whose parents were **diplomats**, members of international organisations or multinational corporations whose jobs took them and their families all over the world, and these students needed to be able to move easily from one education system to another. **Initially**, the IB programme was available only to students aged sixteen to nineteen and existed only in Geneva. Currently, IB schools exist in fifty-six regions including countries in Africa, Europe, the Middle East, the Americas and Asia. IB schools now also include programmes for children as young as three years old. With the IB programme, a student can **effortlessly** move to another IB school in a completely different country knowing the curriculum and **expectations** will be similar.

C In terms of curriculum, IB programmes are designed to **challenge** students and promote independent and critical thinking. IB schools offer unusual classes not typically offered in other schools. Some of these include film, environmental systems and philosophy. According to the GD Goenka World School in India, other benefits of IB schools include high university acceptance rates for graduates and increased access to scholarships. Additionally, the World School states IB programmes focus on international issues in an attempt to create global citizens. **In line with** this philosophy, IB schools encourage students to understand and appreciate other cultures through learning about people and societies around the world.

D While the IB organisation exists as a not-for-profit initiative, it is not free for schools to use their curriculum and materials. As a result, many of the schools which offer the IB programme have high tuition fees, and are, therefore, available only to the **wealthy**. In several countries such as the USA and Canada, IB programmes are offered at free, government funded or 'public schools'. At these schools, students pay no tuition, and acceptance is often based on marks or proven academic ability. However, as budget cuts to education continue throughout the world, an **alarming** number of these IB schools are facing increasing financial pressure. Free IB schools in both countries may be forced to shut down their programmes due to a lack of funding.

In which paragraph does the author

1 mention that IB schools offer students unique courses? C
2 suggest that some IB schools are expensive? D
3 state that good grades can secure a place at some IB schools? D
4 say there are IB programmes available for pre-school aged children? B
5 explain the aim of the IB founders? A

2 Read the text again and answer the following questions. See Answer section

1 Who started the first IB school and why did they believe it was necessary to standardise education and testing?
2 Why do you think the programme was initially only open to older secondary students?
3 According to the text, what are three advantages of the IB programme?
4 What is one negative aspect the author mentions about IB schools?
5 How do IB schools try to create tolerant and open-minded students?
6 What is the author's purpose?

3 Look at the text in Ex. 1 and match the words in bold to their meanings. See Answer section

• worrying • firstly • rich • observed
• in agreement with • easily • standards
• test • officials representing a country abroad
• started

4 Complete the collocations using the words: *international*, *cuts*, *goal*, *citizens*, *critical*, *non-profit*.

1 ..critical.. thinking
2 global ..citizens..
3 ..international.. school
4 ..non-profit.. organisation
5 primary ..goal..
6 budget ..cuts..

5 Find and list five words and phrases that are used to introduce ideas in the text. See Answer section

6 Think Do you agree that learning about other people and cultures makes students more liberal and tolerant? In three minutes, write your opinion and then tell the class. See Answer section

Wybór wielokrotny i zadanie z lukami

7 a) M Przeczytaj dwa teksty związane ze studiowaniem za granicą. Wykonaj zadania 1–8 zgodnie z poleceniami.

Text 1

The Continuing Adventures of Tomek

My Academic Year Abroad

Blog entry 122, March 12

If you've been reading my blog, you'll know that I've spent the last seven months living in Montreal, Canada as an international student at a secondary school. Many of you have been leaving questions in the comments section, so I thought I'd use today's post to answer some of them. As always, I truly love reading all of your feedback so keep it coming!

The most frequent question I get in the comments section is 'How did you organise everything?'. The most direct and honest answer I can give is: I didn't. All the practical details were **facilitated** by a wonderful organisation called Year Abroad. They took care of finding a school in Montreal which accepts international students, **securing** accommodation with a host family and making sure the school credits I receive while away will be recognised by my local school board back in Poland. I learned about Year Abroad after representatives came to our school in Warsaw before the summer break. They did a presentation on the services they offer organising academic years in foreign countries and I was immediately **hooked**! I knew it was something I just had to do, and I spoke to my family that night about the possibility. The Year Abroad team members took care of all the arrangements and even **walked** me **through** the application process for obtaining a student visa. I would suggest anyone considering an academic year abroad **look into** an organisation like Year Abroad.

W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu 1. Zakreśl jedną z liter: A, B, C albo D.

1 The purpose of Tomek's blog post is to
- A entertain and amuse.
- (B) inform and advise.
- C explain and warn.
- D express opinions.

2 Who organised Tomek's year abroad?
- A He did it himself.
- B An international school in Montreal.
- C His local school board in Poland.
- (D) Members of an organisation who gave a presentation at his school.

3 What did Tomek want to ensure about his year abroad?
- (A) His marks would be accepted back in Poland.
- B He would be placed with a good host family.
- C Enrolment at a specific school.
- D Year Abroad staff would apply for his visa.

Text 2

My Year in Paris

Dorota

Blog entry 177, April 9

Greetings from Paris. Thank you as always for stopping by my blog. I thought I'd answer some of the questions from my chat section. I really appreciate all of your comments! Keep it coming! This post is going to tackle three questions: if it's been difficult to adjust to life in Paris, if I've experienced culture shock, or if I've felt homesick.

Of course the answer is a **resounding** 'yes'. During my first week in Paris, I felt extremely lonely, and I wondered what I'd got myself into. My host family was **hospitable** and kind, but I missed my family. In terms of culture shock, Paris isn't that different from Warsaw in a lot of ways. Being able to communicate in French certainly made the **transition** easier. I never thought all those boring language lessons would prove to be so invaluable! It didn't take long for me to **settle in**, and I started to feel less isolated as soon as I started classes and began to make friends at my new school. My advice to young people considering a similar programme would be to be patient with yourself when you first arrive in your host country. You might feel like a fish out of water at the beginning, but if you maintain a positive attitude and keep busy, you'll feel at home **in no time**.

4 What does Tomek mean when he says he 'was immediately hooked' on the idea of studying abroad?
- A He was nervous about it.
- (B) He was very interested and enthusiastic about it.
- C He was caught unaware by it.
- D He didn't like the idea at first.

Mediacja

Uzupełnij luki w zdaniach 5–8 zgodnie z treścią tekstu 2, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

5 Dorota's followers sent her questions via ..... of her site.

6 Dorota experienced ..... during her first week in Paris.

7 In Paris, Dorota didn't experience as much culture shock as she expected partially because she ..... earlier.

8 A year abroad can be difficult, but by being patient, having a lot to do and ....., young people can feel good in their host country.

See Answer section

b) Explain the words in bold in both texts.

See Answer section

3 Exam Skills Practice

USE OF ENGLISH

Czasowniki modalne

See pp. GR19-GR23

1 Match each modal verb to its meaning.

1 E You **mustn't** skip classes.
2 D Ann **must** be ill today.
3 J You **should** study more.
4 H **May** I borrow your notes?
5 I **Shall** I help you with that?
6 A You **needn't** have studied.
7 G I think you **will** do well.
8 C I **might** be late tomorrow.
9 F I **can't** answer that question.
10 B You **must** obey all the rules.

A lack of necessity
B obligation
C possibility
D near certainty
E prohibition
F lack of ability
G prediction
H permission
I offer
J advice

Transformacje bez słowa klucza

2 M Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–10). Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie trzy wyrazy.

1 You are not allowed to use your phone in this class.
You must not use your phone in this class.
2 Our teacher predicted the low marks.
"Your marks will be low", our teacher predicted.
3 Would you like me to lend you my notes?
Shall I lend you my notes?
4 I'm certain the test is on Tuesday.
The test must be on Tuesday.
5 I advise you against leaving your work until the last day.
You should not/shouldn't leave your work until the last day.
6 It's possible that I'll go to university after school.
I might go to university right after school.
7 The project has to be finished by next Friday.
You must finish the project by next Friday.
8 Do I have permission to go out of the classroom for a moment?
May I leave the classroom for a moment?
9 It is not necessary for you to answer question 16.
You need not/needn't answer question 16.
10 I couldn't follow the teacher's instructions.
I wasn't able to follow the teacher's instructions.

Gramatykalizacja

3 M Uzupełnij zdania 1–4. Wykorzystaj w odpowiedniej formie podane w nawiasach wyrazy. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

1 Students (be/prohibit) are prohibited from eating in the classroom.
2 You (not/need) don't need to/needn't attend the meeting, it's voluntary.
3 She (must/leave) must have left her book in the classroom and now she can't do her homework.
4 I (not/able) was not/wasn't able to finish the homework last night, it was too difficult.

Zadanie z lukami

4 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

far | educate | little | disappoint | install | amaze



A School in the cloud

The school in the cloud refers to an idea that was proposed by an Indian educator named Sugata Mitra in 2013. He originally got the idea from experiments he had done with computers and uneducated children in India. He started by **1)** installing a computer in a wall of a slum close to where he worked in Delhi. Much to his **2)** amazement, when he returned at the end of the day, he found that a group of children had taught themselves how to use the computer.

In **3)** further experiments, he installed computers in remote villages in India and just left them there for a few weeks. When he returned, he found that the local children had taught themselves all sorts of things, from the English language to university level science courses. Mitra then coined the term Minimally Invasive Education, which suggests that children with access to **4)** educational resources on the Internet could teach themselves with minimal dependence on teachers.

5 Change the following verbs into nouns for jobs related to education using *-or* or *-er*. What do verbs that end in *e* take?

See Answer section

1 teach ..... teacher .....
2 profess ..... professor .....
3 publish ..... publisher .....
4 write ..... writer .....
5 examine ..... examiner .....
6 invigilate ..... invigilator .....
7 administrate ..... administrator .....
8 counsel ..... counsellor .....
9 inspect ..... inspector .....
10 edit ..... editor .....

6 Choose the correct answer.

1 The teacher needed to ..... a study session for us.
A speak B programme (C) schedule

2 I found out that I ..... the exam with honours.
(A) passed B succeeded C wrote

3 Lisa led a class ..... about improving the education system.
(A) discussion B argument C dialogue

4 The best student in the school will receive the ..... .
A reward (B) award C benefit

5 Edward received a ..... when he completed the cooking class.
A diploma B degree (C) certificate

6 We can start answering as soon as they ..... the exam papers.
(A) hand out B hand in C hand over

7 Greta was ..... at home by her parents.
A learned (B) educated C informed

8 Ron ..... his graduate degree at Cambridge.
(A) completed B ended C accomplished

9 You shouldn't ..... the opportunity to attend university.
A fail (B) miss C lose

10 The school always ..... the award ceremony in the auditorium.
(A) holds B launches C makes

Zadanie z lukami

7 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.



The **CELTA** Course

The Certificate in English Language Teaching to Adults

The Certificate in English Language Teaching to Adults (CELTA) is a four-week entry-level course that prepares trainees to teach English as an additional language. It originated from a course that was first offered in London in 1962 and subsequently grew into the world's 1) ..... most ..... popular training course for English language teachers. Currently, it is offered in more than 60 countries, and there can be more than 800 courses offered globally in one year.

One of the 2) ..... reasons ..... for the CELTA's popularity is that the courses are strictly controlled to make sure that every course offered 3) ..... meets ..... the required standard. What this means is that a trainee can choose to take a course in their own country, a country they'd like to visit or a country where they plan to work as a teacher. Because all CELTA courses are thought to be equal, an employer will accept a teacher's CELTA qualification regardless of where the course 4) ..... was ..... delivered.

8 How can CELTA help future teachers? Discuss in groups. Alternatively, have a debate.

See Answer section

3 Exam Skills Practice

WRITING

Rozprawka za i przeciw

Prepare for the task

1 Read the explanation of a for-and-against essay, and think about the words that might be missing. Then, read the sample essay and try to write in the missing words.

A for-and-against essay is a discursive essay in a 1) formal style which presents the advantages and disadvantages of a certain topic. It has the following structure:

- an introduction which presents the 2) topic but does not offer an 3) opinion .
- body paragraphs which start with a 4) topic sentence to say if the arguments in the paragraph are for or against. The arguments in each paragraph are supported with justifications and/or 5) examples . There are usually 2 to 3 arguments for or against in each paragraph.
- a conclusion where you state your 6) opinion or provide a balanced summary of the topic. Remember, you must not state your opinion or use opinion words such as *I believe* or *I feel* in the 7) introduction or in the main 8) body paragraphs. They can only be used in the conclusion.

A Home education has actually been around for hundreds of years, but for most of that time it was only rich families that hired tutors to teach their children. In the 20th century, it became an option for any parents wishing to teach their children at home. Those parents see definite advantages of home education, while others see significant problems with it.

B There are certainly some clear advantages to home education. First of all, the parents can focus on exactly what their child needs. For instance, if the child is skilled at reading but weak in maths, the parent can spend more time on maths and less on reading. Moreover, by learning more about the child's interests and abilities, the parents will be able to suggest a logical path for the child's educational development.

C On the other hand, there can be serious problems when children are kept out of the classroom. This is because the child will lack social contact with others of the same age. Consequently, their social development may not keep pace with their educational development. This could lead to social problems when the child enters college or university.

D All things considered, although there are disadvantages to home education, I believe that parents can provide a better education for a child than a teacher can because they can more easily make necessary adjustments. Also, there are things a parent can do to compensate for the reduced social contact a child will have.

2 Complete the following table with the line number(s) for the following body paragraph features:

Body Paragraph 1	
Topic sentence	8, 9
Arguments for	9–10, 12–14
Example/ Justification	10, 11, 12

Body Paragraph 2	
Topic sentence	16, 17
Arguments against	17, 18
Example/ Justification	19, 20

3 All essays contain words and phrases to introduce ideas. Read the sample essay again and underline any words and phrases that could be used in other for-and-against essays.

Your turn

4 Read the rubric below and write down some arguments for and against. See Answer section

Exam Strategy

Before you start writing a for-and-against essay, brainstorm some arguments for and arguments against. Then, choose two or three of each that you could most easily elaborate on. Use those ones in your essay with justifications and/or examples.

Many students decide to choose a university located within a significant distance from their home instead of choosing one that is located nearby. Write an essay in which you present the pros and cons of this decision.

Arguments for	Arguments against

5 M Wielu przyszłych studentów decyduje się na wybór uczelni znacznie oddalonej od ich rodzinnego domu, zamiast wybrać taką, która znajduje się w pobliżu. Napisz rozprawkę (200–250 wyrazów), w której przedstawisz zalety i wady takiego rozwiązania. See Answer section

"Teachers open the door, but you must enter by yourself."
Chinese proverb

1 Discuss what the quote means and what you think the role of teachers and students should be in education.
See Answer section

2 Tell your partner what you like and don't like about the classroom you are studying in now.
See Answer section

Wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania

Exam Strategy

When you have to choose one of three pictures that you'd prefer, choose the one that you can provide the most reasons for it being a preferred choice. It doesn't really matter if it actually would be your first choice.

3 M Popatrz na zdjęcie 1., 2. i 3. Twoja grupa na kursie przygotowawczym na studia ma wybrać najbardziej skuteczny sposób uczenia się.
- Wybierz zdjęcie przedstawiające środowisko edukacyjne, które najbardzie Ci odpowiada, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

See Answer section

USEFUL LANGUAGE

- I like the first/second/third one because ...
- I think the first/second/third one would be best because ...
- My preference would be the first/second/third one because ...
- I'd go with the first/second/third one because ...

4 M Answer two of these questions.
See Answer section

1 What would your ideal classroom environment be like?
2 What environments other than a classroom would be good for learning in and why?
3 What is your learning style? Do you remember something more easily after writing it down, looking at pictures or video of it or speaking about it with others?
4 What would your ideal school be like?
5 Who should make decisions about education and why?







Rozmowa z odgrywaniem roli

Exam Strategy

Read the rubric and the four pieces of information you need to include. Brainstorm some ideas you could mention or some questions you could ask before you begin the conversation.

5 M Do Twojej klasy dołączył anglojęzyczny uczeń. Nauczyciel poprosił Cię o przekazanie mu najważniejszych informacji dotyczących szkoły. W rozmowie z nowym uczniem omów 4 poniższe kwestie.
- liczebność klas
- szkolne obiekty budowlane i pomieszczenia
- zajęcia pozalekcyjne
- personel

See Answer section

USEFUL LANGUAGE

- Let me ... (give you the most important information about ...)/ I'd like to .../The school offers/provides .../ We have ...
- Would you like to .../ Are you interested in ...
- I'd love to .../ I'd prefer ...
- You'll love .../The most important thing would be ... / Above all ...

VOCABULARY BANK

3

Edukacja

School subjects – Przedmioty nauczania

art /ɑːt/ (n) = zajęcia artystyczne, plastyka
biology /baɪˈɒlədʒi/ (n) = biologia
business studies /ˈbɪznəs ˌstʌdiz/ (n) = przedsiębiorczość (przedmiot szkolny)
chemistry /ˈkemɪstri/ (n) = chemia
citizenship /ˈsɪtɪzənʃɪp/ (n) = wiedza o społeczeństwie
drama /ˈdrɑːmə/ (n) = zajęcia teatralne
English literature /ˌɪŋglɪʃ ˈlɪtrətʃə/ (n) = literatura angielska
history /ˈhɪstri/ (n) = historia
Italian /ɪˈtæljən/ (n) = język włoski
maths /mæθs/ (n) = matematyka
physics /ˈfɪzɪks/ (n) = fizyka
PSHE /ˌpiː es eɪtʃ ˈiː/ (n) = edukacja osobista, społeczna, zdrowotna i ekonomiczna (nazwa przedmiotu w brytyjskich szkołach)

School rooms – Pomieszczenia szkolne

art study /ɑːt ˈstʌdi/ (n) = pracownia plastyczna
auditorium /ˌɔːdɪˈtɔːrɪəm/ (n) = sala widowiskowa/wykładowa
building facility (phr) = obiekt budowlany
classroom /ˈklɑːsruːm/ (n) = sala lekcyjna
computer lab /kəmˈpjuːtər læb/ (n) = pracownia komputerowa
concert hall (phr) = sala koncertowa
corridor /ˈkɒrɪdɔː/ (n) = korytarz
gym /dʒɪm/ (n) = sala gimnastyczna
lecture room /ˈlektʃə ruːm/ (n) = sala wykładowa
library /ˈlaɪbrəri/ (n) = biblioteka
science lab /ˈsaɪəns læb/ (n) = laboratorium naukowe
theatre /ˈθɪətə/ (n) = tu: sala teatralna

School objects/accessories/tools – Przybory szkolne i narzędzia edukacyjne

computer /kəmˈpjuːtə/ (n) = komputer
conduct experiments (phr) = przeprowadzać eksperymenty, doświadczenia
engaging tool (phr) = angażujące narzędzie (np. wspomagające uczenie się)
enhance /ɪnˈhɑːns/ (v) = poprawić, wzmocnić, podnieść (np. wartość)
examination paper (phr) = arkusz egzaminacyjny
IWB (Interactive Whiteboard) (phr) = tablica interaktywna
laptop /ˈlæptɒp/ (n) = laptop
online learning platform (phr) = internetowa platforma edukacyjna
technology /tekˈnɒlədʒi/ (n) = technologia
traditional classroom materials (phr) = tradycyjne materiały lekcyjne
whiteboard /ˈwaɪtbɔːd/ (n) = biała tablica

Marks & Requirements – Oceny i wymagania

cheat on a test (phr) = ściągać na sprawdzianie
credit a source (phr) = podać źródło informacji
entrance exam /ˈentrəns ɪgˌzæm/ (n) = egzamin wstępny
learn (sth) by heart (phr) = nauczyć się (czegoś) na pamięć
life science /ˈlaɪf ˌsaɪəns/ (n) = nauki przyrodnicze
mock exam (phr) = egzamin próbny
pass the final exam (phr) = zdać egzamin końcowy
past papers (phr) = arkusze egzaminacyjne z poprzednich sesji
submit an essay (phr) = oddać wypracowanie

School life – Życie szkolne

academic year /ækəˌdemɪk ˈjɪə/ (n) = rok akademicki
assignment /əˈsaɪnmənt/ (n) = zadanie domowe, praca domowa
attend school (phr) = uczęszczać do szkoły
catch up with sth/sb /ˌkætʃ ˈʌp wɪð/ (phr v) = nadrobić coś (np. zaległości), dogonić kogoś, osiągnąć czyjś poziom
classmate /ˈklɑːsmeɪt/ (n) = kolega/koleżanka z klasy
come up /ˌkʌm ˈʌp/ (phr v) = tu: pojawiać się, występować
drop out (of a school, a course) /ˌdrɒp ˈaʊt/ (phr v) = porzucić (szkołę), zrezygnować (z kursu)
essay /ˈeseɪ/ (n) = wypracowanie, esej, rozprawka
fail (an exam) /feɪl/ (v) = oblać (egzamin)
fall behind (with one's studies) /ˌfɔːl bɪˈhaɪnd/ (phr v) = nie nadążać (z nauką), mieć zaległości (w nauce)
feedback /ˈfiːdbæk/ (n) = informacja zwrotna
gown /gaʊn/ (n) = toga
hand back /ˌhænd ˈbæk/ (phr v) = zwrócić, oddać
hand down /ˌhænd ˈdaʊn/ (phr v) = przekazać
hand in (an assignment) /ˌhænd ˈɪn/(phr v) = oddawać (zadanie domowe)
keep up with (other students) /ˌkiːp ˈʌp wɪð/ (phr v) = nadążać za (innymi uczniami), utrzymywać ten sam poziom co (inni uczniowie)
look over /ˌlʊk əʊvə/ (phr v) = przeglądać, sprawdzać (coś)
look up /ˌlʊk ˈʌp/ (phr v) = sprawdzić
mark /mɑːk/ (v) = oceniać, wystawiać stopnie
miss /mˈɪs/ (v) = przegapić, opuścić
oversee /ˌəʊvəˈsiː/ (v) = nadzorować
retake /ˌriːˈteɪk/ (v) = przystępować ponownie do egzaminu, zdawać egzamin poprawkowy
skip school (phr) = opuszczać zajęcia w szkole, wagarować
study (for an exam) /ˈstʌdi/ (v) = uczyć się (do egzaminu)
take notes (phr) = robić notatki

Extracurricular activities & After-school clubs – Zajęcia pozalekcyjne i kółka zainteresowań

analytical reasoning (phr) = myślenie analityczne
chess club /ˈtʃes klʌb/ (n) = klub szachowy
creativity /ˌkriːeɪˈtɪvəti/ (n) = kreatywność
decision-making skills (phr) = umiejętność podejmowania decyzji
design a website (phr) = zaprojektować stronę internetową
educational /ˌedjuˈkeɪʃənəl/ (adj) = edukacyjny
fun-filled /ˈfʌn fɪld/ (adj) = zapewniający wiele rozrywki
hand-eye coordination (phr) = koordynacja wzrokowo-ruchowa
leadership /ˈliːdəʃɪp/ (n) = zdolności przywódcze
life skill /ˈlaɪf skɪl/ (n) = umiejętność przydatna w życiu
physical health (phr) = zdrowie fizyczne
problem-solving skills (phr) = umiejętność rozwiązywania problemów
respect /rɪˈspekt/ (n) = szacunek
science club /ˈsaɪəns klʌb/ (n) = kółko naukowe
self-defence club /ˌself dɪˈfens klʌb/ (n) = klub samoobrony
sports club /ˈspɔːts klʌb/ (n) = klub sportowy
strategic thinking (phr) = myślenie strategiczne
teamwork /ˈtiːmwɜːk/ (n) = praca zespołowa
tech club /ˈtek klʌb/ (n) = klub techniczny
utilize /ˈjuːtəlaɪz/ (v) = wykorzystywać
virtual world (phr) = świat wirtualny
world food club /ˌwɜːld ˈfuːd klʌb/ (n) = klub popularyzujący różne kuchnie świata

Education system – System edukacji

break /breɪk/ (n) = przerwa
budget cut /ˈbʌdʒɪt kʌt/ (n) = cięcie budżetowe
college /ˈkɒlɪdʒ/ (n) = szkoła wyższa, uniwersytet
founder /ˈfaʊndə/ (n) = założyciel
home schooling /ˈhəʊm ˌskuːlɪŋ/ (n) = edukacja domowa, nauczanie w domu
kindergarten /ˈkɪndəgɑːtən/ (n) = przedszkole
lecture /ˈlektʃə/ (n) = wykład
lunch break /ˈlʌntʃ breɪk/ (n) = przerwa na lunch
postgraduate studies (phr) = studia podyplomowe (magisterskie, doktoranckie)
pre-school /ˈpriː skuːl/ (adj) = przedszkolny
primary school /ˈpraɪməri ˌskuːl/ (n) = szkoła podstawowa
registration fee /redʒɪˈstreɪʃən ˌfiː/ (n) = opłata za rejestrację, wpisowe
scholarship /ˈskɒləʃɪp/ (n) = stypendium
school grounds /ˈskuːl ˌgraʊndz/ (pl n) = teren szkoły
secondary school /ˈsekəndri ˌskuːl/ (n) = szkoła średnia
senior /ˈsiːniə/ (adj) = starszy, wyższy rangą
student loan /ˌstjuːdənt ˈləʊn/ (n) = pożyczka studencka
student visa /ˌstjuːdənt ˈviːzə/ (n) = wiza studencka
technical school /ˈteknɪkəl ˌskuːl/ (n) = technikum
term /tɜːm/ (n) = semestr
timetable /ˈtaɪmteɪbəl/ (n) = rozkład zajęć
tuition fees /tjuˈɪʃən ˌfiːz/ (pl n) = czesne (np. opłata za studia)
tutorial /tjuˈtɔːriəl/ (n) = indywidualne konsultacje (na studiach)
undergraduate degree /ˌʌndəˈgrædʒuət dɪˈgriː/ (n) = stopień licencjata
university /juːnɪˈvɜːsəti/ (n) = uniwersytet
uneducated /ʌnˈedjukeɪtɪd/ (n) = niewykształcony

Lifelong learning – Uczenie się przez całe życie

acceptance /əkˈseptəns/ (n) = tu: przyjęcie na uczelnię wyższą
acceptance rate /əkˈseptəns reɪt/ (n) = tu: wskaźnik pokazujący liczbę osób, które zostały przyjęte na uczelnię wyższą
adult education /ˌædʌlt edjuˈkeɪʃən/ (n) = kształcenie dorosłych
application form /ˌæplɪˈkeɪʃən ˈfɔːm/ (n) = podanie, formularz zgłoszeniowy
apply for a programme (phr) = zgłosić się do programu
award a degree (phr) = nadać stopień naukowy
Bachelor of Arts degree (phr) = tytuł licencjata w dziedzinie nauk humanistycznych

be entitled (to sth) /bi ɪn'taɪtəld/ (v) = być uprawnionym (do czegoś)
career development /kə'rɪə dɪ'veləpmənt/ (n) = rozwój zawodowy
certificate /sə'tɪfɪkət/ (n) = świadectwo, dyplom, certyfikat
challenge /'tʃælɪndʒ/ (v) = zmobilizować, pobudzić
culture shock /'kʌltʃə ʃɒk/ (n) = szok kulturowy
curriculum /kə'rɪkjʊləm/ (n) = program nauczania
diploma /dɪ'pləʊmə/ (n) = dyplom
dissertation /ˌdɪsə'teɪʃən/ (n) = dysertacja, rozprawa (np. doktorska)
entry-level course /'entri levəl ˌkɔːs/ (n) = kurs podstawowy/ dla początkujących
financial stress (phr) = presja ekonomiczna
financial support (phr) = wsparcie finansowe
government funding /'gʌvənmənt 'fʌndɪŋ/ (n) = finansowanie z budżetu państwa
graduation ceremony /ˌgrædʒu'eɪʃən ˌserəməni/ (n) = uroczystość z okazji ukończenia szkoły średniej lub studiów
honours /'ɒnəz/ (pl n) = tu: wyróżnienie
illiterate /ɪ'lɪtərət/ (adj) = niepiśmienny
internship /'ɪntɜːnʃɪp/ (n) = praktyka (np. studencka)
International Baccalaureate /ɪntəˌnæʃənəl bækə'lɔːriət/ (n) = matura międzynarodowa
local education authority (phr) = wydział/ kuratorium oświaty
long-distance learning (phr) = nauczanie zdalne
lump sum /ˌlʌmp 'sʌm/ (n) = jednorazowa wpłata, zapłata całej kwoty na raz
master's (degree) /'mɑːstəz/ (n) = stopień magistra
non-profit /ˌnɒn 'prɒfɪt/ (adj) = nienastawiony na zyski, niedochodowy, niezarobkowy
one-to-one tuition (phr) = nauczanie indywidualne
PhD /ˌpiː eɪtʃ 'diː/ (n) = stopień doktora nauk humanistycznych
pay in instalments (phr) = płacić w ratach
presentation /ˌprezən'teɪʃən/ (n) = prezentacja, pokaz
refresher course /rɪ'freʃə ˌkɔːs/ (n) = kurs doszkalający
requirement /rɪ'kwaɪəmənt/ (n) = wymóg
recognised /'rekəgnaɪzd/ (adj) = uznany
seminar /'semɪnɑː/ (n) = seminarium (zajęcia specjalizacyjne dla studentów starszych lat wymagające aktywnego udziału)
skill /skɪl/ (n) = umiejętność
submit /səb'mɪt/ (v) = przedstawić, złożyć, oddać
trainee /ˌtreɪ'niː/ (n) = praktykant, kursant



1 Choose the correct item.

1 The ..... fees for this university are £9000 per year.
(A) tuition B tutorial C trainee D term

2 Students have to ..... the test if they fail.
(A) retake B credit C miss D submit

3 Paul will write a 15,000 word ..... instead of taking an exam.
A lecture B curriculum (C) dissertation D essay

4 Erika has a Bachelor's ..... in creative writing.
A diploma (B) degree C certificate D exam

5 The class has to ..... their finished essays by Friday.
A pass B utilize (C) submit D award

6 Local families can get ..... funding towards tuition.
(A) government B technical C acceptance D international

7 A PhD is an important ..... degree that some people need for their jobs.
A undergraduate (B) postgraduate C entry-level D secondary

8 The course helps students develop analytical ..... skills.
A learning B creativity C trainee (D) reasoning

Collocations

2 Fill in with: *application*, *home*, *entrance*, *refresher*, *lump*, *decision*, *graduation*, *strategic*, *financial*, *budget*, *culture*, *business*.

1 The ...entrance... exam for this university is extremely tough.
2 Qualifications play a part in the ...decision... -making process at interviews.
3 Games like chess help your ...strategic... thinking.
4 The school is facing a(n) ...budget... cut this year.
5 My favourite subject at school is ...business... studies.
6 For some families, ...home... schooling is the best choice.
7 You should do a(n) ...refresher... course before taking up art again.
8 Karen paid her student fees in one ...lump... sum.
9 We all wore gowns to the ...graduation... ceremony.
10 Many parents offer ...financial... support during their children's studies.
11 Living on campus is a(n) ...culture... shock for a lot of people.
12 Fill out this ...application... form and give it to professor Jones.

Phrasal verbs/Prepositions

3 Underline the correct particle.

1 Will joined a study group to catch **up**/on with work.
2 Dave was determined not to drop out by/**of** college.
3 Did you hand **in**/round your assignment?
4 Students may use the computers to look **up**/above facts.
5 You can pay up/**in** instalments for these books.
6 Why don't you apply from/**for** a programme in IT?
7 Laura's school has handed under/**down** its traditions for generations.
8 Jack missed a lot of classes and fell behind at/**with** his studies.

MODULE 4

Praca

VOCABULARY

Jobs & Professional careers

1 Match the pictures to the jobs below.

• concierge • surgeon • personal trainer
• plumber • lifeguard • interior designer



1 interior designer



2 personal trainer



3 surgeon



4 lifeguard



5 concierge



6 plumber

Employment conditions

2 a) Look at the jobs below and tick the boxes which apply.

	work inside	work outside	need a degree	no degree	annual salary	hourly wage
civil servant	✓		✓		✓	
psychiatrist	✓		✓		✓	
bank clerk	✓		✓		✓	
engineer	✓	✓	✓		✓	
chef	✓			✓	✓	
builder	✓	✓		✓		✓
graphic designer	✓		✓		✓	✓
refuse collector		✓		✓	✓	
electrician	✓	✓		✓		✓
yoga instructor	✓	✓		✓	✓	✓

b) Discuss:

- Which of the above jobs interests you the most?
- Which one interests you the least? Be prepared to support your answers.

See Answer section

3 Think Compare these jobs. What are their duties? What are some pros and cons for each?

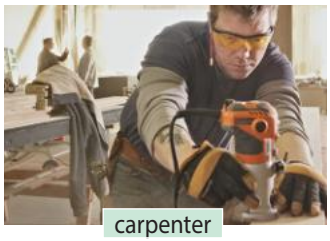
See Answer section



firefighter



waitress



carpenter



bus driver



security officer



microbiologist

Career & Job mobility

4 Listen and complete the dialogue.

Host: Today in our studio, we're talking to Elena Berger, 1) human resources director for the 2) customer service department at National Bank. Thank you for joining us, Elena.

Elena: It's my pleasure. Thank you for having me.

Host: Let's get right to the questions. What are your top tips for someone hoping to secure a job 3) offer?

Elena: I'd say an impressive CV is key. 4) Previous experience and the right degrees and certifications move a candidate to the top of the list. Of course, if you are making a 5) career move and applying for a position in which you have no experience, a 6) reference letter from a former boss is also helpful.

Host: Interesting. I hadn't considered people changing careers. On to the next question. What can you tell us about the kinds of things candidates should ask potential employers?

Elena: Great question. Inquiring about benefits other than salary or pay is important. Is there the possibility to work 7) flexible hours? How much 8) sick pay are you entitled to? How many weeks of holiday will you have? Asking these questions shows you are genuinely interested.

Host: Great advice, Elena.

5 Complete the sentences using the verbs *work*, *take*, *provide*, *make*, *give*, *call* in the correct form.

1 The employee who was caught stealing has been given the sack.
2 Would you prefer to work a night shift?
3 Susana took the afternoon off work to attend the conference.
4 Your main duties will be to provide customer service to guests at the front desk.
5 Our manager called a meeting earlier this morning to discuss the upcoming project.
6 He's been making a living as a graphic designer since leaving college.

Workplace

6 Choose the correct answer.

1 Kate got a job in the city working for a large multinational **corporation**/institution/affiliation.
2 We advise customers to take the lift as the staircase/**lobby**/**escalator** to the second floor is out of order.
3 Lisa is ambitious to work her way up through the company and become a senior apprentice/trainee/**executive** someday.
4 I think I found the perfect hospitality premises/**venue**/**property** to host the conference next month.
5 We've installed a computer with a keyboard and screen at your workshop/**workstation**/workbench.

The labour market & Working conditions

7 a) Look at the lists which contain work-related phrases. Put a (+) next to positives and a (–) beside negatives and then decide whose job is better.

Julian	
paid overtime	+
poor working conditions	–
training opportunities	+
holiday bonus	+
tough deadlines	–
good team spirit	+
Sophie	
maternity/paternity leave	+
career advancement	+
job burnout	–
fringe benefits	+
work-related stress	–
paid professional development	+

b) Compare your answers with a partner.

Ss' own answers

8 a) Translate the words/phrases into Polish.

1 work on commission – być na prowizji
2 pension – emerytura
3 dole* – zasiłek dla bezrobotnych
4 promotion – awans
5 pay slip – odcinek wypłaty
6 internship – praktyka (np. studencka)
7 salary – pensja (zwykle miesięczna)
8 wage – zarobek, płaca (zwykle tygodniowa)
9 perks – dodatki do pensji

* to collect *dole* or be *on the dole* is informal English. More formally you can use *collect* or *be on benefits* or *welfare*.

b) Which of the words and phrases in Ex. 8a are associated with

A losing a job? – dole
B pay? – pay slip, salary, wage
C retiring? – pension
D success at work? – promotion, perks

9 Complete the sentences using the words from Ex. 8a.

1 I've lost my job, so now I have to go on the dole.
2 One of the perks of a job in sales is that you get a company car.
3 Keep all your pay slips because you'll need them as proof of your earnings.
4 She's a saleswoman so she works on commission.
5 He's been in the same job for 40 years, so he'll get a good pension after he retires.
6 The national minimum wage in England has risen to £8.21 an hour.
7 As managing director, he earns a six-figure salary.
8 Some of you will be offered a contract once your internship is successfully completed.
9 His promotion to manager was the result of him working very hard.

10 ROLE PLAY Act out a short dialogue using at least four words and phrases from Ex. 8a. Talk about either:
a new job opportunity at work – someone considering quitting their job – a boss explaining compensation to a job candidate.

See Answer section

VOCABULARY

Commonly confused words

11 Choose the correct word.

1 He finally **resigned/retired/fired** after forty years at the company and a party was held in his honour.
2 I'll tell the **shopper/customer/consumer** their order will be ready on Friday.
3 Please give the HR department a minimum of two-weeks **warning/note/notice** for all holiday requests.
4 The architects called a meeting with their new **suppliers/buyers/clients** to discuss their needs.
5 Mr Lee has been **running/dominating/determining** the family business since he graduated.

Prepositions

12 Choose the correct preposition.

1 As the restaurant manager, the only person I have to report **at/to** is the owner.
2 He handed **in/on** his notice.
3 Our law firm specialises **in/on** business law.
4 Tim is responsible **for/by** closing up the shop.
5 Phil is able to work **in/under** pressure.

Phrasal verbs

13 Fill in with: *across*, *up*, *through*, *out*, *on*.

1 Steve went ...through... a very difficult time after he lost his job.
2 Paul tried to put .....across..... the importance of customer care to his employees.
3 When Jim was out of work, he had very little money to live .....on..... .
4 He took .....out..... a loan to start his business.
5 We need to mark .....up..... our prices if we want to increase our profit.

Culture Spot

Corporate gift-giving is not common in the UK unless as a "thank you", once a project is complete or for a special occasion. Such gifts are usually small symbolic items such as a pen, diary, or product hamper.

Gift-giving is a customary part of Polish business culture. Corporate gifts are exchanged at first meetings, deal closings, and contract signings. They may be fine chocolates, sweets, wine, or flowers. But avoid chrysanthemums, lilies and carnations as these are for funerals!

14 Choose the correct word.



THE JAPANESE ART OF SLEEPING AT WORK

Most experts agree that adults should get at least 8 hours of sleep a night. However, in **1) late/recent** years, the number of hours people sleep has been falling **2) steadily/normally**. The consequences of this can be seen in **3) work/workplaces** around the world where workers rely on cups of coffee to **4) keep/hold** active and alert. Not the Japanese, though! Although adults have an **5) amount/average** just over 7 hours of sleep a night, they allow themselves a short **6) nap/sleep** in the office! The practice is called 'inemuri' and is an acceptable and respected part of the Japanese work **7) environment/field**, being viewed as a sign that the worker is exhausted from working very **8) hardly/hard**. There are some unwritten rules, however. Firstly, you must sit upright in your chair while napping so you can be easily **9) woken/awoken**; you shouldn't nap in front of your boss; and you must not nap for more than 20 minutes a day. Many experts believe the West has lots to learn from this **10) habit/practice**.

Part-time jobs

15 Complete the dialogue with: *temporary*, *minimum*, *shift*, *part-time*, *rise*, *assistant*.

Sergei: I'm finally employed!
Anna: That's great. I know you've been looking for a(n) 1) .....part-time..... job for a while now.
Sergei: Yes, it's a(n) 2) .....temporary..... position at a café for a few months, but there is a possibility I can stay on if things work out.
Anna: Sounds great. When do you start?
Sergei: I'll be working Fridays and Saturdays starting next weekend. I'll be working with the 3) .....assistant..... manager. The only problem is the evening 4) .....shift..... from 6 until 11.
Anna: I guess this means our film nights are out for a while. Anyway, it'll be great to earn some money. What's the pay like?
Sergei: It's 5) .....minimum..... wage to begin with. If I end up with a more permanent position, I'll get a pay 6) .....rise..... .
Anna: Well, I'll be sure to stop by for a coffee and say hello.

1 Discuss the advantages and disadvantages of these jobs.

See Answer section


pilot


politician


doctor


teacher

Dobieranie

Exam Tip: Be careful of information that is said by more than one speakers. Only the information said by one speaker will actually match the statement you are looking at. The other times you hear the information it will be wrong for various reasons.

2 M Usłyszysz dwukrotnie cztery wypowiedzi na temat pracy. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

A was mostly happy with their last job.
B thought the job interfered with their social life.
C was disappointed because of their initial expectations.
D said they will do the same job again in the future.
E didn't think they were using their creativity.

Speaker 1	B
Speaker 2	C
Speaker 3	A
Speaker 4	E

3 Listen to the recordings again and complete the sentences.

1 Speaker 1 said that they will take time to think about ..... their next career ..... .
2 Speaker 2 quit their job after ..... a couple of weeks ..... .
3 Speaker 3 lost their job because of ..... the Internet ..... .
4 Speaker 4 went to university to study ..... Fine Arts ..... .

4 Which of the jobs mentioned in Ex. 2 would you like to try for a while and why? See Answer section

Wybór wielokrotny

5 M Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach (1–2) zakreśl jedną z liter: A, B albo C.

Text 1

1 The employee is …
A not being efficient.
B complaining too much.
(C) not being sociable enough.

Text 2

2 What do the employees need to do first?
(A) clean up the office
B listen to the changes
C take their lunch break

W zadaniach (3–6) zakreśl jedną z liter: A, B, C albo D.

Text 3

3 What is the main point the efficiency expert is trying to make?
A Only a small number of people work really well at home.
(B) Working at a workplace is better than working at home.
C Distractions need to be avoided to be efficient.
D Working from home is very popular.

4 According to the study, the average home worker is
A highly disciplined.
B a model employee.
(C) an inefficient employee.
D far from average.

5 The woman quotes the saying about productivity in order to
(A) emphasise that doing a lot is not the same as producing quality work.
B highlight how workplace distractions can reduce efficiency.
C contrast the difference between remote work and in-house work.
D warn the listeners that it's difficult to focus when working from home.

6 What can you conclude about the results of the study?
A People who work from home feel they have to justify being there.
B Workers in a workplace don't have any motivation to push themselves.
C A good relationship with work colleagues is the only way to reduce work stress.
(D) Widely held views about working from home should be reassessed.

4 Exam Skills Practice

READING

1 How many hours is a typical work week? How many hours a week do students spend at school? Do you think people should spend less time at work or school? Why or why not? Discuss.

See Answer section

Zadanie z lukami

2 M Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

See Answer section

summary

Workers around the world spend varying amounts of time at work each week. In Europe, the average is thirty-seven hours for employees and forty-seven for employers. In some European countries, employees spend less 1) ..... at work per week, while in some other countries outside of Europe the average is much higher.

According to experts, spending so many hours at work isn't necessary, productive or healthy. It causes increased 2) ..... and job burnout, and leads workers to be less efficient and take longer breaks and more sick days.

A firm in New Zealand trialled a four-day work week and found that it improved productivity, job satisfaction, team spirit, work-life balance and company loyalty. The four-day week giving workers flexible hours or the option to 3) ..... improves output, increases employee happiness and equalises the gap between the sexes.

The four-day work week also helps with childcare and is good for 4) ..... as advancing technology means a greater ability to work remotely and reduces the need to commute to the workplace.

Odpowiedzi na pytania

Exam Tip: When answering questions, look for synonyms. For example, the first question in Ex. 3 below asks about longer hours. Similar phrases in the text might be *more time*, *more hours*, *longer days* etc.

3 a) M Odpowiedz krótko na pytania 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Na pytania należy odpowiedzieć w języku angielskim.

See Answer section

1 Which European countries work longer hours and which spend less time at work? .....

2 According to the text, who typically spends more time at work: bosses or employees? Why do you think they work more hours? .....

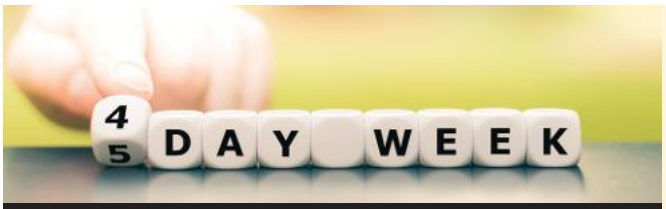
3 Does a four-day work week automatically mean fewer hours spent at work? Why or why not? Explain your answer using details or examples. .....

4 Why do you think some companies might be hesitant to accept reduced hours or a shorter work week? .....

.....

b) Explain the words in bold.

See Answer section



The end of the traditional work week

A typical European adult spends an average of thirty-seven hours per week at work. However, this number hides many differences between countries and types of workers. Employers, for example, tend to spend an average of forty-seven hours a week at work. There are also regional differences within Europe as nations such as Russia, Poland and the Czech Republic work more hours than their **counterparts** in Spain or Italy. These statistics differ even more when investigating numbers outside of Europe. For workers in Costa Rica and South Korea, the average work week **tops** over forty hours, while in Germany and Norway averages fall below the thirty hour a week mark. Despite these statistical **variations**, the World Health Organisation (WHO) estimates that globally, fifty-eight percent of people spend approximately one-third of their lives at work.

Increasingly, experts are questioning whether the current number of hours spent at work is healthy, productive, or even necessary. More time at work means higher levels of work-related stress and job **burnout**. Consequently, individuals who are unable to maintain a healthy work-life balance take more sick days and resign more often. Research has also shown that a lot of time at work is not used productively. Workers take more and longer breaks throughout the day and spend greater amounts of time on non-job related activities such as browsing the Internet or chatting with co-workers. Evidence also suggests that bosses call more meetings when their employees spend increased hours at the workplace. Unless collaborative in some way, these meetings are often less efficient than an email or memo which can impart the same information. To illustrate, a New Zealand based firm, Perpetual Guardian, moved to a **trial** four-day work week in order to assess the **impact** on productivity. Not only were production levels maintained, employees also reported improvement in job satisfaction, team spirit, work-life balance and company **loyalty**. Employees also experienced significantly less stress. Further, research conducted at Stanford University states that countries with the lowest average hours worked such as Germany, Norway and the Netherlands (all at an average of 27) are some of the most productive countries while Japan, **notorious** for its overworked employees, is ranked twentieth out of thirty-five countries in terms of productivity.

So, what would a reduced work week look like? In many companies which have moved to a four-day work week, the same number of hours are being completed but the time is organised differently. Instead of working 9-5, five days a week, workers may start at 8 and finish at 5:30 four days a week. **Alternatively**, some organisations have reduced the total number of hours employees are required to spend at the workplace. Even offering flexible hours or the option to work from home have been shown to improve **output** and employee happiness. Reduced weeks and/or flexible hours also help equalise the gap between the sexes. Childcare becomes less of an issue when an employee has more time for themselves and control over their work schedule. Working four days a week is also better for the environment as workers don't have to commute the extra day.

While not all employers may be ready to **adopt** these types of changes to the traditional work week quite yet, with advancing technology, the expanded use of robotics in the workplace and a greater ability to work remotely, there is less and less need to spend time at work.

"Happy people plan actions, they don't plan results."
Denis Waitley, author: "The Psychology of Winning"

4 What do you think the quote means?

See Answer section

Dobieranie

5 M Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (1–5). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania w kratki. Uwaga: w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

Woodsworth Employment & Career Counselling Services

A **Our mission:** The staff at Woodsworth Employment and Career Counselling Services (WECCS) are dedicated to empowering people to achieve their full potential. Our highly-skilled psychologists and advisors are educated at the Master's or Ph.D. level in their fields. We pride ourselves on applying our expertise both critically and practically to plan your career path. Helping clients achieve real and positive changes has been our passion for over twenty-five years.

B **Our services:** At WECCS, we offer a wide variety of assistance. Unsure which career path to follow? Our psychologists can help you via personality testing and one-on-one interviews. Looking to upgrade your skills? Talk to an education specialist about what higher education programs or technical courses might get you closer to your employment goals. Applying for your dream job? The advisors can help improve your CV and interview skills in our workshops. Whatever your counselling needs, we have you covered!

C **Eligibility:** WECCS works in partnership with the Woodsworth Town Council to provide our services. We are a non-profit organisation which receives partial funding from the local government. Services are offered free of charge to anyone sixteen to twenty-one years of age or individuals currently enrolled as students.

D **Applying to our program:** All client services fees are determined on a sliding-scale basis and are easy to apply for. See our fee schedule page which lists prices based on your annual income. If you've recently been made redundant or are presently collecting benefits, call or email our office to discuss your situation. You may be eligible to access our services at minimal cost.

Which paragraph (A–D) in the text

1 refers to a payment system which considers how much money a person makes? D
2 suggests WECCS offers classes? B
3 states the qualifications of WECCS employees? A
4 mentions how old the organisation is? A
5 outlines ages of applicants? C

6 Read the text and answer the questions.

See Answer section

1 Who can use WECCS services for free?
2 Why do you think the government gives WECCS money to run their programs?
3 You are unsure what to do after finishing secondary school. Which of the services mentioned would be useful to you?
4 According to the text, who else should contact WECCS and why?

7 Look back at the quote in Ex. 4. How does it relate to the text?

See Answer section

Collocations

8 Match the words to make phrases.

1 F	one-on-one	A	variety of
2 H	career	B	potential
3 G	at no	C	hunting
4 A	wide	D	your skills
5 C	job	E	of charge
6 B	full	F	interview
7 D	upgrade	G	cost
8 E	free	H	path

9 Which phrases from Ex. 8 match the items below?

See Answer section

1 receive certification, attend a professional development conference, learn a new computer language:
2 chat, therapy session, meeting:
3 personality tests, help with CVs, aptitude tests:
4 employment ads, job interview, help wanted sign:

10 Do you know anyone (yourself, a friend or family member) who could benefit from the services provided at WECCS? Why would these services be useful at this stage in their life? Take three minutes to write down your answers, then tell the class.

See Answer section

4 Exam Skills Practice

USE OF ENGLISH

Zdania względne oraz zdania okolicznikowe przyczyny i skutku

See pp. GR24-GR27

1 Choose the correct word. What type of clause does it introduce?

1 I know someone who/which/whom works as a pilot. — relative clause
2 She enjoys her job since/that/because she gets to help people. — clause of reason
3 He got a pay rise consequently/as a result/thus of excellent performance. — clause of result

Relative clauses are joined to main clauses with relative pronouns like *who*, *that*, *which*, *whose* and *whom*.
Clauses of reason are created with conjunctions such as *because*, *since*, *as* and *that*.
Clauses of result are created with *as a result*, *consequently*, *so*, *thus*, *therefore*, etc.

Transformacje ze słowem kluczem

2 M Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–8). W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów.

1 Klara was often late; consequently, she was fired.
RESULT Klara was often late, and as a result she was fired.
2 The person that you should speak to is not here now.
WHOM The person with/to whom you should speak is not here now.
3 It was such a hard job, and he quit after one month.
THAT The job was so hard that he quit after one month.
4 David was hired because he had all the qualifications.
SINCE They hired David since he had all the qualifications.
5 This is the person who has an interview at noon.
WHOSE This is the person whose interview is at noon.
6 That's the office where she works.
IN That's the office in which she works.
7 Do you know the reason for the manager's popularity?
WHY Do you know why the manager is popular?
8 Here is the standard CV used by most lawyers.
WHICH This is the standard CV which most lawyers use.

Tłumaczenie fragmentów zdań

3 M Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 The failure of the project (*wynikało w dużej mierze z*) was largely due to his laziness.
2 The manager rebuked the salesgirl so rudely (*że wręczyła*) that she handed in her notice.
3 It is (*dokładnie z tego powodu*) exactly for this reason that Peter was transferred to our head office in Warsaw.
4 I need (*kilka dni wolnego*) a few days off to visit my grandmother.
5 The man (*którego żona pracuje*) whose wife works as a bank clerk is my neighbour.

Słowotwórstwo

4 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem. Przekształć wyraz podany w nawiasie w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.



Lighthouse keeper is a job that you won't see listed on many CVs these days. The reason is that there are very few lighthouse keepers left in the world today. Most lighthouses are situated in remote areas where their function has mainly been to use **1)** powerful **(power)** lamps to guide ships into certain places and away from certain hazardous areas. Due to the **2)** remoteness **(remote)** of their workplaces, the operation of a lighthouse has always been considered to be a very lonely job.

Today, because of modern technology such as lamps that operate **3)** automatically **(automatic)**, there is little demand for lighthouse keepers. In the United States, Boston Light was the last lighthouse to require an official keeper. The last civilian lighthouse keeper in the USA died in 2003, and the few remaining lighthouses in North America that require **4)** maintenance **(maintain)** are tended to by the Coast Guard.

5 Change the following adjectives into adverbs using *-ly* or *-ally*. What do adjectives that take *-ally* have in common? What happens to adjectives that end in *-y*? What happens to adjectives that end in *-ble*?

1	specific	specifically
2	easy	easily
3	serious	seriously
4	professional	professionally
5	scientific	scientifically
6	basic	basically
7	complete	completely
8	comfortable	comfortably
9	necessary	necessarily
10	terrible	terribly
11	temporary	temporarily
12	reasonable	reasonably

See Answer section

Set leksykalny

6 M W zadaniach 1–4 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 start
- At the … of each working week, you need to hand in your hours.
- Darren has a burning desire to … his own business someday.
- I like to get a head … on paperwork during my morning commute.

2 talk
- The Minister for Economic Development will give a … tomorrow at six.
- As her supervisor, it's up to you to … with Karen about her lateness.
- At the sales conference, it's a good idea to make small … and mingle.

3 print
- We're advertising the new product online and in various … media.
- Can you … off a copy of the new work guidelines and put it on the wall?
- Make sure to read the fine … before you sign the employment contract.

4 choice
- Caroline made a conscious … to quit her job and go into business for herself.
- The executive lunch menu includes a … fillet of premium beef steak.
- I'd like to personally welcome you to the firm, I believe we're the right … for you.

Wybór wielokrotny

7 M Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.



THE EIGHT-HOUR DAY

Although the concept of limiting the standard working day to eight hours originally dates back to a law passed in Spain in 1593, the modern idea of a forty-hour working week originated in Britain **1)** ..... the Industrial Revolution. At the time, it was common for factory labourers to work shifts of **2)** ..... 10 to 16 hours per day and often six days a week. It was Robert Owen, a Welsh textile manufacturer and social reformer, who **3)** ..... the call for the eight-hour day in 1810. He promoted the idea with the slogan that a worker's day should consist of "eight hours labour, eight hours recreation, and eight hours rest."

Interestingly, the idea didn't actually catch on in Britain or Europe, but made its way over to the United States. There, American trade unions adopted a similar slogan in the years following the civil war. **4)** ....., this led to reforms in labour laws, and in 1869 President Ulysses S. Grant issued a proclamation that guaranteed an eight-hour workday for all government workers. Although the same rule **5)** ..... implemented in many countries, Britain never actually limited the working day. Instead, there's a limit on the total number of hours that can legally be worked in a week, with a maximum of 48 hours for **6)** ..... over 18.

1	A	for	(C)	during
	B	while	D	among
2	A	more than	C	almost between
	(B)	anywhere between	D	up until
3	A	invented	C	invested
	B	indicated	(D)	initiated
4	A	Really	C	Initially
	(B)	Eventually	D	Unfortunately
5	(A)	has since been	C	has always been
	B	since then	D	had been since
6	A	anyone the age	(C)	anyone aged
	B	above the age	D	over the age

DEBATE

It is said that fewer work hours means increased productivity. Have a class debate.

Ss' own answers

4 Exam Skills Practice

WRITING

List formalny
Formal letter of recommendation

Writing Tip:

Formal letters are usually sent to people we don't know or people in an official position, e.g. to an employer/ prospective employer, the editor of a newspaper/ magazine or the city council, etc. They are written in response to various situations e.g. to describe a situation, to report or review something, to recommend somebody, to complain about something, to apply for a position etc. A formal letter consists of:

- a formal greeting (Dear Sir/Madam, To whom It May Concern, Dear Mr Smith)
- an introduction with opening remarks and the reason for writing
- main body paragraphs (discussing each of the two given issues in the rubric in a coherent and logical manner)
- a conclusion with closing remarks
- a formal ending (Yours faithfully – when you don't know the person's name; Yours sincerely – when you do know the person's name + your full name)

Prepare for the task

1 Read the letter of recommendation discussing the character and skills of a candidate for a position at a company and use the Useful Language box to complete the gaps.

See Answer section

Dear Mr Erikson,

A I 1) ..... Janet Harrison for the position of Office Administrator at your company. As regional manager of Dynamic Systems Incorporated, 2) ..... Miss Harrison for the last five years in her role of Admin Officer.

B 3) ..... I have seen many young graduates, however, Janet is a candidate who really stood out and excelled. She is extremely hardworking and always meets deadlines. Janet is also very flexible and has excellent interpersonal skills that allow her to work well in a team. In addition to this, Janet is very conscientious and always did her tasks thoroughly and to a high level.

C Janet also excelled in a practical context, and she 4) ..... a wide range of skills in addition to her impressive work ethic. She is well-versed in office software and data systems, and 5) ..... developing our new database – a system that has since proved invaluable. Janet also brought a wealth of knowledge in web design, which also helped us engage with clients more effectively.

D I 6) ..... Janet 7) ..... your firm and I have no hesitations recommending her to you. Should you need any further information or examples, please do not hesitate to contact me by email. I would be happy to discuss the matter further and share my thoughts in greater depth.

Yours sincerely,
William Potter
Regional manager Dynamic Systems Incorporated

USEFUL LANGUAGE

- I am writing to recommend/endorse/suggest …
- I have worked with/known … for …
- … is an ideal candidate/choice (for …)
- During/Throughout this time/our time together, …
- … has displayed/shown .../has played a key role in …
- I strongly believe (that) .../I am absolutely confident that …
- … make(s) ... an invaluable/key asset for …/… will be a real asset for …
- I have no hesitations recommending … to you/I strongly recommend …/It is my pleasure to …

2 Read the letter in Ex. 1 and match the descriptions (1–4) to the paragraphs (A–D).

1 B character traits and examples/justification
2 D closing remarks
3 C professional skills and examples/justification
4 A opening remarks/reason for writing

Your turn

Writing Tip:

Before you start writing, read the rubric carefully and note what role the rubric is asking you to play and who you are writing to. Then, look at the two points you are asked to implement and brainstorm for ideas.

3 Read the rubric in Ex. 4 and underline the key words. What are you going to write? Who for? What kind of recommendation does the rubric ask for? What style should you write in?

See Answer section

4 M Jesteś menedżerem w firmie prowadzącej praktyki dla uczniów. Skontaktował się z Tobą szef innej firmy w sprawie Twojego byłego praktykanta, który ubiega się w tej firmie o pracę. Napisz list polecający (200–250 słów), w którym przedstawisz swoją opinię na temat cech charakteru i umiejętności zawodowych kandydata.

See Answer section

"There's no magic formula for great company culture. The key is just to treat your staff how you would like to be treated."
Richard Branson, Founder of Virgin Group

1 Discuss what the quote means and how people in management positions could create a great company culture. See Answer section

Opis ilustracji i odpowiedzi na pytania

Exam Strategy

When describing what people are doing in a picture, use the present continuous tense. You can use the present continuous in a relative clause or a reduced relative clause. For example, you could say, "There is a man who is talking to a woman" or "There is a man talking to a woman." Note that the present continuous is also used to say what people are wearing.

2 M Describe the picture. See Answer section



USEFUL LANGUAGE

Picture description

Describing where people are and what they are doing

In the foreground, there is a man (who is) sitting/standing/waiting/wearing …
In the background, there are people (who are) sitting …
On the right side, there is a man (who is) sitting …
On the left side, there are two people (who are) sitting …
In the background/foreground on the right/left, there is/are …

3 M Answer the questions. See Answer section

1 How do you think the men in the background feel about what they are doing?
2 What advantages does working in an office have over working in a warehouse?
3 Tell us about a situation when you or someone you know had to study or work in difficult conditions.

Wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania

4 M Popatrz na zdjęcie 1., 2. i 3. Doradca zawodowy poprosił Cię o przygotowanie prezentacji o jednym z trzech zawodów. See Answer section

- Wybierz zdjęcie przedstawiające zawód, który najbardziej chciałbyś/chciałabyś wykonywać, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







USEFUL LANGUAGE

Giving reasons

- I would like to be a … because + clause OR because of + noun/noun phrase
- The reason why I'd like to be a … is because + clause OR is because of + noun/noun phrase

5 M Answer these questions.

1 Why do you think many people change careers at least once in their lives?
2 What are the most important aspects that make a great job? See Answer section

VOCABULARY BANK

4 Praca

Jobs & Professional careers/ Activities/ Duties – Zawody i kariery zawodowe/ Czynności/ Obowiązki

administrative assistant /ədˈmɪnɪstrətɪv əˈsɪstənt/ (n) = asystent administracyjny
assistant manager /əˈsɪstənt ˈmænɪdʒə/ (n) = zastępca kierownika/menedżera
bank clerk /ˈbæŋk klɑːk/ (n) = kasjer w banku
be highly disciplined (phr) = być bardzo zdyscyplinowanym
builder /ˈbɪldə/ (n) = budowniczy, konstruktor
be well-versed in sth (phr) = dobrze się na czymś znać
bus driver /ˈbʌs ˌdraɪvə/ (n) = kierowca autobusu
carpenter /ˈkɑːpəntə/ (n) = stolarz, cieśla
chef /ʃef/ (n) = kucharz, szef kuchni
civil servant /ˌsɪvəl ˈsɜːvənt/ (n) = urzędnik państwowy
conscientious /ˌkɒnʃiˈenʃəs/ (adj) = sumienny, skrupulatny
concierge /ˈkɒnsieəʒ/ (n) = konsjerż
deal with annoyed clients (phr) = radzić sobie z poirytowanymi klientami
electrician /ɪˌlekˈtrɪʃən/ (n) = elektryk
engineer /ˌendʒɪˈnɪə/ (n) = inżynier
firefighter /ˈfaɪəˌfaɪtə/ (n) = strażak
glamorous /ˈglæmərəs/ (adj) = prestiżowy (o posadzie)
graphic designer /ˌgræfɪk dɪˈzaɪnə/ (n) = grafik, projektant graficzny
interior designer /ɪnˌtɪərɪə dɪˈzaɪnə/ (n) = projektant wnętrz
lawyer /ˈlɔɪə/ (n) = prawnik
lifeguard /ˈlaɪfgɑːd/ (n) = ratownik (na plaży)
meet deadlines (phr) = dotrzymywać terminów
microbiologist /ˌmaɪkrəʊbaɪˈɒlədʒɪst/ (n) = mikrobiolog
personal trainer /ˌpɜːsənəl ˈtreɪnə/ (n) = trener osobisty
plumber /ˈplʌmə/ (n) = hydraulik
psychiatrist /saɪˈkaɪətrɪst/ (n) = psychiatra
refuse collector /ˈrefjuːs kəˌlektə/ (n) = śmieciarz
security officer /sɪˈkjʊərətɪ ˌɒfɪsə/ (n) = pracownik ochrony
social prestige (phr) = prestiż społeczny
surgeon /ˈsɜːdʒən/ (n) = chirurg
serve customers (phr) = obsługiwać klientów/ gości
take orders (phr) = przyjmować zamówienia
waitress /ˈweɪtrəs/ (n) = kelnerka
work ethic /ˈwɜːk eθɪk/ (n) = etyka pracy
yoga instructor /ˈjəʊgə ɪnˌstrʌktə/ (n) = instruktor jogi

Employment conditions – Warunki zatrudnienia

annual salary (phr) = wynagrodzenie w skali roku, wynagrodzenie roczne
aptitude test /ˈæptɪtjuːd test/ (n) = test zdolności/ umiejętności
asset /ˈæset/ (n) = atut, zaleta; cenny nabytek
compensation /ˌkɒmpenˈseɪʃn/ (n) = wynagrodzenie; rekompensata, odszkodowanie
eligibility /ˌelɪdʒəˈbɪlətɪ/ (n) = uprawnienia, odpowiednie kwalifikacje
employee /ɪmˈplɔɪiː/ (n) = pracownik
employer /ɪmˈplɔɪə/ (n) = pracodawca
hourly wage (phr) = wynagrodzenie godzinowe
need a degree (phr) = tu: wymagane jest posiadanie stopnia naukowego
well-paid job (phr) = dobrze płatna praca
work inside/outside (phr) = praca wewnątrz/ na zewnątrz (np. budynku)

Career & Job mobility – Kariera i mobilność zawodowa

apply for a position (phr) = ubiegać się o stanowisko
be entitled to (phr) = być uprawnionym do
call a meeting (phr) = zwołać spotkanie
career counselling services (phr) = doradztwo zawodowe
career move /kəˈrɪə muːv/ (n) = krok do przodu w karierze zawodowej
change career (phr) = zmienić zawód/pracę
customer service /ˌkʌstəmə ˈsɜːvɪs/ (n) = obsługa klienta
CV (n) = CV, życiorys zawodowy
efficient /ɪˈfɪʃnt/ (adj) = skuteczny, wydajny
empower /ɪmˈpaʊə/ (v) = upoważnić, dać pełnomocnictwo
endorse /ɪnˈdɔːs/ (v) = udzielać poparcia, rekomendować
excel in/at sth (phr) = osiągać w czymś znakomite wyniki, wyróżniać się w czymś
flexible working hours (phr) = elastyczne godziny pracy
former boss (phr) = dawny szef
human resources /ˌhjuːmən rɪˈzɔːsɪz/ (pl n) = tu: dział kadr
inquire /ɪnˈkwaɪə/ (v) = pytać, zasięgać informacji
job offer /dʒɒb ˈɒfə/ (n) = oferta pracy
make a living (phr) = zarabiać na życie, utrzymywać się
output /ˈaʊtpʊt/ (n) = wyniki pracy
previous experience (phr) = wcześniejsze doświadczenie
reference letter /ˈrefərəns ˌletə/ (n) = list referencyjny/rekomendacyjny/polecający
sick pay /ˈsɪk peɪ/ (n) = zasiłek chorobowy
stand out /ˌstænd ˈaʊt/ (phr v) = wyróżniać się, być lepszym od
take time off (phr) = wziąć wolne
upgrade skills (phr) = podnosić kwalifikacje
work a day/night shift (phr) = pracować na dziennej/nocnej zmianie
work your way up through (phr) = awansować

Workplace – Miejsce pracy

affiliation /əˌfɪlɪˈeɪʃən/ (n) = przynależność, afiliacja
apprentice /əˈprentɪs/ (n) = praktykant/ praktykantka
colleague /ˈkɒliːg/ (n) = kolega/koleżanka z pracy
escalator /ˈeskəleɪtə/ (n) = schody ruchome
head office /ˌhed ˈɒfɪs/ (n) = centrala, główna siedziba
in-house /ˌɪn ˈhaʊs/ (adv) = w biurze, w firmie (o pracy)
institution /ˌɪnstɪˈtjuːʃən/ (n) = instytucja
lobby /ˈlɒbi/ (n) = hol, kuluary
multinational corporation (phr) = korporacja międzynarodowa
senior executive (phr) = członek ścisłego kierownictwa
staircase /ˈsteəkeɪs/ (n) = klatka schodowa, schody
trainee /ˌtreɪˈniː/ (n) = praktykant/praktykantka, kursant/kursantka
work from home (phr) = pracować z domu
work remotely (phr) = pracować zdalnie
work-life balance (phr) = równowaga pomiędzy pracą a życiem osobistym
workbench /ˈwɜːkbentʃ/ (n) = stół warsztatowy
workshop /ˈwɜːkʃɒp/ (n) = pracownia, warsztat
workstation /ˈwɜːkˌsteɪʃən/ (n) = stanowisko pracy; stacja robocza

The labour market & Working conditions – Rynek i warunki pracy

annual income (phr) = roczny dochód
be in the public eye (phr) = być w centrum uwagi opinii publicznej
be made redundant (phr) = zostać zwolnionym z pracy w wyniku redukcji etatów
bounce ideas off somebody (phr) = przedyskutować swoje pomysły z kimś
buyer /ˈbaɪə/ (n) = kupujący, nabywca
career advancement (phr) = rozwój kariery
client /ˈklaɪənt/ (n) = klient
combat stress (phr) = zwalczać stres
commute /kəˈmjuːt/ (v) = dojeżdżać do pracy/ szkoły
company loyalty (phr) = lojalność wobec firmy
consumer /kənˈsjuːmə/ (n) = konsument
costly mistake (phr) = kosztowny błąd, kosztowna pomyłka
customer /ˈkʌstəmə/ (n) = klient
dependent /dɪˈpendənt/ (adj) = zależny, niesamodzielny
dole /dəʊl/ (n) = zasiłek dla bezrobotnych
first come, first served (idm) = kto pierwszy, ten lepszy; zgodnie z kolejnością napływania (np. o zgłoszeniach)
fire /ˈfaɪə/ (v) = wyrzucać/zwalniać z pracy
fringe benefits /ˈfrɪndʒ ˌbenɪfɪts/ (pl n) = świadczenia socjalne
get little privacy (phr) = mieć niewiele prywatności
give sb the sack (idm) = wyrzucić/wylać/zwolnić kogoś z pracy
go on strike (phr) = strajkować
hand in one's notice (phr) = wręczać wypowiedzenie
holiday bonus /ˈhɒlədeɪ ˌbəʊnəs/ (n) = dodatek świąteczny
internship /ˈɪntɜːnʃɪp/ (n) = praktyka (np. studencka), staż
job satisfaction /ˈdʒɒb sætɪsˌfækʃən/ (n) = satysfakcja z wykonywanego zawodu
job burnout /ˈdʒɒb ˌbɜːnaʊt/ (n) = wypalenie zawodowe
live on /ˈlɪv ɒn/ (phr v) = utrzymać się za określoną kwotę
maternity leave /məˈtɜːnətɪ ˌliːv/ (n) = urlop macierzyński
minimum wage (phr) = płaca minimalna
overwhelm /ˌəʊvəˈwelm/ (v) = przytłaczać, zasypywać (np. liczbą zleceń)
paid overtime (phr) = płatne nadgodziny
paid professional development (phr) = kursy doskonalenia zawodowego opłacane przez pracodawcę

paternity leave /pə'tɜ:nəti ˌli:v/ (n) = urlop rodzicielski dla ojca
pay rise /'peɪ raɪz/ (n) = podwyżka
pay slip /'peɪ slɪp/ (n) = odcinek wypłaty, pasek płacowy
pension /'penʃən/ (n) = emerytura (pieniądze otrzymywane przez emeryta)
perks /pɜ:ks/ (pl n) = dodatki do pensji
pressing deadline (phr) = pilny/naglący termin zrobienia czegoś
poor working conditions (phr) = złe warunki pracy
promotion /prə'məʊʃən/ (n) = awans
resign /rɪ'zaɪn/ (v) = rezygnować
retire /rɪ'taɪə/ (v) = przejść na emeryturę
run (a business) /rʌn/ (v) = prowadzić (działalność gospodarczą/biznes)
shopper /'ʃɒpə/ (n) = klient (sklepu), kupujący (w sklepie)
supplier /sə'plaɪə/ (n) = dostawca
team spirit /ˌti:m 'spɪrɪt/ (n) = duch współpracy, poczucie przynależności do zespołu
tough deadline (phr) = krótki termin (realizacji jakiegoś zadania, przedsięwzięcia itd.)
training opportunities (phr) = możliwości szkolenia zawodowego
unwritten rules (phr) = niepisane zasady
work environment (phr) = środowisko pracy
work hard (phr) = ciężko pracować
work on commission (phr) = być na prowizji, pracować w systemie prowizyjnym
work-related stress (phr) = stres związany z wykonywaniem pracy
work under pressure (phr) = pracować pod presją

Phrasal verbs

go through (a difficult time) /'gəʊ θru:/ (phr v) = przechodzić/przebrnąć przez (trudny okres)
mark up /mɑ:k 'ʌp/ (phr v) = podnosić cenę
put across (the importance of sth) /ˌpʊt ə'krɒs/ (phr v) = jasno przedstawić (wagę/znaczenie czegoś)
report to somebody (phr v) = odpowiadać przed kimś, podlegać komuś
take out (a loan) /ˌteɪk 'aʊt/ (phr v) = wziąć (pożyczkę)

Part-time jobs – Praca w niepełnym wymiarze godzin

employ /ɪm'plɔɪ/ (v) = zatrudniać
minimum wage (phr) = płaca minimalna
part-time /ˌpɑ:t 'taɪm/ (adj) = na pół etatu, niepełnoetatowy
permanent position (phr) = stała posada
shift /ʃɪft/ (n) = zmiana w pracy (nocna lub dzienna)
stay on /ˌsteɪ 'ɒn/ (phr v) = pozostać na danym stanowisku dłużej niż się planowało, kontynuować pracę
temporary position (phr) = praca tymczasowa

1 Choose the correct item.

1 After a difficult few months, Joan decided to ..... and look for another job.
(A) resign B retire C fire D work

2 Tom has a new ..... in his office with a cutting edge PC on it.
A working condition B workshop C workbench (D) workstation

3 Mr Lewis is one of the firm's top .....; we do a lot of joint projects with him.
A consumers B customers (C) clients D suppliers

4 Ian's pay ..... increased his monthly earnings by a huge amount.
A bonus B perk C slip (D) rise

5 Erika got the job because of her previous ..... in the industry.
A development (B) experience C benefits D satisfaction

6 After fifteen years, Naomi is now a CEO and senior ..... at the business.
A clerk B trainee (C) executive D trainer

7 Working as a civil ..... in the tax office guarantees a job for life.
A engineer (B) servant C apprentice D officer

8 Sometimes you need to move to help your career ..... .
(A) advancement B promotion C position D internship

Collocations

2 Fill in with: *holiday*, *refuse*, *annual*, *career*, *paternity*, *company*, *job*, *temporary*, *interior*, *fringe*, *reference*, *minimum*.

1 Eric works as a(n) .....refuse..... collector for the local council.
2 Starting this new job was a great .....career..... move for me.
3 Mr Smith agreed to write me a good .....reference..... letter.
4 When a man's family has a baby, he's often entitled to .....paternity..... leave.
5 In the UK, the .....minimum..... wage guarantees workers a fair salary.
6 The best .....fringe..... benefit at my job is the health club membership.
7 If you work too hard, you might get .....job..... burnout.
8 The role is only a(n) .....temporary..... position for six months.
9 If you treat staff well, you will imporve .....company..... loyalty.
10 John decided to study to be a(n) .....interior..... designer.
11 The .....annual..... salary is fifty thousand a year.
12 This year, Peter got an extra .....holiday..... bonus from work.

Phrasal verbs/Prepositions

3 Underline the correct particle.

1 He made an effort to put **across**/towards the importance of the request.
2 After losing his job, Frank went **in**/on the dole.
3 If you work **on**/from commission, you get a low basic salary.
4 Mark decided to hand **in**/on his notice.
5 The angry workers went **on**/to strike.
6 Tell your manager if you need to take time **off**/of.
7 Rick would like to apply **for**/at a position in the company.
8 If you need financial support, take **out**/over a loan.

II Exam Skills Check (Modules 3-4)

Rozumienie tekstów pisanych

Dobieranie

1 Przeczytaj cztery teksty (A–D) na temat planów młodych ludzi. Do każdego pytania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Uwaga: jeden z tekstów pasuje do dwóch pytań.

ENTERING THE BIG WIDE WORLD

Leaving school is one of the milestones in life, where students – now adults – take their first steps alone in deciding what their future will hold. We asked four school-leavers – who have finished their exams but do not yet know their results – what they believe the next few years hold for them.

A

Most of my friends consider me to be a bit of a weirdo, because I've got everything mapped out already. But I want to be a doctor, and that requires you to be focused, motivated and forward planning. My exams went well, so I'm pretty confident that I'll be accepted into my first-choice university – the University of Aberdeen School of Medicine. It's a great place as far as medicine is concerned, but I do have a slight worry in the sense that it's a long way from home – I live in Cornwall, which couldn't be any further. That means I'm going to miss my family and friends, though I do have one good friend going to Edinburgh University, so we've promised to visit one another in the first term. Apart from that, it will have to be video calls and texts, but I'm determined to make it work, because there's no time to lose. Medicine is a five-year course, followed by a two-year foundation, which means I'll be a kind of trainee doctor. And that's without any kind of specialisation!

B

I'm quite confident that I'm going to get into my second-choice university. My first choice might be a bit of a stretch – I did well in Maths and Chemistry, but Biology didn't go so well, and my first-choice university wants top grades in all subjects. I won't mind, though, as long as I get into number 2, Coventry University, and I'm almost certain that I've got enough to get in there. Coventry is very close to where I live, so I won't have to find my own place, which will cut down on costs considerably as well – something which will be welcome news for my father as well as me! It'll be a relief to know, though, because I worked so hard and I really don't want to have to do that all over again! Because I've gone off my third-choice university, so if I don't get into Coventry, I'll probably resit.

C

I've had a really stressful couple of years. I was supposed to take my exams last year, but I got really ill and had to spend six months going in and out of hospitals. Everything's fine now, but I've spent the last 12 months catching up on all the work I missed and revising for the final exams this year. Well, it's all over now, and I feel like I did well (if not great), but there's no way I'm heading straight for university in October. Life's too short, and I need a break! So my best friend and I have agreed to take a gap year and spend it travelling. First, we're heading for Australia, where we're going to work for a while, and then we'll make our way back home via Thailand, India and North Africa. I'm going to read up on a few courses that interest me so that, by the time I get back, I should have figured out what I want to do.

D

My father's Dutch, so I've taken the decision to go and study in his native land – the Netherlands. I speak Dutch, which will be helpful in everyday life, but the lectures and course material are all in English. So, the academic side should present no problems. I can stay with my uncle and aunt and I have cousins there my age who can show me around. This is why I don't feel in the least bit nervous about going, but I'm in a real panic about something else. Three of my exams went very well, but in the fourth and last, I did something really stupid. I did all of the questions in the exam booklet, but I didn't look at the back page. After I came out, pleased with myself about having passed number four, a friend told me that there were two questions on the back page, too! I nearly died! I should have done enough in the rest to get the mark I need, but the suspense is killing me!

Which young person		Answer
1	has chosen a university based on his/her heritage?	D
2	has already taken steps to address an emotional problem he/she expects to have?	A
3	is planning on spending some time researching before deciding what to study?	C
4	shares a parent's concern about the financial side of university studies?	B
5	is extremely worried about something he/she overlooked?	D

Exam Skills Check (Modules 3-4) II

Rozumienie ze słuchu

Wybór wielokrotny

2 Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1–2 zakreśl jedną z liter: A, B albo C.

Text 1

1 Sally is
(A) a surgeon. B a lifeguard. C a plumber.

Text 2

2 Which of the following is stated in the dialogue as a fact, not an opinion?
A Short interviews don't lead to job offers.
B The woman is qualified for the job.
(C) The selection process is complicated.

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Text 3

3 At the beginning of his talk, the speaker
A tells the visitors off for yesterday's behaviour.
(B) implies that sports facilities are not a priority.
C states why people should attend the university.
D explains why he needs to speak for so long.

4 The speaker uses the expression "first come, first served" in order to
(A) encourage the visitors to apply for bungalows early.
B warn the visitors about the cafeteria queues.
C contrast the types of university accommodation.
D stress an advantage for first-year students.

5 The speaker uses the example of plastic cups and plates to show
A how extensive the facilities are.
B which research areas the university is renowned for.
C how important recycling policies are.
(D) what groundbreaking projects science students work on.

6 Throughout the talk, the speaker
A encourages the visitors to ask him questions.
(B) stresses the limited time available to them.
C presses the visitors to choose the university.
D emphasises the university's non-academic aspects.

Znajomość środków językowych

Zadanie z lukami

3 Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

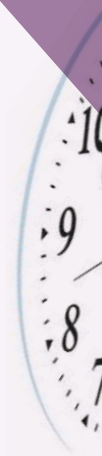
THE ZERO-HOURS GENERATION

Many young people are on zero-hours contracts. **1)** This means their employer can give them 40 hours of work a week or none at all.

Supporters say it allows companies to reduce costs in times of low demand. They also point out that the employee does not **2)** have to take all the hours they are offered if they do not want them.

Opponents argue, however, that in practice they are put **3)** under a lot of pressure to accept whatever they are given. Those on zero hours are also undervalued as employees, which impacts their emotional well-being.

4) Although the zero-hours contract provides freedom to employers, it seems that it comes at a cost. This might **5)** be a good reason to reconsider zero-hours contracts.



Część ustna

Wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania

4 Popatrz na zdjęcie 1., 2. i 3. Dyrekcja Twojej szkoły chce przeznaczyć dodatkowe środki ze szkolnego budżetu na to, by poprawić doświadczenie edukacyjne uczniów. See Answer section

- Wybierz zdjęcie, które, Twoim zdaniem, przedstawia najlepszy sposób na wydanie tych środków, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







Answer these questions.

1 Do you think extracurricular activities at school are a good idea? Why?/Why not?
2 Should students have a say in how a school is run? Why?/Why not?

MODULE 5

Życie prywatne

VOCABULARY



1 Look at the photo and guess the age of the people. Do you think they are relatives?

See Answer section

Family

2 a) Write the correct word to complete the sentences. The first letter of each word has been given. Compare with your partner.

1 Another word for husband or wife is s*pouse*.
2 Your husband's or wife's family are your i*n*-l*aws*.
3 S*ibling* refers to a brother or sister.
4 If one of your parents has a child with another person, that person is your h*alf*- b*rother* / s*ister*.
5 Your father's grandfather is your g*reat*-g*randfather*.
6 Your aunt's children are your c*ousins*.
7 If your father remarries and his new partner has a child, they are his s*tepchild*.
8 The person you were married to but divorced is your e*x*-h*usband*/ w*ife*.

b) Use the words from Ex. 2a to write three sentences about your family.

See Answer section

Collocations

3 🎧 Listen and complete the sentences. Then, use the collocations in sentences of your own.

1 My parents divorced when I was quite young, so I come from a *single-parent* household. But my dad did a great job.
2 We didn't have a lot of rules growing up – just to be home before dark. It wasn't a very strict *upbringing*.
3 In many cultures, it's common to live with *extended* family such as grandparents, aunts and uncles.
4 In my case I was very lucky. My *foster* parents decided to adopt me when I was just a baby.
5 Even though he wasn't my *biological* father, my stepdad treated me like his own child.

Ss' own answers

Phrasal verbs

4 a) Choose the correct particle.

1 Do you agree that these days both parents need to work in order for a family to get **through**/in/by financially?
2 Do you get through/**along**/by with your siblings (if you have any)?
3 Would you feel nervous about asking someone **out**/by/for on a date?
4 Is it better to break open/down/**up** with someone by text or in person?
5 Do you take **after**/on/up your father or your mother?
6 Do you think there are more advantages to being raised **in**/by/at the city or the countryside?

b) In pairs, ask and answer the questions in Ex. 4a.

See Answer section

c) Discuss the quotation.

See Answer section

"It didn't matter how big our house was; it mattered that there was love in it."
Peter Buffett

Friends & Acquaintances

5 a) Complete the sentences using: *classmate*, *colleague*, *fellow members*, *childhood friend*, *acquaintance*, *sidekick*.

1 Kendra is a(n) *classmate* from Intro to Biology.
2 He's an old *childhood friend*. We didn't go to the same school but we did grow up together.
3 I don't really know her well, so I'd say she is more of a(n) *acquaintance* than a friend.
4 My *fellow members* at the sailing club are hosting a dinner on Saturday.
5 This is my *colleague* Steven who works in the accounts department at the office.
6 In films, the main character often has a(n) *sidekick*; a friend who is always with them.

b) Finish the sentences using your own ideas.

See Answer section

1 I've known my oldest childhood friend since ...
2 In the future, I hope my colleagues will be ...
3 The difference between a friend and an acquaintance is ...

Daily activities & Free time

6 a) Look at the list below and decide if you do the activities almost daily *(D)*, once or twice a week *(W)*, once or twice a month *(M)*, once or twice a year *(Y)* or almost never *(N)*.

Ss' own answers

1 practise outdoor sport .....
2 visit extended family .....
3 do hobbies .....
4 do stress-relieving activities .....
5 go to a recreation centre or gym .....
6 do adventure sports .....
7 participate in a club .....
8 look over school notes .....
9 attend classes .....

b) List three other activities for each category: *daily – weekly – monthly* – annually

See Answer section

c) Talk about your daily routine and free-time activities.

See Answer section

7 Fill in with: *stress*, *enthusiast*, *develop*, *varied*, *moderate*, *rush*, *choose*, *activities*, *weekly*, *positive*, *glued*, *workout*.

POWER ZONE

Sports and Leisure Centre

Here at Power Zone, we cater for people with **1)** ...varied... interests by offering them a wide range of recreational **2)** ...activities... .

SPORTS

If you're a sports **3)** ...enthusiast..., you can take part in both indoor and outdoor sports, including squash, badminton, cycling and rowing. Or take up adventure sports like kayaking and skydiving for that ultimate adrenalin **4)** ...rush... .

EVERYDAY & LEISURE ACTIVITIES

For those who prefer more **5)** ...moderate... exercise, why not join our walking club which organises country walks on a(n) **6)** ...weekly... basis? Keep fit with a fun **7)** ...workout... in our aerobics classes or take up yoga, an effective **8)** ...stress... buster if you've been **9)** ...glued... to an office computer screen all day!

HOBBIES

10) ...Choose... a hobby that you enjoy – it's the first step towards more **11)** ...positive... thinking! **12)** ...Develop... interpersonal skills by playing against a chess opponent, for example, or get creative in our cookery classes.
Better Living is full of surprising choices. Contact us to learn more!

CLICK HERE

Active/Inactive lifestyle

8 a) Fill in the table with: *physical*, *hydrated*, *high*, *regular*, *chronic*, *lavish*, *stamina*, *sleep*, *balanced*, *daily*.

Active lifestyle	Inactive lifestyle
Eat a healthy, 1) ...balanced... diet	Indulge in a(n) 6) ...lavish... lifestyle
Take 2) ...regular... exercise	Avoid 7) ...physical... activity
Build 3) ...stamina... through a fitness routine	Suffer from a(n) 8) ...chronic... disease
Drink plenty of water to keep 4) ...hydrated...	Have a(n) 9) ...high... cholesterol level
Get eight hours of 5) ...sleep... daily	Live with 10) ...daily... stress

b) What type of lifestyle do you follow? What could you do to make your lifestyle better? Use ideas from Ex. 8a and discuss in pairs.

See Answer section

Celebrations & Events

9 a) Choose the word which does not belong. Which type of event does each list refer to?


A New Year


B funeral


C carnival


D birthday


E wedding

1 maid of honour – groom – godfather – honeymoon — E
2 mask – cemetery – speeches – burial — B
3 countdown – best man – champagne – fireworks — A
4 bride – blowing out candles – birthday cake – gifts — D
5 street parade – floats – costumes – reception — C

b) Use the words from Ex. 9a and your own ideas to describe the pictures (A–E).

See Answer section

Culture Spot



In the UK, young people often greet each other with a 'fist bump': a light knock of their fists together.

In Poland, the same gesture is called 'little turtles' because the clenched fist is thought to resemble a turtle shell.



10 Complete the email with the words below.

• traditional • bridesmaid • civil • newlyweds
• wedding • memorable • aisle • honeymoon

Hi Ann,
Last week, my brother Frank got married to Stacy. It was a beautiful 1) wedding. .
All of our family and friends were there to celebrate this 2) memorable day. The couple decided to have a(n) 3) traditional church wedding rather than a(n) 4) civil ceremony. The best man was my brother, George and Stacy's sister, Victoria was a(n) 5) bridesmaid, too. It was very emotional when the father of the bride walked Stacy down the 6) aisle towards the groom. There was a marvellous reception at a country hotel, with a four-course meal, and dancing afterwards. After the wedding had finished, the 7) newlyweds left for their 8) honeymoon . I really wish you could have come. I'll send you photographs as soon as I've downloaded them.
Take care,
Lucy

Conflicts & Problems

11 Fill in with: *lack*, *tension*, *impact*, *separation*, *conflicts*, *violence*, *outcome*, *income*, *counsellors*, *resolve*.

At New Horizon Family Services, we're here to help. We work with both couples and families to help you through life's unavoidable 1) conflicts and challenges, working towards the best possible 2) outcome for all people involved. At New Horizon, we can assist you and your family with:

- communication issues – a(n) 3) lack of communication is often one of the biggest challenges when dealing with family conflict.
- 4) income problems – conflict around money is a major source of 5) tension in many families.
- abuse – domestic 6) violence or emotional abuse are not problems which will 7) resolve themselves. Talk to one of our non-judgemental counsellors to discuss options and resources.
- changes to the family – divorce, 8) separation or the loss of a loved one can have a huge 9) impact on family dynamics. Learn how to navigate your new reality.
- Contact us today to arrange a free consultation by phone with one of our trained marriage 10) counsellors or family, health and well-being specialists.

12 Choose the correct word.



WHY?

The happiest of families experience conflict at times. This is because

- family members are emotionally **1) attached/joined** to each other through **2) eternal/long-term** relationships.
- families often **3) resist/insist** interference or help from outside.
- there is a **4) lack/shortage** of common sense when dealing with conflict.

WHICH?

Which of these problems sound familiar to you?

Husband and wife

- **5) financial/economical** difficulties
- **6) disappearance/distance** due to job commitments
- **7) communication/speech** problems
- **8) waste/neglect** of family members

Children

- rebellious **9) behaviour/activity**
- social **10) force/pressure** from peers
- addiction **11) to/with** substances
- fights **12) through/between** siblings

WHAT?

What can you do to **13) answer/address** these issues? You don't need to struggle on your own. Marriage **14) guiding/counselling** services are now widely available to help you **15) manage/deal** your anger and communicate with your family better. For details of services in your area, see inside this leaflet.

13 Think Think of conflicts in your family. How can they be dealt with? Discuss.

See Answer section

1 If you could have a party for all the members of your extended family, what kind of party would you have and why?

See Answer section

Zadanie z lukami

Exam Tip: For some gaps, you will hear two or more possible answers. After you hear them, listen closely for something that will prove that only one answer is correct. For example, you hear "Both the red one and the green one are available". Then you hear, "That's good, but I don't like red."

2 M 🎧 Usłyszysz dwukrotnie rozmowę pracownika hotelu z klientem rezerwującym salę. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

Guests	between 80 and 100
Riverview Grand Hotel	Banquet Hall Booking
Hall	1) Blue Hall
Purpose	2) family reunion
Date required	Saturday March 19th
Time	9:00 pm to 12:00
Name	Paul 3) Hendricks
Food and Beverages	to be 4) organised at a later date
Special requests	none at this time

3 Which would be more enjoyable for you, a party with your friends and acquaintances (A) or a party with your extended family (B)? Give reasons for your choice.

See Answer section

A



B



Dobieranie i odpowiedzi na pytania

4 M 🎧 Usłyszysz dwukrotnie wypowiedzi czterech osób o ich dziadkach. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

A has lived with one of their grandparents.
B has grandparents who love city life.
C misses a grandparent who died.
D wouldn't want to live like their grandparents.
E said their grandparents travelled in a lot of places.

Speaker 1	C
Speaker 2	D
Speaker 3	B
Speaker 4	A

5 M 🎧 Wysłuchaj ponownie nagrania. Na podstawie zawartych w nim informacji odpowiedz krótko na pytania 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.

See Answer section

1 When did Speaker One's grandmother get married? .....
2 What did Speaker Two's grandparents do after the grandfather retired? .....
3 How many Saturday nights did Speaker Three's mother not have a babysitter? .....
4 Where is Speaker Four's grandfather? .....

6 Match the words in bold in the excerpts from the listening with their meaning.

1 C ... and that's why I **treasure** every moment.
2 E ... they no longer have the **burden** of raising children.
3 A I have **fond** memories of her ...
4 B [She] had an interesting and **eventful** life.
5 D Those two things remained her **priority**.

A very happy and tender
B a lot of exciting/unusual things happening
C to appreciate something important
D something that is most important
E something difficult you have to deal with

7 Answer the questions with a partner.

See Answer section

1 What is a priority for you?
2 What is a burden for you?
3 What do you have fond memories of?
4 Have you had an eventful life?
5 What do you treasure?

5 Exam Skills Practice

READING

Wybór wielokrotny i zadanie z lukami

1 M Przeczytaj dwa teksty związane ze złym zachowaniem. Wykonaj zadania 1–8 zgodnie z poleceniami.

Text 1

To: yolunda@hmail.net
From: sonja@mail.org
Re: Help!

Hey Yo!

I miss you so much! I hate having to write instead of call you, but the time difference makes it so difficult. How's everything over there on the other side of the ocean? How are you getting along with your new flatmates? What's the campus like? Have you made a lot of new friends?

To be honest, I'm actually writing to you because I'm a bit worried about Jakub. He's been arguing with your parents a lot recently. I'm not sure if your mum mentioned anything about it the last time you spoke with her. Anyway, I wanted to reach out and let you know, and check if there's anything I could do to help as his big sister is so far away.

The last time I saw him was at a family dinner over the holidays. We usually have lots to talk about, but he seemed quiet and kept to himself more than usual. Part of me thought it was just regular teenager stuff: maybe he wanted to be out with his friends rather than sitting around a table eating dinner at Aunt Maria's house. Maybe he'd just broken up with his girlfriend? The point is, I didn't think much about it at the time.

That was a couple weeks back, but I've just heard from my mum that things haven't been going well at your house. Jakub's been spending a lot of time in his room playing video games and only comes out to go to school and eat dinner. There are daily fights about chores not being done, poor grades, and your mum doesn't like some of Jakub's new friends. She doesn't want him to fall in with a bad crowd. While it's nothing major at this point, I'm worried that if your parents and brother don't start communicating more, things could go from bad to worse. Maybe you could give him a call and see how he's doing? Do you want me to check in with him?

Anyway, write back soon about this, I can't wait to see you when the family gets together at Christmas!

Love you loads,

Sonja

W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

1 Yolanda is
- A working in a foreign country.
- (B) studying abroad.
- C on a seaside holiday.
- D travelling with friends.

2 The reason Jakub was quiet at the family dinner was
- A because he'd broken up with his girlfriend.
- B because he wanted to be out with friends.
- C because of typical adolescent problems.
- (D) dismissed as unimportant by the author.

3 Why is the author writing to Yolanda?
- A to ask her for advice
- B to pass on a message from her parents
- (C) to inform her of a problem
- D to check if she's aware of a bad influence

4 What can be concluded about the author?
- (A) She is a relative of Yolanda's.
- B She is one of Yolanda's siblings.
- C She is a neighbour of Yolanda's.
- D She is an old school friend of Yolanda's.

Text 2

Chapter 5: The teenage years

There are numerous appropriate and effective consequences parents and caregivers can utilise when dealing with a teen's unacceptable behaviour. Conflict between parents and adolescents is natural and even healthy in some ways. It's how we deal with these tensions that can make all the difference in determining positive outcomes and better behavioural choices moving forward.

First and foremost, decide when to react. Ignoring mild misbehaviour is generally recommended. Intervene only when the issue is serious enough to jeopardise health or safety. If the behaviour is simply annoying or irritating, don't overreact. Often not reacting is actually the best response. Instead, allow what we term 'natural consequences' to come into effect. If, for example, a teen doesn't complete his or her homework, they will suffer the consequence of receiving poor marks or being unprepared for class. Another example would be forcing a teen to pay for damage they caused to the family car or home. In situations where natural consequences aren't strong enough or can't be applied (i.e.: the natural consequence of not wearing a seatbelt is potential death), make sure your punishment is logical. An appropriate consequence of not wearing a seatbelt might be losing access to the use of the family car for a week.

Often, parents feel the most suitable consequence is a loss of privileges; that limiting what teens enjoy the most (their phone, Internet use, time with friends, sport etc.) will force them to change their behaviour to be more in line with expectations. While commonly used, this approach must be adopted in a specific way in order to be effective. In my family therapy practice, I usually suggest parents set a time-limit for the restriction, establish a way in which the teen can 'earn back' their privileges and most importantly, stick to their word. It's frustrating to see parents not following through on punishments. When teens whine or promise to change their behaviour and mum or dad give in, parents lose all their power.

Przeczytaj tekst nr 2 na str. 62 i uzupełnij jego streszczenie. Uzupełnij luki 5–8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.



summary

There are many ways for adults to deal with a child's **5)** unacceptable/bad behaviour and the method chosen plays a big part in conflict resolution.
One effective response to family conflict is making use of **6)** natural consequences for misconduct by a teen.
However, the most vital thing for a parent or caregiver to remember is to act **7)** logically when choosing a punishment and to remember to be flexible when certain choices aren't possible or safe.
Whatever punishment an adult chooses, it's very important to be consistent and not back down. If an adult does, then they **8)** lose all power and authority.

2 Think Do you agree with the advice given in text 2 about how parents ought to deal with bad behaviour? Why or why not?

See Answer section

Dobieranie

3 a) M Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

A But the most surprising and wonderful part of Holi, in my opinion, occurs on the second day.
B It's a public holiday that is celebrated across the country.
C Before long, I was covered from head to toe in a rainbow of colours.
D Never have I seen anything even remotely similar.
E Dimali is the most famous festival in India.

b) Explain the words in bold.

See Answer section

4 Read the text and complete the sentences (1–4).

See Answer section

1 The author is currently in India as a ..... .
2 The festival lasts for ..... .
3 Most of the festivities take place on ..... .
4 Shortly after the author arrived at the festival, ...

MY INDIA ADVENTURES:



The Festival Edition

I'm in the final month of my semester abroad here in Pune, India, and I've experienced a wide variety of what this **vibrant** country has to offer. I've attended lavish wedding receptions and visited ornately decorated temples. To be honest, just walking down the street here is a **feast for the senses**. But nothing could prepare me for what I experienced today. [1 D] Well, maybe that tomato throwing festival in Spain. Anyway, I'm not even sure I'll be able to express how truly magical it was, so **bear with me**.
Today, all across India, people celebrate the Hindu festival of Holi, which is also called the festival of colour. [2 B] While the exact date of Holi changes with the lunar calendar, the festival is held in February or March each year and celebrates the end of winter, new life, love and the victory of good over evil. My classmates had told me that Holi was one of their favourite holidays of the year, and having now experienced it **firsthand**, I can see why.
Although Holi is a religious festival and some families **partake** in religious ceremonies, for the most part, Holi is a time to take to the streets and have fun for two days. People celebrate by eating special foods, dancing to Bollywood songs and generally **letting loose**. [3 A] It sounds **absurd**, but giant public water fights take place on the streets. **Armed** with water balloons, buckets and water pistols, children and adults alike delight in **soaking** their friends, family and **unsuspecting** strangers. I went out with some classmates to check out the festivities and I was **drenched** within a minute! And just when I thought things couldn't get any odder, I realised not only were people throwing water at me, they were **hurling** colourful powders as well. [4 C] I honestly can't remember the last time I had that much fun.

5 Think Think of a festival, celebration or event you have experienced firsthand. What did you enjoy about it? Take three minutes and write down some notes, then tell the class.

See Answer section

5 Exam Skills Practice

USE OF ENGLISH

Zdania okolicznikowe czasu, sposobu i przyzwolenia

See pp. GR28-GR30

1 Complete each explanation with: time, manner, concession.

1 *Even though they argue a lot, my parents have a good marriage* is an example of a clause of ..concession.. .
2 *Sometimes my acquaintances act like they are my friends* is an example of a clause of ..manner.. .
3 *We'll celebrate the new year when the clock strikes midnight* is an example of a clause of ..time.. .

Transformacje bez słowa klucza

2 M Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–10). Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Although it was his birthday, he decided to stay home.
He decided to stay home despite ..the fact that it was.. his birthday.
2 My younger sister behaves like she is older than me.
My younger sister behaves ..as if she were.. older than me.
3 Martin wants to watch the match when he finishes his homework.
Martin wants to watch the match ..as soon as he finishes.. his homework.
4 My alarm went off the very second I woke up.
My alarm went off just ..as I was.. waking up.
5 They arrived and saw that the party had ended.
The party had ended by ..the time they.. arrived.
6 Even though they are brother and sister, they don't look alike.
They don't look alike in spite ..of the fact that.. they are brother and sister.
7 Marina tried really hard but couldn't find her keys.
Marina couldn't find her keys no ..matter how hard.. she tried.
8 My friend's parents live like they are rich.
My friend's parents ..live as if they.. are rich.
9 They haven't known each other long, but they are best friends.
Despite ..the fact that they.. haven't known each other long, they are best friends.
10 Although I had eight hours of sleep, I still felt really tired.
I felt really tired even ..though I (had).. had eight hours of sleep.

Gramatykalizacja

3 M Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

1 He started to make the sauce ..while the chicken was cooking.. **(while/chicken/be/cook)** in the oven.
2 Although he ..waited/had waited for more than.. **(wait/more)** an hour for the bus, it never came.
3 Despite the rain, ..he walked to the.. **(he/walk)** station.
4 To avoid a confrontation, ..I walked past as though.. **(I/walk/past/though)** I hadn't seen them.
5 She ..has played/has been playing the piano.. **(play/piano)** since she was five years old.

Zadanie z lukami

4 a) M Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

usual	avoid	prevent	public	unique	benefit

No looking!

There are quite a number of interesting traditions, rituals and superstitions associated with different wedding ceremonies around the world. Some of the strange and **1)** ..unusual.. things people do before, during and after weddings are rooted so deeply in the past that it's sometimes difficult to see the logic behind them. This is not the case with the very old tradition of the groom **2)** ..avoiding.. looking at the bride before the ceremony. This dates back to a time when the overwhelming majority of marriages were arranged, usually by the parents. Often marriages were arranged because they were financially **3)** ..beneficial.. to the two families. Because there was something for them to lose, the families decided that it was best that the groom did not see the bride before the ceremony. The fear was that if he were to not like what he saw, he might back out, leaving both families **4)** ..publicly.. embarrassed and without whatever benefit they hoped to gain from the union.

b) Are there any similar superstitions in your country?

Ss' own answers

5 Use the endings *-al* or *-ial* to change the following words. What endings do words that take *-ial* have? Tick **(✓)** to indicate if the word ending in *-al* or *-ial* is an adjective *(A)* or noun *(N)*. Which ones can be both?

			A	N
1	profession	professional	✓	✓
2	approve	approval		✓
3	emotion	emotional	✓	
4	controversy	controversial	✓	
5	industry	industrial	✓	✓
6	tradition	traditional	✓	
7	office	official	✓	✓
8	commerce	commercial	✓	✓
9	finance	financial	✓	
10	nation	national	✓	✓

Words that end in *-y* or *-e* take *-al* or *-ial*.

6 Choose the correct answer.

1 We argued a lot, so my boyfriend and I decided to ..... .
A divorce (B) break up C leave

2 Jan has had the same daily ..... for years.
(A) routine B procedure C custom

3 My dad punished me because he didn't like my ..... .
A acting B performance (C) behaviour

4 Eva's family doesn't ..... religious holidays.
A see (B) observe C witness

5 My friends and I like to watch ..... films.
(A) popular B common C universal

6 When she is deep in thought, Gina often just ..... the wall in her room.
A sees (B) stares at C watches

7 In my family, we have a ..... of celebrating holidays together.
A culture B legend (C) tradition

8 My grandparents ..... four children.
A grew (B) raised C developed

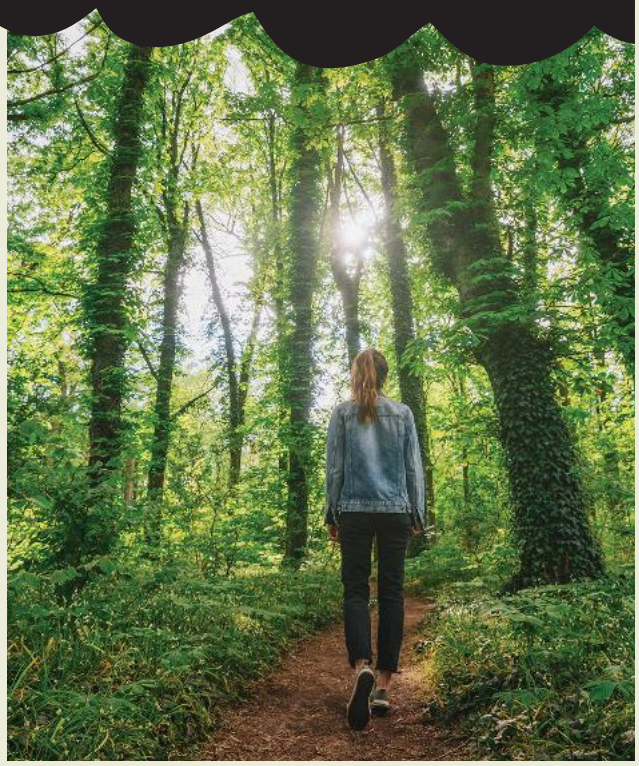
9 People say that Alex ..... his mother.
(A) takes after B takes on C takes over

10 I've never met anyone with my name. It's really ..... .
(A) unique B individual C exclusive

Zadanie z lukami

7 a) **M** Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

The recluse



A recluse is a person who prefers to live in isolation from others. Historically, the term recluse was synonymous with the word for someone who lived in solitude for religious reasons, that being the hermit. **1)** Although/However , what differentiates recluses from hermits is the fact that a recluse can have a variety of reasons for avoiding society other **2)** ..... than ..... religious ones. Among those can be various psychological problems such as severe depression, post-traumatic stress disorder and fear of social interaction. But, there are also individuals who **3)** ..... made ..... conscious choices to be alone based on what they consider to be a preferred lifestyle. In fact, many of the world's greatest thinkers and artists spent significant parts of their lives in seclusion, one would think primarily, to devote themselves to their work. The list is a long one and includes people **4)** ..... such ..... as Isaac Newton, Marie Skłodowska-Curie, Nikola Tesla, Michael Jackson and countless others.

b) Think Is it bad to be a recluse? Discuss in groups.

See Answer section

5 Exam Skills Practice

WRITING

Artykuł publicystyczny
An article providing solutions to a problem

Prepare for the task

Writing Tip:

In an article providing solutions to a problem, you discuss a problem and its cause(s), and then present your proposed solutions supported with details and the expected results.
Articles about problems and solutions are written in formal style but may address the reader directly and use imperative verb forms.

1 Read the article and answer the questions.

1 What is the problem?
2 What is the cause?
3 How many solutions are proposed?



Family Friction

We've all been there, tensions run high and before you know it you find yourself arguing with a sibling or a parent. While this is a common problem for most people, it's also a perfectly natural one. This is because relatives can be very different people with different views and perspectives on life. Even so, there's no reason why these occasional conflicts can't be resolved, and why we can't prove that blood is indeed thicker than water.
The first thing to do is talk to your relative and ask them what is causing the tension between you. A good way to start is to just ask them how they feel and what's bothering them. Showing concern is a great way to reaffirm your bond and show that you care for them. You never know, that alone may actually lead to a diffusion in the situation.
Another way to deal with things is to go to a parent or older sibling and ask for their help. Explain that you'd like them to speak to the other person for you. This way the person that is upset will be more receptive to you. No doubt, you will be able to fix things and apologise.
If you keep these things in mind, you'll be able to deal with problems in a positive way. It might be true that you can choose your friends, but you can't choose your family. However, with a little patience, your family can be your best friends, too.

2 Read the article again and match the sentence halves to explain its structure.

1 C The introduction
2 D Each body paragraph firstly
3 B Each body paragraph secondly
4 A Each body paragraph thirdly

A gives expected results of the suggestion.
B has two or three sentences supporting the suggestion.
C states the problem and the cause(s).
D states a different suggestion.

3 With a partner, use the underlined phrases in the model in Ex. 1 to begin sentences about one of the following problems.

See Answer section

- settling an argument with a brother or sister
- apologising for something thoughtless that you said

Your turn

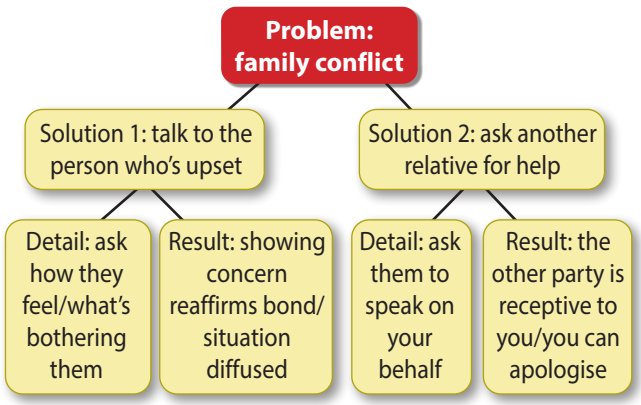
4 Look at the exam strategy box and the spider diagram for the model in Ex. 1. Then, create a spider diagram for question 1 or 2 to help you brainstorm ideas.

See Answer section

Exam Strategy

To plan your article, make a mind map (spider diagram) with the problem in the middle. Then, draw lines from the middle to two or three boxes, one for each body paragraph, and write a different solution in each one. Then, radiating out from the solutions, create a box for each of two or three examples/expected results.

1 How can you resolve a conflict with friends?
2 How can schools help resolve problems between students?



5 M Wybierz jeden z tematów z ćw. 4 i napisz artykuł (200–250 wyrazów) do czasopisma o tematyce społecznej. Omów przyczyny powstawania sytuacji konfliktowych i zaproponuj rozwiązania.

See Answer section

"Festivals are the best because you can't control anything, and for a control freak like me, that's a wonderful experience."
Jack Garratt, British singer – songwriter

1 a) Look at the quote. Do you agree?

See Answer section

b) Now look at the list of some of the world's most unusual festivals below. Discuss with a partner what you think happens during the festivals.

See Answer section

- The underwater music festival
- Battle of the oranges
- The running of the bulls
- Cheese-rolling festival

2 Tell your partner which of the above festivals you think you'd like to take part in and why. Which would you avoid and why?

See Answer section

Opis ilustracji i odpowiedzi na pytania

Exam Strategy

When describing a picture where something unusual is happening, briefly set the scene first, and then focus on the unusual thing that is happening and the people most directly involved with it. Say what the unusual thing is and what the people are doing. You can also speculate how you think they feel about the unusual thing.

USEFUL LANGUAGE

Picture Description

Describing something unusual

- There seems to be something unusual/strange happening here.There is/are ...
- What's interesting/strange/unusual about this picture is that there is/are ...
- This is strange/unusual/interesting because there is/are ...

How people feel about what is happening

- They seem to be really enjoying ...
- They don't seem to be enjoying ...
- It's obvious that they really like/dislike ... + -ing
- They might be feeling (really) + adj.

3 M Describe the picture below.

See Answer section



4 M Answer the questions.

See Answer section

1 How do you think the passer-by feels about what is happening?
2 Would you like to participate in this festival? Why or why not?
3 Tell me about a memorable festival or celebration that you attended.

Rozmowa z odgrywaniem roli

Exam Strategy

Read the rubric and the four pieces of information you need to include. Think about which pieces of information you could say the most about. Start your role play with the thing you could say the most about, then the second most, etc.

5 M Organizujesz klasową imprezę. Rozmawiasz na ten temat z wychowawcą klasy. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie.

See Answer section

- miejsce imprezy
- jedzenie i napoje
- gry i zabawy
- inne rozrywki

USEFUL LANGUAGE

- We could have/hold it at/in ...
- One possibility is to have ...
- I think we could have ...
- What do you think about having ...
- I think everyone would like ...

VOCABULARY BANK

5

Życie prywatne

Family – Rodzina

be raised (in) /biː ˈreɪzd/ (v) = być/zostać wychowanym (w)
biological father /ˌbaɪəˈlɒdʒɪkəl ˈfɑːðə/ (n) = biologiczny ojciec
couple /ˈkʌpl/ (n) = para; para małżeńska
cousin /ˈkʌzən/ (n) = kuzyn, kuzynka
distant cousin (phr) = daleki kuzyn, daleka kuzynka
ex-husband /ˌeks ˈhʌzbənd/ (n) = były mąż
ex-wife /ˌeks ˈwaɪf/ (n) = była żona
extended family /ɪkˌstendɪd ˈfæməli/ (n) = rodzina wielopokoleniowa
foster parents /ˌfɒstə ˈpeərənts/ (pl n) = rodzice zastępczy
godfather /ˈgɒdˌfɑːðə/ (n) = ojciec chrzestny
great-grandfather /ˌgreɪt ˈgrændˌfɑːðə/ (n) = pradziadek
half-brother /ˈhɑːf brʌðə/ (n) = przyrodni brat
half-sister /ˈhɑːf sɪstə/ (n) = przyrodnia siostra
husband-to-be /ˌhʌzbənd tə ˈbiː/ (n) = przyszły mąż
immediate family (phr) = najbliższa rodzina
in-laws /ˈɪn lɔːz/ (pl n) = teściowie
sibling /ˈsɪblɪŋ/ (n) = brat/siostra (jedno z rodzeństwa)
single parent household (phr) = dom prowadzony przez ojca/matkę, który/która samotnie wychowuje dzieci
spouse /spaʊs/ (n) = współmałżonek (mąż lub żona)
stepchild /ˈsteptʃaɪld/ (n) = pasierb/pasierbica
stepdad /ˈstepdæd/ (n) = ojczym
stepdaughter /ˈstepdɔːtə/ (n) = pasierbica
stepmother /ˈstepmʌðə/ (n) = macocha
stepson /ˈstepsʌn/ (n) = pasierb

Phrasal verbs

ask (sb) out (on a date) /ˌɑːsk ˈaʊt/ (phr v) = zaprosić kogoś (na randkę)
break up /ˌbreɪk ˈʌp/ (phr v) = rozejść się, rozstać się z kimś
get along /ˌget əˈlɒŋ/ (phr v) = radzić sobie, układać z kimś relacje
get through to sb /ˌget ˈθruː/ (phr v) = skontaktować się z kimś
take after (sb) /ˌteɪk ˈɑːftə/ (phr v) = być podobnym do kogoś, wdać się w kogoś (o wyglądzie, zachowaniu)

Useful phrases

blood is thicker than water (phr) = więzy krwi są ważniejsze od innych relacji, krew nie woda
my grandfather on my father's side (phr) = mój dziadek ze strony ojca
raise children (phr) = wychowywać dzieci
strict upbringing (phr) = surowe wychowanie
take care of a household (phr) = zajmować się domem

Friends & Acquaintances – Przyjaciele i znajomi

acquaintance /əˈkweɪntəns/ (n) = znajomy/znajoma
adolescent /ˌædəˈlesnt/ (n) = nastolatek/nastolatka
bond /bɒnd/ (n) = więź (między ludźmi)
caregiver /ˈkeəgɪvər/ (n) = opiekun/opiekunka
childhood friend (phr) = przyjaciel/przyjaciółka z dzieciństwa
classmate /ˈklɑːsmeɪt/ (n) = kolega/koleżanka z klasy
colleague /ˈkɒliːg/ (n) = kolega/koleżanka z pracy
fellow member (phr) = członek tego samego stowarzyszenia, klubu itd.
flatmate /ˈflætmeɪt/ (n) = współlokator/współlokatorka
recluse /rɪˈkluːs/ (n) = samotnik, odludek
sidekick /ˈsaɪdˌkɪk/ (n) = pomocnik, asystent
have fond memories of (phr) = mieć miłe wspomnienia o
treasure every moment (phr) = doceniać każdą chwilę

Daily activities & Free time – Czynności codzienne i czas wolny

adrenalin rush /əˈdrenəlɪn ˌrʌʃ/ (n) = zastrzyk/przypływ adrenaliny
attend a class (phr) = uczestniczyć w zajęciach w szkole, uczęszczać na zajęcia
cost of living (phr) = koszty utrzymania
develop interpersonal skills (phr) = rozwijać zdolności interpersonalne
do a hobby (phr) = uprawiać/mieć jakieś hobby
do adventure sports (phr) = uprawiać sporty z pogranicza ekstremalnych
do stress-relieving activities (phr) = wykonywać czynności odstresowujące
get by (phr) = dawać sobie radę (finansowo)
go to a gym (phr) = chodzić na siłownię
go to a recreation centre (phr) = chodzić do centrum rekreacji
indoor /ˈɪndɔː/ (adj) = halowy (np. turniej), kryty (np. basen)
leisure centre /ˈleʒə ˌsentə/ (n) = ośrodek rekreacyjny
moderate exercise (phr) = umiarkowany wysiłek fizyczny
outdoor /ˈaʊtdɔː/ (adj) = na świeżym powietrzu, odkryty (np. basen)
participate in a club (phr) = zapisać się do klubu
practise outdoor sports (phr) = uprawiać sporty na świeżym powietrzu
recreational activities (phr) = rekreacja
set time limit (phr) = wyznaczyć limit czasu
sports enthusiast /spɔːts ɪnˈθjuːzɪæst/ (n) = entuzjasta sportu
stress buster (phr) = czynność pomagająca zwalczać stres
upbringing /ˈʌpbrɪŋɪŋ/ (n) = wychowanie
visit (extended) family (phr) = odwiedzać (wielopokoleniową) rodzinę
varied interests (phr) = zróżnicowane zainteresowania
workout /ˈwɜːkaʊt/ (n) = trening, ćwiczenia fizyczne

Active/Inactive lifestyle – Aktywny/Nieaktywny tryb życia

balanced diet (phr) = zrównoważona dieta
build stamina (phr) = budować wytrzymałość
chronic disease (phr) = chroniczna choroba
fitness routine (phr) = regularny trening fizyczny według ustalonego schematu
glued to a computer screen (phr) = przyklejony do ekranu komputera, niebędący w stanie oderwać się od komputera
keep hydrated (phr) = utrzymać właściwy poziom nawodnienia organizmu
high cholesterol level (phr) = wysoki poziom cholesterolu
lavish lifestyle (phr) = wystawny styl życia
physical activity (phr) = aktywność fizyczna
positive thinking (phr) = myślenie pozytywne
regular exercise (phr) = regularne ćwiczenia fizyczne
suffer from stress (phr) = cierpieć z powodu stresu, żyć w stresie

Celebrations & Events – Uroczystości i wydarzenia

aisle /aɪl/ (n) = tu: nawa (w kościele)
best man /ˌbest ˈmæn/ (n) = drużba, świadek na ślubie
birthday /ˈbɜːθdeɪ/ (n) = urodziny
beverage /ˈbevərɪdʒ/ (n) = napój
blow out candles (phr) = zdmuchiwać świeczki
bride /ˈbraɪd/ (n) = panna młoda
bridesmaid /ˈbraɪdzmeɪd/ (n) = druhna
burial /ˈberiəl/ (n) = pochówek, ceremonia pogrzebowa
carnival /ˈkɑːnɪvəl/ (n) = karnawał
celebrate /ˈselɪbreɪt/ (v) = świętować
cemetery /ˈsemətri/ (n) = cmentarz
champagne /ʃæmˈpeɪn/ (n) = szampan
church wedding (phr) = ślub kościelny
civil wedding /ˌsɪvəl ˈwedɪŋ/ (n) = ślub cywilny
countdown /ˈkaʊntdaʊn/ (n) = odliczanie
costume /ˈkɒstjuːm/ (n) = kostium, przebranie
family gathering (phr) = spotkanie rodzinne
family reunion (phr) = zjazd rodzinny
fireworks /ˈfaɪəwɜːks/ (pl n) = fajerwerki, sztuczne ognie
float /fləʊt/ (n) = platforma (np. przewożąca artystów podczas parady)
funeral /ˈfjuːnərəl/ (n) = pogrzeb
get married to (phr) = wziąć ślub z
gift /gɪft/ (n) = prezent, podarunek
groom /gruːm/ (n) = pan młody
guest /gest/ (n) = gość
hold an event (phr) = organizować jakieś wydarzenie
honeymoon /ˈhʌnimuːn/ (n) = miesiąc miodowy
host a party (phr) = być gospodarzem przyjęcia
maid of honour /ˌmeɪd əv ˈɒnə/ (n) = druhna (najważniejsza wśród druhen na weselu), świadek
mask /mɑːsk/ (n) = maska
memorable day (phr) = pamiętny dzień
newlyweds /ˈnjuːliwedz/ (pl n) = nowożeńcy
observe a religious holiday (phr) = obchodzić święto religijne
reception /rɪˈsepʃən/ (n) = przyjęcie
speech /spiːtʃ/ (n) = mowa, przemówienie
street parade /ˈstriːt pəˌreɪd/ (n) = parada uliczna
traditional church wedding (phr) = tradycyjny ślub kościelny
wedding /ˈwedɪŋ/ (n) = ślub, ceremonia ślubna
wedding cake /ˈwedɪŋ keɪk/ (n) = tort weselny
wedding ceremony /ˈwedɪŋ ˌserəməni/ (n) = ceremonia ślubna

Conflicts & Problems – Konflikty i problemy

abuse /əˈbjuːs/ (n) = wykorzystywanie, maltretowanie, znęcanie się
addiction (to substances) /əˈdɪkʃən/ (n) = uzależnienie (od różnych substancji)

address issues (phr) = rozwiązywać problemy, zajmować się danymi sprawami
argue (with) /'ɑ:gju:/ (v) = sprzeczać się (z kimś)
break up with sb /ˌbreɪk 'ʌp wɪð/ (phr v) = zerwać z kimś, zakończyć związek
challenge /'tʃælɪndʒ/ (n) = wyzwanie
communication problems/issues (phr) = problemy z porozumiewaniem się
common sense (phr) = zdrowy rozsądek
control freak /kən'trəʊl fri:k/ (n) = maniak kontroli, osoba lubiąca rządzić/dyrygować innymi
controversy /'kɒntrəvɜ:si/ (n) = kontrowersja
counsellor /'kaʊnsələ/ (n) = doradca
counselling services /'kaʊnsəlɪŋ ˌsɜ:vɪsɪz/ (pl n) = doradztwo, usługi doradcze
deal with conflict (phr) = radzić sobie z sytuacją konfliktową
divorce /dɪ'vɔ:s/ (n) = rozwód
domestic violence (phr) = przemoc domowa
family conflict /ˌfæməli 'kɒnflɪkt/ (n) = konflikt rodzinny
family friction /ˌfæməli 'frɪkʃən/ (n) = tarcia/napięcie w rodzinie
fix things (phr) = wszystko naprawić
fall in with sb /ˌfɔ:l 'ɪn wɪð/ (phr v) = zadawać się z, spotykać się z, przyjaźnić się z
fall out with /ˌfɔ:l 'aʊt wɪð/ (phr v) = pokłócić się z
go from bad to worse (phr) = pogorszyć się
ground a child (phr) = dać szlaban dziecku
income problems (phr) = kłopoty z uzyskaniem odpowiednio wysokiego dochodu
have an impact (phr) = mieć wpływ
keep to oneself (phr) = być zamkniętym w sobie, być skrytym
lack of communication (phr) = brak komunikacji (między ludźmi)
long-term (relationship) /ˌlɒŋ 'tɜ:m/ (adj) = długotrwały (związek)
manage /'mænɪdʒ/ (v) = kontrolować (coś), radzić sobie (z czymś)
marriage counselling (phr) = poradnictwo dla małżeństw
misbehaviour /ˌmɪsbɪ'heɪvjə/ (n) = złe zachowanie
neglect /nɪ'glekt/ (n) = zaniedbywać, lekceważyć
off the grid (phr) = bez dostępu do mediów (np. prądu, wody, internetu)
outcome /'aʊtkʌm/ (n) = wynik, rezultat
overreact /ˌəʊvərɪ'ækt/ (v) = reagować przesadnie/nieadekwatnie do sytuacji, przesadzać
rebellious behaviour (phr) = buntownicze zachowanie
resist /rɪ'zɪst/ (v) = opierać się (czemuś), stawiać opór
separation /ˌsepə'reɪʃn/ (n) = separacja
settle an argument (phr) = zażegnać/rozstrzygnąć spór
social pressure (phr) = presja społeczna
source of tension (phr) = źródło napięcia
tension will be diffused (phr) = napięcie zostanie rozładowane
tensions run high (phr) = napięcie sięga zenitu

1 Choose the correct item.

1 Karen and Julie are ....., they have Biology and French together.
(A) classmates B colleagues C flatmates D sidekicks

2 Mark suffers from a ..... disease that doesn't have a cure.
A balanced (B) chronic C regular D single

3 Painting is Alan's favourite ..... activity.
A varied B interpersonal (C) recreational D memorable

4 Everyone wore black at the ..... service at the church.
A reception B cemetery (C) funeral D burial

5 Small disagreements can sometimes lead to a little family ..... .
A abuse B challenge C controversy (D) friction

6 Tim finds playing football an effective way to ..... his stress levels.
(A) manage B overreact C argue D resist

7 Some teenagers feel ..... pressure to fit in at school.
A civil (B) social C physical D extended

8 Ted is my ....., but we are really close and feel like blood relatives.
A spouse B sibling (C) stepdad D in-law

Collocations

2 Fill in with: *positive*, *buster*, *strict*, *biological*, *maid*, *communication*, *wedding*, *address*, *fitness*, *lavish*.

1 Martin was very happy to meet his ...biological... father once he turned eighteen.
2 The girls had a(n) ...strict... upbringing with lots of rules.
3 The ...wedding... ceremony was a beautiful event and the bride looked so happy.
4 Betty has started a new ...fitness... routine to help her stay in shape.
5 The ...maid... of honour at the wedding is the bride's sister.
6 If you're having ...communication... problems, you could try couples therapy.
7 We held a family meeting to ...address... some of the issues we were having.
8 For Kate, the best stress ...buster... is going to the gym for a workout.
9 If you live a(n) ...lavish... lifestyle, it can be bad for your health.
10 Experts say ...positive... thinking is a great way to help achieve your goals.

Phrasal verbs/Prepositions

3 Underline the correct particle.

1 Henry decided to ask Mary out **on**/to a date.
2 Addiction **for**/to substances is a serious problem.
3 Money is often a source **of**/for tension in relationships.
4 Shy people tend to keep **to**/towards themselves.
5 I have fond memories **of**/by my childhood.
6 Ian gets **along**/across with everyone.
7 People say Joan takes **behind**/after her dad.
8 At birthday parties, people usually blow **out**/over candles.

MODULE 6

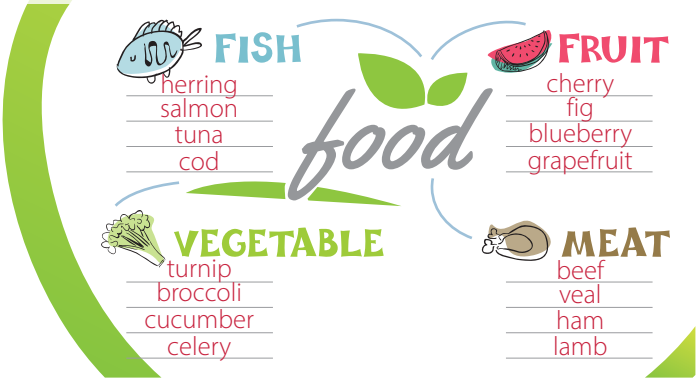
Żywienie

VOCABULARY

Food products

1 a) Match the foods to the categories in the spidergram: *beef*, *cherry*, *herring*, *salmon*, *fig*, *turnip*, *veal*, *broccoli*, *ham*, *blueberry*, *tuna*, *lamb*, *cucumber*, *cod*, *celery*, *grapefruit*. Add two more words to each category.

Ss' own answers



b) 🎧 Listen and tick (✓) the foods that are available at the restaurant tonight.

MEAT	VEGETABLE	FRUIT	FISH
beef ✓	broccoli ✓	blueberry ✓	tuna
veal	turnip ✓	cherry ✓	salmon ✓
ham	cucumber ✓	fig ✓	cod
lamb ✓	celery	grapefruit	herring

2 a) Complete the gaps using: *egg*, *water*, *meat*, *food*, *sugar*, *bread* to form collocations.

1 spicy, gourmet, junk ..... food .....
2 sparkling, mineral, tap ..... water .....
3 red, dried, smoked ..... meat .....
4 brown, raw, icing ..... sugar .....
5 fried, scrambled, boiled ..... egg .....
6 rye, wholegrain, white ..... bread .....

b) Have you eaten any of the foods from Ex. 2a in the past day? Tell a partner which ones.

Ss' own answers

3 Use the collocations from Ex. 2a to complete the sentences.

1 Examples of ..... junk food ..... include pizza, hamburgers and chips.
2 Bakers usually sprinkle very fine ..... icing sugar ..... powder on top of cakes and biscuits.
3 In England, people often dip toast into the soft yolk of ..... boiled eggs ..... .
4 Jane prefers ..... sparkling water ..... because she likes fizzy drinks.

4 Complete the collocations in the text using: *mashed*, *grilled*, *aged*, *pickled*, *toasted*, *leafy*, *lean*, *baked*.

HEALTHY EATING:

Small changes can make a big difference



Here are some simple changes you can make that can improve your health.

- For breakfast, start your day with yogurt and fruit rather than 1) ..... baked ..... goods. Items like croissants and pastries are full of unhealthy fats and sugars.
- Avoid eating fried meats. Instead, opt for 2) ..... grilled ..... chicken, fish or other 3) ..... lean ..... meats which are low in fat.
- Stay away from starchy foods such as 4) ..... mashed ..... potatoes, bread and pasta. 5) ..... Leafy ..... green vegetables such as lettuce, spinach or kale* are a healthier addition to your plate.
- Enjoy salty foods in moderation. 6) ..... Aged ..... cheese, crisps, 7) ..... toasted ..... nuts and 8) ..... pickled ..... vegetables like beetroot and cabbage are high in sodium.

* kale – a type of cabbage

Preparing food & drinks

5 Label the pictures using: *toaster*, *espresso machine*, *kettle*, *blender*, *mixer*, *coffee maker*. What do we use each one for?

See Answer section


1 .....


2 .....


3 .....


4 .....


5 .....


6 .....

Culture Spot



The full English breakfast consists of fried eggs, back bacon, sausages, mushrooms and tomatoes with baked beans and buttered toast. It is usually served with milky tea or coffee.



Breakfast in Poland can be served in many different ways. Some people prefer hot oatmeal or sausage and scrambled eggs, while others choose from a wide selection of fine Polish bread (from white to rye or wholegrain) topped with hard cheese or farmer's cheese with chopped radishes and spring onions. Crepes or pancakes with jam are a perfect option for those having a sweet tooth.

6 a) Match the verbs (1–8) to the definitions (A–H).

1 H	barbecue	A	to turn sth solid into liquid
2 D	poach	B	to cook in oil
3 A	melt	C	to preserve food using burning wood
4 E	boil	D	to cook sth in gently boiling water
5 B	fry	E	to cook in water above 100°C
6 C	smoke	F	to cook over boiling water
7 F	steam	G	to cook using only a small amount of oil
8 G	sauté	H	to cook over hot charcoal or fire

b) Add three foods to each list.

1 barbecued fish, chicken, meat
2 steamed vegetables, fish, chicken
3 boiled vegetables, eggs, pasta
4 smoked fish, meat, cheese

7 a) 🎧 Listen and fill in the gaps.



Great-Grandma's Chocolate Cake Recipe

Ingredients

300 g 1) flour
300 g sugar
3 tbsp* cocoa 2) powder
3 tsp* baking powder
2 eggs
1/2 cup milk
1/4 cup oil
1/4 cup 3) melted butter

Method

- 4) Preheat oven to 180°C.
- 5) Weigh flour and sugar.
- Combine wet ingredients and cocoa in a bowl and 6) mix well.
- 7) Add remaining dry ingredients and 8) stir until smooth.
- 9) Pour mixture into cake tins and bake for 40 minutes.
- Remove from oven and let 10) cool .

* tbsp = tablespoon, the larger spoon used for soup
* tsp = teaspoon, the smaller spoon used for coffee or tea

b) What is your favourite dish or dessert? Do you know how to prepare it? Use the vocabulary from Ex. 6a and 7a to write the recipe. See Answer section

Dining out

8 a) Match the situations (1–5) to the most suitable eatery (A–E).

1 C	to celebrate a twenty-fifth anniversary	A	café
2 A	to have a coffee with friends	B	fast-food restaurant
3 D	to eat at a festival or outdoors	C	fine dining restaurant
4 E	to eat while at school or work	D	food truck
5 B	when you need a quick meal	E	canteen

b) For the eateries (A–E), list typical foods or drinks you might enjoy in each place. See Answer section

At a café, you can get coffee, tea and cakes.

Diets

9 Fill in: *crash*, *Mediterranean*, *low-carb*, *high-protein*, *vegan*.

1 Eliminate pasta and bread to lose weight with a low-carb diet.
2 A crash diet loses weight quickly but can put your health at risk.
3 To help increase muscle mass try a high-protein diet.
4 A vegan diet provides all essential nutrition without meat or dairy.
5 A Mediterranean diet includes lots of olive oil, fresh vegetables and grains.

10 Choose the correct particle.

1 Mix the flour and butter until it forms round/over/**into** a paste.
2 He has an in-depth knowledge **of**/about/with the restaurant industry.
3 Many new restaurants shut up/in/**down** within the first year of operation.
4 You'll be cooking in/by/**under** my supervision.
5 She graduated with/**from**/at the Pastry Arts program.
6 He earned a diploma from/with/**in** Culinary Arts.

11 Fill in: *detox*, *live*, *functions*, *unhealthy*, *cancer*, *digestive*, *food*, *bacterial*.

1 bodily functions
2 digestive system
3 unhealthy lifestyle
4 detox plan
5 food poisoning
6 bacterial infection
7 cancer prevention
8 live bacteria

Eating habits

12 Fill in: *quench*, *moderation*, *servings*, *skip*, *burn*, *cravings*, *boosts*, *intake*, *refined*, *intervals*.

6 TIPS FOR HEALTHY EATING



Experts agree the key to healthy eating is balance, variety and **1)** moderation. In other words, eat a wide range of foods but avoid getting too much of any one nutrient or too many calories. Follow these 6 healthy eating tips, and you'll soon feel the benefits!

1. Don't **2)** skip breakfast.
2. Eat at least eight **3)** servings of fruit & vegetables a day.
3. Drink water to **4)** quench your thirst, not soft drinks.
4. Eliminate **5)** refined carbohydrates from your diet and replace with wholegrain carbs.
5. Watch your sodium **6)** intake .
6. Prevent fat and sugar **7)** cravings by eating at regular **8)** intervals (i.e. every 3-4 hours).

Finally, don't forget that a healthy eating plan must be accompanied by regular exercise. Aerobic exercise not only helps you **9)** burn calories, it **10)** boosts your mood, too!

Words often confused

13 Choose the correct word.

1. There are many health **profits/benefits/earnings** to eating unsweetened chocolate.
2. I try to avoid eating **processed/developed/improved** foods with artificial colourings.
3. Some vegetarians use vitamin **attachments/additions/supplements** to give their body all the nutrients it needs.
4. Junk food is usually low in nutrients and **high/extreme/excessive** in calories.
5. The smell of freshly-baked doughnuts always makes my mouth **water/moisten/soak**.
6. When dieting, you can **supervise/cope/control** your hunger by eating small meals throughout the day.
7. A good way to **oppose/combat/defy** stress is to eat healthily.
8. Eat breakfast every day to **keep/hold/maintain** your energy levels.

Phrasal verbs

14 Choose the correct answer.

1. She has ..... fried foods from her diet completely.
   A cut up (B) cut out C cut off
2. My doctor says I need to ..... a few extra kilos.
   (A) put on B put up C put off
3. He ..... a lot of muscle while on a high-protein diet.
   A built on B built in (C) built up
4. I decided to ..... on red meat to help the environment.
   (A) cut down B cut out C cut across
5. Walking the dog is a great way to ..... some calories.
   A burn down (B) burn off C burn out

15 Find and correct the mistakes.

1. My mother prepared the Christmas goose by ~~boiling~~ it in the oven.
   roasting
2. Kale is a ~~starchy~~ vegetable.
   leafy green
3. ~~Sparkling~~ water is usually free in restaurants.
   Tap
4. A tablespoon is ~~smaller~~ than a teaspoon.
   bigger
5. Those crisps are high in ~~fibre~~, have nuts instead.
   fat
6. He ~~added~~ the hot espresso carefully into the tiny cups.
   poured

Eating disorders

16 Fill in: *psychologist*, *bulimia*, *recovery*, *excessive*, *perfection*, *anorexia*, *compulsive*, *binge eating*.

1. People with a(n) binge eating disorder consume large amounts of food and feel unable to stop eating.
2. Often the desire to meet society's demand for perfection pressurises young people to be thin.
3. The eating disorder bulimia is when someone eats food and then 'purges' by vomiting.
4. The eating disorder anorexia is characterized by an intense fear and distorted perception of gaining weight.
5. Visiting a clinical psychologist is the best way to begin dealing with an eating disorder.
6. Working out too much or excessive exercise can cause fatigue and muscle injuries.
7. An eating disorder is a type of compulsive behaviour caused by psychological issues.
8. Learning to love yourself as you are is an important part of the process of recovery from an eating disorder.

1 Discuss these questions with a partner.

1 What are your favourite kinds of restaurants and why?
2 What could restaurants do to improve their service?
3 What could a restaurant do to be different from other restaurants?

See Answer section



Exam Tip: When doing multiple choice tasks, be careful not to choose options that appear true but are actually true about someone or something else. For example, you read the option "the bar closes at midnight", but you hear "the kitchen stays open till midnight."

2 Read the rubric below. Then, before you listen, underline the important key words in the questions and choices for each text.

See Answer section

Wybór wielokrotny

3 M Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1–2 zakreśl jedną z liter: A, B albo C.

Text 1

1 Where does the conversation take place?
A in a restaurant dining area
(B) in a restaurant kitchen
C in a cooking school kitchen

Text 2

2 How much time does it take to bake in the toaster oven compared to a full-sized oven?
A under one fifth
B under one third
(C) under one half

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Text 3

3 What is the main purpose of the interview?
A To review a newly-opened restaurant.
B To discuss a business proposal.
(C) To promote the interviewee's business.
D To report on a holiday experience.

4 How does Daniel feel about the restaurant's authenticity?
(A) He is proud that they serve fresh corn tortillas.
B He is sorry that they don't have wheat tortillas.
C He is worried that customers will want authentic tacos.
D He is concerned that the idea won't work out.

5 How many different kinds of cheese are available?
A 11 B 7 C 12 (D) 8

6 What can you conclude about DD's Taco Bar?
(A) Many customers will follow the recipes on the menu.
B There won't be many employees working there.
C Most customers will make a taco that's not nice.
D You will need a smartphone to fully participate.

Zadanie z lukami

4 M Usłyszysz ponownie tekst nr 3. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

1 In Mexico, Daniel enjoyed the lively atmosphere .
2 Most people can't tell the difference when tasting the plant-based alternatives .
3 The only limitation diners face is how much they can fit inside their taco .
4 The staff can give advice on the fillings .

5 Tell a partner why you would or wouldn't want to eat at DD's Taco Bar.

See Answer section

Zadanie z lukami

6 M Usłyszysz dwukrotnie wypowiedź osoby zamawiającej pizzę. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

Amelia's pizza	
Name	Steve 1) Miller
Address	2) 74 Hilltop Road
Type of property	house
Pizza	green vegetarian
Size	3) extra large
Extra toppings	4) none
Drinks	apple juice
Price	£ 22.95
Delivery time	5) 25 minutes/within 25 minutes

6 Exam Skills Practice

READING



1 Look at the picture. What is happening? Where was the photo taken? See Answer section

Competitive Eating Competitions

You've probably heard of them before. Competitive eating competitions are exactly what they sound like. Competitors battle each other in an effort to eat the biggest amount of food in a set amount of time. Contests usually last between eight to ten minutes, but there have been some examples of competitions as long as half an hour! Foods eaten can really be anything, but popular choices are hot dogs and pies. There are often cash prizes for the winners and competitions draw big crowds who cheer on their favourite competitors.

Competitive eating contests are most popular in Canada, the USA and Japan. The first recorded pie eating contest took place in Toronto, Canada in 1878. It was organised as a charity fundraising event, and the prize was a 'handsomely bound book'. It is not known how many pies were eaten. After this, eating contests became common at country fairs and festivals throughout North America. In an event organised by the Fat Men's Club in 1909, it is recorded that the winner, Frank Dotzler, consumed two hundred and seventy five oysters, over eight pounds of steak, twelve bread rolls and three large pies.

More recently, eating competitions have been gaining popularity once again. Not only are there more competitions held globally, the events are attracting wider audiences. There are several factors which have boosted the bizarre success of these competitions. One element is the famed Nathan's Hot Dog Eating Contest. It has been held in Coney Island, New York, on American Independence day every year since 1916. The publicity stunt is sponsored by Nathan's Famous, a fast-food restaurant chain specialising in hot dogs, and has been televised on an American sports network since 2003. Currently, the record for most hot dogs eaten during the Nathan's event is held by American, Joey Chestnut, in the men's category, and Miki Sudo of Japan in the women's competition. Also, adding to the 'sport's' recent allure is the MLE or Major League Eating organisation. Established in 1997, the league organises between seventy and eighty competitive eating events yearly in addition to the Coney Island event.

Zadanie z lukami (mediacja)

2 a) M Przeczytaj tekst związany z jedzeniem. Uzupełnij luki w zdaniach 1–7 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. See Answer section

1 Competitive eaters eat as much as they can within ..... .
2 ..... are the most commonly consumed foods in competitive eating.
3 Winners of competitive eating contests may receive ..... .
4 The winner of the first recorded eating contest received ..... .
5 Since the early 2000s people have been able to watch Nathan's Hot Dog Eating Contest ..... .
6 Nathan's Hot Dog Eating Contest is divided ..... .
7 Annually, the MLE ..... .

b) Find the words in the text. Use your dictionary to provide definitions. See Answer section

- draw (v)
- handsomely (adv)
- boost (v)
- bizarre (adj)
- publicity stunt (n)
- televise (v)
- allure (n)
- establish (v)

ICT Mediation

c) Research another competition involving food and prepare a digital presentation for the class. Some ideas include: See Answer section

- Cooper's Hill Cheese Rolling and Wake in Gloucester, UK.
- International Cherry Spitting Competition in Michigan, USA
- Haggis Hurling in Scotland, UK
- Marathon du Medoc in Medoc, France

3 Look at the picture. Would you like to work in a restaurant kitchen? Why or why not?

See Answer section



Dobieranie

4 M Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

We see them on television, and we hear about their luxurious fine-dining establishments, but did you know becoming a top chef takes years of training and experience? It is a job which demands extensive culinary training, creativity, business savvy and even a knowledge of science and chemistry at times. [1 C] The hours are long, the pay is often mediocre and new restaurants shut down at a faster rate than any other type of small business. It is for these reasons that only truly dedicated chefs succeed in rising to the top of their profession.

For those determined to make it as a chef, the journey often begins at culinary school. [2 A] After their formal education, novices often work as apprentices under more qualified and experienced chefs for a significant amount of time before running their own kitchens. The majority of the world's top chefs, the ones employed in five-star establishments such as Michelin rated restaurants or luxury hotels, have graduated from renowned culinary institutes and completed thousands of hours of practical, on-the-job training. In order to reach Red Seal certification, for example, future chefs enroll in a three-year program which includes over five-thousand hours of instruction and practice. Many of these programs utilise an earn-while-you-learn system in which students are paid for their training hours worked as an apprentice.

While there are dozens of culinary schools throughout Europe, a large majority, perhaps not surprisingly, are located in France. One of the most well-known internationally is Le Cordon Bleu based in Paris. Founded in 1895, Le Cordon Bleu teaches the techniques of classic French cuisine and covers basic to advanced skills which can be applied to any type of cooking. [3 E] The four main European schools, located in Paris, London, Madrid and Istanbul offer diploma programs in both Culinary and Pastry Arts and Le Grand Diploma that combines both programs. [4 D] These are aimed at working chefs looking to improve and diversify their skills. Classes are provided in management, wines, plant-based culinary arts and nutrition.

A Trained chefs spend years studying in classrooms and completing practical training in culinary school kitchens.
B As a result, it's difficult to succeed in the culinary world without the right certifications and experience.
C The restaurant industry is also notoriously tough and competitive.
D Le Cordon Bleu schools also have numerous additional professional training courses.
E The school currently has campuses in twenty countries.

Zadanie z lukami

5 M Przeczytaj tekst z zadania nr 4 i uzupełnij jego streszczenie. Uzupełnij luki 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

See Answer section

summary

The restaurant industry is very competitive and to get to the very top requires many years of 1) ..... and on-the-job experience. Top chefs also need a keen business sense and sometimes even scientific knowledge. Being a chef can be 2) ..... with long hours for average pay and little job security. It's a career that requires true dedication, and for most that journey begins with a formal education at culinary school. There they spend years studying and practising in the school kitchen before graduating and going on to work in an apprenticeship under the supervision of 3) ..... . Almost all of the best chefs in the world have graduated from a renowned culinary school and completed thousands of hours of training. One of the world's most famous schools is the Cordon Bleu school in Paris. It has branches in twenty countries and teaches the methods of 4) ..... , including both Culinary and Pastry Arts. Chefs can either do a full-time diploma course or a professional training course while continuing to work. They gain extensive knowledge of wines, nutrition and restaurant management.

6 Odd one out. Choose the word which CANNOT complete the sentence.

1 It takes years of **practice/study/dedicate** to succeed as a chef.
2 Becoming a chef demands extensive **apprenticeship/schooling/training**.
3 Steven's journey began with his first **job/novice/class**.
4 The program covers basic to advanced **techniques/skills/cuisines**.

7 Think You are a young chef who has recently graduated from culinary school. What type of restaurant would you open? Think about the following and the reasons for your choices. Write your ideas in three minutes, then tell the class.

• type of eatery • type of cuisine • location

See Answer section

6 Exam Skills Practice

USE OF ENGLISH

Zdania okolicznikowe celu i miejsca oraz zdania wykrzyknikowe

See pp. GR31-GR35

1 Complete each explanation with: *place*, *purpose*, *exclamation*.

1 *This is the restaurant where we had our first date.*
is an example of a clause of ...place... .
2 *What an amazing looking wedding cake they had!*
is an example of a(n) ...exclamation... .
3 *He cut down on red meat in order to help the environment.*
is an example of a clause of ...purpose... .

Tranformacje ze słowem kluczem

2 M Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–8). W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów.

1 Samuel went on a diet. Losing weight was his purpose.
TO Samuel went on a diet ...so as to lose... weight.
2 Ellen went back to school because she wanted to become a chef.
ORDER Ellen went back to school ...in order to become... a chef.
3 My parents bought groceries from the market to save money.
SO My parents bought groceries from the market ...so as to save... money.
4 He went to the doctor to get help with his eating disorder.
PURPOSE He went to the doctor for the ...purpose of getting help... with his eating disorder.
5 Rika added more sugar to make the cake sweeter.
THAT Rika added more sugar ...so that the cake... would be sweeter.
6 I went to the market early. I wanted to buy some fresh fish.
AS I went to the market early ...so as to buy... some fresh fish.
7 They updated the menu to provide more choices for the guests.
THAT They updated the menu ...so that the guests... could have more choices.
8 Peter published a cookbook for the purpose of sharing his recipes.
COULD Peter published a cookbook so ...that he could share... his recipes.

3 With a partner, think of different main clauses as answers to sentences 1, 3, and 6 of Ex. 2. Think of different clauses of purpose for the answers to sentences 2, 4 and 7 of Ex. 2. See Answer section

Tłumaczenie fragmentów zdań

4 M Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 Sometimes I add a pinch of ground cinnamon to my coffee (*po to, żeby*) ...in order to/ to... make it more flavoursome.
2 You (*powinnaś unikać jedzenia*) ...should avoid... ...eating... too much red meat.
3 A lot of people (*są uczuleni na*) ...are allergic to... various kinds of nuts.
4 Eggs (*są bagate w*) ...are rich in... protein.
5 Fish is a (*dobrym źródłem*) ...good source of... vitamin B12.

Słowotwórstwo

5 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem. Przekształć wyraz podany w nawiasie w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Eating insects



Believe it or not, it is predicted that eating insects will be the next big trend in food. Certainly, the nearly two billion people in the world who currently make insects part of their diet would agree. Insects are very rich in protein and provide an **1)** ...alternative... **(alter)** to meat. They are lower in fat than meat and are excellent sources of zinc and iron. Unlike the farming of animals, insect **2)** ...production... **(produce)** takes very little space and has virtually no impact on the environment.
There are **3)** ...countless... **(count)** ways to prepare insects for consumption. The simplest way is just to add some oil, salt and spices and bake or fry them. Cooked insects can also be added to salads or soups, either whole or ground up. For those still feeling a bit **4)** ...uneasy... **(easy)** about ingesting these little creatures, flour or paste made from ground up insects should soon be available for purchase.

6 Change the following nouns into adjectives using *-less*, which means without. Which adjectives can you make into the opposite by adding *-ful* instead of *-less*?

1 home homeless
2 end endless
3 use useless, useful
4 help helpless, helpful
5 worth worthless
6 point pointless
7 time timeless
8 care careless, careful
9 fear fearless, fearful
10 speech speechless
11 limit limitless
12 pain painless, painful

Set leksykalny

7 M W zadaniach 1–4 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 tip
- One handy … when chopping onions is to chill them first.
- Please remember to … your waitress when you're paying the bill.
- Use the … of the knife to cut around the stem of the peppers.

2 keep
- Make sure to … the ingredients moving in the wok when you're cooking a stir-fry.
- The batter mixture will … for four or five days if you put it in the fridge immediately.
- I'm so sorry to … you waiting, Sir; your table will be ready in just a few minutes.

3 stick
- Melt a … of butter in a large frying pan, and then pour in the scrambled eggs.
- Next, … the thermometer into the turkey to check that it's 74°C on the inside.
- Keep stirring and make sure the sauce doesn't … to the bottom of the pan.

4 stand
- You don't … a chance of working at a Michelin Star restaurant without more training.
- Please don't … around in the kitchen, you're in the way and we're very busy.
- I can't … the taste when a restaurant puts nuts and raisins into a curry.

Wybór wielokrotny

8 M Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.



Puffers, also **1)** ..... as balloon fish or blowfish, get their name from their ability to self inflate to a point where they appear **2)** ..... in size. However, this is not the most interesting aspect of these creatures when it **3)** ..... to preparing them for human consumption. These fish are among the most poisonous creatures in the world, yet their meat is **4)** ..... to be a delicacy, especially in Japan, Korea and China. In those countries, specially-trained chefs can skillfully separate the meat from the poisonous tissue found in the fish's organs and skin. A mistake in the preparation can prove **5)** ..... as consumption of the toxins can cause death within hours, and those who do survive often end up in a coma for several days. Deaths from unsuspecting individuals accidentally consuming puffers **6)** ..... to government warnings in some Asian countries.

1 A named
B called
(C) known
D famous

2 A too large
(B) much larger
C largest
D most large

3 (A) comes
B has
C leads
D tries

4 A expected
B made
C found
(D) considered

5 (A) deadly
B deathly
C unearthly
D ghostly

6 A is leading
B will lead
(C) has led
D has been leading

6 Exam Skills Practice

WRITING

List formalny
A letter making suggestions/recommendations

Prepare for the task

Writing Tip:

A letter making suggestions/recommendations is used to allow a writer to express an opinion about a certain matter or event and also to offer suggestions for further improvements. It is always written in formal style.

1 Read the letter congratulating a restaurant and offering suggestions for it. Then, answer these questions.

See Answer section

1 What is the subject or event?
2 What were the suggestions/recommendations about it?

Dear Sir/Madam,

I am writing to comment on a most enjoyable evening I spent at your restaurant on Sunday, May 14th. It was the first time that my friends and I had been to your restaurant and we are sure to return.

We were particularly impressed with the quality of the food. Everything was made with wonderful fresh ingredients, and the presentation made each dish look even more appetizing. We opted for the four-course meal and it was certainly enough food for the price. The highlight was the main course, the chicken dish, which was seasoned so expertly that it was really flavourful without any particular taste dominating.

However, I do have some small suggestions which I think would improve future visits to your restaurant. Firstly, the music was so loud that my friends and I often found ourselves shouting at each other just to carry on a conversation. I understand the need to create a lively atmosphere, but might I suggest that this problem be solved by playing the music at a lower volume? This would enable the restaurant to have a nice atmosphere while allowing guests to enjoy socialising.

Additionally, all of those in my party felt that the service could have been better. There were a few times where we had to wave across the room to get our waiter's attention, especially when ordering more drinks or when asking for the bill. The waiters could be instructed to check more regularly with their customers in order to respond more promptly to their requests.

Once again, please accept my compliments for the wonderful and quite affordable meal. I hope you will find my suggestions helpful, and that I can look forward to having an even better experience next time I visit your restaurant.

Yours faithfully,
Evan Roberts

2 Read the letter again and complete the notes about the structure with one word in each space.

A letter making suggestions/recommendations consists of:

- an 1) introduction which states the 2) reason for writing by introducing the subject that will be discussed in the rest of the letter
- the 3) first main body paragraph gives our overall 4) opinion about the subject or event
- the 5) second and 6) third main body paragraphs each identify an area that needs 7) improvement, offers 8) suggestions and then provides the expected 9) results
- the conclusion 10) summarises the main points and makes a general statement

3 Read the types of openings and closings and match them to the situations.

1 C Dear Mr Williams, Yours sincerely, Evan Roberts
2 B Dear Madam, Yours faithfully, Evan Roberts
3 D Dear Sir, Yours faithfully, Evan Roberts
4 A To whom it may concern, Dear Sir/Madam, Yours faithfully, Evan Roberts

A You don't know the name or gender of a person.
B You don't know the name of a female.
C You know the name of a person
D You don't know the name of a male.

Your turn

Exam Strategy

When planning a letter making suggestions, it's a good idea to make a table outlining your overall opinion, problems, suggestions/results before writing.

4 Complete the notes for the letter in Ex. 1.

Event or subject: 1) .....
overall opinion: 2) ..... – presentation – prices
1st problem: loud music Suggestion: 3) ..... Result: 4) .....
2nd problem: bad service Suggestion: 5) ..... Result: 6) .....

See Answer section

5 Read the rubric below and make some notes like those in Ex. 4 that you can include in your letter.

See Answer section

6 M Uczestniczyłeś/Uczestniczyłaś ostatnio w krótkim kursie gotowania. Napisz list (200–250 wyrazów) do jego organizatora. Skomentuj jakość kursu i przedstaw sugestie, jak go udoskonalić.

See Answer section

1 Discuss the question with a partner giving reasons for your answer. See Answer section

Would you rather serve someone else at a party or celebration or be served?

Wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania

Exam Strategy

The first thing you should think about when you see three pictures is about how they are different. Focus only on major differences that you can elaborate on.

2 M Popatrz na zdjęcie 1., 2. i 3. Samorząd Twojej szkoły przeprowadza ankietę wśród uczniów, chcąc wybrać preferowany przez nich sposób obsługi gości na studniówce. See Answer section

- Wybierz zdjęcie przedstawiające sposób, w jaki Ty chciałbyś/chciałabyś być obsługiwany/obsługiwana i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







USEFUL LANGUAGE

- The first one is different from the others because ...
- The second picture is unlike the other two because ...
- What makes the third picture different is that ...
- The thing that is different about the first picture is that ...

3 M Answer these questions. See Answer section

1 How is the third picture different to the first?
2 What makes the second picture unlike the other ones?

Opis ilustracji i odpowiedzi na pytania

4 a) Tell your partner what you know about cooking.

b) M Describe the picture. See Answer section



USEFUL LANGUAGE

- The woman/mother is holding a ...
- The/her child is helping her to ...
- Together, they are ….ing ...
- The two of them are ...ing ...
- He/she seems excited/happy/pleased/etc. about what he/she is doing.

5 M Answer these questions. See Answer section

1 Why do you think the mother is teaching her son to cook?
2 Why is it a good idea for family members to prepare food together?
3 Tell us about a special meal that you particularly enjoyed.

6 Think Discuss the quotation. See Answer section

"Cooking is a philosophy; it's not a recipe."
Marco Pierre White

VOCABULARY BANK

6 Żywienie

Food products – Produkty żywnościowe

baking powder /ˈbeɪkɪŋ ˌpaʊdə/ (n) = proszek do pieczenia
beef /biːf/ (n) = wołowina
beetroot /ˈbiːtruːt/ (n) = burak
blueberry /ˈbluːbəri/ (n) = czarna jagoda, borówka amerykańska
bread roll /ˈbred ˈrəʊl/ (n) = bułka
broccoli /ˈbrɒkəli/ (n) = brokuł
cabbage /ˈkæbɪdʒ/ (n) = kapusta
celery /ˈseləri/ (n) = seler
cherry /ˈtʃeri/ (n) = wiśnia
cod /kɒd/ (n) = dorsz
crisps /krɪsps/ (pl n) = chipsy
cucumber /ˈkjuːkʌmbə/ (n) = ogórek
fat /fæt/ (n) = tłuszcz
fibre /ˈfaɪbə/ (n) = błonnik
fig /fɪg/ (n) = figa (owoc figowca)
fizzy drinks (phr) = napoje gazowane
flour /ˈflaʊə/ (n) = mąka
grains /greɪnz/ (pl n) = ziarna (np. zboża, ryżu)
grapefruit /ˈgreɪpfruːt/ (n) = grejpfrut
groceries /ˈgrəʊsəriz/ (pl n) = artykuły spożywcze
ham /hæm/ (n) = szynka
herring /ˈherɪŋ/ (n) = śledź
icing /ˈaɪsɪŋ/ (n) = lukier, polewa (na ciasto)
icing sugar /ˈaɪsɪŋ ˌʃʊgə/ (n) = cukier puder
kale /keɪl/ (n) = jarmuż
lamb /læm/ (n) = baranina, jagnięcina
lettuce /ˈletɪs/ (n) = zielona sałata
nut /nʌt/ (n) = orzech
oyster /ˈɔɪstə/ (n) = ostryga
pastry /ˈpeɪstri/ (n) = ciasto (jako masa), słodkie pieczywo
radish /ˈrædɪʃ/ (n) = rzodkiewka
raisin /ˈreɪzən/ (n) = rodzynek
salmon /ˈsæmən/ (n) = łosoś
spices /ˈspaɪsɪz/ (pl n) = przyprawy
spinach /ˈspɪnɪtʃ/ (n) = szpinak
tuna /ˈtjuːnə/ (n) = tuńczyk
turnip /ˈtɜːnɪp/ (n) = rzepa
veal /viːl/ (n) = cielęcina
whipped cream /ˈwɪpt ˌkriːm/ (n) = bita śmietana
yogurt /ˈjɒgət/ (n) = jogurt

Adjectives (food)

aged /eɪdʒd/ (adj) = tu: (np. o serze) dojrzały
artificial /ˌɑːtɪˈfɪʃəl/ (adj) = sztuczny
baked /beɪkt/ (adj) = pieczony
buttered /ˈbʌtəd/ (adj) = posmarowany masłem
dried /draɪd/ (adj) = suszony
freshly-baked /ˌfreʃli ˈbeɪkt/ (adj) = świeżo upieczony
fried /fraɪd/ (adj) = smażony
gourmet /ˈgʊəmeɪ/ (adj) = delikatesowy, wyśmienity
greased /griːst/ (adj) = posmarowany tłuszczem
grilled /grɪld/ (adj) = grillowany, z rusztu
ground /graʊnd/ (adj) = mielony (np. kawa)
junk /dʒʌnk/ (adj) = bardzo niskiej jakości
leafy /ˈliːfi/ (adj) = liściasty
lean /liːn/ (adj) = (o mięsie) chudy
mashed /mæʃt/ (adj) = ubite, tłuczone (np. ziemniaki)
milky /ˈmɪlki/ (adj) = z dużą ilością mleka
mineral /ˈmɪnərəl/ (adj) = mineralny
pickled /ˈpɪkəld/ (adj) = marynowany, peklowany, kiszony
raw /rɔː/ (adj) = surowy
refined /rɪˈfaɪnd/ (adj) = oczyszczony, rafinowany
roast /rəʊst/ (adj) = pieczony (głównie o mięsie)
roasted /ˈrəʊstɪd/ (adj) = pieczony, palony (np. kawa)
rye /raɪ/ (adj) = żytni
salty /ˈsɔːlti/ (adj) = słony, z dużą zawartością soli
scrambled (eggs) /ˌskræmbəld ˈegz/ (adj) = jajecznica
seasoned /ˈsiːzənd/ (adj) = przyprawiony, pikantny
smoked /sməʊkt/ (adj) = wędzony
sparkling /ˈspɑːklɪŋ/ (adj) = (o wodzie) gazowana
spicy /ˈspaɪsi/ (adj) = (o potrawie) mocno przyprawiony, pikantny
starchy /ˈstɑːtʃi/ (adj) = bogaty w skrobię
steamed /stiːmd/ (adj) = gotowany na parze
tap (water) /tæp/ (adj) = (o wodzie) z kranu
toasted /ˈtəʊstɪd/ (adj) = opiekany
wholegrain /ˈhəʊlgreɪn/ (adj) = pełnoziarnisty, razowy (np. chleb)
wholemeal /ˈhəʊlmiːl/ (adj) = pełnoziarnisty, razowy

Dining out – Jedzenie poza domem

affordable appetizing dishes (phr) = smaczne dania w przystępnej cenie
café /ˈkæfeɪ/ (n) = kawiarnia
canteen /kænˈtiːn/ (n) = stołówka, kantyna
cuisine /kwɪˈziːn/ (n) = kuchnia (np. danego regionu)
culinary training (phr) = praktyka w przyrządzaniu potraw
delicacy /ˈdelɪkəsi/ (n) = przysmak
dessert /dɪˈzɜːt/ (n) = deser
dine /daɪn/ (v) = jeść obiad
dining area /ˈdaɪnɪŋ ˌeəriə/ (n) = jadalnia, miejsce spożywania posiłków
fast food restaurant /ˌfɑːst ˈfuːd ˌrestərɒnt/ (n) = restauracja szybkiej obsługi
fine dining restaurant (phr) = ekskluzywna restauracja
food truck /ˈfuːd ˌtrʌk/ (n) = ciężarówka, w której przygotowuje się i sprzedaje jedzenie
four-course meal /ˈfɔː kɔːs ˈmiːl/ (n) = posiłek składający się z czterech dań
fresh ingredients (phr) = świeże składniki
main course /ˌmeɪn ˈkɔːs/ (n) = danie główne
payment method /ˈpeɪmənt ˌmeθəd/ (n) = sposób płacenia (kartą, gotówką itd.)
pay the bill (phr) = płacić rachunek
recommend /ˌrekəˈmend/ (v) = polecać, rekomendować
restaurant industry (phr) = przemysł restauracyjny
run a kitchen (phr) = prowadzić kuchnię
self-service buffet (phr) = stół szwedzki
serve /sɜːv/ (v) = podawać, serwować, obsługiwać
sit-down meal (phr) = posiłek jedzony przy stole
skilled chefs (phr) = wysoko kwalifikowani szefowie kuchni
tip /tɪp/ (n) = wskazówka, rada; napiwek; czubek
topping /ˈtɒpɪŋ/ (n) = przybranie, posypka, wierzch (np. tortu, lodów, pizzy)

Preparing food – Przygotowywanie posiłków

add /æd/ (v) = dodawać coś (np. do potrawy)
a pinch of (phr) = szczypta (czegoś)
bake /beɪk/ (v) = upiec
barbecue /ˈbɑːbɪkjuː/ (v) = grillować
batter /ˈbætə/ (n) = rzadkie ciasto; panierka
blender /ˈblendə/ (n) = mikser, blender
boil /bɔɪl/ (v) = gotować
cake tin /ˈkeɪk ˌtɪn/ (n) = forma do pieczenia
chop /tʃɒp/ (v) = siekać, szatkować
coffee maker /ˈkɒfi ˌmeɪkə/ (n) = ekspres do kawy
combine /kəmˈbaɪn/ (v) = łączyć, mieszać
espresso machine /eˈspresəʊ məˌʃiːn/ (n) = ekspres do kawy
filling /ˈfɪlɪŋ/ (n) = farsz, nadzienie
fry /fraɪ/ (v) = smażyć
frying pan /ˈfraɪɪŋ pæn/ (n) = patelnia
kettle /ˈketəl/ (n) = czajnik
kitchen scales /ˈkɪtʃən ˌskeɪlz/ (pl n) = waga kuchenna
melt /melt/ (v) = roztopić, rozpuścić
mix /mɪks/ (v) = mieszać, wymieszać
mixer /ˈmɪksə/ (n) = mikser
mixture /ˈmɪkstʃə/ (n) = mieszanka, mikstura
pan /pæn/ (n) = rondel, patelnia
poach /pəʊtʃ/ (v) = gotować jajko bez skorupki
pour /pɔː/ (v) = nalać, wlać
preheat /ˌpriːˈhiːt/ (v) = rozgrzać, nagrzać (np. piekarnik)
recipe /ˈresəpi/ (n) = przepis (kulinarny)
sauté /ˈsəʊteɪ/ (v) = podsmażyć krótko na średnim lub dużym ogniu z niewielką ilością tłuszczu
smoke /sməʊk/ (v) = wędzić
smooth /smuːð/ (adj) = gładki, dobrze rozmieszany
steam /stiːm/ (v) = gotować na parze
stir-fry /ˈstɜː fraɪ/ (v) = smażyć na dużym ogniu, jednocześnie mieszając
stir /stɜː/ (v) = mieszać, zamieszać
tablespoon /ˈteɪbəlspuːn/ (n) = łyżka stołowa
teaspoon /ˈtiːspuːn/ (n) = łyżeczka do herbaty
toaster /ˈtəʊstə/ (n) = toster
weigh /weɪ/ (v) = zważyć
wok /wɒk/ (n) = wok (chińskie naczynie), głęboka patelnia

Diets – Sposoby odżywiania się

bacterial infection (phr) = infekcja bakteryjna
bodily functions (phr) = funkcje życiowe
cancer prevention (phr) = profilaktyka raka
detox plan (phr) = dieta oczyszczająca
digestive system /daɪˈdʒestɪv ˌsɪstəm/ (n) = układ trawienny
eating tip (phr) = wskazówka dotycząca żywienia
eliminate /ɪˈlɪmɪneɪt/ (v) = wyeliminować
food poisoning /ˈfuːd ˌpɔɪzənɪŋ/ (n) = zatrucie pokarmowe
have a sweet tooth (idm) = lubić słodycze
in moderation (phr) = z umiarem
live bacteria (phr) = żywe bakterie
unhealthy lifestyle (phr) = niezdrowy tryb życia

Adjectives (diets)

crash (diet) /ˌkræʃ ˈdaɪət/ (adj) = intensywna dieta odchudzająca
high-protein /ˌhaɪ ˈprəʊtiːn/ (adj) = wysokobiałkowy
low-carb /ˌləʊ ˈkɑːb/ (adj) = niskowęglowodanowy
Mediterranean /ˌmedɪtəˈreɪniən/ (adj) = śródziemnomorski
vegan /ˈviːgən/ (adj) = wegański

Verbs & Phrases

increase muscle mass (phr) = zwiększyć masę mięśniową
lose weight (phr) = schudnąć, stracić na wadze
put one's health at risk (phr) = ryzykować własnym zdrowiem
put (sb) on a diet (phr) = zalecić (komuś) dietę

skip (a meal) /skɪp/ (v) = pominąć (jeden posiłek w ciągu dnia)

Eating disorders – Zaburzenia odżywiania

anorexia /ˌænəˈreksiə/ (n) = anoreksja
binge eating /ˈbɪndʒ ˌiːtɪŋ/ (n) = napadowe objadanie się
bulimia /buˈlɪmiə/ (n) = bulimia
clinical psychologist /ˈklɪnɪkəl saɪˈkɒlədʒɪst/ (n) = psycholog kliniczny
compulsive eating (phr) = kompulsywne objadanie się
consume /kənˈsjuːm/ (v) = jeść, spożywać, konsumować
distorted perceptions (phr) = zaburzone postrzeganie (np. jakiegoś problemu)
excessive exercise (phr) = zbyt intensywne ćwiczenia fizyczne
fatigue /fəˈtiːg/ (n) = zmęczenie, znużenie
gain weight (phr) = przybrać na wadze, przytyć
muscle injury /ˈmʌsəl ˌɪndʒəri/ (n) = uszkodzenie mięśnia
pressurise /ˈpreʃəraɪz/ (v) = wywierać nacisk
recovery /rɪˈkʌvəri/ (n) = powrót do zdrowia
vomit /ˈvɒmɪt/ (v) = wymiotować

Eating habits – Nawyki żywieniowe

artificial colouring (phr) = sztuczny barwnik
balance /ˈbæləns/ (n) = równowaga
burn calories (phr) = spalać kalorie
calorie /ˈkæləri/ (n) = kaloria
combat stress (phr) = zwalczać stres
control one's hunger (phr) = kontrolować uczucie głodu
eat at regular intervals (phr) = jeść w regularnych odstępach czasu
health benefit /hɛlθ ˈbenɪfɪt/ (n) = korzyść dla zdrowia
healthy eating (phr) = zdrowe odżywianie się
high in calories (phr) = wysokokaloryczny
maintain one's energy levels (phr) = utrzymywać poziom energii
make one's mouth water (phr) = sprawiać, że ślinka cieknie
nutrient /ˈnjuːtriənt/ (n) = składnik odżywczy
processed food (phr) = żywność przetworzona
provide an alternative (phr) = stanowić alternatywę
quench one's thirst (phr) = ugasić pragnienie
refined carbohydrates (phr) = węglowodany oczyszczone
rich in protein (phr) = wysokobiałkowy
serving /ˈsɜːvɪŋ/ (n) = porcja jedzenia
sodium intake /ˈsəʊdiəm ˌɪnteɪk/ (n) = spożycie pokarmów zawierających sód
sugar craving /ˈʃʊgə ˌkreɪvɪŋ/ (n) = łaknienie cukru
variety /vəˈraɪəti/ (n) = różnorodność
vitamin supplement /ˈvɪtəmɪn ˌsʌplɪmənt/ (n) = suplement witaminowy
wholegrain carbs (phr) = węglowodany pochodzące z pełnych ziaren
wide range (phr) = szeroki zakres

Phrasal verbs

build up (muscles) /ˌbɪld ˈʌp/ (phr v) = budować (masę mięśniową)
burn off (calories) /ˌbɜːn ˈɒf/ (phr v) = spalać (kalorie)
cut down on /ˌkʌt ˈdaʊn ɒn/ (phr v) = zredukować
cut out /ˌkʌt ˈaʊt/ (phr v) = wyeliminować
keep down (weight) /ˌkiːp ˈdaʊn/ (phr v) = utrzymywać na niskim poziomie (wagę ciała)
put on (weight) /ˌpʊt ˈɒn/ (phr v) = przytyć

1 Choose the correct item.

1 Eric loves eating ..... bread fresh from the oven.
(A) baked B boiled C sautéed D grilled

2 Professional chefs do years of ..... training.
A dining (B) culinary C main D cuisine

3 In many countries, ... vegetables such as beetroot are popular.
A greased B ground C refined (D) pickled

4 Place the baking tray on a surface and ..... the mixture into it.
A mix (B) pour C stir D batter

5 Raw ..... is often grated and served on salads.
(A) beetroot B broccoli C kale D fig

6 It can be unhealthy to stop eating and do a sudden ..... diet.
A nutritious B vegan C detox (D) crash

7 Vicky always uses ground pepper, salt and herbs on her ..... meat.
A scrambled B steamed (C) seasoned D toasted

8 Some foods can have a calming effect and help you ..... stress.
A boost B gain (C) combat D maintain

Collocations

2 Fill in with: *digestive*, *payment*, *extra*, *kitchen*, *distorted*, *compulsive*, *fresh*, *vitamin*, *live*, *skilled*, *mashed*, *processed*.

1 Nowadays many young people eat ...processed... food like hamburgers.
2 If you want ...extra... toppings on your pizza, just ask.
3 Eating disorders can lead to ...distorted... perceptions about body shape.
4 Credit card is the restaurant's preferred ...payment... method.
5 Binge eating is a form of ...compulsive... eating.
6 Measure the ingredients on your ...kitchen... scales.
7 You can take a ...vitamin... supplement to help you get more nutrients.
8 The restaurant only uses ...fresh... ingredients; nothing is frozen.
9 Marco Pierre White is a ...skilled... chef with a Michelin Star restaurant.
10 Probiotics include ...live... bacteria that are good for your health.
11 My favourite dish is ...mashed... potatoes served with a little butter.
12 The stomach is an important part of the ...digestive... system.

Phrasal verbs/Prepositions

3 Underline the correct item.

1 Tom has really put **on**/over weight.
2 A poor diet puts your health **in**/at risk.
3 Be sure to eat **at**/by regular intervals.
4 You should cut down **on**/from junk food.
5 Exercise helps you burn **off**/through calories.
6 Martin put his son **in**/on a diet.
7 This dish is rich **in**/from protein.
8 Just add a pinch **of**/by salt.

III Exam Skills Check (Modules 5-6)

Rozumienie tekstów pisanych
Dobieranie

1 Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

THE CHEF WITH THE MIDAS TOUCH

Everything Massimo Bottura's fingers touch seems to turn to gold – edible gold! [1|D] But unlike the legendary Phrygian king whose myth stands as a warning to greed, Bottura has never allowed wealth to go to his head. And has never forgotten his humble origins in the Italian city of Modena.

A small city with an ancient heritage and rich culinary tradition, Modena stands proudly in the centre of Northern Italy. It has roots that go way back past Ancient Roman history and into the time of the mysterious Etruscans. Walking its streets past medieval buildings, exquisite statues and sumptuous museums gave Bottura a deep and abiding love for architecture, art and culture. [2|C] Growing up, Bottura watched his mother, aunt and grandmother put together the elaborate, multi-course meals that Italian families enjoy, and doing so with such pride and dedication that he wanted nothing more than to follow in their footsteps.

He trained under the best: Lidia Cristoni, the queen of pasta-making, and legendary chefs Georges Coigny and Alain Ducasse. When he had finished his training and was ready to open his own establishment, he could have chosen any of the customary capitals of gastronomy like New York, Paris or Rome and received financial backing, but he didn't. [3|E] Within a few years, it had put Modena on the culinary map, and by 2012, his restaurant had been awarded three Michelin stars.

Success upon success followed. Bottura opened restaurants in Florence, Istanbul, Turkey, and Los Angeles, California, as well as a high-concept beach restaurant on the Palm Jumeirah in Dubai. But something always bothered him, and it was waste. [4|A] This shameful statistic was one which troubled the star chef endlessly, and in 2016, he set up Food for Soul, which turns food that would otherwise have been thrown away into high-end three-course meals served in a free community eatery open to all. Today, there are seven eateries of this kind in cities as far apart as Milan, London and Rio de Janeiro, proving that even when it comes to non-profit, Bottura still has the golden touch.

A The service industry throws away up to 10% of what foodstuffs it buys, and restaurants are by far the worst offenders in the industry.

B More recently, he has been spending time in New York, where he hopes he can repeat Osteria Francescana's success Stateside.

C His passion for cooking, on the other hand, came straight from the family home.

D Owner of award-winning restaurant Osteria Francescana, author of numerous books and regular on TV cooking shows, he is truly a chef with the Midas touch.

E Instead, he opted for his beloved hometown, and opened Osteria Francescana there in 1995.

Rozumienie ze słuchu
Dobieranie

2 🎧 Usłyszysz dwukrotnie pięć wypowiedzi na temat problemów rodzinnych. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This person mentions

A a relationship that has changed for the better.
B action taken to avoid hurting someone.
C a series of arguments he/she had with a sibling.
D an example of upbringing affecting a later relationship.
E a request that took him/her by surprise.
F a mutually agreed separation.

1	2	3	4	5
C	B	A	E	D

Znajomość środków językowych
Gramatykalizacja

3 Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

1 John visits his family every year **(despite/have/fly)** despite having to fly from America to do so.

2 We'll sit down to eat when the rest **(guest/arrive)** of the guests arrive, and not before.

3 I called the restaurant **(order/book)** in order to book a table.

4 Mark and I had **(such/wonderful/time)** such a wonderful time at your wedding last weekend!

Exam Skills Check (Modules 5-6) III

Transformacje ze słowem kluczem

4 Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–8). W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów.

1 We finished dinner and then my cousin arrived.
SOON My cousin arrived as soon as we finished dinner.

2 She always acts like she's my mother!
IF She always acts as if she was/were my mother!

3 Sean wanted to be healthier, so he changed his diet.
ORDER Sean changed his diet in order to stop being so unhealthy.

4 Though it was his birthday, Phil wasn't happy.
FACT Phil wasn't happy despite the fact that it was his birthday.

5 She wanted to celebrate her daughter's graduation, so she organised a party.
SO She organised a party so she could celebrate/so as to celebrate her daughter's graduation.

6 We'll go to the wedding and then we'll go to the reception.
AFTER We'll go to the reception after going/after we go to the wedding.

7 No matter where you spend your childhood, you need stability.
WHEREVER You need stability wherever you grow up.

8 They called the two families together to celebrate the engagement.
PURPOSE They called the two families together for the purpose of celebrating the engagement.

Set leksykalny

5 W zadaniach 1–4 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 open
- Sally doesn't … up to me about her problems anymore.
- A position might … up at the restaurant – are you interested?
- The diner is … 24 hours a day, seven days a week.

2 honour
- The maid of … was helping the bride with her flowers.
- I hope your grandfather will ... us with his presence.
- It was a great … to cook for such a famous chef.

3 manage
- This meal is huge – we'll never … to finish it!
- You have to learn to … your anger.
- My uncle used to … a restaurant in Queens, but now he's opened his own.

4 square
- It's important to eat three … meals a day.
- The town … was full of people enjoying their coffees.
- A … is essentially a rectangle with four sides of equal length.

Część ustna

Rozmowa z odgrywaniem roli

6 Zamierzasz zorganizować uroczysty obiad z okazji 90-tych urodzin swojej babci. Rozmawiasz na ten temat z kolegą/koleżanką ze szkoły językowej. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie.

See Answer section



MODULE 7

Zakupy i usługi

VOCABULARY

Shops & Services

1 a) Listen to the sentences and write which type of shop each refers to: *butcher's*, *newsagent's*, *estate agent's*, *bakery*, *greengrocer's*, *chemist's*, *deli*, *hairdresser's*, *florist's*, *corner shop*.

1 bakery
2 butcher's
3 florist's
4 estate agent's
5 greengrocer's
6 newsagent's
7 chemist's
8 deli
9 hairdresser's
10 corner shop

b) What shops and businesses are close by where you are right now? What shops or services would you like to have located close by?

See Answer section

2 Fill in the gaps using the verbs: *be*, *get*, *launch*, *place*, *try*, *take*, *buy*, *pay* in the correct form.

1 This week you get a discount on daily products. Buy one, get one free!
2 The marketing team has decided to launch the new product just before Christmas.
3 How much are those headphones which are on display in the window?
4 Trying on clothes before you buy them isn't an option with online shopping.
5 We placed our order by phone at the beginning of the month but still haven't received the hard drive.
6 Needing over one hundred desks for their employees, the company looked into buying them in bulk to get a better price.
7 Can the tailor take in this suit jacket for me? I've lost weight and it's too big.
8 According to this plan, you'll be paying for your new vehicle in monthly instalments of two hundred and fifty euros a month over three years.

Advertising

3 Complete the sentences using: *good*, *giving*, *trendy*, *low*, *second*, *opening*.

1 Come down to the Centre Park flea market every Saturday and Sunday, 10 am to 3 pm. Check out our large selection of low-priced, second-hand items. You never know what you'll find!
2 Bella's Boutique. Springfield's number one style destination. Whether you're looking for the latest trendy fashions or a good-quality classic.
3 Join us for Premiere Bakery's opening day. We'll be giving away free doughnuts. Get here early. Only one doughnut per customer while supplies last.

Products & their features

4 Choose the correct answer.

1 ..... label handbags such as Chanel or Gucci are generally much more expensive.
A Fashion B Luxurious (C) Designer

2 I'd like to exchange this ..... television for a bigger one.
A flat-out B flat-rate (C) flat-screen

3 Jack had the jacket ..... -made to his exact specifications.
A free (B) custom C large

4 This new smartphone has ..... features compared to the previous model.
A prime B grand (C) superior

5 The new tablet computer has impressive processing ..... that help it to do numerous complex tasks.
(A) capabilities B efficiencies C competences

Complaints

5 Complete the sentences with the words below.

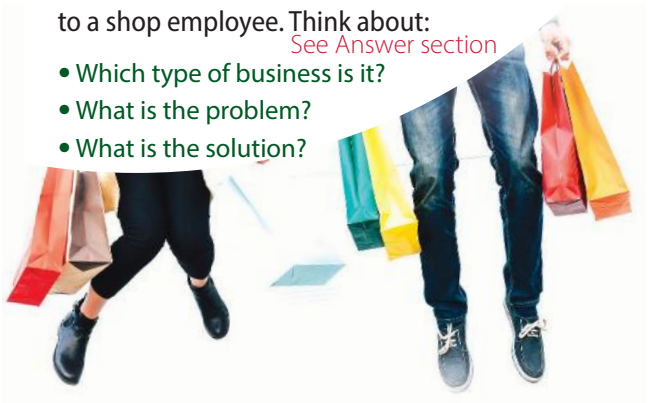
• refuse • complain • insist • credit note • faulty • demand • refund • return • exchange • full

1 This camera doesn't work at all. I'd like a full refund .
2 Could I exchange it for a new one?
3 I'd like to get my money back in full .
4 This MP3 player is faulty . I'll take it back to the shop.
5 It's the wrong size. I'll return it to the shop.
6 Is the manager here? I'd like to complain about the poor service.
7 Can I have a(n) credit note instead of a refund if I return this item?
8 This isn't good enough. I insist on speaking to the manager.
9 I paid a lot of money for this product and I refuse to accept such poor quality.
10 I demand an apology for this terrible service immediately!

6 Use vocabulary items from Exs 1–5 to act out a dialogue in which a customer is complaining to a shop employee. Think about:

See Answer section

• Which type of business is it?
• What is the problem?
• What is the solution?





Consumer rights

7 Complete the sentences with the words below.

• proceedings • entitled • liable • apply • obliged

Consumer Corner

Not sure about your rights when shopping? Check out our guide and the things you should remember!

- Manufacturers are **1)** ..liable.. for products which are unfit for use and must replace them.
- Consumers are **2)** ..entitled.. to a refund for any reason if goods are returned within 14 days.
- Manufacturers are **3)** ..obliged.. to be honest when advertising and cannot use misleading information or make false claims.
- Consumer laws and protection **4)** ..apply.. equally to online and physical stores.
- A consumer can start legal **5)** ..proceedings.. against a company for unfair trading.

Buying & Selling

8 Fill in the gaps in the text messages with the words below.

• sale • brands • times • offers • voucher

A

Saw an advertisement about Harrods sale in paper. They have special 1) ..offers.. on all 2) ..brands.. . Interested?

B

Let's go together on Saturday morning! I have a gift 3) ..voucher.. for Harrods that I want to spend. Can you check the opening 4) ..times..? Let me know.

C

Opens at 10 am. Saturday's the final day of the 5) ..sale.. . We can't miss it!

Banks & Money

9 Translate the words to English, then complete the dialogues.

1

A: All set for your trip?

B: Definitely. The only thing left to do is get some (*obcej waluty*) 1) ..foreign currency.. once I get to the airport.

A: Aren't you going to take (*czeki podróżne*) 2) ..traveller's cheques..? I've heard they are safer when you're abroad.

B: Cashing cheques can be problematic these days. You can pay using your credit or (*debetową*) 3) ..debit.. card at a lot of places, so I think if I get a little (*gotówki*) 4) ..cash.. at the airport, I'll be fine.

2

A: Can I help you?

B: Yes, please. I was wondering if I can change my PIN (*do mojej karty kredytowej*) 5) ..for my credit card.. . I seem to have forgotten it.

A: Certainly. That's something I can help you with.

B: I'd also like to open a (*konto studenckie*) 6) ..student account.. for my daughter who's off to university in the autumn and, oh, I wanted to ask about your current (*oprocentowanie*) 7) ..interest rate(s).. . I'm thinking about taking out a loan.

A: Of course. Let's start with the credit card issue.

B: And before I forget, does your bank offer (*ubezpieczenie domu*) 8) ..home insurance..? Our premium just went up and we're looking to switch.

A: We do, but you'll have to speak to a different representative about that. I can give you a number.

10 Match the verbs (1–8) to the noun phrases (A–H).

1 C	apply	A	some cash to spend
2 E	enter	B	you interest
3 A	withdraw	C	for a credit card
4 B	charge	D	an account
5 D	open	E	your PIN number
6 H	make	F	money to another account
7 F	transfer	G	a loan/debt/credit card
8 G	pay off	H	an online purchase

11 Use the verbs or phrases from Ex. 10 in the correct form to complete the dialogue.

A: I'm thinking about 1) ..applying.. for a credit card for the first time.

B: Really? You're good with money. Why do you need one?

A: I want to get a new tablet online. That's expensive, and I can't pay in instalments on my debit card. If I open 2) ..an account.. with a credit card company, I can 3) ..make.. purchases online without paying up front.

B: I have a credit card. It's true that you have more flexibility than debit cards. The problem is, you need to make sure you 4) ..pay off.. your debt every month, otherwise they 5) ..charge.. you interest.

A: I don't think that will be a problem for me. Tell me, is it easy to 6) ..withdraw.. cash from ATMs?

B: It's the same procedure as with a debit card – it's just a case of inserting the card into the cash machine and 7) ..entering.. your PIN number. But there's usually a charge if you use a credit card, unfortunately.

A: Oh, I see. Well, I'll only use my debit card for cash withdrawals then.

VOCABULARY

12 Fill in the verbs in the correct form.

• obtain • manage • cash • take • transfer
• check • deposit • pay

1 If you show some ID, you can ...cash... a cheque at any branch of our bank.
2 Phishing is when criminals try ...to obtain... your banking details, often through fraudulent emails.
3 Internet banking allows you ...to manage... your finances from home.
4 Money that is ...deposited... into your account after 3 pm is available to you the next day.
5 Regularly ...check... your accounts for any activity that wasn't you.
6 If you want to start your own business, you can ...take... ..... out a loan.
7 ...Transferring... money between your accounts is simple using the bank's online service.
8 You can set up monthly payments as a way of ...paying... ..... off your debts.

Banking & Insurance services

13 Fill in the correct word derived from the words in bold.



Banking at National Bank

At National Bank, we pride ourselves on serving the needs of all our clients, whether you're opening your first account or planning your **1)** ...retirement... **(retire)**. We offer a wide range of banking products and services. Talk to one of our **2)** ...representatives... **(represent)** today for information about:

- student accounts with no monthly **3)** ...transaction... **(transact)** fees
- education **4)** ...savings... **(save)** plans for future tuition costs
- help with structuring your debt **5)** ...payments... **(pay)** so you can pay off your loans faster
- money **6)** ...management... **(manage)** strategies that can help you save without impacting your budget
- **7)** ...personalised... **(person)** advice on buying your first home
- home and vehicle **8)** ...insurance... **(insure)** quotes with discounts available for multi-car policies.

Contact us online at **nationalbank.net**
By phone at **+44 354 984 3333**
Or drop by one of our branches for in-person assistance.

Collocations

14 Write the word which does not collocate with the word in bold.

1 pay, withdraw, spend, pay off **cash** ...pay off...
2 **bank** account, branch, budget, fees ...budget...
3 take out, buy, arrange, pick up **insurance** ...pick up...
4 news, banking, estate, travel **agent** ...banking...
5 **enter** lock, password, PIN, code ...lock...
6 foreign, cash, local, standardised **currency** ...cash...

15 Choose the correct preposition.

1 They succeeded **with/in** attracting more customers by offering special discounts.
2 Based **in/on** my research, you'll find the best deals for electronics online.
3 We had to stand **with/in** a queue for half an hour just to enter the shop.
4 You should shop **around/at** to find the best deals on car insurance.
5 Sonia wasn't aware **to/of** the special tax on foreign products.
6 There is a mirror you can use that's located **by/at** the back of the shop.

16 Fill in the correct word derived from the words in bold.



Most banks now offer an online banking service with a convenient app that allows **1)** ...users... **(use)** to manage their accounts from anywhere on their mobile device. With a banking app, you can pay your bills or transfer funds with the touch of a button. Online banking also eliminates the need for a monthly paper bank **2)** ...statement... **(state)** as you can log in at any time and see your balance. Both business and personal customers can check their **3)** ...earnings... **(earn)** and keep track of their **4)** ...spending... **(spend)** very easily. If you have any financial **5)** ...investments... **(invest)**, you can monitor and adjust them in real time using the app. Of course, you will still have to go to an ATM (Automated Teller Machine) for cash **6)** ...withdrawals... **(withdraw)**, but online banking is fast becoming the preferred way of doing business for many people and companies. Nowadays, there are also banks that operate solely online. Because these online banks (or virtual banks) don't have to pay to operate a network of branches, they can offer better **7)** ...lending... **(lend)** rates and lower fees. However, keep in mind that this means you can't walk into a branch if there's a problem. Instead, you get **8)** ...assistance... **(assist)** by communicating with customer support over the phone or via email or online chat.

1 Tell your partner about something you bought that you had wanted for a while. Answer these questions.

See Answer section

1 What was the item?
2 How much did you pay for it?
3 Where did you buy it?
4 Were you happy with your purchase? Why or why not?

Dobieranie

Exam Tip: Be careful of the statement that does not match any speaker. The statement will seem to match at least two speakers or may seem to match all of them. However, there will be reasons why it doesn't match in each case.

2 M Usłyszysz dwukrotnie pięć wypowiedzi na temat zakupów. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

A was not happy with their purchase.
B had been thinking of buying the item for a long time.
C decided to buy a product that had been used before.
D was upset by something a salesperson had done.
E didn't mind that there was something wrong with the product.
F wishes they'd spent more money.

Speaker 1	C
Speaker 2	D
Speaker 3	B
Speaker 4	E
Speaker 5	F

3 Listen to the recordings again and complete the sentences.

1 Speaker 1 said that she expected to get help from her boyfriend.
2 Speaker 2's product was supposedly the last one in stock.
3 Speaker 3 thinks the actors in movies look cool.
4 Speaker 4's product had a small scratch on the side.
5 Speaker 5 used their product to make some really nice videos.

4 Tell a partner which of the things mentioned by the speakers you would like to buy and why.

See Answer section

Wybór wielokrotny

5 M Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1–2 zakreśl jedną z liter: A, B albo C.

Text 1

1 What is the woman's intention?
A to try to understand something
B to complain about something
(C) to persuade the man to do something else

Text 2

2 When does the period for the full refund end?
A after 12 months
(B) after 3 months
C after 10 days

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Text 3

3 The man goes to the bank in order to
A ask for advice on opening an online account.
(B) ask for advice about using online banking.
C ask how to change his password.
D ask for a leaflet on using the Internet safely.

4 Which of the following best summarises the woman's opinion on online banking?
A It is risky and should be avoided.
B It must always be done at home from your own Wi-Fi.
C Password security issues are the only online threat.
(D) It is beneficial and safe if you follow a few easy rules.

5 The woman explains that secure passwords
A should contain a memorable name, for example a family member or pet.
B should be the same for all of your accounts.
C should be the same for your Wi-Fi and online banking.
(D) should not be permanent.

6 The woman suggests that the man reads the leaflet
(A) to help him remember the information she has told him.
B because their website doesn't have the information.
C because he doesn't have the banking App yet.
D because it explains how to set up strong passwords.

Culture Spot



Britain has lots of markets, such as Old Spitalfields Market and Greenwich Market. But don't try to negotiate a price, bargaining isn't common in the UK.

Poland also has many incredible markets such as the Koło Bazaar, where you can buy all sorts of antiques. Unlike the UK though, bargaining is common. So don't be afraid to ask for a good deal!



7 Exam Skills Practice

READING

1 Look at the picture. What does the shop sell? Can you name the items seen in the photo?

See Answer section



To: Patek's Small Appliances
From: Thomas Smith
Re: faulty espresso maker

To the management at Patek's Small Appliances shop,

My name is Thomas and I recently purchased an espresso machine at your shop. I've been a customer for more than ten years and have valued your high-quality products and the knowledgeable advice your staff offers. My family and I have purchased numerous blenders, toasters and mixers from Patek's over the years, and we had never experienced any problems. We also felt sure that if we did **encounter** an issue with one of your products, it would be **handled** in an appropriate and professional manner. I'm writing today, unfortunately, in order to inform you this has not been the case with our most recent purchase.

Last weekend, I bought the CafeMaster espresso machine. As you know, the CafeMaster is one of the more expensive models, and your clerk assured me that the machine was worth the extra money. However, after unpacking it at home, I wasn't able to get it working. I read the instructions thoroughly, and even referred to the trouble-shooting section, but nothing seemed to help. When I phoned your shop in order to ask for assistance, the person I spoke to was rude and unhelpful. They suggested I read the instructions again, and if that didn't work, to contact the manufacturer directly. No other assistance was offered to me.

My disappointment with the customer service at Patek's is **twofold**. Not only did I pay a substantial amount for a product which **turned out** to be defective (thankfully, the manufacturer exchanged the unit for me), but the issue was handled poorly on your end. While I know it's not **feasible** to open and test each appliance before it is sold, there should be some type of return or exchange offered when a problem does **arise**. In my case, I feel the management at Patek's should have been responsible for contacting the manufacturer in order to get a replacement for the faulty machine, not me. It's my hope that, moving forward, your staff will be better trained to handle this type of situation and that a **transparent** return or exchange policy is adopted.

Yours faithfully,
Thomas Smith

Zadanie z lukami (mediacja)

2 a) M Przeczytaj list Thomasa Smitha i uzupełnij luki 1–6 w odpowiedzi Johna Patka, tak aby jak najbardziej precyzyjnie oddać sens listu. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

b) Explain the words in bold.

Ss' own answers

To: Thomas Smith
From: John Patek
Re: faulty espresso machine

Dear Mr. Smith,

Thank you for reaching out to us here at Patek's. Let me first start by saying how much we appreciate your business. It's wonderful to hear you've been shopping at our shop for **1)** so many years and that you've always enjoyed our products and found our employees **2)** knowledgeable and professional .

I'm truly sorry to hear about your most recent experience with the CafeMaster machine. It must have been very **3)** difficult/frustrating for you, especially considering that you'd made an effort to solve the issue on your own by **4)** reading the instructions before calling our shop for assistance.

Without making any excuses for the **5)** rude attitude and behaviour of our staff member, I'd like to personally assure you that we will take your **6)** complaint into consideration and will be reviewing our policies regarding exchanges and refunds.

Please accept my sincere apologies once again. We'd also like to offer you a free coffee bean grinder as compensation for your time and trouble.

Yours truly,
John Patek

Speaking

3 Have you ever experienced a problem with a product or service? What was the product or service? What was the issue? How was the problem resolved?

See Answer section

Writing

4 a) Write a letter of complaint to a shop or business similar to the one in Ex. 1.

See Answer section

b) Exchange your letter with a classmate who will reply to your email.

Ss' own answers

5 Read the first paragraph of the text *The Science of Supermarkets* and answer the question at the end of the first paragraph.

See Answer section

Dobieranie

6 M Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (1–5). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania w kratki. Uwaga: w jednej części tekstu znajdują się odpowiedzi na dwa pytania.



The Science of SUPERMARKETS

A Believe it or not, there is a science behind your local supermarket or large grocery shop. Every detail from where products are located within the space, to how items are placed on display, even what is offered for sale has been carefully thought through and decided based on proven scientific evidence. So, how exactly is your supermarket manipulating you to buy more products and spend more money than you had initially intended?

B First, let's investigate the typical layout of a large food mart. Have you ever noticed they are organised in a similar manner? Milk, for example, is usually located at the back or in a far corner. That is not mere coincidence. Grocery shops are designed so that customers move through the different departments and aisles in a certain order: they want customers to be greeted by the freshest products first. For this reason, flowers, fruits and vegetables tend to be placed near the front entrance, with low-priced, seasonal produce taking centre stage. This will promote the idea in customers' minds that the food throughout the store is also fresh and reasonably priced. Bakery and deli sections are also within close proximity to the entrance. The delicious smells of fresh baked goods help trigger shoppers' hunger and encourage them to buy more food. The middle of a grocery shop is filled with tins, packaged and processed foods. Shoppers are forced to walk up and down these aisles to reach the back of the shop. It is here, farthest from the entrance, that daily essential items are located: milk and dairy products, meats and eggs. Chances are, these types of foods are what the customer came to buy in the first place. However, having seen thousands of other products on their way to the back, it is likely shoppers have added several unnecessary items to their baskets.

C There are other interesting things to consider when examining how supermarkets trick us into buying a greater number of items, or spending more on items than we originally planned. Free samples, for example, hook consumers with the idea they are getting something for free or at a good price. In reality, those same consumers often spend full price on the product they've sampled; a product which they may or may not even need. Another strategy is to display more expensive items at eye level. By placing the brand name in plain view and the discount brands below on the bottom shelves, many shoppers end up buying the pricier item. Other tricks include larger baskets and shopping trolleys which facilitate buying more items, and placing impulse items like sweets, crisps and magazines close to tills where shoppers queue up to pay.

D These and other sales strategies employed by supermarkets are also at work in many different types of businesses. Prices ending in .99 are common in almost all shops and succeed in making consumers believe a product is actually less expensive. The same is true for 'limited time offers' or discounts based on purchasing multiple items such as 'three-for-the-price-of-two' deals. For retailers, wanting to maximise profits is nothing new and will always be the main goal. Such tactics are a reality for consumers every time we shop. Perhaps, being aware of how shops are engineered to get us to spend more can help us save money in the end.

In which paragraph does the author

1 suggest a potential benefit of understanding 'supermarket science'? D
2 say that a cheaper item will be displayed on a lower shelf? C
3 mention the effect on shoppers of seeing so many items on supermarket shelves? B
4 state why certain items are placed near the cashier's desk? C
5 explain what is meant by 'supermarket science'? A

Wybór wielokrotny

Exam Tip: For multiple choice questions, start by eliminating the answers that are not possible. This will help you save time and increase your chance of selecting the correct answer if you are forced to guess.

7 M Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

1 Who is the intended audience of this article?
A shop owners
B grocery store employees
(C) consumers
D business management students

2 Which strategy or trick is NOT mentioned by the author?
(A) promotions offering deals on bulk purchases
B placing items on certain shelves
C having shoppers walk past the bakery to reach essential items
D displaying snack foods close to the till

3 How does the author feel about the use of 'supermarket science'?
(A) unsurprised
B disappointed
C upset
D confused

4 What does 'THESE' refer to at the start of paragraph D?
A discount brands
(B) psychological tricks
C consumers' impulses
D retailers' profits

7 Exam Skills Practice

USE OF ENGLISH

Przymiotniki i przysłówki – stopień wyższy i najwyższy

See pp. GR36-GR42

1 a) Write the comparative form of the words below.

1 tall ..... taller .....
2 modern ..... more modern .....
3 lazy ..... lazier .....

b) Write the superlative form of the words below.

1 cheap ..... cheapest .....
2 interesting ..... most interesting .....
3 friendly ..... friendliest .....

c) What are the rules for forming comparatives and superlatives? See Answer section

Transformacje bez słowa klucza

2 M Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–8). Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 I have never seen such a fashionable shop.
It is ..... the most fashionable shop .....
I have ever seen.

2 Your reason for buying the outfit was not as strange as your sister's.
Your sister's reason for buying the outfit .....
..... was more strange/stranger than ..... yours.

3 Online banking has never been easier than now.
Online banking is ..... easier than .....
it's ever been.

4 Local products are often more expensive than imported ones.
Imported products are often ..... not as/so expensive .....
..... as local ones.

5 The shop assistant was quite polite to the angry customer.
The shop assistant spoke ..... quite politely to .....
..... the angry customer.

6 The service here is not as good as in the other shop.
The other shop ..... has better service than .....
..... this one.

7 This used laptop cost almost as much as a new one.
This used laptop ..... cost a little less .....
..... than a new one.

8 In the future, be more careful with your money.
In the future, spend your money ..... more carefully .....
..... .

Gramatykalizacja

3 M Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

1 This new smartphone model is really compact; it has all the usual features but ..... is a lot smaller ..... **(be/lot/small)** in size.
2 Bazar na Kole is one of ..... the most frequently visited markets ..... **(frequent/visit/market)** in Warsaw.
3 The new shopping centre is ..... a bit farther away ..... **(bit/far/away)** from our house than the old one.
4 Hurry up! ..... The slower you walk ..... **(slow/you/walk)**, the later we'll be for the Black Friday sales!
5 Online shopping ..... has never been safer ..... **(never/be/safe)** with our money-back guarantees! Check out our website for more details.

Zadanie z lukami

4 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

exclude	promise	advertise	provide	repute	report



To date, the world's most expensive haircut was **1)** ..... provided ..... by England's Stuart Phillips to a rich Italian woman named Beverley Lateo. Prior to the date of the haircut, which was on October 29th in 2007, Lateo had had her hair done in several **2)** ..... exclusive ..... salons in Italy, but, each time, she was not fully satisfied with the results. Consequently, she decided to contact Phillips, who had a **3)** ..... reputation ..... as the hair stylist for BAFTA awards, the British version of America's Academy Awards.

Lateo's haircut came to a grand total of 8000 British Pounds, and it included a first class flight from Italy to London, a limousine to and from the airport, and an extravagant lunch. Although the price included the services of the renowned stylist for the whole day, the actual haircut only took about an hour. Lateo was **4)** ..... reportedly ..... so pleased with the results that she said she would like to become a regular client of Stuart Phillips.

5 Change the following words by adding *-ive*, a suffix used for nouns or adjectives. Tick **(✓)** *A* or *N* to indicate if the word is an adjective or noun. Which ones can be both?

			A	N
1	act	active	✓	
2	alternate	alternative	✓	✓
3	mass	massive	✓	
4	effect	effective	✓	
5	decide	decisive	✓	
6	select	selective	✓	
7	create	creative	✓	
8	object	objective	✓	✓
9	subject	subjective	✓	
10	impress	impressive	✓	
11	product	productive	✓	
12	explode	explosive	✓	✓

6 Choose the correct answer.

1 I want to ask about the laptop on ..... .
(A) display B show C exhibit

2 They ..... to serve me because of the way I was dressed.
A rejected (B) refused C denied

3 Would you like to make a ..... today, or are you just looking?
A sale B bargain (C) purchase

4 Can you offer me a bit of a(n) ..... on this refrigerator?
(A) discount B exchange C refund

5 They had a large ..... of sales this year.
A size B total (C) volume

6 We bought some fresh vegetables at the street ..... .
A shop (B) market C business

7 Salespeople get 10% ..... here for each item they sell.
A tip (B) commission C allowance

8 I checked the receipt, and they forgot to ..... us for one item.
A pay B debit (C) charge

9 You'll need to pay an extra ..... for the room service.
(A) fee B price C cost

10 You can get your bicycle ..... against theft.
A guaranteed (B) insured C reassured

Zadanie z lukami

7 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.



THE GRAND BAZAAR

Located in Istanbul, the Grand Bazaar is one of the largest covered markets in the world. It's also one of the **1)** .....oldest..... with parts of its structure dating back to 1455. Currently, it covers about 30,700 square metres, includes parts of 61 streets, and has over 4,000 shops. It often ranks **2)** .....number..... one in annual ratings of the world's most popular tourist attractions as it receives 250,000 to 400,000 visitors a day and over 91,000,000 visitors annually.

From its inception up to the middle of the 19th century, it served as a major trading centre between Asia and Europe, no doubt, aided by its location close to the point **3)** .....where..... the Asian and European continents meet. In its heyday, it was unmatched in Europe for the quality and quantity of goods that were available there. However, in time Europe's desire for self-sufficiency **4)** .....led..... to a decline in international trading in places like the Grand Bazaar. In modern times, though, Europeans can still be found in the Grand Bazaar as most of Istanbul's approximately 5 million tourists a year come from Europe.

Set leksykalny

8 M W zadaniach 1–4 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 .....trick.....
- He performed a … on his skateboard and flipped it in the air.
- I got very cross when my older brother played a … on me.
- Is there a … to opening this door? I can't seem to get it.

2 .....basket.....
- I have a … on the front of my bicycle.
- Do you prefer using a shopping … or trolley?
- David packed the picnic … and we ate lunch at the park.

3 .....alter.....
- Professional singers can … their voices using special equipment.
- Advertisers often … photos of models to make them appear slimmer.
- If the dress is too big, the tailor can … it for you.

4 .....aisle.....
- On airplanes, I prefer to sit in the … seat.
- The bride and her father walked down the … together.
- I find the … in that corner shop very narrow.

7 Exam Skills Practice

WRITING

Rozprawka wyrażająca opinię

Prepare for the task

Writing Tip:

When writing an opinion essay, you should read the rubric carefully and decide whether you agree or disagree with the subject of the topic. Then, make a list of your points and reasons and add an opposing idea and your refutation. Remember to write well-developed paragraphs of more than one sentence that include clear topic sentences that summarise the paragraph. Always support the viewpoints in your essay with your reasons. Lastly, restate your opinion in the conclusion by paraphrasing what you wrote in the introduction.

1 Read the rubric for the model essay and underline the key words, then answer the questions.

See Answer section

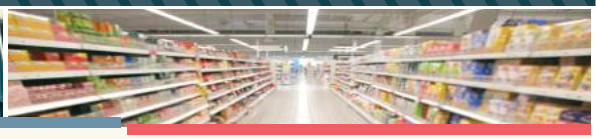
Nowadays, large chain supermarkets are opening in towns across the country, taking a big share of business away from local shops which can be detrimental to them. Write a five-paragraph essay expressing your opinion on this issue considering the impact of unfair competition on small businesses and the effect on the consumer. Write between 200-250 words.

1 What is the main issue presented in the rubric? Do you agree or disagree with it?
2 What style should your essay be written in?
3 Which of the following must you include in your essay? Tick (✓).
   A solutions to the problem presented in the rubric ☐
   B your views about the issue ☐
   C reasons or examples to support your views ☐
   D opposing viewpoints and supporting arguments ☐
4 What must you include in your conclusion? Should you make use of paraphrasing?

Your turn

Exam Tip: Organise your ideas and plan before you start writing your essay by creating tables or flow diagrams to help you organise your viewpoints, reasons, opposing viewpoint and refutation.





These days, it is becoming more common to see large supermarkets moving into towns and taking a bigger share of business from local stores. Many people are concerned by the problem this presents for local retailers, many of whom are forced out of the market. This is a valid concern for many reasons and I agree that large supermarkets are a bad thing.

Large supermarkets have huge resources and massive financial backing. For example, their size allows them to buy in bulk and resell at low prices. As a result, smaller businesses, who can't match the discounted prices and the variety of goods, are unable to compete, giving large supermarkets an unfair advantage.

Big supermarkets also present a different approach to customers and a different service culture. For instance, they do not have the same links to the community and provide a cold and impersonal atmosphere. This means that, compared to the highly-personal service of a local business, consumers are left feeling unimportant and unvalued.

On the other hand, some people argue that large supermarkets offer a community much more than local businesses. They point directly to the improved value, greater stock, and additional employment opportunities that supermarkets can bring as benefits. However, such a view overlooks the price that a community pays for this and the harm that can be done.

To conclude, I strongly believe that we shouldn't be wooed by the benefits of large supermarkets. Convenience and value shouldn't come at the cost of people losing their livelihoods or a town losing its sense of community and identity.

2 Read the model essay and complete the diagram below.

First viewpoint	Reasons/Examples/Results
buy in bulk, sell for cheap	small businesses can't compete
Second viewpoint	Reasons/Examples/Results
cold impersonal service	consumers feel unimportant
Opposing viewpoint	Reasons/Examples/Results
contribute to the community	better value and more jobs
Refutation	
overlooks price community pays	

3 a) Read the rubric below and create a flow diagram similar to the one in Ex. 2. See Answer section

b) M Write your essay. See Answer section

Wielu rodziców martwi się, że reklamy mają negatywny wpływ na ich dzieci. Napisz rozprawkę (200–250 wyrazów), w której przedstawisz swoją opinię na ten temat, odnosząc się do stosowanych w reklamach technik oraz ich oddziaływania na zachowanie dzieci.

"Imagination is more important than knowledge. Knowledge is limited." Albert Einstein

1 Discuss what the quote means and why Albert Einstein, the famous scientist, would have said it.

See Answer section

2 With a partner, use your imagination and discuss what might have happened before each situation.

See Answer section

A There is an angry man speaking to a bank manager.
B There is a crying woman sitting in a chair with a hair stylist behind her.
C A customer is standing in front of empty shelves at the supermarket.

Opis ilustracji i odpowiedzi na pytania

Exam Strategy

Picture Description

With some pictures of people in certain situations, it's a good idea to think about what might have happened before the picture was taken. You can start your picture description with that. For example, you see a woman smiling as she pays the cashier for a jacket. You could start with, "The woman might have come to this shop looking for a special jacket that she couldn't find anywhere. She found it and now…" Use your imagination!

USEFUL LANGUAGE

Picture Description

Describing what might have happened before

- The man/woman might/may/could have been … -ing...
- The man/woman might/may/could have ordered/bought/asked for/…, etc.
- (Just) before this, the man/woman might/may/could have been in/at … + place
- What happened before was that the man …
- The first thing that happened was the man/woman bought/ordered/…, etc.

3 M Describe the picture below.

See Answer section



4 M Answer the questions.

See Answer section

1 How do you think the waitress feels about her job and why?
2 Would you want to work in this environment? Why or why not?
3 Tell us about a situation when you or someone you know had to complain about a product or service.

Rozmowa z odgrywaniem roli

Exam Strategy

In a role play, try to connect the task to your own experience whenever possible. For example, if you have to role play complaining about a product or service, you can try to remember your own experience being dissatisfied with a product or service.

5 M Pracujesz dorywczo w dziale marketingu firmy zajmującej się sprzedażą telefonów komórkowych. Rozmawiasz ze swoim kolegą o sposobach wprowadzenia na rynek nowego telefonu. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie.

See Answer section

- wygląd i wielkość telefonu
- aparat fotograficzny • cechy specjalne • cena

USEFUL LANGUAGE

- A good idea would be to say/have/explain that/…, etc.
- We could also …
- What might really work would be to say/have/explain that/…, etc.
- What do you think about the idea of saying/having/…, etc.?
- it would be great if we could say/have/…, etc.

6 Answer these questions.

See Answer section

1 What do you think are the most important features of a mobile phone?
2 Why do people like to have the newest model of something?

VOCABULARY BANK

7

Zakupy i usługi

Shops & Services – Sklepy i usługi

aisle /aɪl/ (n) = alejka (np. w supermarkecie)
alter /ɔːltə/ (v) = zmienić; przerobić
bakery /ˈbeɪkəri/ (n) = piekarnia
bank /bæŋk/ (n) = bank
be in stock (phr) = być dostępnym, znajdować się w magazynie (o towarze)
be on display (phr) = być na wystawie/widoku
butcher's /ˈbʊtʃəz/ (n) = sklep mięsny
buy in bulk (phr) = kupować hurtowo
checkout /ˈtʃekaʊt/ (n) = kasa (w sklepie)
chemist's /ˈkemɪsts/ (n) = apteka, drogeria
corner shop /ˈkɔːnə ʃɒp/ (n) = sklep na rogu; niewielki sklep z podstawowymi artykułami
deli /ˈdeli/ (n) = delikatesy
estate agent's /ɪˈsteɪt ˌeɪdʒənts/ (n) = agencja nieruchomości
flea market /ˈfliː mɑːkɪt/ (n) = pchli targ
florist's /ˈflɒrɪsts/ (n) = kwiaciarnia
get a discount (phr) = dostać zniżkę, uzyskać rabat
greengrocer's /ˈgriːngrəʊsəz/ (n) = warzywniak
grocery shop /ˈgrəʊsəri ˌʃɒp/ (n) = sklep spożywczy
hairdresser's /ˈheəˌdresəz/ (n) = salon fryzjerski
high-end product /ˌhaɪˈend ˌprɒdʌkt/ (n) = produkt wysokiej jakości/ z górnej półki
newsagent's /ˈnjuːzˌeɪdʒənts/ (n) = kiosk z gazetami
online shopping (phr) = zakupy przez internet
pay in monthly instalments (phr) = płacić w miesięcznych ratach
physical store /ˌfɪzɪkəl ˈstɔː/ (n) = sklep stacjonarny
place an order (phr) = złożyć zamówienie
pricey /ˈpraɪsi/ (adj) = drogi, kosztowny
queue up /ˌkjuː ˈʌp/ (phr v) = czekać w kolejce
receipt /rɪˈsiːt/ (n) = paragon
salesperson /ˈseɪlzˌpɜːsən/ (n) = sprzedawca
shopping trolley /ˈʃɒpɪŋ ˌtrɒli/ (n) = wózek na zakupy (w sklepie)
small appliance shop (phr) = sklep z małym AGD
take in /ˌteɪk ˈɪn/ (phr v) = zwęzić (o ubraniu)
till /tɪl/ (n) = kasa sklepowa
toy shop /tɔɪ ʃɒp/ (n) = sklep z zabawkami
travel agent's /ˈtrævəl ˌeɪdʒənts/ (n) = biuro podróży
try on (clothes) /ˌtraɪ ˈɒn/ (phr v) = przymierzać (ubrania)

Advertising – Reklama

best deal (phr) = najlepsza oferta
display at eye level (phr) = umieszczać na wysokości oczu (o produktach w sklepie)
free /friː/ (adj) = darmowy, bezpłatny
give away /ˌgɪv əˈweɪ/ (phr v) = rozdawać, oddawać za darmo
honest /ˈɒnɪst/ (adj) = uczciwy, przyzwoity
large selection of (phr) = duży/szeroki wybór
launch a product (phr) = wprowadzić produkt na rynek
leaflet /ˈliːflət/ (n) = ulotka, broszura
misleading information (phr) = informacja wprowadzająca w błąd
number one style destination (phr) = najważniejsze miejsce dla miłośników mody
opening day /ˈəʊpənɪŋ ˌdeɪ/ (n) = dzień otwarcia
sale /seɪl/ (n) = wyprzedaż
shop around /ˌʃɒp əˈraʊnd/ (phr v) = rozglądać się (w poszukiwaniu najlepszych ofert cenowych)
while supplies last (phr) = do wyczerpania zapasów

Products & their features – Towary i ich cechy

compact model (phr) = kompaktowy model, model niewielkich rozmiarów
custom-made (jacket) /ˌkʌstəm ˈmeɪd/ (adj) = (marynarka) szyta na miarę
daily essential items (phr) = podstawowe produkty codziennego użytku
dairy products (phr) = nabiał, produkty mleczne
designer label /dɪˌzaɪnə ˈleɪbəl/ (n) = metka domu mody; markowy produkt
flat-screen /ˌflæt ˈskriːn/ (adj) = płaskoekranowy
free sample (phr) = darmowa próbka, egzemplarz okazowy
fresh baked goods (phr) = świeże wypieki
good-quality /ˌgʊd ˈkwɒləti/ (adj) = dobrej jakości
have superior features to (phr) = być jakościowo lepszym niż
high-quality product (phr) = produkt wysokiej jakości
imported products (phr) = produkty importowane
low-priced /ˌləʊ ˈpraɪst/ (adj) = tani
luxurious /lʌgˈʒʊəriəs/ (adj) = luksusowy
packaged food (phr) = żywność pakowana
processed food (phr) = żywność przetworzona
processing capability (phr) = moc obliczeniowa, zdolność przetwarzania danych
purchase /ˈpɜːtʃəs/ (n) = zakup, kupno
reasonably priced (phr) = w rozsądnej cenie
seasonal produce (phr) = produkt sezonowy
second-hand items (phr) = rzeczy używane
supply /səˈplaɪ/ (n) = zapas, podaż
trendy fashions (phr) = najnowsze trendy w modzie
unpack /ʌnˈpæk/ (v) = rozpakowywać

Complaints – Skargi i reklamacje

compensation /ˌkɒmpənˈseɪʃən/ (n) = odszkodowanie, rekompensata
complain (about service) /kəmˈpleɪn/ (v) = składać skargę/reklamację (dotyczącą usług)
credit note /ˈkredɪt ˌnəʊt/ (n) = faktura korygująca; nota uznaniowa
defective /dɪˈfektɪv/ (adj) = wadliwy
demand /dɪˈmɑːnd/ (v) = żądać, domagać się
demand an apology (phr) = żądać przeprosin
exchange /ɪksˈtʃeɪndʒ/ (v) = wymieniać (np. towar w sklepie)
experience problems (phr) = doświadczyć problemów
faulty /ˈfɔːlti/ (adj) = wadliwy, wybrakowany
full refund (phr) = pełny zwrot pieniędzy
get one's money back in full (phr) = uzyskać pełny zwrot pieniędzy
insist (on sth) /ɪnˈsɪst/ (v) = nalegać (na coś), domagać się (czegoś)
poor quality (phr) = niska jakość
replace /rɪˈpleɪs/ (v) = wymieniać, zamieniać
replacement /rɪˈpleɪsmənt/ (n) = wymiana
refuse to accept (phr) = odmówić przyjęcia
return (sth) /rɪˈtɜːn/ (v) = zwracać
return policy /rɪˈtɜːn ˌpɒləsi/ (n) = zasady dokonywania zwrotów, polityka zwrotów
speak to the manager (phr) = porozmawiać z kierownikiem/menedżerem
trouble-shooting section (phr) = instrukcja postępowania w przypadku pojawienia się usterek
value /ˈvæljuː/ (v) = cenić (sobie)

Consumer rights – Prawa konsumenta

apply (to) /əˈplaɪ/ (v) = dotyczyć (kogoś); obowiązywać (np. o przepisach)
be entitled to sth (phr) = być upoważnionym do czegoś
be liable for sth (phr) = być prawnie odpowiedzialnym za coś
be obliged to (phr) = być zobowiązanym do
commence legal proceedings (phr) = wszczynać postępowanie sądowe, skierować sprawę do sądu
consumer /kənˈsjuːmə/ (n) = konsument
consumer laws /kənˈsjuːmə ˌlɔːz/ (pl n) = prawa konsumenta
legal proceedings /ˈliːgəl prəˈsiːdɪŋz/ (pl n) = kroki prawne
make false claims (phr) = zamieszczać nieprawdziwe informacje (o produkcie)
manufacturer /ˌmænjuˈfæktʃərə/ (n) = producent
unfair trading practices (phr) = nieuczciwe praktyki w handlu
unfit products (for use) (phr) = produkty nienadające się (do użytku)

Buying & Selling – Kupowanie i sprzedawanie

brand /brænd/ (n) = marka (np. produktu)
commission /kəˈmɪʃən/ (n) = prowizja
discount /ˈdɪskaʊnt/ (n) = rabat, upust
final day (phr) = ostatni dzień
gift voucher /ˈgɪft vaʊtʃə/ (n) = bon podarunkowy, talon na zakupy
opening times /ˈəʊpənɪŋ ˌtaɪmz/ (n) = godziny/ czas otwarcia
retailer /ˈriːteɪlə/ (n) = sprzedawca detaliczny
sales /seɪlz/ (pl n) = sprzedaż
special offer /ˌspeʃəl ˈɒfə/ (n) = oferta specjalna
tip /tɪp/ (n) = wskazówka, rada; napiwek

Banks & Money – Banki i pieniądze

apply for a credit card (phr) = składać wniosek o wydanie karty kredytowej
ATM /ˌeɪ tiː ˈem/ (abbr.) = bankomat
balance /ˈbæləns/ (n) = stan konta
banking details /ˈbæŋkɪŋ ˌdiːteɪlz/ (pl n) = dane dotyczące konta bankowego
bank statement /ˈbæŋk ˌsteɪtmənt/ (n) = wyciąg bankowy/ z konta
be good with money (phr) = mądrze gospodarować pieniędzmi, dobrze zarządzać pieniędzmi
charge /tʃɑːdʒ/ (n) = opłata
charge sb (v) = pobierać od kogoś (np. opłatę), obciążyć czyjś rachunek
cash /kæʃ/ (n) = gotówka
cash a cheque (phr) = zrealizować czek
cashier /kæˈʃɪə/ (n) = kasjer (w sklepie)
cash machine /ˈkæʃ məˌʃiːn/ (n) = bankomat
cash withdrawal /ˌkæʃ wɪðˈdrɔːəl/ (n) = wypłata/ podjęcie gotówki

charge sb interest (phr) = naliczać komuś odsetki
credit card /ˈkredɪt ˌkɑːd/ (n) = karta kredytowa
debit card /ˈdebɪt ˌkɑːd/ (n) = karta debetowa
deposit (money into account) /dɪˈpɒzɪt/ (v) = wpłacić (pieniądze na konto)
enter PIN number (phr) = wprowadzić PIN
financial investments (phr) = inwestycje finansowe
foreign currency (phr) = obca waluta
fraudulent emails (phr) = oszukańcze/fałszywe wiadomości e-mail
home insurance /ˈhəʊm ɪnˌʃʊərəns/ (n) = ubezpieczenie domu
interest rate /ˈɪntrəst ˌreɪt/ (n) = stopa procentowa, oprocentowanie
lending rate (phr) = oprocentowanie kredytu
loan /ləʊn/ (n) = kredyt, pożyczka
make a purchase (phr) = dokonać zakupu
manage (one's finances) /ˈmænɪdʒ/ (v) = zarządzać/zajmować się (swoimi finansami)
open an account (phr) = otworzyć konto (w banku)
pay in cash (phr) = płacić gotówką
pay off (a debt) /ˌpeɪ ˈɒf/ (phr v) = spłacać (dług)
pay up front (phr) = płacić z góry
phishing /ˈfɪʃɪŋ/ (n) = wyłudzanie poufnych informacji
representative /ˌreprɪˈzentətɪv/ (n) = przedstawiciel
retirement /rɪˈtaɪəmənt/ (n) = emerytura, przejście na emeryturę
set up (monthly payments) /ˌset ˈʌp/ (phr v) = ustalić/ustawić (wysokość miesięcznych płatności)
set up an Internet banking account (phr) = założyć internetowe konto bankowe
set up a strong password for your account (phr) = ustalić/ustawić silne hasło do swojego konta bankowego
transfer (money between accounts) /trænsˈfɜː/ (v) = przelewać (pieniądze między rachunkami)
transfer money to another account (phr) = przelać pieniądze na inny rachunek
traveller's cheque /ˈtrævələz ˌtʃek/ (n) = czek podróżny
user /ˈjuːzə/ (n) = użytkownik
withdraw (money) /wɪðˈdrɔː/ (v) = wypłacać/wybierać (pieniądze)

Banking & Insurance services – Usługi bankowe i ubezpieczeniowe

banking product /ˈbæŋkɪŋ ˌprɒdʌkt/ (n) = produkt bankowy
budget /ˈbʌdʒɪt/ (n) = budżet
earnings /ˈɜːnɪŋz/ (pl n) = zarobki, dochody
education savings plan (phr) = plan oszczędzania na cele edukacyjne
insurance quotes /ɪnˈʃʊərəns ˌkwəʊts/ (pl n) = wyceny ubezpieczenia
lock password /lɒk ˈpɑːswɜːd/ (n) = hasło blokady
log in /lɒg ˈɪn/ (v) = zalogować się
money management strategy (phr) = strategia zarządzania pieniędzmi
online threat (phr) = zagrożenie w internecie
password security issues (phr) = kwestie bezpieczeństwa hasła
personal information (phr) = dane osobowe
personalised advice (phr) = spersonalizowana porada, porada dostosowana do indywidualnych potrzeb
savings /ˈseɪvɪŋz/ (pl n) = oszczędności
serve the needs (phr) = służyć (czyimś) potrzebom
spending /ˈspendɪŋ/ (n) = wydatki, koszty
student account /ˈstjuːdənt əkaʊnt/ (n) = konto studenckie
take out a loan (phr) = wziąć pożyczkę/kredyt
transaction fee /trænˈzækʃən fiː/ (n) = opłata transakcyjna

1 Choose the correct item.

1 I got a really nice old table down at the flea ..... on Sunday.
(A) market B deli C till D store

2 Michelle is wearing a ..... wedding dress that was tailored especially for her.
A high-quality (B) custom-made C second-hand D low-priced

3 You should buy fresh ingredients instead of eating ..... foods all the time.
A defective B faulty C unfit (D) processed

4 Vicky's shop on the high street is a successful clothing ..... .
A consumer B cashier (C) retailer D manufacturer

5 You can use the new app to ..... money between your accounts.
(A) transfer B withdraw C manage D deposit

6 Greta gets paid a ..... for every annual subscription she sells.
A compensation (B) commission C credit D budget

7 On Monday, we will ..... our new product at supermarkets nationwide.
A value B place (C) launch D return

8 We've got thousands of special ..... on all of the best-known brands.
A earnings B sales C savings (D) offers

Collocations

2 Fill in with: *designer*, *superior*, *transaction*, *gift*, *misleading*, *legal*, *return*, *essential*, *corner*, *shopping*, *unfair*, *fraudulent*.

See Answer section

1 I'm just going around to the ..... shop to get bread and milk.
2 It's convenient as they sell all of your daily ..... items.
3 Read the ..... policy to see if you can still bring it back to the shop.
4 There are new regulations against ..... trading practices.
5 Mark only wears expensive clothes from ..... labels.
6 Be aware there are ..... emails circulating that appear genuine.
7 He complained that he purchased the item based on ..... information.
8 We have commenced ..... proceedings against the company.
9 I have a(n) ..... voucher worth £50 for anything in the shop.
10 Conor filled a(n) ..... trolley with items at the Black Friday sale.
11 You have to pay a £3 ..... fee to withdraw cash from the ATM.
12 The new model has many ..... features to the old one.

Phrasal verbs/Prepositions

3 Underline the correct item.

1 Yes, you can pay **on**/**in** monthly instalments.
2 Feel free to try **off**/**on** some dresses to see if they fit.
3 I want to complain **about**/**of** the terrible service.
4 The shop is not liable **for**/**to** accidental damage.
5 You should pay **away**/**off** your credit card every month.
6 The brand name products are displayed **at**/**on** eye level.
7 No, I'm sure I'm going to insist **of**/**on** a full refund.
8 The guarantee doesn't apply **to**/**for** water damage.
9 You can set **over**/**up** monthly loan repayments.
10 You can save money if you buy **in**/**of** bulk.

MODULE 8

Podróżowanie i turystyka

VOCABULARY

Means of transport & Traffic

1 Listen and match the means of transportation (A–G) to the sentences (1–7) you hear.

A [6] train
B [1] aeroplane
C [2] coach
D [3] taxi
E [5] boat
F [7] metro/subway
G [4] tram

2 Complete the chart using the nouns: *platform*, *boarding pass*, *coast guard*, *check-in counter*, *conductor*, *lighthouse*, *runway*, *baggage claim*, *carriage*, *track*, *ferry terminal*.

AIRPORT	HARBOUR	TRAIN STATION
check-in counter	coast guard	platform
boarding pass	lighthouse	conductor
runway	ferry terminal	carriage
baggage claim		track

3 Complete the sentences using: *motorway*, *ring*, *roundabout*, *jam*, *pile-up*, *oncoming*, *pedestrian*, *pull*.

1 The traffic warden arrived to wave the oncoming cars around the accident.
2 If driving in the UK remember you go the opposite direction around a(n) roundabout.
3 The new ring road greatly reduced traffic congestion in the city centre.
4 Come off the motorway at exit 6B and follow the signs for the airport.
5 We're held up in a traffic jam, so we might be about fifteen minutes late.
6 Always stop at a(n) pedestrian crossing with orange flashing lights and let the people cross.
7 The boot is open. Find a safe spot to pull over and I'll get out and close it.
8 Thick fog has caused a 20-vehicle pile-up on the A6 between London and Birmingham.

4 Fill the gaps with a preposition to complete the sentences.

- You can get 1) on and get 2) off an aeroplane, train, boat or tram. **(enter/exit)**
- You can get 3) into and get 4) out of a car or taxi. **(enter/exit)**
- You must go 5) past security, customs and passport control. **(pass)**

Sense of direction

5 Use the items in the list to fill in the gaps: *north*, *navigational*, *turning*, *gone round*, *straight*, *forwards*, *far*, *direction*.



Finding our way around isn't easy. How many times have you 1) gone round a roundabout and taken the wrong exit? Sadly, we aren't all blessed with a fantastic sense of 2) direction and things get even more complicated on holiday. GPS, however, offers an easy solution. Unlike a map you won't need a compass to determine 3) north or south because GPS is linked to satellites. It gives precise 4) navigational data in real-time, so you'll know whether or not to go 5) straight at a junction, or else take the next 6) turning. Modern GPS also tells you exactly how 7) far you are from your destination. It even knows if you have moved 8) forwards or backwards and advises you accordingly. What's even better is that, thanks to smartphones, GPS is more accessible than ever. So next time you're lost, open your phone, and let technology put you back on the right track!

Jobs in tourism

6 a) Where does each person work?

See Answer section

• maid • flight attendant • travel agent
• waiter/waitress • check-in officer • tour guide
• hotel manager • porter

b) Which of the people in Ex. 6a would say the following?

See Answer section

1 'If you look to your left you'll see the Eiffel Tower.'
2 'Let me help you with your suitcases, Sir.'
3 'The captain has now switched on the 'fasten seatbelts' sign.'
4 'Good morning, Sir. And where are you travelling to today?'
5 'Would you like me to replace all your bath towels, Madam?'
6 'If you don't like your room, Madam, I can move you to a sea-view room.'
7 'Are you interested in our all-inclusive package with flights and hotel?'
8 'Can I take your order, Sir?'

Accommodation

7 a) Label the pictures using: *five-star hotel*, *youth hostel*, *campsite*, *motel*, *chalet*, *summer house*.



1 chalet



2 motel



3 summer house



4 youth hostel



5 five-star hotel



6 campsite

b) Work with a partner and list two positive and two negative points about each type of accommodation in Ex. 7a. See Answer section

8 a) Complete the text using: *board*, *catering*, *bridal*, *affordable*, *twin*, *beaten*.

Accommodation in Los De Marcello

Despite its small size, the quaint sea-side town of Los De Marcello has a wide range of accommodation. For visitors looking for a luxurious stay, our first-class hotel offers top amenities including **1)** bridal suites ideal for your beach wedding or honeymoon. Our beach resort offers a number of options from self- **2)** catering apartments equipped with kitchenettes to **3)** twin and double rooms available with or without full **4)** board (breakfast, packed lunch and dinner). For those looking to get off the **5)** beaten track, head south of the beach and stay in one of the jungle guest houses. They offer **6)** affordable accommodation for travellers on a budget looking for a unique place to stay.

b) Think What type of accommodation do you prefer when you are travelling? Why do you prefer it? Tell the class. See Answer section

Trips & Sightseeing

9 Complete the dialogue using: *first*, *tickets*, *walking*, *high*, *direct*, *baggage*, *tour*, *affordable*, *package*, *all*.

A: I understand you're interested in booking a(n) 1) package holiday for you and your family.
B: That's right. I'm hoping you know of a(n) 2) affordable destination, preferably somewhere warm.
A: Certainly. We work with a number of 3) tour operators who offer 4) direct flights to several beach resorts. But I should warn you, 5) high season is coming up, so prices are slightly higher at this time of year.
B: I see. Well, we aren't looking for anything 6) first-class. I'm sure we can enjoy ourselves at a three-star hotel. Especially if it's within 7) walking distance of a little town or village.
A: Let me look into some 8) all-inclusive packages. Those would include return 9) tickets with a 10) baggage allowance of one piece per person, hotel and food.
B: That sounds great. We could really use a holiday.

10 Use the collocations from Ex. 9 to write a dialogue between a travel agent and a customer. Think about: See Answer section

- Who is going?
- What type of trip is it?
- What is the destination?

11 Fill in the gaps with *taste and budget*, *thrill-seeking*, *crystal-clear*, *tropical jungle*, *nightlife*, *ruins*, *relaxation*, *special deals*.



Package holidays to Cancún – starting from just £1000!
Escape the British chill this winter by travelling to beautiful Mexico. The Yucatán peninsula's white sandy beaches and the Caribbean's 1) crystal-clear waters make it a paradise for beach lovers. Add to this Cancún's vibrant 2) nightlife, proximity to spectacular Mayan 3) ruins and lush 4) tropical jungle and you have Mexico's most popular tourist spot!
We have deals to suit every 5) taste and budget – whether you're a luxury traveller just looking for a little 6) relaxation, or a 7) thrill-seeking backpacker in search of your next adrenalin rush.
Call one of our agents today on 02839394499 to find out more about this – and other – 8) special deals.

Incidents, Accidents & Travel safety

12 🎧 Listen and choose the correct word.

1 Several people were injured in the pile-up on the M2, but no fatalities/homicides were reported.
2 Due to the unseasonably cold conditions, our car slipped/skidded on the icy road.
3 Many accidents involving large ships and cargo vessels are the result of human error/mistake.
4 The driver lost steering/control of the vehicle and rear-ended the lorry in front of him.
5 A help/rescue mission has been launched to find the lost skiers.
6 Apparently, the brakes/accelerator failed and he was unable to stop the coach from running into the building.
7 The aeroplane was forced to make an urgency/emergency landing due to issues with one of the engines.
8 The motorway is closed due to a lorry which flipped/tripped over, spilling its cargo and blocking both lanes.

Lexical sets

13 Write one word which correctly fills the gap in all three sentences.

1 ..... broke .....
- Our car … down as we were leaving the campsite.
- I can't travel for a while as I'm totally … .
- The airline employee … the bad news that our flight had been cancelled.

2 ..... ran .....
- We … out of petrol just as we pulled into the station.
- She and her family … a motel until her parents retired two years ago.
- A speeding car almost … me over yesterday on my way to football practice.

3 ..... held .....
- They … the seats until the last minute but the passengers never arrived at the gate.
- If we'd paid a deposit, they would have … a room for us. Now, the hotel is fully booked.
- We'll miss our flight if we get … up in traffic.

4 ..... over .....
- When you get a flat tyre, pull … to the side of the road immediately.
- I had a six-hour stop … in Berlin before my connecting flight to Halifax.
- A person fell … board during our Caribbean cruise but was saved by the crew.

Phrasal verbs

14 Choose the correct particle.

1 I was lucky to escape serious injury after I was run over/up by a car.
2 The taxi drove off/over with my luggage still in the boot.
3 The engine gave away/out just before I could get off the motorway.
4 My flight took on/off about 30 minutes late due to strong winds.
5 Could you please pick out/up my mother from the airport?
6 The road is very icy. If you don't slow out/down, we'll crash.
7 We set off/on for our trip very early in the morning to avoid the heavy traffic.
8 She leaned out of the window and waved goodbye to us as the train pulled out/away of the station.

15 Read the text and complete each gap 1–4 with a suitable word so that the text forms a logical and coherent whole. Use only ONE word in each gap.



Exploring the world is an amazing experience, but it's also 1) ..... one ..... that can expose you to danger, especially if you are travelling alone. However, if you follow a few travel safety tips, you can avoid problems. Firstly, make 2) ..... sure ..... you keep your passport with you at all times and never leave it anywhere. Also, keep money secure and well hidden. You don't want to tempt thieves. A money belt is a great idea, and keeps your wallet out 3) ..... of ..... sight. You should also make sure that someone always knows where you are, and that you avoid talking to suspicious people. Remember, it's better to be safe 4) ..... than ..... sorry. Keep these simple things in mind and you can relax and focus on having a good trip!

1 If you had just a one-week holiday, what would you do and why?

See Answer section

Zadanie z lukami

Exam Tip: The answers to some gaps will be numbers and other gaps will require words. Before you listen, look at each gap and think about whether the answer will be words or numbers. For number answers, you can make a note next to each one, with a number symbol, an N or anything else.

2 a) M Usłyszysz dwukrotnie rozmowę agenta biura podróży z klientem rezerwującym wycieczkę. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

See Answer section



Dutch Bike & Boat Canal Tours	
BOOKING FORM	
Client name	Mr Carl 1) .....
Contact	CS77@quickmail.com
Tours available	Netherlands South, Dutch Delights, Dutch Highlights
• *Note to Sales Reps – The Netherlands North Tour* 2) ..... *this year.*	
Tour booked	3) .....
Meals included	Buffet breakfast & light lunch
Party details	• 12 people • 4 single rooms, 4 double rooms
Dates	4) .....

Odpowiedzi na pytania

b) M Wysłuchaj ponownie nagrania z ćw. 2. Na podstawie zawartych w nim informacji odpowiedz krótko na pytania 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.

See Answer section

1 How many tours is the company offering? .....
2 What does the Dutch Highlights tour have that the other one doesn't? .....
3 Where can the guests get their lunch? .....
4 What can people do to take a break from cycling?.....

3 Think Would you want to do a one-week tour where you would ride a bike every day and meet the boat that you would sleep on at the next destination? Why or why not?

See Answer section

4 Think In a minute, think of as many types of holidays as possible. Compare with your partner.

See Answer section

Dobieranie

Exam Tip: Be careful about verb tenses and other words that refer to past, present and future time. Sometimes an answer will be wrong because it is the wrong time. For example, the statement says, "The speaker was in New York", but you hear "I'm going to go to New York for the first time."

5 M Usłyszysz dwukrotnie pięć wypowiedzi na temat idealnych wakacji. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker
A talks about doing something they've never done before.
B says that they've only been to Europe.
C experienced their ideal holiday once in the past.
D explains that they aren't looking for anything adventurous.
E enjoys familiarity when going on holiday.
F dreams of going white-water rafting.

Speaker 1	C
Speaker 2	A
Speaker 3	E
Speaker 4	B
Speaker 5	D

6 Think Which holiday mentioned in Ex. 5 would you most like to take and why? Which holiday would you least like to take and why?

See Answer section

Culture Spot

In the UK drivers follow the left-hand traffic (LHT) rule. Today only four European countries drive on this side of the road: the UK, Ireland, Cyprus and Malta.

In Poland drivers follow the right-hand traffic (RHT) rule. About 65% of people in the world drive on the right.

8 Exam Skills Practice

READING

1 Work with a partner. List five things you know about Thailand. See Answer section

Wybór wielokrotny i zadanie z lukami

2 a) M Przeczytaj dwa teksty związane z turystyką. Wykonaj zadania 1–8 zgodnie z poleceniami.

Text 1



I had never planned on visiting Thailand. I wasn't one for lazing about on a beach all day with other sunburnt tourists. For me, travelling was about getting off the beaten track, interacting with locals and exploring places beyond the typical tourist traps listed in the travel guides. I wasn't sure Thailand was the right destination for me, but I only had ten days off from my job in Busan, South Korea. They fell during Golden Week, and my co-workers had warned me to book far in advance if I wanted to travel during the busy national holiday. And the fact was, I really needed to get away from it all. It had been a tough year. I felt pressured to make a decision quickly fearing seats on aeroplanes, trains and coaches would fill up and I'd be stuck in Busan regretting my hesitation to just pick a place and go. So, I set aside my doubts and booked a return ticket to Bangkok. Like they say, life is a journey, and it was time to get on that plane. I'd have exactly nine days to explore the country.

There were no direct flights, so I had a very short stop-over in Seoul before boarding a plane to Bangkok. The weather conditions weren't favourable and there was some turbulence, but we arrived in one piece. The moment I got off the plane and walked into the terminal, it was immediately apparent I was in a completely foreign country. The tropical air was humid and warm like a giant sauna. I breathed it in, and my body relaxed instantly, as if a weight had been removed from my shoulders. Making my way quickly through passport control, I reached the taxi stand. Drivers approached me from all directions offering their services, and within what felt like seconds, I was speeding through the warm night.

Despite the fact that it was literally the middle of the night, the city was alive. Traffic was heavy and the roadway was a form of organised chaos. Cars, motorbikes, tuk-tuks (a kind of simple, three-wheeled vehicle used as taxis) and pedestrians all fought for their share of the streets. Not only was there a surprising amount of traffic, many people were gathered by the sides of the roads. Some were sitting at small tables enjoying snacks from food stands, others were standing around chatting and joking with each other. As we wound our way through increasingly narrow streets, it began to sink in. I was far away, in an unfamiliar place, with just over a week to choose any adventure I wanted. There is a freedom only travelling can bring, and at that exact moment, I knew I had made the right decision.

W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

1 Why does the author hesitate to make travel plans?
- (A) She is unsure of which destination to choose.
- B She is worried about travelling during Golden Week.
- C She had had a difficult year.
- D She didn't want to regret her decision.

2 What problem does the author mention regarding her flight?
- A Direct flights were too expensive.
- B She had to make a long stop-over in Seoul.
- C One of the flights was delayed due to bad weather.
- (D) The flight was bumpy and the plane shook.

3 What does the author say about the traffic?
- A That it was dangerous for pedestrians.
- B That it was unusual for that time of night.
- C That it was heavy due to customers driving to local restaurants.
- (D) That it was difficult to navigate because the roads weren't very wide.

4 What advice might the author give someone interested in travel?
- A Beach holidays are good for meeting fellow travellers.
- B Get a travel guide to discover places to visit.
- (C) It's important to spend time with local people.
- D Places typically visited by tourists are generally more expensive.

Extra task

If you were the author, what would you do in Thailand for nine days? Research and plan a nine-day itinerary. Make sure to consider the type of travel and experiences the author prefers and prepare a digital presentation for the class.



Text 2 Destination Fez

Step back in time as you wander through one of Morocco's most intriguing cities. Located inland in the northern part of the country, Fez was founded in 789. Many of the existing landmarks which make it such a popular tourist destination date back to the 13th and 14th centuries. Among these popular sightseeing spots is the Quaraouiyine Mosque, which houses the University of Al-Quaraouiyine. Providing religious education since its establishment in 859, it is said to be the world's oldest continuously operating university. Another place not to be missed is the Jnan Sbil, one of the city's oldest and most enchanting gardens. Take a break from the **hectic** streets as you **stroll** down its cool, shaded paths and relax next to spectacular fountains. If you're looking for upscale shopping, restaurants and nightlife, head to the Nouvelle Ville. There you'll find trendy boutiques, fine dining and popular nightclubs.

Perhaps the most amazing experience to be had in this ancient city lies within the Medina. The original walled city or Medina is recognised as a UNESCO World Heritage Site and is one of the best **preserved** historic towns in the Arab-Muslim world. It is made up of a **labyrinth** of narrow streets far too narrow for vehicles. As such, it is accessible only on foot, making it one of the largest urban pedestrian zones on earth. Lined with tiny shops, artisan workshops and small eateries, the streets of the Medina are definitely worth a day or two of exploration. Prepare to get lost as you navigate passages lined with colourful pottery, delicate metal work and traditional foods. If you can find it, the Chaouwara Tannery is well worth a visit. It dates back to medieval times and the methods used to produce the leather are just as old. While the smell can be overwhelming, the vibrant colours of the dyeing tanks are a sight to behold.

Mediacja

Uzupełnij luki w zdaniach 5–8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

See Answer section

5 ..... in Fez were built in the 13th and 14th centuries.

6 The University of Al-Quaraouiyine is significant because ..... .

7 ..... is a good place to escape Fez's busy streets.

8 Fez contains one of the world's biggest ....

b) Explain the words in bold. See Answer section

Zadanie z lukami

3 a) M **Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**

Viva Mexico City!

With a population of nearly nine million, Mexico City is one of the largest urban centres in the world. With that many inhabitants, it only makes sense that it has a lot to offer both locals and tourists alike. In the past, the capital of Mexico had a reputation as an unsafe travel destination. Today, however, it is more secure and is experiencing somewhat of a rebirth. Culturally, the city is drawing international attention for its incredible art, **contemporary** and historic architecture and cutting-edge interior design. The local culinary scene is also exploding, with young chefs increasingly blending traditional Mexican flavours into more high-end dishes. Of course, you can still experience more typical day-to-day life by simply walking through the bustling streets. You'll be greeted by ridiculous traffic, food stands and street vendors **hawking** anything and everything!

While there are literally thousands of things to do while visiting Mexico City, many travellers choose to visit the Museo del Templo Mayor. The museum is situated next to the Templo Mayor, an ancient temple that was **demolished** by the Spaniards. Built by the Aztecs, the 'Great Temple' Teocalli of Tenochtitlán was discovered in 1978. Buried beneath colonial era buildings, electricity workers found an eight-tonne carved stone disk. A decision was made to destroy the colonial era buildings which covered the area and excavate the site. Today, it is part of the museum where you can also see many other ancient Tenochtitlán artefacts.

For visitors wanting a completely different and unique experience, head to the Arena Mexico. Every week, the 17,000 seat stadium hosts the famous *luchadores* or Mexican wrestlers. These colourful characters compete in one-on-one and tag-team matches in three or four rounds and the event ends with a headline match. At intermission, **folk** dancers entertain the crowds. The atmosphere is like a circus meets a football match and is incredibly entertaining. Don't believe ticket **touts** outside the arena who'll tell you the match is sold out. There are always tickets available.

summary

Mexico City is a large and busy urban centre with a lot to offer both visitors and residents. Although the city had a notorious past, nowadays it is 1) ..... safe ..... and is enjoying a revival. Although Mexico City features many amazing things, such as excellent cuisine and a thriving arts scene, one notable feature that visitors who drive will be welcomed by is the 2) ..... traffic ..... .

Mexico City is also home to amazing historical sites. In the 1970s a huge ancient 3) ..... temple ..... was found underground while electrical works were being dug. It is now the site of the Museo del Templo Mayor.

For visitors looking for something a bit more unusual, you can try the Arena Mexico where you can see the widely popular luchadores taking part in 4) ..... wrestling ..... matches.

b) Explain the words in bold. See Answer section

8 Exam Skills Practice

USE OF ENGLISH

Strona bierna i forma kauzatywna

See pp. GR43-GR48

1 With a partner, take turns saying the beginnings of each sentence with different endings. Try to use three different endings for each sentence.

See Answer section

1 Their holiday was ruined by ..... .
2 The tour was organised by ..... .
3 The bus was stopped by ..... .

Transformacje bez słowa klucza

2 M Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–10). Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 A student from the university is leading the tour.
The tour ..... is led by/is being led by ..... a student from the university.
2 People think that Paris is one of the most beautiful cities.
It ..... is thought that ..... Paris is one of the most beautiful cities.
3 You should have planned your trip before you went.
Your trip ..... should have been planned ..... before you went.
4 Anna arranged for the taxi driver to take her to the airport.
Anna ..... had a taxi take ..... her to the airport.
5 Over 1 million tourists have visited this site this year.
This year, this site ..... has been visited by ..... over 1 million tourists.
6 The airport staff forced Henry to repack his hand luggage at the gate.
Henry ..... was forced to repack ..... his hand luggage by the airport staff.
7 The guide was convinced to give the couple a discount.
The couple ..... convinced the guide to give ..... them a discount.
8 About 80 million passengers use Heathrow airport every year.
Heathrow airport ..... is used by ..... about 80 million passengers every year.
9 People needed to make hotel reservations two months in advance.
Hotel reservations had ..... to be made ..... two months in advance.
10 The police are checking their passports right now.
They ..... are having their passports checked ..... by the police right now.

Tłumaczenie fragmentów zdań

3 M Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 The flight (*musiał zostać odwołany*) ..... had to be cancelled ..... because of a storm.
2 By this time tomorrow, the museum (*zostanie otwarte*) ..... will have been opened ..... to the public.
3 You will need to (*zrobić sobie zdjęcie*) ..... have your photo taken ..... for your passport.
4 (*Powszechnie wiadomo*) It is well/commonly/widely known that parts of the country are dangerous for foreigners.
5 (*Ukradziono im samochód*) ..... They had their car stolen ..... while on holiday in Italy.

Słowotwórstwo

4 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem. Przekształć wyraz podany w nawiasie w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

CAPSULE HOTELS



Capsule hotels, also known as pod hotels, **1)** ..... originated ..... **(origin)** in Japan in the 1970s but have since spread to other parts of Asia and can also be found in Europe. **2)** ..... Basically ..... **(Basic)**, the hotel consists of **3)** ..... inexpensive ..... **(expense)** one-person rooms that are just wide and long enough to fit a single bed. They are high enough to allow a person to sit up in bed but not stand. The capsules are stacked high and side by side with the total number of rooms usually between 50 and around 700. Viewed from a distance, the hotel would resemble rows of lockers, and essentially that's what they are, lockers for humans. However, for what they are, the rooms can be quite comfortable as they will usually be **4)** ..... equipped ..... **(equip)** with small televisions and often have air conditioning. Other amenities, like washrooms and dining areas are shared while bars, swimming pools and restaurants can be found at some of these unique hotels.

5 The most common suffixes to make verbs are *-ate*, *-ise*, *-en*, and *-ify*. Change each of the words to verbs by adding one of the four verb suffixes. What do you notice about verbs with *-en*?

See Answer section

1 short ..... shorten .....
2 note ..... notify .....
3 modern ..... modernise .....
4 simple ..... simplify .....
5 valid ..... validate .....
6 apology ..... apologise .....
7 strength ..... strengthen .....
8 regular ..... regulate .....

Set leksykalny

6 M W zadaniach 1–4 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 ..... pressed .....
- The tourism minister refused to answer the question, regardless of how much he was … for more details.
- The maid at the hotel finished washing the guests' towels before she … all their bed linen.
- Martin couldn't get through to the hotel reception even though he … the button for their extension dozens of times.

2 ..... gathered .....
- The plane quickly … speed as it sped down the runway.
- Mary and Paul … a lot of sea shells from the beach to give to their mother.
- We soon … that the camping trip was no longer going to happen due to the bad weather.

3 ..... failure .....
- The travel writer was disciplined by his boss due to his … to meet deadlines for his articles.
- The flight to Paris was forced to land in Brussels due to an engine … in one of the left-wing turbine engines.
- Janet's holiday had been a total …; nothing went right at all.

4 ..... rough .....
- The travel rep warned her guests not to stay out late in such a … part of town.
- After years of heavy travel and use, the material on Ben's suitcase was … and tattered.
- Janet hasn't finalised her travel itinerary yet, but she can give you a … idea of what her schedule will be.

Wybór wielokrotny

7 M Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.



Agritourism

Are you tired of going to the same seaside resort every summer? Then why not try an agritourism holiday! Agritourism **1)** ..... visitors staying on farms and experiencing an agricultural way of life. There are a lot of different forms of agritourism, from visitors picking grapes in a vineyard to milking cows on a dairy farm. Generally speaking, most visitors choose agritourism holidays for educational reasons. Most agritourists are urban dwellers, some of **2)** ..... have never seen farm animals before. Agritourism gives these people the opportunity to discover where the food they eat comes from and how it is produced. So, whether you are looking for a chance to **3)** ..... cattle on a ranch in Texas or make cheese in an English farmhouse, agritourism might be the answer for your next holiday. Not only is it usually good value but it **4)** ..... supports small farms and the traditional farming way of life.

1	A	is involving	C	will involve
	B	has involved	(D)	involves
2	A	which	(C)	whom
	B	whose	D	that
3	(A)	herd	C	collect
	B	gather	D	assemble
4	A	else	(C)	also
	B	too	D	as well

Gramatykalizacja

8 M Uzupełnij zdania 1–4. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

1 Despite the terrible weather, Peter's holiday ..... was not ruined/did not get ruined ..... **(not/ruin)** after all.
2 Michael ..... had his flight upgraded ..... **(have/flight/upgrade)** to business class to make up for bad service he had received from the airline.
3 The hotel suite ..... was discounted ..... **(be/discount)** 20 percent this weekend thanks to a special offer.
4 Julie ..... got her suitcase repaired ..... **(get/suitcase/repair)** before she went on her trip to Spain.

8 Exam Skills Practice

WRITING



Rozprawka za i przeciw

Prepare for the task

Writing Tip:

Various techniques can be used for the beginnings and endings of a for-and-against essay. At the beginning of an essay you can make reference to a strange scene or situation, address the reader directly, ask a rhetorical question (a question to which no answer is expected), or start with a quotation. At the end of an essay you can state a personal opinion, give the reader something to consider, or end with a quotation or rhetorical question.

1 Read the essay in Ex. 2 quickly to find out what the writer is for and against.

See Answer section

2 Read the model essay on the advantages and disadvantages of theme parks. Which technique has the writer used in the first/last paragraphs of their essay? How else could you start/end the essay? Write an example for each.

See Answer section

Theme parks are popular attractions for many tourists and their development has been widely used around the world to help boost tourism. However, do the benefits of a theme park justify the disadvantages, or could they in fact create more problems than they solve?

The main advantages of theme parks are that they can have substantial and long-lasting financial benefits for an area. To begin with, they attract high numbers of tourists who spend money not only at the park but at hotels, restaurants, shops and other local businesses. As a result, local economies receive a huge boon that can benefit many people. Furthermore, the parks provide employment for hundreds of people, which can also be good for the economy as more people will have more money to spend.

On the other hand, there are certainly arguments against opening theme parks. The main disadvantage is the impact on the environment, which is considerable. For instance, increased air pollution from the fossil fuels burned to power rides and lighting as well as carbon emissions from visitors driving to parks are especially big problems. In addition, excess waste is also a major issue with theme parks since they generate vast amounts of rubbish as busy tourist attractions.

All in all, despite the financial benefits that theme parks offer, they also bring significant drawbacks and harmful impacts upon the environment. Ultimately, I feel that these disadvantages outweigh the advantages, as the main benefit, income from tourism, can be earned in other much more ecologically-sound ways.

3 Read the model essay in Ex. 2 again. Which paragraphs analyse arguments for/against? Underline all the arguments for/against in the essay.

See Answer section

4 Complete the gaps in the following useful phrases/linking words with words from the model essay.

1 The main ..advantages.. of … .
2 To ..begin.. with, … .
3 As ..a result.. , … .
4 On the ..other hand.. , … .
5 The main ..disadvantage.. is … .
6 For ..instance.. , … .
7 In ..addition.. , … .
8 ..since.. they … .
9 All ..in all.. , … .
10 ..Ultimately.. , I feel … .

Your turn

Exam Strategy

You shouldn't use informal style (e.g. colloquial language, short forms, etc.) in your essay. It is also advisable not to use strong language to express your opinion in the conclusion (e.g. I know …). Express your opinion in a mild, non-emotional way (e.g. It seems that, I therefore feel ... etc.).

5 M Read the rubric below and write a four-paragraph 'for and against' essay using the same structure as the one provided in Ex. 2. Remember to use formal language and express your opinion in a non-emotional way.

See Answer section

Rada miejska planuje wprowadzić zakaz ruchu samochodów w centrum miasta, z wyjątkiem samochodów dostawczych. Napisz rozprawkę (200–250 wyrazów), w której przedstawisz dobe i złe strony takiego rozwiązania.

1 How active a tourist are you? With a partner, complete the list of different tourist activities.

1 *swim at a beach*
2 go to a museum
3 visit ancient ruins
4 take a guided tour
5 do an adventure sport
6 shop for souvenirs
7 eat local cuisine
8 go hiking in nature

2 On a weekend trip to a new city, how many different activities would you like to do and why? Discuss with a partner. See Answer section

A 1-3 B 4-6 C 7-10 D more than 10

Wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania

3 M Popatrz na zdjęcie 1., 2. i 3. Przeglądasz wakacyjną ofertę jednego z biur podróży. See Answer section

- Wybierz zdjęcie, które, Twoim zdaniem, przedstawia najlepszy sposób na spędzenie wakacji, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







Exam Strategy

Stalling for time

Sometimes you are asked to start speaking and you don't feel you are completely ready. You can get a few more seconds to make your choice by using a standard phrase to tell the examiner you are thinking about it. However, do not do this more than once in a speaking test.

USEFUL LANGUAGE

Stalling for time

- That's a good question.
- I'll have to think about that.
- That's an interesting question.
- That's a difficult choice.
- Give me a few seconds to think about that.

4 M Answer the questions. See Answer section

1 What are the advantages of holiday activities in the city compared to the countryside?
2 Why do some people like to do holiday activities where there are very few other people?

5 Answer the questions with a partner. See Answer section

1 Why do you think people like to own boats?
2 Would you like to own one? Why or why not?
3 If you owned a boat, what would you do with it?

Opis ilustracji i odpowiedzi na pytania

Exam Strategy

Picture description

When describing an action that you think happened before the picture was taken and the results of which are visible in the photo, describe it with the present perfect. Some examples are below:

a A storm has damaged the hotel.
b The driver has lost his way.
c A man has lost something.
d The restaurant has closed for the day.

6 M Describe the picture. See Answer section



7 M Answer the questions. See Answer section

1 What do you think will happen after the boat is properly back in the water?
2 Would you want to spend a weekend on a sailboat like this one? Why or why not?
3 Tell us about a situation when you or someone you know encountered a problem while travelling.

VOCABULARY BANK

8

Podróżowanie i turystyka

Means of transport – Środki transportu

aeroplane /'eərəpleɪn/ (n) = samolot
airport /'eəpɔ:t/ (n) = lotnisko
aisle /aɪl/ (n) = przejście (między ławkami lub siedzeniami)
baggage claim /'bægɪdʒ ˌkleɪm/ (n) = miejsce odbioru bagażu
boarding pass /'bɔ:dɪŋ ˌpɑ:s/ (n) = karta pokładowa
boat /bəʊt/ (n) = łódka, łódź
business class /'bɪznɪs ˌklɑ:s/ (n) = klasa biznesowa (w samolocie)
carriage /'kærɪdʒ/ (n) = wagon
check-in counter (phr) = stanowisko odprawy
coach /kəʊtʃ/ (n) = autobus dalekobieżny, autokar
coast guard /'kəʊst ˌgɑ:d/ (n) = straż przybrzeżna, pracownik straży przybrzeżnej
conductor /kən'dʌktə/ (n) = tu: konduktor (w autobusie)
connecting flight (phr) = lot z przesiadką
cruise /kru:z/ (n) = rejs statkiem wycieczkowym
direct flight (phr) = lot bezpośredni
ferry terminal /'feri 'tɜ:mɪnəl/ (n) = baza promowa
flight /flaɪt/ (n) = lot
get off (a train) /get 'ɒf/ (phr v) = wysiąść (z pociągu)
get on (a train) /get 'ɒn/ (phr v) = wsiąść (do pociągu)
harbour /'hɑ:bə/ (n) = port
lighthouse /'laɪthaʊs/ (n) = latarnia morska
lorry /'lɒri/ (n) = ciężarówka
metro /'metrəʊ/ (n) = metro
passport control /ˌpɑ:spɔ:t kən'trəʊl/ (n) = kontrola paszportowa
pick up /pɪk 'ʌp/ (phr v) = tu: odbierać kogoś (np. z lotniska)
platform /'plætfɔ:m/ (n) = peron (na dworcu kolejowym)
runway /'rʌnweɪ/ (n) = pas startowy
set off /set 'ɒf/ (phr v) = wyruszyć
stow /stəʊ/ (v) = umieścić (np. bagaż)
subway /'sʌbweɪ/ (n) = metro
take off /teɪk 'ɒf/ (phr v) = wystartować (o samolocie)
taxi /'tæksi/ (n) = taksówka
taxi stand /'tæksi stænd/ (n) = postój taksówek
terminal /'tɜ:mɪnəl/ (n) = terminal (np. na lotnisku)
track /træk/ (n) = droga, tor
train /treɪn/ (n) = pociąg
train station /'treɪn ˌsteɪʃən/ (n) = stacja kolejowa
tram /træm/ (n) = tramwaj
truck /trʌk/ (n) = ciężarówka
upgrade a flight (phr) = podwyższyć klasę lotu, aby zwiększyć komfort podróży
vehicle /'vi:ɪkəl/ (n) = pojazd, samochód

Traffic – Ruch uliczny

be held up in a traffic jam (phr) = utknąć w korku ulicznym
flat tyre (phr) = przebita opona, kapeć
hard shoulder (phr) = pobocze, pas awaryjny na autostradzie
heavy traffic (phr) = ruch drogowy o dużym natężeniu
lane /leɪn/ (n) = uliczka, aleja, pas ruchu
left/right-hand traffic (phr) = ruch lewostronny/prawostronny
motorway /'məʊtəweɪ/ (n) = autostrada
narrow street (phr) = wąska uliczka
oncoming car (phr) = nadjeżdżający samochód
pedestrian /pə'destriən/ (n) = pieszy
pedestrian zone (phr) = strefa dla pieszych, deptak
pile-up /'paɪl ʌp/ (n) = karambol
pull over /pʊl 'əʊvə/ (phr v) = zjeżdżać na bok, zatrzymywać się na poboczu
ring road /'rɪŋ rəʊd/ (n) = obwodnica
roadway /'rəʊdweɪ/ (n) = jezdnia
roundabout /'raʊndəbaʊt/ (n) = rondo
run out of (petrol) /rʌn 'aʊt əv/ (phr v) = skończyć się (o benzynie)
slow down /sləʊ 'daʊn/ (phr v) = zwolnić, jechać wolniej

Sense of direction – Orientacja w terenie

be lost /bi 'lɒst/ (v) = zgubić się
compass /'kʌmpəs/ (n) = kompas, busola
destination /ˌdestɪ'neɪʃən/ (n) = cel podróży
find one's way around (phr) = znaleźć drogę
go round /gəʊ 'raʊnd/ (phr v) = kręcić się w kółko, obracać się
go straight (phr) = jechać prosto
inland /ɪn'lənd/ (adv) = w głębi lądu
junction /'dʒʌŋkʃən/ (n) = skrzyżowanie
map /mæp/ (n) = mapa
move forwards/backwards (phr) = poruszać się do przodu/ do tyłu
navigational data (phr) = dane nawigacyjne
north /nɔ:θ/ (adj) = północny
put sb back on the right track (phr) = pomóc komuś wrócić na właściwą drogę
satellite /'sætəlaɪt/ (n) = satelita
south /saʊθ/ (adj) = południowy
take a turning (phr) = skręcić
take the wrong exit (phr) = wybrać niewłaściwy zjazd z autostrady

Jobs in tourism – Zawody związane z turystyką

check-in officer /'tʃek ɪn ˌɒfɪsə/ (n) = urzędnik odprawy celnej
flight attendant /'flaɪt əˌtendənt/ (n) = steward/stewardessa
hotel manager /ˌhəʊ'tel 'mænɪdʒə/ (n) = hotelarz
maid /meɪd/ (n) = pokojówka
porter /'pɔ:tə/ (n) = bagażowy
tour guide /'tʊə ˌgaɪd/ (n) = przewodnik/pilot wycieczek
tourism minister (phr) = minister turystyki
tour operator /'tʊə ˌɒpəreɪtə/ (n) = biuro podróży, organizator wycieczek
travel agent /'trævəl ˌeɪdʒənt/ (n) = pracownik biura podróży
waiter /'weɪtə/ (n) = kelner
waitress /'weɪtrəs/ (n) = kelnerka

Accommodation – Zakwaterowanie

affordable /ə'fɔ:dəbəl/ (adj) = w przystępnej cenie
beach resort /'bi:tʃ rɪˌzɔ:t/ (n) = nadmorska miejscowość wypoczynkowa
bed linen /'bed ˌlɪnɪn/ (n) = pościel, bielizna pościelowa
bridal suite /'braɪdəl swi:t/ (adj) = apartament dla nowożeńców
campsite /'kæmpsaɪt/ (n) = pole kempingowe, kemping
chalet /'ʃæleɪ/ (n) = domek letniskowy, domek w górach
double room /ˌdʌbəl 'ru:m/ (n) = pokój dwuosobowy
equipped (with) /ɪ'kwɪpt/ (adj) = wyposażony (w)
five-star hotel (phr) = hotel pięciogwiazdkowy
full board /ˌfʊl 'bɔ:d/ (n) = pełne wyżywienie (w hotelu)
get off the beaten track (idm) = zejść/zjechać z utartego szlaku
guest house /'gest haʊs/ (n) = pensjonat, domek gościnny
half board /hɑ:f 'bɔ:d/ (n) = zakwaterowanie z częściowym wyżywieniem
kitchenette /ˌkɪtʃə'net/ (n) = aneks kuchenny
motel /məʊ'tel/ (n) = motel
on a budget (phr) = oszczędnie, tanio (np. o podróżowaniu)
sea-view room (phr) = pokój z widokiem na morze
self-catering (apartment) /ˌself 'keɪtərɪŋ/ (adj) = (zakwaterowanie) z własnym wyżywieniem
summer house /'sʌmə ˌhaʊs/ (n) = domek letni
top amenities (phr) = najlepsze wyposażenie
twin room /ˌtwɪn 'ru:m/ (n) = pokój dwuosobowy (z dwoma osobnymi łóżkami)
youth hostel /'ju:θ ˌhɒstəl/ (n) = schronisko młodzieżowe

Trips & Sightseeing – Podróże i zwiedzanie

agritourism /'ægrɪˌtʊərɪzem/ (n) = agroturystyka
all-inclusive package (phr) = pakiet all-inclusive
artefacts /'ɑ:təfækts/ (pl n) = artefakty, dzieła rąk ludzkich
backpacker /'bækpækə/ (n) = turysta wędrujący z plecakiem
baggage allowance /'bægɪdʒ əˌlaʊəns/ (n) = dozwolona ilość bagażu
book in advance (phr) = rezerwować z wyprzedzeniem
crystal-clear water (phr) = krystalicznie czysta woda
fill up (seats) /fɪl 'ʌp/ (phr v) = zapełnić się (o miejscach siedzących)
first class (phr) = pierwsza klasa (np. w pociągu)
folk dancer /'fəʊk dɑ:nsə/ (n) = tancerz ludowy
high season /ˌhaɪ 'si:zən/ (n) = szczyt sezonu
landmark /'lændmɑ:k/ (n) = punkt orientacyjny, charakterystyczny obiekt
laze about /leɪz ə'baʊt/ (phr v) = obijać się, lenić się
lush tropical jungle (phr) = bujna dżungla tropikalna
luxury traveller (phr) = podróżny ceniący komfort i luksus
museum /mju:'ziəm/ (n) = muzeum
package holiday /'pækɪdʒ ˌhɒlədeɪ/ (n) = wakacje zorganizowane, wyjazd zorganizowany
pay a deposit (phr) = wpłacić zaliczkę
popular tourist destination (phr) = popularny cel wycieczek
pull away (from a station) /pʊl ə'weɪ/ (phr v) = (np. o pociągu) ruszać (ze stacji)
relaxation /ˌri:læk'seɪʃən/ (n) = relaks
reserve a room (phr) = zarezerwować pokój
return ticket /rɪ'tɜ:n ˌtɪkɪt/ (n) = bilet w obie strony, bilet tam i z powrotem

ruins /ˈruːɪnz/ (pl n) = ruiny
special deal (phr) = oferta specjalna
stop-over /ˈstɒpəʊvə/ (n) = postój, przerwa w podróży; międzylądowanie
stroll /strəʊl/ (v) = przechadzać się, spacerować
suit every taste and budget (phr) = być dostosowanym do każdego gustu i możliwości finansowych
sunburnt /ˈsʌnbɜːnt/ (adj) = mocno opalony, spalony słońcem
take a break (phr) = zrobić sobie przerwę
thrill-seeking /ˈθrɪl ˌsiːkɪŋ/ (adj) = szukający wrażeń
travel itinerary /ˈtrævəl aɪˈtɪnərəri/ (n) = plan podróży
vibrant nightlife (phr) = ekscytujące życie nocne
within walking distance (phr) = w bliskiej odległości

Incidents & Accidents – Zdarzenia losowe i wypadki

block /blɒk/ (v) = blokować
brakes /breɪks/ (pl n) = hamulce
break down /breɪk ˈdaʊn/ (phr v) = zepsuć się
crash /kræʃ/ (v) = rozbić się, ulec wypadkowi
emergency landing /ɪˈmɜːdʒənsi ˈlændɪŋ/ (n) = lądowanie awaryjne
engine failure /ˈɛndʒɪn ˈfeɪljə/ (n) = awaria silnika
error /ˈerə/ (n) = błąd
fall over /fɔːl ˈəʊvə/ (phr v) = przewrócić się
fatalities /fəˈtælətiz/ (pl n) = ofiary śmiertelne
flip /flɪp/ (v) = przewracać; wykonać salto
force to land (phr) = zmuszać do lądowania
give away /gɪv əˈweɪ/ (phr v) = rozdawać, oddawać
human error (phr) = błąd ludzki
icy road (phr) = oblodzona droga
launch /lɔːntʃ/ (v) = rozpoczynać (np. misję ratunkową)
lose control of (phr) = tracić kontrolę nad
ram (into) /ræm/ (v) = mocno uderzać (w), walić (w)
rescue mission /ˈreskjuː ˌmɪʃən/ (n) = misja ratunkowa
run (sb) over /rʌn ˈəʊvə/ (phr v) = przejechać (kogoś) samochodem
skid /skɪd/ (v) = wpaść w poślizg (o pojeździe)
slip /slɪp/ (v) = poślizgnąć się
speeding car (phr) = samochód jadący z dużą prędkością

Travel safety – Bezpieczeństwo podróży

avoid problems (phr) = unikać problemów
break the news (phr) = przekazać ważną wiadomość (często złą)
fasten one's seatbelt (phr) = zapiąć pas bezpieczeństwa
gather speed (phr) = nabrać prędkości
keep money secure (phr) = trzymać pieniądze w bezpiecznym miejscu
keep (your) passport with (you) (phr) = trzymać paszport przy sobie
money belt (phr) = pas z kieszonką na pieniądze
out of sight (phr) = niewidoczny
rough part of town (phr) = niebezpieczna część miasta
tempt thieves (phr) = kusić złodziei
tourist trap (phr) = mekka turystów (miejsce nastawione na zysk z turystyki)

1 Choose the correct item.

1 The car went off the road and ..... over onto its roof.
(A) flipped B slipped C skidded D rammed

2 The flight ..... will now demonstrate the emergency procedures.
A operator B maid (C) attendant D agent

3 The aeroplane with engine trouble touched down on the ..... and landed safely.
A subway (B) runway C roadway D motorway

4 If you wait at the taxi ..... , you'll be picked up in a few minutes.
A terminal (B) stand C counter D track

5 The Costa del Sol is a popular tourist ..... for many Europeans.
A distance B landmark (C) destination D holiday

6 Go to desk 21 and the check-in ..... will print your boarding pass.
A guide B conductor C guard (D) officer

7 A bed in a dorm at the youth ..... is only €10 per night.
(A) hostel B resort C house D motel

8 The ring ..... around the city centre reduces traffic congestion.
A land B lane C street (D) road

Collocations

2 Fill in with: *baggage*, *navigational*, *connecting*, *high*, *return*, *emergency*, *flat*, *vibrant*, *travel*, *top*, *twin*, *engine*.

1 The pilot had to perform a(n) emergency landing at a nearby airfield.
2 The city has a(n) vibrant nightlife and a thriving club scene.
3 This resort and spa has a full range of top amenities.
4 The price of accommodation goes up during the high season.
5 I've booked return tickets to go to Spain for two weeks.
6 You stop in Lisbon where you catch your connecting flight to Rio.
7 According to the travel itinerary, we will spend two days in Rome.
8 Wait in the baggage claim area for your suitcase to come through.
9 The aeroplane suffered total engine failure during take-off.
10 Our car got a(n) flat tyre during the journey last night.
11 Using navigational data from the plane's black box, they located the rest of the wreckage.
12 We'd like a(n) twin room with two single beds, please.

Phrasal verbs/Prepositions

3 Complete with the correct item.

1 Get on/in the southbound train at Platform 3 at 2:45.
2 I backpacked around South America of/on a tight budget.
3 I'm just going to laze about/away by the pool today.
4 The driver lost control over/of the vehicle and crashed.
5 That road is dangerous; many people get run over/on every year.
6 Just pull out/over here and I'll ask someone where the street is.
7 You should book well on/in advance to avoid disappointment.
8 I really want to get away/off the beaten track and see some wildlife.
9 The trekking guide found us and got us back on/of the right track.
10 It has a full tank so you won't run out/off of petrol on the way.

IV Exam Skills Check (Modules 7-8)

Rozumienie tekstów pisanych
Zadanie z lukami

1 Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.



THE DEATH AND REBIRTH OF THE BRITISH HIGH STREET

The traditional British high street used to be full of shoppers young and old, buying books and records, a TV or a new outfit. But the position of the high street has been under attack for years, first from out-of-town shopping centres and more recently from online shopping. Every second shop is empty on many high streets, and the recent collapse of some major high street chains has demonstrated that the old model is done, and new thinking is vital to bringing these places back to life.

What experts have warned is that there is no point in fighting the wave. Internet shopping is the future, and no bricks-and-mortar store can compete in terms of selection and price. To be successful, the business in the high street of the future must offer what the Internet cannot: service and social life. The first half of that pair can already be seen on some high streets, which are more likely to host a gym than a department store, a beauty salon than an electronics retailer. The Saturday trip to town seems to be more for personal grooming than shopping.

The many restaurants and cafés that survive points to the area's second role: as a town or city's social centre, and the high street needs to take this further. The experience of strolling from service to service is enhanced by the walk, and many town centres are busy pedestrianising, making themselves into safe spaces welcoming to families, teens and old people alike. Encouraging buskers and street artists to turn up is another way to liven up the space. Seasonal activities, markets and exhibitions can make the centre the go-to place all year round.

Property owners of premises on the high street must say goodbye to the old stability of long-term leases, and embrace short-term ones. Flexibility encourages the trend for pop-up shops and businesses, which snatch trends out of the air and run with them, unafraid that they may die a short time down the line. Breakfast restaurants serving only cereals is a good example of a catchy idea that probably won't last years, but can do well enough for six to twelve months – long enough to make money for both the business and the property owner.

By changing its role in creative ways, the high street has every chance of surviving as a British institution for many years to come.

The popularity of the British high street has been falling in recent years, but why, and what can be done to reverse it?

Shopping centres outside towns and **1)** ..... have both contributed to this decline. High street shops and stores have been driven out of business, and the survivors are mainly places which either provide services or play a central role in people's **2)** ..... .

Rather than fighting the trend, why not embrace it? Town centres which **3)** ..... allow people to walk around much more safely, enjoying street entertainment. Pop-up shops and businesses can profit from changing trends, but need to be given **4)** ..... by property owners.

With these changes, the high street can become attractive to residents of British towns and cities once again.

See Answer section

Rozumienie ze słuchu
Odpowiedzi na pytania

2 🎧 Usłyszysz dwukrotnie audycję radiową. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.

1 Why are environmentally conscious travellers unhappy?
Because holiday travel abroad has been contributing to climate change.

2 How does the presenter define 'staycationing'?
Staycationing is staying in your own country for your annual holiday.

3 What means of transport can holiday-makers use to travel along UK rivers and canals?
Canoes, kayaks and canal boats.

4 What might previous generations find ironic about the word 'staycation'?
Because holidaying at home used to be the only kind of holiday they had.

Exam Skills Check (Modules 7-8) IV

Znajomość środków językowych

Zadanie z lukami

3 Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

literal	except	able	long	produce	arrange

THE WELSH NATIONAL EISTEDDFOD

For 51 weeks of the year, people throughout Wales practise for the National Eisteddfod. Then, at the beginning of August, thousands of participants and hundreds of thousands of attendees from the **1)** length and breadth of Wales and beyond gather to enjoy the sounds of poetry and song in Welsh, the Celtic language of Wales.

Eisteddfod is, in fact, a Welsh word, formed by putting together two other Welsh words: eistedd, which means 'sit', and fod, which means 'be'. So the compound noun **2)** literally means 'sitting together', but is often translated as 'session'. No matter what its name is, Welsh people and tourists alike eagerly await the announcement for the venue every year so that the details of their visit can **3)** be arranged. It can be anywhere in Wales, though the north and south tend to take turns.

All eisteddfods are competitions, and the national one is no **4)** exception. Its top prize is awarded in the field of poetry, and the winner is declared the Bard, and remains so for the rest of the year.

Transformacje bez słowa klucza

4 Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–8). Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 I've never been to a more beautiful destination.
This is the most beautiful destination I've ever been to.

2 One of our drivers will deliver your package in one to two days.
Your package will be delivered by one of our drivers in one to two days.

3 Our bank transferred the money to the Bahamas last weekend.
We had the money transferred to the Bahamas last weekend.

4 Phil's not as good at football as his cousin Terence.
Phil's cousin Terence is better at football than him.

5 Customers with a receipt receive a refund.
Customers (will) get their money back if they have a receipt.

6 You have to pay double the price of the red dress to buy the black dress.
The red dress costs half as much as the black one.

7 The police had made me stop my car.
I was pulled over by the police.

8 As the plane went up, the cloud began to thin.
The higher the plane went, the thinner the cloud became.

Część ustna

Rozmowa wstępna

5 Ask and answer. See Answer section

Podróżowanie i turystyka

- Do you prefer holidays with family or friends? Why?
- What is your favourite means of transport? Why?
- Do you like beach holidays? Why/Why not?

Zakupy i usługi

- What was the last thing you bought? Are you pleased with it? Why/Why not?
- Do you enjoy shopping? Why/Why not?
- Which do you prefer, online shopping or going to actual shops? Why?

Opis ilustracji i odpowiedzi na pytania

6 Describe the picture. Then answer the questions. See Answer section



1 Why do you think these people are at this market?
2 What souvenir would you buy for your best friend if you visited London?
3 Tell us about your last holiday.

Music

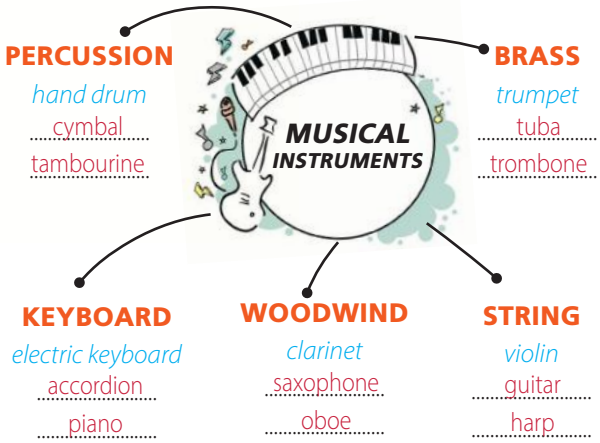
1 a) Look at the picture. How many musical instruments can you see? Can you name them? What are the other items related to music?

See Answer section



b) List the instruments in the spidergram. Can you add more to each category?

See Answer section



2 Complete the sentences using: *industry*, *recording*, *rave*, *international*, *sound*, *pop*.

Today in music news headlines ...

1 Timba's 'Just Dance' is officially a(n) international hit, topping the pop charts in over fifteen countries worldwide.
2 Music industry executives continue negotiations with online music providers.
3 Lady Gaga's new album is a hit with critics! Read their rave reviews on page 9.
4 New sound system installed at Wembley stadium promises to wow concert goers with one-hundred speakers throughout the venue.
5 Legendary supergroup ABBA is back in the recording studio working on their first new music in decades.

3 In one minute, list as many musical genres as you can. Which one is your favourite? Do you have a favourite artist? Discuss.

See Answer section

4 Write the words to complete the definitions. The first letter of each word is written for you.

1 The music in a film or series is a soundtrack.
2 Another term for writing music is composing.
3 The person who stands in front of an orchestra is the conductor.
4 Another word for singer is vocalist.
5 A large group of people who sing together is a choir.
6 Jazz, pop and rock are examples of musical genres.

Literature

5 Complete the text using: *influential*, *established*, *body*, *emerging*, *collections*, *contemporary*, *sellers*, *published*.

The Nobel Prize for Literature is awarded annually to authors who, in the words of Alfred Nobel, have 'produced the most outstanding work in an idealistic direction.' The prize can be won by well **1)** established authors who have **2)** published many books over the years, or by newer **3)** emerging writers. The prize is usually awarded based on an author's **4)** body of work, rather than a single book. Winning authors don't necessarily write best **5)** sellers but all have produced works of fiction, **6)** collections of poetry or even songs which have been **7)** influential in some way. Some **8)** contemporary winners include Bob Dylan in 2016 and Olga Tokarczuk in 2018.

6 a) Look up the literary devices (A–F) in a dictionary. Then match them to the examples (1–6).

1 F	rhyme	4 B	simile
2 A	alliteration	5 E	irony
3 C	metaphor	6 D	hyperbole

A The graceful girl greeted the guests with glee.
B The sound system was as loud as a jet engine.
C Music is a symphony for the soul.
D I'm dying to hear their latest song.
E I'm so happy that we have to spend hours recording this again, how fun!
F The beat was neat, so I left my seat.

b) Write a sentence about music using one of the literary devices in Ex. 6a. Then read it for a partner who will identify the literary device you used.

See Answer section

Theatre

7 Complete the text using: *opening*, *leading*, *backstage*, *rehearsals*, *sets*, *auditions*.



The Drama Club is planning its next stage production. We need ...

- actors for both 1) leading roles and supporting parts
- painters and builders to create 2) sets and backdrops
- people to help 3) backstage with costume changes and organising cast members

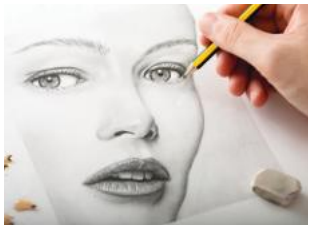
All interested actors are asked to attend the 4) auditions for parts which will be held in the auditorium this Friday. First 5) rehearsals will begin the following week. We are aiming for a(n) 6) opening night performance on December 1st, so stop by the drama room and sign up with Mr. Ruttan as soon as possible.

Visual arts

8 Match the picture to the type of visual art using: *sculpture*, *abstract art*, *portraiture*, *graphic design*, *ceramics*, *folk art*.



1 abstract art



2 portraiture



3 graphic design



4 sculpture

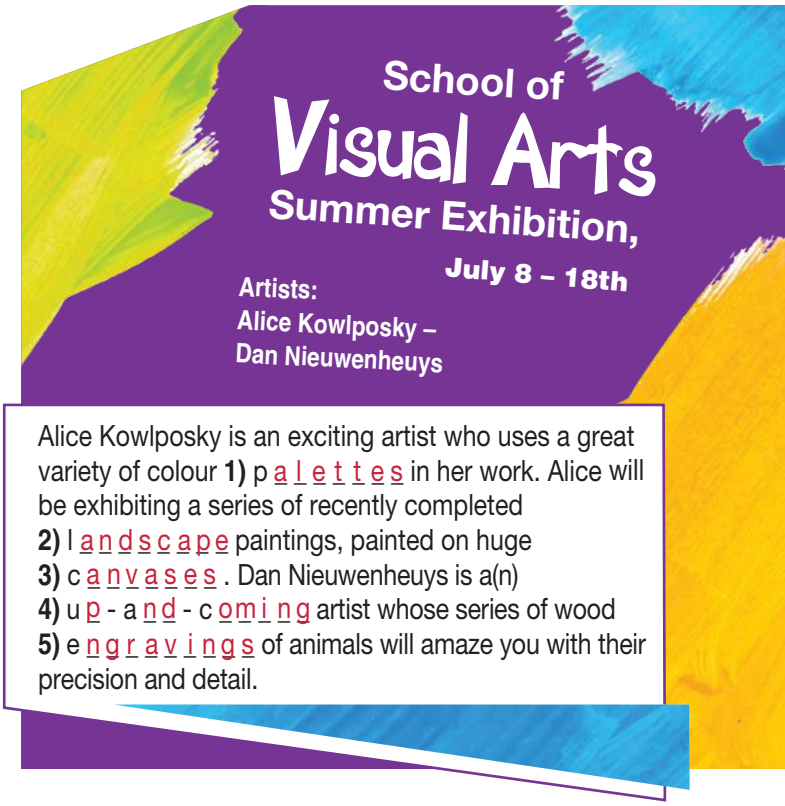


5 folk art



6 ceramics

9 Write the words to complete the gaps in the text. The first letter of each word is written for you.



Alice Kowlposky is an exciting artist who uses a great variety of colour **1)** p a l e t t e s in her work. Alice will be exhibiting a series of recently completed **2)** l a n d s c a p e paintings, painted on huge **3)** c a n v a s e s . Dan Nieuwenheuys is a(n) **4)** u p - a n d - c o m i n g artist whose series of wood **5)** e n g r a v i n g s of animals will amaze you with their precision and detail.

Film & Television

10 1.1 Listen to the description and fill in gaps (1–8).



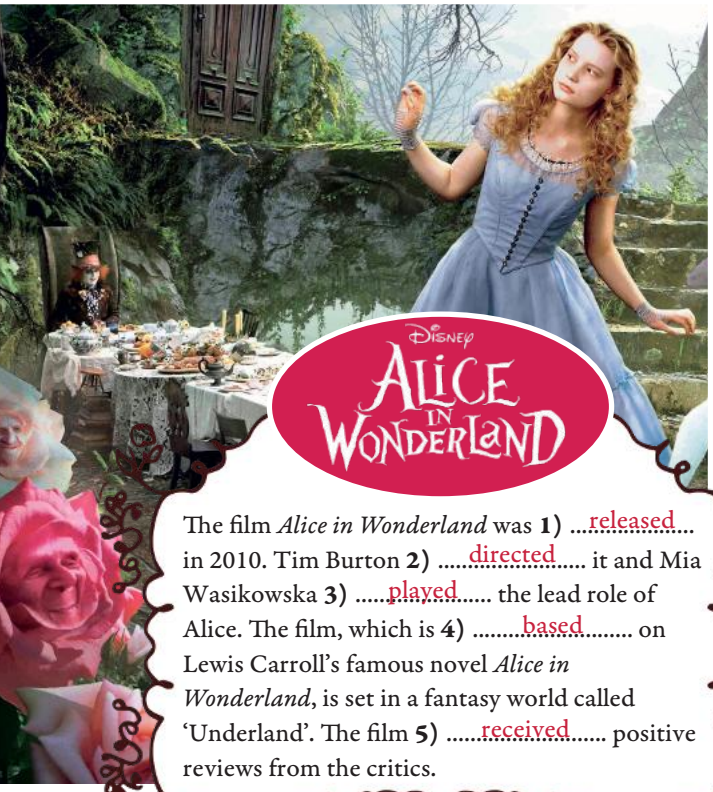
- TV 1) series produced from 1994-2004
- 235 2) episodes in total with the last one aired on May 6th, 2004
- 3) cast includes Jennifer Aniston, Courtney Cox, Matthew Perry, Matt LeBlanc, David Schwimmer and Lisa Kudrow.

Summary: *Friends* is a(n) 4) sitcom which is 5) set in New York City. The show 6) follows a group of young friends as they navigate life in the big city.

Watch: Available online through several 7) streaming services. 8) Reruns frequently broadcast on satellite and digital TV.

VOCABULARY

11 Fill in the gaps with *played*, *directed*, *released*, *received*, *based*.



The film *Alice in Wonderland* was **1)** ...released... in 2010. Tim Burton **2)** ...directed... it and Mia Wasikowska **3)** ...played... the lead role of Alice. The film, which is **4)** ...based... on Lewis Carroll's famous novel *Alice in Wonderland*, is set in a fantasy world called 'Underland'. The film **5)** ...received... positive reviews from the critics.

12 a) Match the utterances (A–F) to the type of television show (1–6).

1 B	sports show	4 D	crime series
2 F	chat show	5 E	reality show
3 C	nature documentary	6 A	quiz show

A Contestants, are you ready for our final question? It's worth over ten-thousand pounds.
B Tonight's match between Liverpool and Manchester United was one for the record books.
C The black widow spider is most active during the evenings.
D The car was found near the river. So far, our officers haven't discovered any solid clues.
E Who will win tonight's dance challenge? It's up to our judges to pick the top performer.
F Today, we have three guests joining us to talk about music. Welcome and thanks for being here.

b) Write similar utterances for the types of television shows below and read them for the class.

• soap opera • the news • cookery show

See Answer section

Participation in culture

13 a) Complete the sentences with the verbs *go*, *see*, *visit*, *listen*, *hear*, *attend* in the correct forms.

1 What was the last song you heard ?
2 Would you like to attend a film festival?
3 Do you enjoy going to the theatre?
4 When was the last time you visited an art museum?
5 How often do you listen to classical music?
6 Are you interested in seeing a play?

b) Work with a partner and ask and answer the questions formed in Ex. 13a.

See Answer section

14 Choose the word in each list which does not match.

1 **Listen to:** a podcast, a soundtrack, jazz, ballet
2 **Attend:** an opera, hip-hop, an opening night performance, an audition
3 **Read:** a novel, a symphony, a collection of short stories, sheet music
4 **Watch:** a portrait, a crime series, a dance performance, reality TV

15 Fill in the gaps with *opening*, *live*, *art*, *multiplex*, *concert*, *opera*, *listings*.

A: Would you like to go out this evening?
B: Yes, why not? What do you have in mind?
A: Well, I'd like to hear some **1)** ...live... music. There's an American jazz group playing at the **2)** ...concert... hall on Henry Street. What do you think?
B: No thanks, I don't really like jazz. How about going to the **3)** ...opera... house? It's the **4)** ...opening... night of *Don Giovanni* today.
A: No, I'm not in the mood for that kind of thing. How about a play?
B: No, I checked the theatre **5)** ...listings... earlier and there's nothing good on. I know! Let's go to the **6)** multiplex cinema to see a comedy.
A: That sounds OK, but I'd prefer that **7)** ...art... house film that's on instead of a comedy. Would you mind?
B: No, that's fine. Let's get ready then.

1 Which of these things can tell us the most about a culture and why: *painting and sculpture – films – music*?

See Answer section

Wybór wielokrotny

Exam Tip: Think about the level of formality of the recording. It can indicate who is talking, where they are and what the attitude is about the topic. For example, if the topic is culture, and you hear someone speaking formally, it might be a lecturer speaking in a lecture hall or museum hall. If two people are speaking informally about the topic, they might be friends in a coffee shop having a casual conversation.

2 M Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1–2 zakreśl jedną z liter: A, B albo C.

Text 1

1 Who is speaking to the film crew?
- A the film director
- (B) a police officer
- C the owner of the property

Text 2

2 What can you conclude about the man and woman from the conversation?
- A They won't go to a concert again.
- B They have slightly different taste in music.
- (C) They are satisfied with their experience.

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Text 3

3 What does the woman think people should do with paintings?
- (A) evaluate them
- B buy them
- C sell them
- D look at them

4 What does the woman think about the man's ideas?
- (A) She disagrees with all of them.
- B She agrees with most of them.
- C She disagrees with most of them.
- D She agrees with all of them.

5 What colour is the circle?
- A red
- B green
- (C) blue
- D white

6 Which statement is a fact and not an opinion?
- A The green stripe represents conflict.
- B Art exists to provoke discussion.
- C There is nothing more in art than what you see.
- (D) The red square represents an emotion.

Dobieranie

3 M Usłyszysz dwukrotnie wypowiedzi czterech osób na temat rodzinnych tradycji. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker
- A talks about the reason for the origin of the tradition.
- B compares their tradition to another one.
- C mentions food that people don't eat.
- D says how long he/she has taken part in the tradition.
- E thinks others would find his/her tradition strange.

Speaker 1	B
Speaker 2	A
Speaker 3	C
Speaker 4	E

4 Describe a family tradition of yours to your partner. Does your partner follow a similar one?

Ss' own answers

Odpowiedzi na pytania

5 M Usłyszysz dwukrotnie audycję radiową. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.

1 How is the media sometimes viewed?
The media can be viewed negatively.

2 What rights are protected in the UK?
Freedom of the Press.

3 What negative impacts can irresponsible photography have?
People can be put in physical danger.

4 What has recently become a crime in the UK?
Trolling.

Culture Spot

Coronation Street is the world's longest-running television soap opera. The programme, centred around a fictional urban street with typical terraced houses, has been on TV in the UK since 1960. The show continues to be hugely popular and in 2020 celebrated its 10,000th episode.

M jak miłość (*L for Love*) is a soap opera revolving around multiple generations of the Mostowiak family. First aired in Poland in 2000, the series reached a record audience of 12.6 million in 2005. Today, it is still one of the most popular TV shows, with each episode attracting millions of viewers.

9 Exam Skills Practice

READING

1 ICT Research the names of the artists online. Then match the picture (A–E) to the artist (1–5).

1 A Yayoi Kusama
2 D Pablo Picasso
3 E Salvador Dali
4 B Leonardo da Vinci
5 C Banksy


A


B


C


D


E

Jan Alojzy Matejko is one of Poland's most well known and celebrated painters. Many of his most famous works **depict** important events in Polish history. Working with oil paints on oversized canvases, Matejko chose subject matter of historical importance. His works include paintings of epic battles, political protests and portraits of monarchy.

Matejko was born in 1838 in Kraków to a Czech father and mother of German-Polish descent. He was the ninth of eleven children and his father worked as a music teacher and **tutor**. Matejko's mother died when he was very young. As a result, one of his older brothers and his **maternal** aunt played large roles in raising Matejko and his siblings.

After performing poorly in academic studies but showing great artistic talent, Matejko was accepted to the School of Fine Arts in Kraków at the **tender** age of fourteen. It was here that the artist decided to specialise in historical painting. As a young boy, Matejko had witnessed the Kraków revolution of 1846 and the siege of Kraków in 1848. Two of his older brothers had even been involved in the armed conflicts. These childhood experiences undoubtedly influenced Matejko's choice of subject matter later in his career.

Following his graduation from the School of Fine Arts in Kraków, Matejko was offered and accepted a scholarship to the Academy of Fine Arts in Munich, and then a year later another scholarship to study at the Academy of Fine Arts in Vienna. Unfortunately, his stay ended after only a few days. A **falling-out** with a fellow painter caused Matejko to leave, and he returned home to Kraków.

Upon his return, the artist struggled financially, borrowing money to support his growing family and failing art studio. Then in 1865, his painting *Skarga's Sermon* was awarded a gold medal at the 1865 Paris Salon and was purchased for a large sum of money. Less than three years later, his painting *Rejtan* won a gold medal at the World Exhibition in Paris and was **acquired** by Emperor Franz Joseph I of Austria for 50,000 francs. His international success continued and during an exhibition in Prague, he was offered the position of director of the city's Academy of Fine Arts. This invitation was quickly followed by the same offer but at the Kraków School of Fine Arts. Matejko accepted and remained the director in Kraków for decades.

Today, Matejko's paintings can be seen at museums around the globe, including a painting of Pope Leo XIII which hangs in the Vatican Museum. In Poland, his works are on display in the National Museum in Warsaw, the National Museum in Kraków, the National Museum in Poznań and the National Museum in Wrocław. In fact, the museum in his hometown has created a building entirely dedicated to the painter. *The Jan Matejko House (Dom Jana Matejki)*, occupies his former studio and family home. Matejko's work can also be viewed at St. Mary's Basilica in Kraków, where he designed the **murals** covering the interior. In 1978, the cathedral was declared a UNESCO World Heritage Site. Matejko died at the age of fifty-five in his hometown and his funeral drew large crowds to Kraków.

Zadanie z lukami

2 a) M Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

b) Explain the words in bold.

See Answer section

summary

Jan Matejko, one of Poland's most famous artists, created large oil paintings on canvas depicting epic battles, historic events or royal portraits. He was born into a large family in Kraków in 1838 with ten brothers and sisters. After **1)** the death of his mother he was largely brought up by his aunt and older brothers. Matejko didn't do well in school but showed great natural talent for art and at just fourteen years of age earned a place at the School of Fine Arts in Kraków. When still a child, his older brothers took part in the Kraków revolution and the siege of Kraków, which likely had **2)** an impact on his work. After graduating, Matejko undertook a scholarship in Munich and then Vienna, but this ended unhappily and he returned home. He struggled to make ends meet for a time until his piece *Skarga's Sermon* won a gold medal prize in Paris and sold for a handsome price. A few years later his piece *Rejtan* again won gold and was purchased by the Austrian Emperor Franz Joseph I. As his fame spread he was soon offered a directorship in Prague but **3)** rejected the offer/rejected it in favour of becoming the director of the Kraków School of Fine Arts. His works are on display in museums in Warsaw, Wrocław, Poznań and even the Vatican museum. His murals also adorn St. Mary's Basilica in Kraków. Matejko died in 1893 and since then **4)** his studio and family home have been converted into a museum featuring his works.

Wybór wielokrotny i odpowiedzi na pytania

3 M Przeczytaj dwa teksty związane z muzyką w internecie. Wykonaj zadania 1–8 zgodnie z poleceniami.

Text 1

PIRATED MUSIC: A BRIEF HISTORY

Thanks to the Internet, we are able to download a huge volume of songs, episodes or films for free, without any technical expertise or special equipment. If this sounds too good to be true, it is. Often it's illegal.

Music was the first content which people began to upload and download illegally. Ironically, illegal music sharing actually preceded any way to obtain digital music legally. The music industry was very slow to adapt to and embrace the new technology. To illustrate, in 1999, Napster became one of the first large-scale illegal file sharing sites. Apple's iTunes store wasn't launched until four years later. During that time, there was no way to download files legally. Pirated music was the only option for music lovers looking to grow their digital collections.

Even though Napster and other platforms were successfully shut down by music industry barristers, illegally downloading music continues, and pirating has expanded to include films and TV series. According to the Record Industry Association of America (RIAA), approximately 95% of all downloaded music is pirated. They estimate that the average person has $800 worth of illegally downloaded music, and that pirating costs the industry $12.5 billion each year.

W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

1 Text 1 implies that the music industry
- (A) underestimated consumer demand.
- B refused to acknowledge Napster's impact.
- C didn't invest enough in legal action.
- D failed to promote artists sufficiently.

2 Napster ceased to exist because
- A Apple iTunes became more successful.
- B other file sharing sites overtook them.
- C pirating started to include TV and films.
- (D) they were taken to court and lost.

3 According to the RIAA
- A 95% of people download pirated music.
- B the music industry loses $800 billion annually.
- (C) the vast majority of downloaded music is illegal.
- D the average person only spends $12.50 on music.

4 From the last paragraph we can conclude that
- A illegal music download platforms are no longer a problem.
- (B) the number of people downloading illegally is set to increase.
- C the music industry will never return to pre-digital profitability.
- D illegally downloading films has become more popular than music.

Text 2

Beyond pirated media



It's estimated that pirated media content causes the music, television and film industries to lose literally billions of dollars per year. Especially in the case of music, sales have plunged dramatically. This decline hurts the industry and its artists in several ways. Most notably, musicians are not being adequately compensated for their work. Pirating music also devalues it. As a society, we are saying music is not worth paying for.

The creation of music streaming services such as Spotify have both helped and hindered this situation. Artists whose work appears on the platform receive royalties each time their song or album is played, but that amount is a pittance. According to some experts, musicians get $0.006 of every dollar paid by Spotify users. This means that only the top artists can earn a living selling just their recorded music online. For the majority of musicians, making a liveable income involves touring extensively, playing numerous concerts or increasing dependence on the sale of merchandise. Aside from this issue, the fact that these streaming services are so huge means they have a significant influence on determining which artists and songs become big hits. Drake, for example, has experienced phenomenal success with online sales of his music. This is in part due to his promoters paying Spotify to place banners for his newly released albums on their homepage, and include his tracks in as many playlists as possible. The result is it is much more difficult for emerging artists to gain popularity as the platforms lead users to listen to artists who have paid to promote their music.

So what does this mean for the future of the music industry? In short, the pirating of the early 2000s has forever changed the landscape of how we access and consume music. Now, bands make more money from touring than they can ever hope to through sales of their albums. The situation may be great for listeners who can find all types of music easily and cheaply, but the outcome for musicians is far less favourable. As technology continues to change the way we access media, it will be interesting to see how things unfold for recording artists. Personally, I fear it may be too late to return to a more equitable system in which musicians are fairly compensated.

Odpowiedz krótko na pytania 5–8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Na pytania należy odpowiedzieć w języku angielskim.

See Answer section

5 How do the majority of musicians earn a living? .....

.....

6 How is Drake's music promoted on Spotify? .....

.....

7 How does the author of the text think pirating has changed things for bands? .....

.....

8 How does the author feel about the future of the music industry? .....

9 Exam Skills Practice

USE OF ENGLISH

Mowa zależna

See pp. GR49-GR54

1 Complete each group of introductory verbs with verbs from the list.

• instructed • wanted • suggested • explained • reminded • denied • exclaimed • admitted • insisted • refused • informed • offered • ordered

1 verb + *to* infinitive
She agreed / promised / demanded / offered / threatened / ...wanted... / ...refused... *to go* to the art gallery.
She wondered where / what / how / whether *to learn* about art.

2 verb + sb + *to* infinitive
I advised / begged / commanded / permitted / asked / encouraged / forbade / allowed / invited / urged / ...reminded... / ...instructed... / ...ordered... *him to turn* the music down.

3 verb + *-ing* form
She accused me of / apologised for / boasted about / complained about (me) / ...insisted... on / ...admitted... (to) / ...suggested... / ...denied... *taking* his idea.

4 verb + clause
He agreed / boasted / claimed / complained / denied / promised / remarked / suggested / ...informed... us / ...explained... / ...exclaimed... *(that) it was a very unusual tradition.*
We wondered where / what / whether / why / how *we would learn about the culture.*

5 verb + to sb how + *to* infinitive
I explained to him how to play the song.

Tłumaczenie fragmentów zdań

2 M Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

See Answer section

1 The band (*odmówiła występu na żywo*) ..... in this concert hall due to poor acoustics.
2 The singer (*przeprosiła za odwołanie*) ..... the show.
3 She (*przyznała, że nie kultywują*) ..... traditions of their ancestors.
4 During yesterday's rock concert, she exclaimed that the music (*jest za głośna*) ..... and that she wanted to leave.
5 The tourist and the guide had a misunderstanding (*z powodu różnic kulturowych*) ..... .

Transformacje bez słowa klucza

3 M Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–6). Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 Bella suggested, 'Let's go see a film on Sunday.'
Bella suggested ...that we see/that we should see/seeing... a film on Sunday.
2 'You need to hold the violin like this,' the teacher said to her.
The teacher explained to her ...how to hold... the violin.
3 'I didn't get the idea for my song from anyone else,' Justine claimed.
Justine denied ...getting the idea... for her song from anyone else.
4 'I am the best singer in the choir,' John claimed.
John ...boasted about being... the best singer in the choir.
5 'Where have we seen that painting before?', Ed asked.
Ed wondered where ...they had seen... that painting before.
6 'Don't forget to record the show,' Eva told me.
Eva ...reminded me... to record the show.

Gramatykalizacja

4 M Uzupełnij zdania 1–4. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

1 At yesterday's hearing, the thief ...denied stealing/having stolen the painting... **(deny/steal/painting)** from the museum, but the evidence proved him guilty.
2 Alice said that she ...could hear a note... **(can/hear/note)** once and tell you if it's a G, or a B flat, for instance. She seems to have perfect pitch.
3 Darren told us that he ...doesn't/didn't enjoy listening to... **(not/enjoy/listen)** folk bands, so we changed our plans and didn't go to the Cork Folk Festival.
4 The artist ...refused to sell the sculpture... **(refuse/sell/sculpture)**, even though the art dealer offered her a lot of money for it.

Wybór wielokrotny

5 M Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

THE SHORTEST STORY EVER WRITTEN

For sale: baby shoes, never worn.

Ernest Hemingway, the famous American author, not only wrote stories, but he was also the source of them. That is to say that people in literary 1) ..... have been telling stories about the man ever since he died in 1961. One such story emerged in 1991 in a letter written by 2) ..... science-fiction novelist Arthur C. Clarke. His letter to a Canadian humorist contained a story about Hemingway writing the world's shortest story.
According to Clarke, Hemingway was with a group of fellow writers in the 1920s when he 3) ..... a $10 bet to write the shortest story. In another version of the story, it 4) ..... that making the other writers cry was part of the bet. 5) ..... , Hemingway is said to have written these words on a piece of paper: "For sale: baby shoes, never worn." According to the legend, each writer handed a $10 bill to Hemingway 6) ..... saying a word. Whether they actually cried is something we will never know.

1 A rounds
B teams
(C) circles
D areas

2 A mythical
(B) legendary
C mythological
D fabled

3 A agreed
(B) accepted
C arranged
D admitted

4 A was claimed
B claimed
C had claimed
(D) is being claimed

5 (A) However
B Yet
C Though
D Nevertheless

6 (A) without
B while
C despite
D after

6 The most common prefixes to change words to the opposite are *in-* and *un-*. Change these words into the opposites with *in-* or *un-*.

1 clear ..unclear..
2 visible ..invisible..
3 ability ..inability..
4 accurate ..inaccurate..
5 certain ..uncertain..
6 stable ..unstable..
7 sure ..unsure..
8 limited ..unlimited..
9 equality ..inequality..
10 equal ..unequal..
11 correct ..incorrect..
12 common ..uncommon..

Zadanie z lukami

7 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

give | expect | entertain | present | depend | interest



The Blair Witch Project is a 1999 horror film that was created by Daniel Myrick and Eduardo Sánchez, who were both film students when the project started. 1) ..Interestingly.., the basic plot of the film also features student filmmakers travelling to a small American town to investigate and film the story of the legendary Blair Witch. The film informs us in the beginning that it was supposedly created with footage from the three students' film found in the forest.
Although the story is fictional, the film is 2) ..presented.. as a documentary. Cheap hand-held cameras, inexperienced crew members and actors and a very low initial budget of around $35,000 just enhanced this illusion. Myrick and Sánchez's idea worked beyond their wildest 3) ..expectations.. as the film was an instant success and made about 15 million dollars on opening weekend. It is one of the most successful and 4) ..entertaining.. horror films of all time.

8 Choose the correct answer.

1 I'm very interested in the ..... .
A art (B) arts C arty

2 The young actor suffers from stage fright ..... .
A fear B terror (C) fright

3 We spent the afternoon ..... paintings in the gallery.
A watching (B) looking at C seeing

4 The novel was so good, I couldn't put it ..... .
(A) down B away C aside

5 I enjoy ..... music on my new headphones.
A hearing B tuning in (C) listening to

6 Frederica didn't like one of the ..... in the novel.
(A) characters B actors C roles

7 I thought the plot ..... in the film was weak.
A progression (B) development C creation

8 Brad Pitt ..... a great performance in that film.
(A) delivered B put up C presented

9 Exam Skills Practice

WRITING

Rozprawka wyrażająca opinię

Prepare for the task

An opinion essay can either present only the writer's opinion on a topic, or it can present the writer's opinion and contrast it with an opposing viewpoint which is then refuted.

1 Read the opinion essay on the disappearance of music from secondary school curricula and how it affects students' skills and future life. What is the writer's opinion? What is the opposing viewpoint? How is it refuted? See Answer section

It appears that courses like art and music are disappearing from secondary school curricula as the focus turns more towards subjects directly connected to the job market. However, as I see it, music classes should not be excluded from a high school education.

Firstly, performing music in school teaches the valuable skills of cooperation and teamwork. These skills are not only important during your school years, but also essential once a student enters the workforce. You learn to listen to what others are doing and respond appropriately.

Music classes also teach students self-discipline. Devoting time to practise their instruments develops an ability to schedule tasks and stay focused. Studies have proven that having music as an outlet enables individuals to more successfully deal with other things and helps them to manage in school, at work and in life in general.

Some argue that making a living from music is difficult, unlikely and unstable. Consequently, they believe that music lessons in school are a waste of time for all but the very few who might actually become professional musicians. However, I am firmly of the opinion that taking music classes provides all students with essential life skills that cannot be acquired from other subjects. More importantly, music classes also provide a break from academic studies and can be an effective form of stress relief.

In conclusion, music classes help students to work with others, be more disciplined and deal better with the stress of life. For these reasons, I believe that they should definitely be retained as at least an optional course on the school curriculum.

USEFUL LANGUAGE

Opinions

- In my view,/From my point of view, ...
- It seems (to me) that ...
- As I see it, ...

Introducing contrasting viewpoints

- Some (people) argue that ...
- Some (people) believe that ...
- Opponents of/People who oppose this view say ...

Introducing a summary of main points

- Given these points, it can be seen that ...
- To summarise,/To sum up, ...
- Taking the above points into consideration, ...
- In conclusion, ...

2 Read the essay again and decide if the following statements are true *(T)* or false *(F)* about an opinion essay where the writer's viewpoints are presented along with an opposing viewpoint.

1 The first sentence presents both the writer's opinion and opposing viewpoint. F
2 The introduction contains the topic and the writer's general viewpoint. T
3 Each main body paragraph has a topic sentence to introduce a different viewpoint. T
4 Main body paragraphs provide justifications/examples. T
5 An equal number of paragraphs are given to opposing viewpoints. F
6 Formal language is used throughout the essay. T
7 Two main body paragraphs are used to express the same main idea. F
8 The passive voice is used. T
9 The conclusion can introduce a new viewpoint about the topic. F
10 The conclusion summarises the main points in the main body paragraphs. T

3 Read the Useful Language box for opinion essays and underline any phrases in the essay that are on the list below. Replace them with their synonyms. See Answer section

Your turn

4 Read the rubric below, decide on your viewpoint, and then brainstorm some main ideas for each paragraph. See Answer section

Exam Tip: Brainstorm a list of ideas to support your main viewpoint of the topic. Then select a main idea for each paragraph based on how well you think you can support it. Finally, think of an opposing viewpoint and a way to refute it.

5 M Władze oświatowe rozważają usunięcie przedmiotów związanych ze sztuką z programu nauczania szkoły średniej. Napisz rozprawkę (200–250 wyrazów), w której przedstawisz swoją opinię na ten temat. Uwzględnij przyszłe wybory zawodowe uczniów i umiejętności, które powinny być kształcone na tym etapie edukacyjnym. See Answer section

"Culture is the arts elevated to a set of beliefs."
Thomas Wolfe, American novelist

1 Discuss what the quote means and how you think some of these types of art have been elevated to culture.

See Answer section

a **Visual arts:** architecture, ceramics, drawing, painting, photography, sculpture
b **Literary arts:** poetry, novels, non-fiction, drama
c **Performing arts:** music, dance, theatre

Opis ilustracji i odpowiedzi na pytania

Exam Strategy

Picture Description

Think about whether it's important to describe what people are wearing in a picture. If it has little or no connection to what the picture is about, don't spend time describing their clothing. If you decide that it's important (a person wearing a clown nose), try to make a connection to what the picture is about. If the connection is too obvious (a police officer in uniform), don't mention their clothing. Detailed descriptions of clothes and costumes are usually done for pictures showing festivals, celebrations or traditions.

USEFUL LANGUAGE

Describing what people are wearing

- He/She/The man/The woman is wearing a white shirt.
- The men/The women/They are wearing white shirts.
- They all have white shirts on.
- He/She/The man/The woman has a white shirt on.
- They are dressed this way because it's part of a celebration, tradition, etc.
- They are dressed this way because they are involved in/taking part in ...

2 With a partner, try to name all the items of clothing he or she is wearing and provide a short description of each one. For example, T-shirt (his/her T-shirt is red with a large white and black logo printed on the chest).

See Answer section

3 M Describe the picture.

See Answer section



4 M Answer the questions.

See Answer section

1 Why do you think so many people are watching this event?
2 Would you want to be part of a traditional dance group? Why or why not?
3 Tell me about an interesting performance or show that you have seen or taken part in recently.

Rozmowa z odgrywaniem roli

Exam Strategy

In a role play, if you don't know what to say, use your imagination. There are no right and wrong answers, but it's important to just keep talking.

5 M Jesteś artystą i udzielasz wywiadu na temat swojej pracy. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie.

- Uprawiany przez Ciebie gatunek sztuki.
- Od jak dawna się tym zajmujesz.
- Sukcesy zawodowe.
- Źródła inspiracji.

See Answer section

USEFUL LANGUAGE

- Mostly what I do is…
- I specialise in…
- I've been doing this for…
- I started when I was…
- I have sold a number of pieces to…
- I have had (number) of exhibitions of my work.
- My work is really popular in…
- I've done about 10,000 euros in sales.
- My prices start at X and can go all the way up to Y.

6 Answer these questions.

See Answer section

1 What is your favourite kind of visual art and why?
2 Would you want to be a visual artist? Why or why not?

9 Kultura

Cultural fields – Dziedziny kultury

Music – Muzyka

accordion /əˈkɔːdiən/ (n) = akordeon
brass /braːs/ (adj) = dęte blaszane (o instrumentach)
chart /tʃɑːt/ (n) = lista przebojów
choir /ˈkwaɪə/ (n) = chór
clarinet /ˌklærɪˈnet/ (n) = klarnet
compose (music) /kəmˈpəʊz/ (v) = komponować (muzykę)
concertgoer /ˈkɒnsətˌgəʊə/ (n) = bywalec koncertów
conductor /kənˈdʌktə/ (n) = dyrygent
cymbal /ˈsɪmbl/ (n) = talerz perkusyjny
hand drum /ˌhænd ˈdrʌm/ (n) = bęben ręczny
harp /hɑːp/ (n) = harfa
have a perfect pitch (phr) = mieć słuch absolutny
keyboard /ˈkiːbɔːd/ (n) = keyboard, instrument klawiszowy
musical genre (phr) = gatunek muzyczny
musical instrument /ˈmjuːzɪkəl ˈɪnstrəmənt/ (n) = instrument muzyczny
musical score (phr) = ścieżka dźwiękowa z muzyką filmową
music industry (phr) = przemysł muzyczny
music provider (phr) = dostawca usług muzycznych
note /nəʊt/ (n) = nuta, dźwięk
oboe /ˈəʊbəʊ/ (n) = obój
percussion /pəˈkʌʃən/ (adj) = perkusyjny (o instrumencie)
pop hit /ˈpɒp hɪt/ (n) = przebój muzyki pop
rave reviews (phr) = entuzjastyczne recenzje
recording studio (phr) = studio nagrań
saxophone /ˈsæksəfəʊn/ (n) = saksofon
self-discipline /ˌself ˈdɪsəplɪn/ (n) = samodyscyplina
sheet music /ˈʃiːt ˌmjuːzɪk/ (n) = zapis nutowy
sound system /ˈsaʊnd ˌsɪstəm/ (n) = nagłośnienie
soundtrack /ˈsaʊndtræk/ (n) = ścieżka dźwiękowa
string /strɪŋ/ (adj) = strunowy (o instrumencie)
tambourine /ˌtæmbəˈriːn/ (n) = tamburyn
trombone /trɒmˈbəʊn/ (n) = puzon
trumpet /ˈtrʌmpɪt/ (n) = trąbka
tuba /tjuːbə/ (n) = tuba
venue /ˈvenjuː/ (n) = miejsce (np. koncertu)
vocalist /ˈvəʊkəlɪst/ (n) = wokalista/wokalistka
woodwind /ˈwʊdˌwɪnd/ (adj) = dęty drewniany (o instrumencie)

Literature – Literatura

alliteration /əˌlɪtəˈreɪʃən/ (n) = aliteracja (powtórzenie jednej lub kilku głosek na początku lub w akcentowanych pozycjach kolejnych wyrazów)
best-seller /ˌbestˈselər/ (n) = bestseller
body of work (phr) = dorobek artystyczny
collections /kəˈlekʃənz/ (pl n) = zbiory (np. poezji)
contemporary /kənˈtempərəri/ (adj) = współczesny
emerging writer (phr) = początkujący pisarz
established author (phr) = uznany autor
fiction /ˈfɪkʃən/ (n) = beletrystyka
fictional /ˈfɪkʃənəl/ (adj) = fikcyjny
hyperbole /haɪˈpɜːbəli/ (n) = hiperbola
influential /ˌɪnfluˈenʃəl/ (adj) = wpływowy, ważny
irony /ˈɪrəni/ (n) = ironia
metaphor /ˈmetəfə/ (n) = metafora
poetry /ˈpəʊɪtri/ (n) = poezja
publish /ˈpʌblɪʃ/ (v) = opublikować
rhyme /raɪm/ (n) = rym
short story /ˌʃɔːt ˈstɔːri/ (n) = opowiadanie
simile /ˈsɪmɪli/ (n) = porównanie

Theatre – Teatr

audition /ɔːˈdɪʃən/ (n) = przesłuchanie (sprawdzenie umiejętności np. aktora, piosenkarza)
auditorium /ˌɔːdɪˈtɔːriəm/ (n) = widownia
backdrop /ˈbækdrɒp/ (n) = tło (fragment dekoracji scenicznej w teatrze)
backstage /ˌbækˈsteɪdʒ/ (adv) = za kulisami
cast /kɑːst/ (v) = obsadzać, przydzielać rolę
cast member /ˈkɑːst ˌmembə/ (n) = członek obsady, jeden z aktorów grających w filmie lub sztuce teatralnej
leading role /ˈliːdɪŋ rəʊl/ (n) = główna rola, rola pierwszoplanowa
listings /ˈlɪstɪŋz/ (pl n) = kalendarium wydarzeń kulturalnych, program (np. kin, teatrów)
opening night /ˈəʊpənɪŋ ˌnaɪt/ (n) = premiera (np. kinowa, teatralna)
rehearsal /rɪˈhɜːsəl/ (n) = próba
set /set/ (n) = tu: dekoracja sceniczna
stage fright /ˈsteɪdʒ ˌfraɪt/ (n) = trema
stage production (phr) = inscenizacja, przedstawienie, produkcja sceniczna
supporting part /səˈpɔːtɪŋ pɑːt/ (n) = rola drugoplanowa

Visual arts – Sztuki wizualne

abstract art /ˌæbstrækt ˈɑːt/ (n) = sztuka abstrakcyjna
art studio /ˈɑːt ˌstjuːdiəʊ/ (n) = tu: pracownia malarska
canvas /ˈkænvəs/ (n) = płótno malarskie
celebrated painter (phr) = sławny malarz
ceramics /səˈræmɪks/ (pl n) = ceramika
depict /dɪˈpɪkt/ (v) = przedstawiać
detail /ˈdiːteɪl/ (n) = szczegół, detal
exhibition /ˌeksɪˈbɪʃən/ (n) = wystawa
folk art /ˈfəʊk ɑːt/ (n) = sztuka ludowa
graphic design /ˌgræfɪk dɪˈzaɪn/ (n) = projektowanie graficzne
engraving /ɪnˈgreɪvɪŋ/ (n) = grafika, rycina
landscape painting /ˈlændskeɪp ˈpeɪntɪŋ/ (n) = malarstwo pejzażowe
mural /ˈmjʊərəl/ (n) = mural
oil paint /ˈɔɪl ˌpeɪnt/ (n) = farba olejna
palette /ˈpælət/ (n) = paleta (do mieszania farb); zestaw barw używanych przez malarza
portrait /ˈpɔːtrət/ (n) = portret
portraiture /ˈpɔːtrɪtʃə/ (n) = malarstwo portretowe
precision /prɪˈsɪʒən/ (n) = precyzja, dokładność
sculpture /ˈskʌlptʃə/ (n) = rzeźba
up-and-coming /ˌʌp ən ˈkʌmɪŋ/ (adj) = dobrze zapowiadający się
woodcarving /ˈwʊdˌkɑːvɪŋ/ (n) = rzeźbienie w drewnie
watercolour /ˈwɔːtəkʌlə/ (n) = akwarela

Television – Telewizja

air /eə/ (v) = tu: nadawać
art house film /ˈɑːt haʊs fɪlm/ (n) = film autorski
broadcast /ˈbrɔːdkɑːst/ (v) = transmitować
chat show /ˈtʃæt ʃəʊ/ (n) = talk-show
comedy /ˈkɒmədi/ (n) = komedia
cookery show /ˈkʊkəri ʃəʊ/ (n) = program kulinarny
crime series /ˈkraɪm ˌsɪəriːz/ (n) = serial kryminalny
digital TV (phr) = telewizja cyfrowa
direct /dɪˈrekt/ (v) = tu: reżyserować
nature documentary /ˌneɪtʃə dɒkjuˈmentəri/ (n) = film przyrodniczy
drama /ˈdrɑːmə/ (n) = dramat (rodzaj literacki); film obyczajowy
episode /ˈepɪsəʊd/ (n) = odcinek (np. serialu)
film crew /ˈfɪlm kruː/ (n) = ekipa filmowa
footage /ˈfʊtɪdʒ/ (n) = materiał filmowy (o określonym wydarzeniu)
motion picture /ˈməʊʃən ˌpɪktʃə/ (n) = film
play (the lead role) /pleɪ/ (v) = grać (główną rolę)
quiz show /ˈkwɪz ʃəʊ/ (n) = teleturniej
reality show /riˈæləti ˌʃəʊ/ (n) = reality show
rerun /ˈriːrʌn/ (n) = powtórka, wznowienie (np. programu telewizyjnego)
satellite TV /ˈsætəlaɪt tiːˌviː/ (n) = telewizja satelitarna
season /ˈsiːzən/ (n) = sezon (np. serialu)
series /ˈsɪəriːz/ (n) = serial
sitcom /ˈsɪtkɒm/ (n) = komedia sytuacyjna
soap opera /ˈsəʊp ˌɒpərə/ (n) = telenowela, opera mydlana
sports show /ˈspɔːts ʃəʊ/ (n) = program sportowy
the news /ðə ˈnjuːz/ (n) = wiadomości
viewer /ˈvjuːə/ (n) = widz

Authors and their works – Autorzy i ich dzieła

artistic talent (phr) = talent artystyczny
author /ˈɔːθə/ (n) = autor, twórca
be based on /bi ˈbeɪst ɒn/ (phr v) = być opartym na
be set in (phr) = być osadzonym/umiejscowionym w (o akcji filmu)
evaluate /ɪˈvæljueɪt/ (v) = oceniać
instant success (phr) = natychmiastowy sukces
interpretation /ɪnˌtɜːprɪˈteɪʃən/ (n) = interpretacja
legendary /ˈledʒəndri/ (adj) = legendarny
literary circles (phr) = kręgi literackie
novel /ˈnɒvəl/ (n) = powieść
novelist /ˈnɒvəlɪst/ (n) = powieściopisarz
plot /plɒt/ (n) = fabuła
receive (reviews) /rɪˈsiːv/ (v) = otrzymywać (recenzje)
release /rɪˈliːs/ (v) = wydawać (książkę), wypuszczać (film na ekrany)
version /ˈvɜːʃən/ (n) = wersja

Participation in culture – Uczestnictwo w kulturze

attend a festival (phr) = wziąć udział w festiwalu (również jako widz)
audience /ˈɔːdiəns/ (n) = widownia, publiczność
ballet /ˈbæleɪ/ (n) = balet
band /bænd/ (n) = zespół muzyczny
concert hall /ˈkɒnsət ˌhɔːl/ (n) = sala koncertowa
listen to classical music (phr) = słuchać muzyki klasycznej
live music (phr) = muzyka na żywo
multiplex cinema (phr) = multikino, multipleks
opera house /ˈɒpərə ˌhaʊs/ (n) = opera (budynek)
perform live (phr) = występować na żywo
podcast /ˈpɒdkɑːst/ (n) = podcast
symphony /ˈsɪmfəni/ (n) = symfonia
visit an art gallery (phr) = odwiedzić galerię sztuki
watch a dance performance (phr) = obejrzeć występ taneczny

Copyright protection – Ochrona praw autorskich

compensate (for) /ˈkɒmpənseɪt/ (v) = wynagrodzić (za)

content /ˈkɒntent/ (n) = treść
download /ˌdaʊnˈləʊd/ (v) = pobierać, ściągać (np. pliki z internetu)
for free (phr) = za darmo, bezpłatnie
gain popularity (phr) = zyskać popularność
homepage /ˈhəʊmpeɪdʒ/ (n) = strona główna
illegally /ɪˈliːgəli/ (adv) = nielegalnie
liveable income (phr) = dochód zapewniający utrzymanie
music sharing (phr) = tu: publiczne udostępnianie utworów muzycznych w internecie
music streaming service (phr) = przesyłanie strumieniowe utworów muzycznych
obtain /əbˈteɪn/ (v) = uzyskać
pirated music (phr) = nielegalnie skopiowane utwory muzyczne
platform /ˈplætfɔːm/ (n) = platforma internetowa
playlist /ˈpleɪlɪst/ (n) = playlista
promote /prəˈməʊt/ (v) = promować
promoter /prəˈməʊtə/ (n) = promotor
public distribution (phr) = rozpowszechnianie
royalties /ˈrɔɪəltiz/ (pl n) = opłaty licencyjne; tu: tantiemy
track /træk/ (n) = tu: nagranie
upload /ʌpˈləʊd/ (v) = wgrywać pliki (np. na serwer)

Traditions & Customs – Tradycje i zwyczaje

banquet hall /ˈbæŋkwɪt ˌhɔːl/ (n) = sala bankietowa
be in attendance (phr) = być obecnym
bring good luck (phr) = przynosić szczęście
calendar /ˈkælɪndə/ (n) = kalendarz
celebration /ˌselɪˈbreɪʃən/ (n) = świętowanie, obchody
date back (to the 15th century) /deɪt ˈbæk/ (phr v) = pochodzić (z XV wieku)
exchange gifts (phr) = wymieniać się prezentami
family tradition (phr) = tradycja rodzinna
harvest festival /ˌhɑːvɪst ˈfestɪvəl/ (n) = dożynki
high culture (phr) = kultura wysoka
keep traditions alive (phr) = podtrzymywać/ pielęgnować tradycje
last /lɑːst/ (v) = trwać
literary culture (phr) = kultura literacka
open-minded /ˌəʊpən ˈmaɪndɪd/ (adj) = otwarty, wolny od uprzedzeń
origin /ˈɒrɪdʒɪn/ (n) = źródło, pochodzenie
pass sth down (phr) = przekazać coś dalej
take part in (phr) = wziąć udział w
traditional costume (phr) = tradycyjny strój

The media – Media

broadsheet newspaper (phr) = gazeta dużego formatu (zwykle kojarzona z wyższą jakością artykułów)
censor /ˈsensə/ (v) = cenzurować
censorship /ˈsensəʃɪp/ (n) = cenzura, cenzurowanie
common decency (phr) = elementarna przyzwoitość
freedom of expression (phr) = wolność wypowiedzi/ słowa
freedom of the press (phr) = wolność prasy
gossip column /ˈgɒsɪp ˌkɒləm/ (n) = rubryka towarzyska
journalism /ˈdʒɜːnəlɪzəm/ (n) = dziennikarstwo
libel /ˈlaɪbəl/ (n) = zniesławienie, oszczerstwo
paparazzi /ˌpæpəˈrætsi/ (pl n) = paparazzi
scrutiny /ˈskruːtɪnɪ/ (n) = nadzór, kontrola
tabloid paper (phr) = brukowiec, gazeta brukowa
trolling /ˈtrəʊlɪŋ/ (n) = trollowanie

1 Choose the correct item.

1 The tuba is Ted's favourite ..... instrument.
(A) brass B keyboard C woodwind D string

2 Hans Zimmer creates incredible ..... scores for films.
A recording (B) musical C rave D choir

3 Charles Dickens was a/an ..... writer who changed literature.
A up-and-coming B fictional (C) influential D contemporary

4 Actors have ..... to cast the role tomorrow.
A auditoriums B listings (C) auditions D rehearsals

5 In ..... writers always use 'as' or 'like' to compare things.
(A) simile B rhyme C metaphor D irony

6 The large ..... painted on the side of the building showed a scene from history.
(A) mural B canvas C palette D portrait

7 This new ..... is about the hilarious adventures of an actor in London.
A crime series (B) sitcom C reality show D drama

8 Eric believes singers should be ..... for their work fairly.
A uploaded B promoted C obtained (D) compensated

Collocations

2 Fill in with: *tabloid*, *common*, *gossip*, *public*, *gain*, *stage*, *graphic*, *sound*, *celebrated*, *supporting*, *multiplex*, *concert*.

1 The company uses the Internet for the ..... public ..... distribution of its films.
2 The early 2000s saw downloads ..... gain ..... popularity.
3 *The Daily Mail* is a popular British ..... tabloid ..... paper.
4 My aunt often reads ..... gossip ..... columns to find out about actors.
5 Reporters should have ..... common ..... decency and know when to stop an interview.
6 The ..... stage ..... production of *Cats* was on in the West End for years.
7 Rick's venue has an amazing ..... sound ..... system with huge speakers.
8 Paul studies ..... graphic ..... design and illustration at art college.
9 Fiona isn't the lead; she has a ..... supporting ..... part in the play.
10 Picasso was a ..... celebrated ..... painter who produced many masterpieces.
11 Groups of ..... concert ..... goers flocked to the stadium for the show.
12 The new ..... multiplex ..... cinema has eight different screens.

Phrasal verbs/Prepositions

3 Complete with the correct item.

1 I can't put this book **down**/away. It's fantastic!
2 The tradition dates away/**back** two hundred years.
3 William's body **of**/from work covers many sculptures.
4 The film is based in/**on** a famous novel.
5 Literature is a way to pass **down**/back our traditions.
6 There were hundreds of people **in**/at attendance.
7 Freedom **of**/by the press is very important in Britain.
8 Lots of dancers took part **in**/at the dance festival.

MODULE 10 Sport

VOCABULARY

Sports venues

1 Label the pictures.

• running track • ski slope • stadium
• court • ice rink • pitch



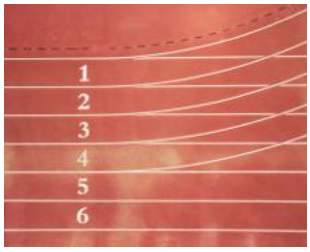
1 ice rink



2 stadium



3 court



4 running track



5 ski slope



6 pitch

Popular & Professional sports

2 a) Fill in the chart by writing the sports in the correct rows. Add one more sport to each row. Then indicate which verb each sport uses: *do*, *play* or *go*.

See Answer section

• kitesurfing • figure skating • snowboarding
• sprinting • canoeing • gymnastics • tennis
• cross-country skiing • hurdles
• ice hockey • volleyball • baseball



1 stadium	
2 ice rink	
3 running track	
4 on snow	
5 court	
6 on water	

Team sports or sports in which you need a partner usually take the verb **play**: *play football*, *play cricket*, *play tennis*.

Sports which can be done individually take **do** or **go**: *do martial arts*, *do archery*, *do gymnastics*; *go swimming*, *go skiing*, *go jogging*.

b) Which of the sports in Ex. 2a have you tried? Which would you like to try? Discuss.

Ss' own answers

Lexical sets

3 Write the word which correctly fills in the gaps in all three sentences.

1 beat
- Leeds are very strong this season. They'll be tough to … .
- The boxer … the punch bag with his fists.
- The gymnast performed her routine to the … of the music.

2 catch
- You have to … the ball before it hits the water, then throw it into the net.
- Did you … the match last night? It was phenomenal!
- The former champion was unable to … up to the rest of the sprinters and finished last.

3 kick
- Hannah's learning how to do a spinning … in her karate class.
- You must … the ball over the bar for an extra point.
- Josh really gets a … out of sport; he loves it.

4 knock
- In baseball, if you … the ball out of the park, it's an automatic home run.
- The athlete suffered a … to the knee and is injured.
- The coach spoke to his players to … some sense into them.

5 score
- The final … was three to two for Madrid.
- The object of the game is to … as many points as possible.
- Can you keep … for us during our tennis match? Here's a paper and pencil.

6 pass
- The cyclists will soon … the half-way mark in the long-distance race.
- Quickly … the ball and then run to base.
- Ian worked really hard and got a … in his coaching course.

Sports equipment

4 a) Listen and indicate which sport each speaker is referring to. See Answer section

b) Listen again and indicate which sports from Ex. 4a use the equipment listed below. See Answer section

1	ice skates	.....	7	stick	.....
2	board	.....	8	cap	.....
3	shin pads	.....	9	swimsuit	.....
4	racquet	.....	10	goggles	.....
5	boots	.....	11	gloves	.....
6	ropes	.....	12	harness	.....

c) Which of the sports equipment in Ex. 4b do you own? Ss' own answers

5 Circle the word that does not belong.

1 **American football:** mouthguard, shoulder pads, bat
2 **archery:** arrow, shuttlecock, bow
3 **windsurfing:** sail, trainers, life jacket
4 **snooker:** cue, chalk, headband
5 **golf:** club, tee, knee pads

6 Use the vocabulary from the previous exercises to write a paragraph explaining how to play a sport. Think about: See Answer section

- Where the sport is played/done
- How many people are needed
- What equipment is necessary
- How the game is won

7 Find and correct the mistakes in sentences 1–8. See Answer section

1 A racquet is a piece of equipment used in rock climbing.
2 Volleyball is played on a pitch.
3 Karate is an example of a cooperative sport.
4 We use a harness to protect our legs when playing football.
5 We do jogging every morning.
6 We play archery on Saturdays.
7 People kite surf on snow.
8 When you play snooker make sure you have a tee.

Practising sports

8 Match the persons (1–6) to the descriptions (A–F).

1 D	referee	4 B	judge
2 A	goalkeeper	5 F	professional athlete
3 C	umpire	6 E	supporter

A This person stops the opposing team from scoring.
B This person awards points in gymnastics and diving competitions.
C This person decides if a ball is outside the lines during tennis or baseball games.
D This person gives out yellow cards during football matches.
E This person is a fan of a certain sports team.
F This person is paid to compete in sports competitions.

9 Choose the correct words to complete the text.

TODAY IN SPORTS NEWS:

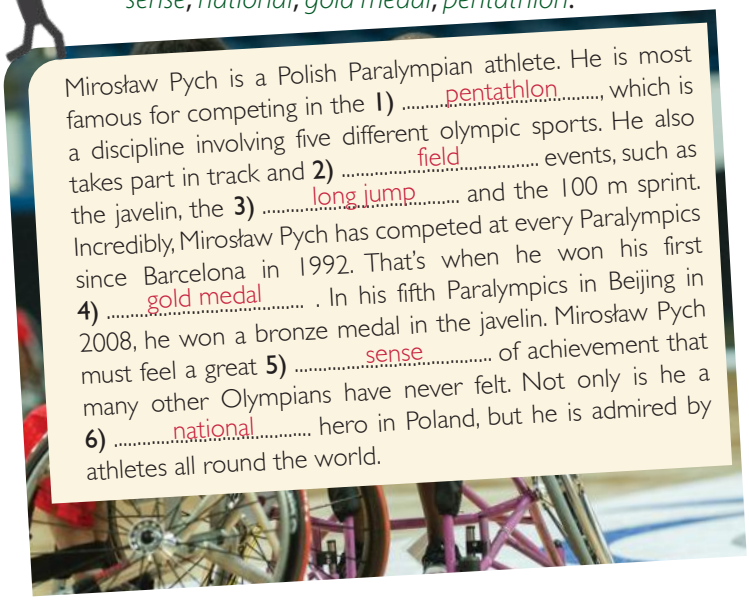
1 Johnson **breaks**/**passes** world record in 400-metre dash event beating old time by 0.2 seconds.
2 Rugby finals match ends in a **loss**/**draw** for England with Ireland scoring 25 points to 18.
3 Match **discontinued**/**suspended** after crowd trouble.
4 The Olympic committee is set to announce the next city to **host**/**house** the summer games.
5 Heartbreak for Manchester City as they lose in **after**/**extra** time.
6 **Rematch**/**Retake** scheduled for next month after game finishes 2-2.
7 Chelsea talent scouts **sign**/**order** a new star player for 25 million euro.
8 Just my Luck the first horse past the **end**/**finish** line in Sunday's Breeders' Cup finals.

10 Fill in the gaps using the adjectives *living*, *devoted*, *competitive*, *season*, *all-time*, *physical*.

1 In competitive sports, the physical strength of the athletes is only one factor. Skill and strategy play a big role in winning.
2 It's common for devoted fans to buy season tickets each year that cover all a team's games.
3 As one of the team's all-time greats, he has truly reached the status of living legend among supporters.

Sporting events

11 Fill in the gaps with the words: *field*, *long jump*, *sense*, *national*, *gold medal*, *pentathlon*.



Mirosław Pych is a Polish Paralympian athlete. He is most famous for competing in the **1)** pentathlon, which is a discipline involving five different olympic sports. He also takes part in track and **2)** field events, such as the javelin, the **3)** long jump and the 100 m sprint. Incredibly, Mirosław Pych has competed at every Paralympics since Barcelona in 1992. That's when he won his first **4)** gold medal. In his fifth Paralympics in Beijing in 2008, he won a bronze medal in the javelin. Mirosław Pych must feel a great **5)** sense of achievement that many other Olympians have never felt. Not only is he a **6)** national hero in Poland, but he is admired by athletes all round the world.

Positive & negative effects of practising sports

12 Complete the sentences using the words: *false*, *sustained*, *disqualified*, *substituted*, *awarded*, *banned*, *competed*, *accomplishment*, *self-respect*, *extra time*.

See Answer section

1 The player ..... an injury after a bad tackle.
2 World-class tennis players have ..... against each other at this venue.
3 The athlete was ..... from the race when he failed the drugs test.
4 With just 30 seconds left in ....., the home team scored a goal and won the game.
5 You can only make one ..... start.
6 The weightlifter was ..... from competing for life after he tested positive for steroids.
7 The footballer was ..... a penalty when he was fouled inside the box.
8 The coach ..... Jennings for Jones when Jones started playing badly.
9 Sport teaches children ..... and personal value.
10 Winning a game gives you a feeling of ..... .

13 Translate the following adjectives into Polish.

1	graceful	pełen wdzięku, pełen gracji
2	steady	stały, ciągły
3	daring	brawurowy, śmiały, odważny, ryzykowny
4	cooperative	oparty na współdziałaniu, wspólny
5	strategic	strategiczny
6	defensive	obronny, defensywny

14 Fill in the gaps using the English adjectives from Ex. 13.

1 Rock climbing without ropes or a harness isn't ..... daring ....., it's just irresponsible.
2 The gymnast performed a ..... graceful ..... floor routine to classical music.
3 In a ..... strategic ..... move, she positioned herself in a position that would give her the best advantage in the game.
4 The team's ..... defensive ..... play is strong, but their offence needs improvement.
5 Marathon runners maintain a ..... steady ..... pace in order to conserve energy for the final kilometres.
6 Team sports are not about the strength of any one player. Winning is always a ..... cooperative ..... effort.

15 Choose the correct preposition.

1 We can't go **on**/**in**/**at** the pool right now. It's being cleaned.
2 The hurdlers took their places **on**/**at**/**in** the track before the start of the race.
3 We're working **with**/**for**/**on** improving our flexibility in tae-kwon-do class.
4 Lena excelled **as**/**with**/**in** her position as team captain.
5 He's currently recovering **for**/**with**/**from** a career-threatening shoulder injury.
6 I just can't relate **to**/**about**/**with** pro footballers who earn millions of euros per year.

16 Complete the text by choosing the correct answer (A, B or C).



Agnieszka Radwańska is a former professional tennis player. In 2012, she achieved a career high, **1)** ..... second in the world. Her other numerous **2)** ..... in the sport include being the first Polish player to **3)** ..... a Grand Slam final in 2012, and the first to win the WTA Finals in 2015. She was **4)** ..... as the Most Impressive Newcomer in 2006 by the WTA, and made the top-ten players list six **5)** ..... years from 2011 to 2016. Due to **6)** ..... injuries, Radwańska retired from professional tennis in 2018 at the age of 29.

1	A	spot	(B)	ranking	C title
2	A	wins	B	capabilities	(C) accomplishments
3	(A)	reach	B	get	C have
4	A	decided	(B)	selected	C opted
5	A	following	B	connecting	(C) consecutive
6	A	contemporary	(B)	ongoing	C current

17 Write a short biography of an athlete similar to the one in Ex. 16. Present your biography to the class.

See Answer section

1 Answer the questions with a partner.

See Answer section

1 Which sport would you like to start doing and why?
2 Which sport would you not want to start doing and why?
3 Which sport would you like to watch and why?

Dobieranie

Exam Tip: Be careful of statements that have two conditions that must be met. Often the speaker will meet one but not the other. For example, the statement says, "The speaker watched a tennis match that was very exciting" and the speaker said they watched a tennis match but never said it was exciting.

2 M Usłyszysz dwukrotnie pięć wypowiedzi na temat sportu. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

A started a sport that they now do with someone else.
B stopped doing a sport because they weren't good at it.
C only recently discovered a sport that they now play.
D said they started a sport when they were very young.
E quit a sport because they didn't like something about it.
F said they taught themselves how to do a sport.

Speaker 1	E
Speaker 2	F
Speaker 3	B
Speaker 4	A
Speaker 5	C

3 Match the bolded words and phrases (1–5) from the listening with their meanings (A–E).

1 D I decided to **give it a go**.
2 C Watching football is **exhilarating**.
3 B I don't **see what all the fuss is about**.
4 A As a golfer, he has **some shortcomings**.
5 E I didn't give up. I was **persistent**.

A a few weaknesses that limit success
B understand the huge popularity of something
C making one feel excited and energetic
D to try doing something
E continuing to do something in a determined way

4 Choose an exciting sport. Imagine you have just tried it for the first time. Tell your partner about your experience using the words and phrases from Ex. 3.

See Answer section

5 Which of these races would you like to train for and participate in and why?

See Answer section

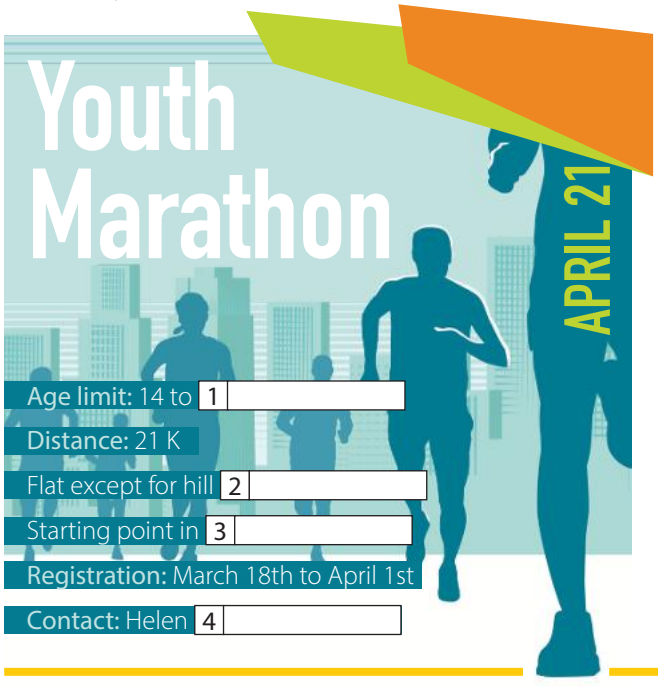
• 100 metres • 400 metres • 100 metre hurdles
• 4x100 metre relay • marathon

Zadanie z lukami i odpowiedzi na pytania

Exam Tip: Pay attention to prepositions. A preposition before the gap can give you a clue about what kind of information comes next. For example, "in" may indicate a place or a period of time.

6 M Usłyszysz dwukrotnie rozmowę na temat udziału w młodzieżowym maratonie. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

See Answer section



7 M Usłyszysz ponownie nagranie z ćw. 6. Na podstawie zawartych w nim informacji odpowiedz krótko na pytania (1–4), tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.

See Answer section

1 Who is the man calling for? .....
2 How old is that person? .....
3 What is the longest distance that person has run? .....
4 Where will most of the marathon be run? .....

10 Exam Skills Practice

READING

1 In your opinion, what are the biggest problems in the world of sports? Make a list, then order them from the most to the least serious.

See Answer section

Dobieranie

2 M Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

Exam Tip: When asked to place missing sentences in a text, pay attention to the sentences before and after the gap. The missing sentence will be related to one of these sentences in some way. The missing sentence may contain the result of a situation expressed in the sentence before it. Or, it might convey a main idea which is supported by examples in the following sentence.

While less of a problem in Europe, concussions are a major issue facing organised sports in North America. Full-contact sports like American football and ice hockey have very high rates of injury, and concussions are among the most serious. A concussion is a type of traumatic head injury caused by a strong hit or **jolt** to the head. [1 D] Concussions can cause both temporary and long term damage including **dizziness**, memory loss and, in extreme cases, changes in behaviour. Doctors are beginning to identify solid links between repeated head injuries and mental health issues later in life. [2 B] One positive step taken has been limiting physical contact in junior league ice hockey. [3 E] However, American football, at both the amateur and professional levels, continues to be a major source of concussions. In fact, many have called for the sport to be banned entirely from schools. [4 A] It's clear that the status quo can't be allowed to continue.

A Although it seems like a drastic measure, few would disagree that protecting our athletes should be our main concern.
B It seems to me that more needs to be done to decrease these risks in organised sports.
C The issue is affecting young athletes negatively.
D They happen when the brain moves back and forth in the skull, essentially becoming **bruised**.
E Coaches at that level are shifting the focus from physical force to more technical play.

Zadanie z lukami

3 a) M Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

See Answer section

Most people would argue that doping, or taking banned performance enhancing drugs, is one of the biggest problems in professional sports today. I would have to agree as it is an issue which has infiltrated all sports. It happens at the Olympic level, on professional teams and in individual competition sports such as UFC and cycling. According to a study by the World Anti-Doping Agency or WADA, over 40% of athletes competing at the international level have used banned drugs at some point in their careers. Nevertheless, efforts to control doping have been **hit-or-miss**. It is estimated only 0.5% of athletes tested for doping are in fact detected. Making matters worse, there is undeniable evidence that coaches and entire athletic programs take active measures to avoid being caught. In 2016, for example, the entire Russian Track and Field team was banned from participating in the Olympics after it was determined the government had basically given the **green light** and **sponsored** their doping program. The real truth is, not only are performance enhancing drugs dangerous for athletes' health, their use goes against the 'spirit of sport'. Obviously, if an athlete uses these drugs, they have an advantage over their competitors. This is simply unacceptable in sport at any level.

1 WADA ..... almost half of all athletes have doped.
2 Doping tests often ..... ; an estimated 0,5%.
3 Evidence ..... facilitating doping.
4 In addition to being unfair, performance enhancing drugs also ..... .

b) Explain the words in bold from Exs. 2 & 3.

4 Choose the correct verb to complete the phrase.

1 My doctor **showed/gave** me the green light to begin training again after my knee injury.
2 Our school has **done/taken** positive steps to improve students' physical and mental health.
3 Cheating **moves/goes** against the spirit of competition.
4 People say the home team automatically **gets/collects** an advantage.
5 Agata **got/made** a bruise where the tennis ball hit her.

5 Think What can be done to solve the problems in the texts? Take three minutes to write down three solutions for each problem. Then tell the class.

See Answer section

6 Rank the following from most to least important in terms of athletic success. See Answer section

- suitable body type
- attitude
- access to coaching
- ability to devote time to practising
- luck
- hard work

Dobieranie

Exam Tip: In questions which require matching texts to questions, read the questions first and underline the key words. Then, scan the texts for the information you need. As you are reading, underline the parts related to the questions. Now, answer the questions one at a time referring to the texts.

7 M Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (1–5). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do w kratki. Uwaga: w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

What does it take to succeed?

A Everyone knows that in order to truly master anything, you have to devote a significant amount of time to it. I mean, a phenomenal amount of time. Success doesn't magically happen overnight. The majority of high-performance athletes begin their journeys as kids. Simone Biles started gymnastics when she was just six and had a professional coach by the time she was eight. Michael Phelps spent four hours a day in the pool from the age of eleven to sixteen. I read once that the threshold is around ten thousand hours; ten thousand hours of doing something will set you apart from the pack.

Gold-medal winner, 200m Butterfly

B In my case, I was blessed with the perfect environment. I couldn't have asked for a more supportive and encouraging set of circumstances. My mum was my first coach and both of my older siblings competed at the national level. Not only was everybody in my family on-board with my training, they could totally relate to me as they'd had similar experiences. I know not everyone has a family that can back them up the same way, but I guess the principal idea is to surround yourself with people who support you, believe in your dreams and push you to outdo yourself every day.

Silver medallist, Women's Football

C Most people think that athletes who reach the Olympic level must have an innate desire to train and compete. I can assure you that's not the case. For me, the biggest battle isn't waking up early to practise or recovering from injuries, it's staying motivated and not allowing myself to get down or engage in negative self-talk. I spend a lot of my hours working on my physical strength and stamina but also set aside time for 'visualisation' and 'mental preparation' before competitions. You have to win in your head before you can dominate on the track.

National Track and Field team member

D It sounds absurd, but learning how to lose is a big part of winning. Of course, no one likes a sore loser, but there's more to it than that. I had to condition myself to see losing a match as more than just a failure. Analysing what went wrong or how we can improve for next time is actually a powerful learning tool. It's given me the edge I need to truly excel as an athlete. I've also had to stop giving myself such a hard time. After all, everyone makes mistakes, has off days or simply doesn't perform up to their usual standards for whatever reason. Being a little more accepting of this has decreased the pressure I place on myself. Now, I focus on the next match instead of fretting about the past.

Gold-medal winner, Wrestling

In which paragraph does the sportsperson ...

1 mention what they do during their training routine? C
2 discuss how they viewed competition in the past? D
3 use information they obtained from a book to support their statement? A
4 express appreciation for their personal situation? B
5 mentions sportspeople that they admire? A

8 Finish the sentences with your own ideas.

1 I devote a significant amount of time to training and exercising in the gym.
2 The local football stadium is something that sets my city/town/village apart from others.
3 My family is not on-board with my training schedule.
4 My family are very supportive and always back up whatever I decide to do.
5 A sore loser is someone who doesn't like losing.
6 I wish my parents/friends/siblings didn't give me a hard time about being a Manchester United fan.

9 Choose an athlete and research what their training routine involves. Do they think there is something specific which has helped their success? What advice do they give to aspiring athletes? Prepare a report and present it to the class. See Answer section

10 Exam Skills Practice

USE OF ENGLISH

Zdania warunkowe wyrażające życzenie, preferencję lub przypuszczenie

See pp. GR55-GR63

1 In conditionals we use *will* to show future and real present, *past simple + would/could/might* to show unreal present and advice and *past perfect + would/could/might* to show unreal past. We use *I wish/If only + past simple* to say that we want sth in the present to be different and *I wish/If only + past perfect* for regret about sth that did or did not happen in the past. Read the sentences and decide what each shows.

See Answer section

1 If only I had played tennis more when I was young.
2 If I had trained last year, I would have won the match yesterday.
3 My little brother wishes he was a professional footballer.
4 If I were taller, I would play basketball.

Transformacje ze słowem kluczem

2 M Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–8). W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów.

1 Frank missed the penalty, and we lost the match.
WOULD If Frank hadn't missed the penalty, we ..would not have.. lost the match.

2 I advise you to work on your serve.
IF I would work on my serve ..if I were you.. .

3 Peter is not brave enough to try skydiving.
WISHES Peter ..wishes he was brave enough.. to try skydiving.

4 Marta couldn't participate in the match because she arrived late.
ONLY If ..only Marta had arrived.. earlier, she could have participated in the match.

5 I can't play ice hockey because I can't skate.
COULD If I ..could skate, I would play.. ice hockey.

6 I'm sorry I didn't see them win the championship.
WISH I ..wish I had seen them.. win the championship.

7 He didn't win the race because he fell just before the finish line.
NOT If ..only he had not fallen.. just before the finish line, he would have won the race.

8 I wish I had more athletic ability.
ONLY If ..only I had.. more athletic ability.

Gramatykalizacja

3 M Uzupełnij zdania 1–4. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

1 My brother is a loyal supporter of Real Madrid. He ..wishes he was/were.. **(wish/he/be)** a professional footballer, playing shoulder to shoulder with Gareth Bale.
2 If only my horse ..had come in first.. **(come in/one)** in the race last week.
3 If Manchester City ..had been awarded a penalty.. **(award/penalty)**, the score would have been different.
4 If I were you, I ..would push myself more.. **(push/me/more)** in order to succeed.

Słowotwórstwo

4 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem. Przekształć wyraz podany w nawiasie w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.



Chess Boxing

When the French comic book writer Enki Bilal created an unusual sport in his 1992 graphic novel, he surely had no idea that it would develop into an international **1)** ..sensation.. **(sense)**. There are currently more than 20 countries with **2)** ..registered.. **(register)** chess boxing federations and that number is growing. The World Chess Boxing Association (WCBA) is based in London, and it oversees officially sanctioned events and appoints a world champion. As the name suggests, the sport combines chess and boxing. The two **3)** ..combatants.. **(combat)** must play alternating rounds of chess and boxing, starting and ending with chess. A victory can come from either the chess match or the boxing. The chess rounds consist of four minutes of speed chess, where the participants have to make a move in less than 10 seconds. Boxing rounds are three minutes in length, and the fighters always have a one-minute break between rounds. It's the **4)** ..dramatic.. **(drama)** changing of roles and skills that is making it a growing spectator sport.

5 Change the words into nouns for people using *-ist* or *-ant*. What do the words that take *-ant* have in common?

1 assist ..... assistant .....
2 active ..... activist .....
3 novel ..... novelist .....
4 medal ..... medallist .....
5 attend ..... attendant .....
6 occupy ..... occupant .....
7 special ..... specialist .....
8 participate ..... participant .....
9 consult ..... consultant .....
10 strategy ..... strategist .....
11 contest ..... contestant .....
12 national ..... nationalist .....

All the words that take *-ant* are verbs.

6 Choose the correct answer.

1 The ice hockey ..... starts in September.
A period B semester (C) season

2 Angela's injury forced her to sit ..... the match.
A down (B) out C away

3 Liverpool defeated their local ..... 3-1.
A enemies B attackers (C) rivals

4 The city is going to build a new ..... for sports.
A site (B) venue C setting

5 We had great seats for the ..... in Dublin.
(A) finals B ends C conclusions

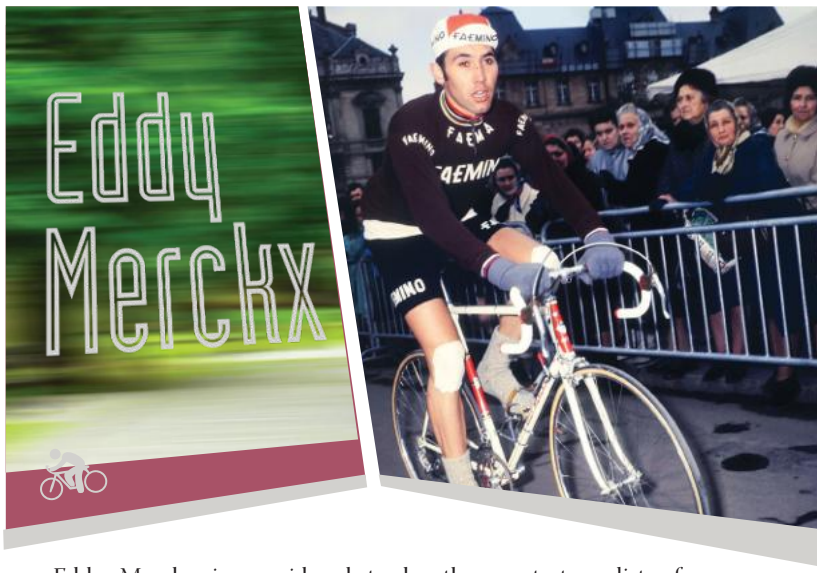
6 Arsenal completely ..... the match from the start.
A overpowered (B) dominated C conquered

7 Paul was ahead of the other drivers by almost a full ..... .
A circle B track (C) lap

8 I don't ..... football like I used to these days.
(A) follow B chase C pursue

Zadanie z lukami

7 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.



Eddy Merckx is considered to be the greatest cyclist of **1)** ..... all ..... time. He was born in Belgium in 1945 and was a very hyperactive and competitive child. The young Eddy was involved **2)** ..... in ..... several sports but claims to have known his destiny was cycling when he was only four years old, ironically, around the time he had his first crash, a memory he still has.

He began cycling competitively at the age of 16. He **3)** ..... came ..... in sixth in his first race and rode in 12 more before finally winning one. The following year, 1962, he competed in 55 races and won 23. In 1964, he was selected to ride in the Summer Olympics in Tokyo, where he came in 12th. Merckx would go **4)** ..... on ..... to win 11 Grand Tours, five in France, five in Italy, and one in Spain. It is an achievement that is still unequalled.

Tłumaczenie fragmentów zdań

8 M Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 Unless (*przybędziesz na czas*), ... you arrive on time ..... you won't get in.
2 He's a great tennis player. If only (*nie był tak*) ..... he wasn't so ..... temperamental!
3 We (*nie mogliśmy pójść na wędrówkę*) ..... couldn't go hiking ..... in the mountains on account of the weather, so we played a board game instead.
4 Do you mind if (*zmienię kanał*) I change the channel so we can see something else?

Culture Spot

In the village of Bonsall, in England, the traditional Hen Racing Championships are staged. Teams from local villages bring their fastest racing chickens to run against each other over a 15-metre racetrack.

In Bukówiec Górny village, in Poland, a traditional sport is played called *kulanie kulotka*. It is played by two teams using wooden sticks to try to roll or flick a wooden disk across the goal line of the opposite team.

10 Exam Skills Practice

WRITING

Rozprawka za i przeciw

Prepare for the task

For-and-against essays usually have one main body paragraph with arguments **for** and one with arguments **against** a topic. However, there are alternative ways to approach a for-and-against essay main body.

1 Read the for-and-against essay in Ex. 2 and answer the questions. See Answer section

1 What kind of information is in the introduction?
2 How is each body paragraph organised?
3 What does the conclusion contain?

2 Read the essay on the pros and cons of reducing the role of physical education at schools and underline the topic sentences. What arguments for/against the topic does the writer use? See Answer section

In the 17th century, the English essayist Joseph Addison said, 'Reading is to the mind what exercise is to the body.' These days, however, it seems that high schools are not nearly as dedicated to the physical development of students. What are the consequences of reducing the role of physical education?

Firstly, physical education plays an important role in health. For example, it allows exercise and encourages healthy living. Cutting back on this would adversely affect children's fitness and understanding of healthy lifestyle choices. On the other hand, it could be argued that exercise has little academic benefit and should be pursued after school. As a result students would have more class time for more academically practical subjects.

Another important aspect of physical education is its role in social development. Sports bring people together allowing interaction and teamwork. Consequently, young people learn important social and life skills that are applicable to all aspects of their lives. Nevertheless, sport also tends to bring out the competitive nature of people. This can lead to winners and losers and negatively impact children's self-esteem.

On balance, although there are certainly issues for careful consideration, I believe that physical training is essential. It gives students important health advantages and essential skills that mustn't be overlooked.



3 Read the essay in Ex. 2 again and tick (✓) the techniques used in a for-and-against essay.

1 Address the reader directly in the introduction or conclusion. –
2 Use topic sentences for each body paragraph. ✓
3 Include a quotation and the person who said it in the introduction or conclusion. ✓
4 Include a rhetorical question in the introduction. ✓
5 Use strong informal language, idioms and colloquialisms. –

4 Find examples of each of the following categories of linkers/linking phrases in the essay in Ex. 2. Then, choose a replacement from the Useful Language box. See Answer section

Listing/adding points
In the first place,/Firstly, .../Secondly,/Lastly,/Last, but not least, .../In addition, /Moreover, ...

Introducing aspects
One/Another aspect of... is .../Let's start with .../That brings us to the question of .../Another point concerning ... is ...

Giving justifications
For example/instance, .../In other words, .../After all, .../Consequently ...

Contrasting
Nevertheless, .../Conversely, .../On the other hand, ...

Concluding
To conclude/sum up .../All things considered ..., I think/feel/believe (that) .../In my opinion, ...

Your turn

5 Read the topic below and brainstorm arguments for and against it. See Answer section

Schools are considering banning children from participating in competitive sports.

Exam Strategy

For your two body paragraphs, you will need to think of two general aspects of your topic that could have two sides, like pros and cons. Once you have done that, decide which side you will write first in each body paragraph. Remember, if you start with a pro in the first body paragraph before discussing the con, you will need to put the pro before the con in the second also.

6 M Władze szkół rozważają wprowadzenie zakazu uprawiania sportu wyczynowego przez dzieci. Napisz rozprawkę (200–250 wyrazów), w której przedstawisz zalety i wady takiego rozwiązania. See Answer section

1 a) Choose the statement that describes you best.

1 I don't like watching sports. ☐
2 I prefer to watch sports alone. ☐
3 I prefer to watch sports with my family. ☐
4 I prefer to watch sports with my friends. ☑
5 I prefer to watch sports with people I don't know. ☐

b) Tell your partner which statement you chose and why. Explain why you didn't choose the other ones.

See Answer section

Wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania

Exam Strategy

Specifying which picture

Instead of always saying 'picture number one' or 'picture number two', try to use a variety of ways to specify which picture you are talking about. It is best to refer directly to the content of the picture when talking about it. However, make sure your reference to the picture is specific enough to differentiate it from the other two pictures.

2 M Popatrz na zdjęcie 1., 2. i 3. Kolega z Anglii zaproponował Ci wspólne obejrzenie wydarzenia sportowego.

See Answer section

- Wybierz zdjęcie przedstawiające miejsce, w którym najbardziej lubisz oglądać wydarzenia sportowe, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







USEFUL LANGUAGE

Avoiding saying 'picture'

- The (adj.) busy (noun) bar is .../would be ...
- The scene/image with people (-ing form) standing/sitting/etc. is .../would be ...
- The scene/image in which there is/are ...
- The scene/image that has people (-ing form) drinking is .../would be ...

3 M Answer the questions.

See Answer section

1 Why would it be preferable to watch sports with other people rather than alone?
2 Would you rather watch a team sports event with everyone cheering for the same side or a mix of people supporting both teams and why?

Opis ilustracji i odpowiedzi na pytania

Exam Strategy

Mentioning onlookers

Sometimes there will be people in the picture watching what is happening. It is a good idea to mention that those people are there and that they are watching, but do not say too much about them as they are not the main focus of the picture.

4 M Describe the picture.

See Answer section



USEFUL LANGUAGE

- There is a man/woman/person (in the background/foreground) observing what is going on.
- There is a man/woman/person off to the left/off to the right watching/observing ...
- There is a person at the top of the obstacle offering a hand ...
- Another person is crouching down helping to lift the girl ...

5 M Answer the questions.

See Answer section

1 Why do you think the two women are watching?
2 Would you like to attempt an obstacle course like this one? Why or why not?
3 Tell us about a sporting event that you enjoy watching or taking part in.

VOCABULARY BANK

10 Sport

Sports disciplines – Dyscypliny sportu

archery /'aːtʃəri/ (n) = łucznictwo
baseball /'beɪsbɔːl/ (n) = baseball
canoeing /kə'nuːɪŋ/ (n) = kajakarstwo
cricket /'krɪkɪt/ (n) = krykiet
cross-country skiing /ˌkrɒs ˌkʌntri 'skiːɪŋ/ (n) = biegi narciarskie
downhill skiing /ˌdaʊnhɪl 'skiːɪŋ/ (n) = narciarstwo zjazdowe
figure skating /'fɪgə ˌskeɪtɪŋ/ (n) = łyżwiarstwo figurowe
golf /gɒlf/ (n) = golf (gra w golfa)
gymnastics /dʒɪm'næstɪks/ (n) = gimnastyka
hurdles /'hɜːdlz/ (pl n) = bieg przez płotki
ice hockey /'aɪs ˌhɒki/ (n) = hokej na lodzie
kitesurfing /'kaɪtsɜːfɪŋ/ (n) = kitesurfing
martial arts /ˌmaːʃəl 'aːts/ (n) = sztuki walki
relay race /'riːleɪ ˌreɪs/ (n) = bieg sztafetowy
rock climbing /'rɒk ˌklaɪmɪŋ/ (n) = wspinaczka skalna/skałkowa
snooker /'snuːkə/ (n) = snooker (odmiana bilarda)
snowboarding /'snəʊbɔːdɪŋ/ (n) = snowboarding
speed skating /'spiːd ˌskeɪtɪŋ/ (n) = łyżwiarstwo szybkie
sprinting /'sprɪntɪŋ/ (n) = bieganie sprintem
team sport (phr) = sport drużynowy
tennis /'tenɪs/ (n) = tenis
volleyball /'vɒlibɔːl/ (n) = siatkówka
water polo /'wɔːtə ˌpəʊləʊ/ (n) = piłka wodna
water skiing /'wɔːtə ˌskiːɪŋ/ (n)= narciarstwo wodne
windsurfing /'wɪndsɜːfɪŋ/ (n) = windsurfing

Sports venues – Obiekty sportowe

court /kɔːt/ (n) = kort (np. tenisowy), boisko (np. do koszykówki)
ice rink /'aɪs ˌrɪŋk/ (n) = lodowisko
lap /læp/ (n) = okrążenie (np. wokół stadionu)
obstacle course /'ɒbstəkl kɔːs/ (n) = tor przeszkód
park /paːk/ (n) = boisko (np. do baseballa)
pitch /pɪtʃ/ (n) = boisko
pool /puːl/ (n) = basen
running track /'rʌnɪŋ træk/ (n) = bieżnia
ski slope /'skiː ˌsləʊp/ (n) = stok narciarski
sports complex /'spɔːts ˌkɒmpleks/ (n) = kompleks sportowy
stadium /'steɪdiəm/ (n) = stadion

Sports equipment – Sprzęt sportowy

arm band /'aːm bænd/ (n) = tu: dmuchany rękawek do pływania
arrow /'ærəʊ/ (n) = strzała (do łuku)
bar /baː/ (n) = poprzeczka (część bramki)
bat /bæt/ (n) = kij (np. do baseballa)
board /bɔːd/ (n) = tarcza, plansza; deska (np. do surfingu)
boots /buːts/ (pl n) = buty (piłkarskie), korki
bow /bəʊ/ (n) = łuk (do strzelania)
cap /kæp/ (n) = czapka; czepek (pływacki)
chalk /tʃɔːk/ (n) = kreda bilardowa
club /klʌb/ (n) = kij golfowy
cue /kjuː/ (n) = kij bilardowy
gloves /glʌvz/ (pl n) = rękawice, rękawiczki
goggles /'gɒgəlz/ (pl n) = gogle
harness /'haːnɪs/ (n) = uprząż (do wspinaczki), szelki, pas bezpieczeństwa
headband /'hedbænd/ (n) = opaska na głowę
helmet /'helmɪt/ (n) = kask, hełm
hoop /huːp/ (n) = kosz do koszykówki
knee pads /'niː pædz/ (pl n) = nakolanniki
life jacket /'laɪf ˌdʒækɪt/ (n) = kamizelka ratunkowa
lift /lɪft/ (n) = wyciąg narciarski
mouth guard /'maʊθ gaːd/ (n) = ochraniacz na zęby
net /net/ (n) = siatka
puck /pʌk/ (n) = krążek (do gry w hokeja)
punch bag /'pʌntʃ bæg/ (n) = worek treningowy
racquet /'rækɪt/ (n) = rakieta (np. do tenisa)
rope /rəʊp/ (n) = lina
sail /seɪl/ (n) = żagiel
shin pads /'ʃɪn pædz/ (pl n) = nagolenniki
shoulder pads /'ʃəʊldə ˌpædz/ (pl n) = ochraniacze barku
shuttlecock /'ʃʌtlkɒk/ (n) = lotka do badmintona
skates /skeɪts/ (pl n) = łyżwy
stick /stɪk/ (n) = kij (np. do hokeja)
swimsuit /'swɪmsuːt/ (n) = kostium kąpielowy, strój do pływania
tee /tiː/ (n) = podkładka pod piłkę golfową
trainers /'treɪnəz/ (pl n) = obuwie sportowe, tenisówki, trampki

Sporting events – Imprezy sportowe

400-metre dash event (phr) = bieg sprinterski na 400 metrów
all-time great (phr) = najlepszy zawodnik/ najlepsza zawodniczka wszech czasów
champion /'tʃæmpiən/ (n) = mistrz/mistrzyni
compete (against) /kəm'piːt/ (v) = konkurować (z)
competitive sport (phr) = sport wyczynowy
consecutive /kən'sekjətɪv/ (adj) = kolejny (z rzędu)
cut-off /'kʌt ɒf/ (n) = limit (np. wieku)
devoted fan (phr) = oddany/wierny kibic
false start (phr) = falstart
field event /'fiːld ɪˌvent/ (n) = zawody lekkoatletyczne
finals /'faɪnəlz/ (pl n) = finały
gold medal /ˌgəʊld 'medəl/ (n) = złoty medal
host /həʊst/ (v) = być gospodarzem, gościć
javelin /'dʒævəlɪn/ (n) = oszczep
junior league (phr) = liga juniorów
league /liːg/ (n) = liga
long-distance race /ˌlɒŋ 'dɪstəns ˌreɪs/ (n) = bieg długodystansowy
long jump /'lɒŋ dʒʌmp/ (n) = skok w dal
Olympian /ə'lɪmpiən/ (n) = olimpijczyk/olimpijka
Olympic committee (phr) = komitet olimpijski
paralympian athlete (phr) = paraolimpijczyk/ paraolimpijka
pentathlon /pen'tæθlən/ (n) = pięciobój
sprinter /'sprɪntə/ (n) = sprinter/sprinterka
starting point /'staːtɪŋ ˌpɔɪnt/ (n) = miejsce startu
track event /'træk ɪˌvent/ (n) = konkurencja biegowa
weightlifter /'weɪtˌlɪftə/ (n) = ciężarowiec
youth marathon /juːθ 'mærəθən/ (n) = maraton młodzieżowy

Practising sports – Uprawianie sportu

achieve a career high (phr) = osiągnąć najwyższy poziom w karierze; być u szczytu kariery
amateur level (phr) = poziom amatorski
award /ə'wɔːd/ (v) = przyznawać (np. rzut karny)
award points (phr) = przyznawać punkty
ban /bæn/ (v) = wykluczyć, zawiesić (np. sportowca); zakazać, zabronić
beat /biːt/ (v) = pokonywać, wygrywać (z kimś); uderzać (np. w worek treningowy)
be fouled /bi 'faʊld/ (phr) = zostać sfaulowanym
box /bɒks/ (n) = pole (np. karne na boisku do piłki nożnej)
career-threatening (phr) = zagrażający karierze
catch /kætʃ/ (v) = złapać; zdołać obejrzeć (np. film)
catch up /kætʃ 'ʌp/ (v) = dogonić
coach /kəʊtʃ/ (n) = trener/trenerka
come in first/second (phr) = ukończyć zawody na pierwszym/drugim miejscu
contact sport /'kɒnˌtækt ˌspɔːt/ (n) = sport kontaktowy
defeat /dɪ'fiːt/ (v) = pokonać, zwyciężyć (kogoś)
discontinue /ˌdɪskən'tɪnjuː/ (v) = przerywać
disqualified /dɪs'kwɒlɪfaɪd/ (adj) = zdyskwalifikowany, wykluczony
do a slam dunk (phr) = zrobić wsad do kosza
draw /drɔː/ (n) = remis
end in a draw (phr) = zakończyć się remisem
equipment rental (phr) = wypożyczalnia sprzętu
excel /ɪk'sel/ (v) = osiągać doskonałe wyniki; wyróżniać się
extra time (phr) = doliczony czas; dogrywka
finish line /'fɪnɪʃ laɪn/ (n) = linia mety
frustrating /frʌ'streɪtɪŋ/ (adj) = frustrujący
get a kick out of sth (phr) = mieć frajdę z czegoś
get the hang of sth (phr) = połapać się w czymś
give sb / get the edge (phr) = dać komuś / uzyskać przewagę
give sth a go (phr) = spróbować czegoś
goalkeeper /'gəʊlˌkiːpə/ (n) = bramkarz/bramkarka
go in /gəʊ 'ɪn/ (phr v) = wejść do (np. basenu)
half-way mark /ˌhæf'weɪ mɑːk/ (n) = półmetek
hit /hɪt/ (v) = uderzyć, trafić w
hit-or-miss (phr) = na chybił trafił, przypadkowy
home run /'həʊm rʌn/ (n) = uderzenie pałkarza, które pozwala biegaczowi zaliczyć wszystkie bazy i zdobyć punkt (w baseballu)
in a row (phr) = z rzędu
judge /dʒʌdʒ/ (n) = sędzia (przyznający punkty np. w zawodach gimnastycznych)
keep score (phr) = prowadzić punktację
kick /kɪk/ (n/v) = kopnięcie; kopać (nogą)
knock some sense into sb (phr) = przemówić komuś do rozsądku
master /'mɑːstə/ (v) = opanować (np. technikę)
match /mætʃ/ (n) = mecz
medium difficulty rating (phr) = średni stopień trudności
motivated /'məʊtɪveɪtɪd/ (adj) = zmotywowany
offence /ə'fens/ (n) = atak, ofensywa
opposing team (phr) = drużyna przeciwna
participant /pɑː'tɪsɪpənt/ (n) = uczestnik/ uczestniczka
pass /pɑːs/ (v) = podawać (np. piłkę); minąć
penalty /'penəlti/ (n) = rzut karny; kara
period /'pɪəriəd/ (n) = część meczu (np. w hokeju)
persistent /pə'sɪstənt/ (adj) = wytrwały, nieustępliwy
physical strength (phr) = siła fizyczna
professional level (phr) = poziom zawodowy
rank /ræŋk/ (v) = klasyfikować
referee /ˌrefə'riː/ (n) = sędzia (np. w meczu piłki nożnej)
rematch /'riːmætʃ/ (n) = rewanż, mecz rewanżowy
replay /'riːpleɪ/ (n) = mecz rewanżowy
rival /'raɪvəl/ (n) = rywal/rywalka
routine /ruː'tiːn/ (n) = układ (np. taneczny, gimnastyczny)
runner /'rʌnə/ (n) = biegacz/biegaczka

runner-up /ˌrʌnərˈʌp/ (n) = zdobywca/zdobywczyni drugiego miejsca
score /skɔː/ (n/v) = rezultat, wynik; zdobywać punkty
score a goal (phr) = zdobyć bramkę
season ticket /ˈsiːzən ˌtɪkɪt/ (n) = karnet
self-defence /ˌself dɪˈfens/ (n) = samoobrona
serve /sɜːv/ (n/v) = serw (np. w tenisie); serwować (zagrywać piłkę)
shortcomings /ˈʃɔːt ˌkʌmɪŋz/ (n) = braki, mankamenty
sign /saɪn/ (v) = zakontraktować, podpisać kontrakt
sit out the match (phr) = przesiedzieć mecz, nie brać udziału w meczu
sore loser (phr) = osoba, która nie potrafi pogodzić się z porażką
spinning kick (phr) = kopnięcie z obrotu (np. w karate)
sponsor /ˈspɒnsə/ (n/v) = sponsor; sponsorować
stamina /ˈstæmɪnə/ (n) = kondycja, wytrzymałość
steady pace (phr) = równe/stałe tempo
substitute (for sb) /ˈsʌbstɪtjuːt/ (v) = zastępować (kogoś)
sustain an injury (phr) = odnieść uraz
supporter /səˈpɔːtə/ (n) = fan, kibic
suspend /səˈspend/ (v) = przerwać, wstrzymać, zawiesić
tackle /ˈtækl/ (n) = atak (w celu przejęcia piłki), zwarcie (przeciwników)
talent scout /ˈtælənt skaʊt/ (n) = łowca talentów
throw /θrəʊ/ (v) = rzucać
training /ˈtreɪnɪŋ/ (n) = trening, szkolenie
umpire /ˈʌmpaɪə/ (n) = sędzia, arbiter (np. w meczu tenisowym)
world-class /ˌwɜːld ˈklɑːs/ (adj) = światowej klasy

Positive & Negative effects of practising sports – Pozytywne i negatywne skutki uprawiania sportu

a feeling of accomplishment (phr) = poczucie spełnienia/satysfakcji
break a world record (phr) = pobić rekord świata
bruised /bruːzd/ (adj) = poobijany, posiniaczony
concussion /kənˈkʌʃn/ (n) = wstrząśnienie mózgu
cooperative /kəʊˈɒpərətɪv/ (adj) = oparty na współdziałaniu, wspólny
daring /ˈdeərɪŋ/ (adj) = brawurowy, śmiały, odważny
defensive /dɪˈfensɪv/ (adj) = obronny, defensywny
dizziness /ˈdɪzɪnəs/ (n) = zawroty głowy
great sense of achievement (phr) = wielkie/ogromne poczucie spełnienia/satysfakcji
injury /ˈɪndʒəri/ (n) = kontuzja, uraz
jolt /dʒəʊlt/ (n) = wstrząs
recover (from) /rɪˈkʌvə/ (v) = wyzdrowieć (po)
relate (to) /rɪˈleɪt/ (v) = rozumieć (kogoś), znajdować wspólny język z (kimś)
self-respect /ˌself rɪˈspekt/ (n) = poczucie własnej wartości
steady /ˈstedi/ (adj) = stały, ciągły
strategic /strəˈtiːdʒɪk/ (adj) = strategiczny
tolerance /ˈtɒlərəns/ (n) = tolerancja

Problems in contemporary sport – Problemy współczesnego sportu

doping /ˈdəʊpɪŋ/ (n) = doping, stosowanie dopingu
high rate of injury (phr) = wysoki wskaźnik urazów
long term damage (phr) = długotrwałe uszkodzenie
mental health issues (phr) = problemy ze zdrowiem psychicznym
performance enhancing drugs (phr) = środki dopingujące
steroid /ˈstɪərɔɪd/ (n) = steryd
test positive for (phr) = mieć pozytywny wynik testu na (np. obecność niedozwolonych substancji)

1 Choose the correct item.

1 Karen's favourite sport is ..... ; she loves paddling across lakes.
(A) canoeing B kite surfing C windsurfing D water polo

2 When rock climbing, it's important to use a ..... .
A mouth guard (B) harness C hoover D knee pad

3 Skiers compete in front of spectators at a(n) ..... .
A ice rink B stadium (C) ski slope D sports complex

4 Usain Bolt is a famous ..... who won many medals in the 100 metres.
A weightlifter B participant C rival (D) sprinter

5 In tennis the ..... makes all the final calls during a game.
A referee (B) umpire C judge D coach

6 It takes a lot of training to ..... a technique.
A compete B excel (C) master D pass

7 Companies that are team ..... have their names printed on football shirts.
A fans B supporters C rivals (D) sponsors

8 A team's position in the ..... table decides if they qualify for the play-offs.
A final B season (C) league D match

Collocations

2 Fill in with: *sporting*, *false*, *running*, *Paralympian*, *equipment*, *physical*, *opposing*, *starting*, *test*, *gold*, *home*, *junior*.

1 People with disabilities can still be amazing ..... Paralympian ..... athletes.
2 The World Cup is football's biggest ..... sporting ..... event.
3 Most ski slopes also do ..... equipment ..... rental for skis and snowboards.
4 The race was restarted due to a(n) ..... false ..... start.
5 The ..... opposing ..... team scored a goal and beat us.
6 You need a lot of ..... physical ..... strength to be a weightlifter.
7 If athletes ..... test ..... positive for drugs, they get banned.
8 The ..... starting ..... point for the marathon is Queens Park.
9 Kevin often practises on the ..... running ..... track near his house.
10 Olympic athletes who win ..... gold ..... medals become national heroes.
11 My little brother competes in the ..... junior ..... league after school.
12 The player hit the ball out of the park and got a(n) ..... home ..... run.

Phrasal verbs/Prepositions

3 Choose with the correct item.

1 We have to compete against/opposite six other teams in a league.
2 After ninety dramatic minutes the game ended on/in a draw.
3 You can't go in/at the pool before you have a shower.
4 Andy has a lot to work on/over before he can win a title.
5 Winning a trophy gives a great sense for/of achievement.
6 If you cheat, they might ban you from/for playing.
7 Contact sports have a high rate of/from injury.
8 After treatment Alan recovered from/with injury.

V Exam Skills Check (Modules 9-10)

Rozumienie tekstów pisanych
Dobieranie

1 Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (1–5). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli. Uwaga: w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author		Answer
1	describe the abilities necessary to play video games well?	D
2	refer to the lack of support among young people for traditional entertainment?	A
3	negatively compare another form of entertainment to gaming?	B
4	suggest that gaming should be seen as a typical teen activity?	A
5	state that adults generally view gamers as socially incapable?	C

IS GAMING ACTUALLY *GOOD* FOR *YOU*?

A

One teenager dances wildly to the beat of a pop song, while a second cycles around his neighbourhood. A third takes the ball past her opponent and buries it in the back of the net. All ordinary adolescents doing ordinary adolescent activities, you may say. Except for one thing: they are all sitting or standing in front of a screen to do so, because they're playing computer games. A recent survey showed gaming, as it is known, to be a pastime which a full 97% of US children take part in, making it more popular than any other pastime by a long distance. In terms of frequency, 50% of them had played the day before, and for at least an hour.

B

Gaming is so popular, in fact, that it has become the new spectator sport. Every day, young people worldwide watch well-known gamers livestreaming computer games, with a split screen showing the gamer and the game side by side. These top gamers provide reviews of new games in this way, as well as showing their viewers how to come out on top. E-sports events take place both online and in real spaces: big competitions hire stadiums where the audience can watch two gamers or teams of gamers compete live. Astonishingly, the industry - which literally did not exist even 20 years ago - now rivals some real sports for supporters, and has left other audience-based entertainment like concerts, dance performances and theatre far behind. And though adults may view all this with puzzlement, it is for youngsters as exciting a spectacle as Premier League football or Formula 1 racing.

C

This development has, of course, worried adults from parents to politicians. Some are concerned by the fact that the virtual world is not the real world, and that children growing up today will never learn to make it in real life. Others talk about the effect games have on the developing brain, in terms of tendencies they might have to encourage addiction or violence. The inactive nature of gaming is another common talking point, since most of the activity takes places on a couch, with twiddling thumbs the only visible movement. And of course the consequences of gaming on social skills and emotional development are assumed to be negative, with the stereotypical image of a gamer being the loner in the basement surrounded by screens, usually overweight and with skin pale from lack of sunlight.

D

But if you look at the reality of the situation, a different picture emerges. Many experts are now saying that we should welcome the fact that teens are gaming rather than indulging in their previous favourite pastime of watching TV. Games are interactive, involving hand-eye coordination, problem-solving and, in the case of multi-player games, social skills. Psychologists are beginning to use video games in therapy for conditions such as depression, with better outcomes than medication. Though there are obvious issues with insomnia and excessive screen time, if a teen's gaming is managed by their parents in a responsible and mutually agreed way, it seems like gaming might actually turn out not to be a monster that is destroying their children, but the best hobby around for today's connected adolescent.

Rozumienie ze słuchu
Wybór wielokrotny

2 🎧 Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1–2 zakreśl jedną z liter: A, B albo C.

Text 1

1 Jenny is a
- A drummer in a band.
- (B) guitarist in a band.
- C singer in a band.

Text 2

2 Which of the following is stated in the dialogue as a fact, not an opinion?
- (A) The restaurant has not been open for long.
- B It is a very successful restaurant.
- C The songs on the jukebox are not renewed often.

Exam Skills Check (Modules 9-10) V

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Text 3

3 The speaker quotes the saying about a horse so as to
- A stress the importance of preparation when doing something new.
- B encourage people to be patient with new experiences.
- (C) warn against forcing people to do things that don't match their tastes.
- D draw attention to the difficulties the average person has with something new.

4 How did the speaker react to the phone call?
- A She was openly devastated by their refusal to share in her passion.
- B She was unable to forgive her parents for their selfish behaviour.
- C She was pleased to finally understand what her parents wanted.
- (D) She kept her negative feelings towards her parents to herself.

5 The speaker didn't invite her parents to see her perform because
- (A) she didn't want to be disappointed again.
- B she didn't want them to see it.
- C she wanted to get revenge on them.
- D they had watched her perform once before.

6 What is the message of the story the speaker ends with?
- (A) People can surprise you.
- B Don't let people disappoint you.
- C Don't hold grudges.
- D When you make a mistake, say sorry.

Znajomość środków językowych

Zadanie z lukami

3 Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

late	suffer	relate	gain	high	safe

THE TWISTIES

When Simone Biles withdrew from the team event in the 2020 Tokyo Olympics, she reported that she **1)** was suffering from "the twisties", a term that gymnasts understood, but not the average viewer.
A top gymnast performs twists, spins and tumbles in the air that are almost superhuman, and they learn how to by gaining an instinctive understanding of where they are in the air with **2)** relation to the ground even when moving at high speed. When the gymnast gets an attack of the twisties, this ability abandons them in mid-air, leaving them at a loss as to how to land **3)** safely .
This phenomenon occurs in all sports. Often called "the yips", it causes golfers to miss simple putts, and tennis players to double-fault. It has led to matches lost and careers finished, but with gymnastics the stakes are even **4)** higher . Getting the twisties in mid-air means losing all sense of how to land, sometimes resulting in serious injuries. Happily, Biles managed to recover in time to take part in one event, winning a bronze medal, making her the most successful gymnast of all time.

Część ustna

Wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania

4 Popatrz na zdjęcie 1., 2. i 3. Twoja klasa chce zorganizować wyjście ze szkoły w ramach zajęć edukacyjnych. Na zdjęciach pokazano miejsca, do których moglibyście pójść.

See Answer section

- Wybierz miejsce, które będzie, Twoim zdaniem, najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







Answer the questions.
1 Do you think school outings benefit students? Why?/ Why not?
2 Should school outings be of educational or entertainment value? Why?

MODULE 11 Zdrowie

VOCABULARY

Healthy vs Unhealthy living

1 a) Look at the list and decide if the choices are healthy or unhealthy. See Answer section

1 I accepted the night shift at work, so I'll be going to sleep at 8 am and waking up at 3 pm during the week.
2 My brother has decided to eat more red meat.
3 Josef has become a vegan, which means he won't eat any meat or dairy products.
4 As part of our new regime, we're trying to drink at least eight glasses of water a day.
5 The diet plan says to avoid sugars, even natural ones, so I've stopped eating fruit.
6 Our school is offering morning yoga sessions, and I'm considering signing up.
7 They've committed to jogging for at least 45 minutes a day, everyday.
8 Lena is starting a crash diet which consists of a grapefruit for breakfast, boiled egg for lunch and lean protein with leafy greens for dinner.

b) Work with a partner and discuss what you think is important in order to maintain a healthy lifestyle.

I think getting eight hours of sleep is necessary.

See Answer section

Human body

2 Odd one out. Choose the word which does not belong.

1 **Digest food:** intestines – liver – lungs – stomach
2 **Move your body:** veins – muscles – joints – bones
3 **Circulate blood:** arteries – windpipe – veins – heart
4 **Breathe:** lungs – arteries – windpipe – nostrils

Health care professionals

3 a) Translate the words (1–8) from Polish to English.

1 położna ..... midwife .....
2 lekarz rodzinny/ogólny ..... GP (general practitioner) .....
3 ratownik medyczny ..... paramedic .....
4 chirurg ..... surgeon .....
5 pediatra ..... paediatrician .....
6 dermatolog ..... dermatologist .....
7 dentysta ..... dentist .....
8 logopeda ..... speech therapist .....

b) 🎧 Listen and match the statements A–H to the professionals (1–8) from Ex. 3a.

A	B	C	D	E	F	G	H
8	4	5	7	1	2	3	6

4 Complete the sentences using the verbs in the correct form. Use *diagnose*, *write*, *draw*, *prescribe*, *perform*, *refer*, *treat*, *cure*.

1 My doctor ..... wrote ..... me a prescription yesterday, and I took it to the chemist's.
2 The last time I was at the clinic, the nurse ..... drew ..... blood to send to the lab for testing.
3 The neurologist has been ..... performing ..... brain surgery for the past two hours.
4 My family doctor has ..... referred ..... me to a specialist to help with my seasonal allergies.
5 The most common way to ..... treat ..... a broken toe is to tape it to another toe.
6 Her cardiologist ..... prescribed/ has prescribed ..... more exercise and a diet low in fat.
7 It's possible to completely ..... cure ..... many forms of cancer using radiation and chemotherapy.
8 She was ..... diagnosed ..... with a disorder that affects her digestive system.

Medical fields

5 Match the medical fields (1–8) to their areas of speciality (A–H). Then make sentences.

See Answer section

1 H	neurology	A	the eyes
2 E	geriatrics	B	pregnant women
3 G	podiatry	C	X-rays and ultrasounds
4 B	obstetrics	D	the heart
5 A	ophthalmology	E	the elderly
6 C	radiology	F	the teeth
7 D	cardiology	G	the feet
8 F	dentistry	H	the nervous system

Neurology is the study of the nervous system.

Illnesses/Injuries

6 Match the words.

1 F	black	A	bone
2 A	fractured	B	muscle
3 G	sprained	C	blood pressure
4 C	high	D	eyesight
5 B	pulled	E	illness
6 D	poor	F	eye
7 E	chronic	G	ankle
8 H	runny	H	nose

7 Complete the sentences using collocations from Ex. 6.

1 My dad's got a pulled muscle in his back.
2 Pass me another tissue, please. My allergies are giving me a runny nose.
3 How did you get that black eye? Did you hit your face on something?
4 As a result of the broken bone, she won't be able to use her right hand.
5 Because of my poor eyesight, I wear contact lenses most of the time.
6 When Julie slipped on the floor, her foot twisted and she got a sprained ankle.
7 A chronic illness is one which is serious and ongoing for a long period of time.
8 High blood pressure can damage your arteries and cause heart problems.

8 Write the words to complete the sentences. The first letter of each word has been written for you.

1 If you cut yourself badly, a doctor can close the wound using s titches.
2 A hard, protective device used to heal broken bones is a c ast.
3 If you hurt your shoulder or arm, you may need to wear a s ling.
4 If you fall and skid on pavement or a rough surface, you could g raze your knee.
5 A mark left on the skin after a wound has healed is called a s car.

First aid

9 Read the text and fill in the gaps: *preventing*, *practical*, *applying*, *mouth-to-mouth*, *immediate*, *vital*, *stabilize*, *medical*.

First aid is extremely important and can make a huge difference during an emergency. It is the **1)** immediate care given to a victim of injury or sudden illness. During these early moments immediately after an accident, first aid provides a(n) **2)** vital function in helping someone in trouble. This initial action can take many forms, from **3)** preventing bleeding by **4)** applying pressure to a wound, performing chest compressions and **5)** mouth-to-mouth resuscitation on someone whose heart has suddenly stopped. The key consideration of first aid is to **6)** stabilize the patient until further professional **7)** medical help can arrive. By acting quickly and calmly, we can help save lives by following some specific **8)** practical steps.

Symptoms & Treatments

10 Read the patients' symptoms and explain the words and phrases in bold. Then match the symptoms (1–4) to the conditions (A–D).

See Answer section

1 C I feel **nauseous** and often **vomit** in the morning. My back hurts, I feel hungry all the time and I'm sleeping more than usual.

2 D Every time I go outside I get a runny nose, my eyes are **itchy** and I can't stop **sneezing**.

3 A My whole body aches. My **nose is blocked**, I have a **fever** and my **glands are swollen**. All I want to do is stay in bed.

4 B On days when the pollution is bad, I have trouble breathing. I can't run or do any kind of exercise without **running out of breath** and **feeling faint**.

A flu B asthma C pregnancy D hay fever

11 Complete the chart with the words below. Compare with a partner.

• fatigued • coughing • skin • dizzy • rash • headache • scalp • sweating • eyes • stomach ache • sleepy • blowing my nose

I feel ...	fatigued, dizzy, sleepy
I keep/can't stop ...	coughing, sweating, blowing my nose
My ... is/are itchy.	skin, scalp, eyes
I have a ...	rash, headache, stomach ache

12 Choose the correct word.

1 The doctor wrote a **prescription**/**recipe** for some pills.
2 Lisa had to undergo a medical **investigation**/**examination** before she could become a pilot.
3 The patient was under anaesthetic throughout the **surgery**/**clinic**.
4 They carried the injured football player off the field on a **trolley**/**stretcher**.
5 The porter wheeled the patient into the **operating**/**working** theatre.
6 Greg slept in a **ward**/**carriage** that had four other patients.
7 The ambulance rushed the man from the accident scene to **casualty**/**fatality**.
8 Her leg was in plaster for six weeks after she broke one of her **bandages**/**bones**.
9 When are the visiting **hours**/**periods**?
10 He's **allergic**/**susceptible** to nuts. He always gets a **rash**/**rush** when he eats them.

VOCABULARY

13 Discuss how to treat the common health problems below. Write your answers and tell the class. Use:

See Answer section

- Apply an ointment/a wet cloth/a dressing ...
- Take a tablet/supplements/someone's temperature ...
- Treat the symptoms/the area/the patient ...
- Put ice on it/your foot up/lemon in your tea ...
- Avoid eating/scratching ...

1 nosebleed
2 cold or flu
3 black eye
4 sprained ankle
5 nausea
6 rash

Addictions

14 Fill in: *behavioural*, *rehabilitation*, *hard*, *substance*, *withdrawal*, *binge*.



At Shady Pines 1) Rehabilitation Centre, we're here to help. Whether you are looking to change your own life or help a loved one, our counsellors and highly trained therapists specialise in:

- Counselling for all 2) substance abuse issues including alcoholism and 3) binge drinking, addiction to 4) hard drugs and prescription medications.
- Diagnosing underlying 5) behavioural issues such as ADD or obsessive-compulsive disorders.
- Medical help to manage physical 6) withdrawal symptoms to make quitting easier.

Contact our office today to schedule an appointment.

15 Choose the correct preposition to complete the sentences.

1 Martin was addicted **to**/with/for drugs for many years before he got help.
2 In the UK the percentage from/by/**of** people who suffer from alcoholism is 10% of the population.
3 Some people favour group therapy such as Alcoholics Anonymous for/**over**/from one-on-one counselling.
4 Jason has been diagnosed **with**/about/to ADD which explains his reckless addictions.
5 The rehab programme consists from/**of**/by therapy and isolation in the countryside.
6 Mandy started abusing prescription medication when she couldn't adapt in/**to**/at her new career.
7 There are a lot of unknown ingredients from/**in**/at illegal drugs such as poisons and industrial chemicals.
8 Lewis was forced to go to the rehabilitation centre from/**by**/with his family who confronted him about his problem.

Disabilities

16 Complete the sentences with the words below. How accessible is your community? Write yes *(Y)*, no *(N)* or don't know *(DK)* next to sentences 1–6.

- amputees • disabled • ramps • physical
- developmental • automatic

1 Amputees who have lost arms or legs can access free prosthetic limbs and therapy. DK
2 Most parking areas have designated disabled spots close to the entrance. Y
3 Most buildings with stairs also have elevators and ramps for wheelchair users. Y
4 People with developmental disabilities such as Down Syndrome can attend schools adapted to their abilities. Y
5 Larger buildings are equipped with automatic doors. N
6 There are priority seats on public transit for people with physical disabilities and the elderly. Y

17 Use the words in bold to form new words to fill in the gaps.



The Paralympics are an international sports event for 1) physically **(physical)** disabled athletes that are held once every four years. They allow athletes with disabilities ranging from 2) blindness **(blind)** to cerebral palsy to compete on the world stage. 3) Competitors **(compete)** are placed in different categories so that athletes with similar disabilities compete against each other. For example, people who are 4) visually **(visual)** impaired do not compete with people who have had 5) amputations **(amputate)**. Some of the sports in the Paralympics are 6) specifically **(specific)** designed for disabled people, such as wheelchair rugby, but most sports are the same as those in the Olympic Games. Nowadays, the Paralympics are a huge event, with increasing media 7) coverage **(cover)** around the world.

1 With a partner, discuss and decide which is the most important for a healthy lifestyle and which is least important and why.

See Answer section

A a healthy diet
B low stress
C exercise
D relaxation
E good sleep habits
F taking vitamins

2 Tell your partner how healthy your lifestyle is based on how many of the things you do from Ex. 1.

See Answer section

Dobieranie

Exam Tip: Be careful of absolutes. Sometimes a statement will indicate that a situation is totally one way or the other, but it won't be that way in the recording. For example, the statement says "The speaker never exercises", and you hear in the recording, "I almost never exercise."

3 M Usłyszysz dwukrotnie cztery wypowiedzi na temat zmiany stylu życia. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker
A completely eliminated something from their life.
B changed to a healthier lifestyle and then regretted it.
C was influenced by friends to make a lifestyle change.
D made a lifestyle change based on a physical illness.
E said their lifestyle made them change their friends.

Speaker 1	D
Speaker 2	E
Speaker 3	A
Speaker 4	C

4 Listen to the recordings again and complete the sentences.

1 Speaker 1 said they now have fast food as a reward.
2 Speaker 2 thought they looked older in the mirror.
3 Speaker 3 had to buy new jeans.
4 Speaker 4 heard that vegetarians live longer.

5 Tell a partner which of the lifestyle changes mentioned you have made or would like to make and why.

See Answer section

Wybór wielokrotny

6 M Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1–2 zakreśl jedną z liter: A, B albo C.

Text 1
1 Where are the speakers?
(A) in a hospital B in a leisure centre
C in a doctor's office

Text 2
2 How long after eating can you take the tablet?
(A) one hour B two hours C three hours

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Text 3
3 Who is giving the talk?
A a student C a professor
(B) a researcher D a publisher

4 What was the age of the oldest person Kayla interviewed?
A 100 B 90 (C) 105 D 95

5 What did Kayla say was the most commonly mentioned reason for long life?
A a healthy diet
B connections to others
(C) a low level of stress
D good genetics

6 What seems to be the most important aspect of diet for long life?
A not eating too much meat
B eating a lot of fresh fish and seafood
(C) eating a varied diet full of natural produce
D practising vegetarianism

7 Fill in each space with one of these words or phrases.

• factor • relieve stress • takes a toll
• susceptible • longevity

1 What do you think is the best leisure activity to relieve stress?
2 How can people make themselves less susceptible to illness?
3 What should people do if they want to achieve longevity?
4 Do you think too much work takes a toll on people's health?
5 What do you think is the most important factor in living a long life?

8 Ask and answer the questions in Ex. 7.

See Answer section

11 Exam Skills Practice

READING

1 Read Text 1 from Ex. 2 and write the word which correctly fills in the gaps in all three sentences. The word can be found in the paragraph indicated.

Paragraph 1

1 well-being

- Maria's worried about your physical … and thinks you should see a doctor.
- Our boss has decided to take a sabbatical for his emotional … .
- Chronic illness can also damage your financial … .

Paragraph 2

2 concrete

- Can you give me some … examples of the types of foods I should avoid?
- There is no … evidence that magnetic bracelets actually work.
- Lucas talked to his GP and has a … idea of how he will handle his health issues.

Paragraph 3

3 remedy

- Try this. It's a proven … for hangovers.
- This is a natural … made from the root of the valerian plant.
- Melatonin is an effective … to help individuals suffering from insomnia.

Paragraph 4

4 mainstream

- Critics have accused … medicine of over-prescribing drugs.
- The … media provided in-depth coverage of the pandemic.
- Children with physical disabilities should not be excluded from … schooling.

Wybór wielokrotny i zadanie z lukami

2 a) M Przeczytaj dwa teksty związane z medycyną i funkcjonowaniem ludzkiego organizmu. Wykonaj zadania 1–8 zgodnie z poleceniami.

Text 1

ALTERNATIVE MEDICINES



As a family doctor, my patients frequently ask me my thoughts on alternative or complementary medicine. They want to know if treatments and practices such as yoga, acupuncture or taking herbal supplements are beneficial to their physical well-being. It's a difficult question to answer because health is a complex issue, and differing treatments work for different people. So, I usually give them an answer which isn't very helpful, which is: 'it depends'.

Let's start with acupuncture. It's been used in traditional Eastern medicine for millennia but in the West only for the last century. In acupuncture treatments, needles are pushed through the skin at certain points on the body releasing 'qi'. Practitioners believe this energy sometimes becomes blocked causing illness. Sessions aren't cheap, but **advocates** claim that acupuncture has a myriad of health benefits. It's used to treat all types of **ailments**, reduce pain and is said to help smokers quit. All of this brings us to the question of **efficacy**; that is, does it really work? I can't say for certain that it does, conversely, I can't see any harm in it. For instance, if acupuncture helps someone believe they can stop smoking or aids in pain reduction, I say go for it. Would I rely on it to treat an **acute** illness? Definitely not. I would need to be presented with more concrete scientific evidence to recommend it to my patients.

Naturopathy is another practice I get asked about at my clinic. While it's usually labelled as alternative medicine, in my mind, naturopathy is a bit different. Like other complementary medicines, naturopathy has been around for a long time. It involves the use of herbs and natural remedies. Many of these cures and treatments find their roots in folk medicine, and are based on knowledge which has been passed down faithfully through generations. This is where my initial response of 'it depends' comes back into play. The fact is, many pharmaceutical drugs prescribed in Western medicine rely on the same chemical compounds as those used in natural remedies. There is a connection to certain chemical elements and their effects on our bodies. It's just science. Again, would I recommend naturopathy to treat a potentially **terminal** disease? Probably not. However, I do recognise the power of plants and feel we still have much to discover about their medicinal uses.

To sum up, we're right back where we started. As a mainstream health practitioner, I am sceptical to a certain extent of a lot of alternative medicine. On the other hand, I think it would be irresponsible to ignore all aspects of it entirely.

W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

1 Based on the first paragraph, the author's attitude towards alternative medicine can be described as
A hostile.
(B) neutral.
C positive.
D unimpressed.

2 How long has acupuncture been practised in the West?
A hundreds of years
B a thousand years
(C) a hundred years
D thousands of years

3 Which of the following sentences is NOT true?
A The basis of naturopathy is scientifically sound.
(B) Naturopathy is the same as other alternative therapies.
C Naturopathy shares ingredients with pharmaceutical drugs.
D Naturopathy recipes haven't changed over time.

4 What can be inferred about the author?
A They would strongly recommend alternative medicine to patients.
B They would refer a patient to an alternative medicine specialist.
(C) They would prefer their patients to put their trust in conventional medicine.
D They would dissuade patients from ever trying alternative medicine.

Mediacja

Uzupełnij luki 5–8 w e-mailu, tak aby jak najbardziej precyzyjnie oddać sens tekstu 2. Luki należy uzupełnić w języku angielskim.

To: marco@hmail.org
From: sandra@iletter.net
Re: biology project ideas

Hey Marco!

I have a great idea for our biology project. I read this really cool article yesterday. It's about how human bodies are still **5)** .....evolving..... to be better suited to our needs and environment. Did you know our jaws **6)** ...have become/got/... .....gotten smaller..... because our wisdom teeth are different than they were in the past? I never knew! It also says wisdom teeth may disappear in the future. The article went on to talk about our brains **7)** .....shrinking..... . It might be because they are becoming more efficient and don't need to be as big. And the weirdest information was about milk! In the past, most humans couldn't **8)** .....digest..... milk, but those who were able to had an advantage and the genetic mutation spread. Now this genetic mutation is really common.
Anyway, I think our classmates would find it interesting. What do you think?
Sandra

Text 2

BELIEVE IT OR NOT!

Our bodies are constantly evolving and changing to better adapt to our environment and daily activities. In fact, we are actually changing faster than we did in the past. We are creating more **mutations** in our genes and causing more natural selection to occur. This is pushing change, or evolution, to happen more rapidly.

One example of our ongoing evolution is that people are losing their wisdom teeth. In the past, our jaws were much larger. We needed more and stronger teeth as our diets consisted of tough roots, nuts and greens. Today, we use **cutlery** to cut our food into more manageable pieces and our diet is generally much softer. Our jaws have actually become smaller, which is why many people who have wisdom teeth eventually need to get them **extracted** at the dentist's. Wisdom teeth have essentially become 'vestigial' or no longer necessary. As a result, approximately one-third of people are born without wisdom teeth. Experts theorise that with time, they may disappear altogether.

Though it may sound **alarming**, another way in which our bodies continue to change relates to the size of our brains, which are shrinking. The average size of the human brain has decreased from 1500 cubic centimetres to 1350. This is an amount about the size of a tennis ball. Scientists aren't completely certain as to why this is. One theory suggests that our brains are becoming more efficient, and therefore, don't need to be as large. This is because our brains are constantly being rewired to work faster and smarter. Another study reports that a smaller brain may be an advantage as it allows us to work cooperatively to solve problems whereas larger brains can cause aggression and **hostility**.

Another example can be found in something many of us do every day: drink milk. Our ancestors didn't have the ability to digest milk in the same way we do now. However, after humans began **domesticating** animals such as sheep, goats and cows, those who were able to digest the lactose molecules present in milk had a nutritional advantage. This genetic mutation allowed these individuals to produce more **offspring** than those unable to process the lactose. This genetic mutation is now present in more than 95% of people of northern European descent, and developed independently in East Africa. Although the percentage of lactose intolerant people is much higher among other races, there is strong evidence to suggest that more people will develop this beneficial mutation in the future.



b) Explain the words in bold.

3 Think How and why will the human body continue to change in the future? Take three minutes to make a list. Then tell the class.

See Answer section

I think thumbs will get bigger because people nowadays text and play video games a lot.

11 Exam Skills Practice

USE OF ENGLISH

Formy emfatyczne oraz inwersja stylistyczna

See pp. GR64-GR67

1 Fill in the gaps in the emphatic and inverted sentences.

1 Regular exercise helped Karla.
It ..was.. regular exercise that helped Karla.
2 Fred wants to sleep better.
What Fred ..wants.. is to sleep better.
3 When will they find a cure for cancer?
When ..is.. it that they will find a cure for cancer?
4 She said she was feeling under the weather.
She did ..say.. (that) she was feeling under the weather.
5 I had no idea that white bread was unhealthy.
Little did I ..know.. that white bread was unhealthy.
6 When you read this book, you'll understand the diet.
You'll ..only.. understand the diet when/if you read this book.
7 You should not take more than one pill under any circumstances.
Under ..no.. circumstances should you take more than one pill.

Transformacje bez słowa klucza

2 M Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–7). Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Unless he visits a doctor, Jake won't know how ill he is.
Jake will ..only know/learn/realise how ill.. he is if he visits a doctor.
2 The doctor said to me that there was no cure other than rest.
The doctor ..told me that rest is/was.. the only cure.
3 Drinking beer made you gain weight, nothing else.
It ..was only drinking beer that.. made you gain weight.
4 She had no idea that she had Covid symptoms.
Little ..did she know.. that she had Covid symptoms.
5 Everyone needs to watch what they eat.
What everyone ..needs is to/needs to do is to.. watch what they eat.
6 When are you going to get a check-up?
When is ..it that you are going.. to get a check-up?
7 You should never drink alcohol on an empty stomach.
Under ..no circumstances should you drink.. alcohol on an empty stomach.

Tłumaczenie fragmentów zdań

3 M Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 (*Pod żadnym pozorem*) ..Under no circumstances.. should you give this chocolate bar to my sister. She is allergic to nuts!
2 (*To, co powinnaś zrobić, to*) ..What you should do is.. to listen to your doctor and follow her advice.
3 Little (*nie wiedziałem, że*) ..did I know that.. my health problems resulted from lack of iron in my diet.
4 I do (*muszę rozwinąć*) ..need to develop.. good eating habits.
5 Please wait your turn. The doctor (*przyjmie Panią tylko wtedy*) ..will only see you when.. the previous patient has come out.

Zadanie z lukami

4 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

play | develop | heredity | compete | progress | champion



LOU GEHRIG'S DISEASE

Lou Gehrig was a famous baseball player, one of the greatest who have ever **1)** ..played.. the game. Although he retired in 1939, he still holds many records and was on a **2)** ..championship.. winning team six times. In fact, in 1999, he received more votes than any other player for the Major League Baseball All-Century Team. Unfortunately, Gehrig is probably just as famous for falling victim to a disease that is commonly referred to as Lou Gehrig's disease.

Lou Gehrig's disease, or ALS, affects the nerve cells in the brain and spinal cord. There is no known cause although it's determined to be **3)** ..hereditary.. in about 10 percent of cases. ALS usually starts in the hands or feet and then spreads to other parts of the body. It destroys nerve cells as it spreads and it gets **4)** ..progressively.. worse as muscles get weaker and weaker. Lou Gehrig was dead within two years of his retirement from baseball.

5 Change the following words into nouns by adding *-ment* or *-ship*. What kind of words take *-ment*? What kind of words take *-ship*? What do you notice about all the words that take *-ship*?

1 partner ..... partnership .....
2 achieve ..... achievement .....
3 owner ..... ownership .....
4 state ..... statement .....
5 companion ..... companionship .....
6 dictator ..... dictatorship .....
7 reader ..... readership .....
8 invest ..... investment .....
9 commit ..... commitment .....
10 agree ..... agreement .....
11 citizen ..... citizenship .....
12 assess ..... assessment .....

Verbs take ***-ment***. Nouns take ***-ship*** and all the nouns refer to a state/situation.

6 Choose the correct answer.

1 It's really important to ..... good health.
(A) maintain B protect C continue

2 My best friend ..... from anxiety.
A experiences (B) suffers C hurts

3 Cancer is often a treatable ..... .
(A) illness B disorder C ailment

4 Most Western doctors practice ..... medicine.
A traditional (B) conventional C typical

5 At present, there is no known ..... for dementia.
(A) cure B remedy C antidote

6 Alison ..... to be a nurse at Sanford College.
A practised B specialised (C) trained

7 Put some ..... on, so you won't get a sunburn.
(A) lotion B medicine C ointment

8 He can't put on weight because he has an eating ..... .
A condition (B) disorder C reaction

9 ADHD is a common ..... that can make it hard to focus.
A inability B instability (C) disability

10 You should get your eyesight ..... before you buy new glasses.
(A) checked B controlled C inspected

11 After hitting his arm, Peter felt it go ..... .
A frozen (B) numb C faint

12 The doctor wrote Sarah a ..... to give to a pharmacist.
A subscription B instruction (C) prescription

Wybór wielokrotny

7 M Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.



A superfood is defined as one which is high in nutrients and very beneficial for health, and blueberries are one of the best superfoods. They are low in calories and very rich in nutrients. Of all superfoods, they have the highest level of antioxidants, **1)** ..... protect the body from unstable molecules **2)** ..... as free radicals. These molecules harm our cells, and the resultant **3)** ..... can lead to all kinds of diseases, especially cancer. Other benefits of the antioxidants in blueberries are that they can delay the effects of aging and prevent the negative effects of LDL cholesterol. Cholesterol is a substance **4)** ..... in our bodies that's used to build healthy cells, but the LDL variation is often referred to as "bad cholesterol" because, when it is oxidized, it can lead to heart disease and stroke. The antioxidants in blueberries prevent oxidization of LDL cholesterol. Blueberries also work against heart disease by lowering blood pressure. They are certainly a super superfood!

1 A that (B) which C and D to
2 A called B named (C) known D seen
3 (A) damage B hurt C injury D pain
4 A placed B situated (C) found D discovered

11 Exam Skills Practice

WRITING

Artykuł publicystyczny
An article providing solutions to a problem

Prepare for the task

Writing Tip:

An article providing solutions to a problem is a formal piece of writing where the writer discusses a problem and its causes. Such articles can use emphatic language and inversion to attract the readers' attention. Problems in the form of questions and quotes can be used to make the text more interesting for the reader.

1 Read the article and complete the sentence below with one word in each space.

The problem is childhood ...obesity... and the writer expects the ...government..., children's ...parents... and their ...schools... to solve it.

2 Read the article again on the problem of childhood obesity and what can be done and complete the explanation of the structure.

1 The introduction presents the ...problem... and the ...reasons... why it happened.
2 Each body paragraph presents a different possible ...solution... and either ...consequences... or ...results... .
3 The conclusion summarises the writer's ...opinion... .



Protecting OUR future

Childhood obesity is a growing problem as lifestyle choices are increasingly leading to unhealthy weight gain that threatens the long-term health of children. **The leading causes** of this seem to be an unhealthy consumption of sweets and fast food and a lack of exercise. **What can be done** to deal with this?

Firstly, the situation **could be improved** if young children were to receive education focused on the importance of a healthy lifestyle and how to achieve it. This should begin as early as pre-kindergarten and continue until the end of secondary school. In this way, children would realise the long-term consequences of their unhealthy habits and would be more likely to change them.

Another solution would be creating a government-sponsored advertising campaign to reach out to parents. **By doing this**, the government could provide parents with the knowledge and motivation to monitor their children's diet and to get them involved in activities demanding physical exercise.

Lastly, it would also be a good idea to get schools to provide children with healthy meals and snacks. Never have there been so many unhealthy snacks available, and this has to be tackled. Better options at school would be a great idea **that would guarantee** that children develop healthy habits.

In short, there are certainly some workable solutions to the problem of childhood obesity. So significant is the issue that urgent action is needed. If governments stepped up to the plate and the suggestions provided **were implemented**, there would be a **dramatic decrease** in the number of overweight children.

3 a) Look at the items in bold in the article in Ex. 2 and decide which of the expressions below you could replace them with.

1 The primary sources ...The leading causes...
2 that would ensure ...that would guarantee...
3 an alternative measure ...another solution...
4 What steps can be taken ...What can be done...
5 significant reduction in ...dramatic decrease...
6 were enacted ...were implemented...
7 In so doing ...By doing this...
8 could be remedied ...could be improved...

b) Look at the article in Ex. 2 again. Find examples of inversion and underline them.

4 Rewrite the sentences using inversion/emphasis.

See Answer section

1 If he had followed a better diet, he would have lost weight quicker.
Had he ..... .
2 William told his brother to work out after school.
What ..... .
3 Peter started exercising more and felt much better.
No sooner had ..... .
4 Mary did not know that the dish contained artificial ingredients.
Little ..... .
5 Frank wants to work as a dietitian.
What ..... .

5 Complete the organiser below.

	solution	expected results
BP*1	children get educated	1) ...realize and change unhealthy habits...
BP2	2) ...create advertising campaign...	parents get knowledge/ motivation to help children with diet & exercise
BP3	schools provide healthy food	3) ...children develop healthy habits...

* body paragraph

Exam Strategy

Use an organiser like the one above to plan what you will say in each paragraph. Don't spend time on planning your conclusion as it should not contain any new information.

6 M Wielu uczniów szkoły średniej twierdzi, że odczuwa silny stres z powodu zbyt dużej ilości materiału do opanowania. Napisz artykuł (200–250 wyrazów), w którym przeanalizujesz ten problem i przedstawisz sposoby na jego rozwiązanie.

See Answer section

"It's Alright Ma (I'm Only Bleeding)"
Title of a song by the American singer Bob Dylan

1 a) As a child, how did you react when you hurt yourself? Tick (✓) all that apply.

Ss' own answer

1 I tried not to show that I was hurt. ☐
2 I cried or screamed. ☐
3 I called for my mother/father. ☐
4 I showed the pain in my face, but I said nothing. ☐
5 I rolled around on the ground or floor. ☐

b) Tell your partner about how you reacted to a minor injury as a child and how you would react now.

See Answer section

Opis ilustracji i odpowiedzi na pytania

Exam Strategy

Picture description
It is always a good idea to say how you think the people in the picture are feeling at the moment the picture was taken. Try to connect how they are feeling to the content of the picture.

2 M Describe the picture.

See Answer section



USEFUL LANGUAGE

Describing how people are feeling

- He/She/The man/etc. must/might/may/could be angry. (adjective)
- He/She/The man seems to be feeling anger/angry. (noun or adjective)
- I think he/she is feeling anger/angry. (noun or adjective)
- I think he/she is angry. (adjective)
- He/She looks like he/she is angry. (adjective)
- He/She is acting like he/she is angry. (adjective)

3 M Answer the questions.

See Answer section

1 What do you think the boy should do next and why?
2 Should children not be allowed to play sports if there is a risk of serious injury? Why or why not?
3 Tell me about a situation when an illness or injury spoilt your plans.

Rozmowa z odgrywaniem roli

Exam Strategy

Sometimes in a role play, you can imagine that you are talking to yourself. If you relate the situation to your own life, it will be easier to get ideas of what to say.

4 M Twój znajomy chciałby poprawić swój stan zdrowia. Doradzasz mu, jak to zrobić. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie.

See Answer section

- ćwiczenia fizyczne
- dieta
- obniżenie poziomu stresu
- zajęcia rekreacyjne

USEFUL LANGUAGE

Giving advice

- I think you should ...
- I think you'd better ...
- I think you ought to ...
- If I were you, I would ...
- I'd advise you to ...
- My advice would be to ...
- What you should do is ...

5 Answer the questions.

See Answer section

1 Which of the four aspects of a healthy lifestyle do you think is most important and why?
2 What would you most want to improve in your life to be healthier and why?

Culture Spot

The UK has lots of folk remedies that are still used today. For example, dock leaves are used to sooth nettle stings and milkweed is used as a treatment for skin problems.

Folk remedies are also very popular in Poland. Want to treat a bruise or ulcer? Rub it with cabbage! You could also try treating your cold by putting garlic in your nose.

11 Zdrowie

Healthy/Unhealthy living – Zdrowy i niezdrowy tryb życia

antioxidant /ˌæntiˈɒksɪdənt/ (n) = przeciwutleniacz
cholesterol /kəˈlestərɒl/ (n) = cholesterol
cut out (fast food/carbs from one's diet) /ˌkʌt ˈaʊt/ (phr v) = wyeliminować (jedzenie typu fast food/węglowodany ze swojej/z czyjejś diety)
diet plan /ˈdaɪət plæn/ (n) = plan diety, program żywienia
drink 8 glasses of water a day (phr) = pić 8 szklanek wody dziennie
eat red meat (phr) = jeść czerwone mięso
fast food /ˌfɑːst ˈfuːd/ (n) = fast food
gain weight (phr) = przybrać na wadze, przytyć
healthy lifestyle (phr) = zdrowy tryb życia
jog /dʒɒg/ (v) = uprawiać jogging
leafy greens (phr) = warzywa liściaste, zielenina
lean protein (phr) = chude białko
sleep 8 hours (phr) = spać 8 godzin
stay out late (phr) = wracać późno, zostawać do późna poza domem
superfood /ˈsuːpəfuːd/ (n) = superżywność (nieprzetworzona żywność pochodzenia naturalnego działająca wyjątkowo korzystnie na organizm)
unprocessed food (phr) = nieprzetworzona żywność
vegan /ˈviːgən/ (n) = weganin
vegetarian /ˌvedʒɪˈteərɪən/ (n) = wegetarianin
yoga session /ˈjəʊgə ˌseʃən/ (n) = sesja/trening jogi

Human body – Ciało człowieka

arteries /ˈɑːtərɪz/ (pl n) = tętnice
bones /bəʊnz/ (pl n) = kości
breathe (air) /briːð/ (v) = wydmuchiwać (powietrze); oddychać
circulate /ˈsɜːkjəleɪt/ (v) = krążyć (np. o krwi)
digest (food) /daɪˈdʒest/ (v) = trawić (pokarm)
digestive system /daɪˈdʒestɪv ˌsɪstəm/ (n) = układ pokarmowy
heart /hɑːt/ (n) = serce
intestines /ɪnˈtestɪnz/ (pl n) = jelita
jaw /dʒɔː/ (n) = szczęka
joints /dʒɔɪnts/ (pl n) = stawy
liver /ˈlɪvə/ (n) = wątroba
lungs /lʌŋz/ (pl n) = płuca
muscles /ˈmʌsəlz/ (pl n) = mięśnie
nerve cell /ˈnɜːv sel/ (n) = komórka nerwowa
nervous system /ˈnɜːvəs ˌsɪstəm/ (n) = układ nerwowy
nostrils /ˈnɒstrəlz/ (pl n) = nozdrza
pregnancy /ˈpregnənsi/ (n) = ciąża
scalp /skælp/ (n) = skóra głowy
skin /skɪn/ (n) = skóra
spinal cord /ˌspaɪnəl ˈkɔːd/ (n) = rdzeń kręgowy
stomach /ˈstʌmək/ (n) = żołądek; brzuch
veins /veɪnz/ (pl n) = żyły
windpipe /ˈwɪndpaɪp/ (n) = tchawica
wisdom tooth /ˈwɪzdəm tuːθ/ (n) = ząb mądrości

Health care professionals & Medical fields – Zawody medyczne i dziedziny medycyny

cardiologist /ˌkɑːdiˈɒlədʒɪst/ (n) = kardiolog
cardiology /ˌkɑːdiˈɒlədʒi/ (n) = kardiologia
chemist /ˈkemɪst/ (n) = farmaceuta, aptekarz; chemik
dentist /ˈdentɪst/ (n) = dentysta/dentystka
dentistry /ˈdentɪstri/ (n) = dentystyka
dermatologist /ˌdɜːməˈtɒlədʒɪst/ (n) = dermatolog
geriatrics /ˌdʒeriˈætrɪks/ (n) = geriatria
GP (general practitioner) (abbr.) = lekarz ogólny, lekarz rodzinny
midwife /ˈmɪdwaɪf/ (n) = położna
neurologist /njʊəˈrɒlədʒɪst/ (n) = neurolog
neurology /njʊəˈrɒlədʒi/ (n) = neurologia
obstetrics /əbˈstetrɪks/ (n) = położnictwo
ophthalmology /ˌɒfθælˈmɒlədʒi/ (n) = okulistyka
paediatrician /ˌpiːdiəˈtrɪʃən/ (n) = pediatra
paramedic /ˌpærəˈmedɪk/ (n) = ratownik medyczny
podiatry /pəˈdaɪətri/ (n) = podologia, podiatria (dziedzina medycyny zajmująca się chorobami stóp)
porter /ˈpɔːtə/ (n) = tu: pracownik zajmujący się przewożeniem pacjentów w obrębie szpitala
practitioner /prækˈtɪʃənə/ (n) = praktyk, osoba praktykująca
radiology /ˌreɪdiˈɒlədʒi/ (n) = radiologia
speech therapist /ˌspiːtʃ ˈθerəpɪst/ (n) = logopeda
surgeon /ˈsɜːdʒən/ (n) = chirurg

Illnesses/Injuries – Choroby i kontuzje

acute illness (phr) = choroba o ostrym przebiegu, poważna/ciężka choroba
ailment /ˈeɪlmənt/ (n) = dolegliwość
allergy (to sth) /ˈælədʒi/ (n) = alergia/uczulenie (na coś)
black eye (phr) = podbite oko
broken toe (phr) = złamany palec u nogi
bruise /bruːz/ (n) = siniak
chronic illness (phr) = choroba przewlekła
cut /kʌt/ (v) = rozciąć; skaleczyć się
dementia /dɪˈmenʃə/ (n) = demencja
disease /dɪˈziːz/ (n) = choroba
feel under the weather (idm) = źle się czuć
graze /greɪz/ (v) = zadrasnąć, obetrzeć (naskórek)
high blood pressure (phr) = wysokie ciśnienie krwi
lactose intolerance (phr) = nietolerancja laktozy
obesity /əʊˈbiːsəti/ (n) = otyłość
pandemic /pænˈdemɪk/ (n) = pandemia
pulled muscle (phr) = naciągnięty mięsień
scar /skɑː/ (n) = blizna
sprained/twisted ankle (phr) = skręcona kostka
stroke /strəʊk/ (n) = udar, wylew
terminal disease (phr) = śmiertelna choroba
ulcer /ˈʌlsə/ (n) = wrzód
wound /wuːnd/ (n) = rana

First aid – Pierwsza pomoc

apply pressure (phr) = uciskać
CPR (cardiopulmonary resuscitation) (abbr.) = RKO (resuscytacja krążeniowo-oddechowa)
emergency /ɪˈmɜːdʒənsi/ (n) = nagły wypadek, sytuacja awaryjna
immediate care (phr) = natychmiastowa pomoc/opieka
mouth-to-mouth resuscitation (phr) = sztuczne oddychanie metodą usta-usta
practical steps (phr) = praktyczne/konkretne działania
professional medical help (phr) = fachowa pomoc medyczna
stabilize a patient (phr) = ustabilizować pacjenta
stabilize bleeding (phr) = opanować/zatamować krwawienie
victim /ˈvɪktɪm/ (n) = ofiara
vital functions (phr) = funkcje życiowe

Symptoms & Treatments – Objawy chorób i metody leczenia

acne /ˈækni/ (n) = trądzik
anaesthetic /ˌænəsˈθetɪk/ (n) = środek znieczulający
annual check-up (phr) = coroczne badanie kontrolne
assess /əˈses/ (v) = oceniać, szacować
bandage /ˈbændɪdʒ/ (n) = bandaż
be allergic to (phr) = być uczulonym na
be/feel nauseous (phr) = mieć mdłości
blocked nose (phr) = zatkany nos
brain surgery /ˈbreɪn ˌsɜːdʒəri/ (n) = operacja mózgu
cast /kɑːst/ (n) = gips
casualty /ˈkæʒuəlti/ (n) = tu: szpitalny oddział ratunkowy, izba przyjęć
chemotherapy /ˌkiːməʊˈθerəpi/ (n) = chemioterapia
clinic /ˈklɪnɪk/ (n) = klinika; przychodnia lekarska
cough /kɒf/ (n) = kaszel
cure /kjʊə/ (v) = leczyć, uleczyć, wykurować
diagnose /ˈdaɪəgnəʊz/ (v) = zdiagnozować, rozpoznać
dosage /ˈdəʊsɪdʒ/ (n) = dawka; dawkowanie (np. lekarstwa)
draw (blood) /drɔː/ (v) = pobrać (krew)
dressing /ˈdresɪŋ/ (n) = opatrunek
extract /ɪkˈstrækt/ (v) = wyrwać, usunąć (np. ząb)
fatality /fəˈtæləti/ (n) = ofiara śmiertelna
feel dizzy (phr) = mieć zawroty głowy
fever /ˈfiːvə/ (n) = gorączka
flu /fluː/ (n) = grypa
follow-up care (phr) = dalsza opieka; tu: opieka poporodowa
give birth to a baby (phr) = urodzić dziecko
have a runny nose (phr) = mieć wodnisty katar
headache /ˈhedeɪk/ (n) = ból głowy
heal /hiːl/ (v) = leczyć, wyleczyć
itchy eyes (phr) = swędzące oczy
lab /læb/ (n) = laboratorium
ointment /ˈɔɪntmənt/ (n) = maść
operating theatre /ˈɒpəreɪtɪŋ ˌθɪətə/ (n) = blok operacyjny
operation /ˌɒpəˈreɪʃən/ (n) = operacja
perform (an operation on sb) /pəˈfɔːm/ (v) = przeprowadzać (operację na kimś)
pharmaceutical drug (phr) = lek, produkt leczniczy
pill /pɪl/ (n) = pigułka
plaster /ˈplɑːstə/ (n) = gips; plaster opatrunkowy
poor eyesight (phr) = słaby wzrok
prescribe /prɪˈskraɪb/ (v) = przepisywać (lek)
prescription /prɪˈskrɪpʃən/ (n) = recepta
radiation /ˌreɪdiˈeɪʃən/ (n) = promieniowanie
rash /ræʃ/ (n) = wysypka
refer to a specialist (phr) = dać skierowanie/skierować do specjalisty
run out of breath (phr) = zabraknąć tchu
sleepy /ˈsliːpi/ (adj) = senny, śpiący
sling /slɪŋ/ (n) = temblak
sneeze /sniːz/ (v) = kichać
speech delay /ˌspiːtʃ dɪˈleɪ/ (n) = alalia (zaburzenie mowy)
stitches /ˈstɪtʃɪz/ (pl n) = szwy
stomach ache /ˈstʌmək ˌeɪk/ (n) = ból żołądka
stretcher /ˈstretʃə/ (n) = nosze
surgery /ˈsɜːdʒəri/ (n) = operacja (w szpitalu)
sweat /swet/ (v) = pocić się
swollen glands (phr) = powiększone węzły chłonne
tablet /ˈtæblət/ (n) = tabletka
take a tablet (phr) = zażyć tabletkę
take care of (patients) (phr) = opiekować się, zajmować się (pacjentami)
treat /triːt/ (v) = leczyć
ultrasound /ˈʌltrəsaʊnd/ (n) = ultrasonograf, USG
vomit /ˈvɒmɪt/ (v) = wymiotować

ward /wɔːd/ (n) = oddział szpitalny
X-ray /ˈeks reɪ/ (n) = prześwietlenie, zdjęcie rentgenowskie

Addictions – Uzależnienia

alcoholism /ˈælkəhɒlɪzəm/ (n) = alkoholizm
be diagnosed (with sth) /bi ˈdaɪəgnəʊzd/ (v) = mieć zdiagnozowaną (jakąś chorobę)
behavioural issue (phr) = problem behawioralny
binge drinking /ˈbɪndʒ ˌdrɪŋkɪŋ/ (n) = picie na umór, upijanie się
counsellor /ˈkaʊnsələ/ (n) = doradca, terapeuta, psycholog
group therapy /ˌgruːp ˈθerəpi/ (n) = terapia grupowa
hard drug (phr) = twardy narkotyk
obsessive-compulsive disorder /əbˌsesɪv kəmˈpʌlsɪv dɪˌsɔːdə/ (n) = nerwica natręctw, zaburzenie obsesyjno-kompulsywne
rehabilitation centre /ˌriːhəbɪlɪˈteɪʃən ˌsentə/ (n) = ośrodek rehabilitacyjny; ośrodek odwykowy
rehab programme /ˈriːhæb ˌprəʊgræm/ (n) = program rehabilitacji; odwyk
substance abuse /ˈsʌbstəns əˌbjuːs/ (n) = nadużywanie środków odurzających
suffer (from) /ˈsʌfə/ (v) = cierpieć (na/ z powodu)
therapist /ˈθerəpɪst/ (n) = terapeuta/terapeutka
withdrawal symptoms (phr) = objawy odstawienia (np. alkoholu)

Disabilities – Niepełnosprawność

amputation /ˌæmpjəˈteɪʃən/ (n) = amputacja
amputee /ˌæmpjuˈtiː/ (n) = osoba po amputacji
automatic doors (phr) = drzwi automatyczne
blindness /ˈblaɪndnəs/ (n) = ślepota
cerebral palsy /ˌserəbrəl ˈpɔːlzi/ (n) = porażenie mózgowe
developmental disability (phr) = zaburzenie rozwoju
disabled /dɪsˈeɪbəld/ (adj) = niepełnosprawny
physical disability (phr) = niepełnosprawność fizyczna
prosthetic limb (phr) = proteza kończyny
ramp /ræmp/ (n) = podjazd (np. dla wózków inwalidzkich)
visually impaired (phr) = niedowidzący, niewidomy
wheelchair /ˈwiːltʃeə/ (n) = wózek inwalidzki

Well-being – Dobry stan zdrowia

acupuncture /ˈækjupʌŋktʃə/ (n) = akupunktura
alternative medicine /ɒlˌtɜːnətɪv ˈmedɪsən/ (n) = medycyna alternatywna/niekonwencjonalna
complementary medicine /kɒmplɪˌmentəri ˈmedɪsən/ (n) = medycyna komplementarna/alternatywna
diet /ˈdaɪət/ (n) = dieta
emotional well-being (phr) = dobre samopoczucie, zadowolenie
exposure (to) /ɪkˈspəʊʒə/ (n) = wystawienie (na), narażenie (na)
folk medicine /ˈfəʊk ˌmedɪsən/ (n) = medycyna ludowa
get the all-clear (phr) = tu: dowiedzieć się, że nie ma zagrożenia
herbal supplement (phr) = suplement ziołowy
insomnia /ɪnˈsɒmniə/ (n) = bezsenność
join a gym (phr) = zapisać się na siłownię
longevity /lɒnˈdʒevəti/ (n) = długowieczność
maintain good health (phr) = zachować dobre zdrowie
physical activity (phr) = aktywność fizyczna
relieve stress (phr) = rozładować stres
reward /rɪˈwɔːd/ (n) = nagroda
susceptible (to) /səˈseptəbəl/ (n) = podatny (na)
take a toll (idm) = tu: odbić się (na zdrowiu)
tired /taɪəd/ (adj) = zmęczony
traditional medicine (phr) = medycyna tradycyjna/konwencjonalna

1 Choose the correct item.

1 You can go and see a general ..... to get a referral.
A midwife (B) practitioner C surgeon D paramedic

2 ALS causes the ..... to get weaker and weaker.
A intestines B joints (C) muscles D nostrils

3 I have a serious ..... to nuts so have to be very careful.
A ailment (B) allergy C dementia D disease

4 First you ..... pressure to the wound to slow the bleeding.
(A) apply B gain C assess D extract

5 The specialist ..... her symptoms as a serious illness.
A healed B cured C treated (D) diagnosed

6 Our specialist therapists can help if you have a ..... disorder.
A withdrawal (B) compulsive C cerebral D developmental

7 It's important for your ..... well-being to talk about your feelings.
A terminal (B) emotional C behavioural D complementary

8 I'd say the ..... glands suggest that you have the flu.
A runny B dizzy C blocked (D) swollen

Collocations

2 Complete the sentences using: *vital*, *pharmaceutical*, *poor*, *twisted*, *lean*, *acute*, *physical*, *alternative*, *lactose*, *itchy*, *rehabilitation*.

1 Certain types of ...alternative... medicine do have some health benefits.
2 The doctor said it's a(n) ...acute... illness that needs immediate treatment.
3 Some ...pharmaceutical... drugs like pain killers can actually be addictive.
4 Dave has booked into a(n) ...rehabilitation... centre to get over his addiction.
5 I can't play football tomorrow. I got a(n) ...twisted... ankle last week.
6 This machine monitors the patients' ...vital... functions.
7 Body builders eat a lot of ...lean... protein in order to bulk up.
8 In ancient times most people had a(n) ...lactose... intolerance.
9 I have ...poor... eyesight and can't see well in low light.
10 It's the pollen from the flowers that's causing your ...itchy... eyes.
11 The building should have access for people with ...physical... disabilities.

Prepositions/Phrases

3 Choose the correct item.

1 She is being treated for exposure **to**/of harmful chemicals.
2 I'm not coming in today. I'm feeling a bit **above**/under the weather.
3 My sister has just given birth **of**/to a beautiful baby girl.
4 Don't stay **out**/on too late or you will be late for our breakfast tomorrow.
5 He can't even climb a flight of stairs without running **away**/out of breath.
6 They take good care **at**/of my grandfather at the retirement home.
7 Just a year after being diagnosed **from**/with cancer, she got the all-clear.
8 People with pre-existing conditions are susceptible **to**/for Covid-19 infection.

MODULE 12

Nauka i technika

VOCABULARY

Science

1 Match the pictures (1–6) to the science fields (A–F). Then write the name of the scientist for each field of study.

1 D astronomy	4 E geology
2 A microbiology	5 F meteorology
3 C marine biology	6 B botany



A microbiologist



B botanist



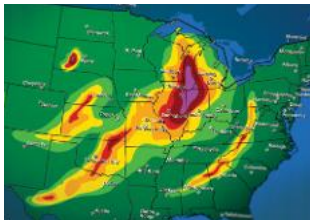
C marine biologist



D astronomer



E geologist



F meteorologist

2 Fill in the sentences with the verbs *publish*, *conduct*, *provide*, *announce*, *invent*, *uncover* in the correct form.

1 Researchers at NASA have uncovered new clues of potential life on Mars.
2 Environmental experts are currently conducting research to determine if the habitat was permanently damaged.
3 His post-graduate thesis was published in the Journal of Geology.
4 Scientists will announce news of their breakthrough later today at a press conference.
5 Sir Isaac Newton is known for inventing calculus.
6 He was asked to provide proof of his discovery as his colleagues were sceptical.

Inventions

3 Complete the text with the correct forms of the words in brackets. Then check the words in bold.



An invention is a machine, tool, system or **apparatus** that is **1)** innovative **(innovate)**; that is, it uses new ways to do something. Many inventions totally change and **2)** reshape **(shape)** the way we live our lives. Take the lightbulb, for example. This **groundbreaking** invention allowed people to not have to be **3)** reliant **(rely)** on candles for artificial light, **4)** revolutionising **(revolution)** the way people lived and worked. The light bulb **5)** enabled **(able)** us to change our working habits and **6)** drastically **(drastic)** improved safety as the use of gas lights and candles was **phased out**.

4 a) Complete the lists with your own ideas.

See Answer section

1 **Apparatuses found in a science lab:** microscope, test tubes, ...
2 **Groundbreaking discoveries:** signs of water on Mars, Coronavirus vaccines, ...
3 **Things which are being phased out:** pay phones, DVDs, ...

b) What is the greatest invention of the past 150 years? How did this invention change our lives? Discuss.

See Answer section

Mobile phones

5 Choose the correct word to complete the sentences. Then decide if the statements are true *(T)* or false *(F)* for you.

Ss' own answers

1 I would like to upgrade/renew my mobile to a newer model. .....
2 I often send/give people a call rather than messaging them. .....
3 I rarely use a hands-free/remote headset when I make phone calls. .....
4 I seldom print/post photos with family and friends on social media. .....
5 There are some people in my connections/contacts list I never communicate with. .....
6 I have downloaded/transferred a ringtone from the Internet. .....

Computers

Lexical sets

6 Write the word which correctly completes the gaps in all three sentences.

1 ..attach..
- Make sure you … the file before you send the email.
- I don't … much value to social media.
- … the monitor to the console using a HDMI cable.

2 ..disconnect..
- If the WiFi isn't working, … the modem from the power for 30 seconds.
- We didn't pay our bills and now they've threatened to … our Internet service.
- There's a … between digital downloads and the prices actually charged.

3 ..install..
- Can you show me how to … this new software?
- She wants to … a new hard drive in her older computer.
- Be sure to … a virus checker when you set up your new laptop.

4 ..refresh..
- Scott had a shower to … himself after a long day fixing the office computers.
- Click the icon to … the page and check your order.
- I took an IT course to … my memory.

5 ..reboot..
- They had to … the system after the server failed.
- The new computer show is a … of an older programme.
- Michaela finds her computer works much faster after a … .

6 ..download..
- It's dangerous to … unknown files as they may contain viruses.
- The software is available for … from our site.
- This … is taking forever. It still says 23 minutes left.

The Internet

Collocations

7 Complete the sentences using the words below. Then decide who is more addicted to the Internet.

• access • shopping • virtual • time
• high-speed • trolling • logs on • logs off
• goes down • accounts



Marek

- 1) ..logs on.. to the Internet before getting out of bed in the morning
- refuses to go on holiday if he won't have wi-fi
- 2) ..access..
- feels panicked and uncomfortable when his Internet connection 3) ..goes down..
- spends hours 4) ..trolling.. discussion threads and usually leaves nasty comments or reactions
- has more 5) ..virtual.. friends than ones in real life



Marek is more addicted to the Internet than Lena.

Lena

- prefers online 6) ..shopping.. to buying things at the shops
- doesn't care if she has a 7) ..high-speed.. connection because she doesn't stream films online often
- checks her social media 8) ..accounts.. regularly throughout the day
- sometimes forgets to do things as a result of too much 9) ..time.. spent online
- 10) ..logs off.. the Internet at 9 or 10 pm every night.

8 Finish the sentences with your own ideas.

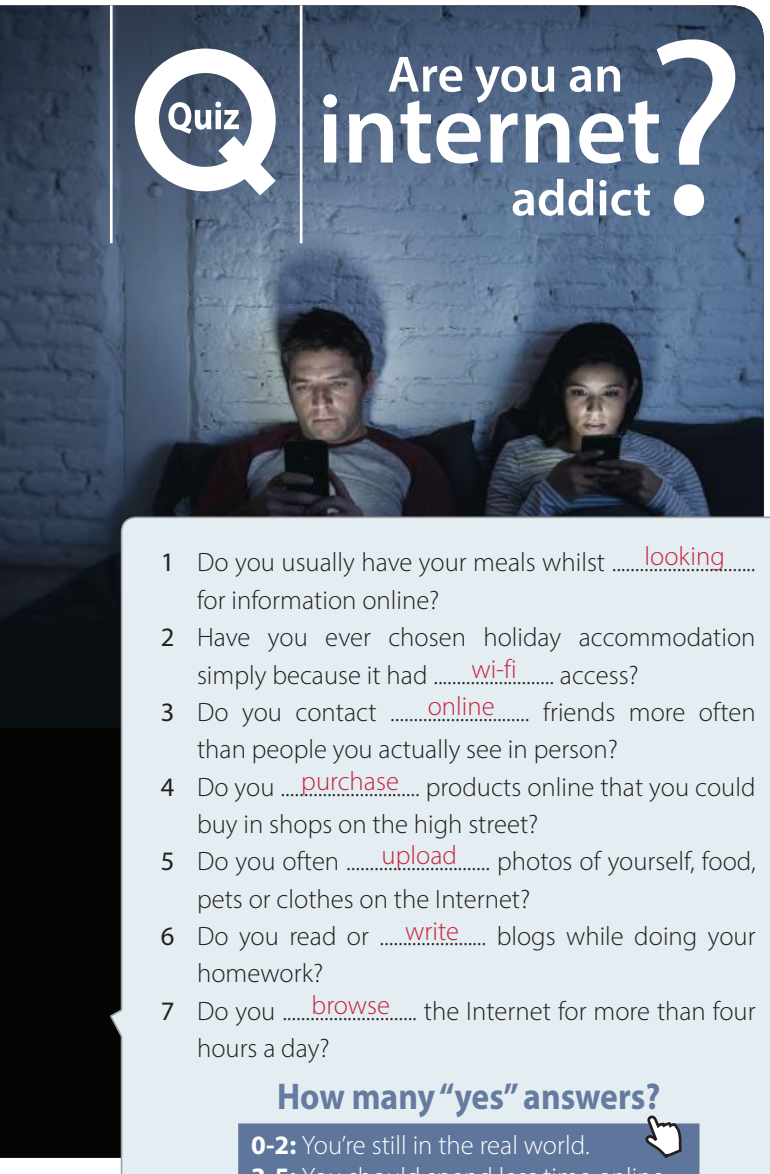
1 I have ..lots of.. social media accounts.
2 If the Internet goes down at home, I usually ..watch TV..
3 Sometimes, I lose track of time online and ..forget to do my chores..
4 In an ideal world, there would be free wi-fi access ..everywhere..
5 In my opinion, Internet trolls should ..be arrested..

Culture Spot

Sir Alexander Fleming was a Scottish microbiologist most famous for discovering penicillin, the world's first broadly effective antibiotic and one of the most important landmarks in modern medicine.

Maria Skłodowska-Curie, one of the most famous scientists in history, was a Polish physicist and chemist who conducted groundbreaking research on radioactivity. She was the first woman to win the Nobel Prize and the first person to win it twice.

9 Complete the quiz questions with *wi-fi*, *online*, *browse*, *purchase*, *write*, *upload*, *looking*. Then, answer the questions for you.



1 Do you usually have your meals whilst ...looking... for information online?
2 Have you ever chosen holiday accommodation simply because it had ...wi-fi... access?
3 Do you contact ...online... friends more often than people you actually see in person?
4 Do you ...purchase... products online that you could buy in shops on the high street?
5 Do you often ...upload... photos of yourself, food, pets or clothes on the Internet?
6 Do you read or ...write... blogs while doing your homework?
7 Do you ...browse... the Internet for more than four hours a day?

How many "yes" answers?

0-2: You're still in the real world.
3-5: You should spend less time online.
6-7: You are an Internet addict!

10 Choose the word in each list which does not match.

1 **post:** a video clip, an update, Internet service, a photo
2 **write:** notifications, a text message, a blog, a comment
3 **send:** a request, an SMS, an emoji, social media
4 **delete:** trolling, a file, an app, photos
5 **upgrade:** a device, a photo, Internet speed, a hard-drive
6 **join:** a network, a chat group, an attachment, a virtual meeting

11 Choose the appropriate word.

1 The IT technician was pleased she had **reached**/**arrived** her target of 150 megabits per second.
2 Diana finally **attained**/**achieved** her ambition of becoming a marine biologist.
3 Terry had **triumphed**/**earned** over the other entrants in the design contest.
4 He has **won**/**gained** a reputation as a brilliant scientist.
5 Scientists claim they have **managed**/**succeeded** in detecting life on other planets.
6 She **fulfilled**/**produced** her lifelong dream of winning the Nobel Prize in Physics.

Prepositions

12 Circle the correct preposition.

1 The technician disconnected the cable **to**/**from**/**in** the router.
2 Can you plug **in**/**into**/**at** the USB cable? It goes into the back of the printer.
3 Social media makes it so much easier to keep **with**/**up**/**in** touch with friends and family.
4 She posted her latest video **by**/**in**/**on** YouTube.
5 An unknown person hacked **in**/**into**/**at** the system and stole the users' personal information.
6 How often do you download music **by**/**for**/**from** the Internet?

Phrasal verbs

13 Fill in the sentences using *down*, *up*, *away*, *out (x2)*, *in*.

1 You'll need a code to sign ...in... to the computer.
2 The lab assistant came ...up... with an innovative way to test the theory.
3 Marine biologists are carrying ...out... studies on the Great Barrier Reef.
4 Don't forget to shut ...down... your computer at the end of the day.
5 The astronomers found ...out... that their earlier estimations had been completely wrong.
6 Some people get carried ...away... on the Internet and waste hours a day online.

14 Use vocabulary from the module to write a short dialogue about one of the following:

See Answer section

- A person having a difficult time installing new software on his/her laptop.
- A scientist making a big discovery.
- Someone shopping for a new mobile phone.

1 a) With a partner, write a list of what you think are the five most important inventions of all time.
See Answer section

b) Discuss which invention on your list is the most and least important and why. See Answer section

Wybór wielokrotny

Exam Tip: Be careful of choices that use exactly the same words that are in the recording. Often those choices will be wrong and the correct one will use synonyms. For example, 'I couldn't find a good laptop in the computer shop so I found one on the Internet.'
A. She bought a laptop in the computer shop.
B. She bought a laptop online.

2 M Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1–2 zakreśl jedną z liter: A, B albo C.

Text 1

1 Where is the speaker?
A in a classroom (B) in a museum C on television

Text 2

2 What is the woman's attitude towards computers?
(A) She can take them or leave them.
B She has a strong dislike for them.
C She values them above all else.

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Text 3

3 Which is not a fact about Hedy Lamarr?
A She was a successful actress.
B She is underappreciated for her scientific work.
C She enjoyed her work in science.
(D) Her work hasn't got the full credit that it's due.

4 When was Hedy Lamarr involved in science?
(A) while she was a film actress
B in the late 1990s
C before she became an actress
D when she was 15

5 Which invention did not work as intended?
A Bluetooth
B a frequency-hopping signal
C an improved traffic light
(D) a carbonated drink supplement

6 How does the speaker feel about Hedy Lamarr?
A relieved that she got honoured before her death
B bitter that she hasn't received her due recognition
(C) inspired by her life and achievements
D concerned that she will be forgotten by history

3 Listen to the third text of Ex. 2 again. Choose words from the box to fill in the gaps.

illustrious | patented | culminated | inducted | household | instrumental

1 She was a(n) household name that everyone knew at the time.
2 She had a(n) illustrious career, which was long and very successful.
3 The invention was patented in 1942 so nobody could steal it.
4 Their ideas were instrumental in the creation of wi-fi.
5 Their recognition culminated in various awards and honours.
6 They were inducted into the National Inventors Hall of Fame.

4 Tell your partner what features would be most important for you when buying a laptop computer and why. You can think about *speed*, *colour*, *size*, *weight*, *memory*, *price*, and *battery life*.
See Answer section

Zadanie z lukami

5 M Usłyszysz dwukrotnie rozmowę o kupowaniu komputera. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim. See Answer section

Make/model: QuickTel S240

This new model [1] _____ the previous week.
Price: currently available for £598
Weight: 1.8 kg **Screen:** 15.6"
Hard drive: [2] _____ drive
Processor: i–Tel [3] _____
Colour: black
Battery: 2–4 hours [4] _____ program use.



6 Listen to the recording in Ex. 5 again and complete the collocations.

1 new model
2 regular price
3 screen size
4 hard drive
5 USB ports
6 battery life

7 Would you buy the laptop described in the recording? Why or why not? See Answer section

12 Exam Skills Practice

READING

1 What is your school's policy on mobile phones in the classroom? Do you agree or disagree with this policy?

Ss' own answers

Dobieranie

2 M Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

From: dpeters@skymail.co
To: jlinzt@school.net
Re: Phone Policy

Dear Mr. Linzt,
My name is Dorota Peters and I'm the parent of a sixth form student at your school. I'm writing in connection to the recent announcement regarding mobile phone use in the classroom. I have no doubt that many parents are applauding the new policy which would see phones banned entirely from the classroom. Nevertheless, I strongly urge you to reconsider your decision. [1 D] I believe it's important to embrace their potential, and I wanted to outline why in this letter.
It goes without saying that mobile devices in the classroom would allow students to access information they need to prepare projects and conduct research. This is especially true when it comes to learning about current events which have yet to be covered by textbooks. However, there are so many other fantastic ways to make use of phones besides looking up information. [2 E] For example, an app allowed my children to have more success memorising the periodic table. Another idea is adding digital content such as videos into existing lessons to make learning more fun.
That being said, I can only imagine what a nightmare it is for teaching staff to manage so many adolescents distracted by their phones during class hours. If you try to ban them, though, teachers will spend valuable class time enforcing the rule. [3 B] Alternatively, by allowing phones in the classroom, students would be forced to learn how to manage their time. Instead of teachers disciplining students, they would be responsible for their own choices. Facing the natural consequences of not paying attention such as missing key information or receiving low grades would be the punishment. This is much better training and preparation for real life. Young people need to learn how to regulate themselves, and doing so sooner rather than later will help their futures.
Thank you for taking the time to read this email. I do hope the information provided will, at the very least, prompt you to rethink your decision. We are constantly moving into uncharted territory in terms of how far technology reaches into our lives. [4 A] So, why not accept them and put them to good use? Please, feel free to reach out if you'd like to discuss this matter further.

Sincerely,
Dorota Peters

A Fighting our kids about their phones may be a losing battle.
B This puts undue pressure on instructors and wastes the time of other students.
C An increasing body of research proves the opposite.
D Mobile phones can bring several benefits to the learning process.
E If phones were allowed, teachers could incorporate the use of educational apps into their classrooms.

Odpowiedzi na pytania

3 M Przeczytaj tekst z ćw. 2. Odpowiedz krótko na pytania 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Na pytania należy odpowiedzieć w języku angielskim.

See Answer section

1 What does Ms. Peters say about other parents' opinion of the 'no phone policy'? .....
2 What reason is given to support using the Internet to learn about current events? .....
3 According to Ms. Peters, what might happen if students are allowed to use their phones for some school-related activities? .....
4 Ms. Peters mentions natural consequences. What are two examples of these natural consequences listed in the email? .....

Lexical sets

4 Write the word from the text which correctly fills in the gaps in all three sentences.

1 .....outline.....
- I always prepare a(n) … before starting an essay.
- The article published in the journal will …her latest discoveries.
- It's important for the document to … the key points.

2 .....urge.....
- We strongly … you to reconsider the proposal.
- The fans … the team on during the match.
- Jeff had the … to check his social media.

3 .....embrace.....
- People were asked not to … or shake hands during the pandemic.
- I was hesitant to … the new technology.
- The new curriculum has been expanded to … a greater number of subjects.

5 Think Do you agree with Ms. Peters? Why or why not? Do you think her suggestions would help young people?

See Answer section

6 Look at the pictures. Which of the devices could you live without? See Answer section



Leaving it behind

Dobieranie

A

For most people of my generation, technology has become an absolute necessity. I was there once too; glued to my phone and answering work emails day and night including weekends. I was a slave to my devices. It wasn't like I woke up one morning and had a sudden realisation. The way I was living wasn't producing the results or quality of life I was after, and I'd known for some time. Spending so many hours in front of a screen left very little time for anything else. I am fully aware that my approach to remedying my situation is rather **hardline** and unappealing to most. But I decided to completely do away with such technologies at home. I consistently found myself happier away from them and the needless and **relentless** communication they generate, so it just seemed logical. I now have a landline phone and can use my computer at my desk. It's absolutely incredible what a different relationship I now enjoy with my surroundings and myself without the constant distractions of electronic notifications.

B

I fully understand that the overwhelming majority of people around the globe rely on mobile phones, laptops and other gadgets for work, communication and leisure activities. Nevertheless, the way we consume these products is destroying the planet. Our **incessant** need to acquire the newest gadgets is creating an unprecedented demand for the raw materials which are needed to produce them. In addition, the waste produced by mountains of **obsolete** devices is non-recyclable, hazardous to the environment and often toxic to people who do try to **salvage** the various components for reuse. As a society, we are stuck in a vicious circle in which our use of and dependence on technology separates us from the natural world, leading us to value it less and less. Simultaneously, we are actively degrading the environment with landfills overflowing with outdated gadgets essentially considered **disposable**, while factories pump out thousands of devices daily to fulfil our **insatiable** demands for new products. Personally, I encourage everyone I know to hold on to their old phones for a little longer before buying the newer model, or consider repairing or upgrading devices rather than outright replacing them.

C

Technology presents a **dichotomy**. On the one hand, technology has allowed us to build powerful civilisations, medical science helps us live longer, and gadgets make our day-to-day lives easier in a multitude of ways. All that being true, it's safe to say that technology is also slowly destroying us. Our technology-fuelled lifestyles are damaging our physical fitness as we become more and more **sedentary**. It's an overused example, but these days, the majority of kids would rather play video games than run around outside with friends. And adults are no better; spending hours a day surfing the net and completing chores and tasks online that used to necessitate getting up and actually moving. The **toll** on our emotional wellbeing is equally as dire. Problems of loneliness, depression, isolation and feelings of meaninglessness have increased alongside our increased reliance on technology. We spend so much time looking at screens that we are forgetting to look at each other. Some experts believe that the present generation will be drastically unhealthier than their parents, and technology is largely at fault.

7 M Przeczytaj trzy teksty (A–C) oraz pytania (1–5), które ich dotyczą. Do każdego pytania dopasuj właściwy tekst. Wpisz rozwiązania w kratki. Uwaga: dwa teksty pasują do dwóch pytań.

In which text does the author …

1 give advice to friends and family? B
2 discuss the health impacts of overusing technology? C
3 mention a health risk to people dismantling electronic devices? B
4 describe what their life used to be like? A
5 list a number of benefits technology provides? C

8 Read the texts again and use the information to complete the sentences. Then, explain the words in bold. See Answer section

1 The author of text A only uses computers in his/her/their office.
2 According to text A, limiting the use of technology has allowed the author to appreciate the world around them/their surroundings.
3 People who try to salvage materials from old devices are exposed to toxic waste.
4 The author of text B believes our use of technology has caused us to lose touch with nature/the natural world/the planet.
5 In text C, the author says that adults are just as bad as children when it comes to technology addiction.
6 Text C implies that obesity will reach unprecedented/record levels.

9 Complete the collocations.

1	vicious	circle	5	leisure	activities
2	overwhelming	majority	6	day-to-day	lives
3	medical	science	7	unprecedented	demand
4	raw	materials	8	physical	fitness

12 Exam Skills Practice

USE OF ENGLISH

Określniki i zaimki See pp. GR68-GR83

1 Underline the determiners and circle the pronouns in the following sentences.

1 Both my friend and I are studying physics.
2 Either printer will work well with this computer.
3 Neither invention had much impact on the world.
4 I tried to buy a new TV at that shop, but I didn't like any.
5 Nobody recognised the work of Copernicus during his lifetime.
6 Newton, Darwin and Hawking were scientists. All of them were British.
7 Something went wrong with the experiment this time.
8 Each device will shut itself off if the battery runs low.

Determiners determine which nouns we are talking about. Pronouns take the place of nouns.

Transformacje ze słowem kluczem

2 M Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego 1–7. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów.

1 Richard had no help learning to use the software.
BY Richard learned to use the software *by himself* instead of getting help.

2 Both Andrea and Ali failed the chemistry exam.
NOR Neither *Andrea nor Ali* passed the chemistry exam.

3 Einstein was the most famous scientist of the 20th century.
NONE Of the 20th century scientists, *none* *is more famous* than Einstein.

4 I don't think anyone hacked into your computer.
ONE I'm fairly certain *(that) no one* *hacked* into your computer.

5 I think that an inkjet or a laser printer will be okay.
EITHER I think that *either an inkjet or a laser* printer will work.

6 In my opinion, nobody can fix your computer.
ANYONE I think there *isn't anyone who* can fix your computer.

7 I read that Maria Skłodowska-Curie won the Nobel Prize, and so did her husband Pierre Curie.
BOTH I read that *both Maria Skłodowska-Curie* *and her* husband won the Nobel Prize.

Tłumaczenie fragmentów zdań

3 M Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

See Answer section

1 (*Zarówno Ella, jak i jej brat*) ..... are saving up to buy the latest models of smartphones.
2 (*Nikt nie zrobił większego*) ..... progress in artificial intelligence technology than these scientists.
3 (*Żaden z wynalazków*) ..... has had a bigger impact on the way we communicate than the Internet.
4 It's important to keep up to date with (*wszystkimi najnowszymi*) ..... technological advances.
5 (*Ani Magda, ani jej przyjaciółka*) ..... was surprised that their video went viral in a matter of hours.

Słowotwórstwo

4 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem. Przekształć wyraz podany w nawiasie w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.



The Y2K PROBLEM

The Y2K problem, also known as the Year 2000 problem or the Millennium bug, refers to what was feared to be a **1)** *disastrous* **(disaster)** event that would occur at the beginning of the 21st century. The fear originated with the realisation that the date in many computer systems was set based on the year 1900, with only the last two digits able to change. Thus, it was feared that the calendar changing to 2000 would create massive computer failures **2)** *worldwide* **(world)**, possibly bringing about a global shutdown of major industries ranging from airlines to banking.

Fortunately, in **3)** *anticipation* **(anticipate)** of the event, IT experts all over the world worked to update computer systems to avert the problem with the century changing. However, thousands of people still expected the worst and stocked up on food and withdrew all their money from the banks. Even though it seemed highly **4)** *improbable* **(probable)** to most people, some even constructed underground shelters to retreat to in case of the disaster! Hopefully, they were still pleased when virtually nothing happened.

5 Change the following words to ones with opposite meaning using the prefixes *im-*, *il-*, *dis-* or *ir-*.

1 appear ..... disappear .....
2 legal ..... illegal .....
3 relevant ..... irrelevant .....
4 mature ..... immature .....
5 logical ..... illogical .....
6 responsible ..... irresponsible .....
7 trust ..... distrust .....
8 patient ..... impatient .....
19 belief ..... disbelief .....
10 moral ..... immoral .....

6 Choose the correct answer.

1 You need to sign at the bottom of the ..... .
(A) document B file C folder

2 You may find an answer if you ..... the Internet.
A look (B) search C hunt

3 Thomas Edison ..... the electric light bulb.
(A) invented B composed C discovered

4 The human race has made great ..... because of science.
A improvement B progression (C) progress

5 The high-resolution screen is the best ..... of this laptop.
A ingredient (B) feature C attribute

Gramatykalizacja

7 M Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

1 The screen ..... must have cracked ..... **(must/crack)** when I dropped my phone. I need to get it fixed.
2 My old ..... computer keeps crashing ..... **(computer/keep/crash)**, I think I need to buy a new one.
3 Her work ..... contributed to the invention of ..... **(contribute/invent)** WiFi, Bluetooth and GPS.
4 My new ..... phone is equipped with ..... **(phone/equip)** a 16-megapixel camera.
5 You can use the HDMI cable ..... to connect the/ ..... your laptop to ..... **(connect/laptop)** the TV.

Zadanie z lukami

8 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

See Answer section



Her is the name of a 2013 sci-fi film written, directed and produced by Spike Jonze. The film **1)** ..... a frightening look at what might become of human relationships in the near future as the lead character, a lonely depressed man, ends up falling in love with a computer program. Jonze says he got the idea in 2000 **2)** ..... reading about a website where people could communicate with an artificial intelligence program. The film starts off innocently enough as the male character experiences problems in developing relationships with women and seeks help online. He connects **3)** ..... a virtual assistant named Samantha, and she provides him with useful dating advice. However, his problems continue, and he comes to rely more and more on Samantha's advice. Their communication becomes **4)** ..... frequent and intense that he ends up falling hopelessly in love with her. The film leaves us with many issues to think about especially if we are replacing our dependence on humans with computers.

12 Exam Skills Practice

WRITING

List formalny

A complaint letter/email

Prepare for the task

1 Complaint emails are usually written to complain about an unsatisfactory product or service. Read the email below and decide if the complaint is about a product or service and what the problem was.

See Answer section

2 Read the explanation of a complaint email and think about the words that might be missing. Then read the sample email again and try to write in the missing words.

See Answer section



A complaint email is always written in a 1) ..... style. It has a 2) ..... line that is not too long and tells the reader exactly what the email is about. The email begins with a salutation. If you know the person, write *Dear Mr/Ms* and their name. If you do not, write 3) ..... .

In the first paragraph of a formal email, the writer always mentions his/her 4) ..... for writing. With a complaint email, it is the 5) ..... he or she had with a product or service complete with basic details such as the 6) ..... and/or place of the purchase or service.

The second paragraph clearly explains the 7) ..... with appropriate details.

The third paragraph explains how the writer would like the 8) ..... to be resolved with specific 9) ..... about what the reader should do.

The last paragraph says the writer looks forward to a(n) 10) ..... and gives a 11) ..... limit for it as well as the consequences if the problem is not resolved.

The email closes with Sincerely/Yours sincerely if you know the person and 12) ..... if you do not.

From: ezhang2572@bhc.com
To: TenTech@ttech.org
Subject: Vacuum cleaner complaint

To Whom It May Concern:

I am writing to complain about the robot vacuum cleaner that I bought from you. The product was a RoboCleaner V5 and I ordered it on January 4th.

The issue is that the V5 vacuum that I purchased does not perform as well as your website claims. The product specifications on the website say that the V5 vacuum can run for up to 45 minutes before recharging, but the first and second time I used it, it ran out of power after just half an hour. In addition, your website declares that the edge-cleaning brushes will 'thoroughly clean dust and dirt from corners and along baseboards.' However, in my experience, this was not the case as the machine left behind noticeable debris in corners and along baseboards.

I would appreciate it if you could either refund my money or replace my RoboCleaner V5 home vacuum cleaner with one that does not have the aforementioned problems. I would also be satisfied, should you agree, with having the vacuum replaced with the V6, providing that it works as advertised and is supplied to me at no extra charge. As this has already been an inconvenience to me, I expect your company to make the necessary arrangements for either a refund or a replacement.

I look forward to hearing from you as soon as possible to resolve this problem. If I do not hear from you within one week, I will seek further action. I can be reached by email or you may call me at 323-555-3798.

Yours faithfully,
Evan Zhang

SEND

3 In the model email in Ex. 2, find the useful phrases for writing complaint emails and use them to complete the sentences below.

See Answer section

1 I am ..... about the ...
2 ... that ..... you.
3 The ..... that ...
4 However, in ..... , this was .....
5 I ..... if you could ...
6 either ..... or replace ...
7 one that does not have the .....
8 I ....., should you agree, ...
9 As this has ..... to me,
10 I expect ..... necessary arrangements
11 I look forward ..... possible to resolve this problem.
12 If I do not hear ..... one week,
13 I will seek ..... .
14 I ..... by email

4 A good subject line should say exactly what the problem is and be no more than 6 words long. Choose the best subject line from the ones below.

A I want to complain about the customer service department of your company.
B Customer service complaint
C Making a complaint about the way your shop treats its customers.

Your turn

5 M Kupiłeś/Kupiłaś produkt, który okazał się wadliwy. Napisz e-mail z reklamacją (200–250 wyrazów) do sprzedawcy. Wyjaśnij, na czym polega problem, i przedstaw swoje oczekiwania.

See Answer section

"Progress is impossible without change."
Walt Disney

1 a) Discuss what the quote means and whether you agree with it and why or why not.
See Answer section

b) Discuss these questions with a partner.

1 Would you rather pay an automated cashier in a shop or an actual person and why? See Answer section
2 Are automated cashiers an example of progress? Why or why not?

Wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania

Exam Strategy

When explaining why you rejected the other two options, be sure to support your decision with reasons/examples. It is not enough to merely state that you rejected them, you have to expand on your decisions.

2 M Popatrz na zdjęcie 1., 2. i 3. Roboty domowe stają się coraz bardziej popularne.

- Wybierz zdjęcie przedstawiające robota, którego najbardziej chciałbyś/chciałabyś mieć, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

See Answer section



3 M Answer the questions.
See Answer section

1 What are some things you would like a robot to do for you?
2 What are some disadvantages of having a robot do your work for you?

4 With a partner, discuss in which of these areas advancements in technology would be most useful and why.
See Answer section

A medicine B transportation C communication

Opis ilustracji i odpowiedzi na pytania

Exam Strategy

When there appears to be an action happening in a picture, it is often a good idea to say what you think will happen next.

USEFUL LANGUAGE

What will happen next

- It looks as though the man/woman/etc. will ...
- I think the man/woman/etc. will/might/may ...
- It's likely/possible that the man/woman/etc. will ...
- The man/woman/etc. is about to ...

5 M Describe the picture.
See Answer section



6 M Answer the questions.
See Answer section

1 How do you think the surgeon feels about working with a robot?
2 Would you prefer to be operated on by a surgeon or a robot and why?
3 Tell us about a situation when an electronic device helped you or someone you know solve a problem.

12 Nauka i technika

Science & Scientific discoveries – Nauka i odkrycia naukowe

announce /ə'naʊns/ (v) = ogłaszać, obwieszczać
antibiotic /ˌæntɪbaɪ'ɒtɪk/ (n) = antybiotyk
astronomy /ə'strɒnəmi/ (n) = astronomia
botany /'bɒtəni/ (n) = botanika
breakthrough /'breɪkθru:/ (n) = punkt zwrotny, przełom
carry out studies (phr) = prowadzić badania
come up with sth (phr) = wymyślić/stworzyć coś, wpaść na coś
conduct (research) /kən'dʌkt/ (v) = przeprowadzać (badania)
develop /dɪ'veləp/ (v) = opracować, rozwinąć (np. metodę, technikę)
geology /dʒi'ɒlədʒi/ (n) = geologia
habitat /'hæbɪtæt/ (n) = siedlisko, środowisko życia
invent /ɪn'vent/ (v) = wynaleźć
lab /læb/ (n) = laboratorium
marine biology /məˌri:n baɪ'ɒlədʒi/ (n) = biologia morska
meteorology /ˌmi:tiə'rɒlədʒi/ (n) = meteorologia
microbiology /ˌmaɪkrəʊbaɪ'ɒlədʒi/ (n) = mikrobiologia
microscope /'maɪkrəskəʊp/ (n) = mikroskop
penicillin /ˌpenə'sɪlɪn/ (n) = penicylina
provide (evidence) /prə'vaɪd/ (v) = przedstawić/dostarczyć (dowody)
publish /'pʌblɪʃ/ (v) = publikować
radioactivity /ˌreɪdiəʊæk'tɪvəti/ (n) = promieniotwórczość, radioaktywność
telegraph /'telɪgrɑ:f/ (n) = telegraf
test a theory (phr) = sprawdzić/przetestować jakąś teorię
test tube /'test tju:b/ (n) = probówka
uncover (evidence) /ʌn'kʌvə/ (v) = ujawnić/znaleźć (dowody)
unchartered territory (phr) = niezbadany obszar/teren
vaccine /'væksi:n/ (n) = szczepionka

Inventions – Wynalazki

apparatus /ˌæpə'reɪtəs/ (n) = sprzęt, aparatura
groundbreaking /'graʊndˌbreɪkɪŋ/ (adj) = przełomowy
landline phone /'lændlaɪn ˌfəʊn/ (n) = telefon stacjonarny
light bulb /'laɪt bʌlb/ (n) = żarówka
make a discovery (phr) = dokonać odkrycia
machine /mə'ʃi:n/ (n) = maszyna, urządzenie
phase out /feɪz 'aʊt/ (phr v) = stopniowo wycofywać/ograniczać
tool /tu:l/ (n) = narzędzie

Computers – Komputery

attach /ə'tætʃ/ (v) = tu: załączyć (np. plik do wiadomości e-mail)
cable /'keɪbəl/ (n) = kabel, przewód
disconnect (from) /ˌdɪskə'nekt/ (v) = wyłączać (z), odłączać (od)
external /ɪk'stɜ:nəl/ (adj) = zewnętrzny
file /faɪl/ (n) = plik
folder /'fəʊldə/ (n) = folder, katalog
hard drive /'hɑ:d draɪv/ (n) = twardy dysk
high resolution screen (phr) = ekran o wysokiej rozdzielczości
install /ɪn'stɔ:l/ (v) = instalować, podłączać
keyboard /'ki:bɔ:d/ (n) = klawiatura
model /'mɒdəl/ (n) = model
monitor /'mɒnɪtə/ (n) = monitor
print /prɪnt/ (v) = drukować
processor /'prəʊsesə/ (n) = procesor
refresh /rɪ'freʃ/ (v) = odświeżyć (np. stronę internetową, pamięć)
release /rɪ'li:s/ (v) = wypuścić, wprowadzić (np. produkt na rynek)
restart /ˌri:'stɑ:t/ (v) = restartować, uruchamiać ponownie
router /'ru:tə/ (n) = ruter
set up /set 'ʌp/ (phr v) = konfigurować
shut down /ʃʌt 'daʊn/ (phr v) = zamknąć (np. komputer)
software /'sɒftweə/ (n) = oprogramowanie
virus checker /'vaɪərəs ˌtʃekə/ (n) = oprogramowanie wykrywające wirusy

Mobile phones – Telefony komórkowe

contacts list /'kɒntækts ˌlɪst/ (n) = lista kontaktów
download /ˌdaʊn'ləʊd/ (v) = pobierać (np. pliki z internetu)
give a call (phr) = zadzwonić do kogoś
hands-free /ˌhændz 'fri:/ (adj) = głośnomówiący
headset /'hedset/ (n) = słuchawki, zestaw słuchawkowy
message /'mesɪdʒ/ (v) = wiadomość
messaging /'mesɪdʒɪŋ/ (n) = przesyłanie komunikatów/wiadomości
phones /fəʊnz/ (pl n) = telefony
post /pəʊst/ (v) = wysyłać; umieszczać (np. na stronie internetowej)
remote /rɪ'məʊt/ (adj) = zdalnie sterowany
renew /rɪ'nju:/ (v) = odnowić, przedłużyć
ringtone /'rɪŋtəʊn/ (n) = dzwonek (telefonu)
text message /'tekst ˌmesɪdʒ/ (n) = wiadomość tekstowa, SMS
texting /'tekstɪŋ/ (n) = wysyłanie SMS-ów
transfer /træns'fɜ:/ (v) = przenosić, kopiować (np. dane, pliki)
upgrade /ʌpgreɪd/ (n) = aktualizacja, nowa wersja (np. programu)

The Internet – Internet

access /'ækses/ (n) = dostęp (do internetu)
attachment /ə'tætʃmənt/ (n) = załącznik
blog /blɒg/ (n) = blog
browse /braʊz/ (v) = przeglądać, przeszukiwać (np. strony internetowe)
chat group /'tʃæt gru:p/ (n) = grupa na czacie
disconnect /ˌdɪskə'nekt/ (v) = odłączyć
discussion thread /dɪs'kʌʃən ˌθred/ (n) = wątek dyskusji
emoji /ɪ'məʊdʒi/ (n) = emoji (piktogram stosowany przez użytkowników internetu do wyrażania emocji)
free wi-fi access (phr) = bezpłatny dostęp do Wi-Fi
go down /gəʊ 'daʊn/ (phr v) = tu: zawieszać się, słabnąć, zanikać (np. o połączeniu internetowym)
high-speed connection (phr) = szybkie połączenie, szybkie łącze
keep in touch with (phr) = pozostawać w kontakcie z
log off /lɒg 'ɒf/ (phr v) = wylogować się
log on /lɒg 'ɒn/ (phr v) = zalogować się (odwiedzić stronę internetową)
notification /ˌnəʊtɪfɪ'keɪʃən/ (n) = powiadomienie
online shopping (phr) = zakupy online/ w sieci
post (a video clip) /pəʊst/ (v) = zamieścić (klip wideo/filmik) np. na stronie internetowej
request /rɪ'kwest/ (n) = prośba
sign in /ˌsaɪn 'ɪn/ (phr v) = zalogować się
sign up /ˌsaɪn 'ʌp/ (phr v) = zarejestrować się (np. w serwisie internetowym)
social media account (phr) = konto w mediach społecznościowych
time spent online (phr) = czas spędzony online/ w sieci
troll /trəʊl/ (v) = trollować
update /ʌpdeɪt/ (n) = aktualizacja, nowa wersja
upload /ʌp'ləʊd/ (v) = załadować/wgrać (np. pliki)
video clip /'vɪdiəʊ ˌklɪp/ (n) = klip wideo
virtual friend (phr) = wirtualny znajomy
wi-fi /'waɪ faɪ/ (n) = Wi-Fi (standard sieci bezprzewodowych)

People of science – Ludzie nauki

achieve an ambition (phr) = osiągnąć życiowy cel, zrealizować ambicje
astronomer /ə'strɒnəmə/ (n) = astronom
chemist /'kemɪst/ (n) = chemik
development /dɪ'veləpmənt/ (n) = rozwój, powstanie, opracowanie
environmental expert /ɪnˌvaɪrənmentəl 'ekspɜ:t/ (n) = ekspert ds. ochrony środowiska
estimation /ˌestɪ'meɪʃən/ (n) = szacunkowa ocena, oszacowanie
fulfil (a dream) /fʊl'fɪl/ (v) = zrealizować (marzenie)
gain a reputation (phr) = zyskać reputację
illustrious /ɪ'lʌstriəs/ (adj) = wybitny, znakomity
lab assistant /'læb əˌsɪstənt/ (n) = laborant/ laborantka
microbiologist /ˌmaɪkrəʊbaɪ'ɒlədʒist/ (n) = mikrobiolog
operator /'ɒpəreɪtə/ (n) = tu: telegrafista/ telegrafistka
patent /'peɪtənt/ (v) = opatentować
physicist /'fɪzɪsɪst/ (n) = fizyk
receive recognition (phr) = zyskać uznanie
reach a target (phr) = osiągnąć cel
remain on the shelf (phr) = pozostawać na bocznym torze
scientific work (phr) = praca naukowa
scientist /'saɪəntɪst/ (n) = naukowiec
succeed (in) /sək'si:d/ (v) = powieść się, odnieść sukces (w)
triumph /'traɪʌmf/ (v) = triumfować, zwyciężać

The use of technology (opportunities & threats) – Wykorzystanie technologii (szanse i zagrożenia)

access information (phr) = uzyskać dostęp do informacji
ban phones (phr) = zakazać używania telefonów
(be) slave to a device (phr) = (być) niewolnikiem jakiegoś urządzenia
bring benefits (to the learning process) (phr) = przynosić korzyści, sprzyjać (np. procesowi uczenia się)
computer failure /kəm'pju:tə ˌfeɪljə/ (n) = awaria komputera
depression /dɪ'preʃən/ (n) = depresja, przygnębienie

digital content (phr) = zasoby/treści cyfrowe
disposable /dɪˈspəʊzəbəl/ (adj) = jednorazowy, jednorazowego użytku
distraction /dɪˈstrækʃən/ (n) = rozproszenie uwagi, zakłócenie spokoju
do away with (phr) = przestać używać, pozbyć się, wyeliminować
get carried away (phr) = dawać się ponieść (np. emocjom)
glued to a phone (phr) = przyklejony do telefonu
hack into a system (phr) = włamać się do systemu
hardline /ˌhɑːd ˈlaɪn/ (adj) = twardy, nieugięty
hazardous (to) /ˈhæzədəs/ (adj) = niebezpieczny (dla)
health benefits (phr) = tu: walory zdrowotne
incessant need (phr) = ciągła/nieustanna potrzeba
insatiable demand (phr) = nienasycony popyt
interconnected /ˌɪntəkəˈnektɪd/ (adj) = połączone
internet addict /ˈɪntənet ˌædɪkt/ (n) = uzależniony od internetu
isolation /ˌaɪsəˈleɪʃən/ (n) = izolacja, odosobnienie; osamotnienie
landfill /ˈlændfɪl/ (n) = wysypisko śmieci
leave nasty comments (phr) = umieszczać nieprzyjemne/paskudne komentarze
loneliness /ˈləʊnlinəs/ (n) = samotność
look for information online (phr) = szukać informacji w sieci
look up information (phr) = wyszukiwać/znajdować informacje
make progress (phr) = robić postępy
meaninglessness /ˈmiːnɪŋləsnəs/ (n) = bezsensowność
misuse /ˌmɪsˈjuːz/ (v) = źle/niewłaściwie używać
non-recyclable /ˌnɒn riːˈsaɪkləbəl/ (adj) = nienadający się do recyklingu
obsolete device (phr) = przestarzałe/zdezaktualizowane/ (już) nieprodukowane urządzenie
prove the opposite (phr) = dowodzić czegoś przeciwnego
purchase products online (phr) = zakupić produkty online
put to good use (phr) = dobrze wykorzystać, zrobić (z czegoś) dobry użytek
rely on /rɪˈlaɪ ɒn/ (phr v) = polegać na, liczyć na; bazować na
reuse /ˌriːˈjuːz/ (v) = ponownie przetwarzać/używać
salvage /ˈsælvɪdʒ/ (v) = ocalić, uratować
sedentary /ˈsedəntəri/ (adj) = siedzący (np. tryb życia)
toxic /ˈtɒksɪk/ (adj) = toksyczny
unprecedented demand (phr) = bezprecedensowy/niespotykany popyt
vicious circle /ˌvɪʃəs ˈsɜːkəl/ (n) = błędne koło
waste /weɪst/ (n) = odpady



1 Choose the correct item.

1 The scientist ..... the mystery while analysing his research.
(A) uncovered B announced C misused D released

2 Studying exotic flowers is an important part of ..... .
A marine biology B geology (C) botany D meteorology

3 A(n) ..... gives protection against catching a disease.
A antibiotic (B) vaccine C penicillin D apparatus

4 Ellen ..... the file to her email and sent it.
A installed B salvaged C posted (D) attached

5 It's a good idea to store data on a(n) ..... hard drive.
A interconnected (B) external C remote D disconnected

6 Paul used his Bluetooth to ..... files from his phone to his tablet.
A download B upgrade (C) transfer D restart

7 For some, technology is ..... and can be discarded for a better upgrade.
A non-recyclable B hazardous C meaningless (D) disposable

8 Technology can act as a(n) ..... from our everyday problems.
(A) distraction B notification C estimation D isolation

Collocations

2 Fill in with: *vicious*, *high*, *test*, *chat*, *high-speed*, *insatiable*, *virtual*, *environmental*, *discussion*, *lab*, *digital*, *virus*.

1 Chemists often use ..... test ..... tubes to hold dangerous chemicals.
2 This new tablet has a(n) ..... high ..... resolution screen.
3 It's important to have a(n) ..... virus ..... checker to protect your PC.
4 The ..... chat ..... group includes Mary's friends and relatives.
5 Angela's ..... high-speed ..... connection lets her download films instantly.
6 The ..... environmental ..... expert studied the impact of pollution on the area.
7 Tom is Mike's ..... virtual ..... friend; they've never met in person.
8 As a(n) ..... lab ..... assistant, Karen helps senior researchers with experiments.
9 The ..... discussion ..... thread talks all about the features of the new phone.
10 Photos are a popular type of ..... digital ..... content on social media.
11 Nowadays, there is a(n) ..... insatiable ..... demand for the latest technology.
12 The problem of supply and demand is a(n) ..... vicious ..... circle that continues.

Phrasal verbs/Prepositions

3 Choose the correct item.

1 Laura helped Tom set up/on his new computer.
2 The wi-fi connection went down/under suddenly.
3 The team succeeded on/in making the discovery.
4 Alice got carried away/past and spent hours online.
5 My brother is glued at/to the phone in case his friend messages him.
6 Jeff relies for/on the Internet to do his shopping.
7 Don't forget to log down/off when you've finished.
8 If you want a social media account, sign in/up for one.

VI Exam Skills Check (Modules 11-12)

Rozumienie tekstów pisanych

Wybór wielokrotny i odpowiedzi na pytania

1 Przeczytaj dwa teksty związane z mitami medycznymi. Wykonaj zadania 1–8 zgodnie z poleceniami.

Text 1 SHOULD WE STILL STARVE A FEVER?

Folk medicine is the term used for the system our ancestors had to deal with illnesses and ailments before the advent of antibiotics, vaccinations and all the other miracles of modern medicine. There has been a tendency in recent times to turn back to these perceived gems of folk wisdom in the belief that they are somehow more genuine, but is this a sound move on the part of a patient or carer, or is it a misguided reaction? When we look at perhaps the most famous folk medical saying of all, "An apple a day keeps the doctor away", there is no denying that here is a piece of advice from folk medicine that works, with health experts today recognising that the vitamin C the average **one** contains plays an important role in battling illness. But looking at other sayings, the verdict is less clear. When we ask whether that other famous saying "Starve a fever and feed a cold" has also withstood the test of time, the kindest answer is, half of it, yes, but the more honest assessment leads us to a resounding no.

The reason why comes down to the basic misunderstanding of illness that led to the invention of the saying in the first place. From ancient times, and all the way up to around 1850, the human body was understood to run on four substances, called the 'humours'. Specifically, these were black bile, yellow bile, blood and phlegm, and each of them also corresponded to an emotion. Black bile was connected to sadness, yellow to anger, blood to enthusiasm and phlegm to reserve. While no humour was bad in and of itself, an excess or lack of one was believed to produce illness. Doctors connected fevers to anger, since when we are angry, we also get hot. A patient with a fever was therefore believed to have an excess of yellow bile and, in order to reduce it, doctors told their patients to starve themselves: hence, starve a fever. Colds, on the other hand, do not cause a fever, but make you feel cold, which was interpreted as being caused by too little yellow bile: hence, feed a cold.

We now know, of course, that both colds and flus are caused by viruses, and should be treated in a similar way. Sufferers of both need to be getting nutrition into their bodies so that their immune system has the energy it needs to fight the illness. The other things they need are rest and plenty of water to replace everything that is lost in sneezing, coughing, nose-blowing and so on. That's why the most common advice a responsible doctor will give someone with a virus is to stay in bed and drink plenty of fluids. And, in terms of nutrition, they'd say something like "feed a cold and *feed a fever too*." Which is why we could, if we were being generous, say that the old proverb was half right.

The truth is that many of these beliefs stay with us, passed down from mother to son and father to daughter, from grandparents to grandchildren. This folk medicine existed long before hospitals and doctors, vaccines and antibiotics, and it was the only thing we had to turn to not so very long ago. It is so deep-rooted, in fact, that it has become part of our language, and those little poetic proverbs have far more power than we might believe. Modern medicine is little more than a century and a half old, while folk medicine has been around for millennia, so it might take a little while to disappear entirely. And we may not actually want it to – not *entirely*. Because once we dispose of the many false ideas it contains, we might find some real nuggets of wisdom buried here and there. Like an apple a day.

W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

1 Where would a text like this be found?
- A in an encyclopaedia
- B as part of a marketing brochure
- C in a medical journal
- (D) in a Sunday newspaper supplement

2 What does the word 'one' in line 11 refer to?
- A a famous folk saying
- (B) an apple
- C a health expert
- D vitamin C

3 Which of the following sentences is NOT true?
- (A) Most folk medicine has some truth in it.
- B Eating is as important as rest and liquids in recovery.
- C Good doctors whose patients have a virus don't prescribe medicine.
- D The advice that doctors now give patients is sound.

4 What is the author of this text trying to do?
- A to destroy the basis for belief in any type of folk medicine
- (B) to urge for a cautious reassessment of folk medicine advice
- C to advocate for the health benefits hidden in folk medicine
- D to argue that folk and modern medicine have equal roles to play

Exam Skills Check (Modules 11-12) VI

TETANUS Text 2

Also commonly known as lockjaw, this often-deadly disease is caused by bacteria called *Clostridium tetani*. These can be found in the soil, dust, manure and saliva. Symptoms begin as spasms in the muscles of the jaw that sometimes lead to the patient being unable to open it (which is the reason for the everyday name for the disease). These then progress to the entire body and can be extremely violent. Eventually, one in ten sufferers die. Most common in hot, wet climates, it is still responsible for tens of thousands of deaths annually, though the number was hundreds of thousands just thirty years ago.

The reduction can be put down to the increased availability of the vaccination against tetanus, which was originally produced in 1924. It was first used extensively on soldiers during World War II, and resulted in a 95% reduction in incidences of the disease. It is given in childhood in most countries in the world now, in five or six doses, but immunity does wear off, so a booster shot is recommended by doctors every decade. There is also a tetanus serum available. This is actually the older treatment, a method for extracting the serum from animals having been devised in 1890, and it is still one of the only treatments available for non-vaccinated patients in the extreme throes of the disease. There are also antibiotics that can slow the onslaught of the disease long enough for a vaccination to build up the body's natural immunity, and muscle relaxants are often prescribed to stop the painful muscle spasms.

The common belief that tetanus is caused by cutting oneself on rusty metal is an old wives' tale. Cuts are simply an avenue for the bacteria to enter the body, and a clean nail, for example, provides this route just as well as a rusty one. What rust does do is provide lots of nooks and crannies for the bacteria to live in. Cuts from a contaminated object are the most common avenue of infection; the disease does not pass from person to person.

Odpowiedz krótko na pytania 5–8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Na pytania należy odpowiedzieć w języku angielskim.

5 Why was tetanus also called lockjaw?
Because (some) sufferers could not open their mouths.

6 When was the tetanus vaccine first shown to be effective?
During the Second World War.

7 What medication relieves a symptom of tetanus?
Muscle relaxants.

8 What is declared a medical myth in paragraph 3?
That tetanus is caused by cutting yourself on rusty metal.

Rozumienie ze słuchu

Zadanie z lukami

2 🎧 **Usłyszysz dwukrotnie fragment audycji o starożytnym komputerze. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

The Antikythera Mechanism

Created over 1500 years before comparable devices like the slide rule (1620 – 1 1630)

Important Dates

1901 – found in a sunken 2 Roman (trading) ship.

1970s – archaeologists saw the 3 inside of the mechanism using X-ray.

Mechanism

- front face with celestial bodies and a 4 calendar
- handle changes the date

Znajomość środków językowych

Gramatykalizacja

3 **Uzupełnij zdania 1–3. Wykorzystaj w odpowiedniej formie podane w nawiasach wyrazy. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 Little **(I/know)** did I know ..... that I had already caught the illness.

2 Both **(Tommy/Sam/have)** Tommy and Sam have ..... very powerful gaming computers.

3 Only when I saw the news **(I/hear/about)** ..... did I hear about ..... the terrible new epidemic.

Część ustna

Rozmowa wstępna

4 Ask and answer.

See Answer section

Zdrowie

- Do you follow a healthy diet? What do you eat?
- Why do you keep fit?
- What do you do when you've got a cold?

Nauka i technika

- At what age should teens get a mobile phone? Why?
- Do teens spend too much time on computers?
- What gadget do you use the most?

MODULE 13 Świat przyrody

VOCABULARY

Weather

1 Unscramble the words and label the pictures.

- orntdoa
- zilbazrd
- hggilintn
- ihla
- gfo
- orfts



1 tornado



2 hail



3 blizzard



4 fog



5 lightning



6 frost

Collocations

2 🎧 Listen and tick (✓) the phrases you hear in the weather report.

1	✓ chance of frost	6	✓ high winds
2	✓ torrential downpour	7	☐ heat wave
3	✓ electrical storms	8	✓ thick fog
4	☐ cool breeze	9	☐ high humidity
5	✓ light drizzle	10	✓ strong gusts

3 What is the weather like in the different seasons where you live? Take three minutes and use vocabulary from Exs 1 and 2 to write sentences. Then tell the class. Discuss.

Ss' own answers

Idioms

4 Choose the correct word.

1 Mark was on cloud/wind nine after he passed his driving test.
2 Jane isn't well. She's feeling a little under the weather/climate.
3 He had a face like lightning/thunder after I admitted borrowing his tablet.
4 Thanks for the gift. It really brightened/shined up my day.
5 In the warm/cold light of day, you'll realise you made the right decision.
6 Don't chase raindrops/rainbows, Brian. You'll never get that job.
7 Jim was only a pleasant/fair-weather friend; he just disappeared when we needed him.
8 We couldn't go out; it was raining/blowing cats and dogs all day!

Climate & Natural disasters

5 Fill in: *arid*, *frigid*, *flooding*, *droughts*, *cold snaps*, *extreme*, *hurricanes*, *shelter*, *famine*.







Environmentalists believe many of the 1) extreme weather events which happen around the globe can be linked back to climate change and the destruction of our environment. 2) Arid regions have become even drier, with 3) droughts causing crops to fail and farmers to lose their livelihoods, and in the worst cases, 4) famine caused by a lack of food. Colder regions are experiencing more frequent and longer 5) cold snaps, in which 6) frigid temperatures and blizzards damage infrastructure and disrupt day-to-day life. In tropical areas, the number of 7) hurricanes and severe storms is on the rise, with high winds damaging properties and torrential rain 8) flooding residential areas. People living in coastal regions are increasingly forced to seek emergency 9) shelter. While some may argue these severe weather events have always occurred, there is enough scientific evidence to prove they are becoming more frequent and more severe.

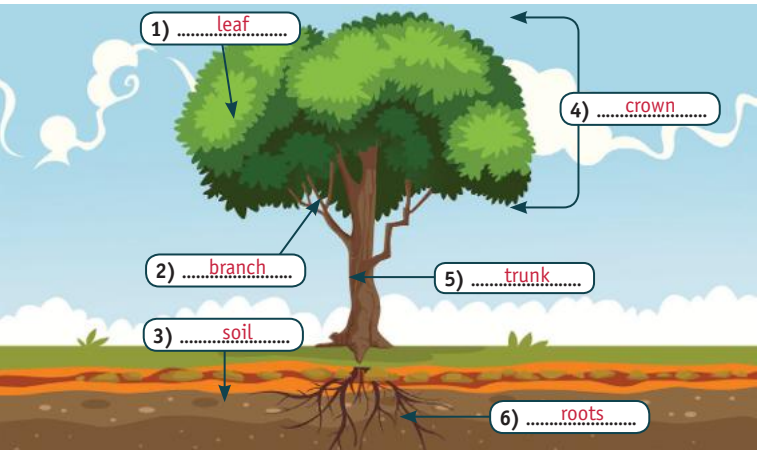
Plants

6 Match the words (1–8) to the definitions (A–H).

1	D crown	4	A root	7	F seed
2	G leaf	5	C trunk	8	B pollen
3	E soil	6	H branch		

A the part of a plant which is underground
B a powder, often yellow, produced by trees and plants and used to reproduce
C the main thick part supporting a tree
D the top part of a tree that has leaves
E the material on the ground in which plants grow
F a small object, usually round, that allows a plant to grow when planted
G the small green flat part of a tree which collects sunlight
H the part of a tree which connects the trunk to the leaves

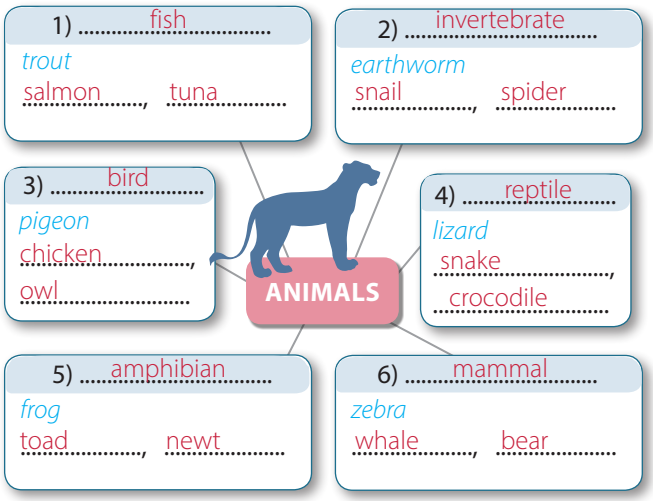
7 Label the picture (1–6) using words from Ex. 6.



Animals

8 Insert the headings and complete the chart with your own ideas.

• reptile • bird • amphibian • mammal
• fish • invertebrate



9 a) Match the habitats (A–F) to the animals (1–6).

1	B lion	A	sett
2	D rabbit	B	den
3	E bee	C	nest
4	A badger	D	burrow
5	F beaver	E	hive
6	C wasp	F	lodge

b) Complete the sentences using habitats from Ex. 9a in the correct form.

1 Badger setts consist of numerous tunnels.
2 Beaver lodges are built in the water of rivers.
3 Birds live in nests on the branches of trees.
4 A rabbit's home located under the ground is a burrow .
5 The Queen bee lives in the centre of the hive .

10 Match the names of the group (1–6) to the animals (A–F).

1	D a flock	A	of wolves, dogs
2	C a herd	B	of fish
3	B a school	C	of cows, elk, deer
4	A a pack	D	of sheep, birds
5	F a swarm	E	of lions
6	E a pride	F	of bees, wasps

11 Choose the correct word to complete the dialogues.

A: 1) Clearing/Wiping rainforests for agriculture is threatening endangered species in Indonesia.
B: I know. I've heard the palm oil industry is causing 2) habitation/habitat destruction, which has affected the orangutan population.

A: Did you know many birds return to the same place to 3) breed/produce every year?
B: Yes! And some types of birds 4) mate/settle with the same partner as well. It's fascinating!

A: Scientists have determined that the 5) life/lifespan of some turtles can be 80-90 years.
B: That's incredible. They 6) lay/drop their eggs in the sand and bury them. That way, they'll be hidden from 7) prey/predators.
A: Yes! I saw turtle eggs 8) hatching/opening last year on a beach. The babies were so cute!

Threats to the environment

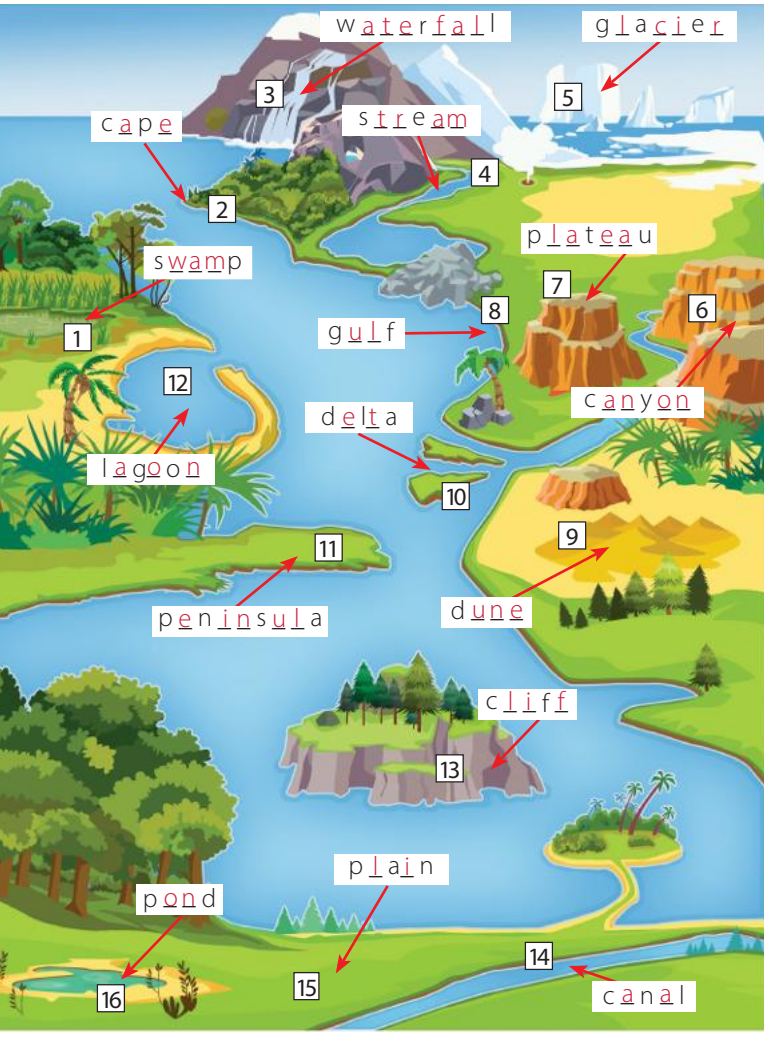
Prepositions

12 Complete the sentences using *of (x2)*, *on*, *to*, *in (x2)*.

1 With rising sea levels, some coastal cities are ...in... danger of sinking.
2 Over 7,000 species ...of... animals around the world are considered endangered.
3 Pollution has caused irreversible damage ...to... the Great Barrier Reef.
4 A rare Siberian tiger was born ...in... captivity today at London Zoo.
5 The illegal hunting ...of... elephants continues despite efforts to stop it.
6 There is a ban ...on... hunting in the spring as many animals have young to take care of.

Landscape

13 Complete the missing letters to label the geographical features of the landscape below.



Space

14 Match the words to make collocations.

1 E	Big Bang	A	year
2 H	black	B	space
3 D	communications	C	star
4 B	outer	D	satellite
5 A	light	E	theory
6 C	shooting	F	shower
7 F	meteor	G	system
8 G	solar	H	hole

15 Use the collocations from Ex. 14 to complete the definitions. See Answer section

1 ..... : a sun and the group of planets which orbit it
2 ..... : a concept which explains how the universe began
3 ..... : a region of space that is a vacuum from which light cannot escape
4 ..... : a single small, fast moving rock that produces a bright light while burning up upon entering the Earth's atmosphere
5 ..... : a device which orbits the earth relaying information
6 ..... : the distance light travels in vacuum in 365 days
7 ..... : the empty area beyond the Earth's atmosphere
8 ..... : an event that occurs when rocks enter earth's atmosphere and fall to the surface

Lexical set

16 Write one word which correctly fills in the gaps in all three sentences.

1 .....runs.....
- The council wants to build a road that … through the protected forest.
- That old pipe … the risk of leaking oil into the lake.
- Gary now … his own business giving wildlife tours.

2 .....clear.....
- The environmental group has laid out … goals.
- I hope I've made it … now on why we need to stop using plastics.
- The farmers want to cut down the trees to … land.

3 .....raised.....
- Stephanie … the issue of water shortages at the last meeting.
- These lions were … in captivity since they were young cubs.
- You get a great view of the landscape from that … area of land.

1 If you go to a zoo, which animals are you most interested in seeing and why?

See Answer section

Zadanie z lukami i odpowiedzi na pytania

Exam Tip: First read the information around each gap and try to keep it in your mind when you are listening. That way, you will be likely to notice the answers.

2 M 🎧 Usłyszysz dwukrotnie wypowiedź przewodnika oprowadzającego grupę uczniów po ogrodzie zoologicznym. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

See Answer section

Green Forest Zoo

- cares for endangered species and promotes educational programmes
- conservation schemes launched 1) ..... ago

Reptile Enclosure

- most popular animal: 2) ..... dragon
- originate from: 3) .....
- diet: birds and large mammals

Amazing fact

- Different zoo keepers 4) ..... Marty the lizard

3 M 🎧 Wysłuchaj ponownie nagrania. Na podstawie zawartych w nim informacji odpowiedz krótko na pytania 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.

See Answer section

1 Who founded Green Forest Zoo?
.....

2 What is the size of the specimen at the zoo?
.....

3 What is the primary food source of the world's largest lizard?
.....

4 What information can visitors find on the zoo website?
.....

4 Would you like a job as a guide in a zoo? Why or why not? What animals would you be sure to include on your tour and why?

See Answer section

Dobieranie

5 M 🎧 Usłyszysz dwukrotnie pięć wypowiedzi na temat kosmosu. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

A knows someone who has been to outer space.
B is interested in outer space but not going there.
C is not that interested in what is in outer space.
D enjoys learning about outer space from an expert.
E finds it thrilling to look into outer space.
F became interested in outer space because of someone else.

Speaker 1	B
Speaker 2	F
Speaker 3	E
Speaker 4	C
Speaker 5	D

6 🎧 Listen to the recording again and complete the phrases.

1 ... understand their ...obsession with... the universe ... .
2 ... mysteries ...that are still... unsolved.
3 ... nobody else can ...see with the naked... eye.
4 ... I can't ...think of anything more... thrilling ... .
5 ... who has ...tons of fascinating... content.

7 Would you like to study astronomy or astrophysics? Have a conversation with a partner and say why/why not. Try to use the phrases from Ex. 6 in your conversation.

See Answer section

Culture Spot

Helen Sharman is a British chemist who became the first British astronaut and the first British person in space. She also became the first ever woman aboard the Mir space station when she visited it in May 1991.

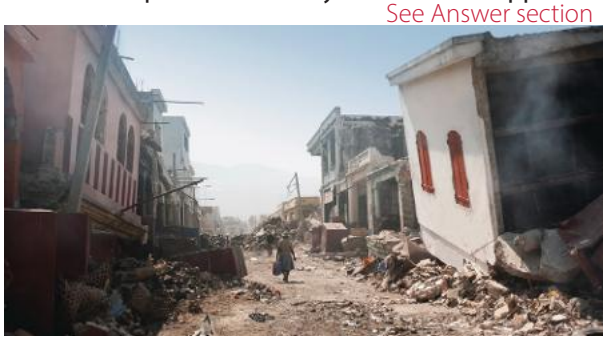
Mirosław Hermaszewski is a former fighter jet pilot and retired Polish Air Force officer who became a cosmonaut. He then became the first, and to this day the only, Polish national in space when he flew aboard the Soviet Soyuz 30 spacecraft in 1978.

13 Exam Skills Practice

READING

1 Look at the photo. What do you think has happened?

See Answer section



Wybór wielokrotny i zadanie z lukami

2 a) M Przeczytaj dwa teksty związane ze środowiskiem naturalnym. Wykonaj zadania 1–8 zgodnie z poleceniami.

See Answer section

Text 1

I was on summer holidays from my teaching job at a university in Istanbul, Turkey. It was August and the weather was **unbearably** humid. My small, third floor flat held onto the heat of the day with only the occasional cool breeze making its way from the seaside a few blocks to the south. It was an ordinary day and not much had happened. I'd spent the morning at the market picking up groceries and, in the afternoon, had a coffee at a cafe with a former co-worker. On my way home, I stopped at my local florist's to buy a plant for my room before heading back to my flat for the evening.

After going to bed at a somewhat reasonable hour, considering I wasn't working, I was suddenly awoken in the middle of the night. The walls of the bedroom were shaking around me and I could hear people in the neighbouring buildings shouting and crying uncontrollably. In less than a minute, it was over, but I remained frozen in my bed, unable to move and not sure what to do even if I found the ability. I noticed my new plant had fallen on the floor, the ceramic pot had broken and soil covered the carpet. It took several moments to piece together exactly what was happening: it was an earthquake; a massive earthquake that would cause unimaginable death and destruction.

The Izmit earthquake occurred in 1999, at 3am on August 17. It killed approximately 17,000 people according to official government reports, although many believe the actual number is much closer to 45,000. It is estimated that over 120,000 poorly constructed houses collapsed, including at least 20,000 blocks of flats, leaving a quarter of a million homeless and roughly 50,000 injured. The earthquake's **epicentre** was located in Izmit city, about 100 kilometres south-east of Istanbul. This **densely** populated urban area was the hardest hit, with entire neighbourhoods left in **ruins** and hundreds of families destroyed. However, even as far away as I was in Istanbul, whole blocks that were built on **unstable** land were instantly flattened. Although the event only lasted for 37 seconds, it was extremely powerful with a **magnitude** of 7.6 on the Richter scale. I later learned that the quake had occurred along a **fault line** more than 150 kilometres long, which meant the damage was widespread rather than localised and limited to the region around the epicentre. I found the following weeks agonising, as rescuers desperately looked for survivors against all odds, and then for bodies among the **rubble** of collapsed buildings.

As weeks turned to months, **aftershocks** continued to terrorize the population, while the clean-up and rebuilding missions tried to bring some sense of normalcy back to the affected areas. Some real-estate developers and builders were **sued** by victims and local governments for constructing unsafe buildings. Laws regulating building and construction standards were revised. Life slowly returned back to the way it was, but you could still sense a nervousness in people, especially the elderly. I returned to the classroom in September, but the atmosphere was different. It was **sombre**, almost like we felt guilty for laughing or having fun. I bought a new pot for the plant that had fallen, and it remained a constant reminder that life can change forever in less than a minute.

W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

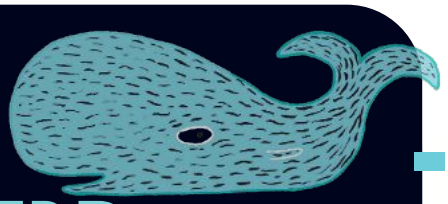
1 The author's flat was close to ..... .
- A a market
- C a florist's
- (B) the sea
- D both B and C

2 The author might describe her day before the earthquake as ..... .
- (A) routine and carefree
- B boring and tedious
- C hectic and frustrating
- D productive and tiring

3 Which of the following sentences is NOT true?
- A Lower magnitude earthquakes continued for months.
- B Rescuers carried on searching for people for weeks.
- (C) The impact of the earthquake only affected one area.
- D Developers were taken to court by homeowners.

4 What was the author's attitude towards returning to work?
- A She thought it was fun.
- B She felt terrified.
- C She was nervous.
- (D) She felt sadness.

Text 2



SEA SHEPHERD

When natural disasters strike, it reminds us that the natural world can interfere in our lives at any moment. But humans can be equally destructive to nature and there is an increasingly urgent need for us to find a sustainable way to live in harmony with the planet. One organisation is actively trying to restore that balance.

Overview

Sea Shepherd is a radical environmental organisation concerned with defending, protecting and conserving the Earth's oceans and marine life. What sets Sea Shepherd apart from other organisations is the extreme **tactics** it uses to stop the destruction of marine environments. Sea Shepherd officials refer to their approach as 'direct action', and see themselves as environmental warriors defending our oceans from constant assault.

Mission

To fulfil its mission of protecting marine life, Sea Shepherd's main strategy involves sending groups of boats to block commercial fishing vessels, seal hunting expeditions, and whaling ships. Sea Shepherd focuses on stopping illegal fishing and overfishing, which, according to statistics, **makes up** 40% of the world's commercial catch. By **surpassing** catch quotas and fishing in protected areas, the fishing industry is wreaking havoc on marine ecology, and some species of fish have literally been harvested into near extinction. Sea Shepherd intends to stop this by preventing commercial boats from reaching certain fishing locations and hunting grounds.

Funding

Sea Shepherd is a non-profit organisation funded completely by donations. In recent years, the Dutch National lottery has donated € 500,000 annually. The group also received US$ 750 000 from reality TV producers, who are basing a new series on the organisation which will follow them on their missions. A large part of the funding is received through private donations made by individuals including a number of celebrities. As a result, Sea Shepherd's fleet of ships includes boats named after famous supporters: the Bob Barker, named after the famous American TV game show host, the Bridget Bardot, named for the famous actress, and the Steve Irwin, in memory of the late Australian TV naturalist who passed away after being stung by a stingray.

Criticism

Many critics have **labelled** Sea Shepherd as eco-terrorists due to their activities. For example, Sea Shepherd boats routinely break maritime laws putting both their own crew members and fishermen at physical risk. Sea Shepherd boats have been recorded **ramming** fishing vessels, forcing boats to manoeuvre dangerously and even pushing boats off-course. In 2021, a Mexican fisherman was killed when his vessel was crashed into by a much larger Sea Shepherd boat. Sea Shepherd members have also been known to damage private property in order to **sabotage** equipment and prevent commercial fishing and hunting operations from functioning.

Uzupełnij luki 5–8 we fragmencie prezentacji zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

See Answer section

Today, my presentation is about an environmental organisation called Sea Shepherd. It is different from other environmental groups because of its **5)** ..... in order to protect oceans and marine life. The organisation believes that many commercial fishermen show a **6)** ..... the environment. That is why their missions involve blocking commercial fishing vessels from accessing protected waters by any means necessary. Opponents of Sea Shepherd maintain that its actions are **7)** ..... . This is because Sea Shepherd uses illegal tactics such as damaging private property and breaking maritime laws to achieve their goals. In 2021, a Sea Shepherd vessel crashed into a smaller boat causing **8)** ..... .



b) Explain the words in bold.

See Answer section

3 Can you think of any other environmental groups? In what way are they different from Sea Shepherd?

See Answer section

4 Complete the sentences using words in bold from text 2 in the correct form.

1 ..... Ramming ..... into something is another word for crashing into or forcing something into place.
2 If we ..... sabotage ..... the radio, they will be unable to use it.
3 Do Sea Shepherd's ..... tactics ..... go too far?
4 The number of births continues to ..... surpass ..... the number of deaths leading to population growth.
5 The insect kingdom ..... makes up ..... much of earth's biodiversity.

5 Find the words in text 2 to complete the collocations. Then make your own sentences.

See Answer section

1 ..... crew ..... members
2 environmental warriors
3 ..... near ..... extinction
4 ..... whaling ..... ships
5 ..... protected ..... areas
6 ..... hunting ..... grounds

6 Think Do you agree with the tactics used by Sea Shepherd? Why or why not?

See Answer section

7 ICT Collect information about an organisation that works to protect the environment or animals. Give the class a presentation.

See Answer section

13 Exam Skills Practice

USE OF ENGLISH

Rzeczowniki oraz przyimki miejsca, ruchu i czasu See pp. GR84-GR91

1 a) In sentences A–C find examples of the different kinds of noun 1–7.

A I spent my money on these very expensive trousers.
B This wood came from a tree in the woods.
C The parents had some news for the children.

1 A countable noun (singular): tree
2 An uncountable noun: money
3 A regular plural of a noun: parents
4 An irregular plural of a noun: children
5 A plural noun that takes a singular verb: news
6 A noun used in plural form only: trousers
7 A noun with different meaning in singular/plural: wood/woods

b) Say whether the prepositions in bold in the sentences below show *P* (place), *T* (time), *M* (movement).

1 I prefer going on holidays **in** winter. T
2 I had dinner **in** a new Italian restaurant. P
3 He poured his soup **into** a bigger bowl. M
4 Your dinner is **on** the table. P
5 The cat jumped **onto** the garden chair and took a nap. M
6 I am going hiking in the forest **on** Saturday. T

Transformacje bez słowa klucza

2 M Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie trzy wyrazy.

1 In the forest, we saw one deer and then another five minutes later.
Within five minutes, we saw two deer in the forest.
2 Both weather reports provided advice about what to wear.
We got two pieces of advice about what to wear from the weather reports.
3 During the hurricane, the man was a hero and so was his wife.
The man and his wife were both heroes during the hurricane.
4 Canada did research on climate change as did Japan.
Canada and Japan both did/conducted research on climate change.
5 After the forest fire, we saw what remained of the trees.
After the forest fire, we saw the remains of the trees.

Tłumaczenie fragmentów zdań

3 M Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy.

See Answer section

1 Two thousand euros (*zostało wydane na*) ..... protecting the natural habitat in this area.
2 (*Nie ma dowodów*) ..... that there is life on other planets.
3 You should read this leaflet. It includes several useful (*informacje*) ..... on how to get involved in environmental causes.
4 There were (*kilkoro przechodniów*) ..... on the street, but no one paid attention to the pack of stray dogs.
5 As (*coraz więcej statków kosmicznych*) ..... are sent to space, the amount of space junk has increased dramatically.

Słowotwórstwo

4 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem. Przekształć wyraz podany w nawiasie w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.



The Exxon Valdez was the name of a ship owned by the Exxon oil company that created one of the worst **1)** ecological **(ecology)** disasters in history. The ship, which was carrying 53.1 million US gallons of oil, hit the rocky coastline in Alaska on March 24, 1989. The impact tore holes in 8 of the ship's 11 cargo holds resulting in the **2)** spillage **(spill)** of about 10.8 million gallons of the brownish black liquid into the sea. Due to the remote northern location, it was difficult to transport equipment and manpower to the site in time to **3)** neutralise **(neutral)** the effects of the spill. Despite the efforts of around 11,000 Alaska residents and employees of Exxon, only about 10% of the oil was actually cleaned from the water. The short-term effects were devastating for the area's wildlife as the spill resulted in the deaths of about 200,000 seabirds, 2,800 sea otters and many other marine animals as well as an unknown number of fish. Among the long-term effects was **3)** catastrophic **(catastrophe)** damage to the area's ecosystem causing serious health issues for both marine and human life in the region for many years.

5 Add each of the root words below to the correct column based on the suffix each one takes.

• continue • vary • yellow • image • scene • fish • pass • child • nightmare • short • machine • courage • cover • glory • self • store

Nouns		Adjectives	
-age	-ery	-ous	-ish
passage	imagery	continuous	yellowish
shortage	scenery	various	childish
coverage	fishery	courageous	nightmarish
storage	machinery	glorious	selfish

6 Choose the correct answer.

1 Do you have some time to ..... to our cause?
(A) donate B hand out C award

2 Our organisation is a ..... of a large environmental charity.
A root B stem (C) branch

3 The building was damaged by the ..... winds.
A large (B) high C tall

4 Planes started taking off as soon as the fog ..... .
A rose B climbed (C) lifted

5 A rare type of tiger ..... this area.
A lives (B) inhabits C resides

6 They had never ..... such a fierce storm.
A met B dropped by (C) encountered

7 The arrival of the storm caused a ..... drop in temperature.
(A) sudden B hurried C hasty

8 Many ..... of plants and animals are endangered.
A divisions (B) species C orders

9 We need to find a way to prevent the ..... of forest fires.
(A) spread B advancement C progress

10 What was the ultimate environmental ..... of the oil spill?
A charge (B) cost C fee

Zadanie z lukami

7 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.



FROM THE MOUNTAINS TO THE SEA

Located at the heart of the European continent, Poland is a country of great biological diversity with a variety of striking landscapes. These are spread between the long sandy beaches of the northern coast, across the vast central plains **1)** ..... to ..... the snow-capped peaks in the south.

Although most of Poland's territory is lowland, it boasts an amazing range of different natural environments. When reaching the coast from the Baltic Sea to the north, you encounter imposing high cliffs, rolling dunes and wide beaches covered with powdery sand. Along the shoreline, narrow peninsulas provide protection to the broad bays, *brackish lagoons and busy harbours. More than 1,300 picturesque lakes dot the entire northern half of the country, but most are concentrated in the north-eastern region **2)** ..... known ..... as the Masurian Lake District. This densely wooded area is also where one of the largest unspoiled forests remaining in Europe provides refuge for many animals. These include wild boar, brown bears, European bison, Eurasian lynxes, and the continent's largest population of grey wolves.

As you move south across the extensive central Polish Plain, you'll pass a sprawling patchwork of fields of agricultural land. Further to the south the terrain rises slowly and gradually becomes **3)** ..... more/increasingly ..... rugged as the gently sloping foothills approach the dominant highlands along the southern border. The Sudeten and Carpathian mountain **4)** ..... ranges ..... stretch from west to east across the southern-most part of the country. These mountains have an Alpine character and rise to the highest peak in Poland – Mount Rysy, at 2499m (8200 feet) above sea level. Up here is the source of the major rivers of Poland that flow down into the valleys and feed the fertile farmlands and swampy wetlands below.



* brackish: containing a mixture of fresh water and saltwater

13 Exam Skills Practice

WRITING

List formalny
A persuasive letter

Prepare for the task

We write persuasive letters to people in a position of authority such as: a member of parliament/city council, a city mayor, an employer, the head of a company or organization, a newspaper editor, etc. These people have the power to change something or influence people. Our purpose is to persuade them that our opinions are valid.

1 a) Read the sample persuasive letter and identify which person of authority it has been written to.

See Answer section

b) Read the letter opposing the building of a new shopping centre again and write the letters A–E to indicate which paragraph includes the information described in 1–8. Some information may be in more than one paragraph.

Dear Madam Mayor,

A I am writing in response to the reports about the new giant shopping centre that is proposed for the outskirts of our city. In my opinion, this project would have a huge negative impact on our city and its surroundings.

B In the first place, this development would have serious environmental consequences on the green space it is intended to occupy. That area is currently forested and building a shopping centre there would destroy dozens of nature trails as well as drive out wildlife. What is more, the thousands of vehicles that it would bring would destroy the peace and tranquillity of the area.

C Another important consideration is the impact on the city itself. The huge increase in the volume of vehicles to and from the area would make the traffic situation in our city even worse than it is now. The motorway leading to the proposed site is already too congested most of the time.

D It could be argued that the shopping centre will be good for the local economy and create more jobs. This was the viewpoint taken by your office. However, if the idea is to improve the economy and create jobs, the city could find better ways to do it that do not require such a sacrifice.

E In short, I believe that the proposed shopping centre would be detrimental to the local environment and have a huge negative impact on city traffic. The logical conclusion appears to be that city council should cancel the project and consider other ways to improve the local economy.

Yours faithfully,
Akira Walker

1 A the writer's basic position
2 E a restatement of the basic position
3 B, C an individual viewpoint agreeing with the basic position
4 A the first mention of the topic
5 D an individual viewpoint disagreeing with the basic position
6 B, C examples/reasons to support a viewpoint
7 D reasons/examples to support an opposing viewpoint
8 E summary of the two positions

2 Complete the Useful Language box by adding one of the following words to each blank.

• logical • argued • place • response • believe • claim • drawn • considered • attention • view • truth • matter

USEFUL LANGUAGE

Introducing the topic
- I am writing to express .../in **1)** .....response..... to ...
- I wish/would like to draw **2)** ...attention... to the question of ...

Giving opinions
- In my opinion,/My opinion is that ...
- I think/feel/ **3)** .....believe..... (that) ...
- My **4)** .....view..... is that ...

Introducing/Adding points
- First,/Firstly,/In the first **5)** .....place..... ,
- Second,/Secondly, ...
- In addition,/Additionally, /Moreover,/Furthermore, ...
- Finally,/Lastly, ...

Persuasive language (to discuss opposing viewpoint)
- It is often **6)** .....argued..... (that) ... .
- However, the **7)** .....truth..... is (that) ...
- While some people **8)** .....claim..... ..., in fact ...
- The fact of the **9)** .....matter..... is (that) ... /In point of fact, ...

Concluding
- The **10)** .....logical..... conclusion appears to be (that) ...
- We are **11)** .....drawn..... to the conclusion that ...
- All things **12)** ..considered.. , it would appear/seem (that) ...

Your turn

3 Read the rubric in Ex. 4 and underline the key words. Who are you writing to and why?

See Answer section

4 M Rada miasta planuje budowę nowego odcinka autostrady, który przebiegałby przez las i naturalne siedliska dzikiej przyrody. Napisz list (200–250 wyrazów) do władz miasta, wyrażając swój sprzeciw i przedstawiając jego powody.

See Answer section

But what can the average person do?

1 a) With a partner, make a list of things you could do to help protect the environment.

See Answer section

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

b) Tell your partner which of the above things you have done and which you would like to do and why.

See Answer section

Opis ilustracji i odpowiedzi na pytania

Exam Strategy

Sometimes you may notice that people in the photo are focusing on something. In those cases, it is a good idea to mention what they are looking at, especially if it is about an important aspect of the scene.

USEFUL LANGUAGE

Where people are looking

- The … on the right/in the centre/foreground/etc. is looking towards/at the camera.
- The man/woman in/with the … is looking away from the camera.
- The … on the left/right is looking (down/up) at …
- The … and (the) … are both looking at/focused on…

2 M Describe the picture.

See Answer section



3 M Answer the questions.

See Answer section

1 How do you think the people feel about what they are doing and why?
2 Would you want to donate some of your free time to cleaning up a beach? Why or why not?
3 Tell us about a situation when you or someone you know took action to help the environment.

Rozmowa z odgrywaniem roli

Exam Strategy

When you have four pieces of information to include in your role play, it is a good idea to think about the most logical order to mention them in. For example, if you had these pieces of information about a recycling program, a logical order is indicated:
– reason for the program,
– what we do,
– who is involved,
– results.

4 Read the rubric below. Decide on the most logical order of the information and indicate it with the numbers (1–4) before each item.

See Answer section

Jesteś działaczem ekologicznym/ działaczką ekologiczną i udzielasz wywiadu na temat zorganizowanej przez Ciebie akcji sprzątania plaży. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie.

- uczestnicy i ich liczba
- wygląd plaży przed i po sprzątaniu
- planowanie działań
- termin i czas trwania akcji

USEFUL LANGUAGE

- What we/I did before was to ...
- ... people were involved in ... -ing
- Some of them were ... and some of them were ...
- It took us ... hours to ...
- It happened/took place on (date/day) in the morning/ afternoon/early evening.
- Before we started, ...
- After we finished, ...

5 M Do the role play in Ex. 4.

See Answer section

6 Would you want to be an environmental activist? Why or why not? Discuss with your partner.

See Answer section

VOCABULARY BANK

13

Świat przyrody

Weather – Pogoda

be a fair-weather friend (idm) = być fałszywym przyjacielem
be on cloud nine (idm) = być w siódmym niebie
blizzard /'blɪzəd/ (n) = zamieć śnieżna, śnieżyca
brighten up one's day (idm) = ucieszyć kogoś
chase rainbows (idm) = gonić za marzeniami
cool breeze (phr) = chłodny wiaterek
electrical storm (phr) = burza z piorunami
feel under the weather (idm) = źle się czuć
fog /fɒg/ (n) = mgła
forecast /'fɔ:kɑ:st/ (v) = prognozować, przewidywać
frost /frɒst/ (n) = mróz
gust /gʌst/ (n) = podmuch (wiatru)
hail /heɪl/ (n) = grad
have a face like thunder (idm) = być wściekłym
heat wave /'hi:t weɪv/ (n) = fala upałów
high wind (phr) = silny wiatr
humidity /hju:'mɪdɪti/ (n) = wilgotność
hurricane /'hʌrɪkən/ (n) = huragan
in the cold light of day (idm) = (rozważyć coś) na chłodno
light drizzle (phr) = lekka mżawka
lightning /'laɪtnɪŋ/ (n) = błyskawica, piorun
rain cats and dogs (idm) = lać jak z cebra
tornado /tɔ:'neɪdəʊ/ (n) = tornado
torrential downpour (phr) = ogromna ulewa
torrential rain (phr) = rzęsisty deszcz

Natural disasters – Klęski żywiołowe

aftershock /'ɑ:ftəʃɒk/ (n) = wstrząs wtórny/następczy (po trzęsieniu ziemi)
collapse /kə'læps/ (v) = zawalić się, runąć
damage infrastructure (phr) = uszkodzić/zniszczyć infrastrukturę
destruction /dɪ'strʌkʃən/ (n) = zniszczenie, zagłada
earthquake /'ɜ:θkweɪk/ (n) = trzęsienie ziemi
emergency shelter (phr) = schronienie tymczasowe
epicentre /'epɪsentə/ (n) = epicentrum
extreme weather (phr) = ekstremalne warunki pogodowe
fault line /'fɔ:lt laɪn/ (n) = linia uskoku
magnitude /'mægnɪtju:d/ (n) = magnituda
rescuer /'reskju:ə/ (n) = ratownik/ratowniczka
rubble /'rʌbəl/ (n) = rumowisko, gruzy
ruins /'ru:ɪnz/ (pl n) = ruiny
survivor /sə'vaɪvə/ (n) = osoba, która ocalała (np. z wypadku, katastrofy)
unstable land (phr) = niestabilny grunt

Climate – Klimat

arid region (phr) = suchy region
biological diversity (phr) = różnorodność biologiczna
climate change (phr) = zmiana klimatu
cold snap (phr) = fala chłodnego powietrza, nagłe ochłodzenie
cause crops to fail (phr) = powodować straty w uprawach
drought /draʊt/ (n) = susza
famine /'fæmɪn/ (n) = klęska głodu
flood /flʌd/ (v) = zalewać
frigid temperatures (phr) = ujemne/niskie temperatury
tropical area (phr) = strefa tropikalna

Plants – Rośliny

algae /'ælgi:/ (pl n) = wodorosty, glony
bark /bɑ:k/ (n) = kora (na drzewie)
branch /brɑ:ntʃ/ (n) = gałąź
leaf /li:f/ (n) = liść
photosynthesis /ˌfəʊtəʊ'sɪnθəsɪs/ (n) = fotosynteza
pollen /'pɒlən/ (n) = pyłek kwiatowy
root /ru:t/ (n) = korzeń
seed /si:d/ (n) = nasiono
soil /sɔɪl/ (n) = gleba, ziemia
trunk /trʌŋk/ (n) = pień

Animals – Zwierzęta

amphibian /æm'fɪbiən/ (n) = płaz
anthill /'ænthɪl/ (n) = mrowisko
badger /'bædʒə/ (n) = borsuk
beaver /'bi:və/ (n) = bóbr
bee /bi:/ (n) = pszczoła
bird /bɜ:d/ (n) = ptak
breed /bri:d/ (v) = rozmnażać się
burrow /'bʌrəʊ/ (n) = jama, nora
deer /dɪə/ (n) = jeleń
den /den/ (n) = jaskinia (np. lwa)
earthworm /'ɜ:θwɜ:m/ (n) = dżdżownica
elk /elk/ (n) = łoś
fish /fɪʃ/ (n) = ryba
flock /flɒk/ (n) = stado (np. ptaków, owiec)
frog /frɒg/ (n) = żaba
grassland /'grɑ:slænd/ (n) = formacja roślinna o charakterze stepowym
hatch /hætʃ/ (v) = wykluwać się
herd /hɜ:d/ (n) = stado (np. koni)
hive /haɪv/ (n) = ul
insect /'ɪnsekt/ (n) = owad
invertebrate /ɪn'vɜ:tɪbrət/ (n) = bezkręgowiec
Komodo dragon /kəˌməʊdəʊ 'drægən/ (n) = waran/smok z Komodo
lay (eggs) /leɪ/ (v) = składać (jaja)
lifespan /'laɪfspæn/ (n) = długość życia
lion /'laɪən/ (n) = lew
lizard /'lɪzəd/ (n) = jaszczurka
lodge /'lɒdʒə/ (n) = żeremie (siedlisko bobra)
mammal /'mæməl/ (n) = ssak
mate /meɪt/ (v) = łączyć się w pary
newt /nju:t/ (n) = traszka
nest /nest/ (n) = gniazdo
ostrich /'ɒstrɪtʃ/ (n) = struś
pack /pæk/ (n) = wataha (np. wilków), sfora (np. dzikich psów)
pigeon /'pɪdʒən/ (n) = gołąb
predator /'predətə/ (n) = drapieżnik
prey /preɪ/ (n) = zdobycz, ofiara, łup
pride /praɪd/ (n) = stado lwów
rabbit /'ræbɪt/ (n) = królik
reptile /'reptaɪl/ (n) = gad
school /sku:l/ (n) = ławica (stado ryb)
sett /set/ (n) = nora borsuka
specimen /'spesɪmən/ (n) = okaz
swarm /swɔ:m/ (n) = rój (np. pszczół)
toad /təʊd/ (n) = ropucha
trout /traʊt/ (n) = pstrąg
turtle /'tɜ:tl/ (n) = żółw wodny
wasp /wɒsp/ (n) = osa
worm /wɜ:m/ (n) = robak; dżdżownica

Space – Przestrzeń kosmiczna

asteroid /'æstərɔɪd/ (n) = asteroida
Big Bang theory (phr) = teoria Wielkiego Wybuchu
black hole (phr) = czarna dziura
celestial body /sə'lestiəl 'bɒdi/ (n) = ciało niebieskie
comet /'kɒmɪt/ (n) = kometa
constellation /ˌkɒnstə'leɪʃən/ (n) = gwiazdozbiór, konstelacja
cosmonaut /'kɒzmənɔ:t/ (n) = kosmonauta/kosmonautka
galaxy /'gæləksi/ (n) = galaktyka
gravity /'grævəti/ (n) = grawitacja, ciążenie
light year /'laɪt jɪə/ (n) = rok świetlny
meteor shower (phr) = rój/deszcz meteorów
orbit /'ɔ:bɪt/ (v) = orbitować
outer space /ˌaʊtə 'speɪs/ (n) = przestrzeń kosmiczna, kosmos
shooting star /ˌʃu:tɪŋ 'stɑ:/ (n) = spadająca gwiazda
solar system /'səʊlə sɪstəm/ (n) = układ słoneczny
telescope /'telɪskəʊp/ (n) = teleskop
vacuum /'vækju:m/ (n) = próżnia

Landscape – Krajobraz

canyon /'kænjən/ (n) = kanion
cape /keɪp/ (n) = przylądek
cliff /klɪf/ (n) = klif, urwisko
delta /'deltə/ (n) = delta (ujście rzeki w postaci kilku odnóg)
dune /'dju:n/ (n) = wydma
farmland /'fɑ:mlænd/ (n) = pole uprawne, grunty rolne
foothill /'fʊtˌhɪl/ (n) = pagórek
glacier /'glæsiə/ (n) = lodowiec
gulf /gʌlf/ (n) = zatoka
harbour /'hɑ:bə/ (n) = port, przystań
highland /'haɪlənd/ (n) = wyżyna
hill /hɪl/ (n) = wzgórze, pagórek
lagoon /lə'gu:n/ (n) = laguna
lowland /'ləʊlənd/ (adj) = nizinny
peninsula /pə'nɪnsjʊlə/ (n) = półwysep
plain /pleɪn/ (n) = równina
plateau /'plætəʊ/ (n) = płaskowyż
pond /pɒnd/ (n) = staw
rugged /'rʌgɪd/ (adj) = nierówny, wyboisty
snow-capped peak (phr) = pokryty śniegiem szczyt góry
stream /stri:m/ (n) = strumień, potok, rzeczka
swamp /swɒmp/ (n) = bagno, mokradło
terrain /tə'reɪn/ (n) = teren
valley /'væli/ (n) = dolina
waterfall /'wɔ:təfɔ:l/ (n) = wodospad
wetland /'wetlənd/ (n) = tereny podmokłe/bagienne

Threats to the environment & Environmental protection – Zagrożenie i ochrona środowiska naturalnego

be born in captivity (phr) = urodzić się w niewoli
be in danger of sth (phr) = być zagrożonym czymś, być narażonym na coś
break laws (phr) = łamać prawo
cause irreversible damage (phr) = powodować nieodwracalne szkody, nieodwracalnie uszkodzić

clear rainforests (phr) = wycinać lasy deszczowe
conserve /kən'sɜːv/ (v) = chronić, zachowywać
drive out wildlife (phr) = wypierać przyrodę (faunę i florę)
ecosystem /'iːkəʊsɪstəm/ (n) = ekosystem
endangered species (phr) = gatunek zagrożony wyginięciem
environmental organisation (phr) = organizacja działająca na rzecz ochrony środowiska
extinction /ɪk'stɪŋkʃən/ (n) = wyginięcie; zagłada
fund /fʌnd/ (v) = finansować, fundować
habitat destruction (phr) = niszczenie siedlisk
hunting expedition (phr) = wyprawa na polowanie
hunting ground (phr) = łowisko
illegal hunting (phr) = nielegalne polowanie
marine environment (phr) = środowisko morskie
non-profit organisation (phr) = organizacja non-profit (niezarobkowa)
overfishing /ˌəʊvə'fɪʃɪŋ/ (n) = nadmierny odłów, przełowienie
rising sea levels (phr) = wzrost poziomu mórz
sabotage /'sæbətɑːʒ/ (v) = sabotować, niszczyć w akcie sabotażu
wipe (sth) out /ˌwaɪp 'aʊt/ (phr v) = zmieść (coś) z powierzchni ziemi
wreak havoc (phr) = siać spustoszenie

Ecological disasters – Katastrofy ekologiczne

be destructive to nature (phr) = oddziaływać destrukcyjnie na przyrodę
cause serious health issues (phr) = powodować poważne problemy zdrowotne
clean (oil) from the water (phr) = usunąć (ropę) z powierzchni wody
damage to the ecosystem (phr) = zniszczenie ekosystemu
devastating /'devəsteɪtɪŋ/ (adj) = niszczycielski
ecological disaster (phr) = katastrofa ekologiczna
harvest fish into near extinction (phr) = odławiać ryby niemal do ich wyginięcia
neutralise the effects of the spill (phr) = neutralizować skutki wycieku
restore the balance (phr) = przywrócić równowagę
short-term/long-term effects (phr) = krótkotrwałe/długotrwałe skutki
spill /spɪl/ (n) = wyciek



1 Choose the correct item.

1 A severe ..... has caused the area to be snowed in.
(A) blizzard B frost C hail D gust

2 The smaller ..... wasn't strong but still shook Amy's shelves.
A epicentre (B) aftershock C magnitude D earthquake

3 During the autumn all the leaves on ..... turn yellow and red.
A uproots B trunks (C) branches D bark

4 The forest near the town is home to a large ..... of wolves.
A flock B herd C pride (D) pack

5 Earthworms and spiders are both examples of ..... .
A insects (B) invertebrates C amphibians D reptiles

6 Many planets are surrounded by ..... belts made up of many large rocks.
A meteor shower B shooting star C comet (D) asteroid

7 Be careful, that ..... has a very steep rocky edge with a sudden drop.
(A) cliff B foothill C glacier D valley

8 We should ..... water and not waste it needlessly.
A sabotage B forecast (C) conserve D fund

Collocations

2 Fill in with: *irreversible*, *fair-weather*, *climate*, *fault*, *arid*, *solar*, *celestial*, *light*, *snow-capped*, *unstable*, *hunting*, *endangered*.

1 Ted is a(n) fair-weather friend; he's never there when you need him.
2 The buildings were built on unstable land that collapsed.
3 The earthquake happened on a(n) fault line.
4 Deserts in arid regions have very little plant life.
5 Issues like climate change have led to major changes to our planet.
6 Our moon is the closest celestial body to the Earth.
7 The distances between stars are measured in light years.
8 Scientists used to say that the solar system has nine planets.
9 Many tall mountains have snow-capped peaks.
10 Experts worry that pollution will cause irreversible damage to nature.
11 The WWF helps save endangered species such as pandas.
12 The hunting grounds are patrolled by park rangers who look for poachers.

Phrasal verbs/Prepositions

3 Choose the correct item.

1 Jack's on/in cloud nine; he's so happy!
2 I feel a bit below/under the weather today.
3 Wait till tomorrow; in/at the cold light of day you might change your mind.
4 The increase in temperature could wipe out/past animals.
5 We are in danger of/from destroying the planet.
6 Some animals in the zoo were born at/in captivity.
7 The new development has driven out/over wildlife.
8 The good news brightened up/above my day.

MODULE 14 Państwo i społeczeństwo

VOCABULARY

State & Politics

1 Label the 3 branches of government in the Polish political system by filling in the missing letters.

1 l e g i s l a t i v e branch: the parliament and the senate
2 e x e c u t i v e branch: the President and the Council of Ministers
3 j u d i c i a l branch: courts and tribunals

2 Fill the gaps in the dialogue using *coalition*, *candidate*, *parties*, *ballot*, *election*, *landslide*.

A: There is a(n) 1) ..election.. next month, and I'm not sure which 2) ..candidate.. to vote for. I don't know if I trust any of them!
B: Well, I doubt any of them have enough support for a(n) 3) ..landslide.. victory anyway.
A: What's that?
B: It's when someone wins by a lot of votes. Usually, we end up with a(n) 4) ..coalition.. government instead.
A: You mean when the government is made up of two or more political 5) ..parties.. rather than just one?
B: Yes, exactly.
A: Um ... I obviously have a lot to think about before I can fill out my 6) ..ballot.. paper.

3 Fill the gaps 1–6 to complete the information about the European Union. Use: *free*, *member*, *borders*, *currency*, *Parliament*, *official*.

Did you know? The EU ...

- is made up of 27 1) ..member.. states.
- uses the euro as its official 2) ..currency.. but only 19 countries follow this.
- has over 24 3) ..official.. languages, but generally operates in English, French and German.
- is governed by the European Council, 4) ..Parliament.. and Commission which set priorities, approve or reject proposals and create new laws.
- has an open economy with 5) ..free.. trade between nations.
- citizens can cross 6) ..borders.. for travel or work in other EU countries without passports or visas.

4 Look at the chart outlining the differences between the US and UK political systems. Use a dictionary to explain the words in bold. Then discuss with a partner if Poland's political system is more similar to the US or the UK.

See Answer section

UK	USA
• is a **monarchy**. The official head of state is the king or queen	• is a **federal republic**. The official head of state is the President
• the head of government is the elected **prime minister**	• the head of government is the elected **president**
• has no **constitution** but follows a set of laws and acts	• has a constitution
• has two **legislative bodies**: the House of Lords and the House of Commons. Members of the House of Lords are **appointed**, while members of the House of Commons are elected	• has two legislative bodies: the **Senate** and the House of Representatives which both form **Congress**. Members of these bodies are **elected**
• has multiple **political parties**	• has two main political parties
• must hold elections every 5 years	• must hold **elections** every 4 years

Verb phrases

5 Match the verbs (1–6) to the nouns (A–F).

1	D	cut/lower	A a law
2	E	run	B a plan
3	F	give	C office
4	B	outline	D taxes
5	C	take	E for mayor
6	A	pass	F a speech

6 Use verb phrases from Ex. 5 in the correct form to complete the sentences.

1 The candidate won the election based on her promise ..to cut/lower taxes.. on all sources of income.
2 The Minister of Finance ..outlined a plan.. designed to boost the economy.
3 Parliament voted to ..pass a law.. which bans the sale of fireworks.
4 After a landslide victory, the new Prime Minister ..took office.. yesterday and became our official leader.
5 The former president is considering ..running for mayor.. of my city.
6 The President ..is giving a speech.. about the pandemic on TV right now.

Governmental departments & agencies

7 Match the British governmental departments or agencies (1–8) to their duties (A–H). Are there similar governmental departments and agencies in your country?

1 F Driver and Vehicle Licensing Agency
2 H Department of Health & Social Care
3 D HM Revenue & Customs
4 G Department for Work & Pensions
5 B Arts Council
6 A Ministry of Defence
7 E HM Treasury
8 C Ministry of Justice

A responsible for the military
B promotes music, theatre and culture
C responsible for the courts and protecting the principles of justice.
D collects taxes
E responsible for the government's economic policy
F issues driving licences
G deals with welfare, benefits, money paid after retirement and child support
H deals with policy relating to medical wellbeing and community issues

Law, Crime & Punishment

8 What crimes are happening in the photos?





1 vandalism 2 pick-pocketing 3 robbery

9 Choose the correct item.

1 The convict was released on **parole**/**suspension** and had to behave well.
2 Stefan was hurt during the assault but decided not to **make**/**press** charges against the man who attacked him.
3 The judge's **verdict**/**outcome** was that the defendant should get ten years.
4 The police gave me a **notice**/**warning** and let me go.
5 Investigators searched the crime **area**/**scene** for clues.
6 They were **accused**/**blamed** of committing arson.
7 He was the only one to **witness**/**view** the crime.
8 The burglar was **forced**/**sent** to prison for five years.

10 Complete the chart. Do the same for the words from Ex. 8. See Answer section

Criminal	Crime	Criminal act
burglar (n): sb who enters buildings illegally to steal	*burglary (n): the act of illegally entering a building to steal*	*burgle (v): to break into a building and steal items*
smuggler (n): sb who secretly takes sth/sb to different places		
		steal a car (v): to illegally take a vehicle
		kidnap (v): to take sb somewhere against their will
	arson (n): the act of illegally setting fire to sth deliberately	
		mug (v): to rob sb violently in the street for their valuables

11 Fill in the gaps using: *trial*, *charged*, *prison*, *suspects*, *sentence*, *robbed*, *murder*, *arrest*.

1 Police are looking for four ..suspects.. after the National Bank was ..robbed.. .
2 A(n) ..arrest.. has been made in the ..murder.. of Mikael Josef, who was found dead last Tuesday. Police announced they have ..charged.. his wife Henrietta Josef with the crime.
3 The ..trial.. of a major gang leader wraps up today at the central criminal court. His ..sentence.. is expected to be 25 years to life in ..prison.. .

12 Which crimes are common where you live? Why do you think these crimes happen? Discuss your answers with a partner. Ss' own answers

Social issues

13 🎧 Listen and match the social issues (A–F) to the sentences you hear (1–6).

A 6 poverty
B 2 human trafficking
C 5 terrorism
D 3 environmental protection
E 4 children's rights
F 1 animal welfare

Lexical sets

14 Write one word which correctly fills in the gaps in all three sentences.

1 equality
- The government has a campaign to promote racial … and end prejudice.
- One step towards … for women is paying them the same wage as men.
- In socialist countries, the government funds programmes to create … between all parts of society.

2 diverse
- People from all over the globe live in this … community.
- We all have a … range of opinions about politics which can sometimes lead to arguments.
- Larger cities are usually more racially … than smaller towns.

3 duty
- The new government clerk had to report for … at City Hall.
- The mayor is … bound to spend public funds wisely.
- Most people feel a moral … to do the right thing and do not commit crime.

Religion

15 Write the name of the religion or place of worship.

1 Muslims go to a m o s q u e to worship. The religion is called I s l a m.
2 Christians go to c h u r c h or c a t h e d r a l to worship. The religion is called C h r i s t i a n i t y. The biggest Christian group in Poland is C a t h o l i c i s m.
3 Jews go to a s y n a g o g u e to worship. The religion is called J u d a i s m.
4 Buddhists and Hindus go to a t e m p l e to worship. The religions are called B u d d h i s m and H i n d u i s m.
5 Not believing in God is called a t h e i s m.

Economy

16 🎧 Listen and tick (✓) the topics mentioned.

1	✓ inflation	6	☐ investing money
2	✓ cost of living	7	✓ unemployment
3	☐ tax evasion	8	☐ business ventures
4	☐ standard of living	9	✓ income tax
5	✓ family-run business	10	☐ international trade

Domestic & International conflict

17 Complete the sentences using the correct form of the verbs *hold*, *take*, *sign*, *reach*, *resolve*, *bring*, *vow*, *rally*.

1 Protesters are rallying outside City Hall at the moment to demand more affordable housing.
2 The UN plans to send 1000 peacekeepers to help resolve the conflict between neighbouring nations.
3 Over 30,000 people have signed the petition so far demanding that the Minister of Health resign.
4 The coalition government reached an agreement yesterday and passed the new law.
5 Environmental activists are planning to hold a protest outside the oil company's head office.
6 Municipal leaders have vowed/vowed to fight corruption after yet another scandal in local government.
7 Law enforcement officials say they will take action to stop the city's recent rise in bicycle thefts.
8 Officials are hopeful the peace agreement will bring an end to the conflict in the region next year.

International organisations

18 ICT What do these organisations' abbreviations stand for? Research online and find out what each one does.

See Answer section

• NATO • WHO • UN • INTERPOL • IMF
• FRONTEX • UNICEF • WTO • UNESCO

Social phenomena

19 Fill the gaps using: *migration*, *recession*, *divorce*, *homelessness*, *riots*, *fad*, *distancing*, *bullying*.

1 There were riots in the city centre last night and many businesses were damaged.
2 A new dance challenge is the latest fad to go viral online.
3 If you're a victim of cyber bullying online, you should report it.
4 Consumer spending was very low as the economy remained in a recession.
5 The rate of couples getting a divorce is gradually increasing each year.
6 Freedom of movement and economic migration have greatly diversified large cities.
7 Practice social distancing during the pandemic in the interest of public health.
8 The rise in homelessness and unemployment among the young is a worrying trend.

1 a) With a partner, try to complete this list of social problems that cities have.

1 *poverty*
2 homelessness
3 crime
4 graffiti
5 overpopulation
6 social unrest

b) Tell a partner what you think is the worst social problem in the city, town or village you are from.

Ss' own answers

Dobieranie

Exam Tip: Be careful of speakers who talk a lot about a topic that seems to clearly match one of the five statements. Often they will only just mention another topic but say something to show that it is actually the correct one. For example, the speaker talks a lot about poverty and then says, "but the real problem is…".

2 M Usłyszysz dwukrotnie cztery wypowiedzi na temat problemów społecznych. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker
A doesn't like the changes happening in the city now.
B mentions how things were worse in the past.
C thinks the worst problem is economic inequality.
D says that they don't like the violence in their city.
E is bothered the most by the homelessness in the city.

Speaker 1	C
Speaker 2	E
Speaker 3	B
Speaker 4	A

Zadanie z lukami

3 M Wysłuchaj nagrania ponownie. Na podstawie zawartych w nim informacji uzupełnij luki w zdaniach 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

1 Speaker 1 says that the cause of crime (still) needs to be addressed.
2 Speaker 2 thinks the economy is based on having differences in income/economic inequality.
3 Speaker 3 says that governmental action has eradicated (street) crime/criminal gangs.
4 Speaker 4 says that building work has made the city centre unrecognisable.

4 Tell a partner which of the four cities you would most and least like to live in and why.

See Answer section

Wybór wielokrotny

5 M Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1–2 zakreśl jedną z liter: A, B albo C.

Text 1

1 What does the agent say he'll do first?
(A) request an assessment
B apply for a court order
C send the police to the property

Text 2

2 Around what percentage of people voted in the UK in the 70s?
A 80 (B) 75 C 65

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Text 3

3 Where is this conversation taking place?
A a police station (C) a school
B a protest D the parliament

4 What does the man think the government should do with education funding?
A make temporary cuts
B make permanent cuts
(C) leave it unchanged
D invest more funds

5 Who does the woman blame for the violence?
A the protesters C the police
B the media (D) the hooligans

6 What is the man's attitude towards the media?
A He believes they reported fairly.
B He feels they helped the cause.
C He questions how newsworthy their coverage was.
(D) He is distrustful of them.

Odpowiedzi na pytania

6 M Usłyszysz dwukrotnie audycję radiową. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.

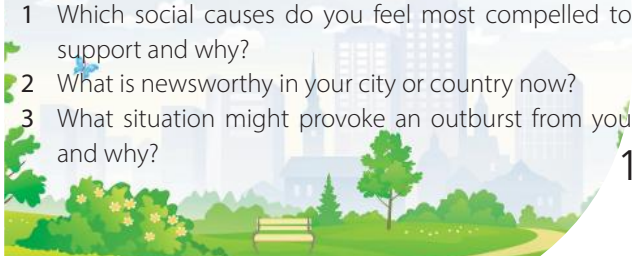
See Answer section

1 What does GDP measure? .....
2 When was GNH conceptualised? .....
3 What is the 4th pillar of GNH? .....
4 When is the International Day of Happiness? .....

7 Ask and answer the questions with a partner.

Ss' own answers

1 Which social causes do you feel most compelled to support and why?
2 What is newsworthy in your city or country now?
3 What situation might provoke an outburst from you and why?



14 Exam Skills Practice

READING

1 Read the descriptions of crimes and discuss what you think the punishment should be for each crime.

See Answer section

A A woman steals food from a grocery shop in order to feed her family.
B A young adult shoplifts designer clothing from a boutique.
C A man injures a pedestrian while drinking and driving.
D A teen vandalises a public building with graffiti.

Wybór wielokrotny i odpowiedzi na pytania

2 M Przeczytaj dwa teksty związane z alternatywną formą kary za złamanie prawa. Wykonaj zadania 1–8 zgodnie z poleceniami.

Text 1

Drug Court

There are four main goals when we punish someone for breaking the law. The first retribution is that someone should pay for what they have done in some way. Next is incapacitation, or creating a situation in which the criminal cannot commit any more crimes. The third is deterrence, which means discouraging someone from breaking the law in the future. The last is helping the individual who committed the crime 'get better' or improve their life. Here at Drug Court, we believe that this last goal of rehabilitation is the key to stopping people from breaking the law and keeping them out of prison.

Individuals with substance abuse issues commit crimes for two main reasons. One is that drugs or alcohol cause them to behave in antisocial or violent ways. The second, and more common, is they need money to support their addiction and commit crimes to get it. If the person's dependence on drugs or alcohol is eliminated, chances are they will not participate in the same illegal behaviours.

Drug Court recognises this and provides an alternative to traditional punishment. We work with drug addicted criminals who have committed minor offences. They are presented with a choice: time in prison or a rehabilitation program. Those who enter the program are provided with counselling and work closely with psychologists to resolve the underlying causes of their addictions, such as mental health problems or childhood trauma. The Drug Court program also offers job skills training and employment services to help people get back on track.

While it is relatively new, initial findings are promising. Criminals who pass through the program are less likely to reoffend and commit further criminal acts than those who are given traditional prison sentences.

W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

1 Which goal of punishment is the most important to the author?
A incapacitation
B deterrence
C retribution
(D) rehabilitation

2 In paragraph 3, what is *this* referring to in the phrase 'Drug Court recognises this….'?
(A) Crime can be fueled by factors outside of people's control.
B Crime is motivated by a desire for money and wealth.
C Crimes such as drug dealing are the most common.
D Committing crimes is only caused by one reason.

3 Which is mentioned as an underlying cause of addiction?
A unemployment
(B) psychological problems
C antisocial behaviour
D violent crime

4 What can be inferred about the author from the text?
A They support strong prison terms.
B They are unconvinced by initial findings into a new scheme.
(C) They don't believe that traditional sentences are effective.
D They agree mostly with deterrence as a method.

Text 2

Prison Farms

Prison farms are prisons which are attached to a farming operation. They produce the food that feeds the inmates who the prisons house. Prison farms provide an alternative, more productive way to do time in prison.

In these institutions, prisoners with good behaviour are allowed to work and have jobs within the prison farm. Inmates work the land, cook, do laundry and clean. At most prison farms, inmates are paid a low wage of a couple of pounds a day for their efforts. However, the overwhelming majority are eager to be kept busy doing something. As a result, competition for these jobs is fierce, and inmates are motivated to work hard and perform well in order to retain them.

Prison farms are hardly a new concept but they are effective in a number of ways. Firstly, they are self-sustaining. Less taxpayers' money is spent on running the prison as it produces its own food and provides its own labour. Beyond that, and perhaps more importantly, advocates of prison farms would argue that the system combines all four aspects of punishment. Inmates are still paying for their offences with their time and labour. They are prevented from committing more crime, and prison farms still act as a deterrent. However, the difference between a regular prison and a farm prison is the rehabilitation offered through the work programs. The jobs inmates do keep them occupied, provide structure to their days and teach them skills they can use when they are released back into the community.

Odpowiedz krótko na pytania 5–8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Na pytania należy odpowiedzieć w języku angielskim.

See Answer section

5 What work do inmates do in prison farms? .....
6 Why do inmates want to work while in prison? .....
7 How do prison farms help ordinary citizens? .....
8 What benefit do inmates get for their future? .....

A Fresh Start

Fostering for a Better Tomorrow

Fostering offers children in care, or from difficult backgrounds, the chance to start a new life with a new family. It is an amazing system that provides extensive benefits to both foster parents and foster children. Few other things give you the chance to make such a positive and immediate change to someone's life as fostering. It's an incredibly satisfying experience that is deeply rewarding emotionally and socially for everyone involved. Let's break down all the positives to help you decide if it's the right choice for you.

Benefits for children…

Fostering provides a secure and loving home for children to thrive in. The care system can be a difficult and stressful environment for many children, and state institutions, try as they might, can't match the care and love that a family can offer. A warm home can help a child overcome their problems and grow while giving a child the much needed emotional support.

A fixed address and a stable home offers children many more opportunities for education. Issues or abuse at a child's birth home may have also made academic achievement difficult. A new environment allows a much better foundation for children to pursue their education while receiving guidance from their foster parents.

Benefits for foster parents…

The main attraction for being a foster parent is that it allows you to make an immediate positive impact on a child's life. It's a way of taking direct action and gives much more tangible results than merely donating to charity. You can offer encouragement, mentorship and love to children who need it most in this world. Giving the gift of love is the greatest thing that any family can give.

Fostering can also give carers a chance to learn new skills and abilities as in some cases fostering has even led to a new career in child care. It also offers tax relief opportunities as well as monetary compensation in the form of a fostering allowance.

There's no question that fostering a child is a big responsibility and a life changing experience. However, it's also something that can massively change your world for the better. If you're considering becoming a foster parent, don't be put off. Get in touch with your local authority today and attend an information day. It could be the first step on a journey that could take you to places that you never imagined!

Zadanie z lukami

3 M Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

See Answer section

summary

Foster care offers 1) ..... and a home for children with difficult pasts. Fostering has many benefits for everyone involved in the process.

It is very rewarding for foster parents but also provides 2) ..... security and love for children.

The care system can make children feel 3) ..... and can't give the positive support of a loving home. Foster families can also help a child do much better at school.

Children aren't the only ones who can take a lot from the experience. A foster parent can change a child's life forever and opens the door to new possibilities. Some people 4) ..... a new job in social care as a result of fostering.

Odpowiedzi na pytania

4 M Przeczytaj tekst ponownie. Odpowiedz krótko na pytania 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Na pytania należy odpowiedzieć w języku angielskim.

See Answer section

1 How might fostering make a foster parent feel?
.....

2 In what way can foster parents help a child's schooling?
.....

3 What incentives can foster parents receive?
.....

4 Who should prospective foster parents contact?
.....

5 a) Is there a person who has had a positive impact on your life? Who and why? In what ways did that person help you or change things for you?

Ss' own answers

b) Is fostering something that would interest you? Why/Why not? Do you think fostering is a good thing for children?

Ss' own answers

c) Finish the sentences with your own ideas.

Ss' own answers

1 I have seriously considered .....
.....

2 Something I'm very much interested in is .....
.....

3 I feel more or less satisfied with .....
.....

14 Exam Skills Practice

USE OF ENGLISH

Zdania pytające i liczebniki

See pp. GR92-GR98

1 Match the types of questions (A–F) with the examples (1–6).

1 C Have you voted?
2 E When does the protest take place?
3 B Who won the election?
4 F What do Hindus eat?
5 A He was arrested, wasn't he?
6 D Do you know where the prison is?

A question tag
B subject question
C *yes/no* question
D indirect question
E *wh-* question
F object question

2 Write the numbers in word form.

1 Income tax is set to increase by 2.35% this year alone. two point three five
2 There are still a total of around 150,000 homeless people nationwide. one/a hundred and fifty thousand
3 Approximately ¾ of the population voted to change the constitution. three quarters
4 The world economic conference will be held on Monday the 15th of July. fifteenth
5 The government has increased the minimum wage to £8.29 per hour. eight pounds twenty nine

Transformacje ze słowem kluczem

3 M Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów.

1 Can you tell me what the council decided in the end?
DECIDE What did the council decide in the end?
2 Voting is our constitutional right, isn't it?
VOTING Is voting our constitutional right?
3 I think the police won't catch him.
NOT The police are not going to catch him, are they?
4 Who was the mayor before this one?
KNOW Do you know who the mayor before this one was?
5 Where do I vote?
TELL Do you think you could tell me where to vote?

Gramatykalizacja

4 M Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie podane w nawiasach wyrazy. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

1 Violent crime (be/on/rise) has been on the rise over the last couple of years, hasn't it?
2 The protesters have no respect for the law, (they) do they?
3 Do you know what issue the government has agreed (take/look) to take a look at first?
4 He's the man the police arrested last night, (be/he) isn't he?
5 Stop interrupting me, (you) won't you? It's my right to express my opinion.

Słowotwórstwo

5 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem. Przekształć wyraz podany w nawiasie w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.





The sweeping of the Jains

If you were to spend time in India, you would likely witness the sight of a person sweeping the way in front of them as they walk. This would not be some sort of bizarre street cleaning, but a member of the Jain religion trying to avoid unintentional stepping on any insects or other small **1)** creatures **(create)** in their way. For those who believe in Jainism, killing any living thing is **2)** basically **(basic)** wrong. It goes without saying that they are strict vegetarians.

Jainism is an ancient religion and one of India's oldest. It is founded on three principles: non-violence, non-absolutism and non-attachment. However, they believe that membership in the Jain community is **3)** meaningless **(meaning)** without a commitment to non-violence, and that includes strict **4)** avoidance **(avoid)** of killing any living being even indirectly. For Jains, all life is sacred as they believe that all creatures exist to help each other.

6 Choose the correct answer.

1 Don't think of the poor as a ..... on society.
A weight (B) burden C load

2 My television was ..... when I was on holiday.
A robbed (B) stolen C burglarised

3 There are times when ordinary people need to ..... action.
A make B do (C) take

4 Unfortunately, some drug addicts ..... crimes.
A do B carry out (C) commit

5 The government should ..... laws to deal with this.
A accept (B) pass C give

6 Do you ..... a particular religion?
(A) follow B chase C pursue

7 The law ensures that tax evaders will ..... consequences.
(A) face B meet C see

8 She was ..... from prison for good behaviour.
A taken (B) released C delivered

9 The police decided not to ..... charges against the teenager.
(A) press B push C hold

10 Everyone deserves equal ..... under the law.
A handling B management (C) treatment

Culture Spot

Spitting Image is a famous British satirical television programme that uses puppets created in a caricature style to examine current affairs and political issues in a humorous way. It first started in 1984 and ran until 1996. After a break *Spitting Image* returned to UK TV screens in 2020. Puppets often include famous politicians, actors, members of the royal family and well known public figures.

New Year's Crib is a political satirical television programme that covers all the events of the year. It uses puppets and actors with special masks to examine the domestic political scene with humour, songs and rhyme. The programme started in the 1960s but wasn't broadcast during the 1970s and early 1980s. Since 1990 the programme has been shown on television without any censorship or restrictions.

Zadanie z lukami

7 M Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

The Rhinoceros Party



One interesting aspect of democracy is that it **1)** allows/enables ordinary citizens to form new political parties to bring certain political issues **2)** to the public eye. However, it has also given some citizens a chance to have a little fun as the world's democracies have seen the creation of numerous joke parties such as Iran's Party of Donkeys, the Friends of Beer Party in Czechoslovakia and the Hungarian Two Tailed Dog Party. One of the most successful has been Canada's Rhinoceros Party.

The present-day Parti Rhinocéros Party is the successor to the original Rhinoceros Party of Canada, which **3)** ran/existed/lasted from 1963 to 1993. The party's main purpose seems to be to amuse the Canadian public as it has adopted policies such as ending crime by abolishing all laws, replacing gold as the financial standard with snow, and providing higher education by building taller schools. However, there is only one promise that they promise to keep, and **4)** that/this is the promise to never keep their promises.



14 Exam Skills Practice

WRITING

Rozprawka za i przeciw

Writing Tip:
A for-and-against essay is a formal piece of writing in which we discuss the pros and cons of a topic. The writer's opinion can be stated but only in the conclusion.

1 Read the essay about the pros and cons of Guaranteed Minimum Income (GMI) and answer the question.

See Answer section

Is the writer in favour of or against Guaranteed Minimum Income?

A Guaranteed Minimum Income (GMI) is a form of social welfare where the government supplements the income of every person or family that does not have enough money to live on. Although it would put an end to poverty, there are many who believe it has drawbacks and disagree with implementing this system.

B Some people are against GMI. For one thing, supplying all the individuals and families with the GMI will be a never-ending financial burden on the state. For example, there will undoubtedly be a number of people who will take advantage of the guaranteed income and choose never to work again. What is more, the appeal of this easy life would likely encourage people to quit their low-income jobs, and this could greatly increase the number of people on GMI.

C However, GMI definitely has some substantial benefits. First of all, it would virtually end poverty and that would enable families to provide a better upbringing for their children. The end of poverty would bring about a big decrease in other social problems, like crime and substance abuse. Secondly, giving individuals and families GMI would be putting money in their hands, which they would spend, and this would be great for the local economy.

D In short, despite the burden on the state, I think that ultimately there would be enormous benefits to decreasing poverty and providing people with sufficient money to live on. As Nelson Mandela said, 'Overcoming poverty is not a gesture of charity. It is an act of justice.'

2 Here are some features of for-and-against essays. Read the essay in Ex. 1 again and match each feature (1–5) with the paragraph it appears in (A–D).

1 A presentation of the topic
2 D a summary of the main points
3 D the writer's opinion (either balanced or for one side)
4 B the cons of the topic with justifications/ examples
5 C the pros of the topic with justifications/ examples

3 Decide if each statement is true *(T)* or false *(F)* about for-and-against essays.

1 Always state your opinion in the introduction. F
2 Idioms and colloquial expressions are used. F
3 Either the pros or the cons can be presented first. T
4 Linking words/phrases are used to help the flow. T
5 Quotations can be used. T
6 Rhetorical questions can be used. F

4 Add the missing words/phrases to the Useful Language box by finding them in the sample essay from Ex. 1.

USEFUL LANGUAGE

Introducing/Listing advantages
- One main/major advantage/benefit of ...
- A further advantage is ...

Introducing points/ examples
- 1) For one thing,
- For example, ...
- First of all, ...

Adding points
- 2) What is more,
- Furthermore, ...
- 3) Secondly,
- In addition, ...

Introducing/Listing disadvantages
- One point/argument against ...
- A serious drawback/ disadvantage of ...
- 4) Some people are against ...

Contrasting
- On the other hand,... .
- 5) However,
- On the contrary, ...

Concluding
- Finally, ...
- All in all, ...
- 6) In short,

Exam Tip: In the closing paragraph of a for-and-against essay, the writer can either state their opinion in favour of or against the topic, or present a balanced consideration, restating that there are points for and against the topic.

5 Look at the essay in Ex. 1 again. Rewrite the closing paragraph (D) with a balanced consideration of arguments.

See Answer section

6 M Na forum internetowym wywiązała się ostatnio dyskusja, czy rząd powinien podnieść wysokość podatku dochodowego dla najbogatszych. Napisz rozprawkę (200–250 wyrazów), w której przedstawisz potencjalne korzyści i zagrożenia wynikające z przyjęcia takiego rozwiązania.

See Answer section

"I'm not against the police; I'm just afraid of them."
English film director Alfred Hitchcock

1 With a partner, discuss these questions.
See Answer section

1 What are the reasons that people might support the police?
2 Why are some people afraid of the police?
3 What are your feelings about the police and why? Do you agree with the quote?

Opis ilustracji i odpowiedzi na pytania

2 M Describe the picture.
See Answer section



USEFUL LANGUAGE

Picture description
Connecting the actions/feelings of two or more people

- The man (on the right/left, etc.) is feeling nervous (adjective) because the woman is ... .
- The fact that the man is -ing is causing the woman to feel (adjective) (because ...).
- The man's actions/behaviour are/is making the woman (adjective) (because ...).
- The man is reacting because the woman is -ing (...).
- The man is (adjective/continuous verb) because the woman is (adjective/continuous verb).
- It's clear/obvious that the man is (adjective/continuous verb) because the woman is ... .

3 M Answer the questions.
See Answer section

1 What do you think happened just before this picture was taken?
2 In this situation, which of the three people would you most and least like to be and why?
3 Tell me about a situation when you or someone you know had to talk to a police officer.

Wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania

4 With a partner, discuss whether you would ever take part in an organised demonstration and why or why not.
See Answer section

Exam Strategy

When choosing a picture, you can start by mentioning that all three pictures show important issues/causes before explaining why you are making your choice.

5 M Popatrz na zdjęcie 1., 2. i 3. Demonstracje są jednym ze sposobów, w jaki obywatele wyrażają opinię na temat ważnych spraw społecznych i politycznych.
See Answer section

- Wybierz zdjęcie przedstawiające demonstrację, w której z największym prawdopodobieństwem wziąłbyś/wzięłabyś udział, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe opcje.







USEFUL LANGUAGE

Validating all three images

- I think these are all important/useful/good/etc. + plural noun
- All three images/pictures show important/useful/good/etc. + plural noun
- I could choose any of these because they are all important/useful/good/etc.

6 M Answer these questions.
See Answer section

1 Why is it important for people to take to the streets and protest?
2 What problems can you see with public demonstrations and how could they be prevented?

14 Państwo i społeczeństwo

State & politics – Państwo i polityka

act /ækt/ (n) = akt (prawny), ustawa; czyn
appoint /əˈpɔɪnt/ (v) = mianować, wyznaczać
approve /əˈpruːv/ (v) = zatwierdzać, akceptować
ballot paper /ˈbælət ˌpeɪpə/ (n) = karta do głosowania
ban /bæn/ (v) = zakazać, zabronić
be governed by (phr) = być rządzonym/zarządzanym/kierowanym przez
boost the economy (phr) = pobudzać wzrost gospodarczy, ożywiać gospodarkę
citizen /ˈsɪtɪzən/ (n) = obywatel/obywatelka
coalition government (phr) = rząd koalicyjny
commission /kəˈmɪʃən/ (n) = komisja
congress /ˈkɒŋgres/ (n) = kongres
constitution /ˌkɒnstɪˈtjuːʃən/ (n) = konstytucja
Constitutional Tribunal /ˌkɒnstɪˌtjuːʃənəl traɪˈbjuːnəl/ (n) = Trybunał Konstytucyjny
court /kɔːt/ (n) = sąd
current affairs (phr) = sprawy bieżące, aktualne wydarzenia
democracy /dɪˈmɒkrəsi/ (n) = demokracja
elected /ɪˈlektɪd/ (adj) = wybrany
election /ɪˈlekʃən/ (n) = wybory
executive branch (phr) = władza wykonawcza
federal republic (phr) = republika federalna
free trade (phr) = wolny handel
head of state (phr) = głowa państwa
hold elections (phr) = przeprowadzać wybory
judicial branch (phr) = władza sądownicza
landslide victory (phr) = zwycięstwo odniesione przytłaczającą większością głosów; przytłaczające zwycięstwo
legislative branch (phr) = władza ustawodawcza
lower taxes (phr) = obniżać podatki; niższe podatki
Member of Parliament /ˌmembər əv ˈpɑːləmənt/ (n) = poseł/posłanka, członek parlamentu
member state (phr) = państwo członkowskie
monarchy /ˈmɒnəki/ (n) = monarchia
parliament /ˈpɑːləmənt/ (n) = parlament
pass a law (phr) = uchwalić ustawę, ustanowić prawo
political party (phr) = partia polityczna
prime minister /ˌpraɪm ˈmɪnɪstə/ (n) = premier
reject (proposals) /rɪˈdʒekt/ (v) = odrzucać (propozycje, wnioski)
run for mayor (phr) = ubiegać się o urząd burmistrza
senate /ˈsenət/ (n) = senat
visa /ˈviːzə/ (n) = wiza
vote (for sb) /vəʊt/ (v) = głosować (na kogoś)

Governmental departments & Agencies – Ministerstwa i agencje rządowe

Arts Council (phr) = (bryt.) instytucja promująca i wspierająca działalność kulturalną
be responsible for (phr) = być odpowiedzialnym za, odpowiadać za
child support (phr) = alimenty na dziecko
collect taxes (phr) = ściągać/pobierać podatki
community issues (phr) = problemy lokalnych społeczności
Department of Health & Social Care (phr) = (bryt.) Ministerstwo Zdrowia i Opieki Społecznej
Department of Work & Pensions (phr) = (bryt.) Ministerstwo Pracy i Emerytur
Driver and Vehicle Licensing Agency (phr) = (bryt.) agencja rządowa odpowiedzialna za pobieranie podatku drogowego i wydawanie praw jazdy
HM Revenue & Customs (phr) = (bryt.) Urząd Skarbowy i Celny
HM Treasury (phr) = (bryt.) Ministerstwo Skarbu
issue /ˈɪʃuː/ (v) = wydawać (np. pozwolenia, dokumenty)
Ministry of Defence (phr) = Ministerstwo Obrony
Ministry of Justice (phr) = Ministerstwo Sprawiedliwości
promote /prəˈməʊt/ (v) = propagować, promować

Law, Crime & Punishment – Prawo, przestępczość i wymiar sprawiedliwości

accuse /əˈkjuːz/ (v) = oskarżać, obwiniać
arrest /əˈrest/ (n) = zatrzymanie, aresztowanie
arson /ˈɑːsən/ (n) = podpalenie
arsonist /ˈɑːsənɪst/ (n) = podpalacz/podpalaczka
assault /əˈsɔːlt/ (v) = napadać, atakować
be a victim of sth (phr) = być ofiarą czegoś
be released /bi rɪˈliːst/ (v) = tu: wyjść na wolność
blame /bleɪm/ (v) = winić, obwiniać
burglar /ˈbɜːglə/ (n) = włamywacz/włamywaczka
burglary /ˈbɜːgləri/ (n) = kradzież z włamaniem
burgle (sth) /ˈbɜːgəl/ (v) = włamać się (dokądś), okraść (coś)
car theft /ˈkɑː θeft/ (n) = kradzież samochodu
car thief /kɑː θiːf/ (n) = złodziej samochodów
charge (sb with) /tʃɑːdʒ/ (v) = oskarżać (kogoś o)
clue /kluː/ (n) = ślad, trop, wskazówka, poszlaka
commit arson (phr) = dokonać podpalenia
convict /kɒnvɪkt/ (n) = więzień; skazaniec
court order /ˈkɔːt ɔːdə/ (n) = nakaz sądowy
crime scene /ˈkraɪm siːn/ (n) = miejsce zbrodni
cybercrime /ˈsaɪbəkraɪm/ (n) = cyberprzestępstwo
defendant /dɪˈfendənt/ (n) = pozwany/pozwana, oskarżony/oskarżona (w sprawach karnych)
deterrence /dɪˈterəns/ (n) = odstraszanie
do time (phr) = odsiadywać wyrok
gang /gæŋ/ (n) = gang, banda
give a warning (phr) = ostrzegać
hijacking /ˈhaɪdʒækɪŋ/ (n) = uprowadzenie/porwanie (np. samolotu, statku, pojazdu)
incapacitation /ˌɪnkəpæsɪˈteɪʃən/ (n) = ubezwłasnowolnienie
inmate /ˈɪnmeɪt/ (n) = więzień/więźniarka
judge /dʒʌdʒ/ (n) = sędzia (w sądzie)
kidnap /ˈkɪdnæp/ (v) = porwać, uprowadzić
kidnapper /ˈkɪdnæpə/ (n) = porywacz/porywaczka
kidnapping /ˈkɪdnæpɪŋ/ (n) = porwanie, uprowadzenie
law enforcement official (phr) = funkcjonariusz(ka) organów ścigania, stróż prawa
minor offence (phr) = drobne wykroczenie
mug /mʌg/ (v) = napadać (zaatakować i obrabować w miejscu publicznym)
mugger /ˈmʌgə/ (n) = rabuś, bandyta uliczny
mugging /ˈmʌgɪŋ/ (n) = rozbój, napad (uliczny)
on parole (phr) = na zwolnieniu warunkowym
pickpocket /ˈpɪkpɒkɪt/ (n) = kieszonkowiec
pickpocket /ˈpɪkpɒkɪt/ (v) = okradać
pickpocketing /ˈpɪkˌpɒkɪtɪŋ/ (n) = kradzież kieszonkowa
press charges (phr) = wnosić/stawiać zarzuty
punishment /ˈpʌnɪʃmənt/ (n) = kara
rehabilitation /ˌriːhəˌbɪlɪˈteɪʃən/ (n) = tu: resocjalizacja
release /rɪˈliːs/ (v) = wypuścić (na wolność)
retribution /ˌretrɪˈbjuːʃən/ (n) = kara; odwet
rob /rɒb/ (v) = rabować, okradać
robber /ˈrɒbə/ (n) = złodziej/złodziejka, przestępca biorący udział w rabunku
robbery /ˈrɒbəri/ (n) = rabunek, napad (np. na bank)
smuggle /ˈsmʌgəl/ (v) = przemycać
smuggler /ˈsmʌglə/ (n) = przemytnik/przemytniczka
smuggling /ˈsmʌglɪŋ/ (n) = przemyt
suspect /ˈsʌspekt/ (n) = podejrzany/podejrzana
suspension /səˈspenʃən/ (n) = zawieszenie (np. wykonania kary)
trial /ˈtraɪəl/ (n) = proces sądowy
vandal /ˈvændəl/ (n) = wandal, chuligan
vandalise /ˈvændəlaɪz/ (v) = niszczyć, dewastować
vandalism /ˈvændəlɪzəm/ (n) = wandalizm, chuligaństwo
verdict /ˈvɜːdɪkt/ (n) = tu: wyrok
witness a crime (phr) = być świadkiem przestępstwa

Social issues – Problemy społeczne

animal welfare (phr) = dobrostan zwierząt
be duty bound (phr) = być zobowiązanym
censorship /ˈsensəʃɪp/ (n) = cenzura
children's rights (phr) = prawa dziecka
diverse community (phr) = zróżnicowana (np. kulturowo) społeczność/wspólnota
environmental protection (phr) = ochrona przyrody
human trafficking (phr) = handel ludźmi
moral duty (phr) = moralny obowiązek
outburst /ˈaʊtbɜːst/ (n) = wybuch (np. gniewu)
poverty /ˈpɒvəti/ (n) = bieda, ubóstwo
prejudice /ˈpredʒədɪs/ (n) = uprzedzenie
public funds (phr) = fundusze publiczne
racial equality (phr) = równouprawnienie ras
racially diverse (phr) = zróżnicowany rasowo
report for duty (phr) = zameldować się na stanowisku pracy
slavery /ˈsleɪvəri/ (n) = niewolnictwo
terrorism /ˈterərɪzəm/ (n) = terroryzm

Religion – Religia

atheism /ˈeɪθɪɪzəm/ (n) = ateizm
Buddhism /ˈbʊdɪzəm/ (n) = buddyzm
Buddhist /ˈbʊdɪst/ (adj) = buddyjski
cathedral /kəˈθiːdrəl/ (n) = katedra
Catholicism /kəˈθɒləsɪzəm/ (n) = katolicyzm
Christian /ˈkrɪstʃən/ (adj) = chrześcijański
Christianity /ˌkrɪstiˈænəti/ (n) = chrześcijaństwo
church /tʃɜːtʃ/ (n) = kościół
Hindu /ˈhɪnduː/ (adj) = hinduski
Hinduism /ˈhɪnduːɪzəm/ (n) = hinduizm
Islam /ˈɪzlɑːm/ (n) = islam
Jew /dʒuː/ (n) = Żyd/Żydówka
Judaism /ˈdʒuːdeɪɪzəm/ (n) = judaizm
mosque /mɒsk/ (n) = meczet
Muslim /ˈmʊzlɪm/ (adj) = muzułmański, islamski
synagogue /ˈsɪnəgɒg/ (n) = synagoga
temple /ˈtempəl/ (n) = świątynia
worship /ˈwɜːʃɪp/ (v) = oddawać cześć (Bogu/bogu), praktykować religię

Economy – Gospodarka

affluent /ˈæfluənt/ (adj) = zamożny, bogaty
business venture (phr) = przedsięwzięcie handlowe
economic inequality (phr) = nierówności ekonomiczne
family-run business (phr) = firma rodzinna
fund /fʌnd/ (n) = fundusz; fundacja
GDP (Gross Domestic Product) (abbr.) = PKB (produkt krajowy brutto)
income tax /ˈɪŋkʌm tæks/ (n) = podatek dochodowy
inflation rate (phr) = wskaźnik/stopa/tempo inflacji
international trade (phr) = handel międzynarodowy
invest (money) /ɪnˈvest/ (v) = inwestować (pieniądze)
investment /ɪnˈvestmənt/ (n) = inwestycja
monetary value (phr) = wartość pieniężna
prosperity /prɒˈsperəti/ (n) = dobrobyt; dobra koniunktura

standard of living (phr) = stopa życiowa, poziom życia
tax evasion /'tæks ɪˌveɪʒən/ (n) = uchylanie się od płacenia podatków
unemployment /ˌʌnɪm'plɔɪmənt/ (n) = bezrobocie

Domestic & International conflicts – Konflikty wewnętrzne i międzynarodowe

bring an end to sth (phr) = doprowadzić do zakończenia czegoś, zakończyć coś
environmental activist (phr) = aktywista ekologiczny
fight corruption (phr) = przeciwdziałać korupcji
hold a protest (phr) = zorganizować protest
neighbouring nations (phr) = sąsiadujące kraje/narody
peace agreement (phr) = porozumienie pokojowe
peacekeeper /'pi:ski:pə/ (n) = rozjemca; tu: żołnierz sił pokojowych
rally /'ræli/ (v) = brać udział w wiecu
reach an agreement (phr) = osiągnąć porozumienie
resolve a conflict (phr) = rozwiązać konflikt
sign a petition (phr) = podpisać petycję
vow /vaʊ/ (v) = ślubować

International Organisations – Organizacje międzynarodowe

FRONTEX (European Border and Coast Guard Agency) (abbr.) = FRONTEX (Europejska Agencja Straży Granicznej i Przybrzeżnej)
IMF (International Monetary Fund) (abbr.) = MFW (Międzynarodowy Fundusz Walutowy)
INTERPOL (International Criminal Police Organisation) (abbr.) = INTERPOL (Międzynarodowa Organizacja Policji Kryminalnej)
NATO (North Atlantic Treaty Organisation) (abbr.) = NATO (Organizacja Traktatu Północnoatlantyckiego)
UN (United Nations) (abbr.) = ONZ (Organizacja Narodów Zjednoczonych)
UNESCO (United Nations Educational, Scientific and Cultural Organisation) (abbr.) = UNESCO (Organizacja Narodów Zjednoczonych do spraw Edukacji, Nauki i Kultury)
UNICEF (United Nations Children's Fund) (abbr.) = UNICEF (Fundusz Narodów Zjednoczonych na Rzecz Dzieci)
WHO (World Health Organisation) (abbr.) = WHO (Światowa Organizacja Zdrowia)
WTO (World Trade Organisation) (abbr.) = WTO (Światowa Organizacja Handlu)

Social phenomena – Zjawiska społeczne

demonstration /ˌdemən'streɪʃən/ (n) = demonstracja, manifestacja
diversify /daɪ'vɜ:sɪfaɪ/ (v) = urozmaicić, zróżnicować
divorce /dɪ'vɔ:s/ (n) = rozwód
economic migration (phr) = emigracja zarobkowa
fad /fæd/ (n) = (chwilowa) moda; fanaberia
fostering /'fɒstərɪŋ/ (n) = wychowywanie w rodzinie zastępczej
freedom of movement (phr) = swoboda przemieszczania się
homelessness /'həʊmləsnəs/ (n) = bezdomność
hooligan /'hu:lɪgən/ (n) = chuligan
protest march /'prəʊtest ˌmɑ:tʃ/ (n) = marsz protestacyjny
remain (in) /rɪ'meɪn/ (v) = pozostawać (w)
riot /'raɪət/ (n) = zamieszki, rozruchy
social distancing (phr) = dystans społeczny, utrzymywanie bezpiecznej odległości od innych osób
urban development (phr) = rozwój obszarów miejskich
state institution /ˌsteɪt ɪnstɪ'tju:ʃn/ (n) = instytucja państwowa

1 Choose the correct item.

1 In the United States ..... is made up of elected politicians from both parties and the House of Representatives.
(A) Congress B Senate C Parliament D Court

2 The written ..... sets out the rights of all citizens in the country.
A election B commission (C) constitution D act

3 After the meeting, the new Health Minister was ..... to his post.
(A) appointed B approved C voted D created

4 The thief ..... people in the street without them realising.
A burgled (B) pickpocketed C mugged D assaulted

5 The judge believes in ..... and helping people re-join society.
A incapacitation B deterrence C retribution (D) rehabilitation

6 The ..... is being questioned at the police station.
A convict B defendant (C) suspect D inmate

7 Nowadays ....., which means having no religion, is quite common.
A wandalism B non-absolutism C terrorism (D) atheism

8 The country is in need of ..... from business to help the economy.
A GDP (B) investment C inflation D prosperity

Collocations

2 Fill in with: *ballot*, *member*, *coalition*, *judicial*, *collects*, *commit*, *human*, *current*, *minor*, *child*, *tax*, *environmental*.

1 The judicial branch of government is in charge of the courts and laws.
2 The country had to form a(n) coalition government because no one had a majority.
3 The EU is made up of twenty seven member states.
4 News programmes often discuss important current affairs.
5 HM Revenue & Customs collects taxes from people in the UK.
6 People who commit arson can become obsessed with fire.
7 The government pays families child support to help care for children.
8 Nowadays human trafficking has become a new form of slavery.
9 Vandalism is a(n) minor offence that is often punished lightly.
10 The problem of tax evasion costs governments millions.
11 A group of environmental activists are protesting about climate change.
12 When you vote, you place your ballot paper in a box.

Phrasal verbs/Prepositions

3 Choose the correct item.

1 The politician is a member of/to Parliament.
2 During the election he ran for/from mayor.
3 The judge sent the man towards/to prison.
4 Freedom for/of movement is an important EU principle.
5 The cost of/to living gets higher every year.
6 In the past Britain was governed by/from a monarch.
7 The DVLA is responsible to/for issuing driving licences.
8 The convict is on/in parole for good behaviour.

VII Exam Skills Check (Modules 13-14)

Rozumienie tekstów pisanych

Wybór wielokrotny i zadanie z lukami

1 Przeczytaj dwa teksty związane ze smogiem. Wykonaj zadania 1–8 zgodnie z poleceniami.

Text 1 A MESSAGE THROUGH THE FOG

In the third week of November, in the year 1895, a dense yellow fog settled down upon London. From the Monday to the Thursday I doubt whether it was ever possible from our windows in Baker Street to see the loom of the opposite houses. The first day Holmes had spent in cross-indexing his huge book of references. The second and third had been patiently occupied upon a subject which he had recently made his hobby – the music of the Middle Ages. But when, for the fourth time, after pushing back our chairs from breakfast we saw the greasy, heavy brown swirl still drifting past us and condensing in oily drops upon the windowpanes, my comrade's active nature could endure this drab existence no longer. He paced restlessly about our sitting-room in a fever of suppressed energy, biting his nails, tapping the furniture, and chafing against inaction.

"Nothing of interest in the paper, Watson?" he said. I was aware that by anything of interest, Holmes meant anything of criminal interest. There was the news of a revolution, of a possible war, and of an impending change of government; but these did not come within the horizon of my companion. I could see nothing recorded in the shape of crime which was not commonplace and futile. Holmes groaned and resumed his restless meanderings.

"The London criminal is certainly a dull fellow," said he in the querulous voice of the sportsman whose game has failed him. "Look out this window, Watson. See how the figures loom up, are dimly seen, and then blend once more into the cloud-bank. The thief or the murderer could roam London on such a day as the tiger does the jungle, unseen until he pounces, and then evident only to his victim. ... By Jove! Here comes something at last to break our dead monotony." It was the maid with a telegram. Holmes tore it open and burst out laughing.

"Well, well! What next?" said he. "Brother Mycroft is coming round."

"Why not?" I asked.

"Why not? It is as if you met a tram-car coming down a country lane. Mycroft has his rails and he runs on them. His Pall Mall lodgings, the Diogenes Club, Whitehall – that is his cycle. Once, and only once, he has been here. What upheaval can possibly have derailed him?"

"Does he not explain?"

Holmes handed me his brother's telegram.

Must see you over Cadogan West. MYCROFT

"Cadogan West? I have heard the name."

"It recalls nothing to my mind. But that Mycroft should break out in this erratic fashion! A planet might as well leave its orbit. By the way, do you know what Mycroft is?"

I had some vague recollection of an explanation at the time of *The Adventure of the Greek Interpreter*.

"You told me that he had some small office under the British government."

Holmes chuckled.

"I did not know you quite so well in those days. One has to be discreet when one talks of high matters of state. You are right in thinking that he is under the British government. You would also be right in a sense if you said that occasionally he IS the British government."

Adapted from *The Adventure of the Bruce-Partington Plans,* Arthur Conan Doyle

W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

1 Based on the first paragraph, Holmes' manner on the fourth foggy day can be described as
- (A) impatient.
- B confident.
- C depressed.
- D distracted.

2 Which of the following happened third chronologically?
- A Watson and Holmes had breakfast.
- B Watson read his newspaper.
- C A telegram arrived.
- (D) Holmes stared out of the window.

3 In his conversation with Watson, Holmes
- (A) admits he did not tell Watson the truth about his brother.
- B describes his brother as an unpredictable person.
- C explains to Watson why London criminals are so successful.
- D shows his fascination with the news of the day.

4 Which of the following sentences is NOT true?
- (A) Free time is a welcome distraction for Holmes.
- B There has been heavy fog all week.
- C Holmes' brother works for the government.
- D Holmes has interests outside of his detective work.

THE GREAT SMOG OF 1952 Text 2

The pea-souper, the thick green fog that London was once so famous for, was actually what we would today call smog. Smog is a combination of smoke and fog, and London, with its many houses and shops burning coal on the banks of the mighty River Thames, was particularly susceptible to it. One episode of this, however, was so serious that it changed London's environmental laws forever.

The Great Smog of 1952 lasted for four days, and was caused by a period of exceptionally cold weather, even for the usual London winter. London was then populated by over 8 million people and the city's fireplaces were duly loaded with coal and the smoke poured into the cold damp air. A lack of wind to disperse it led to a fog so dense that traffic ground to a halt and people couldn't see further

than a metre in front of them. But in the weeks and months after the weather changed and the smog was blown away, the true cost became apparent. More than 4,000 people had died and 25,000 more were seriously ill.
The public and the politicians, for once, agreed – something had to be done. The City of London Act (1954) and the Clean Air Acts (1956 & 1968) banned the burning of coal in London and beyond, and provided financial aid to Londoners to install central heating as an alternative. There was one further incidence of a pea-souper in 1962, but since then the capital of the UK has been smog-free.

Uzupełnij luki w zdaniach 5–8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

Suggested Answer

5 London was prone to smog because it was damp and a lot of houses and shops burnt coal ..... in cold weather.

6 The Great Smog of 1952 lasted a long time because there was no wind (to blow it away) ..... .

7 During the Great Smog, over 4000 people died and 25,000 became ill ..... .

8 The laws that were passed after the Great Smog forbade people to burn coal/burning coal ..... .

Rozumienie ze słuchu

Zadanie z lukami

2 🎧 Usłyszysz dwukrotnie wywiad z meteorologiem na temat ciekawego zjawiska pogodowego. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

1 The meteorologist compares the heat dome to ..... a pot of boiling water ..... .

2 The temperature recorded in Palm Springs, California, was not very surprising because California is ..... used to high temperatures ..... .

3 The heat caused enormous cracks in ..... in roads and pavements ..... .

4 The weather event that contributed to the heat dome was an extreme drought in the north-west ..... of the USA ..... .

Znajomość środków językowych

Zadanie z lukami

3 Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.



When police officers see a crime being committed, they swoop in and arrest the criminal, don't 1) ..... they ..... ? But what if the criminal is in another country, and hidden behind a fake online identity? This is the problem with cybercrime, and the police are struggling to fight it. Cybercrime takes many forms. It often involves theft, 2) ..... either ..... of money or of somebody's personal data. Fraud, where the victim is tricked into giving the criminal money, is also very common. A relatively new cybercrime involves a hacker breaking 3) ..... into ..... a computer system and using ransomware to lock the data behind a password. The hacked organisation must pay a ransom to regain access to their information – or risk having 4) ..... it ..... destroyed.
Since it doesn't involve violence, many people don't think of cybercrime as serious. But it causes billions of dollars in damage worldwide 5) ..... every/each ..... year and can have a real human cost. Ransomware attacks on hospitals, for example, have led to worse patient outcomes and even deaths.

Część ustna

Rozmowa wstępna

4 Ask and answer.

See Answer section

Świat przyrody

- What is your favourite kind of weather? Why?
- What wild animals do you have in your country?
- Do you have plants at home? Why/Why not?

Państwo i społeczeństwo

- Do you like your neighbourhood? Why/Why not?
- Tell me about a time you helped a stranger.
- Is the village/town/city where you live well organised?

1 Extra Speaking Practice
STUDENT'S VERSION

- praca
- zakupy i usługi
- życie prywatne

Exam Tip: Before beginning Task 1, the teacher will ask you to choose one set of personal questions to answer from a choice of three as a warm-up exercise. This warm-up is designed to help you relax in the exam setting, but it is assessed. Throughout the exam, the teacher is assessing how well you communicate, your level of grammar and vocabulary, your pronunciation and how fluent your speech is.

Task 1 4 minutes

Chcesz podjąć pracę w niepełnym wymiarze godzin. Rozmawiasz na ten temat z kolegą/koleżanką. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie.



The student starts the conversation.

Exam Tip: In Task 1, you will be given a situation with 4 prompts. You will be given 30 seconds to read the information and develop ideas. You should use the time to think of words and phrases related to the topic and prompts. It is important that you include all 4 elements in the conversation while responding to the teacher.

Task 2 3 minutes



Exam Tip: In Task 2, you must describe the picture you see. The teacher is looking for as full a description as possible. You should include information about the place, where it is and what is there, any people that are there, what they look like, what they are wearing, how they are feeling and what they are doing.

Task 3 5 minutes

Popatrz na **Plakat 1.**, **Plakat 2.** i **Plakat 3.**
Gmina, w której mieszkasz, organizuje lokalny festiwal muzyczny.
Masz wybrać plakat, który zachęci ludzi do udziału w tym wydarzeniu.
– Wybierz ten plakat, który wydaje Ci się najbardziej odpowiedni, i uzasadnij swój wybór.
– Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

Exam Tip: In Task 3, you will be given 1 minute to read the instructions and study the visual prompts. You should take the time to note the key phrases in the instructions, and choose the picture you feel best satisfies what is asked for. It is important that you explain the reasoning behind your choice and why you rejected the other option(s).



Plakat 1.



Plakat 2.



Plakat 3.

Pre-interview/ Warm-up conversation	ca. 2 minutes

Teacher: Good morning/afternoon/evening. I'm going to ask you some questions. Can we start?
Student: Yes.

Teacher: **Miejsce zamieszkania**

- Do you like living in your neighbourhood? (Why/Why not?)
- Would you prefer to live in the countryside or the city? (Why?)
- What is your favourite thing about your house/flat? (Why?)
- Do you think it is better to own or rent a house? (Why?)
- How are the chores divided in your household?

Człowiek

- What do you like doing in your spare time? (What do you like about it?)
- Who do you look up to as a role model? (Why?)
- Do you think it is more important to be patient or brave? (Why?)
- Do you think a person's appearance is important? (Why?/Why not?)
- How do you feel about your best friend?

Edukacja

- What do you like best about your school? (Why?)
- Do you think after-school activities are important? (Why? Why not?)
- What is your favourite subject? (Why?)
- How do you think the Internet has changed the way we learn?
- Do you prefer studying alone or in a group? (Why?)

Student's Exam Tip:
In the warm-up section of the exam, you will choose one set of personal questions to answer (from a choice of three), but the teacher will ask any of the questions within the set. The questions will be related to your life and interests covering a selection of the following areas: people, place of living/residence, education, work, private life, food, shopping and services, travelling and tourism, culture, sport, health, science and technology, nature, state and society.

Student: .....

≈ 2 min

Teacher: Thank you.

Task 1	• praca • zakupy i usługi • życie prywatne	4 minutes

Teacher: Let's start with Task 1. Read the task. You have about half a minute for this. Then we will start.

Student: ≈ 30 sec

Teacher: Can we start now?

Chcesz podjąć pracę w niepełnym wymiarze godzin. Rozmawiasz na ten temat z kolegą/koleżanką. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie.



Student's Exam Tip:
In this task, the teacher will introduce extra elements to the conversation, such as disagreeing with something you say or asking you to explain something further, in order to encourage you to give a fuller explanation. You must, therefore, listen carefully to the teacher's responses and adjust your answer accordingly.

The student starts the conversation.

Extra comments for the teacher

You are the student's friend. You are talking to him/her about getting a part-time job. The student starts the conversation.

Depending of the course of the conversation, please include all/selected elements from the following.

- Please ask the student to explain sth in more detail.
- Please kindly disagree with the student so that he/she has to come up with another argument or offer a different solution.
- You have doubts whether the student has the spare time to get a job.
- You worry the student might not be able to handle the responsibilities of work.
- You believe young people should concentrate on school work.

Teacher and student: .....

≈ 3 min

Teacher: Thank you.
Let's move on to Task 2.

Student's Exam Tip: If for some reason you cannot continue with Task 2, you will be unable to return to it after moving on. It is therefore better to attempt to say something about the picture rather than omitting the task completely so you do not lose all the possible marks.

Task 2	• praca • zakupy i usługi • życie prywatne	3 minutes

Teacher: Describe the picture.



Student: .....

≈ 1 min

Teacher: Thank you. I will now ask you three questions.

Questions for the teacher

1. Why do people like shopping centres?
2. How has the Internet affected retail shopping?
3. Tell us about your last shopping trip.

Student's Exam Tip: In task 2 of the exam, once you have finished your description of the picture, the teacher will ask you 3 questions relating to the topic of the picture. The teacher is looking for full answers to the questions, so you should always explain your reasoning.

Student: .....

≈ 2 min

Teacher: Thank you.
Let's move on to Task 3.

Student's Exam Tip: If you have not carried out all of the tasks in the exam, you will still be awarded marks for the areas assessed in the tasks you do complete, but with a reduced maximum limit.

Task 3	• praca • zakupy i usługi • życie prywatne	5 minutes

Teacher: Read the task and think about what you'd like to say. You have about a minute to prepare.

Student: ≈ 1 min

Teacher: Can you start now?

Popatrz na **Plakat 1.**, **Plakat 2.** i **Plakat 3.**
Gmina, w której mieszkasz, organizuje lokalny festiwal muzyczny. Masz za zadanie wybrać plakat, który zachęci ludzi do udziału w tym wydarzeniu.
– Wybierz plakat, który wydaje Ci się najbardziej odpowiedni, i uzasadnij swój wybór.
– Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Plakat 1.



Plakat 2.



Plakat 3.

Student: .....

≈ 2 min

Teacher: Thank you. I will now ask you two questions.

Questions for the teacher

Please ask the student TWO of the following questions:

1. What impact does a festival have on the local community?
2. What do you think is the most important element of a festival? (Why?)
3. Do you think festivals are a good way to show what an area has to offer? (Why/Why not?)
4. In what way can a festival be educational?

Student's Exam Tip:

After discussing the pictures, the teacher will ask you two questions about the subject they are related to. In this task, as with the rest of the exam, the teacher will help you to give more detailed answers by giving prompts, but you will lose points the more they have to assist you.

Student: .....

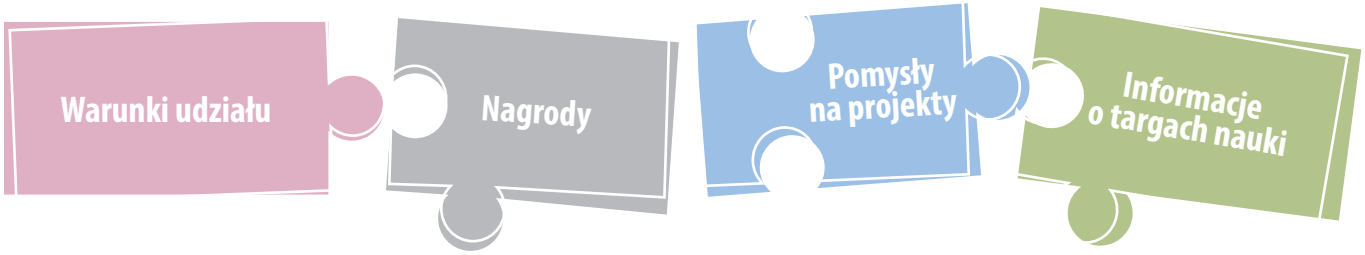
≈ 2 min

Teacher: Thank you.

- nauka i technika
- podróżowanie i turystyka
- zdrowie

Task 1 4 minutes

Chcesz namówić kolegę/koleżankę, aby razem z Tobą wziął/wzięła udział w targach nauki, podczas których uczniowie prezentują swoje projekty. Rozmawiasz z nim/nią na ten temat. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie.



The student starts the conversation.

Task 2 3 minutes



Task **3** 5 minutes

Popatrz na **Zdjęcie 1.** i **Zdjęcie 2.**
Przygotowujesz prezentację na temat dobrego samopoczucia. Chcesz ją rozpocząć od jednego z poniższych zdjęć.
– Wybierz zdjęcie, które będzie, Twoim zdaniem, bardziej odpowiednie, i uzasadnij swój wybór.
– Wyjaśnij, dlaczego odrzucasz drugą propozycję.



Zdjęcie 1.



Zdjęcie 2.

Pre-interview/ Warm-up conversation	ca. 2 minutes

Teacher: Good morning/afternoon/evening. I'm going to ask you some questions. Can we start?
Student: Yes.

Teacher:

Kultura

- What is your favourite film genre? (What do you like about it?)
- Do you prefer reading fiction or non-fiction books? (Why?)
- Do you celebrate a traditional event in your country? (What happens?)
- What effect has the Internet had on print media?
- Who is your favourite artist? (What do you like about them?)

Sport

- What is a popular sport in your country? (Why is it popular?)
- Do you think physical education is an important subject in schools? (Why?/Why not?)
- Do you believe there is such a thing as healthy competition? (Why?)
- What is your favourite sport to watch? (Why?)
- Do you prefer playing individual or team sports? (Why?)

Świat przyrody

- What effect is climate change having on the weather in your country?
- What is your favourite season? (Why?)
- What type of natural disaster is common in your country? (What happens?)
- Do you think it is too late to help the environment? (Why?/Why not?)
- What can we do to protect endangered animals?

Student: .....

≈ 2 min

Teacher: Thank you.

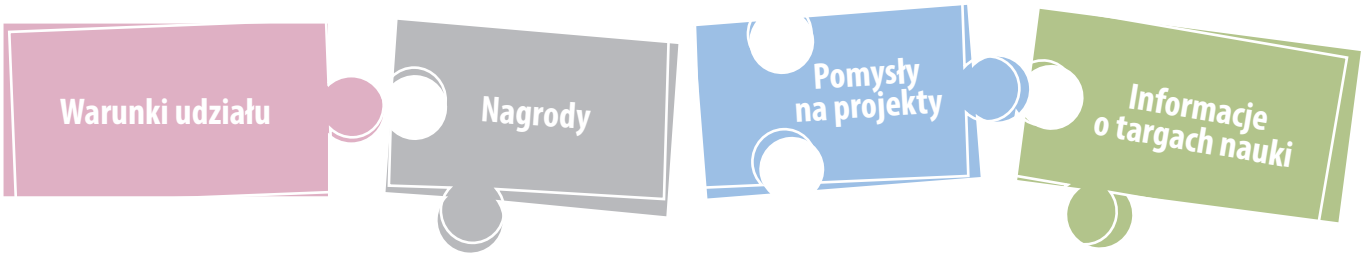
Task 1	• nauka i technika • podróżowanie i turystyka • zdrowie	4 minutes

Teacher: Let's start with Task 1. Read the task. You have about half a minute for this. Then we will start.

Student: ≈ 30 sec

Teacher: Can we start now?

Chcesz namówić kolegę/koleżankę, aby razem z Tobą wziął/wzięła udział w targach nauki, podczas których uczniowie prezentują swoje projekty. Rozmawiasz z nim/nią na ten temat. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie.



The student starts the conversation.

Extra comments for the teacher

You are the student's friend. You are talking to him/her about entering a science fair. The student starts the conversation.

Depending on the course of the conversation, please include all/selected elements from the following.

- Please ask the student to explain sth in more detail.
- Please kindly disagree with the student so that he/she has to come up with another argument or offer a different solution.
- You are not sure the idea for the project will work.
- You think it is a good/bad idea asking more people to join you.
- You have not taken part in a science fair before.

Teacher and student: .....

≈ 3 min

Teacher: Thank you.
Let's move on to Task 2.

Task 2	• nauka i technika • podróżowanie i turystyka • zdrowie	3 minutes

Teacher: Describe the picture.



Student: .....

≈ 1 min

Teacher: Thank you. I will now ask you three questions.

Questions for the teacher

1. Why do people go on holiday?
2. What type of holiday do you prefer? (Why?)
3. Tell us about your last holiday.

Student: .....

≈ 2 min

Teacher: Thank you.
Let's move on to Task 3.

Task 3	• nauka i technika • podróżowanie i turystyka • zdrowie	5 minutes

Teacher: Read the task and think about what you'd like to say. You have about a minute to prepare.

Student: ≈ 1 min

Teacher: Can you start now?

Popatrz na **Zdjęcie 1.** i **Zdjęcie 2.**
Przygotowujesz prezentację na temat dobrego samopoczucia. Chcesz ją rozpocząć od jednego z poniższych zdjęć.
– Wybierz zdjęcie, które będzie, Twoim zdaniem, bardziej odpowiednie, i uzasadnij swój wybór.
– Wyjaśnij, dlaczego odrzucasz drugą propozycję.


Zdjęcie 1.


Zdjęcie 2.

Student: .....

≈ 2 min

Teacher: Thank you. I will now ask you two questions.

Questions for the teacher
Please ask the student TWO of the following questions:
1. What do you think is the most important thing we need to do to achieve well-being?
2. What do you think makes a healthy lifestyle?
3. How does modern life impact on health?
4. In what way can education help people lead healthy lives?

Student: .....

≈ 2 min

Teacher: Thank you.

SPEAKING BANK
Przykładowe zwroty i wyrażenia

Strategie egzaminacyjne

Prośby o powtórzenie pytania	Wyrażenia pozwalające zyskać na czasie
• Could you repeat the question, please? • Would you mind repeating that? • Could you say it in a different way, please? • Sorry, I missed that. • Pardon? • I'm afraid I didn't catch that. Could you say that again, please?	• Well, .../ Actually, .../ In fact, .../ You see, ... • Let me think/see. • How can/shall I put this? • That's a good/an interesting question. • I'll have to think about that. • That's a difficult choice. • Give me a few seconds to think about that.

Rozmowa z odgrywaniem roli

Rady

Proszenie o radę	Udzielanie rad
• I have a bit of a problem with ... . Can you give me some advice? • What's the best way to ... ? • I can't seem to ... . What would you do if you were me? • What do you think I should do about ... ?	• Have you considered/thought about ... ? • Have you tried ... ? • If I were you, I would ... . • You could/should ... . • I think it's important to ... . • Perhaps the best thing would be to ... . • It might be a good idea to ... .

Przyjmowanie rad	Odrzucanie rad
• That's a good/great idea. • Thanks. I would never have thought of that myself. • OK, I'll give it a try. • That sounds like good advice! • It can't do any harm!	• I've already tried that and it didn't work. • I don't think that will help. • I'm not sure that's a good/the best idea/solution/suggestion. • No, I can't/don't want to do that.

Upodobania i preferencje

Pytanie o upodobania i preferencje	Wyrażanie upodobań
• What do you think of ... ? • Are you interested in ... ? • Do you enjoy/like ... (*-ing*)?	• I think it's amazing/fantastic/really cool! • I really like/love ... (*-ing*). • I'm crazy about it.

Wyrażanie niechęci/ braku upodobań	Wątpliwości i obiekcje/ Odpowiedzi neutralne
• I just hate/can't stand ... . • To be honest, it's not really my thing. • It's not my cup of tea. • I find ... really boring/awful etc. • I don't like ... at all.	• It's OK, I suppose. • I don't mind. • I'm not too sure. • Well, I don't know, really.

Propozycje

Składanie propozycji	Przyjmowanie propozycji/ Zgadzanie się z rozmówcą
• How about ... ? • We could (always) ... . • Why don't we ... ? • We could try ... . • Perhaps we should/could ... . • I suggest that ... . • I think it would be a good idea to	• That's true./ You're right. • Good idea/plan. • Well, it's worth a try. • Yes, if we do that, we will/can/could ... . • I suppose that might work. • Yes, I suppose we can ... .

Odrzucanie propozycji/ Niezgadzanie się z rozmówcą
• I don't really like ... . How about ... instead? • Actually, I would prefer not to. • I'm not sure that's a good idea • I don't see how that could work. • No, we need to think of something else. • I've got some/I have some doubts about that, because ... .

Informowanie

Pytanie o informacje	Udzielanie informacji/ Odmowa udzielenia informacji
• May I ask you something? • Excuse me, can/could you tell me ... . • Could you please tell me where/how/what time etc ... ? • I'd like some information on ... , please. • I was wondering if you could tell me/give me some information about ... . • Do you happen to know ... ?	• Certainly/ Of course. • Gladly. • Hmm, let me think. • I'm afraid I can't help you. • I'm sorry, I don't know. • I'm not sure, I'm afraid. • You'd be better off asking someone else/ at the information desk/ the assistant etc.

Oferty pomocy

Proponowanie pomocy	
• Would you like me to help you ... ? • Let me give you a hand with ... . • Can I help you?	• Why don't I help you ... ? • Do you need any help with ... ?

Zgoda	Odmowa
• I'd appreciate it, thanks. • Yes, thank you. That's very kind of you. • Yes, please. I could do with some help. • Yes, please. Thanks for offering.	• No, I'm OK/alright, thanks. • No, thanks. I can manage. • I can do it myself, thanks. • No, don't bother.

Wyrażanie pozwolenia

Prośby o pozwolenie	
• May/Could/Can I ... ? • Is it OK/alright if I ... ?	• Would it be alright if I ... ? • Do you mind if I ... ?

Udzielanie pozwolenia	Wyrażanie braku pozwolenia
• Of course./ Sure. Go ahead. • Yes, go ahead. • All right, but make sure ... . • Not at all.	• No, I'm afraid you can't. • I'd rather/ I'd prefer you didn't. • Sorry, no. • I'm afraid I'll have to say no.

Prośby

Zwracanie się z prośbą	
• Do you think you could ... . • Could I have ... ? • I'd like ... please. • Excuse me. Could you tell me (where ... is), please? • Could you tell ... (that) ... ?	• Could you do me a favour? • I was wondering if you'd ... . • Would you mind ... ? • Can/Could you ask ... if/whether ... ? • (Person/name) ... asked/told me to .../ ... said to ... .

Zgoda	Odmowa
• Yes, of course. Here you are. • Of course, it's ... . • Would you like anything (else) ... ? • Yes, of course./Yes, OK. • Sure. Go ahead/Certainly. • No, not at all./No problem.	• I'm sorry, but ... . • I'm afraid I can't. I'm ... . • Sorry, but I've promised to/not to ... . • I'd like to, but ... .

Krytykowanie i przepraszanie

Krytykowanie	Przepraszanie
• You should have told me you'd be (late/ have to leave earlier/ about the cost) etc. • Why didn't you tell me ... ? • I wish you would/wouldn't ... . • Couldn't you have ... ? • I can't stand it when you	• I'm so/really/terribly sorry. • Oh, no! I feel awful/ terrible. • I (sincerely) apologize for ... . • I have an apology to make to you. ...

Wyjaśnianie	Przyjmowanie przeprosin i wyjaśnień
• I completely forgot that ... . • I simply didn't realise that ... . • I just didn't have the time to	• Never mind. What's done is done. • I suppose it wasn't really your fault. • Don't worry about it. • Never mind. It doesn't matter. • Oh, OK/alright. Let's forget about it.

SPEAKING BANK
Przykładowe zwroty i wyrażenia

Opis ilustracji

Rozpoczynanie opisu/ Przedstawianie osób i miejsc

- The picture presents/shows/depicts *two people sitting at the table.*
- It's a photo of *a girl eating in the park.*
- There are *several people in the photograph.*
- In the photo, I can see *a man and a woman talking to each other.*
- It's a picture of *a park.*
- This photo shows *a view of a park.*
- It's a close-up of *a family at the table.*

Rozmieszczenie elementów na ilustracji

- *One man is sitting on the grass* to the left/ on the left-hand side/ in the top left-hand corner/ in the bottom left-hand corner *of the picture.*
- *The other man is standing* to the right/ on the right-hand side/ in the top right-hand corner/ in the bottom right-hand corner *of the photograph.*
- *The girl is sitting* at the table in the middle/ at the top/ at the bottom *of the photo.*

Pierwszy, drugi i dalszy plan

- In the foreground … .
- In the middle … .
- In the background … .
- In the distance (of this photo) *I can see a boy.*

Usytuowanie elementów względem siebie

- *There is a table* behind *the woman on the left.*
- *There is a vase on the table* in front of *him.*
- *The man is standing* next to/ beside *his son.*
- *The girl is standing* between *the sofa and the table.*

Opisywanie osób

- wiek: *He's* young/ middle-aged/ old/ in his early 30s/ in his mid 40s/ in his late 50s/ about 20.
- postura/wzrost: *She's* slim/ of medium build/ short/ of medium height/ tall.
- inne cechy wyglądu zewnętrznego: *He* is wearing *a colourful shirt/ blue jeans/ glasses. He* looks *rather old, maybe even 70 or 80 years old, but he* seems *very energetic. He* has *a moustache and short white hair.*

Opisywanie przedmiotów

- rozmiar: huge/big/large; small/tiny; broad/narrow; long; average
- kształt: rectangular/square/triangular/round/oval/spiral/straight
- materiał, tworzywo: rubber shoes/ stone table/ wooden floor/ plastic rubbish bin/ leather bag/ silk scarf/ glass wall/ concrete stairs
- faktura: soft/hard/smooth/rough

Opisywanie miejsc

- clean/dirty, quiet/noisy, peaceful/busy, crowded, polluted, picturesque, restful
- in the north/south/east/west/middle of the country
- on the outskirts/ in the suburbs
- on the first/second/top floor
- famous for …/ popular because of …

Opisywanie czynności wykonywanych przez osoby widoczne na ilustracji

- *The two men* are playing *tennis.*
- *The woman* is sitting *on the grass. She* is smiling.
- *He* is standing *with his left side to the camera.*

Opisywanie czynności, których skutki obserwujemy na ilustracji

- *He* has just finished *eating lunch.*
- *She* has been working *all morning and* looks *very tired.*

Opisywanie czynności, które mogą się wydarzyć w bezpośredniej przyszłości

- I think he'll *go and tell his parents about it.*
- She'll probably *go swimming.*

Wyrażanie przypuszczenia/prawdopodobieństwa

- I guess (that) *the picture was taken in summer.*
- It's difficult/impossible to say *where the photo was taken.*
- *The photo* must have been taken/ can't have been taken *in summer.*
- I think *the house belongs to wealthy people.*
- It may be *a hotel.*
- It seems/appears (to me) *that the girl is happy.*
- I'd say *the photo was taken in London.*
- *The woman is* (most) probably *a teacher.*
- *The child* must be *a girl; it's because of her clothes and long hair.*
- As far as I can tell, *she is playing a computer game.*
- *The woman* looks *older than 30.*
- *He* can't be *her brother.*
- Maybe/Perhaps *it's her birthday.*

Wypowiedź na podstawie materiału stymulującego

Dokonywanie wyboru i uzasadnianie

- I'd/would choose/ I choose/My choice is/ I'd go for picture ... because ... .
- I wouldn't choose picture ... because ... ./ I wouldn't go for picture ... as it ... ./ I reject posters ... and ... because they ... ./ The reason why I wouldn't choose poster ... is ... .
- I like the first/second/third one because ... .
- I think the first/second/third one would be best because ... .
- My preference would be the first/second/third one because ... .
- I'd go with the first/second/third one because ... .

Unikanie powtórzeń słów *picture* i *poster*

- **The scene/image with** *people standing/sitting/etc.* **is ... / would be** ... .
- **The scene/image in which there is/are** ... .
- **The scene/image that has** *people smiling is* ... **/would be** ... .

Podkreślanie różnic

- The first one is different from the others because ... .
- The second picture is unlike the other two because ... .
- What makes the third poster different is that ... .
- The thing that is different about the first picture is that ... .

Podkreślanie podobieństw

- I think these are all important/useful/good/etc. ... .
- All three images/pictures show important/useful/good/etc. ... .
- I could choose any of these because they are all important/ useful/good/etc. ... .

Wymienianie argumentów i podsumowywanie

- First of all/ Firstly/ In the first place/ To begin with/ To start with, ...
- Secondly/Thirdly/Finally/Lastly/Last but not least, ...
- All in all/ On the whole/ To sum up/ Summing up/ Concluding/ In conclusion/ To conclude ... ./ Taking everything into account, .../ All things considered, .../ Taking all this into account/ consideration, ...

Dodawanie kolejnych argumentów

- What is more, .../ Furthermore, .../ Moreover, .../ Apart from this/that, .../ In addition (to this), .../ Besides, ...
- *Dogs are* **also** *very useful in police work.*
- *Dogs are very useful in police work* **too**.
- **Not only** *do dogs help the blind,* **but** *they are very useful in police work* **as well**.

Podawanie argumentów za/ Wymienianie zalet

- The main/first/most important/greatest advantage of ... .
- One/Another/An additional advantage of ... .
- One point of view in favour of ... .
- Another point/ The second/ Another argument in favour of *having your own business is that you do not have to take orders.*
- On the one hand, ...
- It is often suggested/believed/argued that ... .
- Some/Many people suggest/feel/argue that ... .
- Some/Many people are in favour of/are convinced that ... .

Podawanie argumentów przeciw/ Wymienianie wad

- The main/most important/ greatest disadvantage/drawback of ... .
- An additional disadvantage of ... / Another disadvantage of .../ One other disadvantage of .../ The second point/argument against *having your own business is that you have to work long hours.*
- On the other hand, .../ However, ...
- Some/Many people are against ... .

Podawanie przykładów

- **For instance, .../ For example,** *by running, swimming or jogging three times a week you feel younger and live longer.*
- *By taking regular exercise* **such as/ like** *running, swimming or jogging, you feel younger and live longer.*
- *If you want to feel younger and live longer, you should take regular exercise,* **particularly/ in particular / especially** *running, swimming or jogging.*

Określanie przyczyn lub skutków

- ... therefore, ...
- ... for this reason ... .
- ... because ... .
- ... as ... .
- ... since ... .
- ... as a result, ...

Wprowadzanie kontrastu/ Podkreślanie rozbieżności

- On the other hand, ...
- However, ...
- Nevertheless, ...
- Nonetheless, ...
- Although ... .
- Even though ... .
- Despite/In spite of (the fact that) ... .

Wyrażanie opinii

- It is my belief/opinion that ... .
- I believe/feel/think that ... .
- To my mind ... .
- It seems/appears to me that ... .
- I am (fully) convinced that ... .
- I am inclined to believe that ... .
- I do not agree that/with ... .
- I (fully) support the view that ... .
- I am totally against ... .
- I could not disagree more with that ... .

WRITING BANK

1 Articles

Articles are pieces of writing for publication in a variety of forms, covering a wide range of possible subjects. They can be found in newspapers, magazines or blogs. Articles may contain elements of description, report, review, comments, opinion, etc. They may also attempt to shape the readers' opinion. In articles, the writer may: discuss a problem and its causes and provide solutions, discuss the pros and cons of topics, etc.

Articles consist of:

- **a title** that catches the reader's attention, is short and contains key words;
- **an introduction** in which the writer tries to encourage the reader to read the text;
- **a main body** divided in paragraphs where the writer covers each of the two points raised in the rubric and develops it with supporting details (reasons/examples/results);
- **a conclusion** summarising the main points and being consistent with the content of the article.

Points to consider

- Think of an eye-catching title which attracts the readers' attention and summarises the main topic in an interesting way.
- Organise your ideas by making an outline before you write your article.
- Begin each paragraph with a clear topic sentence which summarises the topic of the paragraph.
- Use various techniques to begin/end your article to make it more interesting: *ask a rhetorical question, address the reader directly, use a quotation, anecdote,* etc.
- The style of an article is formal or neutral depending on the audience.

Useful Language

To introduce & add points
- In the first place/Firstly, • Secondly/In addition/Moreover/What is more, …

To raise an argument
- Considering … • On the question of …

To introduce reasons, examples and results
- For example/For instance, …
- This is because … • Since/Because …
- Therefore, … • For this reason, …
- (in) this way, …

To introduce solutions/suggestions
- One/Another way of solving the problem would be to …
- It would (also) be a good idea to …

To express opposing ideas
- On the other hand/However/Yet/Nonetheless,

To conclude
- In conclusion, … • All things considered, …
- Taking everything into consideration, …

The fashion industry today is one of the biggest sources of pollution on the planet. Write an article in which you discuss the reasons for this and discuss what can be done to address the issue.
Write your **article (200-250 words)**.

Your writing will be assessed based on certain criteria. Compliance with the instructions is one of them. So, make sure you understand the rubric well.

Your new coat kills!

By some estimates, 20% of water pollution and 10% of air pollution worldwide is caused by the fashion industry. In fact, it is to blame for more pollution than the food and transport industries put together. So, what can we as followers of fashion do to stop this?

We need to look at the two major ways that fashion pollutes the planet, and the first is in production. **This is because** clothes companies use harmful chemicals to process and dye cloth, and also use huge amounts of water, most of which is pumped back into rivers without being cleaned. The second source of pollution is shipping clothes around the world. **For example,** many of the garments we see in our shops or order over the Internet come from faraway countries. **As a result,** a great deal of fuel is burned to bring them to us.

An important change, therefore, that we need to make is to buy clothes that use fewer chemicals. For instance, we can wear clothes made from undyed wool and cotton. **This will mean** bleach and chemical dyes have not been used in their manufacture. Another vital switch we can make is to start buying local. Transporting a piece of clothing made in our country to our local shop or home requires far less fuel than bringing it from halfway around the world, **so** the carbon footprint will be far smaller.

All in all, there are many steps we can take to reduce the environmental impact of the garments we wear. Buying natural and buying local are just two of them. Isn't it time for us all to become greener fashionistas?

Your writing will get a better mark if your title is eye-catching, short and contains key words.

Write an interesting introduction which makes the reader want to continue reading, e.g. by including a question or a quote.

You will be assessed for the in-depth examination of the topic, including both elements in the rubric.

Remember to use a wide range of linguistic means (linkers, advanced syntax and vocabulary, passive voice etc).

Your conclusion should fit the topic and the content of your article. You should summarise the topic and/or provide your opinion using **different** words (not repeating the introduction).

1 Which techniques has the writer used in the introduction and conclusion to make the article more interesting?
See Answer section

2 Replace the phrases in bold in the article with alternative ones from the Useful Language section.
See Answer section

3 Suggest another title for the article.
See Answer section

Opinion essays

2

Opinion essays are formal pieces of writing in which we present our opinion on a particular topic. Opinion-based writing can be found in essays, newspaper or magazine articles, letters to the press/ authorities and reviews.

A successful opinion essay should have:

- **an introduction** in which you clearly state the topic and your opinion in the thesis statement;
- **a main body** in which you cover the two main elements of the rubric presenting your viewpoints with reasons/examples. An opposing viewpoint, expressed by other people, can also be included, but with your refutation (reason why you think it is an unconvincing viewpoint);
- **a conclusion** in which you restate your opinion using different words.

Points to consider

- Decide whether you agree or disagree with the subject of the topic, then make a list of your viewpoints and reasons.
- Always brainstorm for ideas before writing your essay. Once you decide which ideas you will use, think of how you will support them with examples/ reasons. Finally, think of an opposing viewpoint and a way to refute it.
- Write well-developed paragraphs, joining the sentences with appropriate linking words and phrases. Start each paragraph with a topic sentence which summarises what the paragraph is about.

Useful Language

Giving opinions
- I believe/think/feel that …
- In my opinion/view, …
- The way I see it, …
- To my mind, …
- I (do not) agree that/with …
- As far as I am concerned, …
- I am totally against …
- I could not agree/disagree more that/with …

Listing viewpoints
- Firstly, … • Moreover, …
- To begin with, …
- In addition, … • Furthermore, …
- Also …

Introducing opposing viewpoints
- However, … • On the other hand, …

Introducing reasons/examples
- For example, … • For instance, …
- Especially, …
- Because/As/Since …, • In particular, …

Concluding
- All in all, … • All things considered, …
- To conclude, … • In conclusion, …

Some people think that living in a house is far better than living in a flat. Write an essay in which you will present your opinion on this topic, relating to the appropriate conditions that a family needs for comfort and relationships between neighbours.
Write your **essay (200-250 words)**.

You should write 200-250 words. You can exceed the limit by a little, but your essay should not be more than 280 words and certainly not less than 160.

A "Home is where the heart is," as the saying goes. For some, however, this means a flat on the tenth floor of a city-centre block of flats, while others prefer a three-bedroom detached house in the leafy suburbs. In my opinion, the latter option is far better.

State your opinion clearly from the very beginning.

B To begin with, a house provides the space needed for a family to live in comfort. After all, a house has separate areas where members of a family can have their privacy. This helps because, though living in a family is pleasant, everyone needs their alone time. Whether this is a child in their upstairs bedroom, a mother sitting in the garden or a father in the garage, a house provides the space to do so.

C Additionally, houses create the perfect distance for harmonious relations with neighbours. In other words, they are neither too near nor too far away. This means neighbours are close by to help you in need, but far away so as not to get involved in every part of your life.

The diversity and precision of lexical means and grammatical structures are taken into account when your writing is assessed.

D Some people, on the other hand, insist that keeping a house involves too much work. The roof must be repaired, the garden must be maintained and the outside walls must be painted regularly. However, for me this is not a true disadvantage if you take pride in your house. Since I like nothing more than helping my parents by mowing the lawn or picking up a paintbrush, this is an aspect of living in a house that suits me, too.

In an opinion essay you can contrast your opinion with an opposing viewpoint which is advisable to be refuted so as to make your point clearer.

E In conclusion, I believe a house provides the perfect space for families to grow up in, and houses together create perfect neighbourhood communities. They were the residence of choice for thousands of years, before city living made it necessary to build blocks of flats. Should we really be doubting the wisdom of our ancestors?

You should always restate your thesis using **different** words.

1 Read the essay and match the paragraphs (A–E) to the descriptions (1–5).

1 B first viewpoint with reasons/examples
2 E restatement of opinion using different words
3 D opposing viewpoint with reasons/examples and refutation
4 A statement of the topic and writer's opinion
5 C second viewpoint with reasons/examples

2 Underline the topic sentences in the main body paragraphs and replace each one with an alternative.

See Answer section

3 For-and-against essays

For-and-against essays are formal pieces of writing in which we discuss the arguments for and against a topic. The writer's opinion can be stated in the conclusion.

A successful for-and-against essay should have:

- **an introduction** in which you clearly state the topic to be discussed, without giving your opinion;
- **a main body** in which the points for and against along with justifications, examples or reasons are presented in separate paragraphs;
- **a conclusion** in which you state your opinion or give a balanced summary of the topic.

Points to consider

- Before writing your essay, make a list of the points for and against.
- Start each paragraph with a topic sentence which summarises the topic of the paragraph.
- In the **main body**, you can start with presenting either the pros or the cons – the order is up to you. It is important, though, to clearly mark whether you are presenting arguments for or against in the topic sentence of each paragraph.
- Remember to use precise expressions and unemotional language when you state your opinion.
- To make your essay more interesting, you can add an interesting fact or statistic.

Useful Language

Listing points
- Firstly/To begin with, … • Secondly, …
- Furthermore/Moreover, … • Finally/Lastly, …

Introducing advantages/disadvantages
- One/An important/The main advantage/disadvantage of …
- Another/An additional benefit/downside of …
- Some/Many people are in favour of/against …

Justifying points/Giving examples
- This is because … • This means that …
- After all, … • Consequently, …/As a result, …
- For instance, …/For example, …
- … such as/like …

Contrasting ideas
- On the other hand, … • However, …
- Despite/In spite of (the fact that) …,

Expressing opinion
- In my opinion/view, …
- I believe/think/feel that …
- To my mind, …

Concluding
- All in all/In conclusion/All things considered …

Many students nowadays decide to go on to higher education when they finish secondary school. Write an **essay (200-250 words)** in which you discuss the pros and cons of higher education.

The rubric may not contain the words 'for-and-against essay', so you will have to understand the kind of essay it is from other expressions, such as advantages and disadvantages, benefits and drawbacks or pros and cons.

In 2008, 32% of young Poles received a higher education; by 2018 it was 44%, and the number is still rising. Generally, it seems to be a positive trend, but there is a negative side to it as well.

There is no doubt that degree holders have advantages. **First of all,** having at least a bachelor's degree is a requirement for the best job posts nowadays. This means someone without a degree cannot even apply. Secondly, education up until the age of eighteen is general, covering many subjects but in very little detail. It is at university that a student begins to specialise. **Consequently,** only at university can we focus on what really interests us.

On the other hand, higher education certainly has its drawbacks. For one thing, it is an enormous investment of time. **For instance,** an engineering degree takes 3-4 years of study. That is a period of time when young people could be climbing the career ladder. **Secondly,** it is an expensive undertaking. The government covers tuition fees, of course, but otherwise young people are typically still dependent on their parents. As a result, strain can be put on the less well-off.

All in all, higher education is growing more and more popular every year, though it is criticised for being time-consuming as well as a drain on finances. **My personal belief is** that it is time to streamline some degree courses so that they take no more than two years to complete. After all, as Seneca the Younger said: "It is quality rather than quantity that matters."

A well-written essay contains an introduction which includes a clear thesis consistent with the topic and which indicates the expected structure of the essay.

Remember to use formal language.

Always remember to examine both sides of the topic fully in a for-and-against essay.

Remember that if you choose to write your opinion, do so **only** in the conclusion, using plain, unemotional language.

1 Read the model essay. Underline the advantages and circle the disadvantages the writer presents. How is each point justified?
See Answer section

2 Look at the Useful Language box and replace the phrases in bold in the model essay with alternative ones.
See Answer section

3 Read the conclusion of the model essay and say whether it expresses the writer's opinion or gives a balanced summary of the topic.
See Answer section

Formal letters/emails

Formal letters/emails are usually sent to people we do not know or people in an official position. They are written **to recommend a person** (for a post), **a place** (for its facilities/services) and **make suggestions** (for possible improvements), **to complain about** an unsatisfactory product or service, **to persuade people of authority** that your opinions are valid, etc.
A formal letter/email consists of:

- **a formal greeting** (Dear Sir/Madam, Dear Mr Smith);
- **an introduction** with opening remarks and reason(s) for writing;
- **main body** paragraphs (discussing each of the two given issues in the rubric in a coherent and logical manner);
- **a conclusion** with a summary of the points and appropriate closing remarks;
- **a formal ending** (Yours faithfully – when you do not know the person's name; Yours sincerely – when you do know the person's name + your full name).

Points to consider

- Read the rubric carefully to identify the target reader and the two points you are asked to discuss.
- Make an outline and brainstorm for ideas.
- Use impersonal style and formal language (complex sentences, non-colloquial English, frequent use of passive voice).
- Write appropriate opening and closing remarks depending on the type of letter/email you are asked to write.

Useful Language

Opening remarks
I am writing to recommend … for the position of …/ I am writing to comment on … / I am writing to express my disappointment/dissatisfaction with … / I am writing to express/give my opinion on … / I am writing with regard to …

Main body paragraphs (development)
Recommending a person
… is an ideal candidate/choice for … /
On account of his/her/the …

Recommending a place
… is the ideal place for … /The … is conveniently located/reasonably priced/within walking distance of … etc.

Persuasive letters/emails to people of authority
In my opinion, … / I am opposed to/in favour of … / I agree/disagree with …

Closing remarks
I strongly believe that … will be a real asset for … / Taking everything into consideration, … / I hope/trust that this matter will be dealt with/resolved promptly / I trust you will give this matter your immediate attention …

Some British students will visit your country in May as part of an exchange programme. Your English teacher has asked you to think of a place to go on an outing which will teach them something about the history of your country, as well as having somewhere suitable for eating lunch. Write a letter to the teacher at the British school Ms Jenkins, who is organising the exchange, in which you recommend a place for them to visit.
Write your **letter (200-250 words)**.

The rubric will indicate who you are, who you are writing to and what about. This will determine the kind of letter you are asked to write.

Dear Ms Jenkins,
We are looking forward to your visit in May. I have been asked to write a letter to you recommending a destination of historical interest for you and your students to visit while you are in Poland. From my point of view, Moszna Castle is the ideal choice.
Moszna Castle will give your students an excellent introduction to Polish history from medieval times through to the turn of the 20th century. The castle is located in the south-west of Poland, near the village of Moszna and was built on the site of a medieval castle, the walls of which are still visible. Construction of the present-day castle began in the 17th century, and it has 99 different towers, and a total of 365 rooms. There are tours available which offer a wealth of information about the historical importance of this castle, for example as a hunting destination for the German Emperor Wilhelm II and much more.
Being out in the Polish countryside, the castle obviously has no nearby restaurant or snack shop to buy food in. However, seldom will you see such beautiful grounds, with tree-lined avenues, canals, wide lawns and even a lake with an island in the middle. It is for this reason that I propose packing a picnic and finding a scenic spot to sit and enjoy the view.
Should you choose Moszna Castle for your students' day out, they are sure to have an unforgettable time, as well as learning something about Polish history. This is why I have no hesitation in recommending Moszna Castle for the outing in May.
Yours sincerely,
Olga Lem

Remember to use appropriate greetings based on the target reader. You will be assessed for this.

The introduction should be consistent with the topic and the content and indicate the reason(s) for writing.

Make sure you address BOTH parts of the rubric.

Always include appropriate closing remarks.

Use an appropriate ending based on the greeting.

1 Read the letter of recommendation above and underline examples of formal style (e.g. complex sentences, linkers, advanced vocabulary, full verb forms, use of passive voice).

2 Suggest alternative opening and closing remarks for the letter above. See Answer section

3 Has the writer used examples/reasons to justify her recommendation of the place? See Answer section

5 Informal emails/letters

Informal emails/letters are pieces of writing we send to people we know well. We usually start an informal email/letter with **Dear,** and **the person's first name**.
In the **first paragraph**, we write our **opening remarks** *(Hi! How are you?)* and the reason for writing.
In the main body, we write about the two **specific points** the rubric asks for in **separate paragraphs**.
In the **last paragraph**, we write our **closing remarks** *(Must go now.)* and **sign off with an informal ending** *(Yours,)* and **our first name**.
We use **informal style**. This includes:

- **everyday language** *(I'm having a great time. He's really cool.)*
- **colloquial expressions/idioms** *(Drop me a line.)*
- **informal linkers** *(so, and, too, with, etc)*
- **short verb forms** *(I can't, I'll be, etc)*
- **omission of pronouns** *(Have to go now.)*

Useful Language

Starting an informal email/letter
- Dear Mum/Dad, Dear Uncle Steve,
- Dear Grandma, Dear Rosa/Fred, etc

Opening remarks
- Hope you're OK. • How are you doing?
- Thanks for your email/letter.
- Sorry I didn't write earlier, but I …
- I'm sorry for not getting back to you sooner.
- Hi! How are you?
- It was good to hear from you.
- I haven't heard from you in a while.

Reason for writing
- I wanted to drop you a line to tell you my news./to tell you about … • I just wanted to ask/remind/thank you …
- Just a quick email/letter to tell you …
- I wondered if you'd like to … • This is just to let you know … • I'm sorry to hear about … • I was a bit worried and wanted to see if you're OK.

Closing remarks
- I'd better get going./Bye for now.
- I must go now./Got to go now.

Making reference to future contact
- Drop me a line sometime.
- I hope to hear from you soon.
- Give me a call later. • I'm looking forward to hearing from you.
- Can't wait to hear from/see you.
- Say hello to your parents for me.
- Email me soon./Write soon.

Ending an informal email/letter
- Yours,/Best wishes,/Love,/Take care, etc + your first name.

You have an English pen-friend who has asked you to send them an email about your favourite relative. Write an **informal email (200-250 words)** to your friend describing your relative's appearance and character and explaining why you like him/her.

Understanding the rubric is essential since it will determine the type of the letter/email you are asked to write.

Dear Mark,
It was great to hear from you! Just a quick reply to tell you a bit about my favourite relative, my cousin Ollie. He's the son of my mum's sister, Aunt Jane, and he's twenty years old.
Ollie's tall and well-built with dark brown eyes, black hair and a curly black beard. He's very sporty looking and he likes wearing casual clothes like jeans and tracksuits. He's very stylish and I often see him in a leather jacket and leather boots, too, which makes sense as he rides a motorbike as well!
Ollie is a really cool person, and I love how he is with people. He's kind and thoughtful and always puts others before himself. He's also very generous and likes surprising me with little presents. That's really good of him, isn't it? He also has a fantastic sense of humour; he always makes me laugh. Sometimes, he can be a bit moody, though, especially if his football team loses a match.
The main reason I like Ollie though, is because I can tell him everything. He listens to all my problems and gives me good advice. He always has time for me and never says no when I need help. In fact, he's more than just a cousin, he's my best friend, too!
Got to go now, I need to do my homework. Say hello to your parents for me.
Take care,
Chris

Remember to use greetings appropriate for informal letters/ emails.

Clearly state the reasons for writing in the introduction.

Don't forget to use everyday language, short verb forms and informal linkers. You will be assessed for this.

End your letter/ email with suitable closing remarks.

Use an appropriate ending to sign off.

1 Read the email. What is each paragraph about?
See Answer section

2 Rewrite the first paragraph. Use phrases/sentences from the Useful Language section.
See Answer section

3 Suggest a different ending to the email.
See Answer section

4 Join the sentences. Use appropriate linkers.
See Answer section

1 Peter is short. He has got short straight fair hair. He has got blue eyes.
2 Ann is polite. She is generous. She is caring. She likes helping others. She can be a bit lazy.

Blog entries

A blog is a website written by an individual, either to serve as a diary, or to express opinions and information about a topic of interest. The person who writes the blog, known as a blogger, regularly updates it with new entries and readers can add comments below each entry.

A **blog entry** includes:

- **an introduction** in which the blogger greets his/her readers and introduces the topic of the entry;
- **a main body** which includes information about the topic (based on the two points of the rubric) in separate paragraphs;
- **a conclusion** in which the blogger sums up the topic. A recommendation or a request for comments is often included.

In order to keep readers interested, the writing in a blog must be exciting, informative and descriptive. Blogs include a variety of adjectives and adverbs. Since blogs are personal, they are written in an informal or semi-formal style. This includes:

- **contracted verb forms** *(I'm/You've …)*
- **informal phrasal verbs** *(catch up)*
- **omission of words** *(Got to go!)*
- **idioms/expressions** *(Queuing up was a real pain in the neck.)*

Useful Language

Starting a blog entry
- Hi everyone/everybody/readers.
- Thanks for your comments on my last post.
- Here's my latest news/post/update.

Introducing a topic
- Today, I want to talk about/tell you about …
- In this entry, I'd like to discuss …
- Today/Yesterday, I went to/saw …
- You'll never guess what happened to me today.

Concluding a topic
- All in all, it was a fantastic/amazing/brilliant experience.
- In the end, I think/believe/guess …
- What a day/an experience/an adventure!
- I'd (definitely) recommend …

Requesting comments
- Has anyone else been to/tried/seen …?
- Please leave a comment.
- What are your thoughts?
- Let me know what you think.
- I'd be interested to hear what you think.

Ending a blog entry
- That's all for now.
- I'll let you know how I get on.
- I'll keep you posted.
- Check for more updates soon.

You run your own blog online and have just visited an art gallery. Write a **blog entry (200-250 words)** about your visit describing the gallery and saying what you did and did not enjoy about the experience.

Leo's Blog

Hello everyone! Thanks for all your awesome comments on my last post. It's always great to get your support and feedback on my blog! Today I'd like to tell you all about the latest art gallery that I visited last Saturday. I spent the day at the National Gallery in London and want to tell you all about my experience!

The National Gallery is a great place to see works of art. It's got paintings by Leonardo da Vinci, Pablo Picasso and lots of other famous artists. The Gallery is really nicely designed with excellent facilities and has works of art from lots of different periods in history.

The thing that I liked most, though, was the tour. The tour guide was really fantastic! He gave us loads of information about the artists and pointed out loads of fascinating details in the paintings. This can really help you enjoy the experience and learn more.

The only problem was actually the number of paintings on display. There's far too many to see in just one day. You have to go back several times to see everything that you want to see because there's just so much! Also, some of the rooms were a little dark and could have been brighter I think.

All in all, going to the National Gallery is a brilliant experience for anyone who loves art and is visiting London. Has anyone else been there? Really interested to hear what you think. Check for more updates soon!

Remember to greet your readers and introduce the topic of your blog entry.

Bloggers try to write their blogs in a way that will keep their readers' interest. To make your blog exciting to read, use a variety of adjectives and adverbs.

Don't forget to use contracted verb forms, phrasal verbs and every day language to make your blog personal.

End your blog entry by asking for your readers' comments.

1 a) Match the sentences (1-4) to the informal writing techniques (a-d).

1	b	That's all for this entry.	a phrasal verb
2	c	Going hiking next month.	b contracted verb form
3	a	Look out for more posts soon.	c omission
4	d	I am over the moon today!	d idiom/expression

b) Find examples of informal language in the model blog entry.

See Answer section

2 Underline the adjectives in the model and replace them with your own.

See Answer section

7 Cover/Application letters/emails

Cover/Application letters/emails are written in **formal style** and explain why we should be hired. They include:

- a **formal greeting** *(Dear Sir/Madam, Dear Mr/Ms Jones)*;
- a **first paragraph** which gives our reason for writing;
- **main body paragraphs** in which we write about our age, qualifications and studies. We also give details of our previous experience and personal qualities which make us suitable for the job;
- a **last paragraph** with our closing remarks;
- a **formal ending**: *Yours faithfully*, when you do not know the person's name or *Yours sincerely*, when you know the person's name + your full name.

Useful Language

Opening remarks
- I am writing to apply/I am interested in applying for the position of … advertised in (yesterday's) … .
- I am writing with regards to your advertisement which I read in …
- With reference to your advertisement in … .

Work experience
- I have ... years' experience of working (as) … .
- I have been working as a … for the last … years.
- … years ago I worked (as)/I was employed (as) … .

Personal qualities
- Despite my lack of … experience, I feel that I would be an ideal candidate … .
- I am considered to be a (hardworking and …) person who is also (reliable, …).
- I consider myself to be (punctual, …).

Closing remarks
- I enclose my CV and a reference from my previous employer.
- I would be grateful if you would consider my application.
- I will be available for interview … .
- Please contact me on … regarding any queries you may have.
- I am available for an interview any weekday morning.
- I would be pleased to attend an interview at any time.
- I would appreciate a reply at your earliest convenience.
- I look forward to hearing from you.

You have seen a job advertised in a newspaper for the position of camp leader and you would like to apply. Write a **letter applying for the job (200-250 words)** explaining your qualifications and your previous experience.

Dear Mr Wright,
1) ..... the position of camp leader **2)** ..... this week in the *Forest Valley Times*. I am very interested in this position which I consider to be an excellent opportunity for me.
I am an 18-year-old student, with 10 GCSEs A-C (including Maths, Science and English), **3)** ..... for my A Levels at Sixth Form College. I hope to pass my exams this term with high grades and **4)** ..... university in order to study Primary Level Education. Therefore, employment in a children's summer camp particularly appeals to me as I feel it will be highly beneficial to gain experience supervising children. This would provide me with numerous important transferable skills for a teaching environment.
Although **5)** ....., I believe that I am an ideal applicant for this position as I have had relevant volunteering experience. I have been a volunteer at Queen Elizabeth Children's Hospital for 8 months where I assist in hospital playrooms and read books to the children. **6)** ..... who has an excellent relationship with the children as well as members of staff.
I would be most grateful **7)** ..... . I have enclosed a reference from my hospital supervisor. Should you require any further information regarding my application, **8)** ..... to contact me on 22233343 during morning hours. **9)** ..... hearing from you.
Yours sincerely,
Rachel Henry

A letter of application is always formal and our greeting should be based on the target reader.

Don't forget to write where you saw the position advertised.

It is important to list your academic qualifications in your letter/email as well as stating what you are currently doing.

Remember to mention what work experience you have as well as the personal qualities that make you suitable for the position.

Make sure you include contact details (phone number, email address) in case you are contacted for an interview.

Always keep in mind that your ending is based on your greeting (Dear Mr Wright / Yours sincerely, Dear Sir / Madam / Yours faithfully).

1 Read the rubric, then complete the letter. Use the phrases below.

See Answer section

• please do not hesitate • I am a highly reliable worker • I look forward to • currently studying • progress onto • as advertised • I have no formal work experience • I am writing to apply for • if you would consider my application

2 Rewrite the following sentences in formal language. Use the Useful Language box.

See Answer section

1 I'm thinking about trying for a job.
2 I have a job as a library assistant.
3 I'm never late for things.
4 I'd like you to look at my application.
5 You can call me anytime on 699902132 to talk.

CVs (short for the Latin *curriculum vitae*) are summaries of our work experience and qualifications. We enclose them with our application when we are applying for a job or a place on a course.

At the **top** of the CV, we write our name and contact details. This includes our address, our phone number and our email address.

Underneath, we list our work experience and qualifications under the following headings:

Employment/Work Experience

This is where we list current and previous jobs and other relevant experience. For each role or position, we should give the job title and the company/organisation/group, etc. Afterwards, we write the dates in parentheses.

Education

This is where we list the universities, colleges or schools we have attended, followed by the dates in parentheses.

Qualifications

This is where we list all our relevant qualifications with the grade we received in parentheses. If we gained more than one qualification at the same time, then we list the ones with the highest grades first.

Hobbies & Interests

This is where we write a few sentences describing our hobbies and interests.

References

This is where we list the people who will provide us with a **reference**, which is a letter written by someone who knows us, saying why we are suitable for the job or course. We usually give the name, position and company/organisation/school, etc of two people. They should be people who have taught us or who we have worked for, and not family or friends.

We list all the information in **reverse chronological order**, which means we give the most recent information first and the oldest information last.

When we write **dates**, we usually only write the years *(e.g. 2013-2014)*. If we only had the position for a short time, we should include the months as well, using the first three letters as a short form, *(e.g. Jul-Aug 2014)*. If we currently have a job or position, we only give the start date *(e.g. 2012-present)*.

You have seen a job advertised online and you want to apply. Write a **CV (200-250 words)** to enclose with your application including your qualifications/previous experience and your hobbies and personal interests.

Karen Kingston
18 Green River Drive
Smithton
EF7 9MQ
Mobile: 0770 665 1010
K.Kingston@rapidmail.com

1) Employment

- **Waitress – Marie's Café (2019-present)**
  Waitress position at a busy local cafeteria. Duties include liaising with customers, making recommendations, taking customer orders, welcoming guests, serving food and clearing tables.
- **Sales Assistant – Morris' Music (Jul – Aug 2018)**
  Summer internship at a leading music store selling instruments and musical materials. Duties included serving customers, advising on products, checking stock levels for customers, arranging displays, pricing stock.
- **First Violinist – Smithton Orchestra (Jan –May 2018)**
  Music leader and senior violinist in the Smithton Orchestra. Duties included working closely with the Conductor, tuning the orchestra, arranging administrative and logistical issues for the orchestra.

2) Education

- Smithton College (2017-19)
- Smithton Hills Secondary School (2012-2017)

3) Qualifications

- A Levels: Music (A*), English Literature (B), History (A)
- Violin Grade 8, Piano Grade 6
- GCSEs: Music (A*), English (A), French (A), Maths (B), Geography (B), Chemistry (B), History (B), ICT (C).

4) Hobbies & Interests

I enjoy listening to many different styles of music from classical to contemporary and I perform in a classical orchestra in my free time. I also like reading and playing tennis which I do competitively with my local club, the *Smithton Tennis Association*. During the summer holidays, I also volunteer at Smithton Community Centre where I teach music to teenagers.

References

Ms Emma Daltrey, Manager, Marie's Café
Mr Steven Collins, Head of Music, Smithton College

Always write your name and contact details (phone number, address, email address) at the top of your CV so that you can be contacted for a possible interview.

Write headings that clearly indicate the different sections of your CV.

Use subheadings to talk about the different types of employment you have had and give details briefly explaining your duties and responsibilities.

Remember to list all the information in reverse chronological order giving the most recent information first.

1 Put the headings (A-D) in the correct gap (1-4) in the model CV above.

A 4 Hobbies & Interests
B 1 Employment
C 3 Qualifications
D 2 Education

9 Stories

Stories can be written either in the first or the third person and present a series of events, real or imaginary. The events in the story should be written in the order in which they happen. Stories include:

- **an introduction** which sets the scene (describes the time, place, people, activity, weather, etc);
- **main body paragraphs** (describing events leading up to the main event, the main event itself and its climax);
- **a conclusion** (describing what happens in the end, people's reactions/feelings, etc).

Stories are characterised by:

- **the use of past tenses.** *(The sun was shining when I set out. I got my sunglasses and hat, opened the door and went outside. When I reached the beach, I realised I hadn't brought my swimsuit.)*;
- **linking words/phrases that show time and sequence of events.** *(first/at first, then, after/before that, that/the following/ the previous morning, later that evening, while, meanwhile, as soon as, at that moment, by the time, in the end, etc.)*;
- **descriptive adjectives/adverbs** to make the story more interesting *(scenic, breathtaking, fortunately, quickly, etc.)*;
- **direct speech** to make the story dramatic *("What a fantastic view!" she exclaimed.)*.

Useful Language

Starting a story/Setting the scene
- … felt (exhausted) as she had been (shopping in town all day).
- It was (raining hard) when … (woke up that morning).

Leading up to the main event
- At first, nobody realised …
- We had only just (boarded the plane) when …
- The next thing (Mary) knew (she was) …

The main event/climax of the story
- Everyone started (shouting frantically).
- Then just at that moment, (the telephone rang).

Describing people/places/feelings
- The young man at reception …
- We walked (through the busy streets) trying to (follow the map).
- To our (amazement/surprise/relief, etc), …
- Imagine my (embarrassment/annoyance, etc) when …

Ending a story
- I've never been so (terrified) in my life.
- I felt truly (grateful/satisfied/sorry, etc) that …
- It was the most (unforgettable/amazing) experience of my life.

An English magazine is holding a short story competition and has invited its readers to send in their entries. Stories must begin with the sentence: *I couldn't believe my eyes when I saw the camera lying on the pavement.* Write your **story (200-250 words)** for the competition.

Read the rubric carefully and think of a story outline which is both appropriate to the instructions for the task and manageable for you to write about fully in the number of words asked.

I couldn't believe my eyes when I saw the camera lying on the pavement. At first, it was shock, and then surprise as I began to wonder what had happened. But how did we get here and what events led to this? Well, this all started one warm summer day while I was on holiday in a small village in Italy. As I was wandering the quiet streets, there it was in front of me.

Start your story by setting the scene; describe the place (where), the time (when), the people involved (who), possible feelings. Create an interesting atmosphere to catch the reader's attention.

I looked carefully around, but there was no one. It was a very expensive camera, so I decided to take it to the local police station. The police officer looked at me strangely when I explained what had happened. He couldn't believe that someone had dropped such an expensive camera. He asked me to leave my name and phone number in case its owner showed up.

Use past tenses (past simple, past continuous, past perfect) to describe the main events in your story.

Later that evening, I was resting in my cosy hotel room drinking a nice hot chocolate when suddenly the phone in my room rang. I picked it up. 'Mr Evans?' a soft male voice asked. I replied that yes, that was me. The voice continued to explain that he was a British journalist who had lost the camera while he was cycling. He thought that it was lost forever until he went to the police station, only to find it there.

Remember that your story should have a climax event leading to the story's ending.

The use of direct speech will make your story more dramatic.

The journalist thanked me warmly and invited my family and me to dinner. We had a delicious meal and the journalist told us lots of amazing stories about his travels. It was a great experience, and I felt satisfied that I had really helped someone!

End your story making reference to people's reactions/ feelings. This brings the characters to life and makes them more interesting to the reader.

1 Answer the questions.

See Answer section

1 How has the writer set the scene?
2 What is the climax event?
3 What adjectives has the writer used to describe the: *summer day? village? streets? camera? police station? hotel room? hot chocolate? voice? meal? stories? experience?*
4 What were the writer's feelings?

2 Give the story a different ending.

See Answer section

Reviews 10

Reviews are short descriptions of books, films, plays, TV programmes, concerts, etc. They are written to inform readers and to give them our opinion/recommendation about whether (or not) they should read the book, see the film, etc;

A **review** consists of:

- **an introduction** in which we summarise all the background information (e.g. title of book/film, genre, author/director, type of concert, date & venue, etc);
- **a main body** containing the main points of the plot/main features of the concert, etc, and general comments on the plot, characters, acting, music, special effects, etc;
- **a conclusion** in which we give our opinion/recommendation.

Reviews are normally found in newspapers, magazines or as part of a letter/email/article/essay. The style varies depending on the intended reader. Reviews are usually written using **present tenses**. **Past tenses** can be used when describing an event, e.g. a concert that we have attended. A variety of adjectives/adverbs should be used to make our review more informative and interesting.

Useful Language

Background
- The film/book tells the story of …
- The film/story is set in …/was written by …
- The band were playing live at/in …

Main points/features
- The story concerns/is about/begins …
- The plot is boring/thrilling, etc.
- The programme regularly features …
- The plot has an unexpected twist.

General comments
- The cast is excellent/awful/unconvincing.
- The script is dull/exciting/fast-moving, etc.
- The special effects were (absolutely) stunning/sensational, etc.
- It is beautifully/poorly/badly written.
- The costumes and set were magnificent.
- All the songs were fantastic/superb, etc.

Recommendations
- Don't miss them. They're well worth seeing.
- I wouldn't recommend it because …
- It's bound to be a box-office hit.
- It's a highly entertaining/dreadfully boring read.
- They're a must-see.
- I wouldn't have missed it for the world.

You write for your school magazine, and you have been asked to write a review of a musical performance that you have attended. Write your **review (200-250 words)** describing the show and offering your recommendation.

The rubric indicates the style (formal/informal) and the kind of review (of a book, film, play, game, concert, etc.)

This month, I was lucky enough to see *White Rose* play live at the Smithton Concert Hall. It was the alternative rock band's first performance of their national tour which will be in our town for the next three weeks before it continues around the rest of the country.

The concert began with a rousing opening song from the band's new album, which was enthusiastically received by the fans. Then, when the lead singer launched into one of their old hit songs, the crowd went extra wild clapping and cheering! The band continued to switch between old and new songs, creating an interesting range of pace and mood.

All the numbers were fantastic, and their characteristic vocals and excellent guitar playing sounded amazing live. The sound system was also fantastic and the lighting and laser show was breathtaking! I couldn't believe it when a giant metal rose came down from the ceiling and released smoke across the stage.

White Rose proved that they are one of the country's top bands, and you won't find a better show anywhere else. I loved every minute of this thrilling concert as there is something here for everyone to enjoy. I strongly recommend this tour to everyone who likes rock music and even those that don't! But don't hang around, be sure to buy your tickets as quickly as you can because this incredible show is sure to sell out soon!

Remember to give the necessary background information of what you are reviewing. For example, the name and type of performance (band, live, tour etc.), place (concert hall); for other cases: the name of the author/director/book/film/play/setting, characters, etc.

Remember to use past tenses to describe an event you have attended.

Always end your review by writing your opinion (positive or negative) and make a recommendation. Remember to give reasons to justify your opinion.

1 Read the model. What is each paragraph about? What tenses has the writer used? Why?

See Answer section

2 How does the writer recommend the band? Replace the recommendation with another appropriate one. Use ideas from the useful language box.

See Answer section

3 Which adjectives does the writer use to describe the: *rock band? opening song? range of pace and mood? numbers? vocals? guitar playing? sound system? lighting and laser show? metal rose?*

See Answer section

GRAMMAR BANK

1A **Present tenses** (present simple, present continuous, stative verbs, adverbs of frequency, present perfect, present perfect continuous) ..... p. GR1

1B **Past tenses** (past simple, past continuous, past perfect, past perfect continuous, *used to/would*) ..... p. GR5

1C **Future tenses** (future simple, *be going to*, future continuous, future perfect, future perfect continuous, *will/won't – shall*) ..... p. GR9

2 **Infinitive/*-ing* form** (tenses of the infinitive, active, passive, tenses of the *-ing* form, infinitive, *-ing* form, subject of the infinitive/***-ing*** form, verbs taking the *to*-infinitive or the *-ing* form with a change in meaning, *too/enough*, participles) ..... p. GR13

3 **Modals** (use, present/future, past, continuous and simple forms with modals) ..... p. GR19

4 **Relative clauses** (relative clauses, prepositions in relative clauses, identifying and non-identifying relative clauses), **Clauses of reason**, **Clauses of result** ..... p. GR24

5 **Time clauses** (sequence of tenses), **Clauses of concession**, **Clauses of manner**, ... p. GR28

6 **Clauses of purpose**, **Exclamations**, **Clauses of place**, **Linking words** ..... p. GR31

7 **Adjectives/Adverbs/Comparisons** (adjectives, order of adjectives, adverbs, formation of adverbs, order of adverbs, points to consider, *quite/rather/fairly/pretty*, comparatives & superlatives) ..... p. GR36

8A **The passive** (the passive, personal/impersonal constructions) ..... p. GR43

8B **Causative form** ..... p. GR47

9 **Reported speech** (reported speech, *say/tell*, reported statements, reported questions, indirect questions, reported orders, modals in reported speech, reported commands/requests/suggestions/instructions etc, reporting a dialogue or a conversation, exclamations – *Yes/No* short answers – question tags, the subjunctive) ..... p. GR49

10A **Conditionals** (types 0/1/2/3, mixed conditionals) ..... p. GR55

10B **Wishes/Unreal past** (wishes, unreal past, *had better*, *would rather*) ..... p. GR59

11 **Emphasis/Inversion** ..... p. GR64

12 **Determiners** (demonstratives – *this/these*, *that/those*, quantifiers – *a lot of/many/much/(a) few/(a) little*, *some/any/no/ever*, other structures, articles – the indefinite article *a/an*, *a(n)/one*, *one/ones*, the definite article *the*, distributives – *all/none/both/either ... neither/every – each*)
Possessives (possessive adjectives/pronouns, possessive case), **Pronouns** (subject/object pronouns, reflexive pronouns, *there/it*) ..... p. GR68

13A **Nouns** (nouns, the plural of nouns, countable/uncountable nouns, plural nouns, group nouns, nouns used in singular and plural with a different meaning) ..... p. GR84

13B **Prepositions of place/movement/time** ..... p. GR88

14A **Questions & Answers** (questions with *Yes/No* answers, *wh-* questions, subject/object questions, indirect questions, *so – neither/nor*, question tags, intonation) ..... p. GR92

14B **Numerals** (cardinal/ordinal numbers/fractional/decimal numbers) ..... p. GR98

Word formation ..... p. WF1

Phrasal verbs ..... p. PV1

Verbs/Adjectives/Nouns with prepositions ..... p. Pr1

Words often confused ..... p. WC1

Irregular verbs ..... p. IV1

GRAMMAR

1A Present tenses
Czasy teraźniejsze

Present simple

We use the **present simple** for:

- facts and permanent states.
  *Heather and Pat **live** in the centre of the city.*
- general truths and laws of nature.
  *The Earth **goes** round the Sun.*
- habits and routines (with ***always***, ***usually***, etc).
  *Bob always **walks** to school.*
- timetables and programmes (in the future).
  *Our plane **arrives** at midnight.*
- sporting commentaries, reviews and narrations.
  *Christopher Reeve **plays** the role of Superman in this film.*
- feelings and thoughts.
  *I **like** James Bond films. They're full of action.*

The time expressions we use with the present simple are: *usually, often, always, every day/week/month/year, etc, in the morning/afternoon/evening, at night/the weekend, on Fridays, etc.*

Present continuous

We use the **present continuous** (***to be*** + verb ***-ing***):

- for actions taking place at or around the moment of speaking. *Tracy **is making** a lot of noise at the moment.*
- for temporary situations.
  *Ted **is learning** to play the drums.*
- for fixed arrangements in the near future.
  *Jonathan and I **are going** bowling on Saturday.*
- for currently changing and developing situations.
  *More and more people **are exercising** these days.*
- with adverbs such as ***always*** to express anger or irritation at a repeated action.
  *You're always **forgetting** to tidy your room.*

The time expressions we use with the present continuous are: *now, at the moment, at present, these days, nowadays, still, today, tonight, etc.*

Stative verbs

Stative verbs are verbs which describe a state rather than an action, and so do not usually have a continuous tense. These verbs are:

- verbs of the senses (***see, hear, smell, taste, feel, look, sound, seem, appear,*** etc). *David **looks** tired.*
- verbs of perception (***know, believe, understand, realise, remember, forget,*** etc). *I **think** History is interesting.*
- verbs which express feelings and emotions (***like, love, hate, enjoy, prefer, detest, desire, want***, etc).
  *Barbara **doesn't like** heavy metal music.*
- some other verbs (***agree, be, belong, contain, continue, cost, fit, have, include, keep, matter, need, owe, own, possess, require, seem, suppose, understand, want, weigh, wish,*** etc). *Terry **has** a new laptop.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

	Present Simple	Present Continuous
THINK:	*I **think** our new Science teacher is very nice.* (= believe)	*Mum and Dad **are thinking** of buying a new car.* (= are considering)
HAVE:	*He **has** a pet iguana.* (= owns, possesses)	*They **are having** fun ice-skating.* (= are experiencing) *She **is having** a bath.* (= is taking) *I **am having** cereal for breakfast.* (= am eating)
SEE:	*I can **see** John and Tina in the park.* (= are visible) *Do you **see** what I mean?* (= understand)	*I'**m seeing** Patrick this afternoon after work.* (= am meeting)
TASTE:	*The meat **tastes** very salty.* (= it is, has the flavour of)	*Harry **is tasting** the new Chinese dish.* (= is testing)
SMELL:	*These flowers **smell** great.* (= have the aroma of)	*Why **are** you **smelling** the milk?* (= are sniffing)
APPEAR:	*Anna **appears** to be ill.* (= seems to)	*He **is appearing** at the theatre this week.* (= is performing)
FIT:	*These jeans are comfortable and **fit** me perfectly.* (= are the right size)	*My dad **is fitting** security locks on the windows.* (= is attaching)
LOOK:	*Julia **looks** very pleased.* (= appears)	*Stephen **is looking** at an advert in the newspaper.* (= is taking a look at)

Remember!

- The verb ***enjoy*** can be used in continuous tenses to express a specific preference. *My brother really **enjoys** skateboarding.* (general preference) **BUT** *They **are** really **enjoying** the concert.* (specific preference)
- ***Feel*** (experience a particular emotion), and ***hurt*** can be used in simple or continuous tenses with no difference in meaning. *I **feel** tired. = I **am feeling** tired. My leg **hurts**. = My leg **is hurting**.*
  Listen, ***look***, and ***watch*** express deliberate actions and can be used in continuous tenses.
  *They **are looking** at their test papers.*

Present tenses
Czasy teraźniejsze

Adverbs of frequency

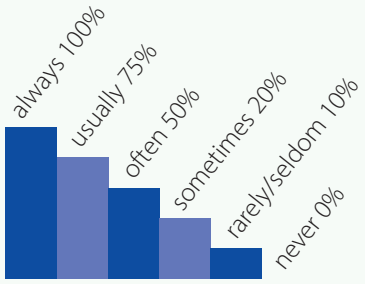
Adverbs of frequency show us how often something happens. They answer the question ***How often ...?*** We often use adverbs of frequency with the present simple.

*"**How often** does Tim go to football practice?"*
*"He **always** goes on Mondays and Fridays."*

We use **adverbs of frequency**:

- before the main verb. *George **rarely** listens to classical music.*
- after the auxiliary verbs ***be***, ***have*** and ***do***, and modal verbs such as ***can***, ***will***, ***must***, etc.
  *Vicky doesn't **usually** tidy up her desk.*
  *Nicholas is **always** polite in class.*
  *We must **often** wash our hands.*

Adverbs of Frequency



Remember!

The adverbs ***rarely***, ***seldom*** and ***never*** have a negative meaning and they are never used with the word ***not***.
*Cathy **never swims** in winter.* (NOT: ~~*Cathy doesn't never swim*~~ ...)
*Phil **seldom goes** to school by car.* (NOT: ~~*Phil doesn't seldom go*~~ ...)

Present perfect

We use the **present perfect** (***have*** + **past participle**) for:

- an action that happened at an unstated time in the past. The emphasis is on the action, the time when it occurred is unimportant or unknown. *I **have done** all my homework. Trudy **has been** to the Alps.*
- an action which started in the past and continues up to the present, especially with stative verbs (see page GR1) such as ***be***, ***have***, ***like***, ***know***, etc.
  *I **have lived** in this town for years.*
- a recently completed action. *Tommy **has just left**.*
- personal experiences or changes.
  ***Have** you **ever flown** in a plane?*
- an action which has happened within a specific time period which is not over at the moment of speaking. We use words and expressions such as ***today***, ***this morning/evening/week/month***, etc.
  *I **have written** three emails this morning.* (= the time period – this morning – is not over yet. We may write more.)

The time expressions we use with the present perfect are: *for, since, already, always, just, ever, never, so far, today, this week/month etc, how long, lately, recently, still (in negations), yet, by now, etc.*

Remember!

*Jan **has gone** to the post office.* (She's on her way there or she's there now. She hasn't come back yet.)
*Paul **has been to** Australia.* (He has visited Australia, but he isn't there now. He has come back.)
*Christine **has been** in Rome for 2 years.* (She lives in Rome now.)

Present perfect continuous

We use the present perfect continuous (***have*** + ***been*** + verb ***-ing***):

- to put emphasis on the duration of an action which started in the past and continues up to the present.
  *I **have been writing** this essay for two hours.*
- for an action which started in the past and lasted for some time. It may still be continuing or has finished already, but the result is visible in the present.
  *John's hair is wet. He **has been walking** in the rain.*
- to express anger, irritation or annoyance.
  *Why **has** Andrew **been using** my computer without asking me first?*

The time expressions we use with the present perfect continuous are: *for, since, how long, all day/morning/month etc, lately, recently.*

Remember!

With the verbs ***live***, ***work***, ***teach*** and ***feel*** we can use the **present perfect simple** or the **present perfect continuous** with no difference in meaning.
*Gregory **has lived/has been living** in the countryside for the last five years.*

GRAMMAR

1A Present tenses
Czasy teraźniejsze

1 Choose the correct item.

Dakota Fanning: A Rising Star

Over the last decade, actress Dakota Fanning **1)** C to make a name for herself in Hollywood. She has been in over 21 films, mostly as a child, and has received several awards and nominations. Her roles **2)** ..... her to work next to some of Hollywood's greatest actors such as Robert De Niro, Tom Cruise and Denzel Washington. Most people **3)** ..... Dakota from her excellent performance in *I am Sam* along with Sean Penn in 2001. Since then, she **4)** ..... hard. As an actress, her talent and beauty **5)** ..... as we can see in the films *The Runaways* and *Eclipse*. Dakota **6)** ..... some other talents as well. She can also play the violin and **7)** ..... to knit. Actually, she has knitted scarves for Tom Cruise, Oprah Winfrey and Steven Spielberg. **8)** ....., she is learning to speak French and is dreaming of going to the Oscars one day!

When people ask Dakota how she feels about acting, the answer comes easily. "I've **9)** ..... wanted to be an actress and it's great fun to know that's what I **10)** ..... !"

1	A	manages	(C)	has managed
	B	is managing	D	don't manage
2	(A)	have allowed	C	don't allow
	B	allow	D	are allowing
3	A	have remembered	(C)	remember
	B	are remembering	D	have been remembering
4	A	does work	C	works
	(B)	's been working	D	's working
5	(A)	are still growing	C	have still grown
	B	still grow	D	have still been growing
6	A	has had	(C)	has
	B	has been having	D	hasn't
7	(A)	loves	C	has loved
	B	is loving	D	has been loving
8	A	Still	C	Lately
	B	Usually	(D)	At present
9	(A)	always	C	ever
	B	never	D	already
10	A	achieve	C	has achieved
	(B)	've achieved	D	've been achieving

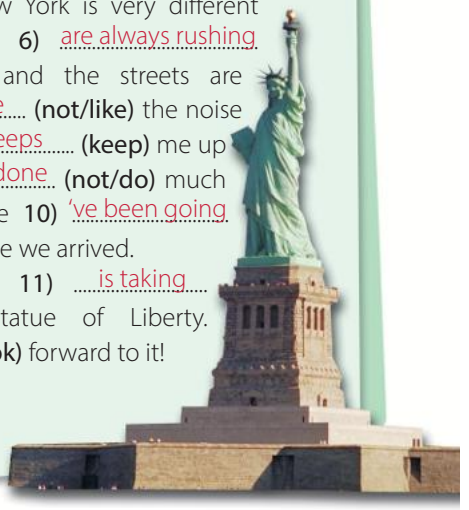
2 Put the verbs in brackets into the correct *present tense*.

Dear Penny,

How are you? I'm finally in New York on the student exchange programme and I 1) *am having* **(have)** a wonderful time. I 2) haven't had **(not/have)** time to write because we 3) have been **(be)** busy every day. I 4) 've met **(meet)** a lot of fascinating people so far! I 5) 've even made **(even/make)** some friends, Jared and Antonia. New York is very different from Swansea. People 6) are always rushing **(always/rush)** around and the streets are crowded. I 7) don't like **(not/like)** the noise much because it 8) keeps **(keep)** me up at night. We 9) haven't done **(not/do)** much sightseeing yet, but we 10) 've been going **(go)** out every night since we arrived. Tomorrow, the school 11) is taking **(take)** us to the Statue of Liberty. I 12) 'm looking **(look)** forward to it!

Talk soon,

Liza



3 Put the verbs in brackets into the correct *present tense*.

J: John T: Tom

J: Hi, Tom. You 1) *look* **(look)** upset. What's wrong?

T: Oh hi, John. Well, I 2) 've been having **(have)** problems at work lately and I 3) don't know **(not/know)** what to do. They 4) 've hired **(hire)** a new manager recently and I 5) don't think **(not/think)** he likes me very much. He 6) is always putting **(always/put)** extra work on my desk and 7) asking **(ask)** me to work on Saturdays.

J: It 8) sounds **(sound)** to me like you are the one he 9) depends **(depend)** on.

T: Huh? 10) You aren't **(you/not/be)** serious, are you?

J: Yes. Actually I 11) 've just finished **(just/finish)** a seminar on working relations. Basically, he 12) believes **(believe)** that you are qualified and responsible to take on the work.

T: Well, if that's true, I 13) feel **(feel)** awful now.

J: It's OK. Maybe he 14) is/has been training **(train)** you to become the new manager one day!

Present tenses
Czasy teraźniejsze

4 Complete the letter. Put the verbs into the correct *present tense*.



Dear Carla,
I **1)** 'm writing **(write)** to you from Sydney, Australia.
2) Have you ever been **(you/ever/be)** here? If not, you should go! I **3)** 'm having **(have)** a great time.
I **4)** 've already done **(already/do)** so many exciting things.
Right now, I am having lunch next to the Sydney Opera House, which is a beautiful white building that **5)** looks **(look)** like the sails of many ships. One of the best things in Sydney is the food. Everything I **6)** 've eaten **(eat)** here so far is delicious. I **7)** 've been riding **(ride)** a bike to get around the city, which is fun. I've also been spending a lot of time lying on the beaches; there are so many nice ones.
Later today I **8)** 'm visiting **(visit)** the Museum of Contemporary Art and then I'm going to Oxford Street to do a bit of shopping. Before we leave, I **9)** want **(want)** to climb the Sydney Harbour Bridge; I've heard that it's a really great experience. I **10)** haven't seen **(not/see)** any kangaroos or koalas yet, so I am planning to take a trip to Taronga Zoo. You have to take a ferry boat to get there!
I hope you are doing well! See you soon!
Danielle

5 Fill in the gaps with a suitable time expression: *ago*, *since*, *for*, *already*, *yet*, *how long*.

1 A: Did you know that there are more women at university than men nowadays?
B: Yes, but nearly 70% of university students were male 30 years *ago*.
2 A: How long have you been living in Germany?
B: For nearly three years.
3 A: Have you found any new information for our project?
B: I have already looked at some sites, but haven't come across anything interesting.
4 A: You're a very talented tennis player, Kate. Have you been playing long?
B: Actually, I haven't played tennis since I left school.
5 A: This is a beautiful place for camping!
B: Yes, and tourists haven't discovered it yet, either.

6 Complete each sentence so that it has a similar meaning to the first sentence. Use up to five words. Include the word in bold.

1 Do you have any plans for this Friday?
PLANNING What *are you planning* to do this Friday?
2 Lisa never forgets to feed the cat.
ALWAYS Lisa always remembers to ..... feed the cat.
3 This is the most delicious meal I've ever eaten.
NEVER I have never eaten/had ..... such a delicious meal.
4 He's still writing his story.
FINISHED He hasn't finished ..... writing his story yet.
5 Jim has an appointment with the doctor on Monday.
IS Jim is seeing ..... the doctor on Monday.
6 How many times a week do you visit your grandparents?
OFTEN How often do you ..... visit your grandparents each week?
7 Terry doesn't play golf very often.
RARELY Terry rarely plays ..... golf.
8 I can't find my keys. Have you seen them?
AM I am looking for ..... my keys. Have you seen them?
9 This cake is delicious.
TASTES This cake tastes ..... delicious.
10 We are enjoying ourselves a lot here in Malaga.
HAVING We are having a great time ..... here in Malaga.

7 Translate the fragments of sentences into English. Use up to five words in each gap.

1 She (już skończyła pisać) has already finished ..... writing ..... the emails.
2 George (myśli o studiowaniu) is thinking of ..... studying / is considering studying ..... medicine.
3 (Nie jeździłem) I haven't/have not driven ..... a jeep before.
4 Emma (zawsze chodzi na siłownię) always goes to ..... the gym ..... after work.
5 Mark isn't here. He (poszedł do banku) has gone to ..... the bank ..... .

GRAMMAR

1B Past tenses
Czasy przeszłe

Past simple

We use the **past simple** (**verb + *-ed*** or **irregular form**) for:

- an action that occurred at a definite time (stated or implied) in the past.
  *Tim **bought** a new computer game last week.*
- actions that happened immediately one after the other in the past.
  *She **put on** her coat, **opened** the door and **left** the house.*
- habits or states which are now finished.
  *When Tina was young, she **played** the guitar.*
  Note: ***Used to*** can also be used instead of the past simple for habits/repeated actions in the past.
- past actions which won't take place again.
  *Walt Disney **created** many brilliant cartoons.*

For irregular forms see list of Irregular Verbs (IV1–IV2).

The time expressions we use with the past simple are: *yesterday, then, when, How long ago ...?, last night/week/month/year/Friday/October, etc, three days/weeks, etc ago, in 2005, etc.*

Past continuous

We use the **past continuous** (***was/were*** + **main verb** + ***-ing***):

- for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (the longer action), and the past simple for the action which interrupted it (shorter action).
  *While our teacher **was giving** us our homework, the bell rang.*
- for two or more simultaneous actions in the past.
  *John **was playing** the keyboard while Penny **was walking** the dog.*
- for an action which was in progress at a stated time in the past. We don't mention when the action started or finished.
  *I **was watching** my favourite TV programme at 9:00 last night.*
- to describe the atmosphere, setting, etc and to give background information to a story.
  *The wind **was blowing** and it **was still raining** when I woke up that morning.*

Note: When there are two past continuous forms in a sentence with the same subject, we can avoid repetition by just using the present participle (***-ing*** form) and leaving out the subject as well as the verb ***to be***.
*He **was singing** while he **was having** a shower. = He **was singing** while **having** a shower.*

The time expressions we use with the past continuous are: *while, when, as, all day/night/morning, all day yesterday.*

Remember!

The **past continuous** is not used for repeated actions in the past. The past simple is used instead.
When we were young, we walked to school every day.
(NOT: ~~*We were walking to school ...*~~)

Past perfect

We use the **past perfect** (***had*** + **past participle**) for:

- an action which happened before another past action or before a stated time in the past.
  *The film **had started** by the time we got there.*
- an action which finished in the past and whose result was visible in the past.
  *Joe **had broken** his leg, so he couldn't play football.*

The time expressions we use with the past perfect are: *before, after, already, just, for, since, till/until, when, by the time, never, etc.*

Past perfect continuous

We use the **past perfect continuous** (***had been*** + **main verb** + ***-ing***):

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with ***for*** or ***since***.
  *I **had been waiting** for hours before my train arrived.*
- for an action which lasted for some time in the past and whose result was visible in the past. *Tania felt very tired because she **had been studying** all afternoon.*

The time expressions we use with the past perfect continuous are: *for, since, how long, before, until, etc.*

Remember!

The **past perfect** is the past equivalent of the present perfect.
Compare: *He **was** happy. He **had won** the race.* (The action ***had won*** happened in the past. The result ***was happy*** was visible in the past.) *He **is** happy. He **has won** the race.* (The action ***has won*** finished in the past. The result ***is happy*** is still visible in the present.)
Compare: *He **was** tired. He **had been working** since morning.* (The action ***had been working*** lasted for some time in the past. Its result ***was tired*** was visible in the past.) *He **is** tired. He **has been working** since morning.* (The action ***has been working*** started in the past and lasted for some time. It may still be going on or have finished, but its result ***is tired*** is visible in the present.)

Past tenses
Czasy przeszłe

used to – would

- ***Used to*** is used to talk about past habits, repeated actions or routines in the past which no longer happen. *He **used to** go climbing when he was young. I **didn't use to** eat fish, but now I do. What **did you use to** do when you were younger?*
- We use ***would/used to*** for repeated actions or routines in the past. We do not use ***would*** with stative verbs because they describe states and not actions. *They **would/used to** eat out on Sundays.* BUT *She **used to** have a dog.* (NOT: ~~*She would have a dog.*~~)

1 Fill in *used to* or *would* and the verbs in brackets.

When I was 10, I **1)** used to live **(live)** in a big house in the suburbs. My sister and I **2)** used to have **(have)** our own rooms, but sometimes we **3)** used to/would sleep **(sleep)** in the same room. There **4)** used to be **(be)** a big swimming pool in the garden. At weekends, we **5)** used to/would invite **(invite)** friends over to swim. We **6)** used to/would spend **(spend)** all afternoon playing football with our friends. Mum **7)** used to/would make **(make)** us sandwiches and lemonade. We **8)** used to/would go **(go)** back home only after the sunset. We **9)** used to have **(have)** a lot of fun together. Now, we're much older with families of our own and no time to play.

2 Choose the correct item.

Pro skateboarder Ryan Sheckler **1) used to start/started** skating at a very early age. When he **2) was/used to be** 18 months old, he **3) was finding/found** his dad's old skateboard. He **4) used to ride/was riding** it around the house. By the time he **5) used to be/was** four, he **6) did/was doing** 'ollies'. Ryan **7) used to hang out/hanging out** with older skateboarders and do tricks when he was just five. His moves **8) were/were being** just as good or even better than the older kids'.

At the age of seven, he **9) used to skate/was skating** every day on his mini-ramp in his back garden. As soon as he **10) was being/was** old enough, his mum **11) took/was taking** him to skateboarding events. Between 1999 and 2002 he **12) was entering/entered** many competitions and then in 2003 he **13) was turning/turned** pro. Throughout his teens, he **14) used to win/won** many championships and medals.

3 Circle the correct item.

1 Nicole Kidman ..... an Oscar in 2003.
A was winning C won
B used to win D had won

2 A: Who ..... to outside school this morning?
B: Kelly. She's the new girl in my class.
A was talking C you talked
B would you talk D were you talking

3 As she entered the room, her hands ..... .
A were shaking C had shaken
B had been shaking D used to shake

4 Last night I was tired because I ..... for six hours.
A used to study C had been studying
B would study D am studying

5 A: Do you remember the go-kart we ..... when we were ten?
B: Yes, it's in the shed and it still works.
A were building C had been building
B built D had built

6 A: I ..... they were moving.
B: They only decided two weeks ago.
A wouldn't know C didn't know
B wasn't known D didn't use to know

7 It was late. She turned off her PC, ... her bag and left the office.
A grabbed C was grabbing
B used to grab D had been grabbing

8 By the time I woke up, Sarah ..... breakfast.
A was made C used to make
B made D had made

9 A: Why are you wet?
B: I was walking the dog when it ..... raining.
A was starting C had started
B had been starting D started

10 We were both busy. Sam was cooking while I ..... the house.
A had cleaned C would clean
B was cleaning D had been cleaning

11 The snow ..... all night and in the morning everything was white.
A was fallen C had been falling
B was falling D would fall

GRAMMAR

1B Past tenses
Czasy przeszłe

4 Read the news report and fill in the gaps with the past forms of the verbs in brackets.



Delivery boy catches the Pizza Robber
Coincidence or trick of fate?

When Charles McManus, 30, **1)** *walked* **(walk)** into his home on the evening of 19 February, 2010, he **2)** didn't expect **(not/expect)** to find the man he **3)** had just robbed **(just/rob)** standing in his living room talking on the phone.

According to the victim, David Zar, he **4)** was making **(make)** a delivery for Domino's Pizza at around 10:00 pm when McManus and another man **5)** approached **(approach)** him. McManus **6)** was holding **(hold)** a knife and **7)** demanded **(demand)** that he hand over the food, his mobile phone and the money he **8)** had made **(make)** earlier that night. They **9)** had also taken **(also/take)** his motorbike keys and his motorbike by the time they made their escape.

After the first shock, David Zar **10)** walked **(walk)** as fast as he could till he **11)** saw **(see)** a house with a light. He **12)** explained **(explain)** to the lady who **13)** answered **(answer)** the door what **14)** had happened **(happen)** and **15)** asked **(ask)** to use her phone to call the police. At the time, he **16)** didn't know **(not/know)** it, but he **17)** had called **(call)** from the McManus household after McManus's mother had let her son in!

Charles McManus is out on bail and awaiting trial.

5 Circle the correct item, as in the example.

1 By the time we got to the theatre, the play had started.
- a First we got to the theatre. Then, the play started.
- (b) First the play started. Then, we got to the theatre.

2 Bob was playing football when he sprained his ankle.
- a Bob sprained his ankle before he started playing football.
- (b) Bob started playing football before he sprained his ankle.

3 Sue had been digging in the garden before she stopped for lunch.
- (a) Sue was digging in the garden. Then, she stopped for lunch.
- b Sue had lunch before she started digging in the garden.

4 Jimmy had breakfast and then went to school.
- a Jimmy had breakfast at school.
- (b) Jimmy had breakfast at home.

6 Choose the correct item.

In Search of Fresh Air

As newcomers to Greece, my husband, Tom, and I had heard of the intense summer temperatures, but we had never imagined it would be so bad. Back home, in Bristol, our summers were warm and sunny, but the temperature rarely went above the mid-twenties. We moved to Crete last April to enjoy the climate, but the summer heat **1)** A by early June. Then, in July a heatwave began; after a week of suffering, we **2)** ..... that the heat **3)** ..... unbearable.

That was when we decided to buy a ceiling fan. We went into town and after hours of looking, we **4)** ..... across a beautiful wooden fan which we bought on the spot. The shop assistant offered to send an electrician to install it, but Tom refused. You see, he **5)** ..... for an electrician when he was a student years ago, so he believed he could do it himself.

As soon as we got home, Tom **6)** ..... working on the fan and I went to the kitchen to prepare dinner. I had just put the food on the table when he called me. We looked up and saw that the fan **7)** ..... around and around, overhead, blowing cool air into the bedroom. We sat down to eat, but a few minutes later we heard a terrible noise. We rushed into the bedroom and saw that the fan **8)** ..... onto the floor. My poor husband **9)** ..... as white as a sheet.

When we **10)** ..... from the shock, we picked up the pieces and Tom promised me that we could go back and get another one and have an electrician come and install it this time!

1	(A)	had already started	C	were already starting
	B	already start	D	use to already start
2	A	were realising	C	had been realising
	B	had realised	(D)	realised
3	A	became	(C)	had become
	B	had been becoming	D	used to become
4	A	were coming	C	had come
	(B)	came	D	had been coming
5	A	would be working	C	would work
	(B)	used to work	D	was working
6	A	had started	(C)	started
	B	was starting	D	had been starting
7	A	had been turning	C	turned
	(B)	was turning	D	had turned
8	(A)	had crashed	C	had been crashing
	B	was crashing	D	crash
9	A	was going	C	had been going
	(B)	went	D	used to go
10	A	were recovering	C	would recover
	(B)	had recovered	D	had been recovering

7 Complete the gaps with the correct form of the verbs in brackets. Use the *past simple*, *past continuous*, *past perfect*, *past perfect continuous* or *would*.

A pensioner's puzzle



Jack Harris is a pensioner with a passion for puzzles. In 2002, his daughter-in-law **1)** *gave* **(give)** him the biggest jigsaw she could find; it had 5,000 pieces. Jack's family had always given him a large jigsaw puzzle for Christmas each year and he and his wife **2)** ..would work.. **(work)** on it together. But his daughter-in-law's puzzle was the biggest jigsaw of all.

Jack and his wife **3)** ..had been trying.. **(try)** to fit together the 5,000 pieces for two years when, sadly, his wife **4)** ..died.. **(die)** in 2004. Without her help, he **5)** ..continued.. **(continue)** the project slowly. By May 2010, Jack Harris **6)** ..had completed.. **(complete)** the huge jigsaw puzzle. It **7)** ..had taken.. **(take)** him over seven years to piece it together. The picture **8)** ..was.. **(be)** of a 19th-century oil painting by James Tissot called *The Return of the Prodigal Son.* However, the puzzle **9)** ..had.. **(have)** a little hole in the middle because a piece **10)** ..was.. **(be)** missing!

Jack **11)** ..looked.. **(look)** everywhere in his house in Shepton Mallet, England for the missing piece, but he couldn't find it anywhere. His family even **12)** ..contacted.. **(contact)** Falcon Games to ask for a replacement piece, but they **13)** ..didn't have.. **(not/have)** one. However, after hearing the story, the company's managing director **14)** ..instructed.. **(instruct)** a team of designers to make a piece especially for Jack's puzzle.

A few weeks later, the little piece **15)** ..arrived.. **(arrive)** and Jack was able to place it into position. Jack **16)** ..felt.. **(feel)** very satisfied, just like he had always felt after he and his wife **17)** ..had completed.. **(complete)** the other jigsaw puzzles. Falcon Games were very generous and **18)** ..gave.. **(give)** Jack plenty of other puzzles to complete, so he could continue to enjoy his favourite pastime.

8 Complete each sentence so that it has a similar meaning to the first sentence. Use up to five words. Include the word in bold.

1 Tony was playing the drums and Sandy was reading.
WHILE Sandy was reading *while Tony was playing* the drums.

2 How long has it been since you finished school?
DID When ..did you finish.. school?

3 Jo hasn't visited me for three weeks.
WAS The last time Jo ..visited me was.. three weeks ago.

4 It was years since Chris had been sailing.
NOT Chris ..hadn't been.. sailing for years.

5 I didn't turn off the computer until after the game had uploaded.
BEFORE I had uploaded the game ..before.. ..I turned off.. the computer.

6 He was hot and tired from digging in the garden all day.
BEEN He ..had been digging.. in the garden all day; that's why he was hot and tired.

7 When did you move house?
AGO How ..long ago did.. you move house?

8 She started working as soon as he left.
UNTIL She ..didn't start working until.. he had left.

9 How long has it been since they moved to Italy?
DID When ..did they move.. to Italy?

10 They didn't go to bed until the film on TV had finished.
WHEN They ..went to bed when.. the film on TV finished.

9 Translate the fragments of sentences into English. Use up to five words in each gap.

1 The last time **(poszedłem na siłownię)** ..I went to the gym.. was a week ago.

2 He **(zaczął uczyć się chińskiego)** ..started learning Chinese.. six weeks ago.

3 Roger **(szedł do domu)** ..was walking home.. when he met an old friend.

4 They didn't start cleaning until **(wszyscy goście nie wyszli)** ..all the guests had left..

GRAMMAR

1c Future tenses
Czasy przyszłe

Future simple

We use the **future simple** (***will*** + **bare infinitive**) for:

- decisions made at the moment of speaking.
  *This is the T-shirt I want! I'**ll buy** it.*
- predictions about the future, based on what we think, believe or imagine, using the verbs ***think***, ***believe***, ***expect***, etc; the expressions ***be sure***, ***be afraid***, etc; and the adverbs ***probably***, ***certainly***, ***perhaps***, etc.
  *In the future people **will probably live** on other planets.*
- promises, threats, warnings, requests, hopes and offers.
  ***Will** you **open** the window, please?*
- actions, events and situations which will definitely happen in the future and which we can't control.
  *I'**ll be** 18 next week.*

be going to

We use ***be going to*** for:

- plans, intentions or ambitions for the future.
  *Teresa **is going to** travel all around the world.*
- actions we have already decided to do.
  *I'**m going to** write to my pen-friend next week.*
- predictions when there is evidence that something will happen. *He is driving too fast. He'**s going to** crash.*

The **time expressions** we use with the **future simple** and ***be going to*** are: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer, etc, in a week/month, etc.*

Future continuous

We use the **future continuous** (***will be*** + **main verb** + ***-ing***):

- for actions which will be in progress at a stated future time.
  *This time next week, we'**ll be lying** on the beach in Hawaii.*
- for actions which will definitely happen in the future as a result of a routine or arrangement.
  *Christina **will be waiting** for us at the theatre at six o'clock.*
- when we ask politely about someone's plans for the near future to see if our wishes fit with their plans. *"**Will** you **be going** out today?" "Yes, why?" "Can you take this letter to the post office?"*

Future perfect

We use the **future perfect** (***will have*** + **past participle**) for actions that will have finished before a stated time in the future. *By June, we **will have finished** this English course.*

The time expressions we use with the future perfect are: *before, by, by then, by the time, until/till* (only in negative sentences).

Remember!

Will can be used to express a situation we are confident about in the present or the past.
*"Someone's at the door." "Yes, that'**ll be** my brother."* (simple future) *"It's seven o'clock. Their plane **will have landed** by now."* (future perfect)

Future perfect continuous

We use the **future perfect continuous** (***will have been*** + **main verb** + ***-ing***) to emphasise the duration of an action up to a certain time in the future. The future perfect continuous is used with: ***by ... for.*** *By the end of the month, Fiona **will have been working** here **for** two years.*

Time clauses when talking about the future:
When we use words and expressions such as ***while***, ***before***, ***after***, ***until/till***, ***as***, ***when***, ***whenever***, ***once***, ***as soon as***, ***as long as***, ***by the time***, etc to introduce time clauses, we use the **present simple** or **present perfect**, **NOT future forms.** *We will have prepared dinner before the guests **arrive**.* (NOT: ... ~~*before the guests will arrive.*~~)
We also use the **present simple** and **present perfect, NOT future forms,** after words and expressions such as ***unless***, ***if***, ***suppose/supposing***, ***in case***, etc. *Take an umbrella with you **in case** it **rains**.* (NOT: ... ~~*in case it will rain.*~~)

Remember!

- We use **future forms** with:
  – ***when*** when it is used as a question word.
  __When will__ we __leave__? [(Compare: She'll meet us in town __when__ she __finishes__ work. (time word)]
  – ***if/whether*** after expressions which show uncertainty, ignorance, etc, such as ***I don't know***, ***I doubt***, ***I wonder***, ***I'm not sure***, etc.
  I doubt __whether__ I __will get__ the job.
- We use the **present simple** to **refer to timetables/programmes.** *The bus __leaves__ at 7:00.*
- We use the **present continuous** for **fixed arrangements in the near future.**
  I'__m having__ a party at the weekend.

will/won't – shall

We use:

- ***Will you ...?*** to give an order or make a request.
  __Will you help__ me, please? (= Please help me.)
- ***won't*** to express unwillingness or an emphatic refusal, even when the subject is not a person.
  Tony __won't listen__ to my advice. (= He refuses to listen.)
  My computer __won't start__.
  We use ***wouldn't*** to refer to the past.
  I asked my brother to help me with my homework but he __wouldn't__. (= He was unwilling to help me.)
- ***Shall I/we ...?***
  a) to make an offer (instead of ***will***). *__Shall I__ iron the clothes? (= Do you want me to iron the clothes?)*
  b) to make a suggestion (instead of ***will***). *__Shall we__ go skiing this weekend? (= Why don't we go skiing this weekend?)*
  c) to ask for suggestions or instructions.
  "Where __shall I__ put your books?" "On my desk."
  "What __shall we__ do tonight?" "We could go to a restaurant."

Future tenses
Czasy przyszłe

1 Match 1–10 to A–J, as in the example.

1 D Jane **is going to be** a photographer.
2 I I'm sure Larry **will call** us before the night is over.
3 C He **will be** thirty soon.
4 F By the end of June, we **will have been living** in this house for 20 years.
5 E **Will** you **be going** to the supermarket today? Can I come with you?
6 J It's too loud. I'**ll turn** it down.
7 A This time tomorrow, she **will be sitting** her exams.
8 H Patty **will have completed** her course by the end of this year.
9 B The ship **sails** at 10 o'clock.
10 G We'**re having** a dinner for friends this weekend.

A for an action which will be in progress at a stated future time
B for timetables/programmes
C for actions/events/situations which will definitely happen in the future and which we cannot control
D for plans, intentions or ambitions we have for the future
E when we ask politely about somebody's plans for the near future (what we want to know is if our wishes fit in with their plans)
F to emphasise the duration of an action up to a certain time in the future
G for fixed arrangements in the near future
H for an action which will have been completed by a certain time in the future
I for predictions about the future, usually with the verbs *think*, *believe*, *expect*, etc; the expressions *be sure*, *be afraid*, etc; and the adverbs *probably*, *perhaps*, *certainly*, etc
J for on-the-spot decisions

2 Choose the correct item.

1 I **am taking/take** the 4 o'clock train to Bristol tomorrow.
2 This time tomorrow, I **will be hiking/will hike** in the Lake District.
3 Jeff **will have thought/thinks** of a solution by the time we see him.
4 They can't say exactly when, but they **will have been finishing/will have finished** the job by Thursday.
5 By August, they **are working/will have been working** on the new road for two years.
6 Liam **won't have been writing/won't have written** his report until after lunch.
7 Chris thinks she **will be earning/will have earned** more money soon.
8 **Do you go/Will you be going** to the supermarket later? Could you pick up some rice for dinner, please?
9 Beth and I **watch/will be watching** a film this evening.
10 We **'re having/have** a party at the weekend. Come along!
11 I wonder if he **will talk/talks** to me again.
12 The football match **starts/will be starting** at 10 o'clock.

3 Write a word or short phrase in each gap.



This June, I'll 1) *be* finishing my studies in college. By the time I'm ready to go back home, I'll 2) ...have been... living here in Toronto for 5 years. I can't wait to come back to all the comforts of home again, but I'm sure I 3) ...will... miss college life a lot. As soon as I return home, my friends 4) ...will... probably throw a party for me. I 5) ...am... looking forward to it.

4 Complete the exchanges with the correct form of the verbs in brackets to express the future.

1 A: Can you come skating this evening?
B: Unfortunately not. I *will be working* **(work)** until 10 o'clock tonight.
2 A: Have you finished all the arrangements?
B: Not yet, but I ...will have finished... **(finish)** everything by the weekend.
3 A: How long have they been living in Italy?
B: By the end of this year, they ...will have been living... **(live)** there for exactly ten years.
4 A: Karl is really late. Maybe he missed the train.
B: Oh no! By the time he ...arrives... **(arrive)**, the film ...will have started... **(start)**.
5 A: Hurry up, Sue! We'll miss the flight!
B: Don't worry. The plane ...leaves... **(leave)** in three hours.
6 A: Now that you have a job in Manchester, ...are you going to move... **(you/move)** there?
B: Of course! I ...'m going to start... **(start)** looking for a flat immediately.

GRAMMAR

1c Future tenses
Czasy przyszłe

5 Circle the correct item.

1 A: Why are you peeling so many apples?
B: I ..... an apple pie.
A going to make
B 'm going to make
C 'll have made
D make

2 A: I can't open this jar!
B: I ..... it.
A 'm going to do
B 'll have been doing
C 'll be doing
D 'll do

3 A: Do you think we ..... all these leaflets by 5 o'clock today?
B: I hope so.
A will be delivering
B will have delivered
C will have been delivering
D are delivering

4 A: What are you doing tonight?
B: I think I ..... a film online.
A am renting
B 'll rent
C 'll have rent
D going to rent

5 A: Do you want to join us for dinner tonight?
B: I can't. I ..... my nephew.
A will have babysat
B going to babysit
C am babysitting
D babysit

6 A: You'll miss the train unless you leave now.
B: Don't worry. It ..... every 20 minutes. I have plenty of time.
A will be coming
B will have come
C is going to come
D comes

7 A: Will you visit your aunt while you ..... there?
B: Yes, I think I'll have time to drop by.
A will have been
B are to be
C will be
D are

8 A: Any plans for the weekend?
B: Yes. I ..... bungee jumping with my friends.
A am going
B will have been going
C will have gone
D go

9 A: Has Isabella left?
B: No. She ..... until late this afternoon.
A is going to leave
B isn't leaving
C won't have been leaving
D will leave

6 Complete the gaps using the appropriate *future* form of the verbs in brackets.



A

1) Are you looking **(you/look)** for an exciting way to spend the holidays? The city of Bath 2) is holding/will be holding **(hold)** its Christmas Market between 25 November and 12 December. The organisers 3) will have transformed **(transform)** the city into a Christmas shopper's paradise by then. 129 traditional wooden stalls full of unique gift ideas 4) will line/be lining **(line)** the streets. Along with our carol singers and children's entertainers there 5) will be **(be)** three performance stages set up around the market to add to the festive atmosphere.

B

This year we 1) are having/will be having **(have)** the Friendly-Community workshop at the Sheraton Hotel from 20 to 22 November. We hope that all participants 2) will have registered **(register)** to attend before 5 November. For a change this year, fees 3) will include **(include)** all workshops and meals. When you 4) visit **(visit)** our registration site online, you 5) will have **(have)** the opportunity to choose how you want to pay. Once you have completed your form and clicked on "submit", you 6) will receive **(receive)** an email to confirm your registration.

C

Heale's one-day sale 1) begins **(begin)** this Friday. Our doors 2) open **(open)** at 8 am sharp and close at 10 pm. To avoid any confusion, we 3) will have **(have)** extra staff on call to assist you in every department. You 4) will be able to **(be able to)** find great bargains on items ranging from kitchenware to our stylish modern furniture. We 5) will also be announcing **(also/announce)** great giveaways throughout the day, so stick around. We are sure that you 6) will find **(find)** what you are looking for.

Future tenses
Czasy przyszłe

7 Choose the correct item.

Dear Sally,
You won't believe where I **1)** *D* next month. This time next month I **2)** ..... to southern California for a one-month student exchange trip. By the time I get to California, I **3)** ..... for 11 hours, but I have a feeling I **4)** ..... bored on the plane with all the great films they show.
I **5)** ..... forward to meeting my host family. I **6)** ..... at their home in Sherman Oaks which is not far from the beach. So, I **7)** ..... my afternoons either swimming, snorkelling or surfing. Their sons go to a nearby state school, which I **8)** ..... during my time there. By the end of the month, I **9)** ..... many of the local theme parks, museums and aqua parks. I **10)** ..... on visiting Disneyland and Universal Studios.
Anyway, I certainly don't know what it'll be like until I get there. So, I promise to write to you then.
Bye for now,
Ann

1	A	go	C	will have been going
	B	will have gone	(D)	am going
2	A	will fly	(C)	will be flying
	B	will have flown	D	will have
3	A	will travel	C	will be travelling
	(B)	will have been travelling	D	will be
4	(A)	won't be	C	am not being
	B	won't have been	D	am not
5	A	will look	(C)	am looking
	B	will have been looking	D	going to look
6	(A)	will be staying	C	going to stay
	B	will have stayed	D	stay
7	A	spend	(C)	will be spending
	B	will have spent	D	going to spend
8	A	attend	(C)	will be attending
	B	will have attended	D	will have been
9	A	will have been visiting	(C)	will have visited
	B	visit	D	am visiting
10	A	will also plan	C	also going to plan
	B	will also have planned	(D)	am also planning

8 Complete each sentence so that it has a similar meaning to the first sentence. Use up to five words. Include the word in bold.

1 Jake has arranged to go to the cinema tonight.
GOING Jake *is going to the cinema* tonight.

2 Victoria plans to be away from school tomorrow.
NOT Victoria ..... is not going to be .....
..... at school tomorrow.

3 She promises to visit her friends on Saturday.
WILL She promises ..... she will visit her .....
..... friends on Saturday.

4 The Browns plan to have a barbecue on Sunday.
GOING The Browns ..... are going to have .....
..... a barbecue on Sunday.

5 She refuses to lend me her smartwatch.
NOT She says she ..... will not/won't lend .....
..... me her smartwatch.

6 I promise I will be on time for the meeting tomorrow.
NOT I promise I ..... will not/won't be .....
..... late for the meeting tomorrow.

9 Choose the correct item.

1 Martin works/is working/has worked/has been working in finance, he's a banker.
2 Julie always loses/is always losing/had always lost/was always losing her school bag; she has to be more careful!
3 Paul submitted/was submitting/has submitted/had submitted five job applications so far this morning.
4 David had slept/slept/was sleeping/used to sleep when a loud noise woke him up.
5 Charles Dickens has written/wrote/had written/was writing novels that changed English literature.
6 Laura was decorating/had been decorating/decorated/had decorated the house for hours before she finally decided to stop.
7 Ian will have studied/will be studying/will study/will have been studying Spanish for three years by November.
8 Jason, will you be stopping by/will you stop by/will you have been stopping by/will you have stopped by the post office when you go into town? I need some stamps.
9 She has finished/had finished/finished/was finishing cooking dinner by the time her husband arrived.
10 I fly/'m flying/will have flown/have flown to London next week. Everything is arranged.

GRAMMAR

2 Infinitive/*-ing* form

Konstrukcje bezokolicznikowe i gerundialne oraz imiesłowy

The **infinitive** is the basic form of all verbs. There are two types of infinitives:
a) ***to* infinitive** (infinitive with ***to***). *She wants **to become** a scientist.*
b) **bare infinitive** (infinitive without ***to***). *She'll **study** Chemistry.*

The ***-ing* form** is the form of the verb that ends in ***-ing***. *walk**ing**, driv**ing**, help**ing***

Forms of the infinitive

	Active	Passive
Present infinitive	(to) play	(to) be played
Present continuous infinitive	(to) be playing	
Perfect infinitive	(to) have played	(to) have been played
Perfect continuous infinitive	(to) have been playing	

Active

- The **present infinitive** refers to the same time as the preceding verb.
  *I am happy **to see** you.* (present) *I hope **to see** you tomorrow.* (future) *I was happy **to see** her yesterday.* (past)
- The **present continuous infinitive** refers to the same time as the preceding verb and emphasizes the duration of the action. *He appears **to be suffering** from a cold. This time next week, he will **be seeing** his doctor.*
- The **perfect infinitive** is used to show that the action of the **infinitive** happened before the action of the verb. It is used with verbs such as: ***seem***, ***appear***, ***believe***, ***know***, ***claim***, ***expect*** and **modal verbs.**
  *He claims **to have won** the lottery.*
- The **perfect continuous infinitive** is used to emphasise the duration of the action of the infinitive, which happened before the action of the main verb. *She seems **to have been working** very hard. All the work is finished.*

Passive

- present infinitive: (to) be + past participle *Ian hopes **to be chosen** for class president.*
- perfect infinitive: (to) have been + past participle *Sue appears **to have been seen** breaking into the house.*

Forms of the Infinitive corresponding to verb tenses

- Present simple/Future simple → Present infinitive
  he works/he will work → (to) work
- Present continuous/Future continuous → Present continuous infinitive
  he is working/he will be working → (to) be working
- Past simple/Present perfect/Past perfect/Future perfect → Perfect infinitive
  he worked/he has worked/he had worked/he will have worked → (to) have worked
- Past cont./Present perfect cont./Past perfect cont./Future perfect cont. → Perfect cont. infinitive
  he was working/he has been working/he had been working/he will have been working → (to) have been working

Forms of the *-ing*

	Active	Passive
Present	playing	being played
Perfect	having played	having been played

The ***-ing* form** does not in itself indicate the time of the action, but it can show whether this time is the same or earlier than the time of the main verb.
The **present *-ing*** form can refer to the same time as the main verb (*Sue likes **playing** with her daughter.*) or to a time before that of the main verb (*Sue regretted **not playing** more with her daughter when she was younger.*).
The **perfect *-ing*** form shows that the action of the ***-ing*** form happened before the action of the verb.
*He admitted **having lied** to his wife.*
We can use the **present *-ing*** form instead of the **perfect *-ing*** form with no difference in meaning.
*He denied **having stolen/stealing** the important documents.*

Infinitive/*-ing* form

Konstrukcje bezokolicznikowe i gerundialne oraz imiesłowy

Infinitive

The ***to*** **infinitive** is used:

- to express purpose.
  She went to the butcher's ***to buy*** *some chicken.*
- after certain verbs (***agree***, ***appear***, ***decide***, ***expect***, ***hope***, ***plan***, ***promise***, ***refuse***, etc).
  They've ***decided to recycle*** *the litter.*
- after ***would like***, ***would prefer***, ***would love***, etc to express a specific preference.
  I ***would love to go*** *out for dinner with you Ted.*
- after adjectives which describe **feelings/emotions** (***happy***, ***sad***, ***glad***, etc); express **willingness/unwillingness** (***willing***, ***eager***, ***reluctant***, etc); refer to a **person's character** (***clever***, ***kind***, etc) and the adjectives ***lucky*** and ***fortunate***.
  I was ***glad to be*** *home. He's* ***eager to help*** *us. She's* ***fortunate to have found*** *a new job.*
  Note: With adjectives that refer to character we can also use an impersonal structure.
  It was kind of you to invite *us for lunch.*
- after ***too/enough***.
  It was ***too*** *noisy* ***to work****. She's not fit* ***enough to run*** *the marathon.*
- to talk about an unexpected event, usually with ***only***.
  He arrived at the office ***only to find*** *that it was closed.*
- with ***it*** + ***be*** + **adjective/noun**.
  It was difficult to explain *the problem.*
- after ***be*** + ***first/second/next/last*** etc.
  She was ***the last person to leave*** *the classroom.*
- after verbs and expressions such as ***ask***, ***learn***, ***explain***, ***decide***, ***find out***, ***want***, ***want to know***, etc, when they are followed by a question word.
  John didn't ***explain how to install*** *the program.*
  Note: ***why*** is followed by **subject + verb**, NOT an infinitive. *I wonder* ***why Fred left*** *the company.*
- in the expressions ***to tell you the truth***, ***to be honest***, ***to sum up***, ***to begin with***, etc.
  To tell you the truth*, I didn't agree with the proposal.*

The **infinitive without *to*** is used:

- after modal verbs. *Bill* ***can repair*** *the bicycle.*
- after the verbs ***let***, ***make***, ***see***, ***hear*** and ***feel***.
  They ***made*** *me* ***work*** *on Saturday.*
  BUT we use the ***to*** **infinitive** after ***be made***, ***be heard***, ***be seen***, etc. (passive form).
  He ***was made to work*** *on Saturday.*
  Note: When ***see***, ***hear*** and ***watch*** are followed by an ***-ing*** **form**, there is no change in the passive.
  Mark ***saw me hiding*** *the surprise birthday present.*
  I was seen hiding *the surprise birthday present.*
- after ***had better*** and ***would rather***.
  You ***had better take*** *notes during the lecture.*
- in the expressions ***used to*** and ***be supposed to***.
  When I was younger, I ***used to fight*** *with my brother.*

-ing form

The ***-ing*** **form** is used:

- as a noun. ***Eating*** *chocolate isn't good for your teeth.*
- after certain verbs: ***admit***, ***appreciate***, ***avoid***, ***continue***, ***deny***, ***fancy***, ***go*** (for activities), ***imagine***, ***mind***, ***miss***, ***quit***, ***save***, ***suggest***, ***practise***, ***consider***, ***prevent***.
  Leo ***suggested walking*** *in the park.*
- after ***love***, ***like***, ***enjoy***, ***prefer***, ***dislike***, ***hate*** to express general preference. *Christine* ***loves making*** *crafts.* **BUT** for a specific preference (***would like/would prefer/would love***) we use a ***to*** **infinitive**.
  *She'****d love to go*** *to a peaceful holiday resort.*
- after expressions such as ***be busy***, ***it's no use***, ***it's (no) good***, ***it's (not) worth***, ***what's the use of***, ***can't help***, ***there's no point in***, ***can't stand***, ***have difficulty (in)***, ***have trouble***, etc.
  There's no point in complaining *when we have no other choice.*
- after ***spend***, ***waste*** or ***lose*** (***time, money,*** etc).
  Joseph ***spends*** *all his free time* ***drawing****.*
- after the preposition ***to*** with verbs and expressions such as ***look forward to***, ***be/get used to***, ***in addition to***, ***object to***, ***prefer*** (***doing*** sth ***to*** sth else).
  Harry is ***looking forward to spending*** *the weekend in the mountains.*
- after other **prepositions**.
  She is interested ***in acting*** *at the theatre.*
- after the verbs ***hear***, ***listen to***, ***notice***, ***see***, ***watch*** and ***feel*** to describe an incomplete action.
  I ***watched*** *them* ***rehearsing*** *for the play.*
  (I only watched part of the rehearsal.)
  BUT we use the **infinitive without *to*** with ***hear***, ***listen to***, ***notice***, ***see***, ***watch*** and ***feel*** to describe the complete action.
  I ***watched*** *them* ***rehearse*** *for the play.* (I watched the whole rehearsal.)

Remember!

- ***Help*** can be followed by either the ***to*** **infinitive** or the **infinitive** without ***to***.
  They ***helped*** *me* ***(to) write*** *the invitations.*
- If two ***to*** **infinitives** are linked by ***and*** or ***or***, the ***to*** of the second **infinitive** can be omitted.
  I would prefer ***to stay*** *at home and* ***revise*** *for my test.*
- If a verb is followed by a preposition, the preposition will appear at the end of the sentence.
  I used a fountain pen ***to write*** *my article* ***with****.*
- We can use **to** in order to avoid repeating a verb clause. *I've never eaten sushi, but I'd love* ***to****.*

GRAMMAR

2 Infinitive/*-ing* form

Konstrukcje bezokolicznikowe i gerundialne oraz imiesłowy

The **subject of the infinitive:**

- is omitted when it is the same as the subject of the main verb.
  They want to go to New Zealand. (The subject of the main verb (***want***) and the infinitive (***go***) is the same (***they***).)
- is **not** omitted when it is different from the subject of the main verb. The **subject of the infinitive** comes before the infinitive and can be an **object pronoun** (***me***, ***you***, ***them***, etc), a **name** (***Cathy***) or a **noun** (***the man***). *He wants her to clean up the mess.* (The subject of the main verb (***want***) is ***he***, whereas the subject of the infinitive (***clean up***) is ***her***.)

The **subject of the *-ing* form** can be an **object pronoun**, a **possessive adjective**, a **name** or a **possessive case** when it is different from the subject of the main verb. *I remember **him/his/Sam/Sam's** graduating from medical school.*

Verbs taking either the *to* infinitive or the *-ing* form with a change in meaning

- ***forget* + *to* infinitive** = (not) remember – *He **forgot to lock** his car.*
  ***forget* + *-ing* form** = not recall – *She'll **never forget meeting** the President.*
- ***remember* + *to* infinitive** = not forget – *I hope you **remember to bring** your tennis racquet with you.*
  ***remember* + *-ing* form** = recall – *I **remember telling** you about the accident last night.*
- ***mean* + *to* infinitive** = intend to – *I **meant to call** Pete last night, but I forgot.*
  ***mean* + *-ing* form** = involve – *My new job will **mean travelling** abroad every month.*
- ***regret* + *to* infinitive** = be sorry to (normally used in the present simple with verbs such as ***say***, ***tell***, ***inform***)
  *We **regret to inform** you that your flight has been delayed.*
  ***regret* + *-ing* form** = feel sorry about – *I **regret not going** to university.*
- ***try* + *to* infinitive** = do one's best, attempt – *He must **try to organise** his time.*
  ***try* + *-ing* form** = do something as an experiment – *You should **try taking** some vitamins.*
- ***stop* + *to* infinitive** = stop briefly to do something else – *He **stopped to buy** some batteries for his MP4 player.*
  ***stop* + *-ing* form** = finish, give up – *We must **stop wasting** our Earth's natural resources.*

1 Put the verbs in brackets into the correct form of the *infinitive*.

1 A: Have you talked to them?
B: No. They refuse *to talk* **(talk)** about it.

2 A: Do you like London?
B: Yes, we are happy to be **(be)** here.

3 A: Have you finished the report?
B: Not yet. Mr James expects it to be finished **(finish)** by Friday.

4 A: You will miss him, won't you?
B: Yes, but he promised to write **(write)** every day.

5 A: You must have been waiting **(wait)** a long time. I'm so sorry I'm late!
B: Don't worry. I was reading the newspaper while I was waiting.

6 A: Have you heard from your cousins?
B: Yes. They seem to be having **(have)** a good time in Jamaica at the moment.

7 A: I'm glad to see **(see)** you.
B: It's been a long time, hasn't it?

8 A: That was an amazing performance I attended yesterday!
B: Wow. You seem to have enjoyed **(enjoy)** it immensely!

9 A: The air conditioner is working again.
B: Yes, it appears to have been fixed **(fix)**.

10 A: Is Peter still painting the house?
B: No. He seemed to have finished **(finish)** the work when I saw him.

2 Rephrase the following sentences, as in the example.

1 You must finish all the exercises.
I want *you to finish all the exercises*.

2 We mustn't make a lot of noise.
They don't want us to make a lot of noise .

3 Sam has to wash the dishes.
Mary wants Sam to wash the dishes .

4 It shouldn't be too close to the fire.
We don't want it to be too close to the fire .

5 The students must put all the books back on the shelf.
Mr Brown wants the students to put all the books back on the shelf .

6 Dad has to paint the house.
Mum wants Dad to paint the house .

7 Harry performed in the school play. I will always remember that.
I will always remember Harry/Harry's performing in the school play.

8 It's my turn to do the washing-up. Mum insists.
Mum insists on my/me doing the washing-up .

Infinitive/*-ing* form

Konstrukcje bezokolicznikowe i gerundialne oraz imiesłowy

3 Put the verbs in brackets into the correct *infinitive* or *-ing* form.

1 There used to *be* **(be)** a huge wall that divided East and West Berlin.
2 Please remind Peter ..to give.. **(give)** me back my dictionary.
3 As soon as I have finished ..typing.. **(type)** up my essay, you can use the computer.
4 Do you feel like ..inviting.. **(invite)** a couple of friends for dinner?
5 Nick refused ..to work.. **(work)** on Sundays.
6 They aren't used to ..walking.. **(walk)** long distances, so they're very tired.
7 I am not interested in ..watching.. **(watch)** films with violence.
8 My doctor strongly advised me ..to take up.. **(take up)** exercising.
9 My mum makes me ..tidy.. **(tidy)** my room every weekend.
10 It took me several weeks to get used to ..driving.. **(drive)** on the left side of the road.
11 We were pleased ..to see.. **(see)** our friends after the summer holidays.
12 Are you getting used to ..working.. **(work)** shifts?
13 Let me ..do.. **(do)** the exercise by myself now, Todd.
14 I feel strange having my own room because I used to ..share.. **(share)** a room with my sister.

4 Choose the correct item.

1 We forgot **to pack**/**packing** a blanket to sit on at the picnic.
2 Paul will never forget **meeting**/**to meet** his aunt for the first time.
3 We regret **informing**/**to inform** you that you have failed your exams.
4 Pam regrets **moving**/**to move** to the countryside.
5 Sorry, I didn't mean **to upset**/**upsetting** you.
6 I won't apply for the job if it means **working**/**to work** at the weekend.
7 Why don't you try **to take**/**taking** a walk to get some exercise?
8 He tried **to climb**/**climbing** the mountain, but it was impossible because of the weather conditions.
9 Let's stop **eating**/**to eat** something. I'm hungry.
10 We must stop **polluting**/**to pollute** the environment.
11 Did you remember **to pay**/**paying** the bills?
12 I remember **to tell**/**telling** him to turn off the lights.

5 Choose the correct item.

1 Our company is fortunate ..... some of the best employees on staff.
A having C to have
B have D to have had

2 He worked all day without ..... for a lunch break.
A stopping C stop
B to stop D to be stopping

3 She admitted to ..... the money.
A steal C have stolen
B be stealing D having stolen

4 A: Hey, what happened to Carroll?
B: OK. I'll tell you as long as you promise ..... it a secret.
A keeping C to be keeping
B to keep D keep

5 A: What are your plans once you finish school?
B: Well, first I'd like ..... through Europe for maybe a month or two.
A travelling C travel
B to travel D to have travelled

6 Megan would rather ..... on a beach now instead of having to type letters.
A lying C to have lied
B to lie D be lying

7 A: Would you like to go to the cinema with me tonight?
B: Actually, I'd rather ..... at home. I don't feel well.
A to stay C staying
B have stayed D stay

8 A: How did the job interview go?
B: It went well. I'm hoping ..... from them soon.
A hearing C having heard
B to hear D hear

9 In addition to ..... a new gym, the company plans to expand the canteen as well.
A building C have built
B to build D build

10 A: I can't go to the pool today, Ann. I feel so tired.
B: Take some rest then. I don't mind ..... on my own.
A go C to have gone
B to be going D going

11 Sharon appears ..... on her essay for hours.
A working
B to work
C to have been working
D work

GRAMMAR

2 Infinitive/*-ing* form

Konstrukcje bezokolicznikowe i gerundialne oraz imiesłowy

6 Choose the correct item.

Polar bears appear **1)** C from brown bears over 200,000 years ago. During a cooling period, they were slowly surrounded by ice only **2)** ..... themselves trapped in the cold north. As it wasn't easy **3)** ..... in their new frozen environment, they went through a quick evolution. **4)** ..... with, they developed white-yellow fur that made them **5)** ..... into the landscape. They also grew catlike claws **6)** ..... catch their prey in the water. Polar bears can **7)** ..... long distances **8)** ..... food. However, as sea ice melts because of global warming, it is becoming difficult for them **9)** ..... around. They now have to spend more time **10)** ..... for food and sometimes they even **11)** ..... into contact with humans as they do so. Scientists expect **12)** ..... more of this happening. They also predict that the polar bear is unlikely **13)** ..... extinction if warming continues.



1	A	evolving	(C)	to have evolved
	B	to evolve	D	evolve
2	A	finding	C	to finding
	(B)	to find	D	find
3	A	surviving	(C)	to survive
	B	to be surviving	D	survive
4	(A)	To begin	C	To be beginning
	B	Beginning	D	Begin
5	A	blending	C	to be blending
	B	to blend	(D)	blend
6	A	being able to	C	to have been able to
	(B)	to be able to	D	be able to
7	A	travelling	C	to be travelling
	B	to travel	(D)	travel
8	A	finding	(C)	to find
	B	to have found	D	find
9	A	moving	C	to have moved
	(B)	to move	D	move
10	(A)	searching	C	to have searched
	B	to search	D	search
11	A	coming	C	to be coming
	B	to come	(D)	come
12	A	seeing	C	to have seen
	(B)	to see	D	see
13	(A)	to avoid	C	to have avoided
	B	avoiding	D	avoid

too/enough

- *Too* shows that something is more than enough or necessary. It appears before adjectives or adverbs and is followed by a full infinitive.
  *This exercise is **too** difficult for the students **to solve**.*
  (NOT: ... ~~*to solve it.*~~)
- *Enough* shows that there is as much of something as is wanted or needed. It appears before nouns but after adjectives or adverbs and is followed by a full infinitive.
  *There are **enough** leaflets **to give** out to everyone. She is experienced **enough to lead** the group.*

Remember!

Enough also appears in negative sentences to show that more of something is wanted or needed.
*I **don't have enough apples** to make an apple pie.*
(= I need more apples.)
It is never used before an adjective. Instead we use *quite* or *fairly*. *She's **quite** active.*

7 Answer the questions using *too* or *enough*, as in the example.

1 Are you going to buy the latest smartphone? **(money)**
Yes, *I've got enough money to buy it.*
2 Did you read the whole article? **(long)**
No, it was too long to read .
3 Can she become a model? **(tall)**
Yes, she's tall enough to become a model .
4 Did you like the oriental dish? **(spicy)**
No, it was too spicy (to eat) .
5 Can Timothy stay out late? **(old)**
Yes, he's old enough to stay out late .
6 Do you think he can win the song competition? **(talented)**
Yes, he's talented enough to win the song competition .
7 Can Meagan reach the top shelf? **(short)**
No, she's too short to reach the top shelf .
8 Do you think we can solve the Physics problem? **(clever)**
Yes, we are clever enough to solve the Physics problem .
9 Can Jimmy drive? **(young)**
No, he's too young to drive .
10 Can they go sailing? **(windy)**
Yes, it's windy enough for them to go sailing .
11 Are you going for a walk in the park today? **(cold)**
No, it's too cold to go for a walk in the park today .
12 Do you think he can win the race? **(fast)**
Yes, he's fast enough to win the race .

Infinitive/*-ing* form

Konstrukcje bezokolicznikowe i gerundialne oraz imiesłowy

8 Fill in the gaps using the adjectives in brackets and *too* or *enough*.

Dear Sir/Madam,
I am writing to complain about the service I received at your Southampton shop on May 18th.
Firstly, your sales assistants were chatting and I had to wait **1)** *too long* **(long)** to get served. Moreover, they were very rude. Not only did they rush me to decide on a jumper that was **2)** ...too tight... **(tight)** for my liking, but they talked back to me. They said that the jumper was **3)** ...large enough... **(large)** and that they didn't have **4)** ...enough time... **(time)** to go into the backroom to look for something slightly bigger. To make things worse, it was **5)** ...too noisy... **(noisy)** in the shop. The music was turned up far **6)** ...too loud... **(loud)**. I could hardly think.
As you can imagine, I am still very upset. I expect a full refund as well as an explanation for the bad service I received.
Yours faithfully,
Laura Daniels

Participles

- Present participles (verb + *-ing*) describe what someone or something is. *It was an **exciting** story.* (How was the story? Exciting.)
- Past participles describe how somebody feels. *The children are **excited** about our trip to Disneyland.* (How do they feel? Excited.)

Remember!

The participle and the rest of the sentence must refer to the same subject. *While **playing** a game on my computer, **I heard** a loud knock at the door.*
(NOT: *While playing a game on my computer, ~~a loud knock was heard at the door.~~*)

9 Fill in the correct participle.

L: Laura H: Henry

L: You must be so 1) *thrilled* **(thrill)**! Studying at Humboldt University is such a great opportunity! And Berlin is such an 2) ...interesting... **(interest)** city.

H: True, and there are so many 3) ...entertaining... **(entertain)** things to do! Berlin has 4) ...exciting... **(excite)** festivals and great nightlife. I'm sure I won't be 5) ...bored... **(bore)**.

L: Henry. I'm starting to get a bit 6) ...worried... **(worry)**. Don't forget the reason you're going there - to study.

H: Of course! But that doesn't mean I can't have an 7) ...amazing... **(amaze)** time, too!

10 Choose the correct item.

1 Amanda stopped **to talk/talking** to Joe when she met him at the bus stop.
2 Everyone in the class is looking forward **to go/to going** on the excursion.
3 The car needs **to service/to be serviced** on Monday.
4 I was not strong enough **lift/to lift** the filing cabinet on my own.
5 Harry found the students' silly behaviour **annoyed/annoying**.
6 Mary was **surprised/surprising** that she won the competition.
7 We thanked our neighbour for **water/watering** our plants.
8 John pretended **to not hear/not to have heard** what I said.
9 I am too tired **to take/taking** the dog for a walk. Could you do it for me, Lucas?

11 Complete each sentence so that it has a similar meaning to the first sentence. Use up to five words. Include the word in bold.

1 Could you open the window please?
MIND Would you *mind opening the window*, please?

2 I had difficulty finding the address.
DIFFICULT I found it difficult to find ..... the address.

3 It's a pity we didn't book earlier.
REGRET We regret not booking/not having booked ..... earlier.

4 It was so noisy that I couldn't sleep.
TOO It was too noisy (for me) to ..... sleep.

5 It was a boring lecture.
BY The students were bored by ..... the lecture.

12 Translate the fragments of sentences into English. Use up to four words in each gap.

1 There's no point **(rozmawiać z)** ...(in) talking to... Greg. He won't change his mind.
2 It takes her half an hour **(aby dojść do)** ...to walk to / to get to... school.
3 He prefers **(grę w tenisa od pływania)** ...playing tennis to swimming... .
4 They are looking forward **(na przeprowadzkę do)** ...to moving to... a bigger house.

GRAMMAR

3 Modals

Czasowniki modalne

Use	Present / Future	Past
ability / lack of ability	*He **can/can't** draw.* (He's able to/He isn't able to...) *She **is able to** work quickly.* *They **can't** ski very well.*	*She **could/was able to** draw when she was three.* (past repeated action – ability in the past) *She **was able to** finish her Science project.* (managed to do – past single action) *He **couldn't/wasn't able to** read when he was two.* (past repeated action) *They **couldn't/weren't able to** solve the mystery.* (past single action)
possibility	*She **can** find the solution to the problem.* (90% certain; it's very possible) *It **could** be serious.* (50% certain; it's possible) *He **may** be ill.* (50% certain; it's possible that he's ill) *We **might** need some help.* (40% certain; perhaps we need some help) ***It is likely** that Mike will pass the exam.* (It's possible.) *Mike **is likely** to pass the exam.* (Mike will possibly pass.)	——— *He **could have lost** his job.* (thankfully he didn't) *They **may have gone** on holiday.* (perhaps they did) *We **might have needed** to ask for help.* (perhaps we needed to) ***It was likely** that Mike would pass the exam.* (There was a possibility.) *Mike **was likely** to pass the exam.* (It was possible but we don't know if he passed.)
probability	*Robert **should** be home soon.* (90% certain; future only; it's probable) *They **ought to** win the Champion's League.* (90% certain; they will probably win)	*He **should have finished** the report by now.* (He has probably finished.) *They **ought to have sent** the parcel by now.* (They have probably sent it by now.)
logical assumption	*He **must** be rich.* (90% certain – I'm sure he is rich) *They **can't** be tired. They've just woken up.* (negative; I'm sure they aren't tired) *She **couldn't** possibly be a pilot. She can't fly a plane.* (negative; I'm sure she isn't a pilot)	*He **must have broken** his leg.* (positive; I'm sure he has broken his leg) *You **can't have lost** your book. It's in your bag.* (negative; I'm sure you haven't lost it) *It **couldn't have been** David you saw. He's in Brazil.* (negative; I'm sure it wasn't him)
permission	*We **can/are allowed to** use a dictionary in class.* (informal; general permission) *You **can't/are not allowed to** bring mobile phones into class.* (informal; refusing permission) ***Could** I open the window, please?* (polite; asking for permission; Would it be OK if I opened ...?) ***Might** I play the lead role?* (more formal; asking for permission – Could I ...?) *You **may** take a seat.* (formal; giving permission; You are allowed to) *I'm afraid you **can't/mustn't** write in pencil.* (informal; refusing permission – You aren't allowed to) *Visitors **may not** touch the exhibits.* (formal; refusing permission – It's forbidden – written notice)	*We **could/were allowed to** carry one item of luggage on the plane.* (general permission) *She **was allowed to** go camping in the forest.* (permission for one particular action; (NOT: ~~*She could go ...*~~) *We **couldn't/weren't allowed to** leave school without permission.* (no difference in meaning) ——— ——— ——— ——— ———

Modals
Czasowniki modalne

Use	Present / Future	Past
necessity	*I **must** leave now. It's late.* (I'm obliged to, I say so) *Philip **has to** hand in his assignment tomorrow.* (necessity coming from outside the speaker; he's obliged to) *Tracy **has got to** train harder. She's unfit.* (informal; needs to) *My bedroom **needs painting/needs to be painted**.* (it's necessary) *You **don't have to/don't need to/needn't** pay; it's free.* (it isn't necessary – absence of necessity)	——— *I **had to** pay my school fees.* (I was obliged to) *Sue **had to** lock the windows before she left.* (She needed to) *My bedroom **needed painting/to be painted**.* (it was necessary) *He **didn't have to/didn't need to** pay; it was free.* (it wasn't necessary for him to pay and he didn't – absence of necessity) *He **needn't have brought** his laptop with him after all.* (It wasn't necessary for him to bring his laptop, but he did.)
advice	*You **should/ought to** drink 8 glasses of water per day.* (general advice) *You **had better** tidy up your bedroom.* (advice on a specific situation; it is a good idea) ***Shall I** apply for the job? What do you think?* (asking for advice; Is it OK if ...?)	*You **should have/ought to have stayed** in bed.* (but you didn't) *It **would have been better** if you hadn't got angry.* (but you did) ***Should I have applied** for the job?* (wondering if it was the right thing to do)
criticism	*She **could at least** let us know.* (It is the right thing to do.) *She **should** be more friendly.* (but she isn't) *You really **ought to** be more sensitive.* (It's the right thing to do.)	*She **could at least have apologised** to us.* (but she didn't) *She **should have been** more friendly.* (but she wasn't) *You really **ought to have been** more sensitive.* (It was the right thing to do, but you didn't do it.)
obligation/ duty	*You **must** pay a membership fee to join the club.* (It's the law.) *We **ought to** support a charity.* (It's the right thing to do, but we don't always do it.)	*He **had to** have a passport to travel abroad.* (It's the law.) *They **ought to have been** more helpful.* (It was the right thing to do, but they didn't do it.)
requests	***Can I** use your computer, please?* (informal – Is it OK ...?) ***Could I** have some paper, please?* (polite – Would it be OK if I used ...?) ***May I** see you in private?* (formal – Could I ...?) ***Might I** see you in private?* (very formal – Is it possible that ...?) ***Will you** help with the cleaning up later?* (very friendly) (Can you ...?) ***Would you mind** waiting outside?* (polite) (Could you ...?)	——— ——— ——— ——— ——— ———
offers	***Can I** explain this to you?* (informal) ***Shall I** explain this to you?* (informal) ***Would you like me** to carry these bags for you?*	——— ——— ———
suggestions	***Shall we** go to the cinema tonight?* (Let's ...) ***We can** revise for the test on Monday, if you like.* ***We could** go shopping together.*	——— ——— *I **could have given** you a lift home yesterday.*
prohibition	*You **can't** speak during the exam.* (you aren't allowed to) *You **mustn't** leave litter on the beach.* (it's forbidden) *You **may not** eat in the laboratory.* (formal – it's not allowed)	*We **couldn't** speak during the exam.* (we weren't allowed to) ——— ———

GRAMMAR

3 Modals

Czasowniki modalne

Remember!

- ***Be able to*** can be used for other tenses, too. *I've been able to play the piano since I was five.* (present perfect)
- In questions, we use ***can***, ***could*** or ***might***, but not may. *Could they be on their way home?* (NOT: ~~*May they be on their way home?*~~)
- ***Could*** and ***might*** are not used to give permission. *"Could I go home now?" "Yes, you can/may."* (NOT: ~~*Yes, you could.*~~)
- We usually use ***be allowed to*** to talk about permission for one particular action in the past. *We were allowed to work together on our History project.* (NOT: ~~*We could work together on our History project.*~~)
- We often use ***could*** to talk about permission in the past in reported speech. *"You can/are allowed to work together on your History project,"* the teacher said. *The teacher said we could work together on our History project.*
- ***Had to*** is the past form of both ***must*** and ***have to***. *She must go to the dentist's today.* (present) *She had to go to the dentist's yesterday.* (past)
- ***Must*** and ***have to*** have different meanings in questions. *Must I eat all my vegetables?* (Do you insist that I eat all my vegetables?) *Do I have to eat all my vegetables?* (Is it necessary for me to eat all my vegetables?)
- ***Must*** is never used as an infinitive. In this case, we use ***to have to***. *I'd hate to have to move from this city.* (NOT: *I'd hate ~~to must~~ move from this city.*)
- We use ***should/ought to*** to give advice, but we use ***must*** to give strong advice. *"You should/ ought to go out more often," my friend said to me.* (advice which may or may not be followed) *"You must take vitamin C,"* the doctor said to me. (advice that is likely to be obeyed)

1 Identify the use of each verb in bold in the sentence.

See Answer section

1 She **doesn't have to** fill out the form. *absence of necessity*
2 They **could have drowned**.
3 I **must** go to bed now.
4 We **ought to** inform her about the change in plans.
5 He **might** come later.
6 You **had better** apologise for what you did.
7 You **should have called** me.
8 That **can't** be Simon. He's away on business.
9 Ann **had to** wear a uniform when she was in school.
10 **Were** you **able to** reach them on the phone?

2 Fill in the gaps with *must*, *mustn't*, *can* or *needn't*.

Johnson Publishing Company

"As you are new to our publishing company, I would like to tell you some of our rules. First of all, you **1)** *must* stay at your desk and avoid socialising around your floor. Of course, you **2)** ..... can ..... speak with each other, but only if it relates to work. You **3)** ..... mustn't ..... text or email your friends; that is not allowed. Whenever you enter or leave the building, you **4)** ..... must ..... swipe your card and you **5)** ..... mustn't ..... forget to inform the front desk if you are going to be late or absent. Now, as far as supplies are concerned, employees **6)** ..... needn't ..... buy anything; we have a full supply section on the third floor. Also, if you need supplies we don't have, you **7)** ..... can ..... ask the secretary to order them for you."

Continuous & Simple forms with modals

- Modal + *be* + *-ing* expresses an action in progress now. *She may be sleeping.*
- Modal + *have been* + *-ing* expresses an action in progress in the past. *He may have been working.*
- Modal + *have* + past participle expresses a complete action in the past. *She shouldn't have shouted at Tim yesterday.*

3 Fill in: *should*, *must*, *may*, *might*, *can't* or *could* and the appropriate form of the verbs.

See Answer section

L: Lisa J: Jason

L: I can't find the report I was working on last night. I 1) *must have left* **(leave)** it in the car.
J: I don't think so. I've just cleaned the car and I didn't find anything in there. It 2) ..... **(still/lie)** on your desk.
L: I thought I 3) ..... **(leave)** it there, but it wasn't there when I looked.
J: You 4) ..... **(put)** it in your bag as soon as you finished, you know.
L: Thanks for the advice! Well, that's what I thought I did. I 5) ..... **(think)** of something else when I got up to put it away. Now I don't know where it is!
J: What about the gift bag we took over to Mary's yesterday? You 6) ..... **(place)** it in there.
L: Oh my! What if I did? I'm so absent-minded at times. Mary 7) ..... **(sleep)**. I'll call her right away and ask her. How 8) ..... **(I/be)** so careless?

4 Circle the correct item.

1 He has been studying all night.
(A) He must be tired.
B He can't be tired.

2 Oh no! My credit card isn't in my purse.
(A) I must have left it in the ATM.
B I can't have left it in the ATM.

3 Everything is dry outside.
A It must have rained overnight.
(B) It can't have rained overnight.

4 There's a moving van outside the house.
A The new neighbours can't be moving in.
(B) The new neighbours may be moving in.

5 Choose the correct item.

I: Irena O: Otto

I: I'm planning to continue my studies in England. What do I 1) need/ should to do before I get there?

O: Well, first you will need your student visa. You 2) shouldn't/can't have a problem after the school has accepted your application.

I: 3) Would/Should I rent a room in a flat?

O: Well, you 4) had better/must stay in a Hall of Residence the first year because it's not always easy to find a flat. 5) Must/Can you get a student loan?

I: Yes, I think so. I also 6) need/may to find a part-time job when I get there because my parents 7) don't have to/ can't support me at all.

O: Well, just remember that with a student visa you 8) will be able/ought to work ten hours a week at the most.

I: It used to be 20 hours, before, I think. Oh well, then I 9) might/need look into babysitting jobs for extra cash.

O: I'm sure you will be all right. Life in London 10) can/would be expensive. However, the minimum wage is decent and shopping for food 11) can/must be cheap if you know where to go.

I: OK. Thanks. I 12) had better/might get started on my application then.

6 Choose the correct item.



Working towards a healthier lifestyle...

Breaking unhealthy eating habits

Although bad eating habits are hard to break, it can be done. First of all, you 1) *B* rid your fridge and cupboards of all junk food. You 2) ..... replace it with healthy snacks like carrot sticks, fresh fruit or whole-wheat crackers, for those unbearable hungry moments. Secondly, you 3) ..... plan your meals ahead of time. This way, you 4) ..... avoid poor last-minute decisions. One thing you 5) ..... do is go shopping hungry. Avoid that at all costs; it can lead to disaster! Lastly, you 6) ..... increase the amount of water you drink, as it helps your body work properly. Of course, you 7) ..... take extreme measures; just take things one step at a time and before you know it, you will be eating and feeling healthier.

Adding exercise to your daily programme

If you want to be healthy and live longer, you 8) ..... start exercising. You 9) ..... begin with something tiring at first. A daily walk in your neighbourhood is all that you need to get started. Don't forget that a life without exercise 10) ..... lead to many serious health issues, like strokes, heart attacks and even high cholesterol. Once you have put walking into the programme and are feeling better, you 11) ..... take it a step further and join a gym.

By adding a proper diet and exercise to your daily routine, you 12) ..... maintain your body's good condition. In fact, if you give your body the rest that it needs to renew lost energy, you 13) ..... to feel better while leading a healthier lifestyle.

1	A	might	(B)	should	C	are able	D	would
2	A	might	B	will	C	would	(D)	can
3	(A)	ought to	B	would	C	able to	D	shall
4	(A)	can	B	must	C	ought	D	should
5	A	mightn't	(B)	mustn't	C	wouldn't	D	needn't
6	A	shall	(B)	have to	C	might	D	may
7	A	can't	B	ought not	(C)	needn't	D	may not
8	A	might	B	ought	(C)	have to	D	shall
9	A	won't	(B)	don't have to	C	mightn't	D	may not
10	A	ought	(B)	may	C	would	D	should
11	(A)	can	B	would	C	ought	D	might
12	A	could	B	would	C	should	(D)	will be able to
13	A	must	(B)	ought	C	can	D	would

GRAMMAR

3 Modals
Czasowniki modalne

7 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold. Use between two and five words.

1 Perhaps you will receive that parcel today.
MAY You *may receive* that parcel today.

2 I'm sure she forgot to check her messages.
HAVE She must have forgotten to check her messages.

3 I'm sure they aren't sleeping right now.
BE They can't be sleeping right now.

4 Perhaps Timothy has left already.
HAVE Timothy may/might/could have left already.

5 I'm sure they moved house.
MUST They must have moved house.

6 She is probably too shy to run for class president.
BE She may/might/could be too shy to run for class president.

7 I'm sure Angela wasn't lying to her parents.
BEEN Angela can't have been lying to her parents.

8 It's possible Gwen missed the last train.
HAVE Gwen may/might/could have missed the last train.

8 Rephrase the following sentences in as many ways as possible.

1 Would you like me to help you carry those boxes?
Shall/Can I help you carry those boxes?

2 We aren't allowed to talk during the lesson.
We mustn't/can't/may not talk during the lesson.

3 It is possible that Alex will be at the gym this afternoon.
Alex may/might/could be at the gym this afternoon.

4 Benjamin managed to pass his final exams.
Benjamin was able to pass his final exams.

5 It's forbidden to cross the border without a passport.
You mustn't cross the border without a passport.

6 You are obliged to pay your rent.
You have to/must pay your rent.

7 I'm certain the girls went to cheerleading practice.
The girls must have gone to cheerleading practice.

8 It isn't necessary for them to send thank-you cards.
They needn't/don't need to/don't have to send thank-you cards.

9 I advise you to see a dentist.
You should/ought to/had better see a dentist.

10 How about taking a walk through the park?
Shall we take a walk through the park?/We can/could take a walk through the park.

9 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold. Use between two and five words.

1 Let's watch a DVD tonight.
WE Shall *we watch a DVD* tonight?

2 There's no sign of them; I'm sure they're out.
BE They must be out.

3 The doctor advised her to stay home for a few days.
SHOULD The doctor said that she should stay home for a few days.

4 It was very unkind of them to ignore her.
HAVE They shouldn't have ignored her.

5 It wasn't necessary for you to bring an umbrella.
HAVE You didn't have to bring/needn't have brought an umbrella.

6 They'll probably go on holiday to Cornwall.
LIKELY It's likely (that) they will go on holiday to Cornwall.

7 Now she lives nearby, so she's able to walk to school.
CAN She can walk to school now that she lives nearby.

8 It's possible that Pete left his wallet behind earlier.
MIGHT Pete might have left his wallet behind earlier.

9 They were obliged to go through the body scanner at Manchester Airport.
HAD They had to go through the body scanner at Manchester Airport.

10 Translate the fragments of sentences into English. Use up to four words in each gap.

1 **(Nie wolno ci rozmawiać)** You mustn't/must not talk during the exam.

2 She **(na pewno skłamała)** must have lied to you.

3 He **(nie musiał)** didn't/did not need to / didn't/did not have to take me to the station as I took a taxi.

4 Janet **(zdołała wygrać)** was able to win / managed to win the race.

5 You **(niepotrzebnie przyniosłaś)** needn't/need not have brought the cake. There's plenty of food.

Relative clauses
Zdania względne

Relative clauses

Relative clauses are introduced with: **a) relative pronouns** i.e. *who*, *whom*, *whose*, *which*, *that* or
b) relative adverbs i.e. *when*, *where*, *why*.

a) Relative pronouns

	Subject of the verb of the relative clause (cannot be omitted)	**Object of the verb of the relative clause** (can be omitted)	**Possession** (cannot be omitted)
used for people	who/that *The lady **who/that** lives next door is famous.*	who/whom/that *The people **(who/whom/that)** we stayed with were very kind.*	whose *That's the girl **whose** brother is in my class.*
used for things/ animals	which/that *I bought a book **which/that** was very interesting.*	which/that *The dog **(which/that)** I got for my birthday is playful.*	whose/of which *That's the house **the windows of which/whose windows** were broken.*

- ***Whom***, ***which***, ***whose*** can be used in expressions of quantity with **of** (***some of***, ***many of***, ***half of***, etc).
  We read many new articles. Many of them were informative.
  *We read many new articles, **many of which** were informative.*
- ***That*** can be used instead of ***who***, ***whom*** or ***which*** but it is never used after commas or prepositions.
  *That's the girl **who/that** passed her English test.*
  *Canberra, **which** is the capital of Australia, is a beautiful city.* (***that*** is not possible here)

b) Relative adverbs

Time	***when*** (= in/on/at which) – can be omitted – *I remember the day **(when/that)** I got my dog.*
Place	***where*** (= in/at/on/to which) – *The neighbourhood **where** he lives is quiet.*
Reason	***why*** (= for which) – can be omitted – *That's the reason **(why)** I don't like violent TV programmes.*

Remember!

- When using ***where*** or ***when***, we do not need a preposition. *She still lives in the house **where** she grew up.*
  (NOT: ~~*She still lives in the house where she grew up in.*~~)
- We can replace ***where*** by a preposition followed by ***which***. In informal English, this preposition is placed at the end of the sentence. *The campsite **where/at which** we stayed had a swimming pool./The campsite **which** we stayed **at** had a swimming pool.* The same can be done with ***when***. *That was the year **when/in which** I graduated./That was the year **which** I graduated **in**.*

Prepositions in relative clauses

We do not normally use prepositions before relative pronouns.
*That's the shelf **on which** we keep the dictionaries.* (formal – not usual)
*That's the shelf **which** we keep the dictionaries **on**.* (usual)
*That's the shelf we keep the dictionaries **on**.* (more usual)

Identifying & Non-identifying relative clauses

- An **identifying relative clause** gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with ***who***, ***which***, ***that***, ***whose***, ***where***, ***when*** or the ***reason*** (***why***).
  *The girl **who** sits next to me at school is my best friend.*
- A **non-identifying relative clause** gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with ***who***, ***whom***, ***which***, ***whose***, ***where*** or ***when***.
  Nelly, who is studying at art college, is very talented.
  We cannot omit the relative pronoun or replace it with ***that***.
  Alexander, who loves animals, is a vet. (NOT: ~~*Alexander, loves animals, ... Alexander, that loves animals, ...*~~)

GRAMMAR

4 Relative clauses
Zdania względne

1 Fill in the gaps with the correct *relative pronoun* or *adverb*. Put commas where necessary. Write *(I)* for identifying, *(NI)* for non-identifying and say whether the relative can be omitted or not.

1 Rio de Janeiro, *which* is famous for its carnival, is the most visited city in South America.
NI not omitted

2 Having full service is the reason ...why... I always choose resort hotels for my holidays.
I omitted

3 Meryl Streep, ...who... is an American actress, still holds the record for the most award nominations.
NI not omitted

4 Rock climbing is an activity ...which... needs a lot of courage and strength.
I not omitted

5 Students ...who... are planning to volunteer at the Winter Games must give in their names by tomorrow.
I not omitted

6 She is the singer ...whose... new single went straight to number one in the charts.
I not omitted

7 1997 was the year ...when... Robbie Williams released his first solo single.
I omitted

8 This film, ...which... is about Vietnam, is fantastic.
NI not omitted

2 Complete the pairs of sentences, as in the example.

1 Jason is playing basketball with a boy. The boy is his friend Mike.
A The boy *whom/who Jason is playing basketball with is his friend Mike.*
B The boy *Jason is playing basketball with is his friend Mike.*

2 Martha has gone to a play. The play is at her school.
A The play which Martha has gone to is at her school.
B The play Martha has gone to is at her school.

3 I was chatting with a girl. The girl is my cousin.
A The girl whom/who I was chatting with is my cousin.
B The girl I was chatting with is my cousin.

4 Elaine works for a company. It sells bags.
A The company which Elaine works for sells bags.
B The company Elaine works for sells bags.

3 Combine the following sentences using *relatives*.

1 This is the archaeological museum. It was built in 1958.
This is the archaeological museum which was built in 1958.

2 That's the librarian. She helped me with my research project. That's the librarian who helped me with my research project.

3 Rick's brother bought me a ticket to the football finals. He is generous. Rick's brother, who is generous, bought me a ticket to the football finals.

4 I'm reading *Eclipse*. It was written by Stephenie Meyer.
I am reading *Eclipse* which was written by Stephenie Meyer.

5 Here's a photo of the ski resort. We stayed there last winter. Here's a photo of the ski resort where we stayed last winter.

6 This is the painting. Riley bought it at the new art gallery. This is the painting (which/that) Riley bought at the new art gallery.

4 a) Complete each sentence so that it has a similar meaning to the first sentence. Use up to five words. Include the word in bold.

1 She's learning German, not French.
THAT It's *German that she's learning*, not French.

2 He has a class of twenty students; half of them are A students.
WHOM He has a class of twenty students, half of whom are A students.

3 The person I met on safari was strong and courageous.
WHO I met a person on safari who was strong and courageous.

4 The coffee table on display is damaged.
WHICH The coffee table which is on display is damaged.

b) Translate the fragments of sentences into English. Use up to six words in each gap.

1 It was Rick **(który pierwszy rozwiązał problem)** who solved the problem first / who first solved the problem, not Bob.

2 I wonder **(czyj jest tamten czarny samochód)** whose that black car is / whose black car that is.

3 The man **(który jest w niebieskim garniturze)** who is in the blue suit / who is wearing the blue suit is my father.

4 **(Wrzesień jest miesiącem, w którym)** September is the month when/in which classes begin.

Clauses of reason
Zdania okolicznikowe przyczyny

Clauses of reason

Clauses of reason are used to express the reason for something. They are introduced with the following words/expressions: *because, as/since, the reason for/why, because of/on account of/due to, now that, for,* etc.

- *because* – *I turned on the heating **because** it was cold. **Because** it was cold, I turned on the heating.*
- *as/since* (= because) – *We couldn't go out **as/since** it was raining. **As/since** it was raining, we couldn't go out.*
- *the reason for* + noun/*-ing* form – *__The reason for__ his __delay__ was the heavy traffic. __The reason for__ his __being__ delayed was the heavy traffic.*
  the reason why + clause – *The heavy traffic was __the reason why he was delayed__.*
- *because of/on account of/due to* + noun – *All flights were cancelled __because of/on account of/due to the thick fog__.*
  because of/on account of/due to the fact that + clause – *She was thrilled __because of/on account of/due to the fact that she won the competition__.*
- *now* (*that*) + clause *__Now (that) she has a driving licence__, she can drive to work.*
- *for* (= because) + clause (informal written style) A clause of reason introduced with ***for*** always comes after the main clause. *He couldn't read the small print, __for__ his eyesight was poor.*

5 Join the sentences using the words in brackets.

1 She left early today. She wasn't feeling very well. **(because)**
*She left early today **because** she wasn't feeling very well.*

2 Mum had a lot of preparations for Sunday lunch. She had invited some old friends from school. **(as)**
Mum had a lot of preparations for Sunday lunch as she had invited some old friends from school.

3 Everything in the fridge spoiled. There was a power cut. **(due to)**
Everything in the fridge spoiled due to a power cut.

4 The company sent drivers to pick us up. There was a massive strike. **(on account of)**
The company sent drivers to pick us up on account of a massive strike.

5 They cancelled the school trip. There was a severe snowstorm. **(the reason)** A severe snowstorm was the reason why they cancelled the school trip./The reason why they cancelled the school trip was a severe snowstorm.

6 We can bring you your CDs in the morning. We'll be driving by your area. **(as)**
We can bring you your CDs in the morning as we'll be driving by your area.

7 We quickly got bored. There was nothing to do. **(since)**
We quickly got bored since there was nothing to do.

6 Complete each sentence so that it has a similar meaning to the first sentence. Use up to five words. Include the word in bold.

1 He wanted to sell his drum set, so he put an advertisement on the Internet.
SINCE He put an advertisement on the Internet *since he wanted to sell* his drum set.

2 Sophie doesn't make enough money to buy a car.
FOR Sophie can't buy a car, for she doesn't make enough money.

3 All flights were cancelled on account of the ice storm.
REASON The ice storm was the reason why all flights were cancelled.

4 Morgan wasn't feeling well, so he called in sick.
BECAUSE Morgan called in sick because he wasn't feeling well.

5 Richard can't play rugby because he has a bad knee.
ACCOUNT Richard can't play rugby on account of his bad knee.

6 Since exams are over, they can go out with friends.
NOW They can go out with friends now that exams are over.

7 She was in a bad mood because of their argument.
FOR The reason for her bad mood was their argument.

8 Nick's teacher wanted to see his parents because he was misbehaving.
OF Nick's teacher wanted to see his parents on account of his bad behaviour.

GRAMMAR

4 Clauses of result

Zdania okolicznikowe skutku

Clauses of result

Clauses of result are used to express result. They are introduced with the following words/expressions:

- *as a result/therefore/consequently/as a consequence* – *We want to go on holiday. **As a result/Therefore/ Consequently/As a consequence,** we are saving up money.*
- *so* – *I was feeling ill, **so** I went to the doctor's.*
- *such a/an* + adjective + singular countable noun + *that* + clause – *It was **such a great performance** that we want to see it again.*
- *such* + adjective + plural/uncountable noun + *that* + clause – *They are **such nice people** that I am going to invite them to my party. He gave us **such good advice** that we solved the problem.*
- *such a lot of* + plural/uncountable noun + *that* + clause – *There were **such a lot of books** on my desk that I couldn't work. There was **such a lot of dust** in the room that I couldn't breathe.*
- *so* + adjective/adverb + *that* + clause – *The story was **so boring** that the students lost interest.*
- *so* + adjective + *a(n)* + noun + *that* + clause – *He was **so clever a boy** that he passed all his exams.*
- *so much/little* + uncountable noun + *that* + clause – *There is **so much pollution** in the city that John wants to move. Paul has got **so little time** that he can't go out this weekend.*
- *so many/few* + plural noun + *that* + clause – *There were **so many people** at the performance that there was standing room only. She had **so few friends** that she often felt lonely.*

7 Rewrite the two statements using the word(s) in brackets.

1 A: The teacher couldn't find the students' tests anywhere.
B: I know! The whole class had to retake the test. **(as a result)**
The teacher couldn't find the students' tests.
***As a result**, the whole class had to retake the test.*

2 A: There is plenty of information on the topic on the Internet.
B: Yes, but it could take hours to find exactly what you're looking for. **(such a lot of ... that)**
There is such a lot of information on the topic on the Internet that it could take hours to find exactly what you're looking for.

3 A: My new school is very close to home.
B: You can even walk there. **(so ... that)**
My new school is so close to home that I can even walk there.

4 A: It's cold here!
B: Yes, I know. I'll turn on the heating. **(so ... that)**
It's so cold here that I'll turn on the heating.

5 A: The world population is increasing too fast.
B: We won't have enough food to feed everyone soon. **(as a result)**
The world population is increasing too fast. As a result, we won't have enough food to feed everyone soon.

6 A: That was a wonderful holiday.
B: I agree. I think I want to go back there again. **(such a ... that)**
That was such a wonderful holiday that I think I want to go back there again.

8 Complete each sentence so that it has a similar meaning to the first sentence. Use up to five words. Include the word in bold.

1 They were in such a rush that they couldn't stop for lunch.
LITTLE They had *so little time* that they couldn't stop for lunch.

2 She's such an energetic person that she prefers to jog to work.
SO She's so energetic that/ so energetic a person that she prefers to jog to work.

3 Joe hurt his leg while skateboarding because he wasn't careful.
CONSEQUENTLY Joe wasn't careful while skateboarding and consequently he hurt his leg.

4 We didn't take long at the bank because there was a short queue.
FEW There were so few people waiting at the bank that we didn't take long.

5 It was such a tiring lecture that I couldn't keep my eyes open.
SO The lecture was so tiring that I couldn't keep my eyes open.

6 That cat is so lazy that it's always lying on the sofa.
SUCH It is such a lazy cat that it's always lying on the sofa.

7 Parents have to supervise their children because there is a lot of violence on TV.
SO There is so much violence on TV that parents have to supervise their children.

Time clauses
Zdania okolicznikowe czasu

Time clauses

We use the following time conjunctions to introduce **time clauses.**

when, as, while, before, after, since, until/till, whenever, as long as, by the time, as soon as, the moment (that), no sooner ... than, hardly ... when, once, immediately, the first/last/next time, etc.

- When the **time clause** precedes the main clause, a comma is used.

Whenever she has time, ↓ time clause — *she writes stories.* ↓ main clause

She writes stories ↓ main clause — *whenever she has time.* ↓ time clause

Sequence of tenses

Time clauses follow the rule of the sequence of tenses. That is, when the verb of the **main clause** is in a **present** or **future form**, the verb of the **time clause** is in a **present form**. When the verb of the **main clause** is in a **past form**, the verb of the **time clause** is in a **past form**, too.

Main clause	Time Clause
present/future/ imperative	present tense (usually present simple or present perfect)
*He **feeds** the dog **as soon as** he **comes** home from work.* *She **eats** chocolate **whenever** she **has had** a bad day.* *I'**ll call** you **the moment** I **have** some news.* *Make your bed **before** you **go** to school.*	
past simple/ past perfect	past tense (usually past simple or past perfect)
*He **watched** TV **after** he **had done** his homework.* *We **had cleaned** the house **before** Mum **got** home.*	

Remember!

- ***will/would*** are never used in **time clauses**. *Come to my office **as soon as** you **arrive**.* (NOT: ... ~~*as soon as you will arrive*~~ ...)
- ***when*** (time conjunction) + **present/past** – *I'll buy some fruit **when** I **go** to the market.*
  when (question word) + ***will/would*** – *We don't know **when** she'**ll be** home this evening.*

1 **Choose the appropriate time words and put the verbs in brackets into the correct tense.**

1 Call me **till/as soon as** you *get* **(get)** your test results.
2 The secretary was typing the memo **while/until** the manager ...was talking... **(talk)** to a client.
3 He started blushing **while/once** he ...(had) realised... **(realise)** his mistake.
4 I found my scarf **since/as** I ...was pulling... **(pull)** a sweater from the shelf.
5 She takes a hot bath **once/whenever** she ...has had... **(have)** a long day.
6 **By the time/No sooner** had I started the car than I ...noticed... **(notice)** it was low on petrol.
7 We had put up the party decorations **when/by the time** Carol ...came... **(come)** back from school.
8 I will be by your side for **as soon as/as long as** you ...need... **(need)** me.
9 They promised to call **the moment/as long as** they ...arrived... **(arrive)** at the station.
10 **As soon as/By the time** Janet got to the theatre, the performance ...had already started... **(already/start)**.

2 **Fill in: *the moment*, *until/till*, *when*, *before*, or *as*.**



1) *When* Jim Davis introduced his new comic strip in 1978, little did he know how popular it would be even today, over thirty years later. Even though Garfield was just the main character's friend at first, it wasn't long **2)** ...before... he became the star of the strip. This fat, lazy cat, which lies in his basket all day **3)** ...until/till... it's time for lunch, has become famous. **4)** ...As... time went by, he gained many loyal fans and now has over 260 million people worldwide who read the strip every day. Garfield is a charming and witty cat, and although he sometimes plays tricks on his owner, Jon, deep down he loves him and is his friend. Above all, he has one weakness that makes him special and so lovable; lasagna! **5)** ...The moment... he sees freshly baked lasagna, he is putty in anyone's hands.

GRAMMAR

5 Clauses of concession

Zdania okolicznikowe przyzwolenia

Clauses of concession

Clauses of concession are used to express a contrast. They are introduced with the following words/expressions:

- ***but*** – *He was ill,* ***but*** *he still went to work.*
- ***although/even though/though*** + clause
  Even though is more emphatic than ***although***. ***Though*** is informal and is often used in everyday speech. It can also be put at the end of a sentence. ***Although/Even though/Though*** *we were wearing scarves and gloves, we were cold. We were cold* ***although/even though/though*** *we were wearing scarves and gloves. / We were cold. We were wearing scarves and gloves,* ***though***.
- ***in spite of/despite*** + noun/***-ing*** form
  In spite of/Despite our hard work*, we didn't finish on time. / We didn't finish on time* ***in spite of/despite working*** *hard.*
- ***in spite of/despite + the fact that*** + clause – ***In spite of/Despite the fact that he was rich****, he wasn't happy.*
- ***however/nevertheless*** – A comma is always used after *however/nevertheless*.
  He wasn't invited to the party. ***However/ Nevertheless****, he turned up.*
- ***while/whereas*** – *She is artistic,* ***while/whereas*** *her brother is more practical.*
- ***yet*** (formal)/***still*** – *The sun was shining,* ***yet*** *it was rather cool. / My grandfather is 90.* ***Still****, he is able to look after himself.*
- ***on the other hand*** – *I would like to eat at a fancy restaurant.* ***On the other hand****, I can't afford it.*

Remember!

- ***In spite of/Despite*** can be placed in the middle of the sentence.
  Dan will take part in the race ***in spite of/despite*** *being unfit.*
- We use the perfect ***-ing*** form to show that the action happened before the result.
  They didn't win, ***in spite of/despite having trained*** *so hard.*

3 Circle the correct item.

1 ..... the heavy traffic, we managed to get to work on time.
A However (B) In spite of C While

2 I eat a lot of meat ..... my sister is a vegetarian.
A in spite (B) while C despite

3 He enjoys the opera. He doesn't like rock concerts, ...
A whereas B on the other hand (C) though

4 The music at the party was great, ... the food was horrible.
A despite (B) but C in spite

5 Bobby fell off his bike. ....., he wasn't hurt.
A While B Although (C) However

6 They decided to go for a walk ..... the roads were icy.
A whereas (B) even though C despite

7 ..... it sounds like a good idea, there's something about it I don't like.
(A) Although B Despite C In spite of

8 We followed the recipe, ... the result wasn't very good.
A whereas B while (C) yet

4 Rephrase the sentences using the words in brackets, as in the example. See Answer Section

1 I paid attention in class. I didn't understand the Maths problem. **(despite, although)**
Despite paying attention in class, I didn't understand the Maths problem.
Although I paid attention in class, I didn't understand the Maths problem.

2 Sue tried her best. She didn't win the public speaking contest. **(nevertheless, in spite of)**
.....
.....

3 George sings in a band. He can't play any musical instruments. **(however, but)**
.....
.....

4 They look tired. They spent the weekend at the cabin. **(even though, despite)**
.....
.....

5 It was late. Patrick decided to go out with friends. **(although, however)**
.....
.....

6 Rihanna is my favourite singer. I don't have her latest CD. **(though, yet)**
.....
.....

Clauses of manner
Zdania okolicznikowe sposobu

Clauses of manner

Clauses of manner are introduced with ***as if/as though***, ***as*** and are used to express the way in which something is done/said, etc.

- We use ***as if/as though*** after the verbs ***act***, ***appear***, ***be***, ***behave***, ***feel***, ***look***, ***seem***, ***smell***, ***sound***, ***taste*** to say how somebody or something looks, behaves, etc. *She **looks as if/as though** she's coming down with a cold.*
  We also use ***as if/as though*** with other verbs to say how somebody does something. *They are talking to each other **as if/as though** they have been friends for years.*
- We use ***as if/as though*** + **past tense** when we are talking about an unreal present situation. ***Were*** can be used instead of ***was*** in all persons. *She treats him **as if/as though** he **was/were her** slave.* (but he isn't) *She behaves **as if/as though** she **were** in charge.* (but she isn't)
- We can also use ***as*** in **clauses of manner** to mean 'in the way that'. *Write it **as** I asked you to.*

Expressing similarity/ probability	***as if/as though*** + any tense form *She feels **as if** she's **going to fall** asleep.* (She may fall asleep.)
Unreal in the present	***as if/as though*** + past simple/past continuous *He speaks **as if** he **knew** everything.* (but he doesn't)
Unreal in the past	***as if/as though*** + past perfect *She looked **as if** she **had seen** a ghost.* (but she didn't see one)

Remember!

We can use ***like*** instead of ***as if/ as though*** in spoken English.
*He sounds **like** he's very tired.*
(informal spoken English)

5 **Put the verbs in brackets into the correct tense.**

1 He talked about the book as though he *had read* **(read)** it, but I know he's only seen the film.
2 Mum looks as if she ...is going to faint... **(faint)**. Bring her some water.
3 It feels as though it ...is going to be... **(be)** warm later today.
4 She behaved as if she ...had never seen... **(never/ see)** me before.
5 It feels as if it ...was/were... **(be)** real leather, but it is fake.
6 Mary speaks as if she ...was/were... **(be)** an expert on the subject, but we are not convinced.
7 His voice sounds as if he ...is coming down... **(come down)** with a cold.
8 They stared at me as though they ...had never seen... **(never/see)** a woman with a hat on before.
9 The soup tastes as though it ...needs... **(need)** some more salt.
10 The girls dress as if they ...were... **(be)** rock stars.
11 He seemed to be exhausted and looked as if he ...hadn't slept... **(not/sleep)** for days.
12 He is not well. It sounds as if he ...needs... **(need)** professional help.

6 **Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.**

1 It's freezing outside and I feel it might snow.
IF It's freezing outside and it feels *as if it is going* to snow.
2 You look like you need a break.
AS You look ...as if/though you need... a break.
3 They had a feeling that he was lying to them.
IF They felt ...as if he had been lying... to them.
4 He behaves like he owns the school.
AS He behaves ...as if/though he owned... the school.
5 It smells like something is burning.
THOUGH It smells ...as though something is... burning.
6 Hold your pencil in the way that I showed you.
AS Hold your pencil ...as I showed... you.
7 She isn't the manager, but she acts like she is.
IF She acts ...as if she was/were... the manager.

GRAMMAR

6 Clauses of purpose
Zdania okolicznikowe celu

Clauses of purpose

Clauses of purpose are used to explain why somebody does something.

We can express **positive purpose** using:

- *to* + infinitive
  *Rachel phoned the box office **to book** the tickets.*
- *in order to/so as to* + infinitive (formal)
  *She bought a laptop computer **in order to work** at home.*
- *so that* + *can/will* (present/future reference)
  *He works hard **so that** he **can support** his family.*
- *so that* + *could/would* (past reference)
  *We took a map **so that** we **wouldn't get** lost.*
- *in case* + *present tense* (present or future reference)
  *Take some sandwiches **in case** you **get** hungry.*
- *in case* + past tense (past reference)
  *She had taken some money with her **in case** she **needed** it.*
  Note: *in case* is never used with *will* or *would*.
- *for* + noun (expresses the purpose of an action)
  *I've sent them a card **for their anniversary**.*
- *for* + *-ing* form (expresses the purpose of something or its function)
  *The cloud, which is a network of servers, is used **for storing** information.*
- *with a view to* + *-ing* form
  *Jack bought an old house **with a view to renovating** it.*

We can express **negative purpose** using:

- *in order not to/so as not to* + infinitive
  *She had some breakfast **so as not to/in order not to be** hungry.*
  Note: We never use *not to* to express negative purpose.
- *prevent* + noun/pronoun (+ *from*) + *-ing* form
  *Seat belts **prevent drivers (from) having** serious injuries.*
- *avoid* + *-ing* form
  *He studied hard **to avoid failing** the test.*
- *so that* + *can't/won't* (present/future reference)
  *I'll take some notes **so that** I **won't** forget the important information.*
- *so that* + *couldn't/wouldn't* (past reference)
  *He turned the music down **so that** he **wouldn't** wake the baby.*

Remember!

So has many different uses. Be careful not to confuse them when using *so* to express purpose.
*I was feeling tired, **so** I went to bed early.* (this shows result, not purpose) *He turned the music down **so that** he wouldn't wake the baby.* (this shows purpose)

1 Join the sentences using the words in brackets.

1 He took his compass. He didn't want to get lost in the woods. **(in case)**
He took his compass in case he got lost in the woods.

2 This is a toaster. You use it to toast bread. **(for)**
A toaster is used for toasting bread./You use a toaster for toasting bread.

3 Ian set his alarm clock. He didn't want to miss the meeting. **(so as not to)**
Ian set his alarm clock so as not to miss the meeting.

4 Jess called me. He reminded me to bring his smartwatch. **(in order to)** Jess called me in order to remind me to bring his smartwatch.

5 I spoke softly. I didn't want to wake the baby. **(so that)**
I spoke softly so that I wouldn't wake the baby.

6 They took an umbrella. They didn't want to get wet. **(avoid)**
They took an umbrella to avoid getting wet.

7 Dan kept the old coin. He wanted to start a coin collection. **(with a view to)** Dan kept the old coin with a view to starting a coin collection.

8 I'll write it down in my agenda. I don't want to forget. **(so that)**
I'll write it down in my agenda so that I won't forget.

2 Complete each sentence so that it has a similar meaning to the first sentence. Use up to five words. Include the word in bold.

1 Rick woke up early. He didn't want to miss his morning flight.
AS Rick woke up early *so as not to miss* his morning flight.

2 Jocelyn took a Spanish class. She intended to move to Madrid someday.
VIEW Jocelyn took a Spanish class with a view to moving to Madrid someday.

3 She hid her journal under her pillow. She didn't want her brother to read it.
SO She hid her journal under her pillow so her brother wouldn't/couldn't read it.

4 He's packing a lunch. He might feel hungry later.
CASE He's packing a lunch in case he feels hungry later.

5 Nicolas bought some ice tea. He wanted to have something cold to drink.
TO Nicolas bought some ice tea in order to have/so as to have something cold to drink.

Exclamations
Zdania wykrzyknikowe

Exclamations

Exclamations are words or sentences used to express admiration, surprise, etc.
To form exclamatory sentences we can use ***what*** (***a/an***), ***how***, ***such***, ***so*** or a negative question.

- ***so*** + adjective/adverb – *The view is **so marvellous**! He dances **so beautifully**!*
- ***such*** + ***a/an*** (+ adjective) + singular countable noun – *This is **such a playful puppy**!*
- ***such*** (+ adjective) + uncountable/plural noun – *We had **such beautiful furniture**! Those are **such polite children**!*
- ***what*** + ***a/an*** (+ adjective) + singular countable noun – ***What a pretty girl**!*
- ***what*** (+ adjective) + uncountable/plural noun – ***What helpful advice**! **What trendy clothes**!*
- ***how*** + adjective/adverb – ***How clever** he is! **How gracefully** she dances!*
- negative question (+ exclamation mark) – ***Isn't he** a gifted singer**!***

3 Fill in: *what (a/an)*, *how*, *such (a/an)*, or *so*.

1 *What a* perfect diamond!
2 He's ..so.. strange!
3 ..What an.. amazing coat that is!
4 ..How.. fast he swims!
5 It's ..such an.. expensive car!
6 ..How.. clever she is!
7 It's ..such a.. difficult exam!
8 ..What.. lovely weather!
9 ..How.. kind she is!
10 ..What.. beautiful eyes she's got!
11 It was ..such a.. great party!
12 The journey was ..so.. tiring!
13 ..What a.. nice day!
14 These bags are ..so.. heavy!
15 ..What.. noisy children!
16 She's ..so.. clumsy!
17 He's ..such a.. graceful dancer!
18 ..How.. exhausted you look!
19 It was ..such a.. scary film!
20 Karen cooks ..so.. well!

4 Make exclamations using negative question forms.

1 It's so exciting! *Isn't it exciting!*
2 He dresses smartly! Doesn't he dress smartly!
3 They can play well! Can't they play well!
4 James is so strong! Isn't James strong!
5 She talks a lot! Doesn't she talk a lot!
6 He can draw perfectly! Can't he draw perfectly!
7 They are so friendly! Aren't they friendly!
8 Julie sings beautifully! Doesn't Julie sing beautifully!
9 It's unbelievable! Isn't it unbelievable!

5 Fill in the missing words in the email below.



Dear Mr and Mrs Pappas,

I'm writing to thank you for letting me stay at your summer house in Santorini last week. It was **1)** *such* a wonderful experience! It was my first time in Greece, and your warm hospitality made me feel **2)** ..*so*.. much a part of your family!
I truly enjoyed our tour of the ancient city at Akrotiri. **3)** ..*What*.. an amazing civilisation it was! I didn't realise how advanced their architecture was. And the boat ride to Caldera afterwards was **4)** ..*such*.. an exciting way to see the volcano up close and catch a view of the Santorini cliffs! I still can't believe **5)** ..*how*.. spectacular this island is!
Thank you for welcoming me into your home and making me feel so relaxed. It was **6)** ..*such*.. a peaceful place! If you are ever in Barcelona, don't forget to come visit. I would be more than willing to offer you a place to stay to return your kindness. Above all, it would be **7)** ..*so*.. nice to see you both again!

Best wishes,
Pedro

GRAMMAR

6 Clauses of place
Zdania okolicznikowe miejsca

Clauses of place

Clauses of place are introduced with ***where***, ***wherever***, ***everywhere***, ***anywhere***, etc. *We'll enjoy ourselves* ***wherever*** *we go.*

Will/Would are never used in clauses of place. ***Everywhere*** *I* ***look*** *I find your things.* (NOT: ~~*Everywhere I will look* ...~~)

6 Fill in: *where*, *wherever*, *everywhere* or *anywhere*.

1 *Wherever* I looked, there were people protesting in the streets.
2 Did you see ..... where ..... I placed my folder?
3 Sit ..... wherever/anywhere ..... you like.
4 You can find this book ..... everywhere ..... . It's a best seller right now.
5 I couldn't find a parking place ..... anywhere ..... near the shops.

7 Complete each sentence so that it has a similar meaning to the first sentence. Use up to five words. Include the word in bold.

1 Mr Mitchell held onto his daughter's bike so she wouldn't fall.
PREVENT Mr Mitchell held onto his daughter's bike to *prevent her from* falling.

2 John was late for work because he had trouble starting his car.
THEREFORE John had trouble starting his car, ... therefore he was late ..... for work.

3 The children were frightened on account of the thunderstorm.
REASON The thunderstorm was ..... the reason .... why the children ..... were frightened.

4 I live so close to school that I don't have to take the bus.
SINCE I don't have to take the bus ..... since .... I live so close ..... to school.

5 2003 was the year my son was born.
WHEN 2003 was the year ..... when my son was ..... born.

6 The Davidsons wanted to buy a house, so they asked the bank for a loan.
ORDER The Davidsons asked the bank for a loan ..... in order to buy ..... a house.

7 They went to the animal shelter as they intended to choose a pet.
VIEW They went to the animal shelter ..... with .... a view to choosing ..... a pet.

8 Circle the correct item.

1 ..... it was snowing heavily, they started climbing the mountain.
A Despite (C) Even though
B In spite of D However

2 Tom and Rick were making ..... noise that Dad told them to be quiet.
A such a (C) such a lot of
B so many D consequently

3 I'll call you ..... I leave the office.
A the time C immediately
(B) the moment D since

4 ..... the fact that her doctor told her to rest, Laura went to work.
A Although (C) Despite
B However D Nevertheless

5 I'll drive you ..... you want to go!
A everywhere C where
B whereas (D) wherever

6 Parcels will not be delivered ..... postal workers are on strike.
A because of (C) since
B now D on account of

7 ..... the delay was the thick fog.
A Due to (C) The reason for
B The reason why D On account of

8 Scott brushes his teeth ..... he goes to bed at night.
A the moment C no sooner
(B) before D by the time

9 I was feeling hot. ....., I decided to open a window.
(A) As a result C However
B For D Although

10 ..... you're all here, we can start the meeting.
A For C The reason for
(B) Now that D Consequently

11 He looked through the paper ..... finding a job.
A so that C to
(B) with a view to D for

12 I've bought her a watch ..... her birthday.
(A) for C so as
B with a view D in order

Linking words
Słowa łączące

Linking words

Linking words show the logical relationship between sentences or parts of a sentence.

Positive addition
and, both ... and, too, besides (this/that), moreover, what is more, in addition (to), also, as well as (this/that), furthermore, etc. – *We were **both** happy **and** excited.*

Negative addition
neither ... nor, nor, neither, either
__Neither__ Sarah __nor__ Jim lives here.

Contrast
but, although, in spite of, despite, while, whereas, even though, on the other hand, however, yet, still, etc.
Claire is hardworking, __but__ not very sociable.

Giving examples
such as, like, for example, for instance, especially, in particular, etc. – *All the stories were funny, but the last one __in particular__ was hilarious.*

Cause/Reason
as, because, because of, since, for this reason, due to, so, for this reason, etc. – *We couldn't watch the film __because__ we weren't old enough.*

Condition
if, whether, only if, in case of, in case, provided (that), providing (that), unless, as/so long as, otherwise, or (else), on condition (that), etc.
I'll write your telephone number down __in case__ I forget it.

Purpose
to, so that, so as (not) to, in order (not) to, in order that, in case, etc.
We hurried home __so that__ we wouldn't be late for dinner.

Effect/Result
such/so ... that, so, consequently, as a result (of), therefore, etc.
It was __so__ cold __that__ we stayed indoors.

Time
when, whenever, as, as soon as, while, before, until/till, after, since, etc. – *I didn't leave the class __until/till__ I'd finished my project.*

Place
where, wherever
We don't know __where__ to spend our holidays this summer.

Exception
except (for), apart from
My party was great __apart from__ the mess we made.

Relatives
who, whom, which, what, that
That's the song __which/that__ made it to the top of the charts.

Listing points/events
To begin: *initially, first, at first, firstly, to start/begin with, first of all*, etc. – *__First of all__, I opened a new document.*
To continue: *secondly, after this/that, second, afterwards, then, next*, etc. – *__Then__, I typed the report.*
To conclude: *finally, lastly, in the end, at last, eventually*, etc. – *__Finally__, I saved it under a new name.*

Summarising
in conclusion, in summary, to sum up, on the whole, all in all, altogether, in short, etc.
__To sum up__, we feel that more money should be spent on education.

9 Choose the correct item.

1 There's a train that goes up north, **and/but/so** it doesn't go by that town.
2 He's going to have the party **after/if/unless** his parents change their plans.
3 Can you pick up some groceries for me **until/while/before** you come home?
4 We went out **although/in spite/despite** the heavy rain.
5 **If/Because/Although** of the strike, we had to take a taxi to get to work.
6 I needed to hear her voice, **because/and/so** I called her on the phone.
7 We both enjoy skateboarding, **while/so/and** Jake prefers riding his BMX.
8 **Wherever/Where/Whenever** Peter goes, he always makes new friends there.

10 Join the sentences using the linkers in brackets.

1 The children went for ice cream. They had eaten all their dinner. **(after)** *The children went for ice cream __after__ they had eaten all their dinner.*
2 She didn't tell her the whole truth. She didn't want to hurt her feelings. **(so as not to)**
She didn't tell her the whole truth so as not to hurt her feelings.
3 First you clean up your room. Then, we'll go shopping. **(only if)** We'll go shopping only if you clean up your room. /Only if you clean up your room, will we go shopping.
4 The twins are very sweet. They are charming, too. **(both ... and)** .....
The twins are both sweet and charming.
5 She left work. All the shops had closed. **(by the time)**
By the time she left work, all the shops had closed.
.....

GRAMMAR

6 Linking words
Słowa łączące

11 Choose the correct item.



There are plenty of reasons for planning your next trip to the city of Madrid. **1)** C, it is a city with a rich history. It has been the capital of Spain since 1562. Moreover, Madrid is a very special place **2)** ..... its medieval centre, the Prado Museum and its great churches and squares. It **3)** ..... has an impressive opera house and many of the city's monuments and palaces are well-preserved, **4)** ..... it is possible to relive the history of the city. For this reason, many people visit Madrid every year. **5)** ....., I believe that **6)** ..... a trip like this may be costly, Madrid is a city worth visiting.

1	A	As	B	In short	(C) Firstly
2	(A)	due to	B	so	C because
3	A	therefore	B	however	(C) also
4	A	and	(B)	so	C but
5	(A)	To sum up	B	Even though	C For example
6	A	also	(B)	although	C because of

12 Join the sentences using a suitable word or phrase from the list.

• such ... that • where • as well as
• even though • neither ... nor • provided (that)

1 The government passed the law. The people did not agree.
The government passed the law, ***even though*** *the people did not agree.*
2 They have a house in Italy. They have a villa in Spain.
They have a house in Italy as well as a villa in Spain.
3 I don't feel like watching a DVD. Angela doesn't feel like watching a DVD.
Neither I nor Angela feels like watching a DVD.
4 He can come with us. He must behave himself, though.
He can come with us provided (that) he behaves himself.
5 This is the flat. I used to live here.
This is the flat where I used to live.
6 It was a perfect sunny day. We went on a picnic.
It was such a perfect sunny day that we went on a picnic.

13 Fill in the gaps with the appropriate linkers.

1 *Whenever* I see George, he's in a hurry.
2 They left for school ..... after ..... they had breakfast.
3 He looks ..... as if/though ..... he's going to eat that cake all by himself.
4 That was ..... such ..... a terrible thing to do to him. You should apologise!
5 I'll bring a change of clothes with me ..... in case ..... I stay overnight.
6 You'll miss the flight ..... unless ..... you hurry.
7 They couldn't remember ..... where ..... they had parked their car.
8 That man over there is the one ..... whose ..... house has burnt down.

14 Translate the fragments of sentences into English. Use up to six words in each gap.

1 That's **(dom, w którym wyrosłem)** the house where I grew up / the house I grew up in .
2 We can't prevent her **(przed zakupem)** from buying/ purchasing a motorbike.
3 I didn't want to bore them with the details, **(więc tylko streściłam)** so/therefore I only/just summarised/ summarized the events.
4 He was driving very fast and **(w rezultacie)** as a result / consequently he got a speeding ticket.
5 It was **(tak wspaniałe przyjęcie, że)** such a great/ wonderful/lovely/fabulous party that we all stayed until late.
6 He bought a bicycle **(z myślą o)** with a view to riding it to work every day.
7 Martha is tall and thin, **(podczas gdy jej siostra jest)** while/whereas her sister is short and plump.

Adjectives/Adverbs/Comparisons
Przymiotniki i przysłówki – stopień wyższy i najwyższy

Adjectives

Adjectives describe nouns. They have the same form in the singular and plural. They go before nouns *(a **friendly boy**)* but after the verbs ***be***, ***look***, ***smell***, ***sound***, ***feel***, ***taste***, ***seem***, ***appear***, ***become***, ***get***, ***stay***, etc. *She **is clever**. They **seem fit**.*

- There are **opinion adjectives** and **fact adjectives**. **Opinion adjectives** (***boring***, ***exciting***, etc) show what a person thinks of somebody or something. **Fact adjectives** (***tall***, ***thin***, ***new***, etc) give us factual information about age, size, colour, origin, material, etc.
- There are also **compound adjectives** which are formed with:
  a) present participles. *a **heart-breaking** story*
  b) past participles. *a **fine-tuned** piano*
  c) cardinal numbers + nouns. *a **four-hour** flight* (NOT: ~~*four hours flight*~~)
  d) an adjective + noun + ***-ed***. *a **blue-eyed** girl* (instead of saying ***a girl with blue eyes***)
  e) ***well***, ***badly*** + past participle. *__well-paid__ job*
- We can also use nouns as **adjectives** before other nouns. In this case the nouns have no plural form.
  __weather__ report – __weather__ reports
- The following **adjectives** have a difference in meaning:
  a) *Her **gold** ring was exquisite.* (= ring made of gold)
  *They were playing on a beach of **golden** sand.* (= sand the colour of gold)
  b) *She bought a **silk** blouse.* (= a blouse made of silk) *Her long **silky** hair looked lovely.* (= hair which feels like silk)
  c) *The **stone** houses in the village were all painted white.* (= houses made of stone)
  *She was angry and looked at him with **stony** eyes.* (= a cold look - like stone)

Order of Adjectives

When there are two or more **adjectives** in a sentence, they normally go in the following order:

	Opinion Adjectives	Fact Adjectives							
		size	age	shape	colour	origin	material	used for/be about	noun
It's a	*wonderful*	*large*	*new*	*oval*	*red*	*Italian*	*wooden*	*dining*	*table.*

- Ordinal numbers (***first***, ***second***, ***third***, etc) go before cardinal numbers (***one***, ***two***, ***three***, etc).
  *The **first two** days.* (NOT: ~~*the two first days*~~)
- The **adjectives** ***afraid***, ***alike***, ***alive***, ***alone***, ***ashamed***, ***asleep***, ***awake***, ***content***, ***glad***, ***ill***, ***pleased***, etc are never followed by a noun. *The man was **alive**. I am **pleased** with my test results.*
- The **adjectives** ***chief***, ***elder***, ***eldest***, ***former***, ***indoor***, ***inner***, ***main***, ***only***, ***outdoor***, ***outer***, ***principal***, ***upper*** are always followed by nouns. *Mr Thomson was my **former boss**.*
- We do not usually use a long list of **adjectives** before a single noun. A noun is usually described by one, two or three adjectives at the most. *a **pretty, tall, French** dancer*
- Certain **adjectives** are used with ***'the'*** as nouns to refer to groups of people in general. These are: ***elderly***, ***middle-aged***, ***old***, ***young***, ***blind***, ***dead***, ***deaf***, ***disabled***, ***living***, ***sick***, ***homeless***, ***hungry***, ***poor***, ***rich***, ***strong***, ***unemployed***, ***weak***, etc.
  *The government must support **the unemployed**.* (= unemployed people need support – unemployed people in general)
  BUT *__The unemployed people__ in my town are at a demonstration today.* (We refer to a specific group of unemployed people.).
  When we talk about one person we say ***A/The poor man/woman, A/The deaf boy/girl***, etc.
  __The young man__ who lives next door is a law student. (We refer to a specific young man.)

Adverbs

- **Adverbs** describe verbs and past participles, adjectives or other adverbs.
  *She **works quickly**. The story was **well written**. She is a **highly talented** artist. He runs **incredibly fast**.*
- An **adverb** can be one word (***sleepily***) or a phrase (***before dinner***). Adverbs can describe manner (***how***), place (***where***), time (***when***), frequency (***how often***), degree (***to what extent***), etc.
  *He paints **beautifully**.* (How does he paint? Beautifully. ❯ adverb of manner)
  *The book is over **there**.* (Where is the book? There. ❯ adverb of place)
  *She has a job interview **this afternoon**.* (When does she have a job interview? This afternoon. ❯ adverb of time)
  *He **usually** goes shopping at the weekend.* (How often does he go shopping? Usually. ❯ adverb of frequency)

GRAMMAR

7 Adjectives/Adverbs/Comparisons

Przymiotniki i przysłówki – stopień wyższy i najwyższy

Formation of adverbs

- We usually form an **adverb** by adding ***-ly*** to the adjective. *slow – slow**ly***
- Adjectives ending in ***-le*** drop the ***-e*** and take ***-y***. *comfortable – comfortab**ly***
- Adjectives ending in a **consonant + y** drop the ***-y*** and take ***-ily***. *tidy – tid**ily***
- Adjectives ending in ***-l*** take ***-ly***. *careful – careful**ly***
- Adjectives ending in ***-ic*** usually take ***-ally***. *historic – historic**ally*** BUT *public – public**ly***
- Some **adverbs** do not follow these rules.

Adjective	good	fast	hard	early	late
Adverb	well	fast	hard	early	late

Order of adverbs

- **Adverbs of frequency** go after the auxiliary verb (***be***, ***have***, ***do***), but before the main verb.
  *She **has always liked** ice cream. Fred **is always** on time. Jack **often travels** abroad.*
- **Adverbs of manner** go before the main verb, after the auxiliary verb or at the end of the sentence.
  *The children **slowly walked** to school. They **are enthusiastically waiting** for the play to begin. Please **speak softly**.*
- **Adverbs of degree** (***absolutely***, ***completely***, ***totally***, ***extremely***, ***very***, ***quite***, ***rather***, etc) go before an adjective, an adverb or the main verb, but after the auxiliary verb. *They are **very grateful**. He drives **quite dangerously**. He **totally ignored** my advice.*
- **Adverbs of place and time** usually go at the end of the sentence. *Have you bought anything new **recently**?*
- **Adverbs of time**, such as ***soon***, ***now***, ***now and then***, go before the main verb, but after the auxiliary verb.
  *She **now knows** how to solve the problem. His new album **is soon coming out**.*
- We can put an **adverb at the beginning of a sentence** if we want to emphasise it.
  ***Excitedly**, they swam in the sea.* (manner) ***In France**, we met the most friendly people ever.* (place)
  ***Yesterday**, I took part in a fundraiser for charity.* (time)
- When there are two or more **adverbs** in the same sentence, they usually go in the following order: **manner – place – time.** *He was studying **hard in his room all day**.*
- If there is a **verb of movement**, such as ***go***, ***come*** and ***leave***, in the sentence, the adverbs usually go in the following order: **place – manner – time**. *They came to **work hurriedly this morning**.*

Points to consider

- Some adverbs have the same form as adjectives. These include: ***deep***, ***early***, ***fast***, ***hard***, ***high***, ***late***, ***long***, ***low***, ***near***, ***right***, ***straight***, ***wrong***. *Lucy drives in the **fast** lane.* (adjective) *Ted runs **fast**.* (adverb)
- There is a difference in meaning between the following pairs of adverbs:

*The children are working **hard** on their project.* (hard = with effort)	*There was **hardly** any milk left.* (hardly = scarcely)
*John lives **near** me.* (near = close to)	*I have **nearly** finished my essay.* (nearly = almost)
*He got to school **late** this morning.* (late = not early)	*I haven't been feeling well **lately**.* (lately = recently)
*His illness cut **short** his musical career.* (short = before the expected time)	*Mr Bell will be with you **shortly**.* (shortly = soon)
*We were **deep** in a tropical rainforest.* (deep = a long way)	*I am **deeply** grateful to you.* (deeply = greatly)
*I asked Jill about the most **direct** route to London.* (direct = by the shortest route)	*All students were **directly** involved in the preparations.* (directly = immediately)
*The eagle flew **high** above the mountains.* (high = at a high level)	*She is a **highly** respected professor.* (highly = very)
*Children under six can travel on the ferry **free**.* (free = without charge)	*The cast on his leg prevented him from moving **freely**.* (freely = without restriction)

- The following words end in ***-ly***, but they are adjectives: ***cowardly***, ***deadly***, ***elderly***, ***friendly***, ***likely***, ***lively***, ***lonely***, ***lovely***, ***silly***, ***ugly***. *That is a **lovely** poem.* We use the phrase **in a ... way/manner** to form their adverbs.
  *She talked in **a friendly manner**.* (NOT: ~~*She talked friendly.*~~)
- The **adverbs** ***cheap(ly)***, ***loud(ly)***, ***quick(ly)*** and ***slow(ly)*** are often used without ***-ly*** in everyday English.
  *Don't walk **quick/quickly**.*

Adjectives/Adverbs/Comparisons
Przymiotniki i przysłówki – stopień wyższy i najwyższy

quite/rather/fairly/pretty

- *Quite* (= fairly, to some degree) is usually used in favourable comments. *She is **quite** good at Science.* Quite is used before a/an. *She's **quite a** skilful artist.* *Quite* (= completely) is used with adverbs, some verbs and adjectives such as: ***amazing***, ***brilliant***, ***certain***, ***dreadful***, ***different***, ***exhausted***, ***horrible***, ***impossible***, ***perfect***, ***right***, ***sure***, ***true***, ***useless***, etc. *Tom is **quite sure** his brother will win.*
- *Rather* is used in unfavourable comments. *I was **rather** surprised to see Thomas there.* It can also be used in favourable comments meaning "to an unusual degree". *Mike is **rather** good at chess.* (better than we expected). *Rather* is also used with comparative degree. *This new program is **rather more difficult** than the old one.* *Rather* is also used before or after *a/an*. *It's **a rather** difficult test.* or *It's **rather a** difficult test.*
- *Fairly/Pretty* are synonymous with *quite* and *rather*. They are used after *a*. *Florence is **a fairly/pretty** clever young lady.*

1 Put the adjectives in the correct order.

Hi Chloe,
It's brilliant here in Cornwall. We are staying in a **1)** *picturesque, little, fishing* **(little, picturesque, fishing)** village called Mousehole with my aunt and uncle. They are artists and everything in their house is handmade. They live up the hill from the harbour. A **2)** ….long, winding, stone….. **(stone, long, winding)** path leads up to their cottage and they have made a gate out of a(n) **3)** ……beautiful, old, wooden…… **(beautiful, wooden, old)** wheel.
Inside, there is a cosy kitchen full of **4)** ….colourful, ……hand-painted, pottery…… **(pottery, hand-painted, colourful)** pieces that my aunt has made. In the living room, there are lots of **5)** ….interesting, watercolour… **(interesting, watercolour)** paintings on the walls that my uncle has done. On the sofa, there are several **6)** ……soft, round, velvet…… **(round, soft, velvet)** cushions, and their cat Prince loves to make himself comfortable there! He's a(n) **7)** ……adorable, big, fluffy, ….Persian…… **(big, adorable, Persian, fluffy)** cat and he rules the cottage!
I've got loads of pictures to show you when I get back. Hope you're enjoying your holiday.
Love,
Lisa

2 Fill in the gaps with the adjectives in the correct order.

1 Mary is wearing a *modern, red, woollen* **(woollen/modern/red)** dress.
2 The children all arrived for their first day of school with ……new, black, leather…… **(black/leather/new)** shoes.
3 The ……soft, yellow…… **(yellow/soft)** light from the fire was very comforting.
4 There was a ……fierce-looking, large, black…… **(large/fierce-looking/black)** dog guarding the entrance.
5 Last night we ate at a(n) ……friendly, little, Italian…… **(little/Italian/friendly)** restaurant.
6 We found a bag of ……dirty, old, cotton…… **(dirty/cotton/old)** clothes in the attic.
7 We met a(n) ……interesting, old, Dutch…… **(old/Dutch/interesting)** man in the town.

3 Choose the correct word(s).

1 Every month, I make a donation to a charity for homeless/the homeless.
2 That's Peter – he's Martin's elder/older son.
3 It felt strange/strangely to be back after such a long time.
4 They have a very healthy/healthily lifestyle since they moved to the country.
5 There are special facilities for disabled/the disabled at our local sports centre.
6 It's a badly-written/bad-written essay, Mark. You have to rewrite it.
7 Dad gave Mum a gold/golden ring for her birthday.
8 Janet was wearing high heels shoes/high-heeled shoes.

4 Choose the correct word.

1 Workers are digging deep/deeply to build the tunnel.
2 The plane flew high/highly above the city.
3 They travelled deep/deeply into the jungle collecting seeds.
4 I'll be there short/shortly. Wait by the exit!
5 He arrived late/lately for work again.
6 The supermarket is quite near/nearly our house.
7 She is high/highly experienced in her field.
8 I took a direct/directly flight to Exeter, which was very convenient.
9 It's hard/hardly surprising that he failed; he didn't try very hard/hardly.
10 We went near/nearly the waterfall and felt the spray on our faces.
11 I've noticed a change in his behaviour late/lately.
12 They got in free/freely because James knew the owner.

7 Adjectives/Adverbs/Comparisons

Przymiotniki i przysłówki – stopień wyższy i najwyższy

5 Rewrite the sentences putting the adverbs in the correct place.

1 I have seen a dolphin. **(never/in the sea)**
I have never seen a dolphin in the sea.

2 We were surprised because Olivia turned up. **(unexpectedly/at the house)**
We were surprised because Olivia turned up unexpectedly at the house./We were surprised because Olivia unexpectedly turned up at the house.

3 My neighbour gave me a lift. **(very kindly/this morning)**
My neighbour very kindly gave me a lift this morning.

4 They go for a long walk. **(usually/every weekend)**
They usually go for a long walk every weekend.

5 The dog barked. **(excitedly/in the garden)**
The dog excitedly barked in the garden.
The dog barked excitedly in the garden.

6 He ran to open the door. **(down the stairs/quickly)**
He quickly ran down the stairs to open the door./
He ran down the stairs quickly to open the door.

6 Choose the correct item.

1 She is a fairly/**fairly a** interesting person.
2 It was **quite a**/rather difficult to find her house.
3 This old espresso machine will take **pretty**/rather a long time to warm up.
4 This exercise is **quite**/rather more difficult than the previous one.
5 This is a **pretty**/**quite** challenging exercise.
6 Babysitting is **quite**/**pretty** an easy job for teenagers.
7 I am **rather**/**pretty** sure he stole the money.
8 It's **fairly**/rather colder today than it was yesterday.

7 Circle the correct item.

1 Taking a coach is ..... cheaper than taking the train.
A quite (B) rather

2 This was ..... an emotional film.
A fairly (B) quite

3 They spent ..... a long time on solving that problem.
(A) rather B pretty

4 The boys were ..... satisfied with their marks.
A a pretty (B) quite

5 I have a ..... good idea what he's going to do.
A rather (B) pretty

6 The house has a ..... large garden.
(A) fairly B quite

8 Rewrite the text putting the adverbs into the correct place.

COSTA DEL SOL

One of the most visited holiday destinations in the world is the Costa del Sol in the south of Spain. **(frequently/today)** It attracts over two million tourists who arrive to lie under the sun along its 300 km coastline. **(eagerly/yearly)** This popular tourist attraction can satisfy all tastes. **(easily)** Holidaymakers can go wild with the nightlife or enjoy their time away from all the fuss. **(peacefully)** The resort town of Torremolinos caters for families with plenty of entertainment options such as a theme park, water park, zoo and many water sports. **(nearby/largely)** It is also famous for its evening entertainment which includes flamenco shows and open-air discos. **(moreover/mostly)** The towns of Marbella and Malaga are popular with younger travellers seeking late night clubbing. **(meanwhile/hungrily/very)** There are also excursions to all the traditional towns located on the surrounding hillsides. **(magnificently/finally)**

One of the most frequently visited holiday destinations in the world today is the Costa del Sol in the south of Spain. It attracts over two million tourists **yearly** who arrive to **eagerly** lie under the sun along its 300 km coastline. This popular tourist attraction can **easily** satisfy all tastes. Holidaymakers can go wild with the nightlife or **peacefully** enjoy their time away from all the fuss. The resort town of Torremolinos **largely** caters for families with plenty of entertainment options **nearby** such as a theme park, water park, zoo and many water sports. **Moreover**, it is also famous for its evening entertainment which includes **mostly** flamenco shows and open-air discos. **Meanwhile**, the towns of Marbella and Malaga are **very** popular with younger travellers **hungrily** seeking late night clubbing. **Finally**, there are also excursions to all the traditional towns **magnificently** located on the surrounding hillsides.

Adjectives/Adverbs/Comparisons
Przymiotniki i przysłówki – stopień wyższy i najwyższy

Comparatives & Superlatives

We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with more than one person or thing of the same group. We often use ***than*** after a comparative and ***the*** before a superlative. *Holly is **taller than** me. She is **the tallest** girl in the class.*

Adjectives	Positive	Comparative	Superlative
of one syllable add ***-(er)r/-(e)st*** to form their comparative and superlative forms	tall simple thin	tall**er** (than) simp**ler** (than) thinn**er** (than)	the tall**est** (of/in) the simp**lest** (of/in) the thinn**est** (of/in)
of two syllables ending in ***-ly***, ***-y***, ***-w*** also add **-er/-est** or **-ier/-iest**	easy narrow	eas**ier** (than) narrow**er** (than)	the eas**iest** (of/in) the narrow**est** (of/in)
of two or more syllables take ***more/most***	powerful intelligent	**more** powerful (than) **more** intelligent (than)	the **most** powerful (of/in) the **most** intelligent (of/in)

Adverbs	Positive	Comparative	Superlative
adverbs having the same form as their adjectives add ***-er/-est***	fast	fast**er**	the fast**est**
early drops ***-y*** and adds ***-ier/-iest***	early	earl**ier**	the earl**iest**
two syllable or compound adverbs take ***more/most*** (Compound adverbs are adjectives + ***-ly***. useful – usefully)	often quickly	**more** often **more** quickly	the **most** often the **most** quickly

- We normally use ***than*** with the **comparative** form. *Kevin's car is **faster than** Tom's car.* We normally use ***the ... of/in*** ("in" refers to places, groups, etc, "of" refers to people) with the **superlative** form. *It's **the easiest of** all.*
- Certain adjectives form their **comparative** and **superlative** either with ***-er/-est*** or ***more/most***. These are: ***clever***, ***common***, ***cruel***, ***friendly***, ***gentle***, ***narrow***, ***pleasant***, ***polite***, ***shallow***, ***simple***, ***stupid***, ***quiet***.
  simple – simpler – simplest ALSO *simple – more simple - most simple*

Irregular Forms		
Adjective/Adverb	**Comparative**	**Superlative**
good / well	better	(the) best
bad / badly	worse	(the) worst
much	more	(the) most
many / a lot of	more	(the) most
little	less	(the) least
far	farther	(the) farthest
far	further	(the) furthest

- ***elder/eldest*** **(+ noun)** (adj) = for members of a family
  *My **elder** sister is a doctor.* BUT *My sister is older than me.*
  (NOT: ~~*elder than*~~)
- ***further/farther*** (adv) = longer (in distance)
  *My school is **further/farther** away from our new house than our old one.*
  further (adj) = more
  *Visit the website for **further** details.*
- ***very*** + positive degree – *Tracy is a **very** thoughtful girl.*

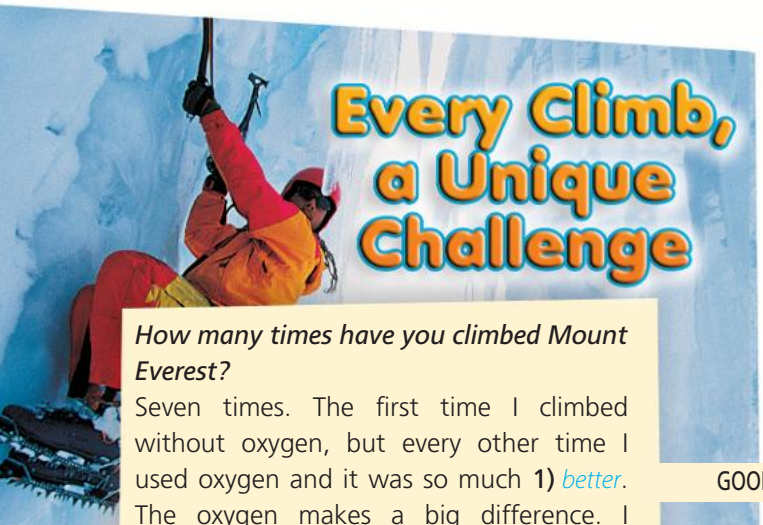
Types of comparisons	
• ***as*** + adjective + ***as*** (to show that two people or things are similar/different in some way). In negative sentences we use ***not as/so ... as***.	*This story is **as imaginative as** that one.* *Howard is**n't as tall as** Henry.*
• ***less*** + adjective + ***than*** (expresses the difference between two people or things). The opposite is ***more ... than***.	*This magazine is **less expensive than** that one.*
• ***the least*** + adjective + ***of/in*** (compares one person or thing to two or more people or things in the same group). The opposite is ***the most ... of/in***.	*Theo got **the least attention in** class.*
• ***even/much/a lot/far/a little/a bit/slightly*** + comparative + ***than*** (expresses the degree of difference between two people or things).	*Greg writes **slightly faster than** me.*
• ***comparative + and + comparative*** (to show that something is increasing or decreasing).	*People are buying **more and more** organic products.*
• ***the*** + comparative ... , ***the*** + comparative (shows that two things change together, or that one thing depends on another thing).	***The more** I praised him, **the more** confident he became.*
• ***by far*** + ***the*** + superlative (emphasises the difference between one person or thing and two or more people or things in the same group).	*Nicholas is **by far the funniest** boy in our class.*

GRAMMAR

7 Adjectives/Adverbs/Comparisons

Przymiotniki i przysłówki – stopień wyższy i najwyższy

9 Complete the interview. Use the *positive, comparative* or *superlative* forms of the adjectives below.



Every Climb, a Unique Challenge

How many times have you climbed Mount Everest?

Seven times. The first time I climbed without oxygen, but every other time I used oxygen and it was so much **1)** *better*. The oxygen makes a big difference. I enjoyed the whole experience so much more using oxygen. To begin with, I felt much **2)** .....warmer.....; my feet and hands didn't get so cold. Then, I was able to stay at the top and enjoy the summit. It's one of the **3)** .....most amazing..... experiences you can imagine – words cannot express the feeling. Without the oxygen, I just had to keep moving and couldn't stop to take it all in.

GOOD

WARM

AMAZING

Isn't that what mountaineering is all about – reaching the summit?

Yes and no. The summit is the goal, but the process of getting there is as **4)** .....important..... as being there.

IMPORTANT

Is the Icefall as bad as people say on the way to the south ridge?

Definitely! You never know when something will give way. It is without a doubt the **5)** .....most dangerous..... part of the mountain. I've travelled it over a hundred times and it always terrifies me.

DANGEROUS

You have become very close to the Sherpas, haven't you?

Oh yes, they are the experts, and I absolutely respect their skills and their knowledge of the mountain. But not only that, their **6)** .....most impressive..... quality is that even in the **7)** .....toughest..... situations, they are so good-natured. I believe that this is the source of their strength and endurance. They have taught me so much.

IMPRESSIVE

TOUGH

10 Circle the correct item.

1 Fred is the least successful journalist on TV.
- A No one is as successful as Fred.
- (B) Fred is not very good at what he does.

2 This must have been the tastiest pizza I have ever had.
- A I've had better pizza.
- (B) I've never had such good pizza.

3 It's not as cold as it was yesterday.
- (A) It's warmer today.
- B Yesterday was warmer.

4 The more she thought about it, the more she wanted to go ahead with the plan.
- (A) The plan became more and more interesting.
- B The plan became more and more unattractive.

5 This car is slightly older than the one in the corner.
- A This is a much older car.
- (B) This car is not much older.

11 Read the text and fill in the word which best fits each space. Use only one word for each space.

Venice is one of **1)** the oldest and **2)** .....most..... beautiful cities in Italy. The 'City of Water', as they call it, is the only one of its kind **3)** .....in..... the world. It rests on 117 small islands connected by 150 canals. As it is surrounded by water, it has **4)** .....the..... most original means of transport; no tourist should miss a ride in a gondola or water bus.

But the City of Water offers a lot more **5)** .....than..... Venetian rowing boats and beautiful surroundings. Its museums are famous for housing some of the **6)** .....best..... paintings by Venetian painters of the 14th to the 18th century. The centre of the city is San Marco, which is always the **7)** .....most..... crowded with tourists. The only way to avoid the crowds is to get lost in mysterious alleys and endless mazes of backstreets where you can discover the true colours of the place and its people.

However, Venice's future is threatened by the most serious problem **8)** .....in..... the modern world; global warming. The **9)** .....more..... sea levels rise, **10)** .....the..... more the city floods. In the best-case-scenario, city leaders will invest money in the construction of huge steel gates to block the floods. In the **11)** .....worst..... case, the city will go under water; something Venetians are fighting hard to avoid.



Adjectives/Adverbs/Comparisons
Przymiotniki i przysłówki – stopień wyższy i najwyższy

12 Circle the correct item.

1 A: When will the fruit be ready to eat?
B: It's difficult to ..... .
A exact say
B say exact
C say exactly
D exactly say

2 A: What did you have to eat?
B: We had sushi and it ..... .
A wonderfully tasty
B wonderful taste
C tasty wonderful
D tasted wonderful

3 A: Did you visit William?
B: No, I was ..... .
A as busy
B much busier
C very busy
D the busiest

4 A: Where is Kyle?
B: He has been ..... .
A studying all afternoon in his room
B studying in his room all afternoon
C in his room all afternoon studying
D in his room studying all afternoon

5 A: How is he getting on?
B: OK. Recently he's been making ..... mistakes.
A least
B much
C fewer
D fewest

6 A: Did you call Philip?
B: No, I ..... .
A later will call him
B will call later him
C will later call him
D will call him later

7 A: So many people have recorded that song.
B: Yes, but this version is ..... anyone has produced.
A by far good
B by far the best
C the by far best
D good by far

8 A: They look the same size to me.
B: No. This one ..... than the other.
A slightly is bigger
B is slight bigger
C is slightly bigger
D slight is bigger

9 A: How long will the station be closed?
B: No one knows. The sign says 'Closed until ..... notice'.
A far
B further
C farther
D furthest

10 A: Did you see Carl yesterday?
B: Yes. He was behaving in a very ..... .
A strangely manner
B more strangely manner
C strange manner
D more strange manner

13 Complete each sentence so that it has a similar meaning to the first sentence. Use up to five words. Include the word in bold.

1 As the trainees get fitter, they feel healthier.
THE The fitter *the trainees get, the healthier* they feel.

2 Is that the highest mark you can get?
THAN Can't you get a higher mark than that?

3 The little girl was being very selfish with her toys.
WAY The little girl was behaving in a very selfish way with her toys.

4 I have never attended such an interesting lecture.
MOST It was the most interesting lecture I have ever attended.

5 As we climbed higher, the air became thinner.
THE The higher we climbed, the thinner the air became.

6 Emily's the best cook of all.
AS No one else cooks as well as Emily does.

7 Sheila isn't as confident as her sister.
LESS Sheila is less confident than her sister.

8 Joan visits the local art gallery frequently.
FREQUENT Joan is a frequent visitor to the local art gallery.

9 I couldn't get a better seat.
BEST It was the best seat I could get.

10 He has never run such a long distance before.
THE It's the longest distance he's ever run.

14 Translate the fragments of sentences into English. Use up to five words in each gap.

1 This pasta sauce **(nie jest tak smaczny jak)** isn't/is not as tasty as my own.
2 He **(dobrze śpiewa)** sings well and the audience love him.
3 It was **(najdroższy prezent)** the most expensive gift/present she'd ever received.
4 Peter's **(ostrożniejszy niż)** more careful than any other driver.
5 Sophie **(śpiewa zawodowo)** has been singing professionally for six years.

GRAMMAR

8A The passive
Strona bierna

The passive

We form the **passive** with the verb ***to be*** in the appropriate tense and the **past participle** of the main verb.

	Active	Passive
Present simple	*They **clean** the office every day.*	*The office **is cleaned** every day.*
Present continuous	*They **are cleaning** the office now.*	*The office **is being cleaned** now.*
Past simple	*They **cleaned** the office yesterday.*	*The office **was cleaned** yesterday.*
Past continuous	*They **were cleaning** the office at 6:00 this morning.*	*The office **was being cleaned** at 6:00 this morning.*
Future simple	*They **will clean** the office tomorrow.*	*The office **will be cleaned** tomorrow.*
Present perfect	*They **have** already **cleaned** the office.*	*The office **has** already **been cleaned**.*
Past perfect	*They **had cleaned** the office before we arrived.*	*The office **had been cleaned** before we arrived.*
Modals	*They **can clean** the office.*	*The office **can be cleaned**.*
Infinitive	*They want **to clean** the office.*	*They want the office **to be cleaned**.*

Notes:

a) The **present perfect continuous** and the **past perfect continuous** are not normally used in the passive.

b) We can use the verb ***to get*** instead of the verb ***to be*** in everyday speech when we talk about things that happen by accident or unexpectedly. *Mary's cat **got** run over by a car.* (instead of *Mary's cat **was** run over* ...)

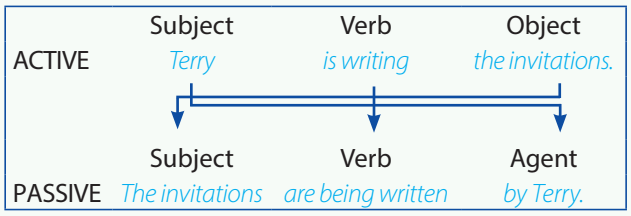
Use

We use the **passive**:

- when the person or people who do the action are **unknown**, **unimportant** or **obvious** from the context. *The book **will be published** next week.* (We don't know who will publish the book.) *The costumes **are being prepared**.* (It's unimportant who is doing it.) *He **was arrested** on Monday.* (It's obvious that the police arrested him.)
- when the action itself is more important than the person/people who does/do it, as in **news headlines**, **newspaper articles**, **formal notices**, **advertisements**, **instructions**, **processes**, etc. *Several houses **were destroyed** in the earthquake.*
- when we want **to avoid taking responsibility** for an action, or when we **refer to an unpleasant event** and we do not want to say who or what is to blame. *A page **was torn out** of my book. Does anyone know anything about it?*
- to **emphasise the agent**. *This picture **was painted** by Leonardo da Vinci.*

Changing from the active into the passive:

- The **object** of the active sentence becomes the **subject** in the passive sentence.
- The active verb remains in the same tense, but changes into a passive form.
- The **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition ***by*** or is omitted.



- Only transitive verbs (verbs which take an object) can be changed into the passive.
  Active: *Jack repaired the computer.* (transitive verb)
  Passive: *The computer was repaired by Jack.*
  BUT Active: *Tony arrived at the cinema on time.* (intransitive verb)
  No passive form: ~~*The cinema was arrived at by Tony on time.*~~

  Note: Some transitive verbs (***have***, ***exist***, ***seem***, ***fit***, ***suit***, ***resemble***, ***lack***, etc) cannot be changed into the passive. *You resemble your mum.* (NOT: ~~*Your mum is resembled by you.*~~)
- ***By*** + **the agent** is used to say who or what carries out an action. *The program was created **by** Microsoft.*
  With + **instrument/material/ingredient** is used to say what the agent used. *The walls were decorated **with** paintings.*
- The agent can be omitted when the subject is ***they***, ***he***, ***someone/somebody***, ***people***, ***one***, etc.
  Active: ***They** caught the robbers outside the door.*
  Passive: *The robbers were caught outside the door.*
- The agent is not omitted when it is a specific or important person, or when it is essential to the meaning of the sentence. Hamlet *was written **by Shakespeare**.*
- With verbs which can take two objects, such as ***bring***, ***tell***, ***send***, ***show***, ***teach***, ***promise***, ***buy***, ***sell***, ***read***, ***offer***, ***give***, ***lend***, etc, we can form two different **passive** sentences.
  Active: *Frank sent **Mary flowers**.*
  Passive: a) ***Mary** was sent flowers by Frank.* (more usual)
  b) ***Flowers** were sent to Mary by Frank.* (less usual)
- If in an active sentence a preposition follows a verb, then

The passive
Strona bierna

in the passive the preposition is placed immediately after the verb.
Active: *A dog **bit** Alan **on** the leg.*
Passive: *Alan **was bitten on** the leg by a dog.*

- The verbs ***hear***, ***help***, ***see*** and ***make*** are followed by the **bare infinitive** in the active, but by the ***to*** **infinitive** in the passive.
Active: *Mum **made** me **tidy** my desk.*
Passive: *I **was made to tidy** my desk by Mum.*
- ***Let*** becomes ***be allowed to*** in the **passive**.
Active: *Our Art teacher **let** us share our paints.*
Passive: *We **were allowed to** share our paints by our Art teacher.*
- To ask questions in the **passive**, we follow the same rules as for statements, keeping in mind that the verb is in the interrogative form.
Active: *Has he painted the wall yet?*
Passive: *Has the wall been painted yet?*
- When we want to find out who or what performed an action, the **passive** question form is ***Who/What ... by***?
*Who was the poem written **by**?*

Personal/Impersonal constructions

The verbs ***believe***, ***expect***, ***feel***, ***hope***, ***know***, ***report***, ***say***, ***think***, etc, are used in the following **passive** patterns in personal and impersonal constructions.
Active: *They **believe** he lived in Bath.*
Positive: a) subject (person) + passive verb + *to*-infinitive (personal construction) – *He **is believed** to have lived in Bath.*
b) *It* + passive verb + *that*-clause (impersonal construction) – *It **is believed** that he lived in Bath.*

1 Expand the headlines to make sentences in the *passive*.

1 **THIEVES CAUGHT RED HANDED AFTER BANK RAID LAST NIGHT**

2 WORKERS CONTINUE STRIKE AFTER COLLEAGUE FIRED LAST WEEKEND

3 BEYONCE'S NEW ALBUM ALREADY RELEASED

4 HEALTH CENTRE OPENED BY MAYOR TOMORROW

5 PAINTING FOUND IN CELLAR NOW EXAMINED BY EXPERTS

6 **HUGE PRICE CUTS EXPECTED IN SUMMER SALES STARTING TOMORROW**

7 **LOCAL FILM FESTIVAL ORGANISED BY TOWN COUNCIL NEXT MONTH**

1 *Thieves were caught red handed after a bank raid last night.*
2 Workers are continuing to strike after their colleague was fired last week.
3 Beyonce's new album has already been released.
4 A health centre is going to be/is being opened by the Mayor tomorrow.
5 A painting which was found in a cellar is now being examined by experts.
6 Huge price cuts are expected in the summer sales starting tomorrow.
7 A local film festival will be/is going to be organised by the town council next month.

2 Put the verbs in brackets into the correct *passive* tense. Then ask and answer questions using the *passive* form of the verbs.

Woman Fell from Cliffs in Devon

A woman **1)** was rushed **(rush)** to hospital today after falling from cliffs on the north coast of Devon. The cliff gave way suddenly and it **2)** is thought **(think)** that the footpath, which runs along the edge of the cliffs, **3)** must have been weakened **(must/weaken)** by recent heavy storms. The woman **4)** is said **(say)** to be in critical condition after **5)** being rescued **(rescue)** earlier today, having suffered multiple injuries. The woman **6)** is expected **(expect)** to make a full recovery, according to doctors.
A spokesperson for the local council has confirmed that since the incident the cliff footpath **7)** has been closed off **(close off)** and a detailed examination of the area **8)** is currently being undertaken **(currently/ undertake)**.

1 Where/woman/injure?
Where was the woman injured?
She was injured on the north coast of Devon.
2 How/woman/injure?
3 When/woman/rescue?
4 Why/cliff footpath/close off?
5 What/currently/undertake?

See Answer Section

GRAMMAR

8A The passive
Strona bierna

3 Choose the correct item.

The British Academy of Film and Television Arts (BAFTA) is a charity in the United Kingdom that gives awards for excellence in film, television, video games and forms of animation. BAFTA **1)** *A* founded in 1947 as the British Film Academy, **2)** ..... leading figures in the British film industry. Every year BAFTA holds a film awards ceremony to reward the best work of any international production that **3)** ..... seen on British cinema screens during the previous year.
BAFTA **4)** ..... supported by a membership of around 6500 people from the film, television and video game industries. The winners of awards in various categories **5)** ..... decided by the BAFTA members who vote according to their expertise. Finally, the Best Film **6)** ..... voted on by all members.
The awards ceremony takes place in February every year and the event **7)** ..... attended by many famous actors and actresses, film producers and directors. Since 2008, the ceremony **8)** ..... held at the Royal Opera House in London's Covent Garden.
Two thousand people **9)** ..... accommodated and it is considered **10)** ..... the perfect setting for such a ceremony in recognition of British film.
Although tickets to the ceremony **11)** ..... available only to people working in the industry, normally the show **12)** ..... broadcast on television within a few hours of the actual event. However, there is a chance for the public to get closer to the stars. For this you must queue for a wristband, and these **13)** ..... out on a first come, first serve basis. If you are lucky enough to get a wristband, you **14)** ..... granted access to the public pens where you can watch the stars arriving on the red carpet.

1	(A)	was	B	has	C	be	D	were
2	(A)	by	B	with	C	from	D	to
3	A	is being	B	was been	C	was being	(D)	has been
4	A	be	(B)	is	C	being	D	are
5	A	was	B	is	(C)	are	D	were
6	A	are	B	being	C	be	(D)	is
7	(A)	is	B	are	C	were	D	was
8	(A)	has been	B	being	C	to be	D	was being
9	A	can to be	(B)	can be	C	can been	D	can being
10	A	be	B	being	(C)	to be	D	been
11	A	is made	B	be made	(C)	are made	D	is to make
12	A	had	B	has	(C)	is	D	been
13	A	to give	(B)	are given	C	been given	D	are gave
14	A	to be	B	were	C	being	(D)	will be

4 Write the personal or impersonal form of each sentence.

1 It is reported that the jury has reached a verdict.
The jury *is reported to have reached a verdict.*
2 Police believe that the crime was carried out by a local gang.
The crime is believed to have been carried out by a local gang.
3 He is known to be working for the local council.
It is known that he is working for the local council.
4 They are expected to arrive in the next few minutes.
It is expected that they will arrive in the next few minutes.
5 It has been reported that they have found the missing documents.
The missing documents have been reported to have been found.
6 It is thought that the students are planning a surprise for their teacher.
The students are thought to be planning a surprise for their teacher.

5 Rewrite the following text in the *passive*.

The Voyage of the Dawn Treader

Michael Apted directed the hit fantasy film *The Voyage of the Dawn Treader*, which is the third sequel in the *Chronicles of Narnia* series. Walden Media released the film in 2010. Most critics gave the film excellent reviews. The children take a courageous voyage on the fantastic ship *Dawn Treader* and they find Aslan – the Great Lion. Will they save the land of Narnia from the magical creatures and its enemies? Adventure lovers will surely enjoy this film. Michael Apted will film another sequel called *The Silver Chair*.

The hit fantasy film The Voyage of the Dawn Treader, *which is the third sequel in the* Chronicles of Narnia *series, was directed by Michael Apted.*
The film was released by Walden Media in 2010. The film was given excellent reviews by most critics. A courageous voyage on the fantastic ship *Dawn Treader* is taken by the children and the Great Lion Aslan is found. Will the land of Narnia be saved from the magical creatures and its enemies? This film will surely be enjoyed by adventure lovers. Another sequel called *The Silver Chair* will be filmed by Michael Apted.

The passive
Strona bierna

6 Circle the correct item.

1 A: Do you know who was responsible for the damage?
B: No, but the matter ..... .
A is investigated C (C) is being investigated
B be investigated D been investigated

2 A: Was your holiday accommodation nice?
B: Yes, excellent. Everything we could have possibly needed ..... .
A had provided C has to be provided
(B) was provided D is provided

3 A: Is Jeremy still out of work?
B: No. He ..... by a travel company as a rep.
A to be employed C will be employed
(B) has been employed D should be employed

4 A: Have you spoken to Henrietta?
B: Yes. She ..... the results just before I rang.
A is given C has been given
B will be given (D) had been given

5 A: Why has the plug .....?
B: I don't know. Sally was using the toaster last.
(A) been taken out C take out
B to be taken out D taken out

6 A: Laura's aunt gave her a trip to New York for her birthday.
B: Wow! I'd love ..... such a fantastic birthday present.
A be given (C) to be given
B been given D was given

7 A: Where did you put the notice about the event?
B: On the main notice board so it ..... by everyone.
(A) can be seen C can to be seen
B can see D can to see

8 A: Harry King is such a good swimmer!
B: Yes, he ..... many medals for his swimming achievements this year.
A is awarded (C) has been awarded
B was being awarded D awarded

9 A: Hasn't the order ..... to the customer yet?
B: Actually, it has. It was sent yesterday.
A be sent C to be sent
(B) been sent D being sent

10 A: The beach is covered in rubbish.
B: I've heard it ..... by some volunteers at the weekend.
A been cleaned (C) is going to be cleaned
B will cleaned D to be cleaned

7 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 The dishes are still dirty.
WASHED The dishes *haven't been washed* yet.

2 They had just sold the last one before I got there.
BEEN The last one had just been sold before I got there.

3 You should throw that yoghurt out if it's past its sell-by date.
BE That yoghurt should be thrown out if it's past its sell-by date.

4 They believe the ruins date back to the 14th century.
TO The ruins are believed to date back to the 14th century.

5 My brother told me the joke.
TOLD I was told the joke by my brother.

6 They think that the new department store will open in June.
THOUGHT It is thought that the new department store will open in June.

7 Architects are making plans for the new complex at the moment.
BEING Plans are being made by architects for the new complex.

8 They believe Michael is staying with relatives in Canada.
BE Michael is believed to be staying with relatives in Canada.

8 Translate the fragments of sentences into English. Use up to five words in each gap.

1 This medicine **(musi być przyjmowany)** must be taken / has to be taken on an empty stomach.

2 Last week **(zostałam zmuszona do)** I was made/ forced to rewrite my essay twice.

3 **(Nie pozwalano mi)** I wasn't/was not allowed to stay up late when I was young.

4 A postcard **(została wysłana do)** was sent to Mary by Tina last week.

5 **(Oczekuje się, że ona)** It is expected that she will recover soon.

GRAMMAR

8B Causative form
Forma kauzatywna

Causative form



- We use ***have*** + **object/(thing)** + **past participle** to say that we arrange for someone to do something for us.
  Frank asked the artist to paint his portrait. Frank ***had his portrait painted****.*
  (He didn't have to do it himself. The artist did it.)
- The verb ***to have***, used in the causative, forms its negation and question with ***do/does*** (present simple) or ***did*** (past simple).
  Ema ***didn't have*** *the cooker installed.* ***Did*** *she* ***have*** *the cooker installed?*
- ***Get*** is often used in the **causative** instead of ***have***.
  Did you ***have/get*** *your bike repaired?*
- The **causative form** can be used instead of the passive to refer to accidents and misfortunes. *Bill* ***had his bike stolen*** *last week.* (= Bill's bike was stolen last week.)

Present simple	*She* ***cleans*** *the school.*	*She* ***has*** *the school* ***cleaned****.*
Present continuous	*She* ***is cleaning*** *the school.*	*She* ***is having*** *the school* ***cleaned****.*
Past simple	*She* ***cleaned*** *the school.*	*She* ***had*** *the school* ***cleaned****.*
Past continuous	*She* ***was cleaning*** *the school.*	*She* ***was having*** *the school* ***cleaned****.*
Future simple	*She* ***will clean*** *the school.*	*She* ***will have*** *the school* ***cleaned****.*
Present perfect	*She* ***has cleaned*** *the school.*	*She* ***has had*** *the school* ***cleaned****.*
Past perfect	*She* ***had cleaned*** *the school.*	*She* ***had had*** *the school* ***cleaned****.*
Present perfect continuous	*She* ***has been cleaning*** *the school.*	*She* ***has been having*** *the school* ***cleaned****.*
Modals	*She* ***must clean*** *the school.*	*She* ***must have*** *the school* ***cleaned****.*
Infinitive	*She* ***wants to clean*** *the school.*	*She* ***wants to have*** *the school* ***cleaned****.*

Remember!

- ***Make/Have*** + **object/(person)** + **bare infinitive** is used to express that someone causes someone else to do something, but their meaning is slightly different.
  Mum ***made us do*** *all* ***our homework*** *before going to the park.* (Mum **insisted** that we do our homework before going out.) *We* ***had the choir sing*** *another song.* (We **asked** the choir to sing another song.)
- ***Get*** + **object/(person)** + ***to*** **infinitive** shows that someone **persuades** someone else to do something.
  My brother ***got me to take*** *the dog for a walk.* (He **persuaded** me to take the dog for a walk.)

1 **Find out what the situations are, then write sentences using the *causative* form.**

1 My back is aching. I need a therapist to massage it. What should I do?
You should have your back massaged by a therapist.

2 Simon is at the service station. The attendant is filling his tank with petrol. What is Simon doing?
Simon is having his tank filled with petrol by the attendant.

3 Jacob has prepared a memo and it will be sent to all employees. What will Jacob do?
Jacob will have a memo sent to all employees.

4 A seamstress has sewn a lovely gown for Helen. What has Helen done?
Helen has had a lovely gown sewn by a seamstress.

2 **Complete the sentences with the verbs in brackets in the appropriate form.**

1 He had the reception desk *give* **(give)** him a wake-up call at 7:00 am.
2 John has all his weekly expenses ..paid.. **(pay)** by his employers.
3 He made Annie ..rewrite.. **(rewrite)** her essay.
4 She got her husband ..to mow.. **(mow)** the lawn.
5 James had his car ..washed.. **(wash)** the other day.
6 She had her sister ..translate.. **(translate)** the text from Spanish into English.
7 I am having my car ..serviced.. **(service)** at the moment.
8 She's going to get her passport ..renewed.. **(renew)** before her trip.

Causative form
Forma kauzatywna

3 Circle the correct item.

1 I always ..... my jumpers dry-cleaned.
(A) have C was having
B am having D to have

2 While we were away, we ..... .
A having redecorated the house
B will be having the house redecorated
(C) had the house redecorated
D the house had redecorated

3 A: The car is making a strange noise.
B: You should ..... .
A had it checked C checked
B will have checked (D) have it checked

4 You will need ..... for your passport.
A having a photograph took
B be having a photograph took
(C) to have a photograph taken
D have a photograph take

5 Raphaela prefers ..... by Simon.
A to have cut her hair
(B) having her hair cut
C have her hair cut
D her hair having cut

6 A: Did you hear what happened to Thomas?
B: Yes. He ..... yesterday.
A had broken his house
B his house was broken into
C got broken into his house
(D) had his house broken into

7 Jane was so tired she ..... them a take-away.
(A) got Gary to order
B gets Gary to order
C was getting to order Gary
D has got Gary order

8 They ..... when I spoke to them.
A will have fitted a new carpet
B have a new carpet fitted
(C) were having a new carpet fitted
D have had fitted a new carpet

9 A: Why didn't Bill join us on Thursday?
B: He ..... his knee X-rayed.
(A) was having C has
B will be having D is having

10 They ..... their car stolen last month.
(A) had C having
B have D to have

4 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 A pickpocket stole his mobile phone in a busy shopping centre.
STOLEN He *had his mobile phone stolen* in a busy shopping centre.

2 Teresa insisted that I should think about it carefully.
MADE Teresa made me think about it carefully.

3 The garage has resprayed my car and it looks fantastic.
HAD I had my car resprayed and it looks fantastic.

4 The theatre is being designed by a local architect.
ARE They are having the theatre designed by a local architect.

5 Her leg was broken in the accident.
GOT She got her leg broken in the accident.

6 She arranged for her neighbour to water the plants while she was away.
HAD She had the plants watered by her neighbour while she was away.

7 The vet checks our cat's health every six months.
CHECKED We have our cat's health checked every six months.

8 When Harriet goes on holiday, she asks her neighbour to keep an eye on the house.
HAS When Harriet goes on holiday, she has her neighbour keep an eye on the house.

9 Please don't insist that I should wash the dishes tonight.
MAKE Please don't make me wash the dishes tonight.

10 Lucy convinced me to join the gym with her.
GOT Lucy got me to join the gym with her.

11 Mike Tyson broke the other boxer's nose in a fight.
BROKEN The boxer had his nose broken in a fight by Mike Tyson.

12 The teacher is going to ask them to rewrite the essay.
HAVE The teacher is going to have them rewrite the essay.

GRAMMAR

9 Reported speech
Mowa zależna

Reported speech

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks. The word ***that*** can either be used or omitted after the introductory verb (***say***, ***tell***, ***suggest***, etc).
*She said **(that) she would help me**.*

say/tell

- *say* + no personal object – *He **said** he was very hungry.*
- *say* + *to* + personal object – *He **said to us** (that) he was very hungry.*
- *tell* + personal object – *He **told us** he was very hungry.*

The verbs ***say***, ***tell*** and ***ask*** can be used in direct and indirect speech to form different expressions, such as:

say	hello, good morning/afternoon etc, something/nothing, so, a prayer, a few words, no more, for certain/sure, etc.
tell	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
ask	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc.

Reported statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.
  *Dave said, "**I**'m visiting **my** cousins today." → Dave said (that) **he** was visiting **his** cousins that day.*
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

Out-of-date reporting
The introductory verb is in the past simple and the tenses change as follows:

Direct speech	→	Reported speech
Present simple *"I **live** in Poland."*	→	Past simple *He said (that) he **lived** in Poland.*
Present continuous *"I **am watching** a film this afternoon."*	→	Past continuous *He said (that) he **was watching** a film that afternoon.*
Present perfect *"I **have eaten** lunch."*	→	Past perfect *She said (that) she **had eaten** lunch.*
Past simple *"I **walked** to work yesterday."*	→	Past simple or Past perfect *She said (that) she **walked/had walked** to work the previous day.*
Past continuous *"I **was sleeping** at the time."*	→	Past continuous or Past perfect continuous *He said (that) he **was sleeping/had been sleeping** at the time.*
Future (will) *"I **will visit** you tomorrow."*	→	Conditional (would) *He said (that) he **would visit** me the next day.*

Note: The **past perfect** and **past perfect continuous** remain the same.

Certain words and time expressions change according to the meaning as follows:

now	→	*then, immediately*	*next week*	→	*the week after, the following week*
today	→	*that day*	*ago*	→	*before*
yesterday	→	*the day before, the previous day*	*here*	→	*there*
tomorrow	→	*the next day, the following day*	*this, these*	→	*that, those*
this week	→	*that week*	*come*	→	*go*
last week	→	*the week before, the previous week*	*bring*	→	*take*

Reported speech
Mowa zależna

- **Verb tenses change** in **reported speech** when we consider what the speaker said to be **untrue**.
  *Ireland **is** a continent.* → *He said that Ireland **was** a continent.* (We know it is not.)
- **Verb tenses can either change or remain the same** in **reported speech**:
  a) when reporting someone's words a short time after they were said (**up-to-date reporting**).
  Direct speech: *Joan said, "I still **haven't finished** my homework."*
  Reported speech: *Joan said (that) she still **hasn't/hadn't finished** her homework.*
  b) when reporting a **general truth** or **law of nature**.
  *The teacher said, "The Sahara **is** a desert."* → *The teacher said (that) the Sahara **is/was** a desert.*
- **Verb tenses remain the same** in **reported speech**:
  a) when the **introductory verb** is in the **present**, **future** or **present perfect**.
  *James **has (often) said**, "I love team sports."* → *James **has (often) said** (that) he **loves** team sports.*
  b) in **type 2** and **3 conditionals**, tenses do not change.
  *"If I **had studied** harder, I **would have passed** the exams," Linda said to me.*
  *Linda told me (that) if she **had studied harder**, she **would have passed** the exams.*

Reported questions

- **Reported questions** are usually introduced with the verbs ***ask***, ***inquire***, ***wonder*** or the phrase ***want to know***.
- When the direct question begins with a question word (***who***, ***where***, ***how***, ***when***, ***what***, etc.), the **reported question** is introduced with the same question word.
  *"**How long** have you known Peter?"* (direct question)
  *He asked me **how long** I had known Peter.* (reported question)
- When the direct question begins with an auxiliary (***be***, ***do***, ***have***), or a modal verb (***can***, ***may***, etc.), then the **reported question** is introduced with ***if*** or ***whether***.
  "Is there any juice left?" (direct question)
  *He asked me **if/whether** there was any juice left.* (reported question)
- In **reported questions**, the verb is used as in statements (subject + verb), not questions. The question mark and words/phrases such as ***please***, ***well***, ***oh***, etc are omitted. The verb tenses, pronouns and time expressions change as in statements.
  "When is the next flight to Paris, please?" (direct question)
  *She asked me when the next flight to Paris **was**.* (reported question)

Indirect questions

Indirect questions are used to ask for advice or information. They are introduced with:
Could you tell me ...? – ***Do you know ...?*** – ***I wonder ...*** – ***I want to know ...*** – ***I doubt ...***, etc and the verb is used as in statements.
If the indirect question starts with ***I want to know ... – I wonder ...*** or ***I doubt ...***, the question mark is omitted.
"How old is Peter?" → *Do you know **how old Peter is**?*
"Who wrote the report?" she asked me. → *She wondered **who had written the report**.*
"Did Fred send the order?" he asked me. → *He wanted to know **if/whether Fred had sent the order**.*

Reported orders

To **report orders**, we use the introductory verbs ***order*** or ***tell*** + sb + (not) ***to*** infinitive.
"Pay attention!" (direct order) → *He **ordered** them **to pay attention**.* (reported order)
"Don't touch the screen!" (direct order) → *She **told** us **not to touch the screen**.* (reported order)

Modals in reported speech

Modals change as follows:

will	→	*would*
can	→	*could* (present reference)/*would be able to* (future reference)
may	→	*might/could*
shall	→	*should* (asking for advice)/*would* (asking for information)/*offer* (expressing offers)
must	→	*must/had to* (obligation) (*must* remains the same when it expresses possibility or deduction)
needn't	→	*didn't need to/didn't have to* (present reference)/*wouldn't have to* (future reference).

GRAMMAR

9 Reported speech
Mowa zależna

Reported commands/requests/suggestions/instructions, etc

To **report commands**, **requests**, **suggestions**, **instructions**, etc, we use a special introductory verb followed by a ***to* infinitive**, ***-ing* form** or ***that*-clause**, depending on the introductory verb.

Introductory verb	Direct speech	Reported speech
+ *to* infinitive		
agree	*"Yes, I'll give you my notes."*	*She **agreed** to give me her notes.*
claim*	*"I'm getting a pay rise."*	*He **claimed** to be getting a pay rise.*
demand*	*"I want to leave right now."*	*He **demanded** to leave then.*
offer	*"Would you like me to water the plants?"*	*He **offered** to water the plants.*
promise*	*"I'll pick up the clothes from the dry-cleaner's."*	*He **promised** to pick up the clothes from the dry-cleaner's.*
refuse	*"No, I won't work on Sunday."*	*He **refused** to work on Sunday.*
threaten*	*"If you don't tidy up your room, I'll take away your laptop."*	*He **threatened** to take away my laptop if I didn't tidy up my room.*
+ sb + *to* infinitive		
advise	*"You should take singing lessons."*	*He **advised** me to take singing lessons.*
allow	*"You can watch the DVD now."*	*He **allowed** me to watch the DVD then.*
ask	*"Please turn the music down."*	*He **asked** me to turn the music down.*
beg	*"Please, please give me some money."*	*He **begged** me to give him some money.*
command	*"Run!"*	*He **commanded** them to run.*
encourage	*"Go on, enter the art competition."*	*He **encouraged** me to enter the art competition.*
forbid	*"You cannot use the laboratory."*	*He **forbade** them to use the laboratory.*
invite	*"Will you go shopping with me?"*	*He **invited** me to go shopping with him.*
order	*"Turn off the television!"*	*He **ordered** me to turn off the television.*
remind*	*"Don't forget to switch off your mobile phones."*	*He **reminded** them to switch off their mobile phones.*
warn*	*"Don't make fun of your classmates."*	*He **warned** me not to make fun of my classmates.*
+ *-ing* form		
accuse sb of	*"You broke the smartphone."*	*He **accused me of** breaking the smartphone.*
admit (to)*	*"Yes, I took the library books."*	*He **admitted** (**to**) taking/having taken the library books.*
apologise for	*"I'm sorry I forgot your books."*	*He **apologised for** forgetting my books.*
boast about/of*	*"I'm brilliant at Maths."*	*He **boasted about/of** being brilliant at Maths.*
complain (to sb) of/about*	*"I feel bored."*	*He **complained (to me) of/about** feeling bored.*
deny*	*"I didn't take the money."*	*He **denied** taking/having taken the money.*
insist on*	*"You must see a lawyer."*	*He **insisted on** my seeing a lawyer.*
suggest*	*"Why don't we make a pizza?"*	*He **suggested** making a pizza.*
+ *that* clause		
explain	*"It is cheaper to go by bus."*	*He **explained** that it was cheaper to go by bus.*
inform sb	*"Your courses begin in two weeks."*	*He **informed** me that my courses began in two weeks.*

* The verbs marked with an asterisk can also be followed by a **that-clause** in reported speech.
She claimed that she had met the President.

Reporting a dialogue or a conversation

In **dialogues** or **conversations** we use a mixture of statements, commands and questions. When we report **dialogues** or **conversations**, we use: ***and***, ***as***, ***adding that***, ***and he/she added that***, ***explaining that***, ***because***, ***but***, ***since***, ***so***, ***and then he/she went on to say***, ***while***, ***then***, etc or the introductory verb in the present participle form. Exclamations such as: ***Oh!***, ***Oh dear!***, ***Well!,*** etc are omitted in reported speech.

"Oh dear, it's late. Let's go home," she said. → *She said that it was late **and** suggested going home.*
"I can't watch the film," she said. "It's too violent." → *She said that she couldn't watch the film **because** it was too violent.*
"I'm hungry," she said. "I didn't have any breakfast this morning." → *She said that she was hungry, **explaining that** she hadn't had any breakfast that morning.*

Reported speech
Mowa zależna

Exclamations – *Yes/No* short answers – Question tags

- **Exclamations** are replaced in reported speech with ***exclaim***, ***thank***, ***wish***, ***say***, ***cry out in pain,*** etc, ***give an exclamation of surprise/horror/disgust/delight***, etc. The **exclamation mark** becomes a full stop. Exclamatory words such as **Oh!**, **Eek!**, **Wow!**, etc are omitted in the reported sentence.
  "Wow!" he said when he saw my pet snake. → *He **cried out in surprise** when he saw my pet snake.*
  She said, "Have a safe trip!" → *She **wished** me a safe trip.*
  "What a beautiful picture!" she said. → *She **exclaimed that** it was a beautiful picture.*
- ***Yes/No*** **short answers** are expressed in reported speech with a **subject + appropriate auxiliary verb or subject + appropriate introductory verb**.
  "Will you do the washing-up?" she said. "No," he replied. → *She asked him if he would do the washing-up, but he said he **wouldn't**. **OR** She asked him if he would do the washing-up, but he **refused**.*
- **Question tags** are omitted in reported speech. We can use an appropriate introductory verb to retain their effect. *"They're still working, aren't they?" she said.* → *She **wondered** if they were still working.*

The Subjunctive

The Subjunctive is similar in form to the bare infinitive and is often used with ***that*-clauses**. It is mostly used after the verbs ***demand***, ***insist***, ***recommend***, ***request***, ***suggest***, ***propose***, etc and after the adjectives ***essential***, ***vital***, ***advisable***, ***important*** and ***necessary***. In British English the subjunctive is often replaced with a construction with the modal verb ***should***.
Pattern: **verb + (*that*) + subject + *(should)* + bare infinitive**
*I suggest (that) you (**should**) **take** notes during the lecture.*
*It's important (that) you (**should**) **not be** late.*

1 Turn the following sentences into *reported speech*.

1 "I have to do my homework tonight," Alice said.
Alice said that she had to do her homework that night.
2 "The black rhinoceros is an endangered species," the teacher said.
The teacher said that the black rhinoceros is/was an endangered species.
3 "I am going to the library on my way home," Gregg said.
Gregg said that he was going to the library on his way home.
4 "Did Patrick invite you to his wedding, Mary?" Eric asked.
Eric asked Mary if/whether Patrick had invited her to his wedding.
5 "I haven't spoken to my cousin since last weekend," said George.
George said that he hadn't spoken to his cousin since the previous weekend.
6 "Remember to turn off the cooker in 15 minutes," she said to Helen.
She told Helen to remember to turn off the cooker in 15 minutes.
7 "Clear up the dinner table," she said to me.
She told me to clear up the dinner table.

2 Turn the following sentences into *reported speech*.

1 "Who will be coming to the party tonight?" Larry asked.
Larry asked who would be coming to the party that night.
2 "Does he have any experience in public speaking?" (I wonder ...)
I wonder if/whether he has any experience in public speaking.
3 "Are you truly happy in your new job?" she asked me.
She asked me if/whether I was truly happy in my new job.
4 "Why didn't David tell me about the change of schedule?" he asked.
He asked why David hadn't told him about the change of schedule.
5 "Where did you put the CDs we bought yesterday?" (He wanted to know ...)
He wanted to know where I had put the CDs we had bought the previous day.
6 "Who is going to teach us when Mrs Patterson leaves?" (Do you know ...)
Do you know who is going to teach us when Mrs Patterson leaves?
7 "Can you tell Terry that we are leaving at 8:00 tomorrow morning?" he asked me.
He asked me if/whether I could tell Terry that we were leaving at 8:00 the following morning.

GRAMMAR

9 Reported speech
Mowa zależna

3 Circle the correct item.

1 A: What did John say about the window?
B: He claimed ..... when he arrived.
(A) that it was broken C to breaking
B about breaking D that she broke

2 Pam told ..... her at the station at 10 o'clock.
A to us meet (C) us to meet
B to us to meet D we to meet

3 A: Why was his mother shouting?
B: She was warning ..... cut himself with the sharp knife.
A him to not C that he didn't
B that he not (D) him not to

4 The teacher asked him ..... and be quiet.
(A) to sit down C to be sitting down
B sitting down D sat down

5 A: So, how is Ava getting home later?
B: She said that she ..... a bus.
A would have caught C should catch
(B) would catch D could be caught

6 A: Did Mum find out what happened to the cake?
B: Yes. Dad finally admitted ..... the whole thing!
A to eat C to have eaten
B have eating (D) to having eaten

7 A: What did the teacher say to Judy?
B: He advised ..... harder or she would fail the year.
A to study (C) her to study
B that she study D her study

8 A: What did your aunt suggest?
B: She suggested ..... at her place for a few days.
(A) staying C we to stay
B us to stay D to staying

9 A: What did the captain say?
B: He ordered ..... moving.
A to all of us starting C to be started
(B) all of us to start D starting

10 A: What's the matter with your brother?
B: He said that if he continued to play so badly, the coach ..... replace him.
(A) would have to C had to
B must D should

11 She asked me when the next train ..... .
A arrive (C) arrived
B was arrived D had arrived

4 The following people live in a city that was hit by an earthquake last week. Read what they said, then report their words, as in the example.

1 It all happened so fast. We are fortunate it wasn't worse. (Karen)

Karen said (that) it all (had) happened so fast. They were fortunate that it wasn't/hadn't been worse.

2 I saw the ceiling and walls cracking. I was terrified. I grabbed my little girl and crouched under a table. We stayed there all afternoon. (Sheila)

Sheila said (that) she saw/had seen the ceiling and walls cracking. She was/had been terrified and she grabbed/had grabbed her little girl and crouched under a table. They stayed/had stayed there all afternoon.

3 I heard my wife screaming. I came up from the cellar and saw her standing in the kitchen. All the plates and cups had fallen off the shelves. (Dan)

Dan said (that) he heard/had heard his wife screaming. He came/had come up from the cellar and saw/had seen her standing in the kitchen. All the plates and cups had fallen off the shelves.

4 I couldn't believe it. I just sat and watched as all my furniture shook. The ceiling lamp was rocking back and forth and then there was complete silence. (Dennis)

Dennis said (that) he couldn't believe it. He had just sat and watched as all his furniture shook. The ceiling lamp was rocking/had been rocking back and forth and then there was/had been complete silence.

Reported speech
Mowa zależna

5 Turn the following sentences into *reported speech*.

1 "I'm tired," he said. "I didn't sleep all night."
He said that he was tired, explaining that he hadn't slept all night.

2 "I'll close the window. It's getting cold in here," she said.
She said that she would close the window because it was getting cold in there.

3 *Jan:* Can I make an appointment to see Dr Smith, please?
Receptionist: I'm sorry, but he's out at the moment. Would you like me to get him to call you back?
Jan: No, I'll be out. I'll call him later.
Jan asked if/whether she could make an appointment to see Dr Smith. The receptionist replied that he was out at that moment and then she offered to get him (Dr Smith) to call her back. Jan refused, explaining that she would be out and adding that she would call him later.

4 "We're late," Frank said to Betty. "You weren't ready on time."
Frank told Betty that they were late and complained that she hadn't been ready on time.

5 "Stop that!" she told him. "You're going to break something."
She ordered him to stop that and added that he was going to break something.

6 "Have you got any money?" he said. "I've left my wallet at home."
He wondered if I had any money, explaining that he had left his wallet at home.

6 Turn the following sentences into *reported speech*.

1 "Will you come with me?" she asked.
"Yes, certainly," he said.
She asked him to go with her and he said he would.

2 "Wow!" the little boy said as he looked into the box.
The little boy gave an exclamation of surprise as he looked into the box.

3 "They'll arrive on time, won't they?" she said to me.
She wondered if they would arrive on time.

4 "Eek!" she said as the mouse ran under her chair.
She gave an exclamation of horror as the mouse ran under her chair.

5 "What a mess!" he said when he saw the kitchen.
He exclaimed that the kitchen was a mess.

6 "Excellent!" the teacher said as she handed back my exam.
The teacher gave an exclamation of delight as she handed back my exam.

7 "Happy holidays!" we said to Catherine.
We wished Catherine happy holidays.

8 "Can you solve this Maths problem?" he asked. "No," I said.
He asked if I could solve that Maths problem, but I said I couldn't.

7 Rewrite the following sentences using the *subjunctive*.

1 Take these pills twice a day. **(important)**
It is important (that) you take/should take these pills twice a day.

2 You have to finish this work today. **(essential)**
It is essential (that) you finish/should finish this work today.

3 You should take more exercise. **(recommend)**
The doctor recommended (that) I take/should take more exercise.

4 Let's go to the theatre. **(suggest)**
I suggest (that) we go/should go to the theatre.

5 You should take a taxi. **(insist)**
She insisted (that) I take/should take a taxi.

8 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 "I read three books every week," said Alice.
CLAIMED Alice *claimed to read/that she read* three books every week.

2 "It wasn't me that scratched the new CD," said Diane.
DENIED Diane denied scratching/having scratched the new CD.

3 "I think it's a good idea to take an umbrella," Poppy said to Steve.
ADVISED Poppy advised Steve to take an umbrella.

4 "Why don't we go out for a meal this evening?" said Kevin.
SUGGESTED Kevin suggested going out for a meal that evening.

9 Translate the fragments of sentences into English. Use up to five words in each gap.

1 Macy **(zgodziła się zatańczyć)** agreed to dance with Pete.

2 The tour guide explained **(że pałac ma)** (that) the palace was over 500 years old and was said to be haunted.

3 Sheila **(obiecała, że będzie pisać)** promised to write / promised (that) she would write to her husband every day.

4 Patrick encouraged me **(abym ubiegał się o)** to apply for the job.

GRAMMAR

10A Conditionals

Zdania warunkowe

Conditional clauses consist of two parts: the ***if*-clause** (hypothesis) and the main clause (result). When the ***if*-clause** comes before the main clause, the two sentences are separated by a comma. We don't use a comma when the ***if*-clause** follows the main clause. *If the weather is nice, we will go on a picnic. We will go on a picnic if the weather is nice.*

There are four types of **conditionals**:

	***If*-clause (hypothesis)**	**Main clause (result)**	**Use**
Type 0: general truth or scientific fact	*if/when* + present simple	present simple	something which is always true
	If/When it snows, it is cold outside.		
Type 1: real present/ future	*if* + present simple/continuous, present perfect/continuous	future/imperative, *can/may/must/could/ might/should* + bare infinitive	something likely to happen in the present or future
	If I hurry, I will get there on time.		
Type 2: unreal present/ advice	*if* + past simple or past continuous	*would/could/might* + bare infinitive	imaginary situation contrary to facts in the present; also used to give advice
	If we had a bigger house, we would have a guest room. (but we haven't – unreal in the present) *If I were you, I would work harder. (advice)*		
Type 3: unreal past	*if* + past perfect or past perfect continuous	*would/could/might* + have + past participle	imaginary situation contrary to facts in the past; also used to express regrets or criticism
	If I had known about the party, I would have come.		

Remember!

- With Type 1 conditionals we can use ***unless* + affirmative verb** (= if + negative verb). *We will not be able to travel to America unless we have a passport.* (= **if** we **do not have** a passport, ...)
- We can use either ***were*** or ***was*** with the first and third person singular in the ***if*-clause** of Type 2 conditionals. *If she were/was rich, she would fly first class.*
- Modals can be followed by a continuous infinitive in conditional sentences. *I would still be painting the bedroom if Heather hadn't helped me.*
- With Type 2 conditionals we can also use **could** in the ***if*-clause**. In this case, it means ***was/were able to***. *If I could sing, I'd join a choir.* (If I were able to sing …)
- ***Might***, ***could*** or ***should*** can be used instead of ***would***, depending on the meaning. *If she had paid attention in class, she might/could/should have passed the exam.*

- We can form **conditionals** by using words/expressions such as ***unless*** (Type 1 conditionals), ***providing/provided (that)***, ***so/as long as, on condition (that), what if, suppose/supposing, otherwise (= if not), but for, even if, in case of/in the event of***, etc.

Unless you've got an invitation, you can't go to the dinner party. (= If you haven't got an invitation ...)
I'll write my essay for my English class providing/provided (that) I find the information. (= ... if I find the information.)
You can go out tonight as long as you come home by 11:00. (= If you come home by 11:00, ...)
I'll let you drive my car on condition that you promise to be careful. (= ... if you promise to be careful.)
You shouldn't use Dad's laptop without asking him. What if you break it? (= What will you do if you break it?)

Suppose/Supposing you won the award, what would you do? (= If you won the award, ...)
You'd better hurry up. Otherwise we'll miss the beginning of the film. (= If you don't hurry up, we'll miss the beginning of the film.)
But for your help, I wouldn't have got the job. (= If you hadn't helped me, ...)
I wouldn't tell you Joe's secret even if I knew it. (= if I knew.)
In case of/In the event of fire, call the fire brigade. (= If there is a fire, ...)

Conditionals
Zdania warunkowe

- We do not normally use ***will***, ***would*** or ***should*** in an ***if*-clause**. However, we can use ***will*** or ***would*** after ***if*** to make a polite request or express insistence or uncertainty (usually with expressions such as ***I don't know***, ***I doubt***, ***I wonder***, etc.). In this case, ***if*** means ***whether***. We can also use ***should*** after ***if*** to talk about something which is possible, but not likely to happen.
  *If you **will take** a seat, Mr Dickens will be with you in a moment.* (= Will you please take a seat ... – polite request)
  *If you **will keep missing class**, I'll inform your parents.* (= If you insist on missing class ... – insistence)
  *I **wonder if** he'll **help** me put up the decorations.* (= I wonder whether ... – uncertainty)
  *If you **should see** Tom, give him my regards.* (= I don't really expect you to see him – uncertainty)
- We use ***if*** to show that something might happen, whereas we use ***when*** to show that something will definitely happen.
  If she comes over tonight, I'll give her the letter. (= She might come over.)
  When she comes over tonight, I'll give her the letter. (= She will definitely come over.)
- We can omit ***if*** in Type 1, 2 and 3 conditionals. In this case ***should***, ***were*** and ***had*** (Past Perfect) come before the subject.
  ***Should you** see Fred, tell him to call me.*
  ***Were she** more responsible, her mum wouldn't be angry with her all the time.*
  ***Had they** booked a table at the restaurant, they wouldn't have had to wait so long.*

Mixed conditionals

We can form **mixed conditionals**, if the context permits it, by combining an ***if*-clause** of one type with a main clause of another.

***If*-clause**	**Main clause**
Type 2	**Type 3**
*If you **spoke** two foreign languages, you **would have got** the job.*	

***If*-clause**	**Main clause**
Type 3	**Type 2**
*If you **hadn't lied** to our teacher, we **wouldn't be** in trouble now.*	

1 Choose the correct item.

1 A: **In the event of**/Supposing lectures were cancelled today, what would you do?
B: I would go shopping with some friends.

2 A: But for/**Only if** your encouragement, I wouldn't have signed up for the art contest.
B: With such talent, I knew you would win.

3 A: Your brother is sorry; why don't you take him with you?
B: I wouldn't change my mind even if/ **but for** he begged me.

4 A: **As long as**/Unless you work out regularly, you won't lose weight.
B: I know, but with my busy schedule, it's hard to find the time.

5 A: Hurry up, **but for**/otherwise you'll miss the start of the film.
B: All right, the popcorn is almost ready.

6 A: Would you like to go out for dinner, Laura?
B: I'd love to provided/**unless** you make reservations at our favourite restaurant.

2 Put the verbs in brackets into the correct tense.

1 A: Dad, unless you *help* **(help)** me with my parking, I *'ll never pass* **(never/pass)** the driving test.
B: OK, I'll get my keys.

2 A: My computer is running too slow.
B: If I ..were.. **(be)** you, I ..'d delete.. **(delete)** some files to free up some hard disk space.

3 A: Can I have some friends over tonight?
B: Yes. Provided that you ..finish/have finished.. **(finish)** all your chores first.

4 A: John, you could have phoned to let me know you'd be late.
B: Sorry, April. If I ..hadn't left.. **(not/leave)** my mobile phone at home, I ..would have called.. **(call)** you.

5 A: Would you like another cup of coffee?
B: No, thank you. If I ..drink.. **(drink)** another cup, I ..won't be able to.. **(not/be able to)** sleep tonight. I'll have some tea instead.

GRAMMAR

10A Conditionals
Zdania warunkowe

3 Put the verbs in brackets into the correct tense.



In early March, we went on a school trip to Old Montreal to see the historical part of our city. When we set off it was pleasantly mild, but soon a cold wind began to blow. If I **1)** had checked **(check)** the weather online, I **2)** would have known **(know)** it was going to get chilly and **3)** would have worn **(wear)** a heavier coat. We walked around the Old Port and up the Clock Tower for a fantastic view of the city. We also went skating in the open air skating rink. If we **4)** had had **(have)** more time, we **5)** would have been able to **(be/able to)** take a ferry to Jean-Drapeau Park to see the site of the Expo 67 World's Fair. Our teacher said that if we really **6)** wanted **(want)** to see more, we **7)** would/could come **(come)** back again soon. However, we did spend some time at the famous square, Place Jacques Cartier, and enjoyed the many musicians, magicians and acrobats.

All in all, it was a great trip. If I **8)** were **(be)** a teacher, I **9)** would plan **(plan)** a trip there at least twice a year because there are just so many things to see and do!

4 Fill in the gaps with *will*, *should* or *whether*.

1 If you *will* have a seat, Mrs Andrew will be with you in a minute.
2 I'm not sure whether I've got your telephone number.
3 If Tara should call, tell her I'll be at work till 7 o'clock tonight.
4 Should the rain continue, the concert will be cancelled.
5 I don't know if I will be able to come with you tomorrow.

5 Put the verbs in brackets into the correct tense.

1 A: Have you seen Angie?
B: No, but if you should see her, *tell* **(tell)** her I need her to sign some papers.

2 A: I just got Mike's invitation to the party.
B: That's nice. I wonder if he will invite **(invite)** me, too.

3 A: Bill, you missed a great football match last night!
B: I know. If I didn't have to study so much for finals, I would have seen **(see)** it.

4 A: I'm having a very hard time finding a job, Sophie.
B: Well, if you had finished **(finish)** your degree, you would have many more job opportunities.

5 A: Just press restart.
B: I don't know if it will solve **(solve)** the problem, but I'll try it.

6 Rewrite the following sentences using *inversion*.

1 If he had been paying attention in class, he wouldn't have had such a hard time doing the assignment.
Had he been paying attention in class, he wouldn't have had such a hard time doing the assignment.

2 If I were you, I would apply for the job.
Were I you, I would apply for the job.

3 If it gets colder, we will put the heating on.
Should it get colder, we will put the heating on.

4 If they had left home earlier, they wouldn't have missed their flight.
Had they left home earlier, they wouldn't have missed their flight.

5 If he were older, he would be able to watch that film.
Were he older, he would be able to watch that film.

7 Choose the correct answer.

From Rags to Riches to Rags again!

I'm reading an article about a man who found a million dollars in the street. If this article **1)** ..*B*... true, that **2)** ..... that his whole life should have changed for the better. But the story goes on to say that one year after he had found the money he was totally broke. If I **3)** ..... him, that would never have happened. Were I that lucky, I **4)** ..... sure that I invested the money wisely. If that man **5)** ..... to me, I would have advised him to buy some stocks or begin a business of some kind. If he had done that, he **6)** ..... out living on the streets now like this article says he is. I believe that if people who **7)** ..... the lottery or **8)** ..... money stopped to think about the situation for a little while instead of rushing out to spend the money, they would be far better off. If people **9)** ..... for their future, they will probably **10)** ..... much happier.

1	A	will be	C	would have been
	(B)	is	D	has been
2	A	has meant	C	had meant
	B	meant	(D)	means
3	A	were	(C)	had been
	B	have been	D	would have been
4	(A)	would make	C	will make
	B	will have made	D	made
5	A	comes	C	would have come
	(B)	had come	D	came
6	A	won't be	(C)	wouldn't be
	B	wouldn't have been	D	hasn't been
7	A	will win	C	would win
	(B)	win	D	won
8	(A)	find	C	will find
	B	found	D	would find
9	A	planned	C	would plan
	B	will plan	(D)	plan
10	A	are	C	would be
	B	is	(D)	be

8 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 I would have bought you a gift, but I didn't know it was your birthday.
HAD If *I had known it* was your birthday, I would have bought you a gift.

2 As long as you are home by midnight, you can go to the concert.
PROVIDED You can go to the concert provided you are home by midnight.

3 If there isn't any money in her account, she won't be able to buy the skirt she wants.
UNLESS She won't be able to buy the skirt she wants unless there is money in her account.

4 We didn't eat lunch because we were late getting to the restaurant.
WOULD If we hadn't been late getting to the restaurant, we would have eaten lunch.

5 They only learnt French because you taught them.
NEVER They would never have learnt French if you hadn't taught them.

6 You'd better go to the dentist.
WERE If I were you, I'd go to the dentist.

9 Translate the fragments of sentences into English. Use up to five words in each gap.

1 If she had studied more, she **(nie otrzymałaby)** wouldn't/would not have got/received a poor grade.

2 Provided **(że dostanę podwyżkę)** I get a pay rise , I will take you out for a meal.

3 If she hadn't taken her computer in to be repaired, she **(mogłaby wysłać)** could have sent an email.

4 You'd better leave now, otherwise **(spóźnisz się na)** you'll/you will miss your bus.

GRAMMAR

10B Wishes/Unreal past

Zdania wyrażające życzenie lub preferencję/Przeszłość nierzeczywista

Wishes

We can use ***wish/if only*** to express a wish.

Verb tense		Use
I wish (*If only*) + past simple/ past continuous	*I wish I **was** on holiday.* (but I'm not) *If only we **were going** out tonight.* (but we aren't)	to say that we would like sth to be different in the present
I wish (*If only*) + past perfect	*I wish I **had remembered** her birthday.* (but I didn't) *If only she **hadn't lied** about her test result.* (but she did)	to express regret about something which happened or didn't happen in the past
I wish (*If only*) + subject + *would* + bare infinitive	*I wish **you would stop** shouting.* *If only **James would stop** talking in class.*	to express: • a polite imperative • a desire for a situation or person's behaviour to change

Remember!

- ***If only*** is used in exactly the same way as ***wish,*** but it is more emphatic or more dramatic.
- We can use ***were*** instead of ***was*** after ***wish*** and ***if only***. *I **wish** I **were** thinner.*
- ***Wish*** can also mean ***want***. (formal) *I **wish** to speak to the manager.*

Unreal past

The **past simple** can be used to talk about imaginary, unreal or improbable situations in the present, and the **past perfect** can be used to talk about imaginary, unreal or improbable situations in the past. This is called **unreal past**. **Unreal past** is used as follows:

Past simple	Past perfect
• Conditionals type 2 (unreal in the present) *If I **were** you, I'd save up some money.*	• Conditionals type 3 (unreal in the past) *If I **had made** a list, I wouldn't have forgotten to buy the meat.*
• *wish* (present) *I **wish** she **were** more responsible at work.*	• *wish* (past) *If only I **hadn't eaten** all the cake.*
• *I'd rather/sooner sb ...* (present) *I'd rather he **travelled** by plane.*	• *I'd rather/sooner sb ...* (past) *I'd rather you **hadn't wasted** so much time chatting online.*
• *Suppose/Supposing* *Suppose your teacher **asked** you to speak in front of the class, what would you do?*	• *Suppose/Supposing* *Suppose the police **had caught** you, what would you have done?*
• *as if/as though* (untrue situation in the present) *She speaks **as if** she **were** the boss.*	• *as if/as though* (untrue situation in the past) *It looked **as if** he **hadn't had** a good night's sleep for days.*
• *it's (about/high) time ...* *It's **time** you **turned off** your computer.*	

Remember!

Suppose can also be followed by a verb in the present tense to introduce suggestions.
Suppose you invite him to dinner. (= Why don't you invite him to dinner?)

had better

had better = should

- *I had better* + present bare infinitive (for present/future reference)
  You'd better recycle that scrap paper. (= You should recycle that scrap paper.)
- *It would have been better if* + past perfect (for past reference)
  It would have been better if you had asked for professional advice. (= You should have asked for professional advice.)

Wishes/Unreal past

Zdania wyrażające życzenie lub preferencję/Przeszłość nierzeczywista

would rather

I would rather = I'd prefer

- When the subject of ***would rather*** is also the subject of the following verb, we use:
  I'd rather + present bare infinitive (for present/future reference) – ***I'd rather have*** *a break now.*
  I'd rather + perfect bare infinitive (for past reference) – ***I'd rather have stayed*** *at home last night.*
- When the subject of ***would rather*** is different from the subject of the following verb, we use:
  I'd rather sb + Past Simple (for present/future reference) – ***I'd rather you didn't eat*** *sweets all the time.*
  I'd rather sb + Past Perfect (for past reference) – ***I'd rather you had bought*** *the black pair of jeans.*
- ***prefer*** + gerund/noun + ***to*** + gerund/noun (general preference) – *I prefer* ***(eating) apples*** *to* ***(eating) grapefruit.***
- ***prefer***+ full infinitive + ***rather than*** + bare infinitive (general preference) – *I prefer* ***to sing rather than dance.***
- ***would prefer*** + full infinitive + ***rather than*** + bare infinitive (specific preference) – *I'd prefer* ***to have*** *a party at home* ***rather than go*** *to a club.*
- ***would rather*** + bare infinitive + ***than*** + bare infinitive *I'd rather* ***watch*** *a DVD* ***than go*** *to the cinema.*

Remember!

We usually use ***I prefer not to*** instead of ***I don't prefer***. *William* ***prefers not to*** *listen to music while revising for a test.*

1 Put the verbs in brackets into the correct tense.

1 A: I wish I *had known* **(know)** you had a spare ticket for the theatre. I would have loved to join you.
B: Oh, if only I ..had told.. **(tell)** you. That would have been great!
2 A: I wish I ..had seen.. **(see)** the film on TV last night. Everyone said it was fantastic.
B: Too bad you missed it. It was amazing!
3 A: Do the boys know their exams start next month?
B: Yes, I wish they ..would spend.. **(spend)** more time studying instead of playing video games.
4 A: If only I ..had read.. **(read)** the instructions properly!
B: I know, it wouldn't have taken so long to put the table together!

2 Rewrite the sentences to express *wishes*.

1 I'm not very good at Art.
I wish I was good at Art.
2 Jane doesn't have enough money to go on holiday.
Jane wishes she had enough money to go on holiday.
3 I forgot my parents' wedding anniversary.
I wish I hadn't forgotten my parents' wedding anniversary.
4 I would like to go to the cinema tonight, but I can't.
I wish I could go to the cinema tonight.
5 Peter plays music late at night.
I wish Peter wouldn't play music late at night.
6 I missed an easy goal in today's match.
I wish I hadn't missed an easy goal in today's match.
7 I don't know the answer to the question.
I wish I knew the answer to the question.

3 Read the speech bubbles and make sentences, as in the example.

1
I failed my exams.
I should have studied more.

I wish *I had studied more.*
If *I had studied more, I wouldn't have failed my exams.*

2
I can't go to work today.
I feel ill.

I wish I didn't feel ill.
If I didn't feel ill, I could/would be able to go to work today.

3
My team didn't play well.
We lost the match.

I wish my team had played well.
If my team had played well, we wouldn't have lost the match.

4
I can't buy a new computer.
I don't have enough money.

I wish I had enough money.
If I had enough money, I could/would be able to buy a new computer.

GRAMMAR

10B Wishes/Unreal past

Zdania wyrażające życzenie lub preferencję/Przeszłość nierzeczywista

4 Put the verbs in brackets into their correct tense.

Hi Dad,
You were right! I wish I **1)** had listened **(listen)** to you. If only I **2)** .....had taken..... **(take)** a taxi, I wouldn't have missed the train! Right now I'm waiting at the station for the next one. It's very noisy here. I wish it **3)** .....were..... **(be)** quiet. I need to finish some work for tomorrow, but I can't concentrate. If only I **4)** .....had..... completed..... **(complete)** it yesterday. I really wish I **5)** ....hadn't left..... **(not/leave)** it till the last moment. Oh no! Just my luck, now the battery in my laptop is running low. If only I **6)** ...had thought... **(think)** to charge it before I set off. Anyway, I'll be back at 10 pm. Could you pick me up from the station? I wish I **7)** .....could pay..... **(pay)** for a taxi, but I'm broke!
Love,
Shelley

5 Fill in the gaps with *would rather*, *prefer(s)* or *would prefer*.

1 I *would rather* have played football last Saturday.
2 Do you .....prefer..... kiting to mountain biking?
3 Katy .....would prefer..... to go to the cinema rather than the opera tonight.
4 Jenny .....would rather..... Dan hadn't told lies about her.
5 I .....would prefer..... to order a pizza rather than cook dinner.
6 Jillian .....would prefer..... to listen to music rather than watch TV.
7 Sarah .....would rather..... wait for the bus than walk home.
8 Paul .....prefers..... apples to oranges.
9 I .....would rather..... Andy played tennis with Peter tonight.
10 I .....would rather..... have a salad for lunch instead of a heavy meal.
11 You've got a temperature. I .....would rather..... you stayed in bed.
12 I .....would prefer..... to learn Spanish rather than German.

6 Put the verbs in brackets into the correct form.

1 A: Jenny said I should have caught the earlier train.
B: I'd rather you *had taken* **(take)** her advice, then you would have been here on time.
2 A: Everyone played really well. It doesn't matter that you didn't win.
B: Yes, but I would rather we .....had won..... **(win)**.
3 A: I'm going to Sheila's house.
B: OK. You'd better .....take..... **(take)** your raincoat with you as it's raining.
4 A: Your new blue jacket is beautiful.
B: Thanks, I'd rather .....have bought..... **(buy)** the green one, but they didn't have it in my size.
5 A: Have you been to a concert lately?
B: No. I prefer .....listening..... **(listen)** to CDs to .....going..... **(go)** to concerts.
6 A: I'll take my laptop with me.
B: Actually, I'd rather you .....didn't take..... **(not/take)** it with you.
7 A: Shall we go for a walk?
B: No, thanks. I'd prefer .....to stay..... **(stay)** in and watch TV.

7 Complete the sentences, as in the example.

1 Your friend wants to copy your homework. You want her to do it herself. What do you say?
I would rather you *didn't copy it and did it yourself*.
2 You are invited to a formal ball, but you don't want to go. What do you say?
I'd rather .....not go to the formal ball.....
3 Your friend offers you tickets for the opera in exchange for tickets to the football match. What do you say?
I'd prefer .....to go to the football match rather than go to the opera.....
4 Your brother has overslept. You think he will miss his train. What do you say?
You'd better .....get up, otherwise you will miss your train.....
5 Your parents have offered to buy you a new digital camera instead of a new iPod. What do you say?
I'd prefer .....to have a new iPod rather than a new digital camera.....
6 Your friend looks tired. You think he should get some rest.
You'd better .....get some rest.....

Wishes/Unreal past

Zdania wyrażające życzenie lub preferencję/Przeszłość nierzeczywista

8 Choose the correct item.

1 I'd rather **have seen/not have seen** that film last night. It was terrible.
2 Jane prefers tennis **to/than** basketball.
3 It's time you **go/went** to school.
4 She looks as though she **hadn't had/didn't have** any sleep at all.
5 I wish I **had/have** more time for reading, but I don't.
6 Peter would rather **go/have gone** skiing yesterday.
7 If only Chris **wouldn't play/hadn't played** his music so loudly all the time.
8 I wish I **could go/can go** to the beach, but I have to stay at home and study for my exams.
9 It would have been better if you **didn't talk/hadn't talked** to Kate last night.
10 I wish I **finished/had finished** the ironing, but there is still a lot to do.
11 If I **were/had been** you, I would join a dance group. You're really good.
12 I'd prefer to pay in cash **than/rather than** by credit card.

9 Put the verbs in brackets into the correct tense.

1 If only Jane *had explained* **(explain)** why she was late, she wouldn't be in trouble now.
2 If we ..... had left ..... **(leave)** earlier, we wouldn't have missed the start of the film.
3 Suppose you ..... found ..... **(find)** a purse in the street, what would you do?
4 If only I ..... had played ..... **(play)** better, we would have won the match.
5 It's about time our team ..... won ..... **(win)**!
6 Supposing he ..... had seen ..... **(see)** you, what would he have done?
7 I'd rather you ..... didn't go ..... **(not/go)** out alone at night.
8 Sally talked about Spain as though she ..... had lived ..... **(live)** there for years.
9 If James ..... had reminded ..... **(remind)** me about the meeting, I would have been there.
10 I'd rather you ..... hadn't told ..... **(not/tell)** Sally about her birthday present yesterday.
11 Suppose they ..... hadn't shown up ..... **(not/show up)**, what would you have done?
12 He's a little boy, but he behaves as if he ..... were ..... **(be)** an adult.

10 Circle the correct item.

1 Suppose you ..... your job tomorrow, what would you do?
A lose C lost
B had lost D have lost

2 A: Kim looks really tired today.
B: Yes, she wishes she ..... longer, but she had to wake up early.
A could have slept C would sleep
B slept D has slept

3 Mary prefers tennis ..... squash.
A rather C than
B from D to

4 I'd rather you ..... it with me before buying the tickets.
A discuss C would discuss
B have discussed D had discussed

5 You'd better ..... on fatty foods if you want to lose weight.
A to cut down C cut down
B have cut down D cutting down

6 I'd rather you ..... tomorrow.
A didn't leave C doesn't leave
B hadn't left D won't leave

7 A: Suppose you ..... the lottery, what would you have done?
B: I would have bought my mum a new house.
A have won C won
B had won D would win

8 If only I ..... fly.
A can C could
B would D wouldn't

9 A: Did you know I took Sarah to the concert?
B: Yes. I'd rather ..... done that without my permission.
A you had C you hadn't
B you wouldn't D you didn't

10 A: Why are you glaring at me?
B: You treat me as if you ..... my boss.
A was being C were
B had been D have been

11 A: What's going on with Karen?
B: I don't know. I wish she ..... to us.
A can talk C could talk
B will talk D would talk

12 It's about time you ..... to drive.
A learn C will learn
B learnt D had learnt

GRAMMAR

10B Wishes/Unreal past

Zdania wyrażające życzenie lub preferencję/Przeszłość nierzeczywista

11 Choose the correct item.



Dear Larry,
I'm writing to you about the sailing holiday we discussed. Would you rather we **1)** C our own boat and sailed around the islands or hired a boat and captain?
I just came across a great deal on the Internet for a sailing holiday. If only I **2)** ..... all the money, I'd book it right away. It's a seven-day sailing holiday around the British Virgin Isles on a boat with our own captain. I think it's time we **3)** ..... a holiday doing nothing but relaxing, swimming, snorkelling and not worrying about cooking or cleaning! I would rather **4)** ..... that than sail a boat ourselves and plan our meals. It's a little expensive; about €2000 for the week. However, supposing we **5)** ..... some more friends to come along? If we did, it **6)** ..... the cost and we'd have a blast all together! There's also a 35% discount provided we **7)** ..... early. So, we had better **8)** ..... soon!
You know, looking at the photos and virtual tours, I wish I **9)** ..... live on that boat forever!
Get back to me soon!
Jared

1	A	had rented	(C)		rented
	B	rent	D		have rented
2	A	have	C		have had
	(B)	had	D		am having
3	A	had spent	(C)		spent
	B	have spent	D		are spending
4	A	had done	(C)		do
	B	have done	D		did
5	(A)	invited	C		are inviting
	B	have invited	D		were inviting
6	A	reduced	(C)		would reduce
	B	are reducing	D		can reduce
7	(A)	book	C		booked
	B	had booked	D		were booking
8	A	decided	C		would decide
	B	had decided	(D)		decide
9	(A)	could	C		can have
	B	can	D		could have

12 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 I left my job to start my own business, but it's not going well.
WISH I *wish I hadn't left* my job because my own business isn't going well.

2 It would have been better if you had told me earlier.
ONLY If only you had told me earlier.

3 It's a pity you didn't accept the job.
HAD I wish you had accepted the job.

4 I'll miss the train if I don't hurry up.
BETTER I'd better hurry up or I'll miss the train.

5 He shouldn't have used my laptop.
USED I'd rather he hadn't used my laptop.

6 I would like to buy a new car, but I can't afford it at the moment.
WISH I wish I had the money to buy a new car.

7 I think you should stay at home today.
WERE If I were you, I would stay at home today.

8 You'd think she was the boss by the way she acts, but she isn't.
THOUGH She behaves as though she were the boss.

9 Why don't you pay more attention in class?
WOULD I wish you would pay more attention in class.

13 Translate the fragments of sentences into English. Use up to four words in each gap.

1 Kay **(żałuje, że nie zdała)** wishes she had passed her driving test.
2 If only **(powiedział mi)** he told me / he would tell me what they have finally decided to do.
3 It's time **(żebyś skończył)** you finished the test.
4 I'd rather **(żebyś mi powiedziała)** you had told me that you were moving house.

Emphasis/Inversion
Struktury emfatyczne/Inwersja

Inversion

Inversion involves putting the verb before the subject in an affirmative sentence. It is used after certain expressions in order to give emphasis.

a) Inversion with auxiliary verbs (modal/auxiliary verb + subject + main verb). It is used in the following cases:

- after the following **words** or **expressions**, when they come at the beginning of a sentence: ***seldom***, ***rarely***, ***little***, ***barely***, ***nowhere (else)***, ***never (before)***, ***only in this way***, ***only then***, ***hardly (ever) ... when***, ***no sooner ... than***, ***not only ... but (also)***, ***not until***, ***not (even) once***, ***on no account***, ***only by***, ***in no way***, ***in/under no circumstances***, ***so/such***, ***not since***, etc. – *Never (before) have I read such an interesting article. Not only does she sing beautifully but she (also) plays the flute. Rarely do we spend our pocket money on sweets.* BUT *We rarely spend our pocket money on sweets.* (There is no inversion because the word ***rarely*** does not come at the beginning of the sentence.)

Remember!

- When the expressions ***only after***, ***only by, only if***, ***only when***, ***not until/till*** come at the beginning of a sentence, the inversion does not appear after these phrases but in the main clause. *Only after I had returned home did I realise that I had left my laptop at work. Only if you exercise regularly will you keep fit.*
- We use ***little*** with certain verbs (***realise***, ***suspect***, ***know***, etc) to mean ***I didn't realise at all ...*** . In this case the verb that follows is inverted. *Little did she know that Peter had booked tickets for a luxury cruise.* (She didn't know anything about the luxury cruise.)

- with ***so***, ***neither***, ***nor***, so as to express agreement.
  "I listen to rock music." "So do I." (We use *so* to agree with an affirmative statement.)
  "I don't play a musical instrument." "Neither/Nor do I." (We use *neither/nor* to agree with a negative statement.)
  She was a gifted artist, as was her mother/and so was her mother.
- with **conditionals**.
  Type 1: *Should you see Pat, tell her to call me.* (= If you should see ...)
  Type 2: *Were I you, I would study harder.* (= If I were you ...)
  Type 3: *Had I known you were on your own, I would have helped you.* (= If I had known you were on your own ...)

b) Inversion without auxiliary verbs (main verb + subject). It is used in the following cases:

- after **verbs of movement** or **adverbial expressions of place** when they come at the beginning of a sentence.
  Here comes the train! There goes Jane!
  Note: If the subject is a pronoun, there is **no inversion**. *Here she comes!* (NOT: ~~*Here comes she!*~~)
- in direct speech when the subject of the introductory verb is a noun.
  "I haven't finished," said Carol./Carol said. "I'll meet you outside the cinema," said Helen./Helen said.
  BUT *"How can I help you?" he asked.* (NOT: ~~*asked he*~~ because the subject of the introductory verb is a pronoun)

Emphasis

We can put **emphasis** on certain words or parts of a sentence using the following:

- ***It is/was*** + noun/noun phrase/pronoun + ***who/which/that***
  a) *James is washing the car. – It is James who/that is washing the car.* (emphasis on the subject: ***James***)
  b) *James is washing the car. – It is the car that James is washing.* (emphasis on the object: ***the car***)
- ***All (that)*** + clause + ***is/was***
  All (that) you need is someone to give you a hand.
- ***What*** + subject + verb + ***is/was***
  a) *Jogging keeps me healthy.* (subject) *What keeps me healthy is jogging.* OR *Jogging is what keeps me healthy.*
  b) *We enjoy hiking.* (object) *What we enjoy doing is hiking.* OR *Hiking is what we enjoy doing.*
- ***What*** + subject + ***do/does*** (emphasis on verb) – *Tony makes furniture. What Tony does is (to) make furniture.*
- question word + ***ever*** (usually shows surprise)
  Who ever told you I was leaving the company?
  Which and ***whose*** are not used in this case.
  Whose bag is that? (NOT: ~~*Whose ever bag*~~ ...)
  Note: Question words + ***ever*** are written as two words in this structure so as not to be confused with clauses of concession.
- We use ***do/does/did*** + **infinitive without *to*** in the **present simple**, **past simple** or the **imperative** to give emphasis.
  a) *She goes to aerobic class every afternoon. She does go to aerobic class every afternoon.*
  b) *He said he would help us move house. He did say he would help us move house.*
  c) *Have some chocolate. Do have some chocolate.*

GRAMMAR

11 Emphasis/Inversion
Struktury emfatyczne/Inwersja

1 Rewrite the following, putting emphasis on each part of the sentence.

1 Rachel flew to Paris early this morning.
It was Rachel who/that flew to Paris early this morning./
It was Paris that Rachel flew to early this morning./
It was early this morning that Rachel flew to Paris.

2 My neighbours put up a satellite dish last week.
It was my neighbours who/that put up a satellite dish last week. It was a satellite dish which/that my neighbours put up last week. It was last week when/that my neighbours put up a satellite dish.

3 Steve Miller published his first book two years ago.
It was Steve Miller who/that published his first book two years ago. It was his first book which/that Steve Miller published two years ago. It was two years ago when/that Steve Miller published his first book.

4 Lionel Messi won the Ballon d'Or trophy in 2010.
It was Lionel Messi who/that won the Ballon d'Or trophy in 2010. It was the Ballon d'Or trophy which/that Lionel Messi won in 2010. It was in 2010 when/that Lionel Messi won the Ballon d'Or trophy.

2 Rewrite these diving safety tips using *what*, as in the example.

1 You must get the proper training.
What you must do is get the proper training.

2 You must never dive alone.
What you must never do is dive alone.

3 You have to check your equipment before a dive.
What you have to check before a dive is your equipment./What you have to do is check your equipment before a dive.

4 You must not panic if something happens underwater.
What you must not do is panic if something happens underwater.

5 You and your diving partner have to plan every dive in advance. What you and your diving partner have to do is plan every dive in advance.

6 You must always check the weather forecast and ocean conditions. What you must always do is check the weather forecast and ocean conditions.

3 Read the information, then rewrite it emphasising the words in bold. See Answer Section

1 **James Cameron** directed *Avatar*.
It was James Cameron who/that directed Avatar.

2 **Sam Worthington and Zoe Saldana** played the lead roles.

3 The film was released **in 2009**.

4 The film became a huge success **soon after its release**.

5 The film won **three Oscars** in 2010.

4 Rewrite the sentences, putting emphasis on the words in bold.

1 **Who** designed that wedding gown?
Who ever designed that wedding gown?

2 **Where** did you find your dining table?
Where ever did you find your dining table?

3 Fiona **bought** a new hi-tech digital camera.
Fiona did buy a new hi-tech digital camera.

4 **Help** yourself to anything you want.
Do help yourself to anything you want.

5 **Rihanna** first sang the song *Umbrella* in 2007.
It was Rihanna who first sang the song *Umbrella* in 2007.

6 The film premiered **in London, England**.
It was in London, England where/that the film premiered.

7 **Call** him back; he might answer the phone now.
Do call him back; he might answer the phone now.

8 She was born **in May 1995**.
It was in May 1995 when/that she was born.

9 **The neighbour's dog** ruined our lawn.
It was the neighbour's dog which/that ruined our lawn.

10 I need **a new pair of sunglasses**.
What I need is a new pair of sunglasses.

11 He **received** a medal for bravery.
He did receive a medal for bravery.

12 **Who** would call us this late at night?
Who ever would call us this late at night?

13 Did **you** turn off the DVD player?
Was it you who/that turned off the DVD player?

14 **My aunt** called the police.
It was my aunt who/that called the police.

15 You should **concentrate more while you're doing your homework**.
What you should do is concentrate more while you're doing your homework.

5 Fill in *so*, *neither/nor* and the appropriate verb.

1 A: I'd like to go skydiving one day.
B: *So would I*. It must be so exciting.

2 A: I really enjoyed that film.
B: So did I . It was very funny.

3 A: I didn't understand a word he said.
B: Neither/Nor did I . I'll ask him to repeat it.

4 A: I was thinking about ordering a pizza.
B: So was I . Shall I order a large one?

5 A: I don't usually go away at the weekends.
B: Neither/Nor do I . I prefer to stay home and relax.

6 A: I've read Victoria Hislop's *The Island*.
B: So have I . I loved it.

Emphasis/Inversion
Struktury emfatyczne/Inwersja

6 Rewrite the sentences, beginning with the words in bold, to make them more formal.

1 The children rested **under a tree**.
Under a tree rested the children.
2 The cat sat **on the sofa**.
On the sofa sat the cat .
3 The singer came **onto the stage**.
Onto the stage came the singer .
4 The university stands **at the foot of the mountain**.
At the foot of the mountain stands the university .
5 The balloons rose **up into the sky**.
Up into the sky rose the balloons .
6 Our taxi is **here**.
Here is our taxi .
7 David kicked the ball **high into the air**.
High into the air kicked David the ball .
8 The team climbed **up the cliff**.
Up the cliff climbed the team .

7 Rewrite the sentences.

1 This student is both enthusiastic and knowledgeable.
Not only *is this student enthusiastic, but he is also knowledgeable*.
2 Rachel did not know that her life was about to change.
Little did Rachel know that her life was about to change .
3 If she had actually been there, we would have heard about it in the news.
Had she actually been there, we would have heard about it in the news .
4 The problem is so difficult that we need an expert to solve it.
So difficult is the problem that we need an expert to solve it .
5 They managed to pull the girl out of the river after making several attempts.
Only after making several attempts did they manage to pull the girl out of the river .
6 As soon as she opened the front door, he handed her the two dozen roses.
No sooner had she opened the front door than he handed her the two dozen roses .
7 The town had never experienced such cold weather before.
Never before had the town experienced such cold weather .
8 If you run into him, tell him I'm looking for him.
Should you run into him, tell him I'm looking for him .
9 I haven't had such a good time since Mary's party.
Not since Mary's party have I had such a good time .
10 We seldom go to the cinema.
Seldom do we go to the cinema .

8 Marie Lapointe is a nursery school director. She is talking to the new staff of child care workers about their tasks. Put the verbs in brackets into the correct order.



Under no circumstances 1) *should you leave* **(you/should/leave)** any child alone and in no way 2) must you forget **(you/must/forget)** to keep their play area safe. Not until the children have picked up and put away their toys 3) will you be able to **(you/will/be able to)** go on to another activity. Only in this way 4) will the children learn **(the children/will/learn)** the rules successfully. If you follow these basic rules, not only 5) will you teach **(you/will/teach)** them how to understand the rules and cooperate, but you will also have a well-behaved group on your hands.

9 Look at the following text and write inverted sentences using the words/phrases in bold.

Little Ted Ryder, age five, got his first insulin injection in Toronto in July 1922. He could **in no way** imagine he would live until 1993. Little Ted was suffering from an illness called diabetes. At the time, patients **rarely** survived more than a few months after diagnosis. Doctors could reduce the sugar in a patient's blood **only by** starvation diets. However, this would eventually cause their death. It was **only after** Sir Frederick Banting and Dr Charles Best discovered insulin that diabetes patients got the chance to live. There had **never** been a drug like this before. They had **no sooner** succeeded in treating patients than the news spread. They could **barely** produce enough insulin to cover the demand. It was **only when** large companies started to produce the insulin that more patients were able to get it. As a result, insulin saved thousands of lives and continues to save lives even today.

In no way could he imagine he would live until 1993.
At the time, rarely did patients survive more than a few months after diagnosis. Only by starvation diets could doctors reduce the sugar in a patient's blood. Only after Sir Frederick Banting and Dr Charles Best discovered insulin did diabetes patients get the chance to live. Never before had there been a drug like this. No sooner had they succeeded in treating patients than the news spread. Barely could they produce enough insulin to cover the demand. Only when large companies started to produce insulin were more patients able to get it.

GRAMMAR

11 Emphasis/Inversion
Struktury emfatyczne/Inwersja

10 Complete the text using the correct form of the words in brackets.



Job Interview

No sooner 1) *had my interview started* **(my/interview/start)** at this customer service company than my mind went blank. On no account 2) ...had I gone... **(I/go)** there unprepared. Not only 3) ...had I looked... **(I/look)** up the company by visiting their website, but I had also made a list of all the reasons why this company was interesting to me. I had even studied the job description well enough so I would be able to answer any question on the spot.

However, little 4) ...did I know... **(I/know)** what was in store for me. It was only after I entered the interview office that I got butterflies in my stomach. The interviewer had a stern look on his face and hardly smiled. Hardly 5) ...had I sat... **(I/sit)** down when he started asking me direct questions without looking at me. I had been to many interviews and always managed fine, but never 6) ...had I come across... **(I/come across)** such a serious face. There was not a hint of friendly manner in this man's face; not even once 7) ...did he smile... **(he/smile)**. I smiled faintly and proceeded to answer some of his questions. Only then 8) ...did I realise... **(I/realise)** that I couldn't remember a thing. With every question I remained still, staring back at the man and unable to come up with an answer. I wanted this interview over as quickly as possible. Not until I had left the building 9) ...did I understand... **(I/understand)** what had gone wrong. The interviewer reminded me of a teacher back in grammar school; the scariest teacher I had ever had.

11 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 We rarely had time for Sunday family gatherings.
DID Rarely *did we have time* for Sunday family gatherings.

2 Brian did not want to open his gifts until after they had had dinner.
TO Not until after they had had dinner ...did Brian want to... open his gifts.

3 The car broke down yesterday.
THAT It was ...the car that broke down... yesterday.

4 No matter what happens, you are not to go there again!
GO Under no circumstances ...are you to... ...go there... again!

5 We had no idea that it was a costume party.
KNOW Little ...did we know... that it was a costume party.

6 The students were allowed to leave the exam room after the first hour had passed.
WERE Only after the first hour had passed ...were the students allowed to... leave the exam room.

7 "Oh, look, the headmaster is coming our way!" yelled Mark.
HERE "Oh look, ...here comes the... ...headmaster... !" yelled Mark.

8 Mum made the mashed potatoes and the stuffing from scratch.
DID Not ...only did Mum make... the mashed potatoes from scratch, but also the stuffing.

12 Translate the fragments of sentences into English. Use up to five words in each gap.

1 **(Czy to Mary oblała)** ...Was it Mary who/that failed... her driving test again?

2 Her performance was fantastic, but **(Roberta również)** ...so was Robert's... .

3 **(To, czego Terry teraz potrzebuje, to)** ...What Terry needs now is... a holiday as he's been working really hard.

4 No sooner **(włożyła)** ...had she put... the roast in the oven than the lights went out.

Determiners (Demonstratives)
Określniki (zaimki wskazujące)

This, ***these***, ***that*** and ***those*** are used as pronouns when they are not followed by a noun and as demonstrative adjectives when they are followed by a noun. ***Those*** *are my notes.* (pronoun) ***That*** *white board is new.* (demonstrative adjective)

Use

this/these	that/those
• for people or things which are near us. ***This*** *is his motorbike.* • for present or future situations. *I'm flying to France* ***this*** *week.* • to refer to something we are about to mention. *Listen to* ***this****. It's brilliant!* • to introduce oneself on the phone or to introduce people. *"Hello?* ***This*** *is Paul." "Tim,* ***this*** *is Frank."* • when the speaker is in or near the place he/she is referring to. ***This*** *classroom is too big.* (the speaker is in the room)	• for people or things which are not near us. ***That*** *notepad over there is mine.* • for past situations. ***That*** *day was one I will always remember.* • to refer back to something mentioned before. *"She got engaged!" "****That's*** *wonderful!*

1 Fill in: *this*, *these*, *that* or *those*.

1 Look out! *That* driver up ahead has lost control of the car! I think he's going to crash.
2 We've decided to spend our holidays at home ...this... year.
3 Here it is. ...This... is the coffee table I told you about.
4 ...Those... children over there are my nieces and nephews.
5 ...These... numbers cannot be correct. I'm sure you've made a mistake. Here, look!
6 ...This... is so delicious! Can I have another serving?
7 Look! Isn't ...that... Karen's dog? It must be lost.
8 "...Those... were the best days of my life!" grandma said.
9 We need to find a solution to ...this... problem now.
10 A: Hello.
B: Hi, is Mary there? ...This... is Alicia speaking.
11 A: Phil and Jane have just bought their first home.
B: ...That... is wonderful news!
12 A: Do ...these... jeans look good on me?
B: I think ...those... ones looked better.
13 A: My son has just passed his driving test.
B: ...That...'s great!
14 Take a look. ...This... is a photo of the hotel where we stayed at and ...these... are the pictures of all the people we met.
15 I don't feel comfortable in ...this... place; it's too dark. Can we go somewhere else?
16 ...That... was the scariest roller coaster ride I've ever been on.
17 ...That... looks like Tom, but I can't see because he's too far away.
18 Steve, let me introduce you to Sylvia. Sylvia, ...this... is Steve.
19 Hello. ...This... is Claire Brown speaking. How may I help you?

2 Fill in: *this*, *that*, *these* or *those*.

1 A: *These* roses are for you.
B: You are so sweet. Thank you.
2 A: Did you see ...that... gown Natalie Portman wore to the Oscars?
B: Stunning. ...Those... Hollywood actresses are so lucky. They get to wear the best in high fashion.
3 A: Which pair of shoes do you want to try on?
B: ...That... one, on the top shelf.
4 A: Does ...that... house across the street belong to anyone?
B: I don't know. It's been empty for a while now.
5 A: I finally got ...that... pay rise I was waiting for!
B: ...That... is fantastic! Let's celebrate.
6 A: Are ...these... the films you rented last week?
B: Yes, but I didn't manage to watch them all.
7 A: I'd like to try on ...this... dress, please.
B: Of course. You can go into one of ...those... changing rooms over there.
8 A: Can you show me ...that... website you mentioned this morning?
B: Sure. ...This... is it here.
9 A: How could they cancel the trip? ...This... is so unfair!
B: It sure is.
10 A: Are ...these... your shopping bags?
B: No. Mine are ...those... by the window over there.
11 A: Have you got any plans for ...this... evening?
B: Actually, we do. We are going to see ...that... new play everyone is talking about.
12 A: Hi, Peter. ...This... is my cousin, Ryan.
B: Nice to meet you, Ryan.

GRAMMAR

12 Determiners (Quantifiers)
Określniki ilościowe (kwantyfikatory)

a lot of/many/much/(a) few/(a) little

	Countable	Uncountable	Example
Positive	*a lot (of)/lots of/many* (formal)	*a lot (of)/lots of/much* (formal)	*There are **a lot of** endangered animals.* *There is **a lot of** snow in our garden.*
Interrogative	*many*	*much*	*Are there **many** people in the bank?* *Is there **much** juice left?*
Negative	*many*	*much*	*There aren't **many** students in this class.* *There isn't **much** time, so we must hurry.*
	a few (= some) *(very) few* (= not many, not enough)	*a little* (= some) *(very) little* (= not much, not enough)	*A few people came to the performance.* *Very few participants remained till the end of the session.* *A little sugar makes strawberries sweeter.* *Very little money is needed to buy this newspaper.*

- *A lot (of)/lots of* + **countable/uncountable** nouns are normally used in positive sentences.
  *There were **a lot of** people at the art gallery. He gave me **lots of** advice.*
  A lot of can also be used in **questions** and **negations** in informal English. *Are there **a lot of** things left for us to do?*
- *Many* + **countable nouns**
  Much + **uncountable nouns**
  ] are normally used in **questions** or **negations**.
  *Are there **many** apples? There isn't **much** tea.*
  Many and *much* are often used in **positive** sentences after ***too***, ***so***, ***how*** or in formal English.
  *He didn't know **how much** money they needed. There was **too much** work to do.*
- *A few* (= some, a small number of) + **countable nouns**
  A little (= some, a small amount of) + **uncountable nouns**
  ] have a **positive** meaning.
  *I have **a little** time so I'm going to have a rest.*
- *Few* (= not many, almost none) + **countable nouns**
  Little (= not much, almost none) + **uncountable nouns**
  ] have a **negative** meaning and are rather formal English.
  ***Few** journalists have written about this topic. It isn't well-known. / We've got **little** food. We can't make dinner tonight.*
  Very few/very little, only a few/only a little are more usual.
  ***Very few** students studied for the test. / We must research the topic. We've got **very little** information on it.*

Remember!

- *A couple of, several, a few, many, a (large/great/good) number of, both* are followed by a **countable** noun.
  (Too) much, a little, a great/good deal of, a large/small amount/quantity of are followed by an **uncountable** noun.
  A lot of, lots of, hardly any, some, no, plenty of are followed by a countable or uncountable noun.
- *Most, all, some, any, many, a few, several, both, one, two, much, (a) little* are followed by ***of*** when a noun follows, preceded by possessives or words such as: ***this***, ***that***, ***these***, ***those***, ***the*** or ***a***.
  *How **much of** the pocket money your dad gave you did you spend? **Several of my** classmates live in my neighbourhood so we often go out together. **Two of these** books are about history.*

3 Fill in: *a lot (of)*, *much* or *many*.

1 Not *many* tickets were sold for the show.
2 It takes a lot of time and effort to grow a beautiful garden.
3 How much time do I have to write the exam?
4 This essay had too many mistakes. I can't give it a passing mark.
5 Look! They're showing the protest on TV. I've never seen so many people gather before.
6 The report is due today and we still have a lot of work to do.
7 I haven't got much money. Is this enough?

4 Choose the correct item.

1 There has been **few/very little/a few** information online about that new discovery.
2 There was **many/few/a lot of** noise coming from the party next door last night.
3 **A lot/Much/Few** customers have complaints about our company.
4 We had **much/a lot of/little** chores to do at the weekend.
5 I don't have **a lot/much/many** friends.
6 **Few/Much/A little** people are aware of the new law.

Determiners (Quantifiers)
Określniki ilościowe (kwantyfikatory)

5 Choose the correct item.

1 There isn't **little/no/any** bread left, so can you get some from the baker's?
2 They showed **a great deal of/many/few** interest in my new invention.
3 **Hardly any/No/A little** of my friends like hip-hop music.
4 Don't be so rude! Show **several/hardly any/a little** respect for your elders.
5 Tommy sent me **any/some/much** flowers! How sweet of him.
6 After the meeting, he didn't call me for **several/few/a great deal of** days.
7 **Much/A lot/Many** to my relief, I realised where I had left my keys.
8 I'm exhausted. I didn't get **many/much/few** sleep last night.
9 **Much/A little/Hardly any** families are without a home computer these days.
10 I'm afraid the patient shows **no/much/a small amount of** signs of improvement.
11 I've got **little/much/plenty of** money if you need to borrow some.
12 We need **a lot of/few/much** eggs to make this cake. Thank goodness I have a dozen in the fridge.
13 You get **few/a little/little** chances like this in life, so take advantage of them!
14 I've put you to **a great deal of/many/several** trouble and I want to apologise.
15 There are still **few/several/much** issues that we need to discuss; so, will we meet on Friday?
16 I'm afraid we have **little/few/several** hope of finding any survivors.
17 I have **a little/lots of/hardly any** ideas for your costume if you want to hear them.
18 My coffee isn't quite right. May I have **a few/a little/little** more sugar, please?
19 There is **few/much/little** chance of me getting the job. I was late for the interview.
20 Hurry up! We don't have **much/many/several** time before the guests arrive.
21 **A large amount of/A good deal of/A great number of** people protested about the new government's laws.
22 There's no need to hurry; we've got **no/plenty of/little** time.

6 Choose the correct item.

Deadly Shake Rocks New Zealand

185 people were killed by a deadly earthquake which struck the second largest city in New Zealand in 2011. The earthquake caused **1) a great deal/a good number** of damage to buildings in Christchurch. **2) A large number/A large amount** of people were injured; almost 7000 were treated in the hours and days after the quake. **3) Very few/Very little** buildings and houses were left unharmed by the violent earthquake. There were **4) plenty/many** aftershocks during the following days and **5) a lot/a little** of the locals were forced to leave their homes. Local officials and volunteers put up **6) lots/a good deal** of tents on the outskirts of the city to house them. Police evacuated the city centre and **7) hardly any/a good deal** of relief was provided from abroad.

7 Choose the correct item.

What a Waste!

World hunger is a major problem in the 21st century. Yet, very **1)** *C* has been done to feed the poor. **2)** ..... of money is needed to make this happen; about $195 billion a year according to the United Nations. **3)** ..... countries have promised to donate less than 1% of their national income which is very **4)** ..... compared to the amounts they spend on defence each year. In addition, recent studies have revealed some uncomfortable facts about food waste in developed countries. Unfortunately, too **5)** ..... good food is wasted needlessly each year. In the UK alone, 3.6 million tonnes of food end up in landfills annually. **6)** ..... of this food is within the sell-by date and **7)** ..... of the items dumped are fruit, salad, bread and even potatoes. In the US, each American throws away over 90 kilos of food per year. Meanwhile, **8)** ..... people are complaining about rising food prices and the cost of living. So what can we do to help? Don't spend so **9)** ..... on food we don't eat and give some to those who need it more. Isn't it time we stopped the waste?

1	A many	B few	(C) little
2	A Much	(B) A lot	C A little
3	A Plenty	B A lot	(C) Several
4	(A) little	B many	C few
5	(A) much	B little	C few
6	A Several	B Many	(C) Most
7	A lots of	B little	(C) many
8	(A) many	B much	C little
9	A plenty	B many	(C) much

GRAMMAR

12 Determiners (Quantifiers)

Określniki ilościowe (kwantyfikatory)

some/any/no/every

	Determiners	Pronouns		Adverbs
		people	things	places
Positive	some any	someone/somebody anyone/anybody	something anything	somewhere anywhere
Interrogative	any	anyone/anybody	anything	anywhere
Negative	no/not any	no one/not anyone nobody/not anybody	nothing not anything	nowhere not anywhere
Positive/Negative/ Interrogative	every	everybody/everyone (all people)	everything (all things)	everywhere (all places)

- ***Some***, ***any*** and ***no*** are used with uncountable nouns and plural countable nouns.
  *There is **no** milk in the carton. There are **some** pears in the fruit bowl. There isn't **any** jam in the jar.*
- ***Some*** and its compounds (***someone/somebody***, ***something***, ***somewhere***) are normally used in positive sentences.
  *I need **some** apples to make a pie. **Someone** was sitting at my desk.*
- ***Any*** and its compounds are used in interrogative and negative sentences.
  *Is there **any** water in the bottle? I haven't seen **anyone** today.*
- ***Any*** and its compounds are used with negative words, such as ***without***, ***never***, ***seldom***, ***rarely***, ***hardly***, etc.
  *She never works on **anything** in the evening.*
- ***No*** (= not any) and its compounds are used in negative sentences.
  *There is **no** salt on the table.* (= There is **not any** salt on the table.)
  Note: We use a singular verb with the compounds of ***some***, ***any*** and ***no***. *There is **nobody** in the room.*
- ***Some*** and its compounds can also be used in interrogative sentences when we expect a positive answer, for example when we make an offer or a request.
  *"Would you like to eat **something** for lunch?"* (offer) *"Yes, please."/ Could I have **some** toast?* (request)
- ***Any*** and its compounds can also be used in positive sentences, but there is a difference in meaning.
  Look at the examples:
  *You can visit me **any** time you like.* (= It doesn't matter when.)
  ***Anyone/Anybody** can come to the concert.* (= It doesn't matter who.)
  *You can eat **anything** you like.* (= It doesn't matter what.)
  *They can stay **anywhere** they like.* (= It doesn't matter where.)
- ***Every*** is used with singular countable nouns. ***Every** student has an identification card.*
- The pronouns ***everyone/everybody***, ***everything*** and the adverb ***everywhere*** are used in positive and interrogative sentences, and are followed by a singular verb. ***Everything** was ready. Is **everyone** listening?*

Other structures

- ***another*** = additional, an extra one – It is used with singular countable nouns.
  *Could I have **another** piece of cake, please? Would you like **another** cup of coffee?*
- ***another + few/two, three*** etc. + noun – *Let's wait **another few minutes/another ten minutes**. She promised she'd come.*
- ***other/another*** = different, besides this/these – *Are there any **other** shirts in red? I don't like this colour. Is there **another** one?*
- ***other/others:*** When **other** is used with a noun, it has no plural form.
  *Have you read the **other** magazines?* (NOT: ... ~~*others*~~ *magazines?*) **BUT** *I've got **some** essays here. Where are the **others**?*
  Note: ***Others*** can also be used to mean ***(the) other people***.
  ***Some** people love eating fish, **others** can't stand it.*
- ***each other*** = one another – *We talk to **each other** every night.*
- ***every other*** = every second – *I visit my grandparents **every other** Sunday.*
- ***the other day*** = a few days ago – *I saw Pete **the other day**; he said he was getting married next month.*

Determiners (Quantifiers)
Określniki ilościowe (kwantyfikatory)

8 Fill in the gaps with *some*, *any*, *no* or one of their compounds.

1 A: Let's go on an excursion at the weekend, Janet.
B: That sounds great. We could go *somewhere* in the mountains.
2 A: Are you hungry?
B: Yes, actually. Is there ...anything... to eat?
3 A: Have you finished your test?
B: No, Miss. Could we have ...some... more time, please?
4 A: Harry told me ...something... about his job last night.
B: Oh, I hope ...nothing... serious has happened to him.
5 A: I don't like ...any... of the programmes on TV tonight.
B: Shall we do ...something... else instead?
6 A: Has ...anyone... been to the new mall in the city centre yet?
B: Yes, I have. It's great!
7 A: Have you found your wallet yet, Paul?
B: No, I can't find it ...anywhere... .
8 A: There is ...no... information about skydiving in our textbook.
B: Why don't you search the Internet, then?
9 A: I wasn't able to book a hotel room and I have ...nowhere... to stay the night.
B: That's no problem. You can stay with me.

9 Fill in the gaps with *every* or one of its compounds, and the correct form of the verbs in brackets.

1 I will tell you *everything* I know as soon as I *find out* **(find out)** more information.
2 I won't give out the prizes until ...everybody arrives... **(arrive)**.
3 They have sent me photographs of ...every... monument they ...have seen... **(see)** so far.
4 Pauline made sure she had ...everything... she ...needed... **(need)** for her business trip to Frankfurt.
5 My brother's room looked a mess. There were clothes ...everywhere... I ...looked... **(look)**.
6 ...Every... child ...will get... **(get)** a present at the end of the school year.
7 The party was a nightmare! ...Everything went... **(go)** wrong.
8 Let's go, Sam! ...Everybody is waiting... **(wait)** for us!

10 Fill in the gaps with *some*, *any*, *every* or one of their compounds.

Dear Clare,
I am writing to ask you for **1)** some advice because I don't know what to do.
2) ...Some... kids at school have started bullying me. They call me names and take my lunch money. I haven't had **3)** ..anything... to eat at school for two weeks. I'm afraid I haven't told **4)** ..anybody... at home about it because I don't know what my dad might do. My friends told me that I must do **5)** something. and that I should tell our teacher. She is very kind and I know that she will do **6)** .everything. she can to help me. I am not so sure, though. I know I can't just sit here feeling sorry for myself. Is there **7)** .....any..... hope for me? Could you tell me if you think there is **8)** .anything... else I should do?
Please write to me soon.
Nick

11 Fill in: *hardly (ever)* and *anything*, *anywhere*, *anyone* or *any*, as in the example.

1 There *was hardly anyone* waiting at the bus stop. **(not many people)**
2 I ...hardly ever see anything interesting... on television these days. **(not often see interesting programmes)**
3 He ...hardly ever plays any... basketball during the week. **(not play)**
4 Helen does ...hardly any... chores around the house. **(very few)**
5 She knows ...hardly anything... about her country's history. **(not much)**
6 There's ...hardly anywhere... to exercise in this small town. **(not many places)**
7 We ...hardly ever visit anyone/hardly ever visit any of our friends... during the week. **(not often visit our friends)**

12 Fill in the gaps with a word from the list:

• another • (the) other(s)
• every other • other day

1 This is great coffee! Can I have *another* cup, please?
2 My dad called the ...other day... and asked if I wanted to come for lunch.
3 I don't see my cousins all the time; just ...every other... weekend.
4 Do you have any ...other... blouses like this? Maybe in a different colour?
5 We're leaving now; ...the others... will come later.

GRAMMAR

12 Determiners (Articles)
Określniki (przedimki)

The indefinite article *a/an*

We use *a/an*:
- with singular countable nouns when we talk about them in general.
  *I want to buy **an** iPod.* (any iPod)
- with the verbs ***to be*** and ***have (got)***.
  *Jillian **has (got) a** dog. It's **a German Shepherd**.*
- before Mr/Mrs/Miss/Ms when we refer to an unknown person.
  ***A Mr Davis** left a message for you this morning.*
  (a person that we don't know)
- to show:
  a) **price in relation to weight**. *(two euros **a** kilo)*
  b) **distance in relation to speed**. *(100 km **an** hour)*
  c) **frequency**. *(twice **a** month)*

We **do not** use *a/an*:
- with **uncountable** nouns or **plural countable** nouns. We use **some** instead of *a/an*.
  *We need **some** paper plates and **some** juice for the party.*
  *He bought her **some** sweets.*
- **before an adjective** if it is not followed by a noun.
  *This book is **funny**.* BUT *This is **a funny book**.*

a(n)/one

We use:
- *a/an* to refer to an unspecified thing with the meaning ***any one***. *She read **an** article.* (We are not talking about a specific article.)
  one when we are counting, to put emphasis on number. *She read **one** article.* (She didn't read two articles.)
- ***one*** with the words ***day***, ***week***, ***month***, ***time***, ***year***, ***winter***, ***morning***, ***night***, etc or with a specific day or month to say when something happened, usually in narration.
  ***One** warm **spring** day, Fay and Wallace decided to go on a picnic. **One Monday**, Pam was coming out of the mall when she saw a thief.*
- ***one day*** to refer to the future.
  ***One day**, people will travel into space.*
- ***one*** or ***one of*** ... when we mean **one person/thing out of many**. It usually contrasts with ***another/other(s)***.
  ***One** parcel was mine, but **the others** were for my brothers.*
  ***One of** my friends is Russian.*
- *a/an* or ***one*** with no difference in meaning when counting or measuring money, distance, weight, time, etc.
  *He paid **a/one** hundred and fifty euros for his new GPS.*
  *I bought **a/one** jar of jam. He spent **a/one** week sightseeing in Rome.*

one/ones

We use:
- ***one*** in the singular and ***ones*** in the plural to avoid repeating the noun when it is clear what we mean.
  *My dog is the **one** with the pointed ears. I don't wear baggy trousers. I wear tight **ones**.*
- *a/an* with one when there is an adjective before ***one***.
  *I want to buy a book. I want **a paperback one**.* BUT *I want to buy a computer. I want **one** with a flat screen monitor.*
- ***one/ones*** with ***this/that***. *I don't like this pair of shorts, but I like **that one**.*
- ***which one(s)*** in questions. *I like the purple T-shirt. **Which one** do you like?*

13 Fill in *a/an* or *one(s)*.

1 The maximum speed limit on motorways in Britain is 112 km *an* hour.
2 Mary slept at her friend's house ...one... night last week.
3 If you know how to use ...a... computer, I can give you ...an... interesting game to play.
4 There's ...a... Ms Davis in the flat next door.
5 I'd like to have ...a... salad with my pizza.
6 Yesterday we went to ...an... open-air restaurant to have lunch.
7 My brother is the ...one... who is wearing boots.
8 These biscuits are much tastier than the ones I usually buy.
9 Argentina was ...one... of the first teams to play in the World Cup.

14 Fill in *a/an* or *one(s)*.

1 She bought him *a* very expensive watch as a gift for his birthday.
2 Jason is ...one... of the best basketball players in school.
3 ...One... time we went hiking in ...a... forest and camped beside ...a... lovely river.
4 Simone has got ...an... excellent piano teacher.
5 We waited half ...an... hour for ...a... bus. Finally ...one... came, but it was full of people.
6 She has two daughters. ...One... is a teacher and the other a reporter.
7 If you are on ...a... diet, you'll have to stop eating junk food.
8 I'd like you to make ...a... copy for Mr Jenkins and a few extra ...ones... for everyone else in the office.

Determiners (Articles)
Określniki (przedimki)

The definite article *the*

We use ***the***:

- with nouns when talking about something specific.
  Mary has got a pen and pencil.
  The *pen is blue and* ***the*** *pencil is black.*
- with nouns that are unique *(**the** sun, **the** equator,* etc*)*.
- with names of newspapers *(**the** City Press)*, cinemas *(**the** Odeon)*, theatres *(**the** National Theatre)*, hotels *(**the** Carlton)*, museums/art galleries *(**the** Tate Museum)*, ships *(**the** Mayflower)*, organisations *(**the** North Atlantic Treaty Organisation)*.
- with the names of rivers *(**the** Nile)*, groups of islands *(**the** Canary Islands)*, mountain ranges *(**the** Rocky Mountains)*, deserts *(**the** White Desert)*, oceans *(**the** Pacific Ocean)*, canals *(**the** Panama Canal)*, countries when they include words such as State, Kingdom, Republic *(**the** United States of America)*, names or nouns with ***of*** *(**the** Houses of Parliament)*, in geographical terms such as ***the*** *Antarctic/Arctic/Equator,* ***the*** *south of France,* ***the*** *North/East/South/West*.
- with the names of musical instruments and dances *(**the** drums, **the** tango)*.
- with the names of families *(**the** Smiths)* and nationalities ending in ***-sh***, ***-ch*** or ***-ese*** *(**the** Danish)*. Other nationalities can be used with or without ***the*** *(**the** Germans/Germans)*.
- with titles *(**the** Queen, **the** President)* BUT not with titles including a proper name *(Queen Anna Maria)*.
- with adjectives/adverbs in the superlative form *(**the** best story I have ever read)* BUT when ***most*** is followed by a noun, it doesn't take ***the.***
  Most *children like watching cartoons.*
- with the words ***day***, ***morning***, ***afternoon***, ***evening*** and ***night***.
  It was early in ***the*** *morning when we left for the airport.*
  BUT ***at night***, ***at noon***, ***at midnight***, ***by day/night***
- with historical periods/events *(**the** Middle Ages, **the** Gulf War)*. BUT ***World War II***
- with the words ***only***, ***last*** and ***first*** (used as adjectives).
  She was ***the*** *last one to leave the office.*
- with the words ***beach***, ***cinema***, ***city***, ***coast***, ***country(side)***, ***ground***, ***jungle***, ***library***, ***sea(side)***, ***shop***, ***station***, ***theatre***, ***village***, ***weather***, ***world***.
  Shall we go to ***the*** *theatre tonight?*

We do not use ***the***:

- with uncountable and plural nouns when talking about something in general. ***Pandas*** *live in central China. Many people go on* ***holiday*** *in August.*
- with proper nouns. ***Geoffrey*** *is a scientist.*
- with the names of sports, games, activities, days, months, celebrations, colours, drinks and meals.
  We had lunch with the Joneses on ***Saturday***.
- with languages, unless they are followed by the word ***language***.
  Michelle speaks ***Chinese*** *and* ***Russian*** *fluently*.
  BUT ***The Arabic language*** *is difficult to learn.*
- with the names of countries which don't include the word ***State***, ***Kingdom*** or ***Republic***. *(Italy, Poland, Holland)*
  BUT ***the*** *Netherlands,* ***the*** *Vatican* (exceptions)
- with the names of streets *(Main Road, Park Avenue)* BUT ***the*** *M4,* ***the*** *A12,* squares *(Trafalgar Square)*, bridges *(Brooklyn Bridge)* BUT ***the*** *Golden Gate Bridge*, parks *(Central Park)*, railway stations *(Richmond, Tower Hill)*, mountains *(Mount Everest)*, individual islands *(Pine Island)*, lakes *(Lake Dobie)* and continents *(Africa)*.
- with possessive adjectives or the possessive case.
  That is ***my mug***.
- with the names of restaurants, shops, banks, hotels, etc which are named after the people who started them *(Selfridges, Luigi's Restaurant)*.
- with the words ***bed***, ***hospital***, ***college***, ***court***, ***prison***, ***school***, ***university*** when we refer to the purpose for which they exist.
  My brother has been in ***hospital*** *for two weeks.*
  BUT *We went to* ***the hospital*** *to keep John company*.
- with the word **work** (= place of work).
  I went to ***work*** *at 9 o'clock every morning.*
- with the words ***home***, ***mother***, ***father***, etc when we talk about our own home/parents. ***Father*** *isn't at home*.
- with ***by*** + **means of transport** *(bus/ferry/train/car,* etc*)*.
  We go to the islands by ***ferry***.
- with the names of illnesses. *He's got* ***pneumonia***.
  BUT *flu/**the** flu, measles/**the** measles, mumps/**the** mumps*

Remember!

- We usually don't use ***the*** with the word ***television***.
  I don't have much time to watch ***television***. BUT *I turned off* ***the television*** *and went to bed*. (the television set)
- ***The*** is optional with **seasons**. *I love* ***(the) spring*** *when all the flowers come out.*
- When we refer to a group of people, animals or things we use:
  a) ***a/an*** or ***the*** with **singular countable nouns**. ***An/The eagle*** *is a beautiful creature.*
  b) **plural countable nouns** without ***a/an*** or ***the***. ***Eagles*** *are beautiful creatures*.
  (NOT: ~~*The eagles are*~~ ...)

GRAMMAR

12 Determiners (Articles)
Określniki (przedimki)

15 Fill in *a*, *an* or *the* where necessary.

1 A: What did you see when you visited – Barcelona?
B: We did a lot of walking through ...the... Old City. We visited ...the... Pavilion and went to ...the... Picasso Museum.

2 A: This is my friend, ...–... Alice.
B: It's ...a... pleasure to meet you, Alice.

3 A: There was ...an... interesting show on ...–... television last night. Did you see it?
B: No, we were watching a film on ...the... Internet.

4 A: Do you want me to buy ...a... newspaper?
B: Yes, ...the... *Times*. There is ...an... interesting article in it about ...the... economy.

5 A: Have the children ever seen ...a... dolphin?
B: Well, they saw ...a... show at ...the... City Aquarium last year.

6 A: What do you know about ...–... India?
B: It's ...a... country in ...–... Asia, in ...the... Indian Ocean.

7 A: You look lost. Are you ...a... tourist?
B: Yes, I'm American. I'm from ...a... small town in ...–... Nebraska.

8 A: Is ...the... red bag yours?
B: No, mine has got ...a... red sticker on it.

9 A: Why didn't you go to football practice ...–... yesterday? Were you ill?
B: No, but my aunt was and I went to ...the... hospital to see her.

10 A: Are these ...–... Christina's glasses?
B: No, they're ...–... mine.

11 A: Did you have ...a... nice time at ...the... theatre last night?
B: Yes. It was ...a... pleasant evening and ...the... musical was great.

12 A: Will you be at home tomorrow ...–... morning?
B: No, I'll be at ...–... work until ...the... afternoon.

13 A: Have you ever visited ...the... Netherlands?
B: Yes, I was there last summer. We stayed at ...the... Park Hotel in ...–... Amsterdam.

14 A: Did you see ...the... football match on Saturday?
B: Yes, I did. What ...a... pity Real Madrid lost!

16 Choose the correct alternative.

1 Bob is studying **Biology/the Biology** because he wants to become **doctor/a doctor**.
2 **The polar bear/Polar bear** lives in **the Arctic/Arctic**. **Polar bears/The polar bears** have white fur and eat mostly **seals/the seals**.
3 We took the children to **the City Zoo/City Zoo** at the weekend. They loved seeing **zebras/the zebras**.
4 Simon has bought **a hybrid car/the hybrid car**. It runs on **petrol/the petrol** or batteries.
5 We spent our holidays in **a cottage/cottage** near **beach/the beach**. **The accommodation/An accommodation** was very comfortable and **the view/view** was fantastic.
6 Bob doesn't watch **the television/television** very much. He's usually too busy playing **basketball/the basketball** or surfing **Internet/the Internet**.
7 We all went to **cinema/the cinema** last night. Helen was **last/the last** person to arrive because she had been waiting for **the bus/bus** for an hour.
8 The month I spent in **Italy/the Italy** was one of **best/the best** times in my life.

17 Fill in *a*, *an* or *the* where necessary.

Dear Emily,
How are you? We are having **1)** *the* time of our lives here in **2)** ...–... Scotland. This week, we are staying in **3)** ...the... Shetlands, which are a group of islands in **4)** ...the... North Sea. It was challenging getting here. It was **5)** ...a... 14-hour journey on **6)** ...a... ferry boat over rough seas. But it was worth **7)** ...the... trip!
Some of **8)** ...the... finest wool comes from here, so **9)** ...the... islands are full of **10)** ...–... sheep. We are staying in **11)** ...–... Lerwick, which is **12)** ...the... largest town of **13)** ...the... islands. We spend our days walking along **14)** ...the... coast where we have seen some **15)** ...–... spectacular panoramic views. At night, we attend **16)** ...an... interesting musical event or listen to **17)** ...a... storyteller. **18)** ...The... Shetlanders love to sing and dance and tell **19)** ...–... spooky stories! Of course, it's **20)** ...a... little difficult to understand them as they speak Scots which is not the same as **21)** ...–... English!
Anyway, we leave in two days. Don't forget to send us **22)** ...an... email if you can't meet us at **23)** ...the... airport.
Lots of love,
Amanda and John

Determiners (Articles)
Określniki (przedimki)

18 Write an article in each gap where necessary.

Tanya: Hello?
Richard: Hi, Tanya, it's 1) – Richard.
Tanya: Oh, hi, Richard! How was 2) the concert? Did you have a good time?
Richard: Fantastic! Dave and I went by 3) – car so we were almost 4) the first to arrive at 5) the stadium. We found 6) a great spot right in front of 7) the stage.
Tanya: How was 8) the music?
Richard: Great! They've got 9) a new band member who plays 10) the saxophone. It's too bad you had to stay 11) – home. Have you still got 12) a fever?
Tanya: No, I felt much better 13) – last night. I watched 14) a documentary about wildlife in 15) – Africa on 16) – television. It gave me 17) a few ideas for 18) the project we have to do. I even did 19) a search on 20) the Internet about it.
Richard: That's good. I really didn't have 21) the time to think about it over 22) the weekend as I wasn't here. I'll have 23) a look in 24) the book I have about Africa to see what I can find there.
Tanya: OK, then. See you tomorrow in 25) – school.
Richard: See you!

19 Fill in *a*, *an* or *the* where necessary.

Glastonbury Tor

When you are in **1)** *the* south of England, why don't you visit **2)** – Glastonbury Tor? Driving to Glastonbury, you cannot miss **3)** the soft green hill of **4)** the Tor which you can see from **5)** a great distance. It looks like **6)** an island rising above **7)** the flat countryside of **8)** – Somerset. Although it has **9)** a long history full of myths and legends that go as far back as **10)** – ancient times, **11)** the only ruin still standing is **12)** a tower which was built in **13)** the early 1300s. It is **14)** the symbol of Glastonbury and many believe it has magical powers. That's why thousands of **15)** – visitors each year take **16)** a long walk through **17)** the meadows and up **18)** the spiral maze that leads to **19)** the top of **20)** the hill.
21) – visitors staying in Glastonbury village can go to **22)** the hill by **23)** – car, bus or on **24)** – foot. There is **25)** a small museum which is open every day except **26)** – Sunday. There is no charge for **27)** – admission to the site, but **28)** – donations are welcome. **29)** The site is open to **30)** the public all year round.

20 Complete the sentences with *a/an* or *the*, where necessary, using the words in the list. Then, answer about yourself.

• day • violin • dinner • Mount Olympus
• cafeteria • President • biking • spaghetti

1 A: Have you ever wanted to learn to play *the violin*?
B: *No, but I'm learning to play the piano.*
2 A: Do you eat your lunch in a cafeteria?
B: Yes, I do.
3 A: How many hours a day do you spend reading?
B: I spend 3 hours a day reading.
4 A: Would you like to meet the President of the United States?
B: Yes, I would.
5 A: Do you know how to cook spaghetti?
B: Yes, I do.
6 A: What are we having for dinner tonight?
B: We're having some chicken salad.
7 A: Do you like mountain biking?
B: No, I don't.
8 A: Do you know anyone who has climbed Mount Olympus?
B: Yes, I do.

21 Rewrite the sentences correctly, adding articles where necessary.

1 Reporters were waiting outside Parliament to ask Prime Minister about the new law which bans smoking in restaurants.
Reporters were waiting outside Parliament to ask the Prime Minister about a new law which bans smoking in restaurants.
2 We went to Stamford Bridge Stadium first day we were in London to see match between Chelsea and Arsenal.
We went to Stamford Bridge Stadium the first day we were in London to see a match between Chelsea and Arsenal.
3 Mobile phones have made communication with home easy for travellers all over world.
Mobile phones have made communication with home easy for travellers all over the world.
4 In 19th century, there were few doctors and medical care was only available to wealthy.
In the 19th century, there were few doctors and medical care was only available to the wealthy.
5 I'll give you ring tomorrow after school and we can shop for clothes in new shopping centre that opened last week.
I'll give you a ring tomorrow after school and we can shop for clothes in the new shopping centre that opened last week.

GRAMMAR

12 Determiners (Distributives)
Określniki (zaimki nieokreślone)

all/none/both/either ... neither/every – each

• ***Both*** refers to ***two*** people or things. It has a **positive meaning** and takes a verb in the **plural**. It is the opposite of ***neither/not either***. *Brenda and Tina are teachers.* ***Both*** *Brenda and Tina are teachers.* ***They*** *are* ***both*** *teachers.* ***Both of them*** *are teachers.* ***Both*** *women are teachers.*	• ***Either*** (= any one of two) / ***Neither*** (= not one and not the other) refer to **two** people or things and are used before **singular countable** nouns. ***Neither*** *story was true.* ***Neither of/Either of*** take a verb either in the singular or plural. ***Neither of*** *the boys* ***like(s)*** *art.*
• ***All*** refers to **more than two** people or things. It has a **positive meaning** and takes a verb in the **plural**. It is the opposite of ***none***. ***All*** *the students got a sticker.* ***All of them*** *got a sticker.* ***They all*** *got a sticker.* ***All*** + **that-clause** (= the only thing) takes a singular verb. ***All that*** *I did was thank him.*	• ***None*** refers to ***more than two*** people or things. It has a **negative** meaning and isn't followed by a noun. *"Is there any milk left?" "No,* ***none****."* ***None of*** is used before nouns or object pronouns followed by a verb **either in the singular** or **plural**. It is the opposite of ***all***. ***None of*** *the students/them has/have answered the question.* Note: ***no*** + **noun**. *There's* ***no time*** *to waste.*
• ***Every*** is used with **singular countable** nouns. It refers to a **group** of people or things and means ***all***, ***everyone***, ***everything***, etc. *She goes to France on holiday* ***every*** *year.*	• ***Each*** is used with **singular countable** nouns. It means ***one by one***, considered individually (it usually means ***only two***). ***Each*** *person* ***was*** *given a ticket.* Note: ***every one*** and ***each one*** have **of** constructions. ***Every one of/Each one of*** *the students will be given a report card.*
• ***Whole*** (= complete) is used with **countable** nouns. We always use ***a***, ***the***, ***this***, ***my***, etc + ***whole*** + **countable**. *the* ***whole*** *night* = all night	• ***One/Ones*** are used to avoid repetition of a countable noun. *"Which coat is Tom's?" "That* ***one****."*
• ***Both ... and ...*** + **plural verb** – ***Both*** *Terry* ***and*** *Wallace like ice-skating.* • ***Either ... or ... / Neither ... nor / Not only ... but also ...*** + **singular** or **plural verb** depending on the subject which follows ***nor***, ***or***, ***but also***. ***Neither*** *Claire* ***nor*** *Andy owns a car.* ***Either*** *Mark* ***or*** *his brothers are going to take you home.*	

22 Choose the correct item.

1 Both/Neither my mother and my father are teachers.
2 Neither/Either Ken nor Stu had fun at the party.
3 None/Every of the players scored a goal, so they were all/both disappointed.
4 Every/All that you need is a nice long holiday.
5 We spent the whole/all day hiking, so we are exhausted.
6 Either/Neither you clean your room now or you aren't going out tonight.
7 My brother has been studying whole/all day.
8 All of/None of them felt like eating, but they couldn't say no to Mum since she'd been cooking all day.
9 A: Which CD do you like best?
B: To tell the truth, I don't like either/neither of them.
10 Kevin goes for a jog whole/every day.
11 Each/All room has a TV and air-conditioning.
12 Both/Either Fran and Grant are great athletes with real talent.

23 Fill in the gaps below with *all*, *every*, *both*, *whole*, *neither*, *either* or *none*.

1 A: Is the blue shirt more expensive than the red one?
B: No, they are *both* the same price.
2 A: Neither Hans nor Ben has ever eaten Chinese food before.
B: Really? Then they are in for a real treat.
3 A: I have lots of dresses, but ...none... of them are nice enough for the dance.
B: Well, let's go shopping then!
4 A: I ate .....all..... my vegetables, Mum!
B: Good for you. What would you like for dessert?
5 A: What did you do at the weekend?
B: Oh, we just sat around and watched TV the ...whole... weekend.
6 A: You can ...either... have an orange or an apple. Which do you prefer?
B: Oh, an apple, please.
7 A: You're the only one who hasn't come down with the flu.
B: Well, I try to eat healthily and get plenty of rest ...every... day.

Determiners (Distributives)
Określniki (zaimki nieokreślone)

24 Fill in the gaps with *all*, *both*, *neither*, *none*, or *whole*.



Being a Health Food Fanatic

I became a health fanatic when I was ten or so. Back then I ate **1)** neither junk food nor sweets, but I did eat quite a bit of meat. For the past year and a half, I have been on a strict diet which means my diet is now free from **2)** .....all..... forms of fatty foods. Aside from watching what I eat, I also get a lot of exercise – something **3)** .....none..... of my friends do. My family members aren't into exercising either, so most of the time I'm at the gym or out jogging alone. Sometimes, I feel like my **4)** .....whole..... family thinks I'm a bit strange. **5)** .....Both..... my mum and my dad are always telling me to gain some weight, but **6)** .....neither..... of them understands how I feel about my body. I guess **7)** .....none..... of the people who live in my house have ever heard the saying 'a healthy mind in a healthy body'.

25 Fill in: *all*, *every*, *one*, *ones* or *whole*.

1 Harry has four cats, *all* of which are black and white.
2 Choose a room. Which ...one... would you like?
3 I can't decide whether to do kick boxing, tai chi or kung fu. They're ...all... great forms of exercise.
4 I've been to ...every... shoe shop in town, but I haven't been to the ...one... at the mall.
5 I'm spending the whole weekend with my family.
6 They go for Chinese food ...every... weekend.
7 A: Do you like these trousers?
B: No, I prefer these ...ones... .
8 We spent the whole evening watching reruns of *Friends*.

26 Fill in the gaps using *each* or *every*.

1 In a game of rugby, *each* team has fifteen players.
2 We have gymnastics ...every... Tuesday and Thursday at school.
3 She has a bottle in ...each... hand.
4 I love Julia Roberts. I've seen ...every... one of her films.
5 Our poodle Scruffy came first in the dog contest. He scored the highest in ...each... test.
6 The teacher gave ...each... student stickers for good work.

27 Fill in the gaps with *all*, *both*, *neither*, *none*, *either* or *every*.

S: salesman C: customer

S: Can I help you, sir?
C: Yes. I'd like to try on 1) *both* these suits.
S: Certainly. You can use the changing room on the far left.
S: Is 2) ...either... of them what you wanted?
C: I'm afraid 3) ...neither... fit properly. The sleeves on 4) ...both... jackets are slightly long and 5) ...neither... of the trousers fit comfortably. I always have such a hard time finding a proper suit. I get disappointed 6) ...every... time I shop.
S: Fortunately for you, sir, we've got our own tailor here who alters 7) ...all... our clothes. Let me get him for you.
C: That's great! 8) ...None... of the other shops offer such a service.
S: Well, at Ringworth, we're here to help our customers.

28 Rewrite the sentences using the words in brackets.

1 Kevin dislikes carrots and so does Mark. **(neither ... nor)** – *Neither Kevin nor Mark likes carrots.*
2 I'd really like to come and my sister would, too. **(both ... and)** ...Both my sister and I would really like to come.....
3 Emily will pick you up from the airport or else Jack will. **(either ... or)** ...Either Emily or Jack will pick you up from the airport.....
4 Every part of the room was painted pink. **(whole)** ...The whole room was painted pink.....
5 Not even one of the guests tried my pizza. **(none)** ...None of the guests tried my pizza.....
6 The two boys were sent to the headmaster's office. **(both)** ...Both boys were sent to the headmaster's office.....
7 All the students have to participate in the sports day. **(every)** ...Every student has to participate in the sports day.....
8 Members of the team, one by one, received a medal. **(each)** ...Each member of the team received a medal.....

GRAMMAR

12 Possessives
Formy dzierżawcze

Possessive adjectives/pronouns

Possessive adjectives				Possessive pronouns			
my	our	his		mine	ours	his	
your	your	her	their	yours	yours	hers	theirs
		its				–	

- Both **possessive adjectives** and **possessive pronouns** can be used to talk about ownership or the relationship between people. **Possessive adjectives** are followed by nouns, whereas **possessive pronouns** are not.
  *This is **my** house. This house is **mine**.*
- We normally use **possessive adjectives** with parts of the body and clothes.
  *I hurt **my** leg. I took off **my** clothes and put on **my** pyjamas.*
  We use ***the*** and not **possessive adjectives** with **prepositional phrases**, mostly when we are talking about things that happen to parts of people's bodies, for example ***blows***, ***pains***, etc. Verbs usually used in this pattern are: ***hit***, ***punch***, ***slap***, ***bite***, ***touch***, ***pat***, ***sting***, etc.
  *She touched him **on the shoulder**.* (NOT: *on ~~his~~ shoulder*) *The bee stung him **on the nose**.* (NOT: *on ~~his~~ nose*)
- We use the word ***own*** in the following structures to emphasise the fact that something belongs to someone.
  noun + of + *my/your*, etc + **own** – *She bought **a car of her own.***
  my/your, etc + **own + noun** – *She has **her own car**.*
  Note: ***its*** = possessive adjective – *The rabbit wiggled **its** nose.*
  it's* = *it is or ***it has*** – *It's a pretty bird. It's* (= It has) *got colourful feathers.*

Possessive case

***'s / s'* (people or animals)**	***of* (inanimate things or people)**
• singular noun + **'s**. *the boy's pencil, the cat's whiskers*	• ***of*** + inanimate thing/abstract noun. *the windows **of** the house, the price **of** beauty*
• regular plural noun + **'**. *the boys' friends*	• ***of*** + possessive case/pronouns when there is a determiner (***this***, ***any***, etc) before the noun. *Look at **this** play **of** Shakespeare's.* (one of Shakespeare's plays) *a jacket **of his*** (one of his jackets)
• irregular plural noun not ending in -s + ***'s***. *the men's umbrellas, the children's clothes*	• ***of*** + people (in longer phrases). *That's the brother **of** one **of** my friends.*
• compound noun + ***'s***. *her sister-in-law's house*	• ***'s/of*** to talk about places or organisations. *France's attractions/the attractions **of** France*
• **'s** after the last of two or more names to show common possession *Lucy and Pete's car* (They share the same car.) BUT *Lucy's and Pete's cars* (Each one has got a car.)	

Remember!

- Phrases of place + ***'s*** *(at the baker's)* – time/distance expression + ***'s/'*** *(tonight's performance, three days' work)*
- With singular names ending in ***-s*** we can either add ***'s*** or just an apostrophe. Both options are correct. However, ***'s*** is more usual. *Thomas's tent* or *Thomas' tent*
- Plural names ending in ***-s*** take an apostrophe just like with other plurals. *The Jones' car broke down.*

Possessives
Formy dzierżawcze

29 Fill in the correct *possessive adjectives* and *possessive pronouns*.

1 A: I just picked up this parcel from the post office. Is it yours?
B: I'm not sure, but I've been expecting one, so I really hope it's mine .
2 A: We really need to hurry up or we'll miss our connecting flight.
B: OK. I'll pay our bill and we can go.
3 A: That shirt really suits you. Is it new?
B: No, it isn't mine actually. I borrowed it from my brother.
4 A: Dad, could I borrow Mum's car tonight?
B: Well, you had better take mine as hers is at the garage, son.
5 A: I can't use my computer; it's frozen.
B: Don't worry. It's Mike's day off today. You can use his .
6 A: What a lovely puppy! Is it yours ?
B: Yes. Its/His name is Rex. My mum gave him to me on my birthday.

30 Fill in *its* or *it's*.

1 A lot of people have signed up for the art class. It looks like *it's* going to be interesting.
2 Athens is a great place to visit on holiday with its ancient monuments and Mediterranean cuisine.
3 It takes months for an eagle to build its large nest.
4 This hand-held computer is wonderful. It's got lots of new features.
5 It's quite chilly outside and I am not feeling very well.

31 Fill in the gaps with *my, your ... own*. Use *of* where necessary.

1 If I had an office of *my own*, it would be much quieter.
2 Mandy hopes to buy her own car as soon as she saves up enough money.
3 I wish my brother would get a bike of his own . He is always riding mine.
4 When Thomas and Barbara get married, they will live in their own house.
5 I don't need to share a wardrobe with my sister as I have a wardrobe of my own .
6 When we go to Crete next summer, we will rent our own sailing boat.

32 Complete the sentences with *the* or a *possessive adjective*.

1 Kate sprained *her* ankle while playing volleyball.
2 The dog bit the postman on the leg as he was putting the letter in the letter box.
3 Mrs Niles was pleased with Tommy and patted him on the head.
4 Annie lost her earring at the dance.
5 I slipped on a banana peel and broke my leg.
6 The little boy was crying because a wasp had stung him on the nose.

33 Connect the nouns using *'s*, *'* or *of*.

See Answer section

1 the walls/the house — *the walls of the house*
2 smartphone/Frank
3 drive/three hours
4 Great Britain/the prime minister
5 coats/the boys
6 car/Laura and Jeff
7 laptop/my brother-in-law
8 some colleagues/my cousin
9 Mary/Elsa/houses
10 the schoolbags/the children

34 Join the sentences using the correct *possessive* form.

1 The computer is in the living room. It belongs to my brother.
My brother's computer is in the living room.
2 I watched a film. I liked its ending the best. I liked the ending of the film the best.
3 There's nothing worth reading in the paper. I bought it today. There's nothing worth reading in today's paper.
4 It was a long drive from London. It lasted six hours. It was a six hours' drive from London.
5 I visited Italy. I liked its museums best. I liked Italy's museums best.
6 I saw *Hamlet* at the Globe yesterday. It was by Shakespeare. I saw Shakespeare's *Hamlet* at the Globe yesterday.
7 This is the company I work for. Mr Jones is the boss. The boss of the company I work for is Mr Jones.
8 She went shopping at a department store. The staff was really helpful. The department store's staff/The staff of the department store was really helpful.

GRAMMAR

12 Pronouns
Zaimki

Subject/Object pronouns

Subject pronouns	*I, you, he, she, it, we, you, they*

Subject pronouns go before verbs as subjects.
We live in Lisbon.

Object pronouns	*me, you, him, her, it, us, you, them*

Object pronouns go after verbs or prepositions as objects.
*Visit **us** when you come to London.*

In **short answers** and after ***as*** and ***than***, we use an **object pronoun** (informal) or a **subject pronoun + auxiliary verb** (formal). *"I enjoy playing tennis." "**Me** too. / **I** do too." Tanya runs faster than **me**/than **I** do.*

Reflexive pronouns

I → myself you → yourself	he → himself she → herself it → itself	we → ourselves you → yourselves they → themselves

We use **reflexive pronouns**:

- with verbs such as ***behave***, ***burn***, ***cut***, ***enjoy***, ***hurt***, ***introduce***, ***kill***, ***look at***, ***teach*** or with **prepositions** when the subject and the object of the verb are the same. *Jill* (subject) *burnt **herself*** (object) *on the cooker.*
- with the preposition ***by*** when we mean *alone/without company or without help* (on one's own).
  *I made the cake **by myself/on my own**.*
- in the following expressions: ***enjoy yourself*** (have a good time), ***behave yourself*** (be good), ***help yourself*** (you are welcome to take something if you want), ***she lives by herself*** (she lives on her own), ***do it yourself*** (do it without being helped), ***make yourself at home*** (feel comfortable). *Help yourself to some dessert.*
- to emphasise the noun or the pronoun of a sentence. They usually come after the noun or pronoun they emphasise.
  *I **myself** decorated my room.* (I decorated my room. Not somebody else.) *I met Prince William **himself**.* (I met Prince William, not somebody else.)

Remember!

- We do not normally use **reflexive pronouns** with the verbs ***get up***, ***rest***, ***meet*** and ***relax***.
  She has to get up early. (NOT: ~~*She has to get up herself early.*~~)
- The verbs ***dress***, ***wash*** and ***shave*** are not normally followed by a **reflexive pronoun**. However, we can use a **reflexive pronoun** with these verbs when we want to show that someone did something with a lot of effort.
  *When I get home from school, I **wash** my hands. My little sister **dresses herself** in the morning.*
- ***Each other*** means ***one another***. *They send presents to **each other** on their birthdays.*

There/It

- ***There*** + ***be*** is used for something mentioned for the first time or to say that someone or something exists.
  ***There is** a mouse in the cellar.*
- **Personal pronoun** + ***be***/**other verb** is used to give more details about something or someone already mentioned.
  ***There's** someone on the phone. **He** needs to speak to you.*
- ***It*** + ***be*** is used for identification. *There's someone waiting in the sitting room. **It's** your cousin.*
- ***It*** + ***be*** ... ***to*** **infinitive**/***that***-**clause** is used to begin a sentence. ***It's** nice to **meet** you. **It's** a pity **that** Claire **didn't come** to the meeting.*
- ***It*** is also used for **distance** *(**It's** about 120 km from London to Birmingham.)*, **temperature** *(**It's** 20 degrees outside.)*, **time expressions** *(**It's** half past two.)*, **weather** *(**It's** foggy this morning.)* and in the following expressions: ***It seems that***, ***It appears that***, ***It looks like***, ***It is said that***, ***It doesn't matter***, etc. *It's too cold to go for a swim. **It looks like** it's going to snow. **It seems that** there is a problem with the computer.* AND *There seems to be a problem with the computer.*

35 Fill in the gap with the correct *subject* or *object pronoun*.

1 A: Do you like Debra's new coat? *It* was a great bargain!
B: Yes, I do. It looks wonderful on her !
2 A: We visited Pam and Harry in their new house last night.
B: When did they move in?
3 A: Would you like to go to a coffee shop or a fast food restaurant?
B: I really don't mind. They both sound like a great idea.
4 A: Have you met our new teacher, Mr Bays, yet?
B: Yes, he is quite funny actually.
5 A: How did your dad meet your mum?
B: He met her at university.

36 Fill in: *each other*, *themselves*, *myself*, *yourself*, *herself*.

1 A: I need to finish tidying the house before Aunt Mary visits this afternoon.
B: I'd help you *myself* but I'm afraid I have to go and meet William.
2 A: Dad, can I go over to Jim's house and play video games?
B: Of course, but make sure you behave yourself while you're there.
3 A: Are those your new colleagues?
B: I'm not sure, they haven't introduced themselves to anyone yet.
4 A: What a delicious cake!
B: Thank you! My wife baked it herself .
5 A: Do you know Victor Williams?
B: Oh, yes! We used to work together in London but we haven't spoken to each other for ages!

37 Fill in: *there* or *it*.

1 *There*'s a lady on the phone. She wants to talk to you, Mum.
2 It looks like she's going to be late.
3 There is a note on the table for you. It's from Ban.
4 It appears that Mary is having a hard time with her new boss.
5 It's a shame they missed the concert. The band was great!
6 It appears that some files have been deleted.
7 There are a lot of new students in my class this year.
8 It's so good to hear from you again!

38 Read the text and fill in the word that best fits each gap.

Hi Mick,
Thanks for your email. I miss **1)** *you* so very much. We've moved into **2)** our new house and I've started at my new school. I like the teachers there. **3)** They are really friendly. **4)** I have already made a few friends. One is Spanish and **5)** her name is Carmela, the other is Polish and **6)** his name is Mateusz, but I call **7)** him Mat for short. I really like **8)** them a lot.
Mum is organising a house-warming party next weekend. Do you think you and Nancy could come? We will definitely enjoy **9)** ourselves . Dad is going to show us **10)** his cooking talent too. He wants all of **11)** us to have a barbecue. Do you remember what happened last time Dad lit the grill? I bet you're laughing! He burnt the neighbour's apple tree!
Anyway, that is all my news. Please write to **12)** us/me soon!
Hope to see you next weekend!
Patricia

39 Choose the correct item.

1 Call ..... when you are free. We'd love to talk to you.
A it (B) us C them
2 The toaster turns ..... off when it's done.
(A) itself B its own C yourself
3 William lives in London; ..... has a house in Greenwich.
A it B she (C) he
4 Laura finds it difficult to relax ..... after drinking coffee.
A herself B itself (C) —
5 Please take a seat boys, and make ..... at home.
(A) yourselves B — C yourself
6 ..... someone at the door for you. They have a parcel.
A It's (B) There's C He's
7 Jennifer cut ..... while she was chopping vegetables.
A themselves B her (C) herself
8 Will you pass ..... the salad, please?
(A) me B it C myself

GRAMMAR

12 Pronouns
Zaimki

40 Circle the correct item.

1 A: How was last night's lecture?
B: Oh, not so good. There was so ..... noise I couldn't hear the professor.
A few B many C little (D) much

2 A: ..... came by and dropped off this letter for you.
B: OK. Just leave it on my desk.
A Anyone C Everyone
B No one (D) Someone

3 A: You have some lovely clothes!
B: Thanks! Feel free to borrow ..... you want.
A some C nothing
(B) anything D every

4 There are ..... of things I don't like about my flat, but it does have a great view.
(A) a lot B much C a little D some

5 A: We spent our ..... holiday swimming and sailing.
B: Really? That sounds wonderful.
(A) whole B all C many D any

6 A: Welcome to the company. There are ..... details I need to discuss with you.
B: That's fine. Please go ahead.
A any B much (C) a few D a little

7 A: What's the matter with your hand?
B: Oh, I burned ..... when I was cooking.
A herself C itself
(B) myself D yourself

8 A: Dad, can I keep it?
B: I suppose so. The poor little kitten has ..... to go.
A somewhere (C) nowhere
B anywhere D everywhere

9 Don't take that one, Stephen. ..... is over there.
A Our (B) Yours C His D My

10 A: Would you like tea or coffee?
B: ..... is fine with me.
A Both B All (C) Either D Neither

11 That man keeps staring at ....., but I'm sure I don't know him.
A mine (B) me C yours D his

12 A: Did you get the money?
B: Yes, boss. ..... went as planned.
(A) Everything C Something
B Nothing D Anything

41 Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 He said, "I dislike computer games and so does Karen."
NEITHER He said that *neither he nor Karen* liked computer games.

2 I take thirty minutes to walk to school every day.
WALK It's a thirty-minute (thirty minutes') walk to school every day.

3 Try to watch your behaviour at your sister's graduation.
YOURSELF Try to behave yourself at your sister's graduation.

4 She doesn't like being alone in the office in the morning.
BY She doesn't like being by herself in the office in the morning.

5 There are only a few students who will go on the trip.
NOT There are not many students who will go on the trip.

6 They spent all morning planting the flowers.
WHOLE They spent the whole morning planting the flowers.

7 We passed our French test and our English test as well.
BOTH We passed both our French and English tests.

42 Translate the fragments of sentences into English. Use up to four words in each gap.

1 There was **(prawie nikogo)** hardly anyone at the performance last night.

2 Tina went to the theatre **(sama)** by herself / on her own last weekend.

3 Henry enjoys **(zarówno zimowe, jak i letnie)** both winter and summer sports.

4 You are free to put up your tent **(gdziekolwiek chcesz)** wherever you want.

5 **(Ani Helen, ani Alice)** Neither Helen nor Alice speaks German.

6 Oliver waited **(całe popołudnie)** all afternoon / the whole afternoon for Judy to call him.

Nouns
Rzeczowniki

Nouns

- **Nouns** are: **abstract** (***happiness***, ***freedom***, etc), **proper** (***Mark***, ***Africa***, ***Japan***, etc), **group** (***team***, ***family***, ***government***, etc) and **common** (***table***, ***hat***, ***sofa***, etc).
- Most common **nouns** referring to people have the same form for men and women (***teacher***, ***doctor***, etc). Others have different forms:

actor – actress	*husband – wife*	*widower – widow*	*uncle – aunt*
groom – bride	*king – queen*	*father – mother*	*lord – lady*
duke – duchess	*monk – nun*	*nephew – niece*	*policeman – policewoman*
hero – heroine	*prince – princess*	*son – daughter*	*emperor – empress*, etc
host – hostess	*waiter – waitress*		

The plural of nouns

Nouns are made plural by adding:

• *-s* to the noun (*table - table**s***, etc).	• *-s* to: nouns ending in **vowel + *-o*** (*radio - radio**s***), nouns ending in **double *-o*** (*zoo - zoo**s***), **abbreviations** (*photograph/photo - photo**s***), **musical instruments** (*cello - cello**s***) and **proper nouns** (*Navajo - Navajo**s***). Some nouns ending in ***-o*** can take either ***-es*** or ***-s***. These are: ***buffaloes/buffalos***, ***mosquitoes/mosquitos***, ***volcanoes/volcanos***, ***zeroes/zeros***, ***tornadoes/tornados***, etc.
• *-es* to nouns ending in ***-s***, ***-ss***, ***-x***, ***-ch***, ***-sh*** (*bus - bus**es***, *glass - glass**es***, *fox - fox**es***, *church - church**es***, *brush - brush**es***, etc).	
• *-ies* to nouns ending in a **consonant + *y*** (*city - cit**ies***, *party - part**ies***, etc).	
• *-s* to nouns ending in a **vowel + *y*** (*toy - toy**s***, *day - day**s***, etc).	
• *-es* to nouns ending in ***o*** (*tomato - tomato**es***, etc).	• *-ves* to some nouns ending in ***-f/-fe*** (*wife - wi**ves***) BUT *chief**s***, *roof**s***, *cliff**s***, *safe**s***, etc).

Compound nouns form their plural by adding *-s/-es*:

• to the second noun if the compound consists of two nouns (*bedroom - bedroom**s***).	• to the first noun if the compound consists of two nouns connected with a preposition or to the noun if the compound has only one noun (*mother-in-law – mother**s**-in-law*, *passer-by – passer**s**-by*).
• to the noun if the compound consists of an adjective and a noun (*ironing board - ironing board**s***).	• at the end of the compound if this is not made up of any nouns (*breakdown - breakdown**s***).

Irregular plurals: *man – **men**, woman – **women**, person – **people**, foot – **feet**, tooth – **teeth**, louse – **lice**, mouse – **mice**, child – **children**, goose – **geese**, sheep – **sheep**, deer – **deer**, fish – **fish**, trout – **trout**, ox – **oxen**, salmon – **salmon**, spacecraft – **spacecraft**, aircraft – **aircraft**, means – **means**, species – **species**, hovercraft – **hovercraft***

Remember!

When using numbers with plural nouns, the numbers do not take an ***-s*** unless they are followed by the preposition ***of***.
three hundred years/hundreds of years

Countable – Uncountable nouns

Nouns can be **countable** (those that can be counted) ***one pen - two pens***, etc or **uncountable** (those that can't be counted) ***milk***, ***homework***, etc. **Uncountable nouns** take a singular verb and are not used with **a/an**.
Some, ***any***, ***no***, ***much***, etc can be used with them. *Can I have **some apple juice**, please?*
BUT we use ***a*** in phrases like ***a relief***, ***a pity***, ***a shame***, ***a wonder***, ***a knowledge (of sth)***, ***a help*** even though they are uncountable. *What **a help** you've been! What **a pity**! What **a shame**!*

GRAMMAR

13A Nouns
Rzeczowniki

Uncountable nouns are:

- mass nouns (fluids, solids, gases, particles) – *milk, bread, air, oxygen, sugar, rice,* etc.
- subjects of study – *History, Maths, Physics, Chemistry, Science,* etc.
- languages – *Spanish, German, Japanese, Portuguese, Italian,* etc.
- games – *billiards, basketball, golf, darts, hockey, cricket,* etc.
- diseases – *flu, pneumonia, measles, mumps,* etc.
- natural phenomena – *darkness, wind, snow, sunlight,* etc.
- some other nouns – *accommodation, advice, anger, behaviour, business, countryside, courage, dirt, education, homework, housework, information, intelligence, knowledge, luck, music, news, peace, progress, seaside, shopping, traffic, trouble, truth, work,* etc.
- collective nouns – *cutlery, furniture, jewellery, luggage, machinery, money, rubbish,* etc.

Note: With expressions of duration, distance or money meaning "*a whole amount*", we use a singular verb.
*Three thousand euros **was** what the second-hand car cost.*

Many uncountable nouns can be made countable.

*a **piece** of paper/cake/information/advice/furniture; a **glass/bottle** of water; a **jar** of jam; a **rasher** of bacon; a **box/sheet** of paper; a **packet** of tea; a **slice/loaf** of bread; a **pot** of yoghurt; a **pot/cup** of tea; a **kilo/pound** of meat; a **tube** of toothpaste; a **bar** of chocolate/soap; an ice **cube**; a **lump** of sugar; a **bag** of flour; a **can** of soda; a **carton** of milk; a **pair** of trousers; a **game** of soccer*

Plural nouns

Some nouns represent a group of people or things and are usually followed by a plural verb. These are:

- objects consisting of two parts: **garments** (*jeans*, *pyjamas*, etc), **instruments** (*glasses*, etc), **tools** (*scissors*, etc).
- nouns like: ***clothes***, ***congratulations***, ***earnings***, ***outskirts***, ***people***, ***police***, ***stairs***, ***surroundings***, ***wages***, etc.
  *The people who **live** next door **are** friendly.*

Group nouns

Group nouns (***army***, ***audience***, ***class***, ***club***, ***committee***, ***company***, ***council***, ***crew***, ***crowd***, ***headquarters***, ***family***, ***jury***, ***government***, ***press***, ***public***, ***staff***, ***team***, etc) can take either a singular or a plural verb depending on whether we see the group as a whole or as individuals. ***The audience has enjoyed** the performance.* (the audience as a group) ***The audience were given** an autograph at the end of the play.* (each person in the audience separately as individuals)

Note how certain nouns can be used in the singular and plural with a difference in meaning.

Singular	Plural
*Could I have **a glass** of water, please?* *I bought my mum a vase made of **glass**.* (the material)	*I broke my **glasses** last night.* (spectacles)
*He walked past the newsstand and bought **a paper**.* (newspaper) *Write your name and telephone number on a piece of **paper**.* (the writing material)	*I left some important **papers** at home.* (documents)
*Tracy has got short blonde **hair**.* (all the hair on her head)	*I found two **hairs** in my food.* (two single hairs)
*Helen starts **work** at 9.00.*	*We saw beautiful **works** of art at the art gallery.* (creations)
*Ted likes dark **chocolate**.*	*I got some **chocolates** for my birthday.*
*The light **rain** has stopped.*	*The **rains** came later on in the year.*
*The desk is made of **wood**.* (the material)	*We had a picnic in the **woods**.* (forest)
*She has a lot of **experience** in public speaking.* (length of time doing it)	*We enjoyed listening to him describing his **experiences** as a nature photographer.* (events)
*John wants to spend more **time** with his children.*	*How many **times** did you take the driving test?* (occasions)
*I met some friendly **people** in the park.*	*All the **peoples** of the world should have food and clean water.* (nations)

Nouns
Rzeczowniki

1 Write the plural of the following nouns.

1	butterfly	*butterflies*	16	video	videos
2	brother-in-law	brothers-in-law	17	goose	geese
3	keyboard	keyboards	18	bystander	bystanders
4	lorry	lorries	19	witness	witnesses
5	window cleaner	window cleaners	20	fish tank	fish tanks
6	roof	roofs	21	louse	lice
7	camcorder	camcorders	22	watch	watches
8	photo	photos	23	zero	zeros/zeroes
9	scenario	scenarios	24	person	people
10	bank robbery	bank robberies	25	mango	mangoes
11	safe	safes	26	bus driver	bus drivers
12	salmon	salmon	27	tomato	tomatoes
13	radio	radios	28	wharf	wharves
14	guitar	guitars	29	dining table	dining tables
15	life	lives	30	valley	valleys

2 Complete each pair below by adding the male or female equivalent.

1	nephew	*niece*	6	monk	nun
2	waiter	waitress	7	emperor	empress
3	host	hostess	8	duke	duchess
4	lord	lady	9	uncle	aunt
5	hero	heroine	10	bridegroom/groom	bride

3 Make the following uncountable nouns plural, as in the example. More than one answer may be possible.

1	soap – three	*bars of soap*	7	cake – three	pieces of cake
2	trousers – two	pairs of trousers	8	yoghurt – two	pots of yoghurt
3	rice – four	packets/bowls of rice	9	sugar – two	packets/lumps of sugar
4	cheese – two	slices of cheese	10	water – six	bottles/glasses of water
5	bread – three	loaves/slices of bread	11	meat – two	pounds/kilos of meat
6	tea – four	cups/packets of tea	12	jam – five	jars of jam

4 Fill in: *a*, *an* or *some*.

1 Excuse me. Could you give me *some* information about train times?
2 Could you please bring me a glass of orange juice?
3 We just returned from an exciting holiday in the Grand Canyon.
4 We saw an elephant and some giraffes at the zoo.
5 The doctor said it was just a cold. What a relief!
6 I need some advice on which laptop to buy.
7 Would you like to do some shopping on Saturday?
8 Sue is making a cake for the party.
9 It took her some time to recover from her illness.
10 They bought the clock at an antique shop in York.

5 Fill in: *a*, *an* or *some*.

1 A: I'd like *a* chicken burger, please.
B: Of course.
2 A: Is there anything to eat?
B: There's some pasta and some meat sauce from yesterday.
3 A: I'm going to the new jewellery shop. Would you like to come along?
B: Sure. I need some new costume jewellery. I'm looking for a long beaded necklace and a matching bracelet.
4 A: How long will these strikes go on for?
B: I don't know. There is a strike almost every day now. Check the Internet. Maybe there's some information on that there.
5 A: Would you like some mayonnaise in your sandwich?
B: No, thanks. I'd prefer some mustard and an extra slice of cheese, please.
6 A: Have we got what we need to make the salad?
B: No. We need some lettuce, an onion, a can of tuna and some mushrooms.
7 A: What did you get for your birthday?
B: I got a box of chocolates, an iPhone, some pyjamas and a beautiful digital picture frame.
8 A: I'm going to the corner shop at lunch break. Would you like me to get you a snack?
B: Yes, please. I'd like some crisps, a bag of nuts and some iced tea. Here's some money.
9 A: Did you have a nice evening last night?
B: Oh yes. We went for a walk in the park and had dinner at a restaurant by the harbour. Then, we went for an ice cream.

13A Nouns
Rzeczowniki

6 Underline the correct word.

1 A: How was your holiday in Austria?
B: Brilliant! The weather **was/were** perfect for skiing.

2 A: Olivia has got mumps.
B: Poor Olivia – mumps **is/are** rather painful!

3 A: That was a fantastic show!
B: Yes. The audience **was/were** all cheering at the end.

4 A: Their new company **is/are** going from strength to strength.
B: That's great news! They worked hard to set it up.

5 A: I need a new pair of pyjamas; let's look in here.
B: OK. The pyjamas in the window **is/are** nice.

6 A: He had been away for fifteen years and finds it different here now.
B: Fifteen years **is/are** enough time for many things to change.

7 A: What did your tutor advise you to do?
B: Her advice **was/were** for me to drop History.

8 A: Some English pubs have dart boards, don't they?
B: Yes, darts **is/are** very popular in my local pub.

9 A: People **is/are** always telling me to cut my hair.
B: Well, I like it as it is. You're lucky to have long hair.

10 A: Ted's dad makes beautiful jewellery.
B: I agree, but his jewellery **is/are** not cheap!

11 A: What **was/were** the accommodation like on the island?
B: Fantastic! The rooms were just as we had imagined.

12 A: I don't know what he sees in those sculptures. I think they're awful!
B: You know what they say: "Beauty **is/are** in the eye of the beholder"!

13 A: Did you have a nice time at the dinner party last night?
B: Yes, it was great. The food **was/were** really delicious.

7 Finish the sentences without changing the meaning of the first sentence.

1 She has got wavy hair. Her hair *is wavy*.
2 He was given some very interesting information. Some very interesting information was given to him .
3 These shoes are very expensive. This pair of shoes is very expensive .
4 They are teaching Chemistry in room 3B. Chemistry is being taught in room 3B .
5 I like playing billiards more than any other game. Billiards is my favourite game .

8 Translate the fragments of sentences into English. Use up to five words in each gap.

1 Thousands **(młodych łososi zostało)** of young salmon have been killed by the pollution.
2 **(Wezwano policję)** The police were called quickly.
3 **(Potrzebne jest doświadczenie)** Experience is needed for this job.
4 The luggage **(został wniesiony do)** was carried into the hotel by two porters.

9 Complete the sentences using the nouns in the *singular* or *plural* form.

1 paper
A: You'll read about them in tomorrow's *papers*.
B: We need *paper* for the printer.

2 wood
A: We love walking in the woods when the bluebells are out.
B: The wood used to make the cupboards came from sustainably grown trees.

3 glass
A: There was glass everywhere after the explosion.
B: Sarah put on her glasses to read.

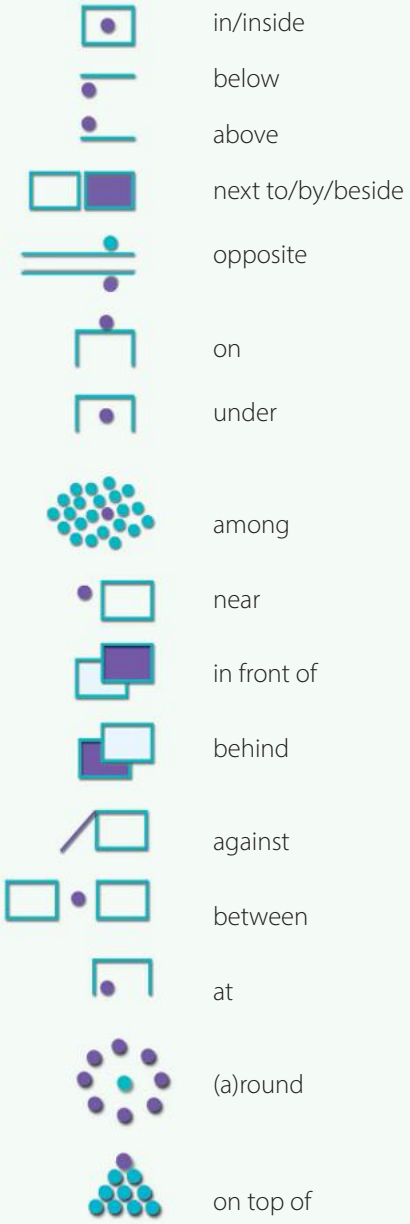
4 work
A: I can't talk to you right now; I've got so much work to do.
B: The museum has many works of Dali as well as other painters.

5 experience
A: Paul had some interesting experiences during his gap year.
B: She has experience in teaching English.

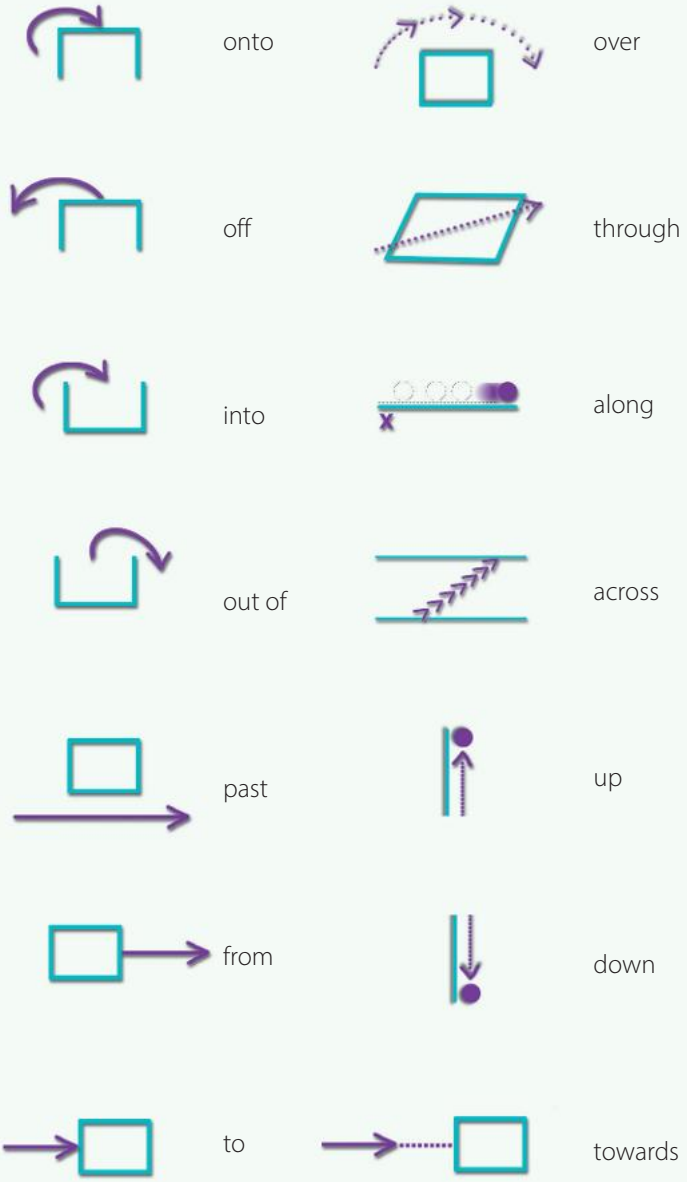
6 hair
A: My mother has got several grey hairs .
B: There was hair all over the floor at the hairdresser's.

Prepositions of place/movement/time
Przyimki miejsca/ruchu/czasu

Prepositions of place



Prepositions of movement



at

We use ***at***:

- when we refer to a particular point or position. *This train stops **at** Wellington Station.*
- to say where an event takes place. *They went to the rock concert **at** the local stadium.*
- in the expressions: ***at school/university/college***, ***at work***, ***at home***, ***at the top of***, ***at the bottom of***, ***at sea*** (= on a voyage), ***at the station/airport***, ***at the seaside***, etc.
- with addresses when we mention the house number. *They live **at** 20 Victoria Street.* BUT ***in** Chapel Street*
- to talk about a person's house or business, ***at** Jimmy's (house)*, ***at** the florist's*

GRAMMAR

13B Prepositions of place/movement/time

Przyimki miejsca/ruchu/czasu

in

We use ***in***:

- in the expressions: ***in the middle***, ***in the sea***, ***in the sky***, ***in bed***, ***in hospital***, ***in prison***, ***in a newspaper/magazine/book***, ***in a picture/photo***, ***in a street***, ***in the world***, ***in this lesson***, ***in the country***, ***in one's hand***, etc.
- with the names of ***towns***, ***cities***, ***countries*** and ***continents***. ***in*** *Blackpool,* ***in*** *Frankfurt,* ***in*** *Spain,* ***in*** *Africa*

Remember!

We use ***in*** when we refer to a building itself. However, we use ***at*** when we refer to the normal function of the building. *There were many football fans* ***in*** *the stadium.* (inside the building)
There were many football fans ***at*** *the stadium.* (They were watching a football match.)

on

We use ***on***:

- in the expressions: ***on the left/right***, ***on a(n)/the platform/page/screen/island/beach/coast***, ***on a/the map***, ***on a/the farm***, ***on a/the menu***, ***on the first/second***, etc ***floor***.
  on *a chair* BUT ***in*** *an armchair*
  on/at *the corner of a street* BUT ***in*** *the corner of a room, go/run* ***round*** *the corner*

Remember!

- When we talk about a means of transport, we use the preposition ***by***.
  by *car/bus/train/taxi/plane/boat* BUT ***on*** *foot*
- We do not use the preposition ***by*** when there is an article (**a/an/the**), a possessive adjective (***my***, ***your***, etc) or a possessive case before the means of transport.
  on *the bus* (NOT: ~~*by the bus*~~) – ***in*** *your car* (NOT: ~~*by your car*~~) – ***on*** *the six o'clock train,* ***on*** *the ferry,* ***in*** *John's car*

Prepositions of time

At	In	On
the time: ***at*** *three o'clock* holidays: ***at*** *Christmas,* ***at*** *Easter* in the expressions: ***at*** *the moment,* ***at*** *present,* ***at*** *dawn,* ***at*** *noon/****at*** *dinnertime,* ***at*** *night,* ***at*** *dusk,* ***at*** *the weekend*	months: ***in*** *May/November,* etc seasons: ***in*** *(the) spring/summer/autumn/winter* years: ***in*** *1999/2009,* etc centuries: ***in*** *the 20th century* in the expressions: ***in*** *the morning/afternoon/evening,* ***in*** *an hour,* ***in*** *a minute,* ***in*** *a week/few days/month/year*	days: ***on*** *Monday,* ***on*** *New Year's Day* dates: ***on*** *7th May* specific part of a certain day: ***on*** *Wednesday afternoon* adjective + day: ***on*** *a cold day*

Remember!

- We use the prepositions ***from … to/till/until*** to show duration. *I work* ***from*** *8* ***to/till/until*** *4 every day.*
- We use the preposition ***in*** when we want to say how long it takes to do something.
  I'll speak to you ***in*** *fifteen minutes. The painters will finish their work* ***in*** *three weeks.*
- Prepositions of time are **not used**:
  a) with the words ***today***, ***tomorrow***, ***tonight*** and ***yesterday***. *We're having a test* ***tomorrow****.*
  b) with the words ***this***, ***last***, ***next***, ***every***, ***all***, ***some***, ***each***, ***one***, and ***any***. *We went to a fashion show* ***last*** *week.*

Prepositions of place/movement/time
Przyimki miejsca/ruchu/czasu

1 Fill in the correct preposition: *on*, *in* or *at*.

1 The Jones family spent the whole weekend *at* the ski resort.
2 Thomas was sitting comfortably ...in... his armchair.
3 There was a beautifully wrapped present ...on... my bed.
4 My brother was waiting for me ...at... the airport yesterday.
5 The baby's holding something ...in... its hands.
6 The fancy dress party was ...at... Jane's house ...in... Lion Street.
7 It was raining and I got a lift home ...in... Bill's car.
8 I saw a friend I hadn't seen since primary school ...on... the bus last night.
9 There's quite an interesting article ...in... the newspaper today.
10 The weather ...in... England is chilly, especially ...in... the north.
11 Since we don't speak French, we couldn't tell what was ...on... the menu at the expensive French restaurant.
12 Luckily, I only had to wait three minutes ...at... the bus stop this morning.
13 My new flat is ...on... the 5th floor and has a view of the lake.
14 My mum was standing ...at... the bottom of the stairs.

2 Fill in: *in*, *on*, *at* where necessary.

1 My birthday is *on* 15th May and I am having a party *at* the weekend.
2 My whole family is getting together ...at... Christmas.
3 Jacob can eat a hamburger ...in... two minutes!
4 Penny and her friends usually go sailing ...in... summer.
5 We are having a debate at school ...–... this morning.
6 Helen has a dentist's appointment ...on... Monday morning ...at... nine o'clock.
7 My college lessons start ...in... three weeks' time.
8 Vicky goes to the gym ...–... every Monday, Wednesday and Friday.
9 Fred is sleeping over at my house ...on... Saturday night.
10 The first MP3 player came out ...in... 1998.
11 My grandma's garden is most beautiful ...in... spring.
12 We are quite busy ...at... the moment.

3 Choose the correct item.

1 A: Excuse me. Could you tell me where the chemist's is?
B: Take the second turning **on/in** the left; it's **next/opposite** to the bank.

2 A: I'm not taking the lift, Jill; I'm walking **up/on** the stairs.
B: Yes, we sure need the exercise.

3 A: Why are we walking **along/past** the shops so quickly, Mum?
B: We've got to hurry! Dad's going to be home any minute.

4 A: John, do you know where the new sports centre is?
B: Yes, it's **on/in** the corner of our street!

5 A: Look at the acrobat! He's jumping **through/near** the ring of fire!
B: Yes, it's absolutely amazing!

6 A: It's time for school, Pete!
B: Oh Mum, I'm not well. I just can't get **over/out** of bed.

4 Fill in the gaps with: *along*, *up*, *past*, *through*, *down*, *out of* and *over*.



A: Can you help me, please? I'm looking for the shopping centre.
B: Of course. Go 1) *past* the cinema and turn left. Then, go 2) ...along... Mills Road; you'll see a bridge on your right. Go 3) ...up... the steps, 4) ...over... the bridge and 5) ...down... the steps on the other side. Then go 6) ...through... the tunnel. When you come 7) ...out of... the tunnel, walk along King Street and the shopping centre is directly in front of you.
A: Thank you very much.

GRAMMAR

13B Prepositions of place/movement/time
Przyimki miejsca/ruchu/czasu

5 Choose the correct item.

I live **1) in/at** a flat **2) on/in** the centre of the city. It's very nice, but I would like to live **3) in/on** a cottage **4) by/in** the sea one day. I could go for long walks **5) along/across** the beach or sit **6) under/on** my porch and watch the sunset. I could also go to town **7) in/by** bike and do my shopping. I really like a place **8) near/against** the coast called Filey. I visit there whenever I can and stay **9) at/on** a small hotel. I usually go for long weekends and spend my time relaxing. When I have to leave, I can't wait to go back again. It is the most beautiful place **10) of/in** the world!

6 Circle the correct item.

1 We met Jack ..... yesterday after school.
A on B at (C) –

2 I'll be with you ..... two minutes.
(A) in B at C on

3 The sales begin ..... today.
(A) – B in C at

4 The party started at 7 o'clock ..... the evening.
A at B on (C) in

5 Anna asked Peter to pick her up ..... 8:15.
A on B in (C) at

6 Did I leave my bag ..... your car?
A near (B) in C at

7 Susan really likes how the trees look ..... autumn.
A at B on (C) in

8 She walked ..... me without saying hello.
A round B across (C) past

9 There is a small night table ..... to my bed.
A over (B) next C behind

10 Who has taken the mirror ..... the wall?
(A) off B on C at

11 They ran ..... the house as soon as the ground started to shake.
A off (B) out of C round

12 The clock struck ..... 12 midnight.
(A) – B on C at

13 I usually go to school ..... bus.
(A) by B on C in

14 I'm going skiing ..... the weekend.
A in B – (C) at

7 Fill in the gaps with the correct preposition and one of the phrases from the list.

• 7 o'clock • the bus stop • the table • a farm
• the same time • the house

1 Everyone was talking *at the same time*. It was hard to understand them.
2 We were waiting ..... at the bus stop ..... for 30 minutes before the bus came.
3 My aunt lives ..... on a farm ..... just outside of town.
4 I left my keys at work and I couldn't get ..... into the house ..... .
5 The waitress put our waterglasses ..... on the table ..... and then took our order.
6 Will you meet me on Friday ..... at 7 o'clock ..... ?

8 Translate the fragments of sentences into English. Use up to five words in each gap.

1 Sorry to keep you waiting, I'll be **(za chwilę)** ..... in a moment/while/bit/minute ..... .
2 Sally **(spadła z konia)** ..... fell off the horse ..... and hit her head.
3 Is there anything good **(w menu)** ..... on the menu ..... ?
4 Who is **(dziewczyna na zdjęciu)** ..... the girl in the photo/picture ..... ?

9 Fill in the correct preposition.

All's Well that Ends Well

I had an important interview for a new job **1)** on Wednesday **2)** ..... at ..... 10 o'clock. I left home early **3)** ..... in ..... the morning to make sure I arrived on time. I can't believe I got lost **4)** ..... in ..... the town centre.
Luckily, I had a map **5)** ..... in ..... the car and I soon found the correct street. I had to park the car, but the traffic was terrible. As I was driving **6)** ..... along ..... the road, I saw a space **7)** ..... between ..... a van and a car, but it was too small for my car. Just as I was about to give up, a woman ran **8)** ..... across ..... the road, got **9)** ..... into ..... the car and drove off, leaving a bigger space at the back of the van. Sighing with relief, I quickly parked **10)** ..... behind ..... the van.
The interview was **11)** ..... at ..... 21 Front Street, **12)** ..... at ..... an office **13)** ..... on ..... the fifth floor. I was nervous and got **14)** ..... off ..... the elevator **15)** ..... on ..... the fourth floor by mistake. Eventually, I made it to the interview and it went well. I start work next week.

Questions & Answers
Pytania i odpowiedzi

We use questions to ask for information or permission. We can also use them to make offers, requests, suggestions or invitations. ***Do you know*** *what time the film starts?* (information), ***May I*** *speak to Mrs Jones?* (permission), ***Would you like me*** *to do the hoovering?* (offer), ***Could you*** *show me how to install this program?* (request), ***Shall we*** *go to a Chinese restaurant?* (suggestion), ***Would you like*** *to go to the dinner party with me?* (invitation)

Questions with *Yes/No* answers

- Questions with ***Yes/No*** answers begin with an **auxiliary** or **modal** verb (***is***, ***are***, ***do***, ***does***, ***can***, etc) which is followed by the subject.
  *"**Is** she all right?" "**Yes**, she **is**."* *"**Can** I have another piece of cake?" "**Yes**, you **can**."*
- When the main verb of the sentence is in the **present simple**, we form the question with ***do*** or ***does***. When the main verb is in the **past simple**, we form the question with ***did***.
  *"**Does** she play the flute?" "**Yes**, she **does**."* *"**Did** you get to school on time?" "**No**, I **didn't**."*
- We use short answers to avoid repetition of the question asked before.
  Positive short answers are formed with ***Yes*** + **personal pronoun** + **positive auxiliary verb**.
  *"**Have you** had lunch?" "**Yes**, I **have**."*
  Negative short answers are formed with ***No*** + **personal pronoun** + **negative auxiliary verb**.
  *"**Did** you cook dinner?" "**No**, I **didn't**."*

wh– questions

Wh– **questions** begin with a question word such as ***who***, ***what***, ***where***, ***when***, etc. We put the auxiliary or modal verb before the subject.

- ***who*** (people)
  *"**Who** is that young lady?" "My sister."*
- ***whose*** (possession)
  *"**Whose** coat is this?" or "**Whose** is this coat?" "It's Jackie's."*
- ***which/what*** (things)
  Which is used alone or before **nouns**, ***one/ones*** or ***of*** to ask about a **limited choice** of things.
  *"**Which** singer is your favourite – Kate Perry or Rihanna?"*
  (You have to choose between these two singers, so the choice is limited.) ***Which*** is also used with **comparative** and **superlative** forms. *"**Which** is larger – an elephant or a blue whale?"*
  What is more general and is used **alone** or before a **noun** to ask about an **unlimited choice** of things.
  *"**What** car do they drive?"* (There are many makes of cars such as Mercedes, Toyota, BMW, etc, so the choice is unlimited.
- ***when/how long (ago)/how often/what time*** (time)
  *"**When** is the summer break?" "In June."*
  *"**How long** is the film?" "Eighty minutes."*
  *"**How often** does she work out at the gym?" "Three times a week."*
  *"**What time** are we leaving?" "At 3 o'clock."*
- ***where*** (places)
  *"**Where** is my notepad?" "Under your textbook."*
- ***why*** (reason)
  *"**Why** are you late?" "I missed the bus."*
  (Answers sometimes begin with because.)
  "Because I missed the bus."
- ***how much*** (quantity)
  *"**How much** is that jacket?" "€60."*
- ***how many*** (number)
  *"**How many** essays must we write?" "Two."*
- ***how*** (manner)
  *"**How** do you spell 'queue'?"*
- ***how long/how tall*** (size)
  "How long is your garden?" "About15 metres."
  "How tall is Jill?" "She's 1.75m."
- ***how old*** (age)
  "How old are you?" "Eighteen."
- ***how far*** (distance)
  *"**How far** is the library?" "It's only five minutes' walk."*

Remember!

- We use ***what + be ... like*** to ask for a description of someone's character.
  *"**What is** your new teacher **like**?" "She's friendly and helpful."*
- We use ***what + do … look like*** to ask for a description of somebody's physical appearance.
  *"**What does** your brother **look like**?" "He's tall and well-built."*

GRAMMAR

14A Questions & Answers
Pytania i odpowiedzi

Subject/Object questions

- **Subject questions** are questions we ask when we want to know the subject of the sentence. These questions usually begin with the words ***who***, ***whose***, ***what*** or ***which***. The verb is in the affirmative form.

Subject	Verb	Object
Andrew	*helped*	*Susan.*
Who	*helped*	*Susan?*

- **Object questions** are questions we ask when we want to know the object of the sentence. These questions usually begin with the words ***who***, ***whose***, ***what*** or ***which***. The verb is in the interrogative form.

Subject	Verb	Object
Andrew	*helped*	*Susan.*
Who	*did Andrew help?*	

Remember!

In **object questions** if a verb is followed by a preposition, the preposition usually comes at the end of the question.
*"**Who** did she speak **to**?" "**Which** subject are you good **at** – History or Maths?"*

Indirect questions

We use **indirect questions** when we ask for information politely. The word order in **indirect questions** is the same as in statements (**subject + verb**). Indirect questions are introduced with **question words** (***who***, ***what***, ***where***, etc) or with ***if/whether***.

Direct questions	Indirect questions
Where is the post office?	*Could you tell me **where the post office is**?*
Will they bring the birthday cake?	*Do you know **if/whether they will bring the birthday cake**?*

Indirect questions are usually used after the following expressions: ***I don't know .../I'd like to know .../I wonder .../We need to find out .../I'd like to find out*** ... as well as: ***Do you know ...?/Can you tell me ...?/Could you tell me ...?/Could you explain ...?/Have you any idea ...?***

If the **indirect question** is part of a question, we put a question mark at the end of the sentence. If it is part of a statement, we put a full stop.

Direct questions	Indirect questions
How does this printer work?	*Could you explain how this printer works?*
Should I take some medicine?	*I wonder if/whether I should take some medicine.*

so – neither/nor

We use:

- ***so*** + **auxiliary verb + personal pronoun/noun** to show that we agree with a positive statement.
  *"I prefer the blue coat." "**So do I.**"* (I prefer the blue coat, too.)
  *"Thomas thought the goal was amazing." "**So did Jeffrey.**"* (Jeffrey thought the goal was amazing, too.)
- ***neither/nor*** + **auxiliary verb + personal pronoun/noun** to show that we agree with a negative statement.
  *"Henry doesn't drink coffee." "**Neither/Nor do I.**"* (I don't drink coffee, either.)
  *"Margaret can't scuba dive." "**Neither/Nor can Fiona.**"* (Fiona can't scuba dive, either.)

Questions & Answers
Pytania i odpowiedzi

Question tags

- **Question tags** are short questions at the end of statements. They are mainly used in speech when we want to confirm something or when we want to find out if something is true or not.
- **Question tags** are formed with the auxiliary or modal verb from the main sentence and the appropriate subject pronoun. When the verb of the sentence is in the present or past simple, we form the **question tag** with ***do***, ***does*** or ***did*** and the subject pronoun.
  *She plays polo, **doesn't she**? They went to the aquarium, **didn't they**?*
- A positive statement is followed by a negative question tag, and a negative statement is followed by a positive question tag. *He dislikes the city, **doesn't he**? You don't eat chocolate, **do you**?*
  When the sentence contains a word with a negative meaning like ***never***, ***hardly***, ***seldom***, or ***rarely***, the question tag is positive. *She **rarely** asks for help, **does she**?*
- Some verbs/expressions form question tags differently. Study the following examples:

I am → aren't I?	*I am taller than you, **aren't I**?*
Imperative → will/won't you?	*Sit down, **will/won't you**?*
Don't → will you?	*Don't write in pencil, **will you**?*
Let's → shall we?	*Let's eat, **shall we**?*
I have (got) → haven't I?	*He has got a pet, **hasn't he**?*
I have → don't I?	*You have a big breakfast every day, **don't you**?*
There is/are → isn't/aren't there?	*There are some pens in my drawer, **aren't there**?*
This/That is → isn't it?	*That's your brother Philip over there, **isn't it**?*
Everyone/Someone/Anyone/No one → they?	*Everyone enjoyed the play, **didn't they**?*

Intonation

- When we are sure of the answer and expect agreement, the voice goes down in the question tag.
  *This isn't Mr Bates, **is it**?* ↘
- When we aren't sure of the answer and want to check information, the voice goes up in the question tag.
  *This is your favourite actor, **isn't it**?* ↗

1 Fill in the gaps with the correct question word(s). Then choose the correct answer to each question.

How well do you know Scotland?
Take the quiz and find out!



1 *Where* is Scotland?
(A) on the island of Great Britain
B north of the island of Great Britain
C south of the island of Great Britain

2 ..What.. is the capital of Scotland?
A Aberdeen B Glasgow (C) Edinburgh

3 ..When.. is St Andrew's Day, the national day of Scotland?
(A) On 30th November. B On 25th January.
C On 6th April.

4 ..Which.. instrument has long been a part of Scottish music?
A banjo B saxophone (C) bagpipe

5 ..Who.. is a famous Scottish actor?
A Hayden Christensen (B) Ewan McGregor
C Colin Farrell

2 Fill in: *which*, *who*, *whose*, *how much*, *how often*, *what time*, *where* or *how long*.

1 A: *Where* did you fly to?
B: Buenos Aires.

2 A: ..Who.. has been using my hairbrush?
B: Larissa has.

3 A: ..How long.. have you been waiting?
B: Since 3 o'clock.

4 A: ..Whose.. notebook is this?
B: It's Jason's.

5 A: ..How often.. do you brush your teeth?
B: Twice a day.

6 A: ..What time.. does the play start?
B: At 6 o'clock.

7 A: ..Which.. one of you sent me flowers?
B: I did.

8 A: ..How much.. bread would you like?
B: Two loaves.

GRAMMAR

14A Questions & Answers
Pytania i odpowiedzi

3 Write questions to which the words in bold are the answers.

1 The match starts **at 8 o'clock**.
When does the match start?

2 **Laura** saw Benjamin at the jazz festival.
Who saw Benjamin at the jazz festival?

3 I have **two** sisters.
How many sisters do you have?

4 I weigh **a hundred pounds**.
How much do you weigh?

5 He was late **because he overslept**.
Why was he late?

6 Kimberly is **tall and beautiful**.
What does Kimberly look like?

7 It takes **three hours** to drive to Manchester.
How long does it take to drive to Manchester?

8 The weather is **rather cold** today.
What's the weather like today?

9 This video game console costs **€100**.
How much does the video game console cost?

10 The girls are **at the funfair**.
Where are the girls?

4 Fill in: *what* or *which*.

1 A: *What* colour eyes has Kate got?
B: Blue.

2 A: What shall we do tonight?
B: We can go to the cinema.

3 A: Which is your car?
B: The black one.

4 A: What is the capital of Poland?
B: Warsaw.

5 A: Which jacket do you like, the brown or the grey one?
B: The brown one.

5 Write questions to which the words in bold are the answers.

1 *Who is going on holiday?* **My friend** is going on holiday.

2 Which animal lives in the jungle? **The gorilla** lives in the jungle.

3 Whose MP3 player is broken? **Stella's** MP3 player is broken.

4 Who laughed at Bill's joke? **Jack** laughed at Bill's joke.

5 What did Tom give Liz? Tom gave Liz **a birthday card**.

6 What did Sophocles write? Sophocles wrote ***Antigone***.

7 Who shut the door? **Derrick** shut the door.

8 Whose ring is very expensive? **Jane's** ring is very expensive.

9 What does Melissa love? Melissa loves **cherries**.

10 Who left the gate open? **Alice** left the gate open.

11 What did Jason ride? Jason rode **a mountain bike**.

12 Who did Frank yell at? Frank yelled at **Luke**.

13 Whose dog barks a lot? **Terry's dog** barks a lot.

14 Who did Beth rescue? Beth rescued **a little boy**.

15 What has Jim bought? Jim has bought **a new car.**

16 Whose dad is a doctor? **Amy's** dad is a doctor.

6 Write questions to which the words in bold are the answers.

Stephanie Meyer is an American author. She was born in **Connecticut, USA** and grew up in Phoenix, Arizona. **In 1997** she completed her BA in English. **An extraordinary dream** she had one night inspired her to write her first book, *Twilight*. She wrote it in **three months** and **for her own enjoyment**. Little did she know that it would sell over 17 million copies worldwide! Since then Stephanie has created **three** more books in the series: *New Moon*, *Eclipse* and *Breaking Dawn*. **All** have been made into sensational films. Stephanie Meyer is now one of the most powerful celebrities in the world!



1 Who *is an American author?*

2 Where was she born?

3 When did she complete her BA in English?

4 What inspired her to write her first book, *Twilight*?

5 How long did it take her to write it?

6 Why did she write it?

7 How many books in the series has Stephanie created since then?

8 Which books in the series have been made into sensational films?

Questions & Answers
Pytania i odpowiedzi

7 Complete the indirect questions using the words in brackets.

1 A: Is Bill coming for supper?
B: Yes, I wonder *whether I should make* his favourite dish. **(whether/make)**

2 A: Where is it?
B: Why do you keep asking me ...where it is... ? **(where/be)**

3 A: Dad, can I get a new computer?
B: Do you have any idea ...how much it costs... to buy one? **(how much/cost)**

4 A: I need to get in touch with Steven.
B: I wonder ...if I have... his email address. **(if/have)**

5 A: Would you mind telling me ...how to get... to Elm Avenue? **(how/get)**
B: Sure. Just take your next left and walk straight on.

8 a) Complete each sentence so that it has a similar meaning to the first sentence. Include the word in bold.

1 When does Peter's train arrive?
KNOW Do *you know when Peter's train* arrives?

2 What time does the meeting begin on Monday?
BEGINS Could you tell me ...what time/when... ...the meeting begins... on Monday?

3 Is breakfast served after ten?
KNOW I would like to ...know if/whether... ...breakfast is served... after ten.

4 What is the rent?
LET Could you ...let me know what... ... the rent is?

b) Translate the fragments of sentences into English. Use up to six words in each gap.

1 I wonder **(czy oni byli)** ...if/whether they have been... to this restaurant before.

2 Do you know **(czy Rose zdała)** ...if/whether Rose... ...passed... her driving test?

3 I wonder **(czy wiesz gdzie zostawiłam)** ...if you know... ...where I left... my keys last night.

4 I would like to know **(ile pieniędzy)** ...how much... ...money... Martha gets each week.

9 Decide if the statement after each exchange is true (*T*) or false (F).

1 Dean: I love going shopping.
Tina: So do I.
Tina loves going shopping. *T*

2 Vince: I don't like reading romance novels.
Hans: Neither do I.
Hans likes reading romance novels. F

3 Fred: I have never ridden a horse before.
Malcolm: Neither have I.
Malcolm has never ridden a horse before. T

4 June: I have got lots of CDs.
Ben: So have I.
Ben hasn't got lots of CDs. F

5 Jake: I am going to walk to work.
Lyle: So am I.
Lyle is going to walk to work. T

10 Fill in the gaps with the appropriate responses.

1 A: I didn't do my homework at the weekend.
B: *Neither/Nor did I*. I wish I had, though.

2 A: I enjoyed that pizza.
B: ...So did I... . It was delicious.

3 A: I hate vegetables.
B: ...So do I... . I think they are disgusting!

4 A: I'm not looking forward to meeting the new boss.
B: ...Neither/Nor am I... . I hear he is very strict.

5 A: I'm going to New Jersey next summer.
B: ...So am I... . We should meet up!

6 A: I've just got a new dog.
B: ...So have I... . It's so sweet!

7 A: I haven't got a car.
B: ...Neither/Nor have I... . I used to have a jeep, though.

8 A: I was very sick on Saturday.
B: ...So was I... . I had a sore throat.

9 A: I can't understand what Eric is saying.
B: ...Neither/Nor can I... . He speaks too fast.

10 A: I'm going to the city centre.
B: ...So am I... . I'll give you a lift.

11 A: I haven't seen James for a long time.
B: ...Neither/Nor have I... . I hope he is all right.

GRAMMAR

14A Questions & Answers
Pytania i odpowiedzi

11 Fill in the question tags and short answers.

1 A: He likes crime novels, *doesn't he*?
B: No, *he doesn't*. He prefers historical plays.

2 A: They've bought a new dog, haven't they?
B: Yes, they have . It's a French poodle.

3 A: You've heard his latest song, haven't you?
B: Yes, I have . It's absolutely amazing!

4 A: I'm not bothering you, am I?
B: No, you aren't . You're always welcome here.

5 A: Mum made dinner, didn't she?
B: Yes, she did and she also baked an apple pie.

6 A: You aren't from around here, are you?
B: No, I'm not . I'm from Poland.

7 A: You'll be leaving tomorrow, won't you?
B: Yes, I will . My dad is coming for me in the afternoon.

8 A: You know how to download this program, don't you?
B: Yes, I do . It's a piece of cake.

12 Find out what the situations are and write sentences with question tags, as in the example.

1 You and your classmate have just taken a Maths exam. The exam you took was very difficult. What do you say to your friend? **(tough)**
The exam was really tough, wasn't it?

2 It's a holiday and you want to go out and do something fun. What do you say to your friend? **(go bowling)**
Let's go bowling, shall we?

3 You're at a restaurant with a friend. He eats very fast. What do you say? **(slowly)**
Eat more slowly, will you/won't you?

4 You got your hair done in a salon. You don't like your haircut. What do you say to your friend? **(not/look pretty)**
It doesn't look pretty, does it?

5 You want your mum to take you out shopping. She is still doing the washing-up. What do you say to your mum? **(not/finish/washing-up)**
You haven't finished the washing-up, have you?

13 Circle the correct item.

1 I wonder ..... go visit the dentist.
A should I C I whether should
(B) if I should D if should I

2 ..... car is that in front of my house?
A Who C Why
B What (D) Whose

3 Where .....?
A my book bag is (C) is my book bag
B is book bag mine D my book bag

4 Turn off the TV, ... ?
(A) will you C do you
B aren't you D don't you

5 ..... do you go to the cinema?
A How long C How
(B) How often D How far

6 She'd like to know ..... .
A who is that man C who is man
(B) who that man is D who man is

7 I am late, ... ?
A not I C are I
B am I not (D) aren't I

8 ..... the race?
A Who did win (C) Who won
B Who does win D Who win

9 "She doesn't speak Italian." "..... do we."
(A) Neither C Not
B So D And

10 ..... of these jackets do you prefer, the red or the blue?
(A) Which C Who
B What D Whose

11 Someone called the plumber, ... ?
A didn't someone C didn't we
(B) didn't they D didn't one

12 ..... shall we do tonight?
A Where (C) What
B Who D Which

13 "I love playing squash." "..... do I."
A Nor C Too
B Neither (D) So

14 I don't know ..... .
A is Joan C where is
B where is Joan (D) where Joan is

Numerals
Liczebniki

Cardinal numbers (***one***, ***two***, ***three***, etc.) express a **quantity of something**. *Can I have **two** loaves of bread, please?*
Cardinal numbers that are larger than twenty are written with a hyphen. *twenty-one*, *thirty-two*, *forty-four*, *fifty-five*, etc.
Ordinal numbers (***first***, ***second***, ***third***, etc.) indicate **position or order in relation to other numbers**. *The athlete came **second** in the race.* Ordinal numbers always have a suffix added at the end; cardinal numbers do not. *There are **twelve** months in the year. December is the **twelfth** month of the year.*
When a number ends with **1** the suffix added at the end is ***-st***. When a number ends with **2** the suffix added is ***-nd***. When a number ends with **3** the suffix added is ***-rd***. When a number ends with **0**, **4**, **5**, **6**, **7**, **8**, **9** the suffix added is ***-th***.
*one – **first**, two – **second**, three – **third**, four – four**th**, five – fif**th**, twelve – twel**fth**, fifteen – fifteen**th**, twenty – twentie**th**, twenty-one – twenty-**first**, thirty – thirtie**th**, etc.*
Note: When a number ends in **11**, **12**, **13** the suffix added at the end of the ordinal number is ***-th***.
Fractions are a way to represent parts of a whole number. A fraction has two parts. The denominator, written below the line in the fraction, tells us the number of parts the whole has been divided into *($\frac{1}{4}$)*. The numerator, written above the line in the fraction, tells us the number of parts we have *($\frac{1}{4}$)*. We use cardinal numbers to read the numerator and ordinal numbers to read the denominator. We make the ordinal number plural if the numerator is larger than 1. *($\frac{3}{4}$): three fourths*
Decimals are used to measure small amounts. A decimal number has three parts: a whole number, a decimal number and a fractional part. To read a decimal we start from the left and read the part before the decimal point. At the decimal point we say 'and', then read the number after the decimal point. Finally, we say the name of the place of the final digit. Remember the ***ths*** at the end of each decimal place name (tenths, hundredths, thousandths and so on).
*2.64: two and sixty-four hundred**ths**, 35.3: thirty-five and three ten**ths***
When we write numbers in word form we:

- use **cardinal numbers** to write **percentages** and add the word ***percent***. *2.35%: two point thirty-five percent*
- use **cardinal numbers** to read **sums of money** and add the currency name. *£10.50: ten pounds fifty*
- use **cardinal numbers** to write **measurements** and add the unit of measurement.
  60 m: sixty metres, 25 km/h: twenty-five kilometres per hour, 65 cm: sixty-five centimetres
- use **cardinal numbers** to write **hundreds**, **thousands**, **millions**, **billions**.
  160,000: one hundred sixty thousand; *5,300.000: five million, three hundred thousand*; *4,552: four thousand, five hundred fifty-two*
- use **cardinal numbers** to write **years**. We read the first two digits as a whole number, then the second two digits as another whole number. *1944: nineteen forty-four, 1969: nineteen sixty-nine*
  Note: The most common way of writing and saying the year **2000** is: ***two thousand***. For the years 2001 to 2021, we usually write and say: two thousand and the number.
  2004: two thousand (and) four, 2014: two thousand fourteen, 2021: two thousand twenty-one
- We use **ordinal numbers** to write **dates** and we add ***the***, ***of*** when we read them.
  We write: *13th July/thirteenth July*, BUT we read: ***the** 13th (thirteenth) **of** July*
- We use **cardinal numbers** to write **telephone numbers** and we read them separately. *2641549: two six four one five four nine*. When there is a zero **(0)** in our telephone number, we often say **/əʊ/** as in the sound of the letter of the alphabet. *5051023: five-/əʊ/-five one-/əʊ/-two-three*. If a phone number contains two of the same numbers together, we usually say ***double*** and the number. *2344578: two three double four five seven eight*. If a phone number contains three of the same numbers together, we usually say ***triple*** and the number. *212-8555: two one two, eight triple five*.

1 Write the following numbers in word form.

1 3.45 three and forty-five hundredths
2 9% nine percent
3 £39.80 thirty-nine pounds eighty (pence)
4 183,000 one hundred eighty three thousand
5 180 m one hundred eighty metres
6 1996 nineteen ninety-six
7 7/8 seven eighths
8 23rd August twenty-third August
9 1635-959-759 one six three five nine five nine seven five nine

2 Write the underlined numbers with digits.

1 The government has announced that taxes will have increased by <u>two thousand twenty-three</u>. 2023
2 The employer is really satisfied with his employees as they are <u>a hundred percent</u> productive. 100%
3 The press conference with the prime minister will be held on <u>twentieth</u> December. 20th
4 <u>Two thirds</u> of people aged eighteen turned out in the last elections. 2/3
5 The monthly salary in the UK is approximately <u>two thousand pounds</u>. £2,000
6 You can speak to the manager by calling him on <u>five six double eight seven nine three</u>. 5688793

WORD FORMATION

- **Prefixes** are syllables which we add before certain words to form new words. The meaning of the new word depends on the prefix that has been used.

anti- = against *(**anti**-crime)*
bi- = two *(**bi**lingual)*
co- = with *(**co**-exist)*
counter- = in the opposite direction *(**counter**attack)*
ex- = previous, former *(**ex**-wife)*
inter- = between *(**inter**national)*
mis- = done wrongly or badly *(**mis**comprehend)*
mono- = one *(**mono**syllable)*
multi- = many *(**multi**coloured)*
non- = not *(**non**-profit)*
out- = more, better *(**out**run)*
over- = (done) to a great extent *(**over**dressed)*
post- = after *(**post** doctoral)*
pre- = before *(**pre**-junior)*
pro- = in favour of *(**pro**-life)*
re- = again *(**re**decorate)*
semi- = half *(**semi**-circular)*
sub- = under, less *(**sub**title)*
super- = big, more *(**super**star)*
trans- = (travel) from one side, group, etc, to another *(**trans**continental)*
tri- = three *(**tri**athlon)*
under- = not enough *(**under**staffed)*
uni- = one *(**uni**sex)*

The prefixes below are used to express opposite meanings.

de- *(**de**flate, **de**forestation)*
dis- *(**dis**obey, **dis**respect)*
in- *(**in**active, **in**appropriate)*
BUT **il-** (before l) *(**il**literate)*
im- (before b, m, p) *(**im**balance, **im**mature, **im**polite)*
ir- (before r) *(**ir**responsible)*
BUT *(**un**realistic, **un**resolved)*
non- *(**non**-racist, **non**-smoker)*
un- *(**un**lock, **un**pleasant)*

Some prefixes are added to words to form verbs.

en- *compass – (**en**compass)*
BUT **em-** (before b, m, p) *body – (**em**body)*

- **Suffixes** are syllables which we add to the end of certain words to form new words.

➤ **Nouns referring to people**

- verb + **-er/-or/-ar** *(hunt – hunt**er**, investigate – investigat**or**, beg – begg**ar**)*
- noun/verb/adjective + **-ist** *(violin – violin**ist**, escape – escap**ist**, instrumental – instrumental**ist**)*
- verb + **-ant/-ent** *(contest – contest**ant**, study – stud**ent**)*
- noun + **-an/-ian** *(republic – republic**an**, music – music**ian**)*
- verb + **-ee** *(passive meaning) (train – train**ee**)*

➤ **Nouns formed from verbs**

-age *marry – marri**age***
-al *survive – surviv**al***
-ance *appear – appear**ance***
-ation *alter – alter**ation***
-ence *exist – exist**ence***
-ion *subtract – subtract**ion***
-ment *arrange – arrange**ment***
-sion *admit – admis**sion*** (verbs ending in **-d/-t**)
-sis *hypnotise – hypno**sis***
-tion *compete – competi**tion***
-ure *expose – expos**ure***
-y *injure – injur**y***

➤ **Nouns formed from adjectives**

-ance *extravagant – extravag**ance***
-cy *secret – secre**cy***
-ence *silent – sil**ence***
-ion *complete – complet**ion***
-iness *happy – happ**iness***
-ness *light – light**ness***
-ity *complex – complex**ity***
-ty *loyal – loyal**ty***
-y *honest – honest**y***

➤ **Adjectives formed from nouns**

-ous *mountain – mountain**ous***
-al *accident – accident**al***
-ic *drama – dramat**ic***
-ical *alphabet – alphabet**ical***
-ish *girl – girl**ish***
-ive *effect – effect**ive***
-ful (with) *care – care**ful***
-less (without) *hope – hope**less***
-ant *importance – import**ant***
-able *comfort – comfort**able***
-y *spice – spic**y***
-ly *month – month**ly***

➤ **Adjectives formed from verbs**

-able *reason – reason**able***
-ible *defend – defen**sible*** (verbs ending in **-d/-t**)
-ive *create – creat**ive***
-ate *consider – consider**ate***
-ent *depend – depend**ent***

➤ **Verbs formed from adjectives**

-en *loose – loos**en***
-ise *general – general**ise***

➤ **Verbs formed from nouns**

-en *strength – strength**en***

Nouns (people)	Concrete/Abstract nouns	Verbs	Adjectives
	(in/dis)ability	disable, enable	(un)able, disabled
	acceptance, acceptability	accept	(un)acceptable, accepted
	accident		accidental
(under)achiever	(under/over)achievement	(under/over) achieve	achievable
actor, actress	(inter/re/in)action, act, (in)activity, acting, activation	activate, (re/over/ inter)act	(re/in/over)active
admirer	admiration	admire	admiring, admirable, admired
	admittance, admission, admissibility	admit	(in)admissible
adventurer	adventure		adventurous
adviser, advisor	advice, advisability	advise	(in)advisable, advisory
	alarm	alarm	alarming, alarmed
analyst	analysis	analyse	analytic(al)
	anxiety		anxious
applicant	applicator, application, applicability	apply	(in)applicable, applied
artist	art, artistry		artistic, arty
	assumption	assume	
attendant	attendance, (in)attention, (in) attentiveness	attend	attendant, (in)attentive
beginner	beginning	begin	beginning
behaviourist	(mis)behaviour, behaviourism	(mis)behave	behavioural
benefactor, beneficiary	benefit	benefit	beneficial
	breath, breathing	breathe	breathless, breathy, breathtaking, (un) breathable
	calculator, calculation	calculate	calculated, calculating, (in)calculable
celebrity	celebration	celebrate	celebrated, celebratory
	centre, centralisation	centralise, centre	central, centralised
	characteristic, character, characterisation	characterise	(un)characteristic, characterless
child, childminder	childhood, childbirth, childcare		childless, childish, childlike
	choice	choose	choosy
	classification	classify	classified, classifiable
collector	collection	collect	collected, collective, collectable
comforter	(dis)comfort	comfort	(un)comfortable, comfortless, comforting
	commitment	commit	(un)committed, (non)committal
communicator	communication	communicate	communicable, (un)communicative
competitor	competition, competitiveness	compete	(un)competitive, competing
	complaint	complain	
	(in)completeness, completion	complete	(in)complete
confidant(e)	confidence, confidentiality	confide	confident, confidential, confiding
	consciousness		(sub/un)conscious
conservationist	(conserve), conservation	conserve	conservative
	(re)consideration	consider	considerable, (in)considerate, considered
constructor	(re)construction	(re)construct	(re)constructive
	(in)correctness, correction	correct	(in)correct, corrective
correspondent	correspondence	correspond	corresponding
creator, creature	(re)creation, creativeness, creativity	(re)create	creative, recreational
	cure	cure	curable, curative
	curiosity		curious
	danger	endanger	dangerous, endangered
	(mid)day, daylight, daily		daily
	decision, (in)decisiveness	decide	decided, (in)decisive
demonstrator	demonstration	demonstrate	demonstrative
	depression, depressant	depress	depressed, depressing, depressive

Nouns (people)	Concrete/Abstract nouns	Verbs	Adjectives
	depth	deepen	deep
	description	describe	(in)describable, descriptive
	despair, desperation	despair	despairing, desperate
destroyer	destruction, destructiveness	destroy	destructible, destructive
	determination	determine	determined
discoverer	discovery	discover	discoverable
dramatist	drama, dramatisation	dramatise	dramatic
	ease, easiness	ease	easy
economist	economy, economics	economise	economic, economical
educator, educationalist	education	educate	(un)educated, educational, educative
elector, electorate	election	elect	elective, electoral
electrician	electricity, electrocution, electrification	electrify, electrocute	electric, electrical, electrifying, electrified
employer, employee	(un)employment	employ	(un)employed, (un)employable
	encouragement, discouragement	encourage, discourage	encouraging, discouraging, encouraged, discouraged
	end, ending	end	endless
	energy	energise	energetic, energising
	enjoyment	enjoy	enjoyable
enthusiast	enthusiasm	enthuse	enthusiastic
	envy	envy	envious, enviable
escapee, escapist, escapologist	escape, escapism	escape	escaped
	exactness, exactitude	exact	exact, exacting
examiner, examinee	exam(ination)	examine	
	excitement	excite	(un)exciting, (un)excited, excitable
	exhaustion, exhaust	exhaust	exhausted, exhausting, exhaustive
	existence	exist	existent, existing
	expectation, expectancy	expect	(un)expected, expectant
	expense(s), expenditure	expend	(in)expensive, expendable
	explanation	explain	explanatory
	fame		famed, famous, infamous
	fascination	fascinate	fascinating, fascinated
	fashion	fashion	fashionable
	fault	fault	faulty, faultless
financier	finance	finance	financial
	fluency		fluent
	(mis)fortune		(un)fortunate
	(in)frequency	frequent	(in)frequent
general, generalist	generalisation, generality	generalise	general, generalised
	globalisation, globe	globalise	global
government, governor, (governess)	government, governance, governorship	govern	governing, governmental, ungovernable
guide	guidance	guide	(mis)guided, guiding
	happiness		(un)happy
	health, healthiness		(un)healthy
	(dis)honesty		(dis)honest
host, hostess	hospitality	host	(in)hospitable
human, humanist	humanism, (in)humanity		human, humanly, humane, humanitarian
	idiom		idiomatic
	illness, ill		ill
	imagination, image, imagery	imagine	imaginary, (un)imaginable, (un) imaginative
	importance		(un)important
	impression, impressiveness	impress	(un)impressive, impressionable
	inspiration	inspire	inspirational, (un)inspired, (un)inspiring

Nouns (people)	Concrete/Abstract nouns	Verbs	Adjectives
insurer	insurance	insure	(un)insured
	intelligence		(un)intelligent
	(dis)interest	interest	(un/dis)interested, interesting
interpreter	(mis)interpretation	(mis)interpret	interpretive, interpretative
	introduction	introduce	introductory
intruder	intrusion	intrude	intrusive
investigator	investigation	investigate	investigative, investigatory
	invitation, invite	invite	(un)inviting, (un)invited
	isolation	isolate	isolated, isolating
jeweller	jewel, jewellery		jewelled
learner	learning	(un)learn	learned
	likelihood		(un)likely
	likeness	liken	like, alike, unlike
	loudness		loud
	luxury	luxuriate	luxurious, luxuriant
	madness	madden	mad
	majority		major
medic	medicine, medication	medicate	medical, medicated, medicinal
mortal	(im)mortality	immortalise	(im)mortal
(re)mover	movement, (re)move, motion, removal	(re)move	moving, (re)movable, motionless, unmoved
musician	music, musical		musical
mystic	(de)mystification, mystery, mysteriousness	(de)mystify	mysterious, mystery
natural	nature, naturalisation	naturalise	(un/super)natural
	necessity, necessaries	necessitate	(un)necessary
	nerve, nervousness	(un)nerve	nervous, nerveless, nervy, unnerving
	norm, (ab)normality, normalisation	normalise	(ab)normal
operator, operative	operation	operate	(in)operable, (non-)operational, operative
opportunist	opportunity, opportunism		(in)opportune, opportunistic
	option	opt	optional
organiser	(dis/re)organisation	(dis/re)organise	(dis/re)organised, organisational
patient	(im)patience		(im)patient
	peace, peacefulness		peaceful, peaceable
	percent, percentage		
perfectionist	(im)perfection, perfectionism, perfectibility	perfect	(im)perfect, perfectible
performer	performance	perform	
person, personnel	personality, personification	personalise, personify	(im)personal, personable
pessimist	pessimism		pessimistic
	pleasure, pleasantness	please	(un)pleasant, (un)pleasurable, (dis)pleased, pleasing
politician	policy, politics	politicise	political
polluter	pollution, pollutant	pollute	polluted, polluting
	population, (un)popularity, popularisation	populate, popularise	(un)popular
	possibility		(im)possible
	(super)power, powerlessness, empowerment	(over/em)power	powerful, powered, powerless, overpowering
practitioner	(im)practicality, practice, (im)practicability	practise	(im)practical, (im)practicable
	prevention	prevent	preventable, preventive, preventative
	privacy, privatisation	privatise	private
	probability		(im)probable
producer	product, produce, (re)production, productivity	(re)produce	(un/re)productive, reproducible
professional	profession, professionalism		(un)professional
promoter	promotion	promote	promotional

Nouns (people)	Concrete/Abstract nouns	Verbs	Adjectives
proposer	proposal, proposition	propose	proposed, propositional
protector	protection, protectiveness	protect	(over)protective, (un)protected
psychologist	psychology, psyche, psychosis	psych(e)	psychological, psychic, psychotic
public, publicist	publicity, publication	publicise	public
pursuer	pursuit	pursue	
qualifier	(dis)qualification	(dis)qualify	(dis/un)qualified
realist	(un)reality, realism, realisation	realise	(un)real, (un)realistic
	recognition	recognise	(un)recognisable
referee	reference	refer	referable
reject	rejection	reject	reject, rejecting
relation, relative	relation, relationship, relativity	relate	(un)related, relative
	relaxation	relax	relaxing, relaxed
	reliability, reliance	rely	(un)reliable, (self-)reliant
repeater	repetition, repeat	repeat	(un)repeatable, repetitive, repetitious
	replacement	replace	(ir)replaceable
	requirement	require	
respondent	response, responsiveness, (ir)responsibility	respond	(un)responsive, (ir)responsible
	restriction	restrict	(un)restricted, restrictive
saver, saviour	safety, safe, savings	save	(un)safe
	(dis)satisfaction	(dis)satisfy	(dis)satisfied, (un)satisfactory, (un) satisfying
	scene, scenery		scenic
scientist	science		(un)scientific
	(in)security	secure	(in)secure
	(non)sense, sensation, (in)sensitivity, (in) sensibility, sensor	sense	(in)sensible, (in)sensitive, sensory, sensational, senseless
	skill		(un)skilled, skilful
spectator	spectacle(s), spectacular	spectate	spectacular
	starvation	starve	starving, starved
stranger	strangeness, estrangement		strange, estranged
	stress	stress	stressful, (un)stressed
	success	succeed	(un)successful
	suit, suitability	suit	(un)suitable, (un)suited
	suggestion	suggest	suggestive, suggestible
	summary	summarise	summary
	surprise	surprise	(un)surprising, surprised
	surroundings, surround	surround	surrounding
sympathiser	sympathy	sympathise	(un)sympathetic
tempter	temptation	tempt	tempting, tempted
	tendency	tend	
	threat	threaten	(non-)threatening
trainer, trainee	training	train	(un)trained, training
	trend, trendiness	trend	trendy
	(un)truth, truthfulness		(un)true, (un)truthful
	type		(a/un)typical
	(mis)understanding	(mis)understand	understandable, understanding, misunderstood
valuer	value, (over/under/de)valuation	(over/under/de) value	(in)valuable, valueless, (over/under) valued
	variety, variation, variability	vary	various, varied, (in)variable
	warmth	warm	warm, warming
westerner	west	westernise	western, west, westernised, westerly, westward
watcher	watch	watch	watchful, watchable
worker	work	(re)work	(un)workable, working, overworked

1 Fill in the correct form of the words in bold using the appropriate prefix.

1	The singer is a(n) ..multimillionaire..! His flat is worth twenty million pounds.	MILLIONAIRE
2	After winning the ..semi-finals.., Liverpool went on to play Chelsea for the cup.	FINALS
3	A group of ..anti-war.. protesters gathered outside the Houses of Parliament.	WAR
4	After finishing her Bachelor of Science degree Brenda decided to take some ..postgraduate.. courses.	GRADUATE
5	I thought Tom ..overreacted.. as I was only five minutes late.	REACTED
6	Julie was told to ..reapply.. for the course in the following term because it was currently unavailable.	APPLY
7	I won't be able to finish all this work by tomorrow. I'm not ..superhuman..!	HUMAN
8	Little Annie started her first day at ..pre-school.. at the age of three.	SCHOOL
9	The northern expedition was delayed due to extreme ..subzero.. temperatures.	ZERO
10	He ..outran.. all his competitors and won the race in record time.	RAN
11	Expect a long queue at the health centre. They are greatly ..understaffed.. .	STAFFED
12	I wouldn't be able to ride a(n) ..unicycle.. . It has just one wheel!	CYCLE

2 Fill in the correct form of the words in bold forming nouns referring to people.

1	You should see a(n) ..dietician.. to choose a plan that's right for you.	DIET
2	His father was a(n) ..actor.. in the Canadian Theatre Company.	ACT
3	Dan and Kelly are looking for a brilliant ..photographer.. to capture their wedding.	PHOTO
4	Look! The ..magician.. has just pulled a white rabbit from his hat.	MAGIC
5	Last year, more than 3 million ..examinees.. took the language test worldwide.	EXAMINE
6	Police believe the ..burglar.. got into the house through the kitchen window.	BURGLE
7	Sally wants to become a concert ..pianist.. .	PIANO
8	Currently, ..scientists.. are studying the effects of air pollutants on unborn babies.	SCIENCE
9	He is a proud ..republican.. who votes for the more traditional party on Election Day.	REPUBLIC
10	A lot of rich people have their own personal ..trainer(s).. .	TRAIN
11	The professor asked the ..students.. to put their pencils down because the exam was over.	STUDY
12	While researching his family tree, Ian discovered he was the ..descendant.. of a king.	DESCEND

3 Fill in the correct form of the words in bold forming nouns from verbs.

1	The jury came to the ..conclusion.. that the man was telling the truth.	CONCLUDE
2	"You're not a(n) ..failure..! You're just unlucky," he said.	FAIL
3	Thousands of people waited outside the airport for the ..arrival.. of the famous footballer.	ARRIVE
4	The police reported that there was no new evidence in the ..investigation.. .	INVESTIGATE
5	Milley's favourite band is giving a free ..performance.. at the Glendale Centre.	PERFORM
6	For your ..enjoyment.., cold drinks will be served throughout the show.	ENJOY
7	The clothes shop has a wide ..selection.. of jeans and jumpers at discount prices.	SELECT
8	The postman has just delivered a large ..package.. for you.	PACK
9	Pizza Alvero offers free ..delivery.. .	DELIVER
10	The team's futuristic design won first place in the science ..competition.. .	COMPETE
11	The psychologist claimed he could recover childhood memories using ..hypnotism.. .	HYPNOTISE
12	Is there proof of the ..existence.. of aliens?	EXIST

4 Fill in the correct form of the words in bold forming nouns from adjectives.

1	"Stop this ..foolishness.. right now!" said the teacher.	FOOLISH
2	..Perfection.. of the scientist's mathematical formula took years.	PERFECT
3	They sat in ..silence.. as they waited for their test results.	SILENT
4	Luke closed his office door in hope of getting some ..privacy.. .	PRIVATE
5	After hearing the shocking news Beth lost ..consciousness.. .	CONSCIOUS
6	For your own ..safety.. please fasten your seat belts while on board.	SAFE
7	People often underestimate the ..importance.. of a good night's sleep.	IMPORTANT
8	Despite what we may think, money can't buy ..happiness.. .	HAPPY
9	Her detective stories have gained in ..popularity.. recently.	POPULAR
10	In the ..darkness.. of the night, everything was still and nothing could be heard.	DARK

5 Fill in the correct form of the words in bold forming adjectives from nouns.

1	Mrs Spencer keeps all her ..expensive.. jewellery and important documents in a safe.	EXPENSE
2	There were news reports of a(n) ..heroic.. boy who saved his neighbour in last week's quake.	HERO
3	You will never find a more ..truthful.. and good-hearted person than Jane.	TRUTH
4	Dave's dog may look dangerous, but he is quite ..harmless.. .	HARM
5	Einstein and Edison were two ..brilliant.. minds who did poorly in school.	BRILLIANCE
6	The oleander and the nightshade are two extremely ..poisonous.. plants.	POISON
7	Bob is so immature. He always says such ..childish.. things.	CHILD
8	Have you tried any new ..spicy.. Mexican dishes lately?	SPICE
9	The doctor's secretary organises her files in ..alphabetical.. order.	ALPHABET
10	He receives a(n) ..monthly.. salary, as do the other employees of the company.	MONTH
11	Although Paris is an expensive travel destination, hotels can be found at ..reasonable.. prices.	REASON
12	The customer refused to eat his meal, complaining it was too ..salty.. .	SALT

6 Fill in the correct form of the words in bold forming adjectives from verbs.

1	"Can you please tell me if the word 'chocolate' is a(n) ..countable.. noun?" asked Jill.	COUNT
2	Mindy complained that she didn't have a(n) ..suitable.. dress to wear for the formal dinner.	SUIT
3	All the women in the beauty pageant are lovely and very ..attractive.. .	ATTRACT
4	Drivers are ..responsible.. for the safety of their passengers.	RESPOND
5	Rick knows how to say 'thank you' and 'you're welcome' in six ..different.. languages.	DIFFER
6	Oliver is one of the kindest and most ..considerate.. men I've ever known.	CONSIDER

7 Fill in the correct form of the words in bold forming verbs from adjectives/nouns.

1	Due to recent events the company will take steps to ..tighten.. its security.	TIGHT
2	Much of the house has been ..modernised.. by an interior designer.	MODERN
3	The workers are ..widening.. the road in front of the city square.	WIDE
4	The conservative party promises to ..legalise.. fox hunting if they are elected.	LEGAL
5	Mary asked the hairdresser to ..lighten.. her hair colour.	LIGHT
6	GPS navigation technology has ..revolutionised.. the way we travel.	REVOLUTION

8 Fill in the correct form of the words in bold forming the opposite of the words given.

1	Trains and buses are on strike today which is very ..inconvenient.. .	CONVENIENT
2	The online music station promises to play ..non-stop.. hits without any commercials.	STOP
3	Due to the pilot's ..inaccurate.. calculations, the small plane landed in a grass field.	ACCURATE
4	Mum said that if we were ..disobedient.. , she wouldn't let us go to the park and play.	OBEDIENT
5	Rick's handwriting is completely ..illegible.. .	LEGIBLE
6	She finally got a job after being ..unemployed.. for eight months.	EMPLOYED
7	The doctor told her that she was slightly ..overweight.. and that she had to take regular exercise.	WEIGHT
8	It is ..unsafe.. to skateboard without a helmet or other protective gear.	SAFE

9 Fill in the correct form of the words in bold.

1	We all need to ..rethink.. the way in which we use energy these days.	THINK
2	Failure to pay your phone bill may lead to your phone being ..disconnected.. .	CONNECTED
3	By middle school, David had begun to ..outshine.. his classmates in track and field events.	SHINE
4	When it comes to cleaning your home, always buy safe, ..non-toxic.. products.	TOXIC
5	His parents knew early on that he would grow up to be a man of ..greatness.. .	GREAT
6	We were unsure about what to order so we asked the waiter for his ..suggestion(s).. .	SUGGEST
7	The director has booked a(n) ..transatlantic.. flight from London to New York.	ATLANTIC
8	Our teacher warned us that too much ..exposure.. to the sun could cause cancer.	EXPOSE
9	It is possible to ..defrost.. meat using a microwave.	FROST
10	David Filo and Jerry Yang are the ..co-founders.. of YAHOO.	FOUNDER
11	A(n) ..choreographer.. was hired to create dance moves for the singer's music video.	CHOREOGRAPH
12	Their young son ..embodies.. all their hopes for the future.	BODY
13	After the tsunami, the UK offered emergency ..assistance.. to Japan.	ASSIST
14	When translating from one language into another, it is possible to ..misinterpret.. words.	INTERPRET
15	The ..fearless.. dog fought with the bear.	FEAR
16	He was ..indecisive.. and didn't know whether or not to invest his money.	DECISIVE
17	It is ..illegal.. to throw rubbish, of any kind, on government-owned property.	LEGAL
18	John Moore and Ion Tate are both running as candidates in the ..election.. .	ELECT
19	More and more property owners are making home ..improvements.. without professional help.	IMPROVE
20	The ..stuffiness.. of the room made me feel slightly sick.	STUFFY
21	The Millers are planning to build a(n) ..extension.. onto their summer cottage.	EXTEND
22	The shop owner said that we must pay for all ..breakages.. .	BREAK
23	Greg and Debra are very ..selective.. when choosing toys for their 2-year-old daughter.	SELECT
24	The teacher told the students to ..sharpen.. their pencils before starting their essays.	SHARP
25	It is financially ..advantageous.. to book your airline tickets in advance.	ADVANTAGE
26	The telecommunication company filed for ..bankruptcy.. after several difficult years.	BANKRUPT
27	In most Asian cultures it is ..impolite.. to look at someone directly in the eye.	POLITE
28	Barbara looks forward to reading her ..daily.. horoscope in the paper.	DAY
29	After the break-in, a bodyguard was put in charge of her ..protection.. .	PROTECT
30	Jeff surprised his girlfriend with a wedding ..proposal.. at the football stadium.	PROPOSE

*(tr) transitive (verb that has a direct object – e.g. She **ran into** Bob at the supermarket.)*
*(int) intransitive (verb that hasn't got a direct object – e.g. The robbers **ran away** in a stolen car.)*

be about to: (int) be on the point of
be after: (tr) 1) want, try to gain, 2) chase
be down with: (tr) be ill with; go down with
be for: (tr) be in favour of (opp – be against)
be in for: (tr) expect sth (usu bad)
be off: 1) (tr) not want/like any more,
2) (int) be absent (from school, work, etc)
be on: (int) be shown (on TV, at the cinema, etc)
be out: 1) (int) be unfashionable,
2) (int) (of light/fire) have stopped burning
be over: (int) come to an end
be through with: (int) have ended a relationship/job etc
be up to: 1) (tr) be capable of,
2) (tr) feel like doing sth, usu sth wrong

break down: (int) 1) stop working,
2) lose control of feelings, 3) fail
break in: (int)/break into: (tr) 1) enter by force,
2) interrupt
break off: (tr) end a(n) relationship/agreement
break out: (int) 1) (of war, fire, etc) begin suddenly
BUT a storm breaks, 2) escape
break through: (tr) advance (in spite of opposition)
break to: (tr) tell (usu bad news) to sb in a kind way
break up: (int) 1) (of schools, etc) stop for holidays,
2) separate, split up

1 Fill in the correct particle.

1 The thief cut his arm while he was breaking ....into.... the car.
2 The FBI has been ....after.... the bank robber for years.
3 Don't worry. I'm sure your problems will soon be ....over.... .
4 A civil war has broken ....out.... in Libya.
5 What game is ....on.... cable TV tonight?
6 Luckily, the schools are breaking ....up.... early for Easter this year.

bring back: (tr) cause to recall
bring down: (tr) cause to fall
bring forward: (tr) move sth to an earlier date or time
bring in: (tr) create profit/money
bring on: (tr) cause, usu sth unpleasant
bring about: (tr) cause to happen
bring out: (tr) publish, put on the market
bring round/to: (tr) make sb regain consciousness
bring round (to): (tr) persuade
bring up: (tr) 1) raise a child,
2) mention, introduce a subject

2 Fill in the correct particle(s).

1 The demonstrations brought ....about.... the fall of the ruling party.
2 She has brought ....out.... over ten novels in the last five years.
3 We were brought ....up.... in a small town in the countryside.
4 Even though he didn't agree at first, we managed to bring him ....round to.... our point of view.
5 The manager brought ....up.... our grievances at the weekly meeting.
6 David brought ....in.... five thousand pounds in sales last month.
7 The class reunion brought ....back.... memories of university.
8 The protests were brought ....on.... by the government's tax increases.

come across: (tr) meet/find by chance, run across
come along: (int) 1) hurry up, come on, 2) appear, arrive by chance
come by: (tr) obtain
come down to: be passed on to sb by inheritance
come down with: (tr) become ill, go down with
come into: (tr) inherit
come off: (int) succeed
come out: 1) (int) (of flowers) begin to blossom, 2) (int) be published, 3) (int) (of stains) be able to be removed
come round: (int) 1) visit casually, 2) regain consciousness, come to
come to: (tr) amount to a total
come up: 1) (int) be mentioned, 2) (tr) arise; occur
come up to: 1) (tr) approach, 2) (tr) equal; be up to (expectations)
come up with: (tr) find, think of (a solution, an answer, etc)

cut across: (tr) take a shorter way
cut back (on): (tr) reduce (expenses, production) cut down on
cut down: (tr) 1) cause to fall by cutting, 2) reduce sth
cut in: 1) (int) move suddenly in front of another car, 2) (int) interrupt
cut into: (tr) interrupt, break in
cut off: (tr) 1) disconnect, 2) (usu passive) isolate
cut out: (tr) omit
be cut out for/to be: (tr) be suited for (a profession)
cut up: (tr) cut into small pieces

3 Fill in the correct particle(s).

1 Come on/along, hurry. The film starts in ten minutes.
2 The doctor advised her to cut down on sweets.
3 This is the first time I've come across such a problem.
4 The only one who came up with a solution to our dilemma was Mum.
5 My nose is stuffy and my head hurts. I think I'm coming down with a cold.
6 I heard Tom came into a lot of money after his uncle passed away.
7 The snowstorm completely cut off the village for weeks.
8 How did you come by this document? I'm sure I had locked it with a password.
9 He can't stand the sight of blood. I don't think he's cut out to be a doctor.
10 "Is that all your purchases for today?""Yes, thanks; how much does it come to ?"
11 If you're out of breath climbing stairs, you should cut down on your smoking.
12 I think we'd arrive sooner if we cut across Bond Street.
13 Did your promotion come up in the meeting?
14 It was a risky investment but it came off .

do away with: (tr) 1) abolish, 2) kill
do down: (tr) speak badly of sb
do in: (tr) kill
do up: (tr) 1) fasten, tie, 2) wrap, 3) repair, redecorate, 4) make oneself more attractive, dress up
(could) do with: (tr) want, need sth
do without: (tr) live/continue without having sth

fall apart: (int) 1) break into pieces, 2) end in failure
fall back on: (tr) turn to sth for help when other plans have failed, turn to
fall behind: (int) 1) fail to keep up, 2) be late (with payment)
fall for: (tr) 1) be deceived, 2) fall in love with sb
fall in: (int) collapse
fall into: 1) (tr) belong to; be part of (categories), 2) (tr) begin; enter a state
fall in with: (tr) agree with, go along with
fall on: 1) (tr) attack, 2) (tr) eat hungrily
fall out (with): (tr) quarrel with sb
fall through: (int) fail to be completed

4 Choose the correct particle(s).

1 Do up/away **with** your seatbelts or I won't start the car.
2 After working a 16-hour day, I could surely do **up/with** some sleep.
3 I can really do without/away **with** another crazy reality show.
4 They have finished doing **without/up** their old summer house and are having a party to celebrate.
5 He always falls **in with/for** her silly excuses and forgives her.
6 She is keen on becoming a dancer, but she will also study advertising, so she can have a degree to fall back **on/behind** in case things don't work out.
7 Helen might oppose this idea now, but I'm sure she'll fall in **with/for** it soon.
8 John was called into the manager's office because he had fallen **behind/apart** with his work.
9 I don't agree with the death penalty. I think they should **do without/do away with** it.
10 Without Sue leading the team, it could fall **apart/fall in**.

get across: (tr) successfully communicate ideas
get along: (int) continue despite difficulties
get along (with): (tr) be on friendly terms with sb, get on with
get at: (int) mean
get away with: (tr) 1) escape punishment for wrongdoing, 2) escape capture with stolen goods
get back: (tr) recover possession of
get down: 1) (tr) swallow although difficult, 2) (tr) depress
get down to: (tr) start doing sth seriously
get on: (int) 1) advance, make progress, 2) become late, get nearer 3) have a friendly relationship, get along
get on with: (tr) 1) be on good terms with, get along with, 2) continue after an interruption
get out: (int) (of news) become known
get over: (tr) 1) recover, 2) overcome
get round: (tr) persuade; bring round
get round to: (tr) find the necessary time to do sth
get through: 1) (tr) finish (a piece of work), 2) (int) survive through difficult times, 3) (tr) use up all of sth (supplies, money, etc)
get through to: (tr) reach sb by telephone
get up: (int) rise from bed What time did you get up today?

5 Fill in the correct particle(s).

1 No one knows if our country will be able to get ..over.. the economic crisis.
2 She doesn't get ..on/along with.. her brother at all; they never agree on anything.
3 The robbers got ..away with.. over $100,000 in cash.
4 I've been trying to get ..through to.. you all day, but your phone has been busy.
5 There's been so much work at the office, I haven't got ..round to.. checking my email accounts yet.
6 How is work getting ..on.. at the construction site?
7 You left your phone on the train! How will you get it ..back.. ?
8 How did you get ..on/along.. with your grandfather?
9 I don't think I'll be able to get ..across.. my ideas if he can't speak English.

give away: (tr) 1) reveal sth, betray sb, 2) lose an advantage
give back: (tr) return
give in: 1) (int) surrender, 2) (tr) hand in
give off: (tr) emit (heat, fumes, smell, etc)
give out: 1) (int) come to an end, 2) (tr) distribute, hand out
give up: 1) (tr) stop/abandon an attempt, habit, etc 2) (int) surrender, offer oneself as a prisoner, 3) (int) stop doing or having sth

---

go after: (tr) pursue
go ahead: (int) be allowed to happen
go away: (int) (of a problem, feeling, etc) disappear; cease
go back on: (tr) break a promise or agreement
go by: (tr) base my ideas on
go down with: (tr) become ill
go for: 1) (tr) attack, 2) (tr) apply for (a job)
go in for: (tr) take part in (a competition)
go on: 1) (int) continue; carry on, 2) (int) happen
go off: (int) 1) (of a bomb) explode, (of an alarm) ring, 2) be switched off, 3) (of food) spoil
go out: (int) stop burning, be extinguished
go over: (tr) 1) examine details, 2) repeat
go round: (int) 1) be enough for everyone to have a share, 2) visit, 3) (of news, a disease) spread, circulate
go through: (tr) 1) examine carefully, go over, 2) (of money, food, etc) use up, spend, 3) experience, endure
go up: (int) rise (price)
go with: (tr) match
go without: (tr) endure the lack of sth; do without

6 Fill in the correct particle(s).

1 The team gave ..away.. their opportunity for a goal and their opponents scored to win the match.
2 You should always go ..through/over.. any document before signing it.
3 Your car is giving ..off.. a strange smell of burnt rubber.
4 There's enough food to go ..round..; everyone will get their fill.
5 Janice has gone ..down with.. the flu and won't be attending the meeting.
6 All your work must be given ..in.. by the end of the month.
7 Don't drink the milk! It's gone ..off.. .
8 Why don't you give ..up.. smoking?
9 Students were giving ..out.. leaflets to passers-by.
10 Sorry I'm late. I didn't hear my alarm go ..off.. .
11 He's gone ..back on.. his word and decided not to help us.
12 After a week on the run the thief gave himself ..up.. to the police.
13 When we woke up, the fire had gone ..out.. .
14 A rumour is going ..round.. that the company may go bankrupt.
15 My son kept begging me for a new computer and I finally gave ..in.. .

hold back: 1) (tr) control (tears, laughter), 2) (tr) keep secret, 3) (int) be reluctant to act
hold in: (tr) restrain
hold off: (int) not do sth immediately; delay sth
hold on: (int) wait (esp. on the phone)
hold on to: (tr) (of an idea, belief, etc) continue to believe
hold out: 1) (int) last, 2) (int) persist
hold up: 1) (tr) delay, 2) (tr) use violence in order to rob, 3) (int) last, hold out

---

keep away from: (tr) stay away
keep back: (tr) not tell
keep down: (tr) cause to remain at a lower level
keep in: (tr) make sb stay indoors (as punishment)
keep off: (tr) 1) make sb stay away from, 2) avoid (food, a habit, etc), keep away from
keep on: 1) (int) continue in spite of difficulties, 2) (tr) continue doing sth, carry on
keep out: (tr) stop sb from going into a place
keep out of: (tr) stay away from (trouble)
keep up with: (tr) 1) proceed at an equal pace with, 2) continue to be informed (news, events)

7 Choose the correct particle(s).

1 If you hold on/up a minute, I'll make each one of you a sandwich.
2 She didn't want to embarrass him, so she held on/back her laughter.
3 There are so many discoveries in science these days, it's impossible to keep away from/up with them all.
4 We're held back/up in traffic, so we'll probably be late.
5 The committee released the findings from the investigation, but kept on/back a considerable amount of information.
6 If you keep up with/on eating sweets like that, you will develop a health problem.
7 You can go to the football match as long as you keep out of/off trouble.
8 This is the best online site to keep up with/out of the weather forecast.

look after: (tr) take care of
look back (on): (tr) consider the past
look down on: (tr) have a bad opinion of sb, disapprove of sb/sth (opp – look up to)
look for: (tr) search for
look forward to: (tr) anticipate (with pleasure)
look in on sb: (tr) pay a short visit to
look into: (tr) examine, investigate
look on: (int) observe
look out: (int) be careful
look out for: (tr) be alert in order to see/find sb/sth
look over: 1) (tr) examine sth carefully, go through, 2) (tr) revise briefly and quickly
look round: (tr) visit a place and look at the different parts in it
look through: (tr) 1) look at sth quickly, 2) search among a few things to find something
look up: 1) (tr) look for sth (such as an address, etc) in a book or list, 2) visit sb (esp. sb living far away)

be made for: (tr) suit exactly
make for: (tr) go towards
make over: (tr) give possession of sth to sb else
make out: (tr) 1) see sb/sth clearly, 2) understand, work out, 3) write out, fill in
make sth up to sb: (tr) compensate sb for sth
make up: 1) (tr) invent, think up, (a story, an excuse, etc) 2) (tr) put cosmetics on, 3) (int) become friends again, 4) (tr) form as a whole
make up for: (tr) compensate, repay sb for sth

8 Choose the correct particle(s).

1 We will be looking after/out for Mum's plants while she's away all summer.
2 If you don't know what this word means, look it over/up in your dictionary.
3 Everyone is looking for/forward to the upcoming reunion party.
4 The doctor looked over/after the patient's medical chart.
5 I need to have my eyes checked; I can't make up/out what that sign says.
6 She offered to make up for/with the hours she owed by working at weekends.
7 I'm not sure who is dealing with your enquires, but I'll look into/out it for you.
8 Tom was your best friend before the fight; I think you should try to make over/up.

put across: (tr) communicate successfully; get across/over
put aside: (tr) save, put by
put away: (tr) put sb into prison or mental hospital
put down: (tr) 1) make a note, write down, 2) pay a deposit for sth
put down to: (tr) attribute to
put forward: (tr) propose
put off: (tr) postpone
put on: (tr) 1) dress oneself in, 2) increase (in weight), 3) switch on, 4) (of a show/performance) cause to take place
be put out: be annoyed
put out: (tr) 1) extinguish (fire, etc), 2) cause inconvenience to sb
put through: (tr) 1) connect by telephone, 2) make sb undergo or suffer sth
put up: 1) (tr) erect; build, 2) (tr) offer hospitality, 3) (tr) show in a public place
put up with: (tr) tolerate, bear

9 Choose the correct item.

1 Unfortunately, the meeting has been put out/off again due to the severe snowstorm.
2 The murderer pleaded guilty and was put down/away for years.
3 Hey, you've put out/on a little bit of weight and it looks good on you. You were too thin before.
4 She's putting through/aside all the money she makes working part-time because she wants to go to Italy on holiday this year.
5 Put down/on your tracksuit and let's go jogging.

run across: (tr) meet sb/find sth by chance
run after: (tr) chase
run away: (int) escape (from home, duty, etc), run off
run away with: (tr) steal
run down: 1) (tr) knock down (with a vehicle); run over, 2) (tr) speak badly of sb
run in: (tr) bring a new car engine into full use (by driving it slowly for a set period)
run into: (tr) 1) meet sb unexpectedly, 2) collide with sth in a vehicle, 3) experience (difficulties)
run off: (tr) make prints/copies
run out of: (tr) no longer have a supply of sth
run through: 1) (tr) use up, 2) (tr) rehearse, check or revise quickly
run up: (tr) accumulate
run up against: (tr) encounter (difficulties/opposition)

see about: (tr) deal with; see to
see off: (tr) accompany a traveller to his/her plane, train, etc
see out: (tr) accompany sb to the door/exit of a house/ building
see over: (tr) inspect a place; look round
see through: (tr) 1) not be deceived by sb/sth, 2) support sb in difficulties
see to: (tr) take care of

stand by: (tr) support sb (esp. in difficulties)
stand for: (tr) be an abbreviation for
stand in for: (tr) replace sb temporarily
stand out: (int) be noticeable
stand up: 1) (int) rise to one's feet, 2) (tr) fail to meet
stand up to: (tr) resist
stand up for: (tr) support/defend sb or sth

be taken aback: (int) be strongly surprised
take after: (tr) look or act like a relative, resemble
take away: (tr) remove
take back: (tr) admit I am wrong
take for: (tr) identify wrongly
be taken in: (tr) be deceived
take in: 1) (tr) give accommodation, 2) (tr) make clothes narrower (opp – let out), 3) (tr) fully understand
take off: 1) (tr) remove clothes (opp – put on), 2) (int) (of planes) leave the ground, 3) (int) start to improve
take on: 1) (tr) undertake work/responsibility, 2) (tr) employ
take out: 1) (tr) remove, 2) (tr) clean (mark, dirt)
take sb out: (tr) take sb to a restaurant, etc
take over: (tr) gain control of sth
take to: (tr) like
take up: (tr) 1) begin a hobby, sport, job, 2) fill (time, space)

10 Fill in the correct particle(s).

1 It was so nice to run ..into.. my grammar school teacher whom I hadn't seen in ten years.
2 They drove to the airport to see their son ..off.. .
3 Looking through the drawer I ran ..across.. some papers you might need.
4 They were doing well until they ran ..into.. some serious financial difficulties and had to delay their loan payments.
5 You take care of the food and I'll see ..to.. the music for the party.
6 I could see ..through.. all his lies.
7 Would you like a soda? We have run ..out of.. sparkling water.
8 Their son ran ..away.. from home last year and they still haven't heard from him.
9 Phil, can you see ..to.. the kids while I make dinner?
10 The people at table five ordered everything on the menu and ran ..up.. a huge bill.

11 Fill in the correct particle(s).

1 She's a talented dancer. She takes ..after.. her mum.
2 I don't know where I would be if you hadn't stood ..by.. me during those difficult times.
3 "What does the acronym UEFA stand ..for..?" "Union of European Football Associations."
4 I'm planning to take ..up.. Tai Chi. Do you want to join me?
5 His acting career really took ..off.. after he starred in the hit sitcom.
6 We really need to dress up. They're taking us ..out.. to a fancy restaurant.
7 Patrick is going to stand ..in for.. Martha while she's away on holiday.
8 Although our cat is usually frightened of children, it took ..to.. your son right away.
9 You were very brave to stand ..up to.. the boss like that.
10 Michelle will take ..over.. from Gordon when he retires.

turn away: (tr) refuse admittance
turn down: 1) (tr) refuse an offer, reject, 2) (tr) reduce volume, etc (opp – turn up)
turn sb in: (tr) give sb to the police
turn into: (tr) change into, become
turn off: (tr) switch off (opp – turn on)
turn out: 1) (tr) produce, 2) (int) prove to be
turn over: (int) turn to a new page, change TV channel
turn to: (tr) go to sb for help/advice
turn up: 1) (int) arrive or appear (unexpectedly), 2) (tr) increase (volume, pressure)

work on: (tr) have an effect on
work out: 1) (tr) find the solution to a problem by reasoning or calculation, 2) (int) develop successfully
work up: (tr) develop

12 Fill in the correct particle.

1 I can't believe he turned ...down... that job after being unemployed for months.
2 Did the washing powder work .....on..... that stain?
3 "Guess who turned .....up..... at the office the other day? John." "Wow! That was daring of him after yelling at your boss and walking out."
4 Please don't forget to turn .....off..... the heater as you leave the room.
5 If you give me a few minutes, I'll try to work .....out..... a logical solution.
6 The person I usually turn .....to..... when I need something is my grandpa.
7 All that running has really made me work .....up..... a sweat.
8 He was turned ...away..... from the club for not wearing a tie.

Revision

13 Choose the correct particle(s).

1 We've run **off**/**out of** sugar. Could you please buy some?
2 The radiator is giving **off**/**out** a strange smell.
3 Mary was brought **down**/**up** by her grandparents.
4 If the share price keeps going **on**/**up**, we should sell.
5 Everyone was surprised when they broke **off**/**up** their engagement.
6 Anne really stands **up**/**out** in a crowd with her long red hair.
7 "How could he afford to buy the house?" "He came **into**/**across** a lot of money when his aunt died."
8 He knew he was through **with**/**in** boxing when he began having headaches.
9 That's the third time this month the dishwasher has broken **off**/**down**.
10 Despite the rain, the parade went **ahead**/**after**.
11 Thanks for coming in, Mr Moore; my secretary will see you **out**/**off**.
12 It's getting too hot in here. I'm going to take **away**/**off** my tie.
13 The house is in a good location, but it really needs to be done **up**/**away with**.
14 News of the accident got **out**/**along** when it appeared on the Internet.
15 You put **out**/**forward** some interesting points today at the meeting.
16 Claire has been **up to**/**after** the manager's position for some time.
17 Would you mind looking **in on**/**into** my dogs while I'm on holiday?
18 Giving such a big party was ambitious, but I have to say it's come **off**/**by**.
19 I'm sorry we cut **off**/**out** your gas, but you fell **behind**/**back** with your payments.
20 It's important that we stand **up to**/**up for** our rights.
21 Before the play's opening night we can run **across**/**through** our lines one last time.
22 I've been looking **out for**/**forward to** this barbecue for weeks.
23 "Are you coming to the library?" "Yes I just have to give **up**/**in** my essay."
24 I had been working so hard that I fell **into**/**in** a deep sleep.
25 Do you really think Ben is up **to**/**with** running the company by himself?
26 I'm getting **out**/**on** well with my new colleagues.
27 Who did you turn **to**/**down** when you had money problems?
28 There is very little information on the situation, this report is all I have to go **for**/**by**.
29 Joan's been putting money **aside**/**away** for her son's education.
30 While I'm in London, I'll look **out**/**up** Steven, my friend from university.

VERBS / ADJECTIVES / NOUNS WITH PREPOSITIONS

Key: *(adj) – adjective* *(prep) – preposition* *(v) – verb* *(n) – noun*

A

abide by (v)
absent from (adj)
abstain from (v)
accompanied by (adj)
according to (prep)
account for (v)
accuse sb of (v)
accustomed to (adj)
acquainted with (adj)
addicted to (adj)
adequate for (adj)
adjacent to (adj)
advantage of (n) (but: there's an **advantage in** – (have) an **advantage over** sb)
advice on/against (n)
afraid of (adj)
agree about sth (v)
agree to/on sth (v)
agree with sb (v)
ahead of (prep)
aim at (v)
allergic to (adj)
amazed at/by (adj)
amount to (v)
amused at/with (adj)
angry at what sb does (adj)
angry with sb about sth (adj)
angry with sb for doing sth (adj)
annoyed with sb about sth (adj)
(in) answer to (n)
anxious about sth (adj)
(be) anxious for sth to happen (adj)
apologise to sb for sth (v)
(make an) appeal to sb for sth (n)
appeal to/against (v)
apply in writing (v)
apply to sb for sth (v)
approve of (v)
argue with sb about sth (v)
arrange for sb to do sth (v)
arrest sb for sth (v)
arrive at (a small place) (v)
arrive in (a town) (v)
ashamed of (adj)
ask about/for (v) (but: **ask sb a question**)
assure (sb) of (v)
astonished at/by (adj)
attached to (adj)
attack on (n)
attack sb for sth (v)
attend to (v)
(un)aware of (adj)

B

bad at (adj) (but: He was very **bad to** me.)
ban sb from sth (v)
base on (v)
basis for (n)
beg for (v)
begin by/with (v)
believe in (v)
belong to (v)
benefit from (v)
bet on (v)
beware of (v)
(put the) blame on sb (n)
blame sb for sth (v)
blame sth on sb (v)
boast about/of (v)
bored with (adj)
borrow sth from sb (v)
brilliant at (adj)
bump into (v)
busy with (adj)

C

call at/on (phr v)
campaign against/for (v)
capable of (adj)
care about (v)
care for sb (v) (= like)
(take) care of (n)
care for sth (v) (= like to do sth)
careful about/of/with (adj)
careless about/with (adj)
cause of (n)
certain of (adj)
change into (v)
characteristic of (n/adj)
charge for (v)
charge sb with (v)
check for (v)
choice between/of (n)
clever at (adj) (but: It was very **clever of** you to buy it.)
close to (adj)
coax sb into (v)
coincide with (v)
collaborate with (v)
collide with (v)
comment on (v)
communicate with (v)
compare with (v) (how people and things are alike and how they are different)
compare to (v) (show the likeness between sb/sth and sb/sth else)
comparison between (n)
compete against/for/with (v)
complain of (v) (= suffer from)
complain to sb about sth (v) (= be annoyed at)
compliment sb on (v)
comply with (v)
conceal sth from sb (v)
concentrate on (v)
(have) confidence in sb (n)
confine to (v)
confused about/by (adj)
confusion over (n)
congratulate sb on sth (v)
connection between (n) (but: **in connection with**)
conscious of (adj)
connect to/with (v)
consider sb for sth (v)
consist of (v)
contact between (n) (but: **in contact with**)
content with (adj)
contrary to (adj)
contrast with (v)
contribute to (v)
convert to/into (v)
cope with (v)
correspond to/with (v)
count against (v)
count on sb (phr v)
cover in/with (v)
covered in/with (adj)
crash into (v)
(have) a craving for sth (n)
crazy about (adj)
crowded with (adj)
cruel to (adj)
cruelty towards/to (n)
cure for (n)
curious about (adj)

D	damage to (n) date back to (v) date from (v) deal with (v) dear to (adj) decide on/against (v) decrease in (n) dedicate to (v) deficient in (adj) definition of (n) delay in (n) (take) delight in doing sth (n) delighted with (adj) demand for (n) demand from (v) depart from (v) departure from (n)	depend on/upon (v) dependent on (adj) deputise for (v) descended from (adj) describe as (v) describe sb/sth to sb else (v) description of (n) die of/from (v) die in an accident (v) differ from (v) (have) difference between/of (n) different from (adj) difficulty in/with (n) disadvantage of (n) (but: there's a **disadvantage in** doing sth) disagree with (v) disappointed with/about/by (adj)	disapprove of (v) discharge sb from (v) discouraged from (adj) discussion about/on (n) disgusted by/at (adj) dismiss from (v) dispose of (v) disqualified from (adj) dissatisfied with (adj) distinguish between (v) divide between/among (v) divide into/by (v) do sth about (v) doubtful about (adj) dream about (v) dream of (v) (= imagine) dressed in (adj)
E	eager for (adj) economise on (v) efficient at (adj) (put) effort into sth (n) emphasis on (n) engaged to sb/in sth (adj) engagement to sb (n) enthusiastic about (adj) enquire about sth (v) envious of (adj) equal to (adj) escape from/to (v) example of (n)	excellent at (adj) exception to (n) (**make an exception of sth/sb** = treat sth/sb as a special case – **take exception to sth** = object to sth) exchange sth for sth else (v) excited about (adj) exclaim at (v) excuse for (n) excuse sb for (v) exempt from (adj) expel from (v) experienced in/at (adj)	experiment on/with (v) expert at/in (sth/doing sth) (n) (= person good at) expert at/in/on (sth/doing sth) (adj) (= done with skill or involving great knowledge) expert with sth (n) (= good at using sth) expert on (n) (= person knowledgeable about a subject)
F	face up to (phr v) fail in an attempt to (v) fail to do sth (v) failure in (an exam) (n) failure to (do sth) (n) faithful to (adj) fall in (n) familiar to sb (adj) (= known to sb)	familiar with (adj) (= have knowledge of) famous for (adj) fed up with (adj) fill sth with sth else (v) finish with (v) fire at (v) flee from (v) fond of (adj)	forget about (v) forgive sb for (v) fortunate in (adj) free from/of/for (adj) friendly with/to (adj) frightened of (adj) full of (adj) furious with sb about/at sth (adj)
G	generosity to/towards (n) genius at (n) glance at (v) glare at (v)	good at (adj) (but: He was very **good to** me.) grateful to sb for sth (adj) grudge against (n)	guess at (v) guilty of (adj) (but: he felt **guilty about** his crime)
H	happen to (v) happy about/with/for (adj) harmful to (adj) hear about (v) (= be told) hear from (v) (= receive a letter)	hear of (v) (= learn that sth or sb exists) heir to (n) hinder from (v) hint to sb about sth (v) (but: **hint at sth**)	hope for (v) hope to do sth (v) (no) hope of (n) hopeless at (adj)

I	idea of (n) identical to (adj) ignorant of/about (adj) ill with (adj) impact on (n) impressed by/with (adj) (make an) impression on sb (n) improvement in/on (n) incapable of (adj) include in (v) increase in (n) independent of/from (adj)	indifferent to (adj) indulge in (v) inferior to (adj) information about/on (n) (be) informed about (adj) inject sth into sb/sth (v) inoculate against (v) insist on (v) instead of (prep) insure against (v) intelligent at (adj) intent on (adj)	(have no) intention of (n) interest in (n) interested in (adj) interfere with/in (v) invasion of (n) invest in (v) invitation to (n) invite sb to (v) involve in (v) irritated by (adj)
J	jealous of (adj)	join in (v)	joke about (v)
K	knock at/on (v) know about/of (v) keen on sth (adj)	keen to do sth (adj) kind to (adj) key to (n)	knowledge of (n)
L	lack in (v) lack of (n) laugh about (v) laugh at (v) lead to (v)	lean on/against (v) learn about/by (v) leave for (v) (= head for) lend sth to sb (v) listen to (v)	live on (v) long for (v) look at (v) look for (v) (= search for) look forward to (v)
M	married to (adj) marvel at (v)	mean to (adj) mention to (v)	mistake sb for (v) mix with (v)
N	name after (v) necessary for (adj) need for (n) neglect of (n)	nervous about (adj) new to (adj) nice to (adj) nominate sb (for/as sth) (v)	(take) (no) notice of (n) notorious for doing sth (adj)
O	obedient to (adj) object to (v) objection to (n) obliged to sb for sth (adj)	obvious to (adj) occur to (v) offence against (n) operate on (v)	opinion of/on (n) opposite of/to (n)
P	part with (v) patient with (adj) pay by (cheque) (v) pay for (v) (but: **pay a bill**) pay in (cash) (v) peculiar to (adj) persist in (v) (but: **insist on**) (take a) photograph of (n) picture of (n) pity for (n) take pity on sb (exp) pleasant to (adj) pleased about sth (adj)	pleased with (adj) (take) pleasure in (n) (have the) pleasure of (n) point at/to (v) (im)polite to (adj) popular with (adj) praise sb for (v) pray for sth/sb (v) prefer sth to sth else (v) (have a) preference for (n) prepare for (v) present sb with (v) prevent sb/sth from (v)	(take) pride in (n) pride oneself on sth/on doing sth (v) profit from (v) prohibit sb from doing sth (v) prone to (adj) protect against/from (v) protection from (n) protest about/at (v) proud of (adj) provide sb with (v) punish sb for (v) puzzled about/by (adj)
Q	quarrel about sth/with sb (v/n) qualify as/in (v)	qualified for (adj) quick at (adj)	quotation from (n)

R	rave about (v) react to (v) reaction to (n) ready for (adj) reason for (n) reason with (v) rebel against (v) receive from (v) (keep) a record of (n) recover from (v) reduction in (n) refer to (v) (in/with) reference to (n) refrain from (v) regard as (v)	regardless of (prep) related to (adj) relationship between (n) (but: **a relationship with** sb) relevant to (adj) rely on (v) remind sb of/about (v) remove from (v) replace sth with sth else (v) reply to (n/v) report on (n/v) reputation for/of (n) research on/into (n) respect for (n) respected for (adj)	respond to (v) responsibility for (n) responsible for (adj) result from (v) (= be the consequence of) result in (v) (= cause) result of (n) resulting from (adj) rhyme with (v) rich in (adj) (get) rid of (phr) rise in (n) (make) room for (n) rude to (adj)
S	safe from (adj) same as (adj) satisfied with/by (adj) save sb from (v) save sth for sb (v) scared of (adj) scared to (v) search for (v/n) (be) in search of (n) sensible of sth (adj) (= aware of sth) sensitive to (adj) sentence sb to (v) separate from (v) serious about (adj) settle for/on (v) share in/of sth (n) shelter from (v) shocked at/by (adj) shoot at (v) short of/on (adj)	shout at (v) shy of (adj) sick of (adj) silly to do sth (adj) (but: it was **silly of** him) similar to (adj) skillful at (adj) skilled at/in (adj) slow in/about doing sth/to sth (adj) smell of (n/v) smile at (v) solution to (n) sorry about (adj) (= feel sorry for sb) (but: I'm **sorry for** doing sth) speak to/with sb about (v) specialise in (v) specialist in (n) spend money on sth (v) spend time in/doing sth (v) split into/in (v) spy on (v)	stare at (v) strain on (n) study for (v) subject to (adj/v) submit to (v) (but: **submit sth for** publication) subscribe to (v) succeed in (v) suffer from (v) sufficient for sth/sb (adj) suitable for (adj) superior to (adj) sure of/about (adj) surprised at/by (adj) surrender to (v) surrounded by (adj) suspect sb of (v) suspicious of (adj) sympathetic to/towards (adj) sympathise with (v)
T	take sth to sb/sth (v) talent for sth (n) talk to sb about sth (v) (have) taste in (n) taste of (v) terrible at (adj) terrified of (adj)	thank sb for (v) thankful for (adj) think about/of (v) threat to sb/sth/of sth (n) threaten sb with sth (v) throw at (v) (in order to hit) throw to (v) (in order to catch)	tire of (v) tired of (adj) (= fed up with) translate from ... into (v) tread on (v) trip over (v) trouble with (n) typical of (adj)
U	unaware of (adj) understanding of (n) uneasy about (adj)	upset about/over sth (adj) (make) use of (n) used to (adj)	useful for/to (adj)
V	valid for (length of time) (adj) valid in (places) (adj)	value sth at (v) vote against/for (v)	vouch for (v)
W	wait for (v) warn sb against/about/of (v) waste (time/money) on (v) weak in/at (adj)	wink at (v) wonder about (v) work as/in/at sth (v) worry about (v)	worthy of (adj) write about (v) write to sb (v) wrong about (adj)

Above	above the line		
Against	against the law		
Ahead	ahead of schedule	ahead of one's time	
At	at an advantage at the age of at the airport at auction at the beginning of (when sth started) (but: **in the beginning** = originally) at one's best at breakfast/lunch etc at the bottom of at the bus stop at church at college at the corner/on the corner at all costs at the crossroads at dawn at a disadvantage at one's desk at the door at ease at the end (= when sth is finished) (but: **in the end** = finally) at your expense at fault	at first at first hand at first sight at a glance at hand at heart at home at/in a hotel at ... miles per hour at large at last at the latest at least at the very least at length at liberty at a loss at the match at midnight at the moment at most at night at noon at once at peace/war	at a place at present at a profit at the prospect at random at any rate at one's request at the same time at school at sea at short notice at (high/full) speed at/in the station at sunset at the table at the time at times at the top of (but: **on top of**) at war at the weekend (British English) at work at 230 Mills St.
Before	before long		
Behind	behind schedule	behind the times	
Below	below the line		
By	by accident by/from all accounts by appointment by the arm/hand by auction by birth by bus/train/plane/ship/ helicopter/taxi/boat/ sea/air/ car etc (but: on a/the bus/ plane/train/ ship/boat – in a taxi/ car/plane/ helicopter) by chance by cheque by correspondence by day/night	by degrees by the dozen by eye by far by force by hand by heart by invitation by land/sea/air by law by luck by marriage by means of by mistake by nature	by now by oneself by order of by post by phone by mistake by profession by request by (the/one's) side by sight by skill by surprise by the time by the way

For	for ages for breakfast/lunch/ dinner for certain for a change for ever for fear (of) for fun (= for amusement) for good for granted	for hire for a holiday for keeps for instance for luck for life for love for nothing for once	for the rest of for safe keeping for one's sake for the sake of for sale (= to be sold) for short for the time being for a walk for a while
From	from time to time from now on	from experience from memory	from scratch
In	in action in addition to (+ -ing form) in advance (of) in agreement (with/ on/about) in aid of in all (= all in all) in an attempt in answer to in an armchair in bed in the beginning (= originally) in blossom in a book in brief in business in any case in cash in the centre of in charge (of) in cities in code in colour in comfort in common in comparison with in conclusion (to) in (good/bad) condition in confidence in control (of) in the corner in the country in danger (of) in the dark in debt in demand in detail (be) in difficulty in the direction of world	in dollars in a ... dress in due course in the end (= finally) in exchange for in existence in fact in fashion in favour of in flames in the flesh in focus in one's free time in full swing in fun in the future in gear in general in good time in half in hand in haste in good/bad health in hiding in honour of in hopes of in the hospital in a hotel in a hurry in ink/pencil/pen in sb's interest in length/width etc in all sb's life in the limelight in a line in the long run in love (with) in luxury	in the meantime in a mess in the middle of in a mirror in moderation in a moment in a good/bad mood in the mood in the morning in mourning in name only (= not in reality) in need of in the news in a newspaper in the name of (= on behalf of) in the nick of time in the north/south in a nutshell in the open in one's opinion in orbit in order of/to in other words in pain in pairs in the park in particular in the past in person in pieces in place of in politics in practice/theory in principle in prison in private/public
Into	into pieces		

On	on account of on a ... afternoon/ evening on the agenda on the air on approval on arrival on average on bail on balance on the beach on behalf of on one's birthday on board on the border on the bottom on business on call on a campsite (**at a campsite**) on the ceiling on the coast on condition on the contrary on credit on a cruise/excursion/ trip/tour	on (a ...) day on demand on a diet on duty on earth on edge on an expedition on a farm (but: **in a field**) on fire on the (4th) floor (of) on the floor on foot on the ground on holiday on the one hand on the other hand on the weekend (American English) on vacation on horseback on impulse on the Internet on an island (but: **in the mountains**) on a journey on one's knees on leave	on the left on loan on the market (= available to the public) on one's mind on one's mobile on that morning on the move on New Year's Day on the news on this/that occasion on order on the outskirts on one's own on page ... on parade on the pavement on the phone on a platform on principle on purpose on the radio/TV on the right on the Missouri River	on sale (= sold at reduced price) (but: **for sale** = to be sold) on schedule on the screen on second thought(s) on the side on sight on the sofa on this street/on the street(s) on strike on good/bad terms on time on top of on the trail of on a trip on the way (to) (= as I was going) on the whole
Out of	out of breath out of character out of condition out of control out of danger out of date out of debt	out of difficulties out of fashion out of focus out of hand out of luck out of order out of the ordinary	out of place out of practice out of print out of the question out of reach out of season out of sight	out of step out of stock out of tune out of turn out of use out of work
Off	off the air off colour off duty	off limits off the map off the peg	off the point off the record off the road	off school/work
To	to one's astonishment	to one's surprise	to this day	to some extent
Under	under age under arrest under one's breath	under control under the control of under discussion	under the impression under orders under pressure	under repair under the weather
With	with regard to	with a view to (+ -ing form)		
Within	within minutes			
Without	without delay	without fail	without success	without warning

1 Fill in: *about*, *of*, *for*, *at*, *with*, *to*, *in*, *on*.

1 According ...to... the latest broadcast, there was a massive earthquake in Peru.
2 He argued with his brother ...about... using his mobile phone to make calls.
3 When Phil arrived ...at... the station, he bought a one-way ticket to York.
4 My mother is awfully afraid ...of... spiders.
5 Tom said he was bored ...with... the same routine day in and day out.
6 I believe ...in... giving back to the community; that is why I volunteer.
7 The star football player in our team always boasts ...about... his amazing talent.
8 David accused Mark ...of... taking his leather jacket.
9 Their relationship is over. Pat will never beg ...for... a second chance.
10 They finally agreed ...on... a date for the wedding.
11 Guess who is applying to Oxford ...for... a Master's degree in Education?
12 I am really angry at Scott for putting all the blame ...on... Eric.

2 Choose the correct item.

1 After dessert Jenny complained **of**/**with**/**from** a stomachache.
2 The interviewer was curious **for**/**about**/**of** Kevin's volunteer experience.
3 I can't deal **with**/**on**/**about** this right now. I have too much on my mind.
4 Julie complained **at**/**to**/**with** the manager about the poor service at the restaurant.
5 After the World Cup game the streets of Brasilia were crowded **of**/**with**/**by** fans.
6 I've been dreaming **with**/**for**/**about** this moment all my life.
7 Many children in third world countries die **of**/**with**/**in** hunger.
8 The lorry lost control and crashed **with**/**into**/**at** a fire hydrant.
9 "Be careful **of**/**for**/**by** what you say," he warned.
10 You shouldn't care **of**/**for**/**about** what those girls think.
11 I wouldn't dream **about**/**of**/**for** asking him for a favour.

3 Fill in: *from*, *about*, *of*, *for*, *at*, *with*, *to*, *in*, *on*.

1 Rory is good ...at... every sport he tries.
2 It's not nice to joke ...about... his southern accent.
3 Don't worry, the staff is experienced ...in... patient care.
4 I am really fed up ...with... your rude comments!
5 I can't complain. They've been awfully good ...to... me.
6 We are excited ...about... our trip to Jamaica!
7 The frustrated man insisted ...on... speaking to the bank manager.
8 Don't be embarrassed. Lots of people are frightened ...of... the dark.
9 The police want to hear ...from... anyone who may know him.
10 Alexis is very interested ...in... ballet, jazz and hip-hop.
11 Did you hear ...about... the mayor's resignation?
12 My art professor has a great knowledge ...of... Ancient Greek history.
13 We all laughed ...at... his joke.
14 I'm very sorry. I mistook you ...for... someone else.

4 Fill in: *about*, *between*, *of*, *for*, *in*, *with*, *to*, *from*, *on*.

1 We thanked the Millers ...for... letting us stay with them.
2 Mandy has such great taste ...in... clothes.
3 He reminds me ...of... a friend I once had.
4 The television series *Patito Feo* is popular ...with... young teens.
5 Psychologists are studying the relationship ...between... colour and emotion.
6 I prefer tea ...to... coffee.
7 Cathy has been searching ...for... her glasses all morning.
8 They took no notice ...of... the girl sitting in the corner of the room.
9 He has been quarrelling ...with... John about the matter for weeks now.
10 Don't panic. There is a solution ...to... every problem.
11 Steven often writes ...to... his pen-friend in Portugal.
12 Since the skiing accident, Mark suffers ...from... lower back pain.
13 Don't waste any more of your time ...on... the broken door handle. I'll fix it later.
14 You can always talk to me ...about... it.

5 Choose the correct item.

1 We'll be home **in/at/by** the time you finish tidying up.
2 It was such a nice day that Alice went **on/for/by** a walk in the park.
3 **At/On/In** the moment, he is filling in university application forms.
4 Is somebody **on/in/at** the door?
5 We waited for Frank **to/at/on** the station for nearly an hour.
6 Susan, **at/for/by** once, please be quiet and let him speak.
7 I know the national anthem **by/at/on** heart.
8 Questions will be answered **at/for/in** the end of the presentation.
9 They live **on/at/in** 57 Addington Road.
10 **At/For/By** the time being, Dave is going to continue singing in the band.
11 I'm so sorry. I took your textbook **on/in/by** mistake.
12 How long were you waiting **for/in/at** the bus stop?
13 **By/At/In** the beginning of the play, Romeo is in love with Rosaline.

6 Choose the correct item.

1 There are countless stars **in/at/with** the night sky.
2 Please don't wear that. It's out **of/on/in** fashion.
3 Dad asked Mum if she was **of/in/on** the mood for dinner and dancing.
4 Sue and Dan went to the library **with/on/by** foot.
5 You shouldn't talk **to/on/with** the phone while you're driving.
6 I'd like to sit and chat, but I'm **on/in/at** a hurry right now!
7 What bad luck! The vending machine is **in/for/out** of order.
8 Their guide took them **on/at/by** a tour of the island.
9 "Is Jill still **by/on/at** bad terms with Mike?" "Yes, they hardly speak."
10 Don't expect to get a lot for the car. It's **of/at/in** bad condition.
11 **On/In/From** the one hand, gardening is a fun free-time activity. **On/In/From** the other hand, it can be hard work.
12 The Siberian tiger is **in/at/by** danger of extinction. Only 200 remain.
13 Mum said getting a puppy was out **of/in/on** the question and not to ask again.

7 Choose the correct item.

1 He called her Becky **on/by/for** mistake.
2 **On/For/In** the way to the gym, Carl saw Zack.
3 Jerry lives **in/on/at** 89 Benworth St.
4 I often eat with friends **at/for/on** lunchtime.
5 Help! The building is **on/in/by** fire!
6 Look at that lovely handbag! It's **at/on/to** sale.
7 I'm so happy. Aunt Beth is coming **for/at/by** last!
8 **For/In/By** short, they left without saying a word.
9 The lorry driver hit the street sign **in/by/for** accident.
10 I'm glad you're **for/in/at** time for the meeting.
11 The sailors were **in/on/at** sea for many months.
12 Mr Smith will be away from the office **for/by/at** the rest of the day.
13 Right now, bell bottom jeans are out **of/by/for** fashion.
14 The electrician asked to be paid **by/in/for** cash.
15 Quiet! I'm listening to the game **in/on/by** the radio.
16 **In/At/By** the past, homes were heated with firewood.
17 "Not going to school today is **in/out of/for** the question," said Dad.
18 Scott went **on/for/in** a trip to Thailand.
19 Mike knows this poem **for/by/at** heart.
20 Jason says he's **at/in/for** love with a famous actress.
21 None for me, please. I'm **in/at/on** a diet.
22 **At/In/By** the end, they decided to stay in York.
23 I'm interested in buying a car. Is yours **for/on/in** sale?
24 The tourists travelled to the island **by/in/on** boat.
25 Max has such a good relationship **between/with/for** his sisters.
26 Will you ever forgive me **for/about/with** lying to you?
27 The man disposed **with/in/of** all the evidence before the police arrived.
28 Fiona blamed her younger brother **for/with/about** the mess she had made in the kitchen.
29 The Swiss are famous **with/for/of** their fine cheese and gourmet chocolate.
30 He took advantage **of/at/for** her kindness and generosity.
31 The key **in/to/of** success is hard work and determination.
32 Are researchers close to finding a cure **of/for/from** cancer?

8 Fill in: *about*, *in*, *for*, *at*, *off*, *from*, *to*, *of*, *with*, *on*.

1 According ...to... Mary, Will's rich.
2 Most fairy tales begin ...with... 'Once upon a time'.
3 This cheese tastes different ...from... the one we bought last week.
4 You shouldn't be jealous ...of... your friends.
5 Every teacher is responsible ...for... her students.
6 Let's invite the Browns ...to... dinner.
7 She dreams ...of... a world without crime or war.
8 I'm fed up ...with... all of this rain and cold.
9 Please don't shout ...at... me.
10 Do you often think ...about/of... the future?
11 "He's the picture ...of... good health," said the doctor.
12 It may sound silly, but I believe ...in... ghosts.
13 His boss is satisfied ...with... the work he has done.
14 It is rude to point ...at... people.
15 You must always listen ...to... your parents.
16 Tina begged me to forget ...about... what had happened.
17 I'm scared ...of... heights. Aren't you?
18 Dad was angry because I failed ...to... finish my chores.
19 Please speak to your children ...about... respecting their elders.
20 Teen girls are crazy ...about... the new rock band.
21 Should I wait ...for... you after school?
22 The guests thanked them ...for... their hospitality.
23 You have great taste ...in... music!
24 Lucy spends a lot of money ...on... clothes.
25 Meagan's parents are proud ...of... her and all her accomplishments.
26 "Not many people are qualified ...for... this position," said the manager.
27 "How do you account ...for... the mistake in my electricity bill?" she asked the clerk.
28 That man is staring ...at... us! Do you know him?
29 The factory workers were threatened ...with... losing their jobs.
30 Can you please deal ...with... the dissatisfied customer?
31 I'm ...in... a hurry right now. Can I speak to you later?
32 His family went to see him off ...at... the airport.
33 I've taken three days ...off... work.
34 Our office is ...on... the eleventh floor.

9 Choose the correct item.

1 I did not want to help my sister again because I felt that she was taking advantage **of/for/at** me.
2 Terry has a job and is capable **for/in/of** living on his own.
3 My teacher is depending **in/on/with** me to organise the fun run by Monday.
4 Leonardo Da Vinci is famous **for/of/about** painting the *Mona Lisa*.
5 I apologise **for/to/in** being rude to you earlier this morning.
6 People differ **with/about/from** one another in their culture and traditions.
7 I disagreed **with/on/for** Helen about how much money we should take on our excursion.
8 She's excellent **in/on/at** making things out of clay.
9 Garry insisted **on/to/in** cleaning my flat even though I had told him not to.
10 I wish I'd listened **for/to/at** my Mum's advice.
11 I asked Timothy if he was bored **with/of/about** his present job.
12 The audience at the theatre consisted **in/about/of** mostly young adults.
13 The poor woman stood in the street begging **of/for/with** food.
14 Violence is characteristic **of/from/to** many television programmes these days.
15 The best way to deal **at/of/with** this problem is to ask your teacher for help.
16 This article makes a comparison **with/between/for** the two writers.
17 She was driving too fast and crashed **into/at/with** a lamp post.
18 The streets of the city centre were crowded **with/for/to** traffic.
19 I forgot all **for/of/about** my mum and dad's wedding anniversary.
20 My elder sister is a lot more experienced **on/about/in** computing than I am.
21 Unfortunately, I have no knowledge **to/of/for** the incident.
22 Jacob is excellent **in/with/at** Maths and Physics.
23 Once they arrived in New Orleans, they joined **with/in/on** the Mardi Gras festivities.
24 Have you heard **of/with/from** the Akamba tribe that lives in Kenya?
25 I've decided to invite the whole class **in/to/at** my 16th birthday party.

10 Fill in: *out of*, *on*, *of*, *for*, *by*, *in*, *at*, *under*.

1 Due to a flight delay, Rick had to wait ...at/in... the airport for several hours.
2 The two friends decided to go to the concert hall ...by... bus.
3 Since the start of the recession, many people have been ...out of... work.
4 All students were ...in... favour of an extended lunch break.
5 I work the morning shift at the hospital so I'm ...on... duty until 2 pm.
6 Who wouldn't love to spend a beautiful day ...at/by... the seaside?
7 "Doing away with school uniforms is ...out of... the question," cried the headmaster.
8 Evan decided to stop by Greg's flat ...for... a visit.
9 Surprisingly, Sue got up and left ...in... the middle of the lecture.
10 "I'm rather lonely. Please stay with me ...for... a while," pleaded the girl.
11 It is very important to be ...on... time for meetings.
12 You don't need to worry. Everything is ...under... control.
13 There were so many people waiting ...on... the platform for the 8 am train.
14 Kim isn't going out tonight. She wants to spend a quiet evening ...at... home.
15 There were reports of a massive earthquake ...on... the evening news.
16 The bank, public library and post office can all be found ...in... the centre of town.
17 I needed some money, but the ATM was ...out of... order.
18 "Sorry Mum, I broke the vase ...by... accident," said Lizzie.
19 Unfortunately, Luke lost his wallet ...on... the way to work.
20 Mike prefers to live in the city centre rather than ...in... the quiet suburbs.
21 Sean is away ...on... a business trip in New York.
22 You're capable ...of... anything if you put your mind to it.
23 Mr Taylor spoke to the class about the disadvantages ...of... online learning.
24 Sue is going ...on... a diet to lose weight.
25 The jury was convinced he was guilty ...of... the crime.

11 Choose the correct item.

1 Joe works **in/on** a factory.
2 Hurry up! I've been waiting **by/for** ages.
3 He was very pleased **with/about** his effort.
4 Julie was waiting **at/by** the bus stop, so I gave her a lift.
5 There's no need **to/for** shout, I can hear you!
6 The car went **out of/off** control on the icy road.
7 Malcolm insisted **on/in** paying for the taxi.
8 Have you dialled the wrong number **by/from** mistake?
9 I know **for/of** certain he was lying.
10 I'll be thinking **on/of** you when I'm in Paris.
11 I thought the meeting would have started **by/from** now.
12 I didn't realise I was this bad **in/at** maths.
13 Whether or not we should hire new staff is still **out of/under** discussion.
14 How could you be jealous **of/by** her? You're so successful.
15 You need to take a look **in/at** the mirror, your hair is in a mess.
16 The team can't forget **about/from** yesterday's defeat.
17 Throw those cakes away, they're **out of/off** date.
18 There's no need to worry, the situation is **in/under** control.
19 Take care and keep **in/on** touch!
20 Who is Jack married **with/to**?
21 I don't think Sarah is **in/at** home at the moment.
22 I'm tired; I can't wait to go **on/for** holiday.
23 Did you get here **on/by** train?
24 The police placed him **out of/under** arrest.
25 That area is **under/off** limits to the public.
26 I was in China **on/in** business last year.
27 Congratulations **on/for** receiving such an important award.
28 The numbers were chosen completely **at/by** random.
29 They always check your passport **in/on** the border, before you can enter the country.
30 My car is **out of/off** the road at the moment; it's being repaired.

Complete each gap with the correct word.

1 • fit • suit • match
a I find that yellow clothes don't really ...suit... me.
b Those blue earrings you're wearing are lovely – they ...match... your eyes.
c These trousers don't ...fit... me anymore – they're too tight.

2 • sensible • sensitive
a Fiona is a very ...sensitive... girl, and cries when she sees an animal suffering.
b Kim would make a great babysitter. She's very ...sensible... .

3 • artificial • false • fake
a It looks like real silk, but it's ...artificial... .
b He was arrested for travelling under a(n) ...fake... passport.
c My granddad has ...false... teeth.

4 • glanced • glimpsed
a I can't describe the thief well. I only ...glimpsed... him as he ran past the window.
b He was focused on his work, and only ...glanced... up once or twice.

5 • borrow • lend
a Can I ...borrow... your pen?
b Can you ...lend... me £20? I'll give it back on Friday.

6 • hire • rent
a We're looking for a flat to ...rent... in the city centre.
b You can ...hire... a clown for your son's birthday party.

7 • subject • lesson
a Carla's favourite ...subject... is Geography.
b John has an online English ...lesson... at 2 pm.

8 • fail • miss • lose
a If you don't study, you'll ...fail... the exam.
b Don't ...miss... the bus or you'll have to wait an hour for the next one.
c We mustn't ...lose... the next match or we can't win the competition.

9 • succeed • manage • achieve
a Your son is going to ...achieve... great things in life.
b We'll never ...manage... to finish our work if we don't start now.
c Paul didn't ...succeed... in getting into university, so he's resitting his exams.

10 • timetable • itinerary • agenda
a I looked at my ...timetable... to see where my next lesson was.
b What's on the ...agenda... for the meeting?
c The first stop on the travel ...itinerary... is the Eiffel Tower.

11 • work • job
a What time do you get to ...work... in the morning?
b He's got a great ...job... in a bank.

12 • wage • salary
a £100 a week is a low ...wage... .
b After tax, you make a monthly ...salary... of £1500.

13 • earn • gain • win • beat
a My team will ...win... the match today, I'm sure.
b You'll ...gain... experience as an intern.
c The tennis player ...beat... her opponent.
d How much money do you ...earn... ?

14 • customer • client
a The shop assistant went to help the ...customer... .
b The lawyer saw his ...client... at 9 am.

15 • resign • retire • sack
a The company will ...sack... anyone who continually arrives late.
b Dave will ...resign... if the other company offers him a job.
c My father is going to ...retire... next month and start drawing a pension.

16 • wedding • marriage
a My grandparents celebrated 50 years of ...marriage... last weekend.
b We had a small ...wedding... , with just close family and friends.

17 • economic • economical

a A small car is much more economical with petrol.
b The country is experiencing economic difficulties at the moment.

18 • raw • rare

a I'd like my steak rare, please.
b Eating raw chicken can lead to food poisoning.

19 • recipe • prescription

a The doctor gave me a prescription for antibiotics.
b Can you give me the recipe for this dish? It's delicious!

20 • profits • benefits

a A healthy diet has enormous benefits.
b This food company made high profits last year.

21 • natural • physical

a It's important to get regular physical exercise.
b All our ingredients are natural.

22 • charge • pay • cost

a How much does this coat cost?
b I'm going to pay for the television in installments.
c Do you charge anything for shipping the product to me from France?

23 • fee • price • cost • charge

a Is the fee to see the lawyer very high?
b A charge of £50 will be added to the bill for damage to your hotel room.
c The cost of living is going up fast.
d The price on this dress must be wrong, surely. £500?

24 • travel • journey • trip

a The train journey to Scotland takes three hours.
b I travel somewhere new every year and have been to 17 countries so far.
c My mother is going away on a business trip tomorrow.

25 • fare • ticket

a I showed my ticket to the conductor.
b What bus fare do I have to pay to get to the railway station from the town centre?

26 • bay • gate • platform

a The train leaves from platform 16.
b Go to gate 23 to board your plane.
c Your coach is parked in bay 23.

27 • views • sights

a You get the best views of the city from the top of the hill.
b We hired a tour guide to show us all the sights.

28 • watch • look at • see

a Let's stay in and watch TV tonight.
b He's going to see a film at the cinema tonight.
c We've come to the national gallery to look at the paintings.

29 • viewers • spectators • onlookers • observers

a Only one of the onlookers actually did something to help the child!
b What TV show has the most viewers?
c The spectators at Wimbledon enjoyed one of the best women's tennis finals in years.
d Scientific observers say the wildlife has been greatly harmed by the forest fire.

30 • interval • break

a During the interval, the audience talked about the play.
b The students have a(n) break at 10:30 and lunch at noon.

31 • raised • rose

a She raised the cup above her head in triumph.
b The young tennis player rose to his feet and waved to the crowd.

32 • single • alone • lonely • sole

a Even though I'm in the middle of a crowded city, I'm lonely and miss home.
b A tree stood alone in the middle of the field.
c The sole survivor of the plane crash is in hospital.
d The ex-champion hasn't won a(n) single race since his injury.

33 • pass • take • spend

a How did you spend your time when you were in Rome?
b A good way to pass the time when you're waiting for a plane is to read a book.
c It will take time to get good at snooker.

34 • cured • treated

a The doctor completely cured me of my illness.
b Dr Mitchell treated me, and gave me some pills to take, but they didn't work.

35 • discovered • invented

a Edison ..invented.. many things, including a kind of lightbulb.

b Who ..discovered.. America?

36 • damage • injury

a The ..damage.. done by the hurricane to the city was indescribable.

b The ..injury.. was bad enough for him to have to go to hospital.

37 • weather • climate

a The ..climate.. in Greece is hot and dry in summer.

b The UK had a spell of damp ..weather.. this week.

38 • robbed • stole

a The two men ..robbed.. a bank in the middle of the day.

b The woman ..stole.. a lot of money from a rich businessman.

39 • blame • fault

a Whose ..fault.. was the accident?

b You two must share the ..blame.. for the failure of the project.

40 • condition • situation

a The ..condition.. of the car means it will need a lot of work.

b What's the political ..situation.. in your country at the moment?

41 • scenery • setting

a We looked out of the train window at the lovely ..scenery.. .

b The ..setting.. for the film is the Scottish Highlands.

42 • attempt • effort

a I'm going to make one more ..attempt.. at passing the driving test.

b With a bit more ..effort.., you can pass this exam.

43 • teach • learn • study

a We all must ..learn.. geometry at school this year.

b You need to ..study.. more if you want to get good marks.

c Anna is trying to ..teach.. me all the phrasal verbs on the sheet.

44 • set • kit • pack

a Do you have a first-aid ..kit..? I've cut myself.

b I bought a ..pack.. of cards for the trip.

c Let's buy them a ..set.. of kitchen knives as a gift.

45 • denied • refused

a I offered him a coffee, but he ..refused.. .

b Sylvia ..denied.. taking the money.

46 • convenient • comfortable

a Living over a supermarket is very ..convenient.. when you run out of milk.

b Your new sofa is so ..comfortable..!

47 • classic • classical

a I bought a collection of ..classic.. Victorian novels.

b Joan's granddad listens to a lot of ..classical.. music.

48 • listen to • hear

a What radio stations do you ..listen to..?

b Did you ..hear.. that? Someone knocked on the door.

49 • appointment • date • meeting

a I have a(n) ..appointment.. with the doctor about my bad knee tomorrow.

b The ..meeting.. starts at 9 am on Tuesday 9th, and I want you all to be on time.

c Her brother set her up on a(n) ..date.. with one of his colleagues.

50 • rare • scarce

a Water is very ..scarce.. in this desert region.

b The birdwatcher spotted a ..rare.. bird in the park.

51 • belong • own

a The Smiths ..own.. a lovely cottage in Norfolk.

b Don't touch that phone – it doesn't ..belong.. to you.

52 • excursion • expedition

a The hotel organises one ..excursion.. every day to a place of cultural interest.

b The ..expedition.. through the dense jungle was exhausting, but we found the lost city.

53 • leaflet • brochure

a The ..brochure.. contained pages and pages of package holidays.

b Can you pick me up an informational ..leaflet.. about the museum exhibitions while you're there?

54 • historic • historical

a Independence was a ...historic... day for my country.

b ...Historical... documents show that over 1000 people died of the plague that year.

55 • remind • remember

a Please ...remind... me about my appointment tomorrow, or I'm sure to forget.

b Do you ...remember... visiting America last year?

56 • effect • result

a As a(n) ...result... of the lawyer's efforts, my sister was freed.

b The heat wave has had a terrible ...effect... on the wildlife in the area.

57 • bite • chew

a Always ...chew... your food before you swallow it.

b Don't touch that dog or it will ...bite... you.

58 • grew • grew up • raised

a My grandfather ...raised... five children on his own.

b The tree ...grew... tall and strong in the decades that passed.

c I ...grew up... in a small town near London.

59 • coast • shore

a The waves lapped gently on the ...shore... .

b Ken sold his house and moved into a caravan on the south ...coast... .

60 • return • refund

a I'd like to ...return... this dress and get another one without any damage, please.

b I want you to ...refund... my money immediately!

61 • all • whole • total

a The financial records at the club were in a(n) ...total... mess.

b The ...whole... school gathered to say goodbye to the head teacher.

c ...All... students are required to show a negative Covid-19 test.

62 • cause • reason

a What was the ...reason... for your leaving so suddenly yesterday?

b The main ...cause... of the crash was careless driving.

63 • restore • renovate

a We bought a cheap house and we're going to completely ...renovate... it.

b It took months to ...restore... the damaged painting.

64 • practise • rehearse

a The actors will ...rehearse... for weeks until they are word-perfect.

b You need to ...practise... the piano every night if you want to improve.

65 • perk • bonus

a Long summer holidays is a ...perk... of teaching.

b You will receive a performance-related ...bonus... at the end of the year.

66 • place • position

a This online map shows the exact ...position... of my grandma's cottage!

b The town centre is a great ...place... to live for young people.

67 • state • mood

a I'm not in the right ...mood... to go out tonight.

b The country is in a ...state... of unrest.

68 • advanced • developed

a The waves ...advanced... and eventually destroyed the children's sandcastle.

b The baby has ...developed... significantly in recent weeks.

69 • land • ground • earth

a The farmer crumbled the dry ...earth... between his fingers.

b It was impossible to dig because the ...ground... was frozen.

c This ...land... has been farmed by our family for generations.

70 • civic • civil

a Please stop arguing and be ...civil... towards one another.

b It is your ...civic... right to vote in the local elections.

Czasowniki nieregularne

Bezokolicznik	Czas przeszły	Imiesłów bierny	Odpowiednik polski
be /biː/	was /wɒz/, were /wɜːr/	been /biːn/	być
bear /beə/	bore /bɔː/	born(e) /bɔːn/	wytrzymywać; rodzić
beat /biːt/	beat /biːt/	beaten /ˈbiːtən/	bić
become /bɪˈkʌm/	became /bɪˈkeɪm/	become /bɪˈkʌm/	stawać się
begin /bɪˈgɪn/	began /bɪˈgæn/	begun /bɪˈgʌn/	zaczynać
bite /baɪt/	bit /bɪt/	bitten /ˈbɪtən/	gryźć
blow /bləʊ/	blew /bluː/	blown /bləʊn/	dmuchać
break /breɪk/	broke /brəʊk/	broken /ˈbrəʊkən/	łamać
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/	przynosić
build /bɪld/	built /bɪlt/	built /bɪlt/	budować
burn /bɜːn/	burnt (burned) /bɜːnt (bɜːnd)/	burnt (burned) /bɜːnt (bɜːnd)/	palić
burst /bɜːst/	burst /bɜːst/	burst /bɜːst/	pękać
buy /baɪ/	bought /bɔːt/	bought /bɔːt/	kupować
can /kæn/	could /kʊd/	(been able to /bɪn ˈeɪbəl tə/)	móc, umieć, potrafić
catch /kætʃ/	caught /kɔːt/	caught /kɔːt/	łapać
choose /tʃuːz/	chose /tʃəʊz/	chosen /ˈtʃəʊzən/	wybierać
come /kʌm/	came /keɪm/	come /kʌm/	przychodzić, przyjeżdżać
cost /kɒst/	cost /kɒst/	cost /kɒst/	kosztować
cut /kʌt/	cut /kʌt/	cut /kʌt/	kroić, ciąć
deal /diːl/	dealt /delt/	dealt /delt/	zajmować się
dig /dɪg/	dug /dʌg/	dug /dʌg/	kopać (w ziemi)
do /duː/	did /dɪd/	done /dʌn/	robić
draw /drɔː/	drew /druː/	drawn /drɔːn/	rysować
dream /driːm/	dreamt (dreamed) /dremt (driːmd)/	dreamt (dreamed) /dremt (driːmd)/	śnić; marzyć
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	pić
drive /draɪv/	drove /drəʊv/	driven /ˈdrɪvən/	prowadzić samochód
eat /iːt/	ate /eɪt/	eaten /ˈiːtən/	jeść
fall /fɔːl/	fell /fel/	fallen /ˈfɔːlən/	upadać
feed /fiːd/	fed /fed/	fed /fed/	karmić
feel /fiːl/	felt /felt/	felt /felt/	czuć (się)
fight /faɪt/	fought /fɔːt/	fought /fɔːt/	walczyć
find /faɪnd/	found /faʊnd/	found /faʊnd/	znaleźć
fly /flaɪ/	flew /fluː/	flown /fləʊn/	latać
forbid /fəˈbɪd/	forbade /fəˈbeɪd/	forbidden /fəˈbɪdən/	zabraniać
forget /fəˈget/	forgot /fəˈgɒt/	forgotten /fəˈgɒtən/	zapominać
forgive /fəˈgɪv/	forgave /fəˈgeɪv/	forgiven /fəˈgɪvən/	wybaczać
freeze /friːz/	froze /frəʊz/	frozen /ˈfrəʊzən/	marznąć, zamarzać
get /get/	got /gɒt/	got /gɒt/	dostawać
give /gɪv/	gave /geɪv/	given /ˈgɪvən/	dawać
go /gəʊ/	went /went/	gone /gɒn/	chodzić, jechać
grow /grəʊ/	grew /gruː/	grown /grəʊn/	rosnąć
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung /hʌŋ/ hanged /hæŋd/	wieszać wieszać (kogoś)
have /hæv/	had /hæd/	had /hæd/	mieć
hear /hɪə/	heard /hɜːd/	heard /hɜːd/	słyszeć
hide /haɪd/	hid /hɪd/	hidden /ˈhɪdən/	chować, ukrywać
hit /hɪt/	hit /hɪt/	hit /hɪt/	uderzać
hold /həʊld/	held /held/	held /held/	trzymać
hurt /hɜːt/	hurt /hɜːt/	hurt /hɜːt/	ranić, kaleczyć
keep /kiːp/	kept /kept/	kept /kept/	trzymać
know /nəʊ/	knew /njuː/	known /nəʊn/	znać, wiedzieć
lay /leɪ/	laid /leɪd/	laid /leɪd/	kłaść, położyć
lead /liːd/	led /led/	led /led/	prowadzić
learn /lɜːn/	learnt (learned) /lɜːnt (lɜːnd)/	learnt (learned) /lɜːnt (lɜːnd)/	uczyć się

Czasowniki nieregularne

Bezokolicznik	Czas przeszły	Imiesłów bierny	Odpowiednik polski
leave /liːv/	left /left/	left /left/	opuszczać, wyjeżdżać
lend /lend/	lent /lent/	lent /lent/	pożyczać (komuś)
let /let/	let /let/	let /let/	pozwalać
lie /laɪ/	lay /leɪ/	lain /leɪn/	leżeć
light /laɪt/	lit /lɪt/	lit /lɪt/	zapalać
lose /luːz/	lost /lɒst/	lost /lɒst/	tracić, gubić
make /meɪk/	made /meɪd/	made /meɪd/	robić
mean /miːn/	meant /ment/	meant /ment/	znaczyć; mieć na myśli
meet /miːt/	met /met/	met /met/	spotykać
pay /peɪ/	paid /peɪd/	paid /peɪd/	płacić
put /pʊt/	put /pʊt/	put /pʊt/	kłaść, położyć, postawić
read /riːd/	read /red/	read /red/	czytać
ride /raɪd/	rode /rəʊd/	ridden /ˈrɪdən/	jeździć (konno, na rowerze)
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/	dzwonić, telefonować
rise /raɪz/	rose /rəʊz/	risen /ˈrɪzən/	podnosić się; wschodzić
run /rʌn/	ran /ræn/	run /rʌn/	biegać
say /seɪ/	said /sed/	said /sed/	mówić, powiedzieć
see /siː/	saw /sɔː/	seen /siːn/	widzieć
sell /sel/	sold /səʊld/	sold /səʊld/	sprzedawać
send /send/	sent /sent/	sent /sent/	wysyłać
set /set/	set /set/	set /set/	umieszczać, ustawiać
sew /səʊ/	sewed /səʊd/	sewn /səʊn/	szyć
shake /ʃeɪk/	shook /ʃʊk/	shaken /ˈʃeɪkən/	potrząsać
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/	świecić
shoot /ʃuːt/	shot /ʃɒt/	shot /ʃɒt/	strzelać
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/	pokazywać
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/	zamykać
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	śpiewać
sit /sɪt/	sat /sæt/	sat /sæt/	siedzieć
sleep /sliːp/	slept /slept/	slept /slept/	spać
smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	pachnieć; czuć (zapach), wąchać
speak /spiːk/	spoke /spəʊk/	spoken /ˈspəʊkən/	mówić
spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/	literować
spend /spend/	spent /spent/	spent /spent/	spędzać; wydawać
stand /stænd/	stood /stʊd/	stood /stʊd/	stać
steal /stiːl/	stole /stəʊl/	stolen /ˈstəʊlən/	kraść
stick /stɪk/	stuck /stʌk/	stuck /stʌk/	wbijać; tkwić; naklejać
sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/	kłuć; żądlić
swear /sweə/	swore /swɔː/	sworn /swɔːn/	przysięgać; przeklinać
sweep /swiːp/	swept /swept/	swept /swept/	zamiatać
swim /swɪm/	swam /swæm/	swum /swʌm/	pływać
take /teɪk/	took /tʊk/	taken /ˈteɪkən/	brać
teach /tiːtʃ/	taught /tɔːt/	taught /tɔːt/	uczyć (kogoś)
tear /teə/	tore /tɔː/	torn /tɔːn/	rwać, targać
tell /tel/	told /təʊld/	told /təʊld/	mówić, powiedzieć, opowiadać
think /θɪŋk/	thought /θɔːt/	thought /θɔːt/	myśleć
throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/	rzucać
understand /ˌʌndəˈstænd/	understood /ˌʌndəˈstʊd/	understood /ˌʌndəˈstʊd/	rozumieć
wake /weɪk/	woke /wəʊk/	woken /ˈwəʊkən/	budzić
wear /weə/	wore /wɔː/	worn /wɔːn/	nosić, mieć na sobie
win /wɪn/	won /wʌn/	won /wʌn/	wygrywać
write /raɪt/	wrote /rəʊt/	written /ˈrɪtən/	pisać

Module 1

Exercise 4b (p. 7)

1 I can't believe we lost the match in a penalty shoot-out. I'm unbelievably angry.
2 Jumping out of an airplane is the most exciting thing I've ever done. I was beyond excited afterwards.
3 I felt shocked and disgusted when the opposing player cheated during the game.
4 The final exam next week covers all the material from the entire course. I'm quite nervous about it.
5 I really don't like being the centre of attention. When people sing 'Happy Birthday' to me, my face turns bright red!
6 Being accepted to the program is the best thing that's ever happened to me. I couldn't be happier!
7 Having been bitten as a child, I am still very afraid of dogs, especially strays on the street.
8 When Brenda and I had a big row and broke up, I was really sad. But now I feel a lot better.

Exercise 8 (p. 8)

Speaker A
My car was broken into sometime last night in the car park. Someone smashed the window. They took my rucksack, which had my charger and brand new earphones in the front pocket. Luckily, I'd remembered to grab my wallet and phone from the glovebox, so I still have my bank cards.

Speaker B
It was just after four o'clock and I left to pick up my kids from school. I guess I'd forgotten to lock the door because when we returned home I noticed my handbag was missing from the entrance hall. My jewellery and tablet are also missing, but the desktop computer is still here. I've already cancelled my credit card, but I'll need to replace my driving licence.

Exercises 2 & 3 (p. 9)

Speaker 1
I really didn't think it was going to be so challenging. I had been so busy with work and my family for so many years. I never had to find things to do to fill up my time. Then, I found myself alone for the first time in a long time. At first I was bored out of my mind. But I've been discovering new things to occupy my time, like taking evening courses at the university and reconnecting with my university friends. I always need to have something to look forward to.

Speaker 2
I suppose I was no different from a lot of other children. I had a couple of good friends that I played with almost every day. My parents used to say that we were inseparable, and I guess we were. We even sat together in class. I thought we would be close forever. Of course, then life happens. We ended up at different universities and getting jobs in different cities, but we've managed to keep in touch and I still consider them very important to me.

Speaker 3
It's so hard for me to imagine what life will be like in 10 years. I know I'd like to get married and have a family one day. First, I want to find a great job that I love, but I don't know what it will be. I'm going to have to decide on my master's degree at university. I have some ideas, but it's always difficult to make a decision that's going to influence the way your whole life unfolds.

Speaker 4
I really think these are the best years of my life. I might feel differently in the future, but I like the freedom I have now. My parents just want me to do well in school, and, as long as I do that, they let me do almost anything I want, I mean within reason. I have great friends, and we have fun together, whether it's just hanging out after school or playing sports or going for bike rides. I see my parents stressing out about work and money, and it makes me so pleased I'm just a kid!

Exercise 4 (p. 9)

Woman: Hello, West End Bistro.
Man: Oh, I'm glad I caught you. Are you still open?
Woman: We're just about to close. How may I help you?
Man: Yes, well, I was at your restaurant for dinner earlier and I think I may have left my jacket there.
Woman: OK. If you describe it to me I can leave a note for the manager to call you in the morning. What's your name?
Man: Peter, Peter Dean. That's D-E-A-N.
Woman: And your phone number?
Man: Triple 5, 621- thirty-two, seventy.
Woman: That's seven zero.
Man: Yes.
Woman: Okay, tell me about the jacket.
Man: It's just a simple spring jacket. It's lightweight and blue, light blue.
Woman: Okay, so it's a solid blue colour.
Man: Oh, yes, but it does have a dark blue collar and it's kind of a greenish-blue inside.
Woman: Well, that should be enough to identify it, if it is actually here. Anything else you want to tell me about it that will help us confirm that it is actually yours. What about the size?
Man: Hmmm. It was a gift and the label fell off a few years ago. It's a bit tight-fitting, but I'm quite tall so I doubt it's a medium. It's got to be a large.
Woman: Well, it doesn't really matter. I doubt we have more than one blue jacket that matches that description.
Man: I do hope you have it. Should I call back in the morning?
Woman: No need to do that. Our manager will call you after she checks the lost and found around 10 am. I'll ask her to call you either way.
Man: Thank you!
Woman: No problem at all. Have a good evening.

Module 2

Exercise 1 (p. 18)

Speaker A
The kitchen in our new flat is my favourite part of the house. It has beautiful marble work surfaces, a smart, built-in refrigerator and custom-made blinds. The only thing I might change are the stools. We just don't need more seating at the kitchen island.

Speaker B
My room at the student residence is actually quite nice. There is a large floor-to-ceiling window and I've set up my desk and office chair right beside it. There is also a bathroom attached with a glass shower and tiled floor. I'm so glad I don't have a roommate.

Speaker C
I'd like for our new lounge to look something like this. It's not a very large room, so I think a sectional sofa, a simple coffee table and a wall shelf would work best. And I just love the modern floor lamp! What do you think?

Exercise 8 (p. 19)

Miranda: Have you had any luck finding a place?
Jacob: Yes, actually. I think I may have finally found the right flat. My estate agent took me round to see an affordable bedsit last Friday, and the landlady letting the place is a lovely elder woman.
Miranda: How exciting! Tell me all about it.
Jacob: It's cosy, and located above a shop in the city centre. It's on a busy street but the flat has new windows, so noise shouldn't be too

much of a concern. It's in an older building, so there is a large entrance hall and an amazing, antique mantelpiece around the fireplace.
Miranda: Fireplace? There is central heating, isn't there?
Jacob: Of course. I'm not even sure the fireplace works. The previous tenant was using it as a decorative feature.
Miranda: So, when will you make your decision?
Jacob: I've already signed the lease agreement, and now I'm just waiting to hear back from my agent to finalise everything.
Miranda: I can't believe you'll be moving into a place all by yourself! No parents, siblings or flatmates. I'm jealous!

Exercises 2 & 3 (p. 21)

Speaker 1
We lived in the suburbs of the city, and it was in a rather ordinary-looking house on a quiet street with other families just like ours. My parents had saved for years for the down payment, and they were so proud of that little place. I suppose it couldn't have been that expensive because there was a drawback. There was a train that went by a short distance away. It was only four times a day but it felt like a lot more. It shook the house and we had to turn up the telly just to hear what was going on. But it was home.

Speaker 2
My family had a 3-bedroom house on the outskirts of the city. My parents sold it years ago and moved into a small flat. I remember being in the neighbourhood years later, as an adult, and driving past the old house. It hadn't changed at all. They hadn't even changed the colour of the paint on the exterior. I never cared for that shade of brown. It was actually so bright and colourful inside. I loved the colour of my room, but my sister hated the fact that my parents had painted her room pink and mine light blue. I guess she has a point there.

Speaker 3
My mum had always wanted a big house in the suburbs, but, on Dad's salary, what we ended up with was a flat just outside the centre. Mum always complained about the size of it, but I thought it was more than enough for the three of us. I really liked having neighbours so close. I made some good friends in the building that I still have today. As a child, I really liked taking the lift to visit my friends. My parents used to get angry with me because sometimes I would sneak out to visit them.

Speaker 4
I spent the first five years of my life in my grandparents' home. My parents were saving to buy a flat. The house was three-stories and, for a small child, it seemed like a mansion. My grandparents lived on the first floor, we had the upper two floors. I used to drive my parents mad by running up and down the stairs all the time. My grandparents never complained. I think they were just happy to have us there and especially me. After all, I was their first grandchild.

Exercise 5 (p. 21)

1 ***Host:*** Anna, I'm sure that when you tell people you build homes from children's Lego bricks, you get a few surprised faces. Don't you?
Anna: Absolutely! It really is quite amusing. People often think I'm some kind of toy developer or I'm pulling their leg. But actually, I'm very serious! You see, our team has successfully taken plastic materials that would normally end up in landfills, and we've invented a manufacturing process that turns that plastic waste into full-sized bricks that can be used for building homes for those who don't have them.
Host: That's extraordinary! What sort of size dwellings are we talking about?
Anna: Well, although the homes can be of almost any size, the end product we are looking at would be small one-room structures that would get people off the streets.
Host: That's really going to help solve a big problem then. But where would these homes be built?
Anna: Since you can easily disassemble them and move the bricks to another location, it's very flexible. In fact, they can be moved to wherever the problem of homelessness is the most severe.
Host: That's brilliant! Thank you, Anna.

2 ***Sales assistant:*** Good afternoon, Sir. Is there anything I can help you with today?
Customer: Oh, hello… yes, I wonder if you could help actually. I'm redecorating my house at the moment, and I was hoping to get some advice on these paints. There's so many and I'm a bit confused.
Sales assistant: Of course. Which room are you painting?
Customer: I'm redoing our bathroom, and my wife really has her heart set on this paint here… 'Orchid White'.
Sales assistant: Ah, I see. Unfortunately that's a regular emulsion paint for interior walls. For living rooms and bedrooms and such. You'll need a water resistant paint with a high shine or slightly shiny finish.
Customer: Oh, really? Excuse my ignorance, but why is that exactly?
Sales assistant: Since a bathroom is a humid environment with potential water contact on walls, you need something durable that can cope with that. I'm afraid that regular emulsions, like the one you've chosen, won't be up to the job and won't last.
Customer: Oh… I didn't realise it made any difference. Do you have a similar colour in high shine finish? I prefer that to paint that's only slightly shiny.
Sales assistant: I think this one … 'Honeymoon' is the closest match colour wise. The shade is very similar and it's also appropriate for you needs.
Customer: Excellent! I'll have a large tin of that then, please.

3 Good morning, everyone. Welcome to our first session at today's Dream Homes seminar. It's such a joy to see so many new faces here and all so full of enthusiasm for the industry. I can remember when I first started my career as a junior property developer. I had the same passion for property development that all of you no doubt have. If you'd told me then, that I would end up being an elite developer and later would be giving seminars to crowds of hundreds, I'd probably have laughed! But here we are! I'm living proof that anything is possible for ANYONE in this remarkable industry. Because trust me, if I can do it, so can all of you! You never know, maybe in five or ten years, you'll be up here too! Passing on your knowledge to a new generation of people looking to make it big. Because as we all know, there's no doubt that property is a highly successful and dynamic sector. Even so, we have to remember that there's more to things than profits and commissions alone. I have always prided myself on helping the client, and helping them to find their perfect home. Somewhere special and unique for their family that will serve as a paradise for them and their children. After all, let's not forget the famous saying, that an Englishman's home is his castle! YOU, each of YOU, can be the custodian to that castle. The 'knight' if you will, that can direct the King and Queen to their palace. As we say at Smith and Wills Associates, we make dreams happen that build a better world!
Now, I know what you're thinking. Sure, that all sounds very nice, doesn't it? But how do we actually go about doing that? Well, you'll need lots of talent and a very diverse skill set. You need an eye for identifying trends in the sector, and predicting how and if they will change. What are the hot topics or desirable elements? Apartment living, detached homes, suburban or inner city locations? I know we go on about this a lot but LOCATION, LOCATION, LOCATION! Never forget the importance of that

element in any property equation. You'll also have to be aware of interior design and architectural trends and tastes. Don't overlook that. Interior design is just as important as fashion in a clothing context. You don't want to develop a property with say, a lot of glass and metal, if the market is moving towards natural materials such as wood or tile. Lastly, and most importantly, you NEED people skills. People are at the heart of any home. We have to always keep that as our guiding principle. People before bricks and mortar! Right, on that note, let's have a short break for some coffee before we start our first group session.

Exam Skills Check I

Exercise 2 (p. 31)

Interviewer: Today our guest is Nadine Walker, one of the curators at what is certainly my favourite New York Museum, the Lower East Side Tenement Museum. For the benefit of our UK listeners, could you explain to us what a tenement is – or was, rather?
Nadine: Of course. The tenements were a form of accommodation. When lots of poor people began to pour into New York from Europe in the 19th century, landlords used to divide up multi-storey buildings into residences of two or three rooms to rent to families for a low rent. This led to a situation where large numbers of people were packed into these tall New York buildings, creating a kind of slum unique to the city.
Interviewer: So, what is the Lower East Side Tenement Museum? How does it tell this story?
Nadine: Well, naturally, most of these buildings are now gone, and people live in much better conditions, but it's part of our history as a country that mustn't be forgotten. That's why the Tenement Museum was created in 1988. You see, this building had been boarded up since 1935, which meant it had kept features from then and earlier instead of updating or improving. The idea was to use this as a base to create a museum offering an experience like no other museum elsewhere, where the rooms where actual families lived were recreated, so that their stories could be told to you as you stand in the actual room where these people stood.
Interviewer: Fascinating. And these were real people, were they not?
Nadine: As real as you or me, with their living quarters recreated as faithfully as possible using every scrap of knowledge that we have and real artefacts from the time. The museum used census and other information to ascertain, for example, that one apartment was rented by the Levines from Poland. Jennie and Harris Levine emigrated to the USA in 1890 and lived in that building for ten years, during which time Mrs Levine had four children. But the front room wasn't used by the family to relax because Mr Levine used it as a workspace! He was a tailor, and he and his workers produced clothing there.
Interviewer: But that simply wouldn't be allowed in these days, would it? I mean, those days are behind us, right?
Nadine: Many many things are no longer allowed, and it was changes in what the city actually permitted to be used as residences that rang the death knell for the tenement home. Many didn't have running water, for instance, or shared a toilet between the whole floor, and that wouldn't be allowed now. In addition, these families prospered from one generation to the next, and New York became probably the richest city on Earth. And wealthier people demand better quality housing, naturally. So the slum days of the tenements are gone, and good riddance. Though to this day New York – and Manhattan especially – suffers from overcrowding and high rents, and I've got friends who live in some pretty cramped accommodations, I can tell you!
Interviewer: Yes, you've got a point there! Thank you, Nadine.

Module 3

Exercise 1a (p. 32)

Good morning students. Welcome back for another year. I'm sure you're all excited to start your new classes on Monday. The school administration has made several changes this term so please listen carefully.
Regular core classes will begin as scheduled on Tuesday the ninth. Ms. Engels will be teaching all history classes, but we will not be offering the citizenship class at this time. Maths will be handled by Mr. Singh, and Coach Dudeck will continue to instruct all PSHE classes. This term, the school is offering biology classes, and chemistry will be added next term once the new lab is ready. Art and drama classes will resume as well and be held in the auditorium with Mr. Ruttan. The languages department will not be offering Italian at this time as Ms. Giancarlo is off on maternity leave.
If you have any questions or would like to make any changes to your schedule, please come to the main office before noon today. Thank you for your attention, and I'm looking forward to another fantastic school year.

Exercise 8a (p. 33)

In my country, children start kindergarten when they are four years old, but there are many pre-schools for younger children to attend. Primary school starts at six or seven and continues until you are fourteen. Most teenagers complete secondary school by the age of seventeen or eighteen. Some people then go on to higher education at university. Completing an undergraduate degree generally takes four years and then there is always the option to do postgraduate studies. Many young people also opt for technical schools or colleges where you can learn a practical trade such as mechanics or culinary skills.

Exercise 2b (p. 35)

Text 1

Okay, let's just go over the rubric for your presentations. Your presentations will be marked out of 25. Of that total, a maximum of 10 marks will be allotted for content. What is included in content is the depth and quality of your research, how you've selected and structured your ideas, and how relevant your information is to the basic premise of your presentation. Delivery will be marked out of 5, and I'll be looking at how well you use your voice to present your ideas, and also your body language while you are up there. There is a separate category for how you interact with your audience, and I'll be paying particular attention to how you deal with questions from the class afterwards. Lastly, a maximum of five marks will be awarded for appearance, how you organise your slides, visually speaking, and whether you use visuals that enhance what you're trying to say. That's it. Any questions?

Text 2

Student: You wanted to talk to me, Professor?
Professor: Yes, Bella. It's about the essay you handed in.
Student: Is there a problem?
Professor: I want to ask you if it's all your work.
Student: Of course it is. Why do you think it's not?
Professor: Well, there are a lot of sophisticated ideas here. I know you're intelligent, but some of these ideas don't seem like they came from a first-year university student.
Student: That's my research, Professor. I got it from books I found in the library. I listed them at the end of my essay.
Professor: Sure, but every time you use an idea from a source you need to provide a citation for it in your essay.
Student: Oh really? [showing surprise] I thought I just needed a reference for quotations.
Professor: I thought that might be what you did. It's a common misunderstanding with first-year students. I'll tell you what. Why don't you take this essay back, add the citations and resubmit it? I'll only take off 5%.
Student: Oh, thank you! I won't make that mistake again.

Text 3

Interviewer: Today, we're talking with Carole Hammet. Carole, you've just launched a new social media platform to help English language learners around the world. Can you tell us a bit about it?

Audioscripts

Carole: Sure, Alex. I came up with the idea a few years ago when I was teaching online. I had a class of students in Korea, and they told me that they had little opportunity to practise their English outside of class, and by class I mean my online lessons, which were three times a week.
Interviewer: That's a common problem with learners all over the world, is it not?
Carole: Exactly! And that's what gave me the idea. I thought about how I could connect my Korean students with the students I taught in South America at the beginning of my career.
Interviewer: But why do you need to do that? Why not just tell your Korean students to talk to each other outside of class?
Carole: They do. They're all friends. The problem is that they speak Korean to each other. I understand this from my own experience with other native English speakers in a Spanish class. It's so hard to discipline yourself to try to speak the language you are just learning when you know you have a common first language with your friends.
Interviewer: I could see how that would be true. So, your idea is to connect learners with people that they would have to speak English with because they have no other language in common?
Carole: Yes, that's basically the way it works. On the site, every learner creates a profile with some basic information about themselves, like their age, where they live, what their interests are, what languages they speak and, most importantly, what their English level is.
Interviewer: So that's so they can find others at the same level?
Carole: Not necessarily. I find that they mostly connect based on common interests, like the same taste in music, or maybe they both follow the same football team. You wouldn't believe how big the Manchester United group is. Last time I checked there were over eight thousand members. It's very common, for example, that an advanced learner will connect with one at a much lower level. The higher level learners seem to love tutoring and helping others.
Interviewer: Well, it's all very exciting. Just before we go, tell our listeners where they can find your site.
Carole: Sure, it's…

Exercise 5 (p. 35)

The examination system in the United Kingdom has seen many changes throughout its long history. However, the current principle examination for secondary school students in England and Wales, the GCSE, has been in place since 1988. This exam was first introduced as a successor for the previous O Levels, which believe it or not actually stood for Ordinary Level, as part of the GCE examination system.
GCSEs are studied for from years 9 to 11 of UK secondary schools, and cover a full three academic years. They were originally planned to offer an alternative for teenagers who decided not to pursue higher education so that they could leave school with qualifications before finding work.
Although GCSEs have seen numerous changes, in 2010 there was an overhaul led by Michael Gove, spelt G-O-V-E. These removed the option to sit parts of the exams in January and made all parts of assessment compulsory for the end of the course. Regardless, grading remained broadly the same covering coursework produced during the course and final examinations.
Given the nature of the United Kingdom and its different elements and home nations, the GCSE exam is managed by five different exam boards across England, Wales, and Northern Ireland. Scotland has its own examination, the Scottish Qualifications Certificate.

Module 4

Exercise 4 (p. 44)

Host: Today in our studio, we're talking to Elena Berger, human resources director for the customer service department at National Bank. Thank you for joining us, Elena.
Elena: It's my pleasure. Thank you for having me.
Host: Let's get right to the questions. What are your top tips for someone hoping to secure a job offer?
Elena: I'd say an impressive CV is key. Previous experience and the right degrees and certifications move a candidate to the top of the list. Of course, if you are making a career move and applying for a position in which you have no experience, a reference letter from a former boss is also helpful.
Host: Interesting. I hadn't considered people changing careers. On to the next question. What can you tell us about the kinds of things candidates should ask potential employers?
Elena: Great question. Inquiring about benefits other than salary or pay is important. Is there the possibility to work flexible hours? How much sick pay are you entitled to? How many weeks of holiday will you have? Asking these questions shows you are genuinely interested.
Host: Great advice, Elena.

Exercises 2 & 3 (p. 47)

Speaker 1
When I started working as a lawyer, I really didn't anticipate that the work would be so stressful. I'm not saying I didn't enjoy it. The problem was that there was just too much work and too many difficult decisions that needed to be made. I found myself thinking about work all the time, to the point where it negatively affected my relationships. Well, the good thing is I saved up a lot of money, so I can take some time to think about what my next career will be.

Speaker 2
Oh, my last job. Well, there's not much to say about it. It ended shortly after it started. I'd never worked in an office before, so it was a new experience, but I can't say it was a good one. The best thing about it was my title. I thought administrative assistant made it sound like I was doing something important. However, all I did all day was punch numbers into a computer. After a couple of weeks doing that, I'd had enough.

Speaker 3
I actually loved being a travel agent, but I don't think the job loved me. I did it for years, over 15 I think. There were certainly times when I had to deal with annoyed clients whose holiday didn't go the way they'd wanted it to. But mostly I had a lot of happy customers, some of whom actually became friends. The pay wasn't great in the beginning, but after 15 years, I was doing okay. It's a shame that the Internet killed my profession.

Speaker 4
I started working as a house painter while I was in university, just to make some extra money. I had no intention of doing it for any other reason. Five years later, I found myself doing the same thing, and the only way I ever used anything from my Fine Arts degree is when I was asked to choose paint colours. The work was easy enough, but not very exciting, and it certainly didn't challenge me in any way. That's why I decided to take an online course to become an interior decorator.

Exercise 5 (p. 47)

Text 1
Boss: First, let me just say that there's no need to be alarmed. The reason I called you into my office has nothing to do with the quality of your work. In fact, we have all been quite impressed with what you've accomplished in the short time you've been here.
Employee: Thanks, I have to admit I've been worried that I spend too long on things, that I'm not as efficient as I could be.
Boss: Quite the contrary. Some of the others here say you're making them look inefficient in comparison.
Employee: I didn't mean to do that.
Boss: I'm sure. Don't worry so much about trying to impress. Take some time and get to know some of your colleagues. Some of them actually worry about your focusing so much on work. Take a break once in a while.
Employee: Well, I never thought about it like that. I know I can come across as intense sometimes and I wouldn't want people to get the

wrong idea and complain. I'll make more of an effort to relax and get to know people.
Boss: Great. Glad you understand.

Text 2
As I'm sure you know, Mr Park is coming here from head office this afternoon. I'll be meeting him for lunch at our usual place, and I expect that he'll outline some of the changes that are happening with the company. I'm sure there's nothing to worry about. Nobody is going to lose their job. You'll get a chance to hear about the changes from him directly after we do a quick walk around. Now, I want the place looking great. You know what they say, a place for everything and everything in its place. I want Mr Park to get an idea about how organised we are here. So, let's take our coffee break and then spend until lunch making this place look like the first day we walked in here!

Text 3
Interviewer: Today on our show, we have efficiency expert, Donna Lowell.
Donna: Good morning, Lars.
Interviewer: Now, you have some interesting ideas about working from home versus the workplace. Can you tell our listeners about your recent study?
Donna: Sure, you see, contrary to popular belief, the evidence suggests that, overall, working from home is not as efficient as we might think.
Interviewer: And why is that?
Donna: Well, we tend to think about the home worker as a model employee. You know, someone who is highly disciplined and able to focus on work much better without all the distractions of the office. But, if we look at the average home worker, we find that's far from the truth.
Interviewer: Yes, I know, I'm pretty average myself in that regard!
Donna: Haha. The fact is, the social element of the workplace, while it might seem like a distraction, is actually a motivating force. People simply tend to work harder when they feel like others are watching them.
Interviewer: I can see your point there. But, what about people who say they're more productive because they don't have to spend time commuting to and from work every day?
Donna: Sure, there's no doubt that may be true for certain people. But statistics show that productivity is more dependent on other factors. For starters, things like sleeping properly, eating well, exercising and generally taking care of yourself.
Interviewer: Right, I mean, I don't think anyone could argue with that.
Donna: Of course, those factors apply to both remote working and in-house working. Generally speaking though, and I like to borrow a quote here, you should "focus on being productive, instead of busy."
Interviewer: That's a good one. I think we all have that colleague who's an expert at 'looking' busy.
Donna: Too true. So that kind of employee certainly won't work better at home. But my study goes further than that. The results show that, as is sometimes claimed, working from home does NOT in fact reduce stress or job burnout. In fact, we found that a good team spirit and camaraderie is the thing that combats stress most effectively.
Interviewer: That's interesting.
Donna: Yes. Say, for example, that you've got a pressing deadline looming. People alone at home will feel exactly the same pressure to meet the deadline, but also feel the added pressure of having to motivate and discipline themselves. They've got nobody to bounce ideas off of. They've got nobody to exchange a bit of banter with. Without other people around to share the burden, they may even end up feeling totally overwhelmed by the whole thing.
Interviewer: You raise an interesting point. While remote work may be more convenient for some, for others it could actually become quite lonely over time. Thank you so much for joining us today, Donna. I just have time to tell our listeners that they can learn more about your study on www. … [fade]

Exam Skills Check II

Exercise 2 (p. 57)

Text 1
Interviewer: When people compare your job with plumbing, how do you feel? Do you get insulted?
Sally: Not at all. I completely agree. A plumber comes to your home and fixes the water pipes. I do something similar with your heart.
Interviewer: Is it really so similar?
Sally: It is, kind of. I mean, the heart's essentially a pump, pushing the blood round body. Any kind of a blockage in the pump, and you call me!
Interviewer: But you save lives!
Sally: I do, yes. So do people in many other jobs – ambulance drivers, psychiatrists, lifeguards at the swimming pool. But how I do it is very much like a plumber fixing a water pump.
Interviewer: Thank you, Sally.

Text 2
Joe: You're back early. How did the interview go?
Tara: Well, you're right, it really didn't take long. And all the way home on the bus I was thinking, that's got to be a bad sign. They just wanted to get you out of there, get the next candidate in. I mean, that's the standard thinking, isn't it?
Joe: Usually, yes. I think the belief is that they spend a bit longer with the more interesting candidates.
Tara: Right. So, I was feeling depressed, but as I got off the bus, I started feeling different. I mean, the interview itself was great. We really clicked, you know, me and the managing director.
Joe: Well, that's a good sign. And you're totally qualified for the job, as far as I'm concerned. When I read the ad, I thought they were describing you!
Tara: I thought so, too! I mean, you never know, but... So, maybe the short interview just means that everything went right, and he was happy by the time we finished talking.
Joe: When did he say he'd make a decision?
Tara: Oh, this is just the first round of interviews. They'll cut the list of candidates down to a shortlist of five over the course of the week, and get back to me on Friday.
Joe: Oh, so there's another round! Then, it's not just a simple interview - it's a whole process. I'm not surprised the interview was short, then. He's probably got another 20 or 30 to get through!
Tara: Hmm – I see your point.

Text 3
Good morning, potential undergraduates of this fine institution! Welcome to our student-only open day. We had one with both students and families yesterday, which was rather chaotic, but I'm sure it'll be smoother today. The purpose of the open day is to give you the information you need to decide if this place is for you. Now, we've got an awful lot to get through today, so I want to get started on our tour ASAP, but I have to run through the timetable so that you get the bigger picture, as it were.
First, we're going to take a tour of the campus, which doesn't take long to say but takes a while to do! We'll take a quick look at the sports facilities before heading into the Students' Union for a coffee. Then we'll pop down to the halls of residence, where as freshers you'll be entitled to stay, though not in your second or third years. There's two different kinds of accommodation – standard halls and bungalows, though I warn you – rooms in the bungalows go fast, and it's "first come, first served", as they say, so the earlier you make your decision, the better! Then we'll head for the university cafeteria for an early lunch – that way we'll avoid the rush!
After lunch, we're going to go to the science facility, where you will be spending most of your time. We'll hear an introductory speech from Professor Jenson, who is Head of the Science Department. Professor Jenson will be giving you a brief outline of the structure, achievements and goals of the department. Sorry, I won't take questions now, because we have to get moving, but jot it down and ask me when we're walking, OK?

Then, we'll have a look at the laboratories which as future scientists you will be most interested in. We are very proud of our facilities which have been ranked in the top five in the country. Just last year, our organic chemistry lab discovered a new kind of plastic that can be made from the cellulose of plants, and which is perfect for making cups and plates. If it can be made on an industrial basis, we could eliminate the need for using oil as a source for plastic cups and plates!
After that, we'll take a quick look at the arts centre, and then the coaches will be leaving for the railway station. If you came by car you can, of course, stay as long as you wish!
So, let's quickly head this way …

Module 5

Exercise 3 (p. 58)

1 My parents divorced when I was quite young, so I come from a single-parent household. But my dad did a great job.
2 We didn't have a lot of rules growing up – just to be home before dark. It wasn't a very strict upbringing.
3 In many cultures, it's common to live with extended family such as grandparents, aunts and uncles.
4 In my case I was very lucky. My foster parents decided to adopt me when I was just a baby.
5 Even though he wasn't my biological father, my stepdad treated me like his own child.

Exercise 2 (p. 61)

Hotel worker: Riverview Grand reservations. How can I help you?
Customer: Is this the right department to reserve a banquet hall?
Hotel worker: Yes, it is. Would you like to reserve a space?
Customer: Yes, I need a hall that would accommodate 80 to 100 people.
Hotel worker: Certainly, we have the Royal Hall, which can hold up to 120 comfortably, the Grand Hall is for groups of over 200, so that's probably not what you want. If you expect around 90, I think the Blue Hall would suit you fine. Can I ask what the purpose of this event is?
Customer: Of course, it's a family reunion. There are people coming from all over the country and some from overseas. That's why I can't say at this point exactly how many will attend, but I think 100 is optimistic. It's likely to be around 80, I think, so the last room you mentioned should be just fine.
Hotel worker: Sure, but it's a popular hall, so let me know what date and time you'd like it for and we'll see if it's available.
Customer: Well, we have two possible dates, March 19, the Saturday or the 25th, which would be a Friday, and we'd like it for the whole evening.
Hotel worker: Oh, well Saturdays are very popular, so you might have to go for the Friday. Oh, actually, I see it's the opposite. It's the Saturday evening that's available any time after 5:00 pm.
Customer: Great, let's go with 9:00 to midnight then.
Hotel worker: Got it. We can reserve the room now. But I'll need a name please.
Customer: Of Course. It's Paul Hendricks. H-E-N-D-R-I-C-K-S.
Hotel worker: OK. We will need to make some decisions on the food and beverages, like whether you'd like a banquet table or cocktail style service and exactly what sort of food and drink you'd like, but we can do that at a later date.
Customer: Yes, all of that can wait. We do have four months to plan.
Hotel worker: Great, any questions or other requests?
Customer: No, not at this time, thanks!

Exercises 4 & 5 (p. 61)

Speaker 1
My grandmother on my father's side had an interesting and eventful life. She was a very independent woman and didn't get married until her late 30s. It was unusual at the time, but my grandmother was a very successful businesswoman who loved to travel. Those two things remained her priority. Even after my father was born, my grandmother would be off somewhere on business leaving my grandfather to take care of my father and his sister. I have fond memories of her, and I wish she was still with us.

Speaker 2
My grandparents have lived in the same house, in the same village, their whole lives. It's not that they haven't travelled. They drove all around Europe when they were young, and they've taken a lot of cruises since my grandfather retired. But they keep coming back to that house, and they seem happy there. I mean, I love visiting them, but I'd never want that kind of life. I like the excitement of the big city. To each his own, I guess.

Speaker 3
It's weird, but I think my grandparents are more fun than my parents. Maybe it's because they no longer have the burden of raising children, but my mum says that they were pretty active even when they were raising her and her brothers. My mum says that there were very few Saturday nights when there wasn't a babysitter there because her parents were out on the town. They're still out a lot. You name it, concerts, plays, films, football matches. My grandparents are there.

Speaker 4
I know that someday she'll be gone, and that's why I treasure every moment I can spend with my grandmother. I don't remember my grandfather very well. He left when I was a child. He went on a business trip to New York and never came back. My grandmother says he's tried to contact her a few times, but she'd just as soon leave the past behind. I'm glad she moved in with us shortly afterwards, and my parents really appreciated it whenever she could babysit us, and we did, too!

Module 6

Exercise 1b (p. 70)

Welcome to Chez Andre. My name is Franz and I'll be your waiter. Tonight, the chef is offering three specials not listed on the menu. There's roast beef with a side of roasted broccoli, and our second meat dish is lamb chops served on a bed of pureed turnip. Our fish this evening is oven-baked salmon, from Scotland. All meals include a cucumber salad. I should let you know, unfortunately, we're unable to offer you the veal or the tuna listed on the menu as we've run out. Also, keep in mind we have our fruit cakes available if you're craving something sweet after your meal. Your choice of fig, cherry or blueberry.

Exercise 7a (p. 71)

For this recipe you'll need 300 grams of flour, 300 grams of sugar, 3 tablespoons of cocoa powder, 3 teaspoons of baking powder, 2 eggs, half a cup of milk, a quarter cup oil and a quarter cup melted butter.
First, preheat your oven to 180 degrees. Then, weigh the flour and sugar on kitchen scales.
Combine the eggs, sugar, oil, butter and cocoa in a bowl and mix them well. Next, add the dry ingredients and continue to stir until the batter is smooth.
Pour the mixture into two cake tins which have been greased and floured. Bake them for 40 minutes, then remove the cake from the oven and let it cool. Carefully remove the cake from the tins and decorate with icing, whipped cream or fruit.

Exercise 3 (p. 73)

Text 1
Female: Let's go over this once again.
Male: I'm sorry, it's my first day. I'm a bit stressed out.
Female: Don't worry about it. I remember my first day working the floor. It was chaos. I kept getting orders wrong and a table of four actually walked out because I forgot to bring them the menus. You're doing great in comparison.
Male: Thanks, that makes me feel better. I spent two years in school learning to be a cook. I didn't think I'd start out waiting tables.

Female: My path to head chef was the same. Hold on, I need to take this off the burner. Okay, now this chicken dish goes to the guy with the beard who looks like a professor. He's at table five. Better get it to him while it's hot.
Male: Okay, got it.
Female: Wait, wait. Remember these salads. That's what you came in for. The couple at table three.
Male: Of course. Thanks!

Text 2
With the new Tableaid air frying toaster oven, you'll be able to make all of your favourite deep fried foods but with a tiny fraction of the fat that you'd get from deep frying. It works by using powerful jets of very hot air that, with a minimum of cooking oil, produce delicious chips, crisps, onion rings and other favourites with up to 96% less oil. Here you see two plates of chips, one that's been air fried in the Tableaid air frying toaster oven and the other with a traditional deep fryer. Take a closer look. They look the same. They taste the same. The difference is the chips that have been air fried are a lot healthier. And don't forget, this little beauty sits on your counter and also functions as a regular toaster oven, which you can use for baking or broiling in less than 50% of the time and under one third of the amount of the electricity compared to a full-sized oven. And, like most Tableaid products, it comes with a five-year money back guarantee.

Text 3
Interviewer: Today, we're talking with Daniel Lucas, one of our city's most innovative restaurateurs. Daniel, tell us about your latest venture.
Daniel: Sure, be glad to. DD's Taco Bar opens next week at the corner of King Street and Sherwood Road. The idea is to make it a fun place for all the family to visit but also a fun place to work.
Interviewer: Oh I do like tacos. But what's going to make this place so much fun?
Daniel: For starters, I wanted to open something completely unlike my other restaurants, and this idea came to me a few years ago during a holiday to Mexico. I just loved the lively atmosphere and wanted to create something similar, but with a twist.
Interviewer: Go on then. What's the twist?
Daniel: Well, the customers get to make their very own tacos, any way they want them. So, it's not really about making authentic Mexican tacos, the focus is more on having fun with food. However, one thing that is one hundred percent authentic is the corn tortillas that we use. You won't find any wheat tortillas at DDs!
Interviewer: Sounds interesting. But tell me, how does the whole thing work?
Daniel: All ordering is done electronically. You can download our app and order your drinks and your tacos on your phone, or by using one of the touch-screen tablets that are on every table. You can order as few or as many tacos as you want, anywhere from one taco up to ten or more. Then, after you order, the waiter will bring your drinks and the tortillas or tacos in their own special holder which keeps them upright so you can load them with any of the ingredients from the taco bar.
Interviewer: I see, so you just take your taco shells to the bar and fill them up?
Daniel: Yes, and we have over 70 different fillings you can choose from, including 12 different kinds of meat filling and 7 kinds of plant-based meat substitutes that taste just like the real thing. There's a wide variety of different vegetables, I can't remember exactly how many, plus 8 different types of cheese and 11 of our own unique sauces.
Interviewer: Wow, that sounds awesome!
Daniel: Yes! What's great is there are no limits or restrictions except whatever the folded tortilla or taco will naturally hold.
Interviewer: Great idea! Although, with so much to choose from, what if I have no idea what I should put inside?
Daniel: Don't worry, we are prepared for that and have a menu with eight award-winning taco recipes that are simple enough for anyone to follow, and you can always ask us for help.
Interviewer: Oh, that's good. Because I'm not sure that I'd trust myself to come up with something edible!

Exercise 4 (p. 73)

See Text 3 from Exercise 3 (p. 73)

Exercise 6 (p. 73)

Restaurant worker: Amelia's Pizza. How can I help you?
Customer: I'd like to order a pizza.
Restaurant worker: Certainly. What's the name and address?
Customer: Steve Miller, M-I-L-L-E-R and the address is 74 Hilltop Road.
Restaurant worker: Is that a house or a flat?
Customer: It's a house.
Restaurant worker: Great. Okay, what would you like?
Customer: We'd like the Green Vegetarian, as two of us are vegetarians.
Restaurant worker: Great, what size?
Customer: Oh, good question. I think maybe the large.
Restaurant worker: Okay, but how many people are you? It sounds like there's a few of you?
Customer: Yes, there are five of us.
Restaurant worker: I think you'd be better off with the Extra Large or maybe even the party size.
Customer: Oh, maybe yes. We're not that hungry, so I think we'll pass on the party size and go for the extra large.
Restaurant worker: Got it. Would you like to add any extra toppings?
Customer: Maybe. Umm, does it come with olives?
Restaurant worker: Yes, it has green olives on it. Would you like to add some black olives?
Customer: Let me check with my friends. Hold on. No, I think we'll stick with the green ones.
Restaurant worker: Sure. Can I get you anything else? Some drinks perhaps?
Customer: No, it's okay. We have soft drinks. Oh, wait, my friend would like an apple juice. You have apple juice, don't you?
Restaurant worker: Of course. Okay, the total for that will be 22.95. Will you be paying by cash, credit or debit card?
Customer: Credit card.
Restaurant worker: Okay. The driver will bring a POS machine. Your pizza will be there in 25 minutes, or it's free!
Customer: Thank you!

Exam Skills Check III

Exercise 2 (p. 82)

Speaker 1
I've got two older siblings and two younger ones, and while I get on well with most of them, my younger brother and I have never seen eye to eye. I don't think it's either one's fault – just a fundamental difference in personality. We used to have the biggest blow-outs at every family event, whether wedding, birthday or family holiday, until finally all the other siblings sat us down and explained that they didn't want us at these events anymore if we couldn't behave. I felt pretty bad about everything, I can tell you!

Speaker 2
Eugene O'Neill's plays often deal with the baggage that growing up in a family leaves you with, and for many his greatest work was Long Day's Journey into Night, a play so personal that O'Neill refused to have it read – let alone put on – until after his death. It tells the story of a family with grown-up children slowly falling to pieces, and has been performed continuously since its publication in 1956, 14 years after O'Neill's death. As an actor, I'm drawn to this material because it mirrors my own life so closely.

Speaker 3
My two sisters are a lot older than me, and for that reason I've never felt so close to them. It's the age gap – by the time I was seven, they were teenagers studying for exams and going out with friends. By the time I was a teenager, they were gone – off to university and other cities. You never miss what you never had, so it was no big deal, but recently, when my own child had health problems, I was touched by how they

rallied round. I really felt they had my back, and everything's been different ever since.

Speaker 4
Couples that come to me usually have been together for years, often have children and are finding that they are drifting apart. Busy people, they have lost the in-the-moment love they once had, and their relationship is almost businesslike. It's my job to relight that candle, the candle that once burned so strong. So, you can imagine my surprise when my own wife suddenly asked for us to go into counselling, out of the blue! Physician, heal thyself!

Speaker 5
My husband and I were on the brink of divorce, and it took a great deal of soul-searching to realise what the problem was. When I was a child, I admired my mother, who was extremely capable, and ran a business, a household and a family with effortless efficiency. And my father just let her get on with it, really. It was a bad example of a relationship, but when I got married, I didn't know any other way, and would boss my husband around terribly. It wasn't fair, of course, because a marriage is an equal partnership, but it took the threat of divorce for me to realise that.

Module 7

Exercise 1a (p. 84)

1. I'd like a whole-grain loaf, eight biscuits and a half-dozen croissants, please.
2. Would you like us to cut the chicken into quarters, or do you want it whole?
3. Do you have any yellow roses? They are my mother's favourite.
4. We can go round and see a couple of flats available to let on Saturday if you're free.
5. Can I have a half kilo of grapes, a bunch of asparagus and some broccoli?
6. We've got the Daily Times and the Informer up here in the rack. All the magazines are to the left if you're looking for something specific.
7. I'll stop and pick up some headache tablets, shampoo and plasters on my way home today.
8. They sell the most delicious sliced ham, smoked turkey and homemade sausages. And the pickles they make are some of the best in town. You have to try them.
9. I need a cut and colour. I love what you did last time, so let's stick with that.
10. We can buy milk, eggs, today's newspaper, sweets and lotto tickets here. It's very convenient.

Exercises 2 & 3 (p. 87)

Speaker 1
I bought a bicycle recently. I'd been thinking about it for a while as I think I need more exercise in my life. I hadn't ridden a bike since I was a kid. I had my heart set on a shiny one, but I was surprised how expensive they are now, I mean for one of reasonable quality. In the end, I went for a second-hand one. My boyfriend came with me to check it out. He thought it was a great deal and, if there are any problems with it, he promised to fix it.

Speaker 2
I saw this great pair of headphones on sale in the window, so I went to the shop the next morning as soon as it opened. I asked the salesperson about them, but she said they were sold out. Then, she tried to sell me another pair instead, which I knew were not as good. I've heard about this trick, so I told them I would report them for false advertising. Sure enough, she magically found the ones I wanted. Supposedly, they were the last ones in stock. I know they put them on sale just to get people into the shop, but it's the lying that bothers me.

Speaker 3
I bought this leather jacket. I'd always wanted a black leather jacket, you know, from seeing people wear them in the movies. They always look so cool. I actually had no intention of buying one that day. I was just walking home from work and I saw it in the shop window. I don't know why, but it caught my eye. I went in and asked about it, and it was a bit too pricey for me. But when they took 50 euros off, I just couldn't resist.

Speaker 4
During the pandemic, I was at home a lot, so I decided to make the most of it and buy a big screen TV. In the shop, I complained the prices were too high, so they offered me this great deal on a brand name TV that had been damaged. It was just a small scratch on the side. Probably happened during shipping. Once I hooked it up, the picture quality was outstanding. It's a lot like watching a film in the cinema.

Speaker 5
I like mountain biking, and I wanted to record some of the trails I've been riding, so I bought a sports camera. I didn't go for the most expensive in the range because it was a bit more than I had planned on spending. Don't get me wrong, I'm really happy with the one I chose; I've edited some really nice videos that have got a lot of likes on social media. But, if I'd known how much I'd enjoy using it, I would have bought a high-end one with a few more features and a better quality of footage.

Exercise 5 (p. 87)

Text 1
Man: Let me pay for this.
Woman: You paid last time we went out.
Man: Oh, I don't care. I'll just use my credit card.
Woman: I thought you said that you were at the limit with it.
Man: I was. I paid off a big chunk of it last month.
Woman: I'll never understand why you don't just use your debit card. You have money in the bank.
Man: Yes, and I'll use some of it to pay off my credit card at the end of this month.
Woman: Why not just use the debit card to pay this bill? It will come directly out of your bank account.
Man: Not all places take debit.
Woman: Nowadays they do. I have a credit card too, but I keep it at home for emergencies. I only take my debit card when I go out. It keeps me from running up my credit card bill needlessly. That way my credit card bills are always manageable, and it saves me a lot of money on interest.
Man: Hmmm. Maybe you have a point there.

Text 2
Hello, this is Alex Walters and I'm calling from Fortune City News.
I would like to take just a moment to inform you about an introductory offer for new subscribers. If you sign up today, you will get unlimited access to the online newspaper and full access to 10 years of archived articles easily retrieved with just a quick keyword search. All of this is available for the low price of just 6.99 a month for the first 12 months. However, if you should wish to cancel at any time during the first 90 days, just give us a call or send us an email, and we will cancel your subscription within 30 days with a full refund. If you decide to stay with us for the full 12 months, your subscription will be renewable within 10 days after it expires, and should you renew, you will be entitled to a 15% discount for your second year with us.

Text 3
Woman: Good afternoon sir, welcome to F.E Bank, how can we help you today?
Man: Hello, I wonder if you can help me, I've just set up my Internet banking account and I'm concerned about cybersecurity, is there any advice you have for customers that are new to online banking?

Woman: Certainly! If you follow a few simple rules, online banking is a very safe and convenient way to manage your finances. Firstly, I recommend that you set up strong passwords for all of your accounts.
Man: What makes a password strong?
Woman: We recommend that you create a password specifically for your banking, don't use the same one for all of your online activities. Try to include a mix of upper and lower case letters, numbers and special characters. Make it about fourteen characters long and remember to change it every ninety days.
Man: Oh dear, so 'password123' won't be good enough?
Woman: Absolutely not! And don't use any words that are related to you, like the names of family or pets, those are too easy to guess.
Man: Okay, good to know; what else?
Woman: Secondly, if you use a laptop for your Internet banking, make sure you use some good anti-virus software from a reputable company, keep it up to date and scan your computer regularly. If you store passwords or personal data on your computer it's a good idea to disconnect it from the Internet when you aren't using it. All the time it is connected, it is vulnerable to hackers. Also, make sure your home Wi-Fi has a password, again, make sure it is a complex password and not something people can guess.
Man: Oh dear, I know we have a password on our Wi-Fi, I don't remember it though; I think it might be the name of our dog!
Woman: Well, it might be a good idea to change that! Will you be using your phone to check your banking?
Man: Yes, I hope so, how do I do that?
Woman: You just need to download our easy to use App.
Man: Oh great; I've downloaded lots of Apps before.
Woman: I strongly recommend that you download it from the link on our website, that way you know it is genuine. All you need to do then is log in. And remember, it is important to be careful when you use public Wi-Fi.
Man: Is it? I didn't know that.
Woman: Oh yes, using an open Wi-Fi connection can be very risky; it exposes your information like your browsing history and passwords. You don't want anyone to see that sensitive information.
Man: Really? I had no idea.
Woman: Yes, public networks can be a magnet for hackers. They also make you vulnerable to viruses, worms, Trojan Horses, ransomware and adware, and you don't want any of those!
Man: I'd never thought of that! I usually join any network that I can find.
Woman: You have to be careful; sometimes hackers will set up fake networks just to collect passwords. That's why you should avoid logging in to any accounts over public Wi-Fi connections if you can; unless you trust the connection that you're using.
Man: This all sounds quite risky now; maybe I shouldn't be taking any chances with my money.
Woman: You don't need to worry, like I said, if you follow a few simple rules, it is quite safe and very convenient. The last thing to remember is to check your accounts regularly to monitor for any transactions you don't recognise. You can also set up email or text alerts when your accounts are used, that way you know immediately if someone has got access to your money, and you can inform us to stop them. Customers with those alerts notice fraudulent activity twice as fast as those who don't use the service. Do you have any questions?
Man: No, that has all been very helpful. Thank you so much for the advice.
Woman: You're very welcome. Here, take one of these leaflets for future reference, it has all the information I've told you plus further advice about safe online banking; you can also check our website for more tips about keeping your money safe.

Module 8

Exercise 1 (p. 96)

1 Please ensure your baggage is safely stowed in the overhead bin or under the seat in front of you.
2 We'll be stopping here for a half an hour break, so that means all passengers need to be back by 1:15.
3 You can just drop me off there in front of the entrance. How much do I owe you?
4 There's a delay on line 1 at central square due to a collision with a vehicle.
5 The captain has advised all passengers that the pool on the upper deck is now open.
6 Your berth is located in the third carriage from the front. The dining car is the fourth, just the next one along.
7 We're experiencing a temporary delay in the tunnel between Main and Central stations. Regular service on Tube line 3 will resume shortly.

Exercise 12 (p. 98)

1 Several people were injured in the pile-up on the M-2, but no fatalities were reported.
2 Due to the unseasonably cold conditions, our car skidded on the icy road.
3 Many accidents involving large ships and cargo vessels are the result of human error.
4 The driver lost control of the vehicle and rear ended the lorry in front of him.
5 A rescue mission has been launched to find the lost skiers.
6 Apparently, the brakes failed and he was unable to stop the coach from running into the building.
7 The aeroplane was forced to make an emergency landing due to issues with one of the engines.
8 The motorway is closed due to a lorry which flipped over spilling its cargo and blocking both lanes.

Exercise 2a & b (p. 99)

Sales rep: Hello, Dutch Bike and Boat Canal Tours.
Customer: Hello, I'm calling about booking a tour.
Sales rep: Great! If I could take your name please, and a contact number or email?
Customer: Of course. The name is Carl Smyth. That's S-M-Y-T-H.
Sales rep: And the contact details?
Customer: My email is CS77@quickmail.com.
Sales rep: Perfect! Now, we usually run four tours. Netherlands North, Netherlands South, Dutch Delights and Dutch Highlights. However, we're currently not running the Netherlands North tour, I'm afraid.
Customer: No problem. I was looking at Dutch Delights anyway. Can I just ask, how is it different from the Dutch Highlights Tour?
Sales rep: The only difference is that Dutch Highlights features two extra days in Amsterdam at the end.
Customer: I see. In that case I think that Dutch Delights would be fine for us, because an 8-day trip would suit us better due to work commitments anyway.
Sales rep: Excellent. Dutch Delights it is, then. How many people are in your party?
Customer: Twelve.
Sales rep: Not a problem. The boat holds 14, with six single rooms and four doubles.
Customer: We'd need 4 singles and 4 doubles please.
Sales rep: That's fine. So, the price online is 870 Euros but that's based on double occupancy. With four singles I can give you a small discount. I'll need to check with my manager and get back to you about that.
Customer: Thanks, I appreciate that. What does the price include?
Sales rep: It includes full buffet breakfast and a light lunch. It's expected that you'll have dinner in whatever town we're in that particular evening.
Customer: Sounds good. Do you have availability in late May?
Sales rep: Which days would you like?
Customer: May 22nd to 29th.
Sales rep: OK, we can do that. Any other questions?
Customer: Just one thing. If we want to take a break from cycling one day, and remain on the boat is that OK?

Sales rep: Absolutely! In fact it's a good idea to take a break if you feel tired, and we don't charge any extra for that.
Customer: Great!
Sales rep: So, I'll book you in now and get back to you once I've spoken to a manager. Then we can email you a link for payment.
Customer: Thank you!

Exercise 5 (p. 99)

Speaker 1
Unlike some people I don't need to go through holiday brochures or travel websites to find something special. You see, even though I haven't travelled much compared to other people I know, I HAVE been lucky enough to discover my dream getaway. It was a two-month trip around Europe by train, and it was really exciting! I'd just finished university and it really opened my eyes to the world. Thanks to that trip I had no concerns about going backpacking in North Africa the following year. If I had a choice though, I'd definitely do something like that on a train again!

Speaker 2
Choosing a holiday is always a difficult task. Nowadays there seems to be so much choice and variety and some really adventurous options too! I know friends of mine who are terrible creatures of habit and go to the same resorts year in year out. That sort of thing's not for me at all. Although since I've tried so many options, I am starting to run out of ideas. One thing, though, that really stands out is a safari. It's something I've never gotten round to trying, and I don't know why. I think this year I'll finally take the plunge and book a package in South Africa.

Speaker 3
I watched a television programme recently about holidays in South East Asia. It all looked very exciting and I'm sure it would be the trip of a lifetime for some, but it doesn't really appeal to my wife and I. Perhaps we are stuck in our ways, but we know what we like and we have our little holiday tradition. Naturally, at our age, we've been across the world. But these days we go to Greece every year and visit the Island of Crete. I wouldn't want to do anything else. Crete has it all, wonderful beaches, historical sites, and excellent food. In fact, we've already booked our usual villa for next summer!

Speaker 4
My cousin Angie is going on holiday to Argentina next year. Argentina… imagine that. I've got to admit, I'm really jealous. Sure, my parents always take us on nice holidays and we have a good time, but our trips are always in places like France or Spain. I'm sixteen, and I've never left the continent! That's a real shame. I mean, we don't have to do anything wild, but a holiday somewhere further afield would be really cool. Dad likes Spain, so why can't we go to South America? They speak Spanish there too, so he'd still be able to practise with his holiday phrase books!

Speaker 5
I was scrolling through travel websites last night and came across some amazing package holidays. Some were really unbelievable also, like mountaineering on K2 or white water rafting down rapids in the USA. Honestly … white water rafting? And, you know, people ACTUALLY pay money to do those crazy things! Well, not me thank you. Let other people have their extreme holidays. My idea of fun is something a little more conservative. A nice beach, lots of sun, and a beautiful hotel!

Exam Skills Check IV

Exercise 2 (p. 108)

For those who love the planet and travel too, the news in recent years has not been good. It turns out that jetting to tropical Thailand has been contributing to the growth of the sandy Sahara, because burning jet fuel is one of the least green things you can do. In fact, the aviation industry pumps over 1 billion tonnes of carbon dioxide into the atmosphere every year.
Happily, this coincides with the rise in options for what's been called 'staycationing' – not leaving the UK for the annual holiday abroad, and instead finding a suitable alternative within the country. And the variety is truly enormous. The South-West has beaches that rival the French Riviera, Scotland and Wales offer skiing in winter and hiking and cycling all year round in spectacular mountain scenery. Britain's rivers and canals teem with canoeists, kayakers and canal boats, drifting between the green fields of grass and gold fields of wheat.
What many people forget is that travel abroad was nearly unheard of three generations ago, and what we call a staycation now was for many people then the only kind of holiday on offer. The hundreds of seaside resorts that dot the UK coastline attest to this. And the residents of these places, which have been left ghost towns for years because of the lure of Greece, Spain and France, are rubbing their hands together at the thought of their beloved hometown full of life again.
Today we're going to talk to Anne Hodges, a travel agent who organises these types of getaways …

Module 9

Exercise 10 (p. 111)

Friends is an American television series which was produced from 1994 to 2004. There were 235 episodes made over ten seasons. The cast includes actors such as Jennifer Aniston, Courtney Cox, Matthew Perry, Matt LeBlanc, David Schwimmer and Lisa Kudrow. The show is a sitcom and is set in New York City. It follows the lives of a group of young friends as they navigate life in the big city. You can watch Friends using several online streaming services, and reruns are broadcast on satellite and digital TV.

Exercise 2 (p. 113)

Text 1
You must cease filming immediately as you are in violation of city by-laws, which pertain to the granting of permission to film on public property. The law states that a film production company must be granted express written permission by the owner or a representative of such for the use of that property for rehearsing, recording, photographing, or filming scenes intended for public distribution through the medium of motion pictures. Permits must be applied for in advance and, once approved, be displayed prominently on the said property. I am afraid that, unless you can present an approved permit, all filming and associated activities at this location must stop right at this moment or further action may be taken.

Text 2
Male: My ears are still ringing.
Female: Yes, it was a bit loud, but it's supposed to be. It's heavy metal, not pop or jazz.
Male: Good point. I guess I should have considered that when I bought the tickets. It was great being so close to the stage, but next time there is a heavy metal show in that venue, I think I'd prefer to be further back, I mean, if that's okay with you.
Female: Sure, but not too far back. I like to be able to feel the energy of the band. You lose a bit of that the further back you go. I'm sure your ears will return to normal soon. It's only been 10 minutes since it ended.
Male: Feeling better already. I mean, it was worth it. I'd been wanting to see them live for a few years now. That live show we watched online a few months ago really got me excited. They certainly lived up to that, wouldn't you say?
Female: Definitely! I think this was one of the best live shows I've seen!

Text 3
Man: Well, this is something, isn't it?
Woman: What do you mean?
Man: I mean, it's just a red square.
Woman: It's a bit more than that.
Man: Oh, yes, it's so much more. It's a red square on a blue background with a green stripe through the middle.

Woman: That's not what I meant. Of course, if you look at it without thinking about it, it is what you say, but that's not the purpose of art.
Man: It's not? I mean paintings were created for people to look at. What else would one do with a painting, I mean, other than buying or selling it?
Woman: What we're doing with it right now.
Man: You mean criticising it?
Woman: You're criticising it, not me, but, yes, why not? Art is there for us to consider, to say why we like it or why we don't. In my opinion the whole point is to provoke conversation.
Man: Oh, you mean like this? Hmmm, 'Alex, what do you think about this painting? I think it's a red square, but with a blue background and a green stripe. Oh, but tell me Alex, what else do you see in it? Nothing. Yes, nothing, that's it!'
Woman: You honestly don't see anything deeper?
Man: I guess not. Let's hear what you have to say then.
Woman: Well, I read that the artist said that the red square represents passion. I don't know about the rest though. It could be that this feeling has 'landed' on the light blue background, which might represent someone's life, probably the artist's. And the green stripe could be conflict. Perhaps brought on by the feeling.
Man: Wow! That's a lot that you think you see there. What makes you think you're right?
Woman: Interpreting art has got nothing to do with right or wrong. It's about what the work of art communicates to you.
Man: Okay, but if art is about communication, then what if the artist wants to communicate one thing and the viewer understands it differently?
Woman: That's an interesting point you make there. I guess what makes something art is the different ways it can be interpreted.
Man: I feel like we're talking in circles now.
Woman: Speaking of circles, let's leave this red square and go take a look at that blue circle over there.
Man: I think I might just as well stand over here and stare at this blank white wall.
Woman: Oh come on. You have to try to be a bit more open-minded when it comes to modern art!

Exercise 3 (p. 113)

Speaker 1
I'm from the Netherlands and we have a family tradition there for St. Nicholas day, which is December 6th. Like what others do at Christmas, we exchange gifts with family members, but there is something extra that comes with the gift. Before the sixth, everyone in the family is given one person's name to get a gift for, but they also write a poem for that person. On St. Nicholas day, we all sit together, and each person reads their poem. They're often very funny and they really make you feel special.

Speaker 2
I miss the traditions that we had in China, especially now because my sister's daughter is going to be 100 days old tomorrow. It's a very important day in the life of a child. There is a big celebration with friends and family in attendance. Some families even rent out banquet halls at hotels with meals consisting of several courses, but my sister's party is at her house. It's a wonderful tradition that dates back to the time when infant deaths were common, so surviving to 100 days was a big deal.

Speaker 3
Back in India, my family and I always looked forward to Pongal, which is the harvest festival. It starts on the first day of the 10th month of the Tamil calendar, and it lasts for four days. Each day has a name and its own traditions. My favourite day is the third, called Mattu Pongal. In the Tamil language, "mattu" means cow, and on this day we show the cows how thankful we are for the dairy products they give us. We decorate them with flowers and paint their horns and even prepare a special meal for them.

Speaker 4
We have a tradition in Germany that happens before a couple gets married. It's called Polterabend and it involves smashing porcelain objects like dishes and flowerpots. I know, it sounds weird right? But seriously, we do it. Don't ask me where it comes from. I haven't a clue. The origin is uncertain, but it has been happening the night before the wedding for hundreds of years. Guests go to the bride's house. There's some food and drinks, and some people even bring gifts. Then the smashing begins. It's great fun, and it's supposed to bring good luck to the couple when they clean up the mess.

Exercise 5 (p. 113)

Although media covers numerous areas such as television, film, music and even literature, we often think of the news and journalism; especially when we say 'THE media.' To many people this term can have negative connotations. Images of gossip columns, trashy tabloid papers, and famous people being hounded by paparazzi can come to mind. Although there are some aspects of the media that can be negative, there are plenty of aspects of the press that aren't. Serious journalism, such as that which appears in broadsheet newspapers for example, isn't just important it's also essential. Freedom of the press is an important principle that is maintained and defended in the UK, and the law allows newspapers to investigate, report news openly, and criticise society and government without fear of censorship. Sadly, these are freedoms that aren't universally upheld across the world. In some countries criticism of governments or political leaders is banned, and news content can be censored and strictly controlled. Even so, there are those in democracies such as Britain that question the extent of freedom of expression. They argue that there must be a point where a line is drawn and common decency is maintained. They feel that papers, especially tabloids, should behave responsibly. Especially in cases where reckless journalism or photography can lead to tragedy, such as the case of Princess Diana whose car crashed while being chased by a paparazzi photographer. Bearing this in mind, the activities of the press have come under increasing scrutiny in recent decades. The impact of the media on mental health is also a growing concern, and there are numerous laws that protect individuals from libel and false claims and accusations. The spread of social media has also taken the issue to a new level and in new directions. Trolling or harassing people online has become a serious problem and is now even a criminal offence in Britain. The fact remains, however, that despite the challenges it presents us, media in its many forms plays a huge role in our lives. It's something that expresses who we are, celebrates our culture, stands for truth and accountability, and shows the very best and worst of our society. Media is something that will never go away. The only question is: how will we use it?

Module 10

Exercises 4a & b (p. 123)

1. Meet us on the pitch and be sure to bring your boots and shin pads. Goalkeepers will also need gloves. Don't worry about balls though, coach Joseph will bring those and we'll start training at 7:30.
2. It is a one-hundred metre vertical climb located at Deer Mountain with a medium difficulty rating. All climbers attending the trip must provide their own ropes and harnesses.
3. People often think it's an exclusive sport, but you don't need to belong to a club or wear white to play. If you have a racquet and a court with a net, you're set!
4. We need another player for our team. I can lend you a stick if you don't have one, but you'll need ice skates. If you want to play, we meet every Saturday at the rink.
5. Training is every Friday at the pool in the city sports complex. All team members will be issued with swimsuits and caps and we also provide balls.

6 The package includes chalet accommodation, transportation to the hill and lift tickets. We recommend you bring your own goggles and board.

Exercise 2 (p. 125)

Speaker 1

I'd been cross-country skiing for many years. I've always loved it because I just strap on my skis and go. It's exhilarating, a feeling of freedom. A few years ago, some friends convinced me to try downhill skiing. Thanks, but no thanks. I was a quick learner, and the skiing itself was fine, but you get to the bottom of the hill and then you wait to get back on the lift to get back to the top of the same hill. Then it's the same thing over again, and over again, and over again.

Speaker 2

I never did much in the winter, so I really needed a winter sport. Skiing was out because I'd have to travel for hours to get to a slope, but there are lots of places to go ice skating in my city. I had no idea how to skate, so I found a video online. Then I went to a rink and rented some ice skates. I couldn't even stand up, but I was persistent. It took a couple of hours, but I finally felt like I was skating. Now I'm happy to say, I have a winter sport.

Speaker 3

I've been watching football since I was a kid, but I never really considered playing it. I guess it's because I didn't grow up with kids who did. I love the game, but I think that's the problem. Some friends started playing street football about a year ago. I decided to give it a go. I imagined that I'd be able to handle the ball, but it was like I had two left feet. Maybe if I hadn't seen the beauty of the game when it's played well, I might have had more tolerance for my shortcomings. I'll stick to watching the pros play on the telly.

Speaker 4

I have never understood what all the fuss was about. I mean you hit a little white ball, you hit it again and again and then it finally goes into a hole. My boyfriend's mad about golf so I agreed to try it. It was so frustrating. I didn't know that you had to spend many hours practising your swing before you could do anything. I was useless out there. But, with his help, I did put in the time, and I'm glad I did. It's great that we have something we can enjoy together.

Speaker 5

I've always loved to swim. One of my earliest memories is of me wearing arm bands and splashing about in the sea. It's funny though because I never even knew water polo existed until around a year ago. The town I grew up in is near a beach, but we recently moved to a city far from the coast and the only place to swim here is the public pool. During my second visit there I saw the team training and became interested immediately. It took me a few months to get the hang of it, but eventually I got picked to join the squad. I've just played my third league game, and thankfully, we actually won!

Exercises 6 & 7 (p. 125)

Man: Hello, I'm calling to find out some information for my daughter about the youth marathon on April 21st.
Woman: Certainly, sir. Actually, it's really a half-marathon. Can I ask how old your daughter is?
Man: Sure. She's 16, well 15 actually, but she turns 16 in March.
Woman: That's fine as the minimum age for this marathon is 14.
Man: Is there a maximum?
Woman: Yes, there is as we are also running a full marathon for anyone 18 and up. The cut off for the half is 17.
Man: Thanks. My daughter has been practising runs of 10 and 15 kilometres. What is the distance to finish the half?
Woman: It's the standard, half the 42 kilometre distance of the full, so it's 21 K.
Man: Oh, I'm sure she can handle that. She did 18 K last year.
Woman: In that case I'm sure she'll be absolutely fine sir.
Man: And what's the route like? Is it flat or are there some hills?
Woman: It's mostly on River Street, so it's completely flat. There is a very slight hill going up King Street to where it meets York Street.
Man: Oh, yes, I know that hill. I've gone up it on my bicycle. It's short and not too steep.
Woman: It's the same route every year.
Man: And where does it start?
Woman: The usual place. The starting point is the south end of Queens Park, between the Natural History Museum and City Hall.
Man: Of course. One more thing, when is registration?
Woman: It's from March 18th to April 1st for the half and March 1st to April 1st for the full. In case you have any other questions you can call back and ask for me. My name's Helen Jones. J-O-N-E-S.
Man: Perfect Helen. Thanks so much.

Exam Skills Check V

Exercise 2 (p. 134-135)

Text 1

Int: Are you looking forward to the tour, Jenny?
Jenny: Oh, yes. For me, live concerts are the life blood of music. Getting in the studio's great, but getting up on stage and belting out those hits in front of a stadium of fans – that's something else.
Int: But it nearly didn't happen, did it?
Jenny: Oh, you mean our lead singer's throat condition? Yes, that was a definite scare, but she's fine now, fortunately.
Int: Do you ever feel like you're ignored and the press focuses on the lead singer and lead guitarist?
Jenny: I'm of the opinion that the bass player in a band is like the drummer. They give the rhythm, which drives the song. So even though I'm not centre stage, if I stopped hitting those strings, you'd notice, believe me. And it's all about the music, isn't it, in the end?

Text 2

M: Oh, look, they've got one of those old jukeboxes in the corner. Let's put some music on.
F: No, I had a look at that earlier. I don't think they've changed the records in there since around 1975!
M: I thought this was supposed to be one of the best places in town for music. At least, that's what the review I read said about it.
F: You can't trust these reviewers. And look at the place - it's half empty. But let's give it a chance. It only opened its doors a few weeks ago, and every place has its teething problems.

Text 3

There's an old English saying – you can lead a horse to water but you can't make it drink – and five years ago I had an experience that shows without a doubt that it's true still. However, the happy news is that if the horse loves you, it'll drink. Let me explain.
As a music student, I used to work at a concert hall to make extra money. One of the best opera singers around at that time was performing a three-night series of concerts. It was my parents' 20-year anniversary then and because I could get tickets at a discount, I decided to buy them a couple as my gift to them. I also said I'd buy them dinner after the performance, so once I finished, I went to find them.
When I got to the restaurant, they weren't there, so I called my mum on my mobile phone. She said they'd left the concert early because my dad couldn't understand what the singer was saying! I told her that most of the best opera is in Italian, so you just have to enjoy the power of the voice and the music. Just then, my dad took the phone from my mum and said, sorry, but it just wasn't his thing and, since they'd finished so early, they'd come straight home.
I was quite upset, I can tell you, but I didn't make a fuss about it. The thing was, after university, I began to work for that very same opera singer, in the orchestra. We went on a world tour and then came back home, where we were due to give a final performance in the city I grew up in. I didn't even bother telling my parents, because why would I? To get another slap in the face?

The performance went really well, and at the final curtain, after the singer took her bow, we musicians in the orchestra stood for ours. And that's when I saw them: both my parents in the second row, standing and applauding with huge beaming smiles of pride on their faces. It was they that took me for dinner that night, and my mum explained my dad had felt so bad about his behaviour that he had started listening to opera. Not only that, but he had started learning Italian too, so he understood, he said, every word the singer sang!

Module 11

Exercise 3b (p. 136)

A I work with people who have difficulties speaking. Many of my patients are children who have speech delays, so I help them learn how to form words and sounds.

B I spend most of my time in the operating theatre. Most of the surgeries I perform are relatively simple and don't take long at all, which is good as the job requires incredible focus.

C I love the fact I interact with children all day. Sometimes, they are terrified to be in my office and there are a lot of tears, but helping kids gives me great satisfaction.

D ***A lot of people ask me:*** 'David, how can you look at teeth all day?', but the truth is the money is great, I work for myself, and set my own hours. And not all my patients are afraid of me!

E Many people don't know exactly what we do, but basically, we help women throughout their pregnancies, with the birth of their babies, and then offer follow-up care.

F I'm a general practitioner or family doctor. I do a lot of annual check-ups, prescribe medicines and offer referrals to specialised doctors when necessary. Luckily, I don't encounter too many serious health issues on a day-to-day basis.

G My job is really tough. We're the first people to arrive at the scene of an accident, and I've seen terrible things. But being able to help people when they are frightened and in trouble has its rewards. And driving the ambulance is fun too!

H I decided to specialise because I had major problems with my skin as an adolescent. I can relate to patients who are desperate to find solutions to problems such as acne.

Exercises 3 & 4 (p. 139)

Speaker 1

I think my diet was pretty bad. I never really thought about the connection between what I put into my body and my health. Then about a year ago, I started suffering from digestive problems. At first, I just took some pills and they worked fine, so I thought: 'no problem'. But it was happening regularly, so I decided to cut out fast food from my diet, not completely, but I limit it to about once a week, you know, as a reward for avoiding it for a week.

Speaker 2

They say you can't be young forever, but I lived like I would be. I used to go out with friends almost every night of the week. And as I got older, I had to find younger friends who would stay out late with me. Then, people at work started commenting on how tired I looked. I took a long look at myself in the mirror and realised I was starting to look older than my age. That did it. I mean I still go out but I drink less and I try to get eight-hours sleep every night.

Speaker 3

My doctor warned me that I was gaining weight, not that I needed her to tell me that. Last month, I went out and bought new jeans that I could actually get into. My friends told me to join a gym, but I tried that once and I find that kind of exercise boring and almost painful. So, I got rid of my car. Now I walk to work and walk everywhere else I can. It's great to be out in the fresh air and I can almost get my old jeans on again.

Speaker 4

Two of my best mates are vegetarians and they are always talking about how much healthier they feel not eating meat. I don't know about that. I've been eating meat all my life and I have always felt healthy. But they told me about a study that suggests that vegetarians do, on the whole, live longer, so I decided to cut way back on meat. I still eat chicken. They say that it's better for you than red meat. I hardly ever eat red meat now.

Exercise 6 (p. 139)

Text 1

Woman: How can I help you?
Man: Hi, I injured myself playing basketball at my local leisure centre. I fell trying to get the ball and I think my finger might be broken.
Woman: Okay, I'll need to register you before a nurse can assess you. Can you please give me your name?
Man: Of course. It's Stephen Jones.
Woman: And your address and the address of your GP?
Man: 14 Greenleaf Crescent, SE9 2MR, and my Doctor's surgery is 8 Greenleaf Crescent. We're actually on the same street.
Woman: Thank you. I've registered your details in our system. If you could please take a seat and wait, we'll call you when a nurse can see you.
Man: Okay. How long will I have to wait? Do you think it will be long?
Woman: I'm sorry but A & E is quite busy at the moment, we have a lot of people waiting today so it could take some time... possibly a few hours.
Man: I see. Thank you for your help.

Text 2

Woman: Hello, I'm here to collect my prescription please. The name's Vaughan, Martina Vaughan.
Pharmacist: Ah, yes. I have it right here. Now, just let me go over the dosage and instructions with you. You'll need to take three tablets a day for seven days.
Woman: I see. How far apart should they be taken?
Pharmacist: You should take one in the morning, one around three or four in the afternoon and one immediately before bed. It's also very important not to take them on an empty stomach, but you'll have to wait a minimum of sixty minutes after eating before taking each tablet.
Woman: With a glass of water?
Pharmacist: Yes, a large glass best. Make sure you take them with plenty of water.
Woman: Thank you very much.

Text 3

Hello everyone, my name is Kayla Martinez and I am honoured to be here today to tell you all about my book and my research. Having the opportunity to discuss my work at the University of London is a real privilege for me. In fact, I am a graduate of the University of London myself! I can honestly say that this institution most definitely inspired me and lit the touchpaper of my passion in anthropology and social sciences. But, that's enough about me. I'm sure you all want to hear about the reason that Professor Scott invited me here: my research and the book that I've been fortunate enough to publish *Longevity and Culture in the Mediterranean*. Well, my research focused primarily on the Greek island of Ikaria, where there are more healthy adults over the age of 90 than anywhere else in the world. I interviewed a cohort of 300 people from the ages 90 to 105 and my findings were actually very interesting and not what I expected. Naturally, you'd think they all led extremely healthy lives, but that wasn't always the case. There were some that had smoked for many years, some that were heavy drinkers, and some, believe it or not, that did both! What elements did come into play however, were minimal exposure to stress and strong connections to others, stress being the most crucial. Stress, as we know, can be a silent killer as it can take a toll on our bodies and leave us more susceptible to all kinds of health problems. So reducing that factor makes a great deal of sense. The connection to others, I discovered, not only helped people relieve their

stress, but it also provided people with the motivation to take care of themselves and a valuable support mechanism. It also led to a higher likelihood of physical activity and exercise, resulting from social interaction. Another factor was of course diet, which seems to play an important role. Much more so than genetics. A common theme of diet was a high percentage of unprocessed food. Islanders normally ate food that is fresh and local. And while many of those I talked to did eat meat, it was not the processed meats often found in other European and American cultures. A significant number also ate fish, but, again, locally caught and in waters that were relatively unpolluted. There were also some vegetarians, but even non-vegetarian residents had a lot of fresh vegetables in their diet as well. To illustrate this point further, I'll show you some slides after our break before I take questions about my study. Right, that brings us to our first coffee break. Thank you so much for your attention!

Module 12

Exercise 2 (p. 151)

Text 1

Here you can see a full-scale model of one of the first ever telegraphs. This one dates back to the 1840s and was developed by Samuel Morse, whose picture you can see on the wall over there. Morse is actually better known for inventing the code that made the telegraph the first effective form of electrical long-distance communication. The Morse telegraph worked by making clicking noises. There was a long clicking noise and a short one. Morse Code consisted of different groups of long and short clicks, known as dots and dashes, to represent the letters of the alphabet. For example, A is a dot and a dash and B is a dash and three dots. So these telegraph machines were set up all over and connected by incredibly long lengths of wire. An operator in one city would send a message in Morse code to another operator in another city. This was the most common form of electronic communication until the early 20th century. Does anyone have any questions?

Text 2

Man: The computer is definitely the most important invention ever. I mean, where would we be without it today?
Woman: My grandparents lived without computers, and they say the world was not that different then.
Man: Sure, that's because neither one of them knows how to use a computer. Computers are amazing. No other invention even comes close.
Woman: What about aeroplanes? Can you imagine if we all still had to travel by ship? Aeroplanes have made the world smaller. That's the reason everyone in the world is so interconnected. We have been able to travel or even move to different countries because of air travel.
Man: True, but the computer has done more to connect the world. It takes many hours to travel to different countries, but computers take us there in seconds.
Woman: No, they don't. It's the Internet that does that. Computers are great but don't forget that people also use phones to connect with others. In fact, phones are probably more commonly used. In fact I rarely use a PC anymore.
Man: Phones are just little computers.
Woman: Let's just agree to disagree, okay?

Text 3

Today in Great Women in Science, we're going to take a look at the life of Hedy Lamarr, one of my personal heroes. Hedy Lamarr was a household name in the mid-20th century, but not as a scientist. Remarkably, she did not receive significant recognition for her work in science until shortly before her death in the late 1990s, and some might argue that her scientific work has never received the recognition it deserves. In fact, it was as a film actress that Hedy Lamarr achieved fame and fortune. She was born in Vienna in 1914, and, after showing an interest in acting, managed to get a small part in an Austrian-German film when she was just 15. Following that, was an illustrious 28-year film career that saw her appear in 30 feature films in Europe and the United States. Regardless, it's her scientific work that we are here to talk about today. As well as acting, she always had a passion for science, and during her film career she would often devote her spare time to coming up with ideas for various inventions. She even had a drafting table installed in her house to plan and design her ideas. Among her early projects were an improved traffic light and a fizzing tablet that when dropped into water it created a flavoured carbonated drink. Ultimately, the tablet was unsuccessful, because as she said herself, it tasted more like medicine than cola. Although she had no formal training, Lamarr managed to teach herself to the point where she ended up co-creating perhaps one of the most important inventions of the 20th century. It was during the Second World War when she heard about how the signals used to send out radio-controlled torpedoes were being jammed by the enemy. Lamarr, who was then living in the United States, was determined to help the American forces, so she came up with the idea for a new frequency-hopping signal that could not be interfered with. She then contacted her friend, musician George Antheil, who was also an inventor. Together they came up with the design for the invention and then patented it in 1942. However, at the time, the US military was not open to considering inventions from non-military sources, so it remained on the shelf until the early 1960s, when an adapted version of it was installed on US Navy Ships. Much later, the technology that Lamarr and Antheil developed became instrumental in the development of GPS, wifi and Bluetooth communication systems that we rely so much on today. Recognition for this achievement led to this remarkable woman receiving awards and honours in the late 20th century, culminating in her and Antheil being inducted into the National Inventors Hall of Fame in 2014.

Exercise 3 (p. 151)

See Text 3 from Exercise 2 (p. 151)

Exercises 5 & 6 (p. 151)

Man: Hi, it's me. I'm at the shop, and I think I may have found the perfect laptop for you.
Woman: Oh, good. Tell me about it.
Man: Sure, it's a QuickTel S240.
Woman: Oh, I'm not familiar with it. It must be a new model.
Man: The salesperson said it was just released last week.
Woman: Okay, give me some info and I'll check it out. First of all, how much is it?
Man: Regular price is 660 pounds, but it's on sale for 598.
Woman: Yeah right, that means the regular price is probably really 600. Okay, what do I get for that price?
Man: You said you wanted a screen no smaller than 14 inches. This one is 15.6 inches. Is that too much?
Woman: I don't know. It depends on the weight.
Man: It's 1.8 kilograms. I think that's good for the screen size. I was expecting it to be well over 2 kilograms.
Woman: That is good. Okay, how much RAM and what's the hard drive?
Man: RAM is 16 GB. You wanted 8, so that's great. Hard drive is SSD. It also has 3 USB ports.
Woman: Oh, both of those are good. SSD is solid-state drive, isn't it?
Man: Yeah. Plus it's got the new i-Tel Xelerion processor that's really fast.
Woman: The what? Never heard of it.
Man: Xelerion. X-E-L-E-R-I-O-N. Trust me, it's good.
Woman: Okay. Great so far. Not that it matters much, but what colour is it?
Man: It comes in silver or black but only the black is on sale.
Woman: Good, I like black. One last thing. What about the battery life?
Man: 2-4 hours, depending on what programs you run, of course, so maybe like 3 hours.
Woman: That's great, actually. I'm on my way there now.

Exam Skills Check VI

Exercise 2 (p. 161)

We often think of computers as a 20th century invention, but if you look back into the 19th century, you see designs and even working models of mechanical computers, which could make incredible calculations but didn't use electricity. Charles Babbage created a famous one, the Difference Engine, in 1822, and the slide rule, a simple machine for doing enormous mathematical calculations, was invented between 1620 and 1630. But in 1901, divers recovered a mechanical device that preceded them by over 1600 years, the Antikythera mechanism.

Sometimes described as the world's first computer, the Antikythera mechanism was discovered in the shipwreck of an ancient Roman ship off the coast of the tiny island of Antikythera, which lies between Kythera and Crete. The ship being Roman, it has been suggested that it was on its way from Rhodes to Rome when it was caught in a storm and sank. Among its recovered cargo were coins, jewellery, statues, pottery and a strange box, containing a lump of bronze that had been badly damaged by its time in salt water.

It took another seventy years before technology allowed research to go any further, but in the 1970s, archaeologists used X-rays and gamma rays to produce images of what was below that lumpy surface. It became apparent that there were toothed wheels and moving parts inside, put together with a technical and scientific brilliance that had not been suspected until then. Though they could not see everything the machine could do, it had begun to give up some of its secrets.

The face had a calendar inscribed on it, as well as indicators for stars, the sun, the planets and the moon. With the use of a handle, the user could turn the mechanism from, for example, today's date to a date three weeks in the future or more. The mechanism would show the user everything from the position of the sun, the planets and stars to the phase of the moon on that day. It could also tell when major astrological events would occur, such as solar and lunar eclipses.

Though the ship carrying this extraordinary mechanism sank in 100 BCE, researchers believe the actual construction was carried out much earlier, in around 200 BCE. Not only that – the expert way it was put together points to the fact that it was one in a long line of similar mechanisms, hinting at the possibility that an even more ancient computer may lie buried somewhere in the sands of the Aegean Sea.

Module 13

Exercise 2 (p. 162)

In today's weather: The east of the country will be experiencing high winds with strong gusts up to 60 kilometres throughout the day. Expect electrical storms overnight. In the north, temperatures continue to drop and there is a chance of frost for tomorrow morning, so bring your potted plants inside. Our viewers in the south will need their umbrellas for a torrential downpour with an average of 20 millimetres of rain per hour forecast over the next 24 hours. The west and central regions will experience more on and off light drizzle, so bring a raincoat just in case. Thick fog has been reported on the motorways, so please drive carefully.

Exercises 2 & 3 (p. 165)

Guide: Good afternoon students and welcome to Green Forest Zoo. My name is Fiona and I'm going to be taking you around the zoo today and telling you all about our animals. Before we get started though, let me tell you a little about the zoo itself. Green Forest was started by ecologist Peter Collins and works hard to protect endangered animals and educate people about them. Our conservation projects cover numerous species and have been in operation for over thirty years. Which is no mean feat!

We have lizards, mammals and birds in our zoo. In fact, we are starting at the lizard enclosure now. The first animal I'll tell you about is right behind me here, and is one of our most famous residents. If you look over there, you'll see him. This is our Komodo dragon, which is spelt K-O-M-O-D-O. But why are they famous? Well, that's because they are the world's largest lizard! Believe it or not, they can grow to lengths of up to three metres and ours is 2.5 metres and still growing!

Because of their size they are fierce hunters and tend to dominate their habitat, which is the open grasslands of the Indonesian islands. Komodo dragons eat mostly birds and mammals, especially the Javan rusa deer, which form the majority of their diet.

We're very lucky to have this specimen because Komodo dragons are rare in zoos. Actually, only 13 zoos in Europe have them. These amazing animals are very intelligent and can recognise people, our Komodo dragon 'Marty', knows all of his keepers! If you'd like to learn more about Marty you can read all about his story on our website. Now, if you'll follow me we'll go to see the meerkats …

Exercises 5 & 6 (p. 165)

Speaker 1

I took an astronomy course when I was in university, so it's not like I'm not interested in outer space. I actually studied history, but I was fascinated by the impact that the constellations had on ancient cultures, particularly the Greeks. I mean I completely understand their obsession with the universe as humankind has always been curious about what's out there. But I just don't get space travel. By sending robots into space, we can find out whatever we want. Why spend all the extra money to send humans? I don't get it.

Speaker 2

My last boyfriend was really into astrology. He was always giving me advice based on where the stars and planets were. Oh, don't go on that trip because your moon is in Cancer and all that stuff. I never really understood any of it. But it's funny, all that talk about stars and planets got me interested in astronomy. I bought this book called Observing the Moon. I figured it was a good place to start. I'm learning what scientists have discovered about it and some fascinating mysteries that are still unsolved.

Speaker 3

I really love camping and have done it for a long time. I love being out in the countryside and looking at the night sky. My friends and I would scream every time we saw a shooting star. Well, it seemed only natural that if I was going to be spending so much time staring into space, I should get a telescope. I bought a really good one that I take camping with me. Now, I go camping with my friends and I think I bore them sometimes with my excitement as I find celestial bodies that nobody else can see with the naked eye.

Speaker 4

My friends and relatives think I'm crazy, but I'd like to save up and take a trip into space someday, although I do realize it is very expensive. I can't think of anything more thrilling than to take a trip away from our planet. You might think it's a bit strange but I don't actually care much about stars and planets and whatever else is out there. I just want to see our own blue planet. I've read the reports from people who have seen it and they said it's an incredible sight.

Speaker 5

I haven't studied it or anything, but I still have a keen interest in astrophysics. I just find it absolutely mind-blowing to think about all the mysteries of the universe that are yet to be understood. I can spend hours watching videos about outer space online. There's this really brilliant scientist, Noel De Graff-Tyler, who has tons of fascinating content. He talks about everything from gravity to black holes, the planets, their moons, stars, galaxies and so on and so on. I mean, the universe is infinite after all!

Audioscripts

Module 14

Exercise 13 (p. 175)

1 I stopped eating meat, eggs and dairy because commercial farming practices are cruel. I think how we treat other living creatures is important, regardless of what animals they are.
2 It's basically modern day slavery. People are brought to other countries and forced to work for low or no wages. It can happen anywhere.
3 The climate is in crisis. The number of endangered animals is increasing, temperatures are rising, and weather patterns are changing. Recycling is good, but it's only a start.
4 We need to change the fact that, in many countries, young people are forced to work, to get married or simply cannot attend school. We need to protect these kids and let them be kids.
5 Using violence to spread fear, especially against ordinary citizens in order to achieve political goals, is unacceptable in our society. We have to stop bombings, kidnappings and airplane hijackings.
6 In a world where billionaires blast off into outer space, it's important to remember that a large percentage of the earth's population lacks proper housing, clean drinking water and adequate food on a daily basis.

Exercise 16 (p. 176)

Welcome to Economics. I wanted to use some of our first class today to go over what we'll be covering this term. We will start by examining inflation rates and studying how they impact the cost of living in our country. From there, we'll move on to unemployment and how this affects the economy. We'll also examine multinational corporations and the decline of family-run businesses. Our last topic before the winter break will be income tax, both personal and corporate. A detailed syllabus for the entire course is available online.

Exercises 2 & 3 (p. 177)

1 Most people where I live would say that the worst problem here is crime, and it's pretty bad, but what makes one area worse for crime than another? What bothers me is that some people don't make enough money to survive while others make loads. It's only natural that some turn to crime. I'm not saying that we should look back at the past with rose-tinted glasses, either. Sure there were lots of jobs in the past, but there was crime then too. We shouldn't put the cart before the horse. Let's get to the root of the problem and deal with this divide between incomes.
2 My city is so affluent. I mean you look around and you see signs of it everywhere – the huge houses, the cars, the fancy restaurants, but scratch below the surface and there's a problem no one wants to talk about. You see, it's not the easiest place to live. You need a good job with a good income in order to be able to survive here. I understand that there will always be inequality and our economic system is built upon having it, but I just hate to see all those people on the street. Surely, the government could take some of the money spent on urban development and construct some housing for these people.
3 Oh, where I live is fine. I mean there are social problems everywhere, crime, poverty, drug use, unemployment, but I'd say the city politicians and the authorities have done a great job cleaning up this city since the bad old days when street gangs roamed about freely. We no longer have the ultra rich and the ultra poor, but there is still inequality in terms of living standards. Even though we've made huge improvements there's still room for improvement. I wish the government spent less time and money on urban development and more on improving the quality of life for low income families.
4 My city is like a construction zone. I mean they're always building. I walk down a street in the city centre that I haven't been on in a few years, and I sometimes hardly recognise it. I guess it's good that the city is growing, some might say progressing, but all the development is driving rents up and pushing people out on to the street. Neighbourhoods that had remained the same for years are seemingly turned upside down almost overnight. I often ask myself if all this progress is worth it.

Exercise 5 (177)

Text 1

Man: Hello, children's social care, Lewishnam council. How may I help you?
Woman: Hi. Actually, there's an issue with my neighbours. They're a young couple – haven't lived here long. They seem nice and everything, but they keep leaving a young child alone at home.
Man: Ok, well that definitely is something that we will need to check.
Woman: What happens now exactly? Will anything come back to me?
Man: No, don't worry, everything is completely anonymous.
Woman: Right, ok. So what's next?
Man: To start with, I'll need some basic details, such as the address and names of your neighbours if possible. Then I'll arrange for a social worker to visit the property and talk to the parents to assess the situation. Usually we don't need to send the police at this stage. Following that, we can apply for a court order if needed to intervene and remove the child from harm.
Woman: Okay, thank you. So, the address is 37 ...

Text 2

I can't emphasize this enough. Voting is the most important individual power and right that you have in a democracy. I'm sure you've heard parents and maybe older siblings complain that they feel that their votes mean nothing. This is the most common reason for people not voting, and, unfortunately, it's often the people who really want change who don't vote because they feel it can't or won't happen. But if people don't vote, how can anything ever change? When people who want change don't vote, it's just giving power to those politicians who want to keep things the same. Do you know that in the 1950s over 80% of people in the UK voted in general elections? But it's been declining since then with around 75% between the 60s and 90s. Recently, it's around 65%. That's terrible. It's up to you, when you leave this place and get out into the world, to be a responsible citizen.

Text 3

Man: I heard you went to the protest march to Parliament yesterday.
Woman: I did. I felt compelled to do something. I mean I know the economy is not great now but education is the last place where the government should make cuts. I mean, just look at the state of this old building.
Man: But we have economic problems now. Investment in education is for the long-term. They should use any funds for extra investment to stimulate the economy instead. That way, when things get better, they'll have more to invest in education.
Woman: Sorry, I think that's naïve. Once governments make cuts to services, they know that people will get over it and, once people do, they know they can continue to neglect it. They'll never put the money back in. That's why it was important to get out yesterday and make some noise. Let them know we're not going to forget about it.
Man: And you certainly did that. I heard that there were around 200,000 people in the streets yesterday and that it got a bit rowdy near the end. I'm not sure I agree with that.

Woman: Well, I was there. I saw what happened. The event got hi-jacked by a few people looking for trouble. That's what led to the violence, not that it was all that violent. Nobody got hurt, there were just some teens throwing things and the police ended up taking those hooligans to the local police station anyway. The media just blew it out of proportion. The demonstration went on for about four hours and the altercation lasted a couple of minutes, at most.
Man: That makes sense, especially considering there were no injuries. But the media wants something that's most newsworthy, and a battle between police and protesters is much more exciting than a huge group of people walking down a street.
Woman: Yes, of course. We all know that about the media! Anyway, regardless, a lot of people heard about what happened yesterday. So it really raised awareness for our cause.

Exercise 6 (p. 177)

Most countries in the world measure the strength of their economy by what's called GDP, or Gross Domestic Product, which measures the monetary value of goods and services. But a tiny Himalayan nation, the Kingdom of Bhutan, measures prosperity quite differently. They use what's called 'GNH' or 'Gross National Happiness'. The idea came about in the 70s when then King Jigme Singye Wangchuck declared that: "Gross National Happiness is more important than Gross Domestic Product." The concept is that sustainable development should take into account and give equal importance to non-economic aspects of wellbeing. Unlike GDP, GNH sees the goal of government as valuing the collective happiness of the population, by emphasizing harmony with nature and traditional Buddhist values. According to the Bhutanese government, the four pillars of GNH are: equal and sustainable economic development; environmental conservation; the preservation of culture and the promotion of good governance. In 2011, the UN General Assembly officially urged member nations to follow the example of Bhutan by measuring happiness and wellbeing. Then, the following year, they declared the 20th of March as the International Day of Happiness.

Exam Skills Check VII

Exercise 2 (p. 187)

Interviewer: Today our guest is meteorologist Greg Manfred, and he's here to tell us about the recent heat dome that settled over western Canada and north-west USA, and its causes and effects. Welcome, Greg, and let's just start with this: what is a heat dome, exactly?
Meteorologist: Thanks for having me. A heat dome is created when a high-pressure weather system sits over an area for days or even weeks at a time. It acts as a kind of cap on the air underneath, not allowing the hot air to escape, rather like a lid on a pot of water on the stove. It just gets pushed back down by the high pressure, getting hotter and hotter, and this dome of hot air actually has the power to divert wind and other weather systems around it, winds that would normally move such weather on. The recent one stayed over Canada and the USA for five days, with deadly results.
Interviewer: What kind of temperatures are we talking about here?
Meteorologist: If we take the case of Canada, record temperatures were registered from Alberta to Ontario, but the highest were in British Colombia. In Lytton on June 29th, the thermometers hit 49.6°C, the highest temperature ever recorded anywhere in Canada. As for the US, the county of Chelan in Washington State reached 48°C, Salem in Oregon 47°C and Palm Springs in California 49°C – though the latter is obviously more used to such extremes.
Interviewer: What was the cost, in human and environmental terms?
Meteorologist: It was enormous, of course. Over 1000 deaths have been put down to the heat wave, most of which occurred in Canada. Thousands more were hospitalised. Huge cracks appeared in roads and pavements, and damage to structures like bridges is still being examined. Fruit was effectively cooked on the trees – for example, Washington farmers reported losing 50-70% of their cherry crop. Forest fires broke out all along the west coast of the USA and Canada. Scientists have estimated that a billion marine animals may have died on the Canadian coast alone.
Interviewer: Shocking numbers, indeed. Before we get into details, answer me the question on everybody's lips – how much of this is down to climate change?
Meteorologist: This has been described as a 1000-year event, meaning that there has been nothing like it in a thousand years. Other experts say more. The likelihood of it occurring has been estimated as 150 times more than if there were no global warming. The north-west of the USA had been suffering from extreme drought before the system arrived, so this obviously contributed to the rapid heating of the air. As a meteorologist, I look at the wider picture, and in combination with all the other extreme weather events we've been experiencing, I don't think the arguments of the climate change deniers hold water anymore.
Interviewer: Well, there's no water left, is there! I'd like to look at a few things in more detail now ...

Answer section

Note: *Please note that in some open-ended tasks, it is possible to find more correct answers, apart from the ones that are provided in the Teacher's Book.*

Module 1

Vocabulary (pp. 6-8)

1 b) (Suggested Answer)

Julie has a freckled face and wavy hair.
Sandra has straight, fair hair.
Sam has full lips and an oval face.
Jessica has thin lips and dark, straight hair.
Jack is clean-shaven, has short, straight hair, and a broad nose.
Laura has fair straight hair and a thin nose.
Max has wavy hair and thin lips.
Ann has full, bow-shaped lips and dark hair.

2 a)

PATTERN	STYLE	MATERIAL	SIZE
multi-coloured floral polka-dot striped checked plain	baggy smart casual formal trendy over-sized polo-neck high-heeled long/short-sleeved	cotton woollen denim linen leather silk	large small long short loose tight-fitting

b) (Suggested Answer)

Tibor is wearing a baggy red shirt and a pair of stylish denim jeans. Joanna is wearing high-heeled, leather shoes and black and white striped trousers with a polka-dot blouse. Vicky is wearing an oversized cardigan, a smart shirt and casual, loose trousers. Tom is wearing tight-fighting, trendy trousers, and a floral cotton shirt.

6 (Suggested Answer)

When someone cries, it usually means they are sad.
When someone stamps their feet, they are probably unhappy or frustrated.
When someone sweats, it usually means they are hot or maybe nervous.
If someone taps their fingers, they might be bored or anxious.
If someone is trembling, they might be scared or furious.

7 (Suggested Answer)

I think elementary school teachers are patient and enthusiastic.
I think lawyers are serious and professional.
I think construction workers are hardworking and careful.
I think photographers are creative and artistic.
I think entertainers are confident and charismatic.

9 a) newborn, toddler, school-aged child, teenager, young adult, grown-up, middle-aged person, senior citizen

11 (Suggested Answer)

A: In your opinion, are good looks more important than a great personality?
B: I think they are equally important for a person, aren't they?
A: They are both important, true, but for me a great personality is more important. To have a good character and be an appealing person in terms of character takes effort, and time to develop, whereas your looks are something that you are born with and you have put no effort into cultivating.
B: I see what you are saying, but I think people do develop their looks and appearance too. I don't mean through surgery or anything drastic like that, but by taking care of themselves and their looks.
A: True, but if you are born an average looking person, there isn't an awful lot you can do about it! However, you can practise conversation skills and develop your sense of humour so that you become a more interesting person.
B: That is true, although developing yourself as a person is harder than maintaining your appearance. Mind you, they say good looks fade as you age, so if your appearance is all you have, you may find that one day you are left with nothing but a bland personality and a collection of nice photos that show how you used to look.
A: I think the hard work necessary to develop a good personality is what makes it a more appealing characteristic than good looks.

Listening (p. 9)

1 (Suggested Answer)

I think your adolescent years, or maybe early adulthood are the best because you start to have more freedom and some adult privileges, but you don't have to worry about having a career or any serious responsibilities.
I think being a pensioner must be nice. Once you have finished your working life and you retire, you can spend your time on your family and hobbies. As long as you have good health, this time of life can be really rewarding and enjoyable.

5 (Suggested Answer)

My favourite item of clothing is an old leather motorcycling jacket I have. It used to belong to my uncle when he was younger, so I suppose you might call it a vintage item now. It must be over thirty years old! The leather is good quality and is very soft. I very rarely wear it but I love it and it's really trendy. I'm very happy he gave it to me.
In my description I included information about the style and material of the jacket, and who gave it to me.

Reading (pp. 10-11)

1 (Suggested Answer)

- Yes I do have social media accounts, I have (Facebook/Instagram/Twitter etc.). No I don't, I don't use social media because I don't like it.
- Using social media has many benefits, for example you can share your pictures and opinions for other people to see and look at what other people have been doing. You can also find many nice products to buy.
- Yes, there are many negative aspects of social media. Many people find that social media distracts them from the important things in life, like family, friends and a healthy lifestyle. People who use social media regularly may get addicted or experience anxiety.

2 a) 5 personality test
6 different categories/groups
7 type of person
8 become/think about becoming/consider being/plan a career as

b) Definitions for words in bold

peer pressure (n): the strong influence of teenagers on their friends that changes their behaviour
excessive (adj): more than is needed
network (v): to get in touch with other people
maintain (v): to continue to keep in existence or have
isolated (adj): separated from others, alone
invaluable (adj): extremely helpful
expose (to) (v): to be put into contact with sth, usually sth harmful
promote (v): to encourage the development of sth
initiative (n): a plan or scheme to achieve a goal
privilege (n): an advantage given to a specific group over others
introvert (n): sb who is shy and withdrawn
extrovert (n): sb who is outgoing
sorter (n): sb who organises things/people into groups
era (n): a particular period of time in history
sensing (adj): having a character trait that gives the ability to empathise with others
intuitive (adj): having a character trait that makes sb able to understand sth based on their instincts
judging (adj): having a character trait that makes sb likely to view others harshly
perceiving (adj): having a character trait that makes sb able to understand and see things well
perception (n): a belief or opinion about sth/sb
defender (n): a personality type that protects others
visionary (n): sb who is creative or groundbreaking
dismiss (v): to reject sth as invalid
pseudo- (prefix): fake, not real
utilise (v): to make use of sth

3 (Suggested Answer)

I think I am more of an introvert, because I don't enjoy big groups or being the focus of attention. I prefer small groups of close friends, or spending time alone doing something I enjoy, like reading or listening to music. I think I have more type B personality traits.

Use of English (pp. 12-13)

5 (Suggested Answer)

Verbs and nouns that end with **-e** or **-y** often drop their last letter when they become adjectives ending in **-able** or **-ible**.

Writing (p. 14)

1 (Suggested Answer)

In the introduction the writer indicates the subject of the article in the form of a question.
The first main body paragraph presents the positive impact celebrity role models have on their fans, supported by examples/reasons.
The second main body paragraph presents the negative impact celebrity role models have on their fans, supported by examples/reasons.
In the conclusion, the writer summarises the main points and gives his/her opinion.

4 a) (Suggested Answer)

I think professional athletes should be expected to be good role models because young people frequently copy their behaviour. For example, footballers influence a lot of young people with their style and attitudes.

b) (Suggested Answer)

Be a good sport!
The world of sport is big business and the athletes at the heart of this industry are often household names, with millions of fans worldwide. Don't you think professional athletes should use that power in an inspiring way and be role models?
Sports stars have a huge following with millions of people hanging on their every word. The power of their influence can go beyond sport and also help social issues. For example, famous athletes like Giannis Antetokounmpo set up charitable foundations and give back to the community. As a result of seeing their heroes help the community, many fans also feel inspired to do the same.
There's no denying, however, that the scope of this influence can have a negative effect. If a sports star cheats or gets involved in doping for example, it undermines the principal message of sports: fair play. This can have an effect on young people who don't see why they can't just cut corners to get what they want. After all, if my hero can do it, why can't I?

At the end of the day, sports stars live a fairytale life. They have huge success and a lot of money, but they should remember the fans and where this money comes from. Pro athletes have an obligation to set a good example and encourage teenagers to be their best selves. After all, if they don't, their very careers could be on the line as their places on teams and their sponsorship often depend on good conduct.

Speaking (p. 15)

1 (Suggested Answer)

police officer	teacher	head teacher	coach
president	supervisor	older sibling	

2 (Suggested Answer)

I think I feel most comfortable with teachers, as they help you learn and develop your skills. As long as you behave, they are there to support you. I feel less comfortable around my head teacher, I feel like I have been sent to see her because of something bad I've done, even when I haven't done anything at all!

I am very comfortable with my family; I feel like I can trust my older siblings to give me good advice. I know they care about me and have recently lived through the same stage in life I am going through, so they understand how I feel. I can tell my older brother anything and he will help me.

The only person I don't mind criticism from is my sports coach. He only wants to motivate the team and help us be the best we can be, even if he has to push us constantly and sometimes shout at us, too!

3 (Suggested Answer)

In the picture, a police officer is kneeling on one knee, handing a stuffed toy to a young boy; it looks like he is returning a lost toy. The boy is taking the toy with his right hand. He looks a little nervous, but his mother is crouched next to him. She has her hand on his arm and looks as if she is reassuring him and encouraging him to take the toy. She is smiling. Although the police officer looks tough and serious, he is doing a kind act, and he is focused completely on giving the child his toy back.

4 (Suggested Answer)

1 The police officer is returning the stuffed toy to the boy after he dropped it. He could be returning a toy that the boy left somewhere.
2 Yes, I would like to be a police officer because I care about my community and like helping others.
No, I wouldn't like to be a police officer; I think it is a dangerous job and the pay could never convince me to take such risks with my safety.
3 Last autumn, when I was hiking in the Tatra Mountains with two of my friends, we went off the trail and got lost in the forest. We completely lost our sense of direction and started panicking not knowing where to go next. It was getting dark, so we shouted for help and luckily, a local mushroom picker heard us and helped us get back on the trail again. He was so kind and helpful that he even shared his food with us as we got quite hungry wandering through the forest all day long. We were very grateful to him.

5 (Suggested Answer)

Interests	Skills
sports (surfing, climbing, football etc.)	self-confidence, teamwork
chess	focus, strategy
blogging	writing, editing
travelling	planning, organisation
reading	analysis, memory

A: I am thinking of starting a new hobby or activity in my spare time.
B: Oh really? Good idea. What are you thinking of doing?
A: Well, I already enjoy hiking, camping and generally spending time in the outdoors surrounded by nature, so I think something that is in the outdoors would be good. I already have some good boots, a large backpack and a waterproof jacket. I'm interested in nature and I've always wanted to know more about the natural world.
B: Do you have any specific interests? Like fishing or hunting?
A: Hmm, interesting suggestions, but I don't think I have the patience for fishing and hunting doesn't appeal to me at all! I am thinking of trying birdwatching, it might be an interesting thing for me to do. I already enjoy walks in the forest and marshland where there are lots of different species of birds!
B: Birdwatching? I would never have thought of that. Don't you think it might be a bit boring? If you don't have the patience for fishing, you certainly won't have the patience for birdwatching! Maybe you should consider something more active, like whitewater rafting!
A: Interesting suggestion, but I really don't like the sound of that! I'd prefer to stay dry and keep my feet on solid ground. If I took up birdwatching, I could develop the skills I have from hiking, like navigation and map reading and also work on new skills like camouflaging myself and finding good places to observe wildlife from. I'm interested in nature, so it would be fascinating to see what other might see!
B: That sounds cool. Would it be expensive to get the things you need?
A: I don't think so. Like I said, I already have some good boots and a backpack. I might need a new camouflaged waterproof jacket though; the one I have got at the moment is bright orange so I think the birds might see me in that!
B: I think you might be right there!

A: I would need some good binoculars, but I could look for some second-hand ones to save money. Other than that, a good wildlife identification book is all I'll need and those aren't expensive.
B: Well, it sounds like you know what you're doing, good luck!
A: Thanks!

Module 2

Vocabulary (pp. 18-20)

3 (Suggested Answer)

In my kitchen, I have marble work surfaces, stools, blinds, tiled floors and a dining table.

10 (Suggested Answer)

A: I want to get a flat of my own. I don't get on well with my flatmates.
B: How will you afford it?
A: Don't worry. I won't fall behind with the rent. I've been saving up.
B: Have you given a month's notice?
A: Yes, and I've found a place that I don't have to pay in advance for or do up. It's pretty modern.
B: Good for you. Invite me over when you move in.
A: I will.

13 (Suggested Answer)

I'd like to have a bigger kitchen with a kitchen island and a built-in refrigerator. My current kitchen is quite small and cramped.

Listening (p. 21)

1 (Suggested Answer)

My childhood home was a small house in the countryside. There were two bedrooms, a kitchen, a living room and a bathroom. It had a lovely garden where I would play with my sister. I liked the garden and our cosy bedroom, but I didn't like the small living room or the cramped kitchen.

4 (Suggested Answer)

I would prefer to live in a three-bedroom house on the outskirts of the city. I think it would be more pleasant to be away from the noise and traffic of the city but easy to get into the centre for work or leisure. I'd also like to live in a house with lots of space.

Reading (pp. 22-23)

1 (Suggested Answer)

I think my current home is big enough because there is a large kitchen and living room as well as plenty of outdoor space. / No, I don't think my current home is big enough because my bedroom is very small and four of us must share a bathroom.

3 1 popular
2 typically more affordable
3 moved round
4 environmentally conscious

4 (Suggested Answer)

Yes, I could live in a tiny home because it would be better to have my own place even if it was small than to pay high rent to someone else. / No, I couldn't live in a tiny home because I like my space too much and I don't mind paying rent to have a bigger place to live.

5 (Suggested Answer)

A C B
I think the riverboat is my favourite because it is beautiful and you can travel up and down the river and the countryside. The mobile home is my second favourite because again you can move around the country and see different places. The tiny house is my least favourite because although it seems to have a garden and some outside space, it is very small and does not move.

6 (Suggested Answer)

If I were a billionaire, my home would have a swimming pool, a media room and a mini cinema as well as a gym and a games room with a pool table and arcade machines.

7 Definitions for words in bold

top (v): to surpass
residential (adj): relating to where people live
construct (v): to build
luxury (adj): of the highest quality and expensive
temple (n): a place of worship
tranquil (adj): quiet
amenities (pl n): facilities
purchase (v): to buy
nestle (v): to place sth in a comfortable area
hectare (n): an area of 10,000 m2
adorn (with) (v): to add sth to sth else to make it more attractive
idyllic (adj): very beautiful
occupant (n): sb who lives somewhere
state-of-the-art (adj): very modern

Use of English (pp. 24-25)

3 (Suggested Answer)

A: Why is finding the perfect flat difficult?
B: Because lots of people want to live in flats, so, good ones don't become available very often. Why do some young people not have enough money to live downtown?
A: Because the rents are expensive. Do you like modern furniture and not antiques?
B: Actually, I prefer antiques to modern furniture. Why is sharing a flat usually not a problem for university students?

A: Because that's what they expect to happen because they have a small budget and it saves them a lot of money.

Writing (p. 26)

1 (Suggested Answer)

The writer believes living in a flat is better than living in halls of residence.

4 (Suggested Answer)

Living in cities: access to lots of amenities, transport buses, access to shops, no commuting, great social life, multicultural environment

Living in the suburbs: quiet, access to wildlife, natural beauty, parks, available amenities less but cheaper, great community spirit, less crime

5 (Suggested Answer)

Living in the suburbs rather than in a city centre seems to be the preference for many working people these days. However, it is my opinion that living downtown is better.

To start with, living downtown gives you access to all the amenities you like. For example, there is a wide choice of shops and restaurants to choose from that are all close by. In addition, you can easily get around as there are lots of transport options such as the metro and the city buses, and you are central to everything.

Moreover, you can choose from lots of different entertainment options. All the best theatres, cinemas, libraries and museums are in the city centre, sometimes in their own district. There are also parks, sports centres, shopping centres and markets to visit. Although some may argue that there are more people in the city centre and it can be crowded at times, I believe that you have more opportunities to meet new people and make friends.

Lastly, when living downtown you learn about new cultures. Cities are multicultural and you can enjoy the diversity of being surrounded by people from all over the world. Also, you don't have to worry about not fitting in because there are so many different types of people.

To sum up, living downtown is better than living in the suburbs because you are in the heart of the city with access to everything and so many things to see and do and people to meet.

Speaking (p. 27)

1 (Suggested Answer)

To me, the quote means that we love where we live because that is where the people and things we care about the most are.

To a teacher, they might feel at home in a school or classroom because they care about their students, their work and their colleagues.

To a grandmother, they might feel at home in their house where they raised their children and their grandchildren come to visit.

To a university student, they may miss their family home because they usually study a long way from their town or city, and it is a new place with new people.

To a teenager, they may feel at home with their friends wherever they may be because home life can be stressful for teens.

To a new immigrant, they may miss their homeland because they have left their friends, family and culture behind to live a new life in a new country where everything may feel strange at first.

2 (Suggested Answer)

This picture looks like it was taken on a porch or outside deck in front of a mobile home or caravan. There is a man and woman sitting on outdoor furniture and relaxing with their legs stretched out in front of them. The couple is older. They may be retired or they may be on holiday. The woman is on the left of the picture. She has a book in her lap, and she looks like she is thinking. The man is on the right of the picture, and he is using a laptop. Between them there is a small table with a radio and a bowl of fruit on it. Behind them is their mobile home. The door is open, and we can see part of the kitchen. They might be listening to the radio. They both seem relaxed and happy.

3 (Suggested Answer)

1 I think the people feel happy and content about their living situation. They are enjoying the outdoor space.
2 I would like to go on holiday in a mobile home, but I wouldn't like to live in one. I think it would be fine in the warm weather and to travel from place to place, but in the winter I think it would be cold and not an enjoyable place to live because it would be too cold to spend much time outside and the living areas would be small.
3 Five years ago, when my little sister was born, my parents decided that we needed more space as our family had expanded, and bought a four-bedroom house in the suburbs of Wrocław. We were very excited and when the new house was ready, we were all packed and ready to go. However, my father decided not to hire a moving company in order to save some money and we ended up going back and forth between our old apartment in the city centre with no lift and the new house located 40 km away. It took us a whole week to move all the boxes and furniture to the new place and we were exhausted in the end. After that, my father admitted that he should have hired a moving company.

4 (Suggested Answer)

I would choose the style in picture 2 because it is cosy and looks very comfortable as well as modern. I wouldn't choose the style in picture 1 because it is too old-fashioned for my taste, and the style in picture 3 is too modern and does not look as comfortable as in picture 2.

5 (Suggested Answer)

1 Everyone has different taste and different ideas about style. I think people like to decorate their rooms in their homes in different styles to give each room some character and to help the room be used in the best way for its purpose.
2 Teenagers would want their room to be decorated in a modern style because teenagers like to follow fashion and don't want to seem old-fashioned. They are young, like modern ideas and new gadgets so a modern style would fit with this.

Exam Skills Check I (Modules 1-2) (pp. 30-31)

4 (Suggested Answer)

A: What do you like to do with your family?
B: My family eats dinner together in the evening, and I really like that. We all sit at the dining table and talk about our day. It's good because it gives us a chance to catch up with what has been happening. I also like going for walks with them at the weekend. It's really nice spending time together outside in the fresh air.
A: What does your best friend look like?
B: My best friend is tall and thin with short blonde hair and blue eyes. He has pale skin and a slim face.
A: What is he like?
B: He's very funny. He's always making me laugh. And he is kind and generous. He is always there if I need him and he is a good listener.
A: Do you think your clothes reflect you character?
B: My clothes are quite casual, so yes I do think they reflect my character because I think I am quite a laid-back person. I don't really worry about what people think of the way I dress or act.
A: What's your favourite room in your house?
B: My favourite room is my bedroom. I like it because it's where I relax, listen to music and play computer games. It also has a really good view of the park outside my house.
A: Would you like to change anything about your house?
B: The only thing I would like to change about my house is the kitchen. It's quite small, and it would be nice to have room for a table that we could eat breakfast at.
A: Which household chores do you do regularly?
B: I tidy my bedroom every week and I often take out the rubbish. I also usually set the table for dinner with my brother every night.

5 (Suggested Answer)

In the picture, I can see three people in a park, a boy, an old man and a younger man. Two of them, the boy and the old man, are sitting on a wooden bench playing a game of chess and the other man is watching them. The boy is playing with the light coloured chess pieces. The boy is wearing a blue T-shirt and a red baseball cap, and the old man is wearing grey trousers, a grey short-sleeved shirt and a cap. He also has a watch on his left wrist. The man watching them is wearing a white T-shirt and black trousers. Behind the people, I can see some grass and trees and behind the trees there appears to be some buildings.

1 They're in the park because it's a beautiful day and instead of playing chess indoors, they've probably decided to go to the park and play. It also means that the boy can go to the playground and the granddad can go for a walk after they finish their game.
2 I think it's a good thing to live near a park. My house is opposite a park and I often play football there or go for walks. It's good to be outside in the fresh air spending time in nature.
3 Well, the last time I went there I actually went running by myself, because I hadn't met with my friends to play football for a while. It was a beautiful day and I went out just before sunset. I remember hearing birds in the trees as I was running and it made me feel happy.

Module 3

Vocabulary (pp. 32-34)

1 b) (Suggested Answer)

physics, PE (Physical Education), ICT, geography and music are some of the subjects missing from the list. My favourite subjects are English, history, art and music. I enjoy art and music because they are creative, and I enjoy history because we learn about our country and the world. English is my favourite subject because it is important for my future and I am good at it.

4 b) (Suggested Answer)

A: This assignment topic is so hard; I wish we didn't have to do it!
B: I know it is difficult, but it is important to do it as this topic is guaranteed to come up in the final exam, it always does.
C: There is so much to remember, I keep forgetting the dates and names and I have to look them up in the book. I hope I can remember them for the exam; I'm struggling to keep up with the workload.
B: I'm sure you will be fine; the point of doing the presentation is to help us remember the important details.
A: We must make sure all of our information is accurate. When we finish this draft, we should look over the assignment very carefully.
B: Good idea, we don't want to hand it in with any mistakes. That would mean we get a lower grade for sure.
C: Imagine if our teacher hands it back and we have written down the wrong year, or spelled a name incorrectly, that would be so embarrassing.

Answer section

8 b) (Suggested Answer)

In England, children attend preschool before they start compulsory education at age four. They attend primary school until the age of eleven when they move to secondary school. At age 16, students must decide what they want to do next. Many go to Sixth Form college until age 18, completing their A Level exams. Others may leave school and join a technical college. Students can then move on to higher education, becoming an undergraduate at university. If they want to carry on studying, they can continue into postgraduate study.

13 (Suggested Answer)

I like all of these quotes, but my favourite is the first as it appeals to my adventurous spirit. I think that adventure pushes you out of your comfort zone and forces you to find solutions to problems. An adventure should change the way you think and make you consider how you see the world. I think going on an adventure would be a great way to learn.

Listening (p. 35)

1 (Suggested Answer)

The teacher may mention any of the following; the nature of the task (essay, presentation etc.), the expected content, the word count for a written piece or the time limit for a presentation, the reference style they would like the students to use and the grading scheme which should tell the students how their score will be calculated. They may also mention a due date for the piece of work.

2 a) Key words/phrases to be underlined

Text 1: marks, organising ideas, awarded, content, delivery, appearance

Text 2: opinion, not fact, used ideas, weren't hers, couldn't have thought, on her own, didn't know how, provide references

Text 3: When, Carole, get, idea, platform, was teaching, South America, 2 years ago, was teaching Korean students, was on social media, interviewer, common problem, EFL learning, number, weekly classes, online learning platforms, lack, practical skill application, sizes of classes, what, isn't included, information, posted, site, taste, music, country, live in, good English, work experience, why, advanced students, connect, lower level, football, experience, teacher, evaluate, make connections

3 (Suggested Answer)

Yes, I would like to use this app because I would like to practise my speaking more but I don't know many people who are learning English to do it with.
No, I wouldn't like to use this app. I get plenty of practice speaking English with my classmates and friends.

5
1 ordinary levels
2 three academic years
3 who decided
4 Gove

6 (Suggested Answer)

Before an exam, I feel a mix of feelings. I feel nervous, because it is important to do well, but I also feel a bit excited as I have studied hard and I want to show what I have learned and demonstrate my abilities.

Reading (pp. 36-37)

2
1 The first IB school was started by a group of teachers from the International School of Geneva. They recognized a need for the standardisation of schools for students whose families move all over the world, from one education system to another.
2 The programme was initially available only to older secondary students because this is the age at which they have exams that lead to university, and the need for standardisation was greatest at this stage.
3 The system allows students to move between countries easily. The programme is designed to challenge the students and promote independent and critical thinking. IB schools offer unusual classes not typically available in other schools. IB schools have high university acceptance rates for graduates and increased access to scholarships.
4 Many of the schools which offer the IB have high tuition fees, and are therefore available only to the wealthy.
5 IB schools encourage students to understand and appreciate other cultures through learning about people and societies around the world.
6 The author's purpose is to inform the reader about the history and purpose of the IB system, speaking mostly about its advantages and benefits.

3
worrying – alarming
firstly – initially
rich – wealthy
observed – recognized
in agreement with – in line with
easily – effortlessly
standards – expectations
test – challenge
officials representing a country abroad – diplomats
started – established

5
1 Initially
2 In terms of ...
3 Additionally
4 In line with ...
5 While

6 (Suggested Answer)

I agree that learning about other people and cultures makes students more liberal and tolerant. I think that if you are exposed to different cultures and world views, it helps you to see the world from different perspectives and that forces you to question your system of values. I think that if you try and see the world from the position of others, you realise how similar we all are and that helps you to be more empathetic.

7 a) 5 her chat section
6 extreme loneliness
7 had taken French lessons/classes / had been learning French
8 maintaining a positive attitude

b) Definitions for words in bold

facilitate (v): to make an action or process easier
secure (v): to succeed in acquiring sth
be hooked (v): to get enthusiastic about sth
walk sb through sth (phr v): to explain a procedure or series of events to sb
look into sth (phr v): to research or investigate sth
resounding (adj): very great
hospitable (adj): polite and generous to visitors or guests
transition (n): a change from one situation to another
settle in (phr v): to become comfortable in a new situation
in no time (phr): very quickly

Use of English (pp. 38-39)

5 Verbs that end in ***-e*** can take either ***-r*** or drop ***-e*** and take ***-or***.

8 (Suggested Answer)

CELTA can help future teachers by being a convenient way to learn the skills needed to teach English. Courses are standardised around the world meaning future teachers can expect the same quality of training wherever they end up taking their course.

Writing (p. 40)

4 (Suggested Answer)

Arguments for	Arguments against
• An opportunity to experience new places and culture • A chance to meet new people • To learn and develop skills for self-sufficiency • A fresh start away from those who know you	• You are far from your support network of family and friends • It is often more expensive • Possible culture shock if studying abroad, possible homesickness jeopardizing studies • Less able to respond effectively in an emergency situation

5 (Suggested Answer)

University can be one of the most enriching times of your life, full of new experiences and personal growth. For many students this is best pursued at an institution outside of their home town. However, such a choice comes with both positive and negative sides that should be considered carefully before making such a life-changing decision.

There are certainly some clear advantages to studying at a university outside of your hometown. The new opportunities moving away can offer students may be invaluable to their development. For instance, new places can expose a young mind to previously unknown culture, new people and ideas. Moreover, these new opportunities can help shape the students, giving them a fuller, more rounded university experience by being fully immersed in campus life. Consequently, they will gain the maximum personal development possible during this unique time in life.

On the other hand, there are also some disadvantages. First of all, students won't be close to their support networks of family and friends that they need to help them with difficult situations and the inevitable challenges of life. As a result, students might not be able to cope with the substantial changes that occur during life at university as they won't have the support of friends and family.

All things considered, although there are disadvantages to studying in a different city, I believe that the social and cultural advantages offer a huge benefit. By studying away from home, students can make full use of all the incredible opportunities that university life presents them, and get the best out of their experience.

Speaking (p. 41)

1 (Suggested Answer)

The quote means that although a teacher can introduce a student to the knowledge and tools of a subject, it is up to the student to use them.

2 (Suggested Answer)

I like the large windows in this classroom; they make it bright. I also like the IWB because it's a really cool learning tool. I don't like the chairs because they are quite uncomfortable and I don't like the grey paint on the walls.

3 (Suggested Answer)

I think the third classroom would be best because this picture shows a smaller, more intimate learning environment. There is a group of students who are standing with their educator, who is sitting on a table, showing them something on a laptop. The body language in this picture is all very relaxed and casual, suggesting there is a friendly atmosphere in the room.

The students all look engaged and are listening intently to what the teacher has to say.
The other pictures show larger learning environments that are less personal, suggesting that the students will receive less time with their teacher. The first picture shows a room with lots of computers, which I would not enjoy, as it appears to be very focused on technology. The second picture shows a lecture room where the students are listening to a lecturer. Although preferable to the first image, this room seems to have a lot of students in a very impersonal setting. There is a white board behind the lecturer, which seems the least engaging tool of all three pictures.

4 (Suggested Answer)

1 My ideal classroom would be bright and airy with comfortable furniture and a relaxed atmosphere. Technology isn't so important, but an inviting space would make learning fun.
2 I believe that a library would make a great environment for learning in. Libraries have lots of books to use and many quiet study spaces that are inspiring.
3 My learning style is visual, I learn best by watching people do things. When I see how they are done, I can do them almost immediately.
4 My ideal school would have large, well-lit classrooms with few students in each class, about fifteen. They would have a good mix of computers and traditional classroom materials. I would like a school with science laboratories so I can participate in experiments. I would also like a school which has a large auditorium for drama classes and clubs.
5 Who should make the decisions depends on what decisions are needed. Education policy decisions could be made by senior teachers, inspectors or politicians. Decisions about what happens in a particular school should be made by head-teachers. Decisions about lessons should be made by teachers. Decisions about an individual's personal education should be made by that individual with advice from their parents and possibly older siblings.

5 (Suggested Answer)

A: Hello and welcome to our school. Let me show you around and give you the most important information. Can we start with the building facilities?
B: Of course. I'm very excited to be here and would like to know all about the school. I've noticed that the school building is quite old, so I reckon this is a school with traditions that are handed down from generations to generations. Am I right?
A: Close enough. The main school building looks old, but there is also a modern part, which has been built recently. The school provides dedicated science labs, gyms, computer labs, art studies, a concert hall and a theatre for drama. So, we follow our tradition, but combine it with the latest trends in education.
B: Excellent. I love the idea. It seems I will be able to learn many new skills here.
A: Talking about skills, are you interested in any extracurricular activities or after-school clubs?
B: Sure. Does the school offer anything connected with sports?
A: Absolutely. We have numerous school sports teams, a school band practice, drama club and art club.
B: Sounds great. I'd love to join one of the teams. Do you think they will accept my application in the middle of the school term?
A: I'm sure they will. No need to worry about it. Besides, the class sizes in our school are rather small, and the teachers are always very flexible when it comes to newcomers.
B: Oh, that's quite a surprise to me. In my old school we had thirty-five students in one class, and the corridors were always very crowded.
A: Well, it won't be a problem here. Classes are usually up to twenty students. And you'll love our teaching staff. They are all highly-experienced teachers with a great track record of results, but above all, they're very friendly, patient and helpful.
B: Wow, I already like the place very much. Thank you for sharing all the information with me.
A: You're welcome. If you need anything else, just ask me or take one of the prospectuses.

Module 4

Vocabulary (pp. 44-46)

2 b) (Suggested Answer)

Working as a graphic designer interests me the most because I am a creative person and I love design. I think it would be an interesting and exciting job to have, and it wouldn't ever get boring. Doing something you love for a career would be really amazing.
Working as a bank clerk interests me the least because I really dislike maths. I'm not good with numbers and I don't find the idea of working in a bank interesting. I think I'd find it very stressful.

3 (Suggested Answer)

A firefighter has lots of important duties. They have to help rescue people and of course put out lots of different kinds of fires. The pros of this job would be that it's challenging, you get to help people, and you get the respect and admiration of the community. The cons are that it's stressful, dangerous, and the working hours are very erratic.
A waitress's duties include taking orders, serving customers, and maintaining the restaurant. The pros of this job would be that you get to meet and interact with lots of people, it's safe, and there are always lots of job opportunities available. The cons are that it can be stressful, you can have long hours, and the pay isn't always good.

A carpenter's duties are building and repairing items made out of wood. The pros of this job are that it's very creative, you get to produce nice things, and you get to develop and use a special skill set. The cons are that it can be physically demanding work and takes lots of effort.
A bus driver's duties are to transport people to and from different destinations and ensure the safety of all passengers. The pros of the job are steady routes and hours and good job security. The cons of the job are that dealing with passengers can be difficult and that driving for many hours might get boring.
A security officer also has many important duties such as ensuring people's safety, identifying and stopping criminals and working closely with police. The pros of the job are that you get to help and protect people and make an area a safer place. The cons of the job are that it can be dangerous and have many risks.
A microbiologist's duties include working with research teams and studying bacteria, viruses, fungi and parasites. The pros of the job are that you are doing important work to improve health research, and that it is well paid. The cons of the job are that it needs a lot of qualifications and training and job opportunities could be limited compared to some other jobs.

10 (Suggested Answer)

A: So, do you have any questions for us?
B: Actually yes. I'm very interested to learn more about the compensation package on offer and the perks.
A: Of course. Naturally, since this is an opening for an office clerk we don't pay hourly wages like your last position. Salary is paid monthly directly into your bank account on the last Friday of every month when you also get your pay slip.
B: Excellent, and are there any other benefits aside from that?
A: We provide a company car, as well as a discount scheme for a national coffee chain.
B: Wonderful, thank you!

Listening (p. 47)

1 (Suggested Answer)

A: I think the advantages of being a pilot are that you get paid a great salary and can travel the world. But I think the disadvantages are that you'd rarely see family, and it would be very difficult to settle down.
B: Yes, I agree. The advantages of being a politician I think are that you get to be in the public eye and your decisions change the country. I think the disadvantages are that you'd get little privacy and there would be a lot of pressure. What do you think of being a doctor?
A: Well, the advantages of being a doctor are that you also get very well paid and that you get to help save people's lives. The disadvantages are that you work difficult shifts often late at night and that people's lives are literally in your hands. Any mistake could be very costly.
B: Yeah, that's very true. I think the advantages of being a teacher are that you get to help children develop and achieve their dreams. The disadvantages are all the extra work outside of the classroom such as marking, and the low pay that some teachers get.

4 (Suggested Answer)

I'd like to try being a travel agent, maybe for an online holiday company. I think it would be an exciting job because you'd get to travel a lot and also meet a lot of people. I really like the social aspect of careers like this because I'm an outgoing person.

Reading (pp. 48-49)

1 (Suggested Answer)

In the UK the typical work week is 40 hours. Students spend around 30 hours a week at school in England. Personally I think that people should spend less time at work and school. I believe that the ideas around our working week are outdated and very old-fashioned. Research shows that people can actually be more productive with a shorter working week and much more content. In fact, in some European countries they are even making the working week shorter already.

2 1 hours/time
2 work-related stress
3 work remotely/work from home
4 the environment

3 a) (Suggested Answer)

1 European countries that work longer hours include Russia, Poland and the Czech Republic. Those that spend less time at work include Spain, Italy, Germany, Norway and the Netherlands.
2 According to the text, bosses spend more time at work than employees. I think this is due to the extra administration and responsibilities that they have over regular staff.
3 A four-day work week doesn't necessarily mean less working hours a week. The hours that make one working day could be split and divided between fewer days to equal the same amount of work time over fewer days. For example, four days from 8 am to 5.30 or 6 pm.
4 I think that some companies are hesitant to try a shorter working week because they are set in their ways. They might also be sceptical over how plausible it is and might want to keep the office open Monday to Friday to match needs of international clients or partners.

Answer section

b) Definitions for words in bold

counterpart (n): sth with the same function as sth else in a different place or situation
top (v): to exceed a certain amount
variation (n): a difference in amount, level, etc
burnout (n): the state of feeling exhausted because of overwork
trial (adj): done as a test to see how sth works
impact (on sth) (n): the effect sth has on sth else
loyalty (n): the quality of being faithful to sb/sth
notorious (adj): infamous
alternatively (adv): in a way that offers another option
output (n): productivity
adopt (v): to choose to start doing or using sth

4 (Suggested Answer)

I think that this quote means that most people focus on the means of doing something without considering the outcomes. It's easier to plan what to do instead of what you want to actually achieve.

6
1 WECCS is free for anyone 16-21 years old or people registered as students.
2 I believe local authorities give WECCS funding to help residents and young people in their communities.
3 I think in this situation the personality testing and education specialists would be helpful.
4 Anyone redundant or collecting benefits should contact WECCS to help them use their services for work at a reduced cost.

7 (Suggested Answer)

You could say that the quote in Ex. 4 relates to the text in respect that people tend to focus on their studies without really thinking about their careers or what they actually want to achieve after higher education.

9
1 upgrade your skills
2 one-to-one interview
3 career path
4 job hunting

10 (Suggested Answer)

I think that my brother could benefit from a service like WECCS. He has just left school and doesn't want to go to university, but he doesn't really have a clear plan for what he wants to do with his life. I think WECCS could help him identify his strengths and interests and provide him with practical ways to develop his skills.

Use of English (pp. 50-51)

5 Adjectives that take ***-ally*** all end with ***-c***. Adjectives that end in ***-y*** drop the ***-y*** and take ***-ily***. Adjectives that end in ***-ble*** drop the ***-e*** and take ***-y***.

Writing (p. 52)

1
1 I am writing to you to recommend/endorse/suggest
2 I have worked with/I have known
3 During this time/Throughout this time
4 has displayed/shown
5 has played a key role in
6 I strongly believe that/I am absolutely confident that
7 will be a real asset for/an invaluable asset for

3 Key words/phrases to be underlined

menedżerem – firmie – praktyki dla uczniów – skontaktował – byłego praktykanta – ubiega się o pracę – oficjalny list polecający – 200-250 słów – swoją opinię – cech charakteru – umiejętności zawodowych

I am going to write a formal letter of recommendation. The letter of recommendation is for a former intern. The rubric asks for a recommendation for a job application. I should write in a formal style.

4 (Suggested Answer)

Dear Mrs Wallace,
I am writing to endorse Leroy Jones for the position of office clerk at your company. As Data and Services Manager of DataCo Corporation, I worked with Mr Jones during his time as an intern at my company via the Internship scheme with Lewis Town College.
During our time together, Leroy showed many admirable traits. He is punctual, dedicated, and a great team player. He always made an effort to fit into the group and keep an open mind, and is happy to admit when he needs help. This is a character trait not many young people share these days.
Leroy also performed competently at all of his tasks. He displayed a strong understanding of office software packages, website design, and digital photography. In fact, he played a key role in helping us set up a social media account to attract customers.
It is my pleasure to recommend Leroy to you for this position. I'm sure he'll prove an asset to your team. Should you need anything else, please don't hesitate to contact me. I would be more than happy to discuss the matter further via email or by telephone and share my feedback in greater detail.
Yours sincerely,
Jonathan Eddard
Data and Services Manager
Dataco Corporation

Speaking (p. 53)

1 (Suggested Answer)

I think that this quote means that people in management positions should remember how they felt in junior roles, and apply it to their staff. By treating staff how they would want to be treated themselves, they can create a positive company culture that will motivate and inspire.

2 (Suggested Answer)

In the picture, the lady is wearing a bright high-visibility vest. She is checking boxes on a shelf and counting them with her finger. In the background, there are lots of shelves and other staff members handling goods. They appear to be in a factory or storage warehouse. On the left side in the background, there are some boxes on the floor and on the right side there is a man climbing a ladder.

3 (Suggested Answer)

1 I think that the men in the background must feel tired. It looks like they are doing a lot of manual work and heavy lifting.
2 Working in an office is much physically easier than working in a warehouse. You get to sit at your desk and you aren't required to do any heavy lifting. You also get to be more client focused in an office and use creative skills.
3 I remember when I was studying for my end-of-the-year maths exam in the second year of secondary school, we experienced a serious blackout. It was the last evening before the exam and I planned to be revising for a couple of hours, but when the lights went out, it was not possible. At first I tried to use the torch on my smartphone, but my battery was low and it didn't last for long. Finally, my mum found an old candle and I was able to read just like people did in the Middle Ages, in the candlelight. Fortunately, I passed the exam, but I learned the hard way that we shouldn't take electricity for granted.

4 (Suggested Answer)

I would most like to have the pilot's job. It's a fascinating career and it's glamorous. You get to travel the world, see incredible things and meet many people. It also has a lot of social prestige as a job and the pay is very high. I rejected the other two jobs because I think working as an architect would be very difficult and also extremely stressful. You'd have many deadlines and also differing demands from clients. This can lead to lots of friction. I wouldn't want to be a chef because it's a career that doesn't appeal to me. Unfortunately, I have no talent at cooking, and also it would be a very high-pressure environment that I wouldn't enjoy.

5 (Suggested Answer)

1 I think many people change careers because as time passes so do our interests and our passions. Also, sometimes unexpected opportunities arise that we can't turn down. Or perhaps we have to move to a new area and our choice is dictated by what's available.
2 In my opinion, I believe that the most important aspects that make a great job are having good colleagues and a nice company culture. If these elements are right, then you feel satisfied and happy in your workplace. You can always get a promotion or a pay rise, but if the people around you aren't a nice team, you can do very little to change that.

Exam Skills Check II (Modules 3-4) (pp. 56-57)

4 (Suggested Answer)

Out of the three options, I would choose option 2. I think a school garden would be a great way to spend the extra money. A school garden would give the students a chance to be outside in the fresh air while learning about where their food comes from and healthy eating. It would also give them a sense of accomplishment to see their plants grow from seeds to fully mature plants. Furthermore, the fruit and vegetables grown in the garden could be used in the school canteen. I rejected option 1 because I felt students already spend a lot of time in front of a computer and too much screen time is bad for you. I rejected option 3 because, while swimming is an excellent form of exercise, the school already has some really good sporting facilities and access to the local swimming pool, so I do not think a school swimming pool is necessary.

1 Yes, I think extra-curricular activities at school are a good idea. I think they are a fun way for students to get a more rounded education and allow them to take a break from their academic studies. This gives them the chance to wind down and relax.
2 I think students should have a say in how a school is run. After all, it's their school and it's the students who have to study there and their experiences can affect how well they do academically.

Module 5

Vocabulary (pp. 58-60)

1 (Suggested Answer)

Perhaps the man taking the selfie is in his late forties or early fifties. The girls seem to be teenagers, and the man in the background is probably in his forties also. They could be relatives. Perhaps a father and his children and an uncle or family friend.

2 b) (Suggested Answer)

1 I have two siblings, a brother and a sister.
2 I have 3 cousins, all girls.
3 My parents don't have any stepchildren.

4 b) (Suggested Answer)

1 **A:** Do you agree that these days both parents need to work in order for a family to get by financially?
B: Yes, I think that nowadays this is very common because the cost of living is so high.
2 **A:** Do you get along with your siblings?
B: Yes, I get along very well with my brother. We're good friends.
3 **A:** Would you feel nervous about asking someone out on a date?
B: No, I wouldn't. I'm quite a confident person.
4 **A:** Is it better to break up with someone by text or in person?
B: You should always talk about important things with people in person. No matter what it is.

5 **A:** Do you take after your father or your mother?
B: I think I take after my mother.
6 **A:** Do you think there are more advantages to being raised in the city or the countryside?
B: I think there are more advantages to being raised in the city.

c) (Suggested Answer)

I like the quote very much and I think it's a nice message. At the end of the day, the only thing that matters in a family is love. It's not important how big your home is, or how many things you own. I agree with this quote.

5 b) (Suggested Answer)

1 … we were five years old.
2 … as passionate about work as I am.
3 … that you don't know an acquaintance very well.

6 b) (Suggested Answer)

Daily: read a book, watch a film, listen to music
Weekly: go to football practice, do martial arts, go to dance class
Monthly: visit the countryside, go to the cinema, go shopping
Annually: go on holiday, visit distant relatives, compete in a sports event

c) (Suggested Answer)

I go to school every day and I do homework most evenings. Usually after school I like to do lots of free-time activities as well. I watch films and listen to music every day, and I go to football practice every week. I also have weekly martial art classes.

8 b) (Suggested Answer)

A: I live quite an active lifestyle. I eat a healthy diet and I take regular exercise. Luckily, I don't have any serious problems like suffering from a chronic disease. How about you?
B: Well, I don't live an inactive lifestyle. I don't avoid physical activity, and I also don't have any health problems like high levels of cholesterol. I think I could do more though; I need to get more sleep for example and build more stamina I think.

9 b) (Suggested Answer)

Picture A is of a New Year's celebration. There is a large group of people cheering, standing in front of a large countdown clock.
Picture B is of a funeral. It's an image of a burial and there are people carrying a coffin. They are probably at a cemetery.
Picture C is of a carnival celebration. There is a person wearing a carnival costume and a mask.
Picture D is of a birthday party. There is a layer cake on a table next to presents.
Picture E is of a wedding. There is a bride and groom standing next to each other and everyone seems very happy.

13 (Suggested Answer)

In my family, we sometimes have issues, like all families, but it's never anything major. Usually I just have arguments with my brother. I think the best way to deal with arguments with a sibling is to stay calm and try to listen to them. Even if I'm angry, I try to look at what I could have done better in the situation.

Listening (p. 61)

1 (Suggested Answer)

If I could have a party for all the members of my extended family, I would choose an important birthday for one of my parents (perhaps a 50th or some other important age). It would be a great opportunity to get everyone together and celebrate a very special occasion. Usually we have family gatherings at Christmas and Easter, but most often they are smaller events with immediate family. A special birthday party would be the perfect reason to see relatives that we don't often get to meet.

3 (Suggested Answer)

I think that a party with friends and acquaintances would be more enjoyable than a party with extended family. I'm very close to my immediate family but I rarely see some members of my extended family. I have lots of distant cousins and relatives that I don't know well at all. So parties like this can be a bit formal sometimes and awkward. Having a party with my friends would be a lot more causal and a lot more fun, and I'd know everybody there.

5 1 In her late 30s.
2 They went on lots of cruises after his grandfather retired.
3 Few Saturday nights.
4 Speaker Four doesn't know where his grandfather is.

7 (Suggested Answer)

1 **A:** Doing well at school is a priority for me.
B: Spending time with friends is a priority for me.
2 **A:** Doing the chores at home is a burden for me.
B: Doing my homework is a burden for me.
3 **A:** I have fond memories of my grandfather who passed away last year.
B: I have fond memories of the summer holidays I spent in France.
4 **A:** I think I've had an eventful life so far. I've travelled a lot and met many people.
B: I think my life has been quite eventful, but I'd like to visit more countries.
5 **A:** I treasure my family and the time that I spend with them.
B: I treasure my friends; they are very special to me.

Reading (pp. 62-63)

2 (Suggested Answer)

I agree with the advice about how to deal with bad behaviour in teens. I think that such an approach is much more constructive and beneficial than traditional punishments such as grounding a child. Through this approach of natural consequences, teens get to see the impacts of their actions and learn valuable lessons.

3 b) Definitions for words in bold

vibrant (adj): dynamic; lively
a feast for the senses (phr): an amazing experience to enjoy
bear with (sb) (phr v): to be patient with sb
firsthand (adv): in person
partake (v): to take part in sth
let loose (idm): to become free and have fun
absurd (adj): unreasonable
armed (adj): carrying a weapon
soak (sb) (v): to make sb very wet
unsuspecting (adj): unaware
drench (sb) (v): to make sb extremely wet
hurl (v): to throw sth forcefully

4 1 student
2 two days
3 the street
4 they got drenched and covered in colourful powder

5 (Suggested Answer)

When I was a young child, I often took part in Bonfire Night with my family. Also known as Guy Fawkes Night, it's an amazing celebration every November 5th where people light huge bonfires and set off fireworks. I always enjoy the amazing firework displays during this festival. Usually local councils organise big displays in public places, and families also set off fireworks in their own gardens. I also enjoyed helping my dad build the bonfire in our back garden. We also used to make a mannequin, called a 'Guy' to put on top of the bonfire. This model person represents Guy Fawkes who tried to blow up the Houses of Parliament in the seventeenth century.

Use of English (pp. 64-65)

7 b) (Suggested Answer)

A: Do you think it's bad to be a recluse?
B: I think that if someone is isolating themselves because of a mental health issue or worry, then it could be a problem. If you have severe depression or anxiety, it's better to get help from others.
A: That's true, but there's often less serious reasons that people might want to be 'off the grid'. For example it might be a lifestyle choice. Maybe these people want to live more simple eco-friendly lifestyles and feel that they can't do that in modern society.
C: That's very true. Also, sometimes people might just want some isolation for creative reasons. Maybe they want to be alone in order to think about their work or art without distractions. Many famous people have done this, such as scientists, musicians, artists and authors.

Writing (p. 66)

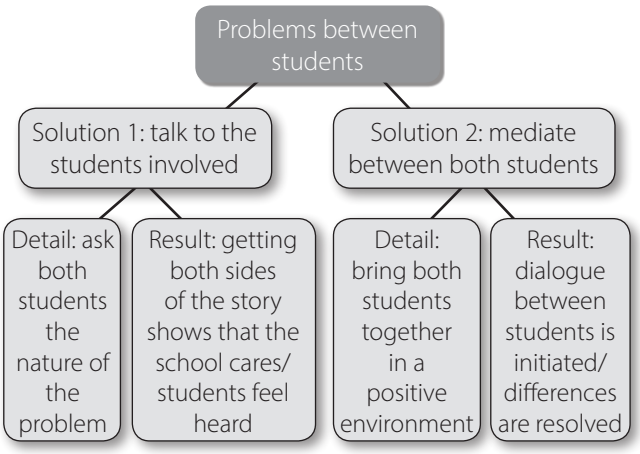
1 1 The problem is disagreements or tensions between relatives.
2 The cause is often friction from differing views or perspectives on life.
3 Two solutions are proposed.

3 (Suggested Answer)

Settling an argument with a brother or sister:
This is because we are in close contact with them every day.
The first thing to do is to approach your brother or sister directly.
A good way to start is to ask why they are upset.
Another way to deal with things is to try writing them a note to show them how you feel.
No doubt, you will be able to calm them down if you do this.

Apologising for something thoughtless that you said:
This is because sometimes we say things that hurt others without realising it.
The first thing to do is to look back at what you actually said.
A good way to start is to accept that what you said was wrong.
Another way to deal with things is to ask a friend to speak on your behalf.
No doubt, you'll be able to make up for what you said if you apologise.

4 (Suggested Answer)



Answer section

5 (Suggested Answer)

Contented Classes

It can be a common problem for school pupils to argue or fall out, over what can appear to adults as very minor trivial things. These issues can be understandable, as pupils often spend lots of time together in the same environment during a school day. If schools act appropriately and sensibly however, there's no reason why these disagreements can't be settled.

The first thing to do is to talk to the students involved. A good way to start is to ask both students the nature of the problem. By getting both sides of the story the school shows that it cares and the students feel heard.

Another way to deal with things is for the school or teacher to mediate between students. The school can do this by bringing both students together in a positive environment. By doing so, a dialogue is initiated between students and differences are resolved. No doubt, such an act will help to settle tensions quickly in a constructive way.

If schools and teachers keep these things in mind, they'll be able to deal with any problems that arise between students and make sure that classmates stay class friends long after the final bell has gone.

Speaking (p. 67)

1 a) (Suggested Answer)

I agree with the quote and I like it a lot. I think the big attraction of festivals is how spontaneous and unpredictable they are. I'm not a control freak myself, but I share the sentiment that unexpected things can be good fun.

b) (Suggested Answer)

A: I think that at the underwater music festival musicians play instruments while scuba diving.

B: I think you're right. Perhaps the Battle of the Oranges is a festival where people throw fruit at each other.

A: It could be. I think that I've heard about the running of the bulls. I think it's an event in Spain where people let bulls run through the streets.

B: Yes, I think I read about that, too. I saw the cheese-rolling festival on TV. It's a festival in England where people throw cheese down a hill and everyone chases after it. Often they end up rolling down the hill themselves!

2 (Suggested Answer)

I would like to go to the underwater music festival and the battle of the oranges because I think these would be really unique and fun events, I wouldn't like to go to the running of the bulls or the cheese-rolling festival because I think these sound dangerous and I don't think animals should be used in this way for entertainment.

3 (Suggested Answer)

In the picture, there seems to be something strange happening. People are standing outside in the street shooting water guns and water pistols at each other. They are soaking wet, but they seem to be really enjoying themselves. There is a passer-by and he's also got wet. This must be some kind of water festival; it looks like it's happening in South East Asia.

4 (Suggested Answer)

1 I think the passer-by might feel surprised about getting wet, but he doesn't look angry or upset. He looks happy like he is having fun.

2 I'd like to participate in this festival; it looks unusual and very fun.

3 The most memorable celebration I attended was definitely a Polish-Irish wedding. The bride was my mum's best friend, Anna, and the groom was an Irishman, Colm, so half of the guests were Polish and the other half were Irish. The wedding reception was organised in the countryside in Poland at a beautiful small hotel. At first, there were some communication problems as some of the Polish guests didn't speak English but they wanted to show their hospitality to the Irish, so I decided to help by translating what they wanted to say. This way I had a chance to talk to a lot of people that night. In the end, everybody had so much fun. I really felt proud of myself and my English skills and a lot of people thanked me for helping to make the wedding reception an event to remember.

5 (Suggested Answer)

A: Have you decided about the party for your classmates yet?

B: Yes, I've decided on all of the details. The most important is the location of the party. We could hold it in the school hall because it's a large space that would be able to accommodate everyone. It's also a venue that's known to all the students, so no one would have trouble finding it. Furthermore, there wouldn't be any charges or costs to hire it as it's part of the school's facilities.

A: That's very true. That's a good suggestion. What about catering?

B: Well, the food and drinks can be provided by students. We can ask people to collect things or donate them, so we don't have to use an outside caterer which could get very expensive. If everyone can bring just one or two items or snacks, we'd have lots of food very quickly. We could also ask people to suggest party activities and games. People might have popular party games at home like twister, for example. Or they might know games that don't involve any equipment.

A: Good ideas. What about other entertainment?

B: I think everyone would like music. It's a party after all! We can bring a laptop with some Mp3s and use the speakers in the school hall. Or we could ask a student if they want to a DJ.

Module 6

Vocabulary (pp. 70-72)

5 1 blender 3 mixer 5 espresso machine
2 kettle 4 coffee maker 6 toaster

We use a blender to prepare soups or smoothies.
We use a kettle to boil water, usually for tea.
We use a mixer to mix different foods together.
We use a coffee maker to make filter coffee.
We use an espresso machine to make espresso based coffee.
We use a toaster to toast bread.

7 b) (Suggested Answer)

My favourite dish is pan-fried salmon with sautéed potatoes. I often cook it for myself and my family.

Pan-fried salmon and sautéed potatoes

Ingredients

6 medium potatoes	1 salmon fillet
2 tbsp olive oil	20g butter
2 tsp chopped rosemary	½ lemon
1 tsp sea salt	salt/pepper

Method

First put the whole potatoes in a pan and boil for fifteen minutes. Drain and leave to cool on your kitchen table. Next sprinkle salt and pepper on your salmon fillet to season it and cut the cool potatoes into thick slices.

Put the oil in a frying pan on a medium heat. Add the potato slices and fry for ten minutes turning them regularly until golden brown. Remove from the pan and add the butter. Melt the butter and add the salmon. Put the salmon skin side down and cook for three minutes then turn and cook for two minutes. Drizzle the salmon with lemon juice and sprinkle the potatoes with sea salt and rosemary. Serve.

8 b) (Suggested Answer)

At a fast-food restaurant, you can get burgers, French fries and milkshakes.
At a fine dining restaurant, you can get gourmet cuisine like grilled fish and sautéed dishes.
At a food truck, you can get hot snacks like hot dogs, burgers or grilled sandwiches.
At a canteen, you can get cooked meals like roast chicken and boiled vegetables.

Listening (p. 73)

1 (Suggested Answer)

1 **A:** My favourite kinds of restaurants are pizzerias, because I really love Italian food.
B: I like Italian food too, but my favourite kinds of restaurants are Indian restaurants because I love curry!
2 **A:** I think that the most important thing restaurants can do to improve their service is have good waiters who are well-trained and can take care of customers' needs.
B: That's a good point, but in my opinion the most important thing a restaurant can do is have good chefs who work fast and don't leave customers waiting for their food.
3 **A:** A restaurant can be different from other restaurants by having interesting décor and creating a special dining environment.
B: I think a good way to be different from other restaurants is to offer food that no one else is serving. That way a restaurant is really unique.

2 Key words/phrases to be underlined

Text 1: where, take place, dining area, kitchen, cooking school kitchen
Text 2: how much time, bake, toaster oven, full-sized oven, under one fifth, under one third, under one half
Text 3: main purpose, review restaurant, discuss proposal, promote business, report holiday experience, how does Daniel feel, authenticity, proud, serve, corn tortillas, sorry, don't have, wheat tortillas, worried customers, want, tacos, concerned, idea, won't work, How many different kinds, available, 11, 7, 12, 8, What, conclude about,
DD's Taco Bar customers, follow, recipes, won't be many, employees, customers, make, taco, not nice, need, smartphone, participate

5 (Suggested Answer)

I would like to eat at DD's Taco Bar because I love Mexican food, and it sounds like a really fun and creative experience.

Reading (pp. 74-75)

1 (Suggested Answer)

In the picture, a woman is eating what looks like a pie or cake. It seems to be some kind of eating competition, the photo was probably taken at a festival or town fair.

2 a) 1 a set amount of time/a time limit
2 Hot dogs and pies
3 cash prizes
4 a handsomely bound book/a book
5 on TV/on an American sports network
6 into men's and women's categories
7 organises seventy to eighty events

b) 1 **draw** (v) ℓ 8: to attract
2 **handsomely** (adv) ℓ 13: very nicely
3 **boost** (v) ℓ 24: to increase
4 **bizarre** (adj) ℓ 24: strange
5 **publicity stunt** (n) ℓ 28: an act intended to draw attention to sth
6 **televise** (v) ℓ 30: to broadcast
7 **allure** (n) ℓ 34: the quality of being attractive
8 **establish** (v) ℓ 35: to start sth

Answer section

c) (Suggested Answer)

The Cooper's Hill Cheese Rolling and Wake is an event held every year on Cooper's Hill in Gloucester, UK. Held on the Spring Bank Holiday, it involves rolling cheese down a very steep 200-yard-long hill and chasing after it. The first person to reach the finish line wins the cheese which can travel at speeds of up to 70 miles an hour. As a result, many competitors often fall over or roll down the hill themselves while trying to chase the cheese. Evidence shows that this strange tradition goes as far back as 1826, although it's possible that it could be as old as six hundred years. Although the competition used to be for local people, it's now open to competitors from all over the world and has become extremely famous.

3 (Suggested Answer)

I would like to work in a restaurant kitchen. I love cooking and I really admire famous chefs like Gordon Ramsay. I think it would be a difficult job, and quite stressful, but at the same time it would be exciting.

5
1 training
2 tough and competitive
3 qualified and experienced chefs/a qualified and experienced chef
4 (classic) French cuisine

7 (Suggested Answer)

If I were a young chef, the type of eatery I would like to open would be a traditional Italian pizzeria. I'd serve authentic Italian pizzas there, cooked in traditional stone ovens, and also some Italian pasta dishes such as penne and spaghetti. In terms of location, I'd like to open a restaurant in the centre of London, because it's an important culinary centre with many Michelin star restaurants and a very vibrant gastronomic scene.

Use of English (pp. 76-77)

3 (Suggested Answer)

1 Samuel joined a gym so as to lose weight.
3 My parents cut down on their expenses to save money.
6 I went to the fishmonger's early so as to buy some fresh fish.

2 Ellen went back to school so as to become a chef.
4 He went to the doctor in order to get help with his eating disorder.
7 They updated the menu in order that the guests could have more choices.

Writing (p. 78)

1
1 The subject is a dinner at a restaurant.
2 The suggestions are for the restaurant to play music more quietly and to remind waiters and waitresses to be more attentive to customers.

4
1 dinner at a restaurant
2 good ingredients
3 play music at a lower volume
4 nice atmosphere while allowing guests to socialise
5 instruct waiters/waitresses to check customers more regularly
6 waiters/waitresses can respond more promptly to requests

5 (Suggested Answer)

Event or subject: short cooking course
Overall opinion: good facilities, staff, useful skills taught
1st problem: uneven focus on skills **Suggestion:** distribute teaching time more evenly **Result:** all skills would get equal attention
2nd problem: not enough expert workshops **Suggestion:** bring more experts in different types of cuisine **Result:** more types of cuisine are taught/demonstrated

6 (Suggested Answer)

Dear Mrs Archer,
I am writing to comment on the short cooking course that I attended at Gourmet Plus Cookery School, on August 15th. It was the first time that I had attended a cookery course at a professional cookery school and I took a great deal from the experience.
I was particularly impressed with the high quality of the facilities available at your school; the kitchens were amazing as was all the equipment. The staff were also extremely knowledgeable and very attentive to our needs, and the skills taught during the course were very useful.
However, I do have some small suggestions which I think could make the course even better in the future. Firstly, I feel that there was an uneven focus on skills taught. Some techniques received much more time than others, which is a shame. If teaching time was distributed more evenly then all skills would get equal attention. This would surely help students a great deal.
Additionally, there were not enough expert workshops. We only had workshops from two specialist chefs. Might I suggest that more experts in different types of cuisine be invited? In this way, more types of cuisine could be taught and demonstrated to students.
Once again, thank you for arranging this course. It was a valuable experience and I'd love to attend another. I hope that you will find my suggestions useful, and I hope to join a course again in the future.
Yours Sincerely,
Peter Harris

Speaking (p. 79)

1 (Suggested Answer)

A: I would rather be served at a party or celebration because I think it would be much more enjoyable. Preparing and serving food at a large event can be really stressful and involve a lot of work. It's much more relaxing to just be a guest.

B: That's true, but I would rather serve someone at a party or celebration. I love helping and taking care of people, and it always gives me a lot of pleasure. I also really like cooking!

2 (Suggested Answer)

I would like to be served at a party or celebration in the manner of the first picture, a self-service buffet. I like being able to choose my own portion sizes and pick from a wide variety of different dishes. I also like the fact that at buffets you can often go back to get more food if you want. A self-service buffet is also more casual and informal and makes for a more relaxed atmosphere.
I don't like the manner of serving in the second picture, finger foods or hors d'oeuvres that are served by waiters from little platters and brought around a room to guests. Usually at such events you are standing and you only get a small choice of items that the waiter or waitress brings you. The food is usually only very small snacks and appetizers, too. I also don't enjoy the manner of serving in picture three, a formal fine dining table service, because I find it too formal. Usually at formal events like this, the food isn't to my taste and the atmosphere isn't enjoyable.

3 (Suggested Answer)

1 What makes the third picture different is that it is much more formal than the first picture. It shows a formal meal with fine dining table service. Everyone has places laid out at the table and the food is served by waiters and waitresses in a formal manner.

2 The second picture is unlike the other two because it shows a very different style of serving from a sit down meal, in picture three, and a self-service buffet in picture one. The second picture features hors d'oeuvres served to guests from a platter while the waiter or waitress walks around a room to groups of standing guests. It is a little more formal than a self-service event but more causal than a fine dining service at a sit down event.

4 (Suggested Answer)

a) I know quite a lot about cooking and how to prepare many different meals. I also know how to bake cakes and sweets. I learnt these skills from my parents and I've been cooking at home since I was a small child.

b) In the picture, I can see a woman teaching a child how to cook. She is most likely the boy's mother. The woman is holding a large bowl and pouring a mixture into a baking tray. The child is helping her scoop it out with a wooden spoon. Together they are making a pie or tart of some kind. They both seem very happy.

5 1 I think the mother is teaching her son to cook so that he learns an important life skill that he will need in the future to look after himself or care for his own family.

2 I think it is a good idea for family members to prepare food together because it's a social act that strengthens family bonds and makes people closer.

3 Well, since I'm a cheese lover and can eat cheese with every meal, last summer during holidays my parents decided to take me to a cheese festival and I had a unique opportunity to sample a wide array of cheeses from around the world. Some were produced using entirely traditional methods, others had different kinds of spices in them. I felt like a king in a cheese kingdom. Later we had a lovely dinner in a small homely restaurant serving local cheese specialties. So, my cheese feast was definitely very special.

6 (Suggested Answer)

The quotation is from a famous chef called Marco Pierre White. It talks about his approach to cooking and the fact that he views preparing food as a philosophy rather than just the method of preparation or ingredients. I think this is a very interesting way to look at food and cooking and I agree that making good food is more of a way of life and an approach to life than the details of a recipe.

Exam Skills Check III (Modules 5-6) (pp. 82-83)

6 (Suggested Answer)

A: It's my grandmother's birthday next weekend, and I've decided to organise a dinner to celebrate, but there are a few things I need to work out first. She really likes Italian food, so I was thinking of booking a table at the Italian restaurant in the city centre. They serve really delicious food. The only problem with that is that I won't be able to invite a lot of people and I think the whole family should be there, my aunts and uncles and cousins, and her friends.

B: Why don't you have the dinner at home then? That way, you can invite everyone you want.

A: That's a good idea. I can also ask people to bring food with them so I won't have to cook too much. And Italian food isn't that difficult to cook. I can also ask different people to bring main courses and others to make desserts. Plus, that would mean that I could decorate the house. You know, put up balloons and streamers. I think my grandmother would like that.

B: What kind of main courses were you thinking of?

A: Well, my grandmother's favourite meal is lasagne, so we will definitely have to have that. We could also have spaghetti Bolognese and carbonara. I guess we should also have a vegetarian option for the people that don't eat meat.
B: That's true.
A: And some salads would be nice.
B: Sounds like you've thought of everything.
A: I guess I should start making the invitations, then.

Module 7

Vocabulary (pp. 84-86)

1 b) (Suggested Answer)

There is a hairdresser's nearby and an office building next door. I would like it if there was a corner shop so I could get everyday items and a chemist's in case I needed any medicine.

6 (Suggested Answer)

A: I'd like to return this flat-screen television.
B: Okay. What seems to be the problem?
A: I bought it a few days ago but once I started using it at home I realised that it's faulty.
B: I see. So you want to exchange it for another one?
A: Well, I don't really want the same model. Can I get a refund?
B: I'm afraid not. But I can give you a credit note if you want to choose a different one.
A: Okay. Is there another one with the same features?
B: Sure. Let me show you our range.

Listening (p. 87)

1 (Suggested Answer)

1 a new tablet
2 €300
3 online
4 Yes. It's a very good tablet and I got it for a very good price.

4 (Suggested Answer)

I'd really like to get a big screen television. The TV I have is okay, but a bit on the small side. A 50 inch TV would be amazing for playing my video game console on and also for watching high definition movies with spectacular special effects.

Reading (pp. 88-89)

1 The shop sells small kitchen appliances. I can see irons, a sandwich toaster and a coffee maker.

2 b) Definitions for the words in bold:

encounter (v): to experience sth bad unexpectedly
handle (v): to deal with a situation
twofold (adj): consisting of two parts
turn out (phr v): to end up as sth
feasible (adj): possible
arise (v): (of a problem) to come up
transparent (adj): easily understood

3 (Suggested Answer)

Once, I bought a fan heater that didn't work when I got it home and plugged it in. It must have had a loose electrical connection. I brought it back to the shop and showed them, and they gave me a replacement straight away.

4 (Suggested Answer)

To: Home & Beyond
From: Karol Zalewski
Re: faulty microwave

Dear manager,
I recently bought a microwave from your electronics shop. I have been a loyal customer for years and have bought many products from your shop and never encountered any problems. Unfortunately, my most recent purchase was clearly faulty.
After getting it home and unpacking it, I plugged it in. However, when I tried to heat some food, it did not work. The light would come on and I could hear a sound, but there was no heat. I tried many different things and read the instructions very carefully but couldn't find a solution. I even read the whole trouble-shooting section on the manufacturer's website, but nothing seemed to help.
Finally, I called your shop to ask for help, but the employee I spoke with was rude and unhelpful. He suggested that I read the instructions which of course I had already done very thoroughly. He said I should contact the manufacturer but when I did that, they said it is up to your shop to provide a replacement or refund.
I consider your shop to be responsible for satisfying me as a valued customer who spent a lot of money on this faulty product. Moving forward, it is my hope that you can handle my complaint in a professional manner.
Yours respectfully,
Karol Zalewski

5 (Suggested Answer)

I think supermarkets put certain products in places where people will see them easily. Like at the checkout when you're queuing they have chocolates, sweets and chewing gum all in bright packaging so that children will see them and ask their parents to buy them.

Use of English (pp. 90-91)

1 c) For regular adjectives of one syllable add *(-e)r* for comparatives and *(-e)st* for superlatives.
For adjectives with two syllables ending in *-ly*, *-y*, *-w* add *er/est*.
Adjectives of two or more syllables take *more/most*.
For adverbs with the same form as their adjectives add *(-e)r/(-e)st*.
Two -syllable or compound adverbs take *more/most*.

Writing (p. 92)

1 1 Big supermarket chains taking business from small shops, which can be detrimental to them. I agree.
2 formal
3 B ✓ C ✓ D ✓
4 A summary of your opinion on the topic. Yes.

3 a) (Suggested Answer)

First viewpoint	**Reasons/Examples/Results**
advertisers use bright colours, exciting music, favourite characters etc.	influence children to request products, parent–child conflicts arise
Second viewpoint	**Reasons/Examples/Results**
negative impact on behaviour, creates false needs	kids too immature to understand advertiser's intent, parents pressured to spend more money
Opposing viewpoint	**Reasons/Examples/Results**
advertising targeted at parents who have critical thinking	parents have information/ control on what they spend
Refutation	
advertisements reach children directly via TV/ Internet without parental monitoring	

b) (Suggested Answer)

Many parents worry about the effect that advertising has on their children. Advertisers spend billions producing commercials specifically targeting children with influential techniques and messaging. It is my opinion that advertising definitely affects children from a young age, and usually negatively.

Advertisements employ techniques such as bright colours, exciting music and children's favourite characters to excite kids about a product. As they are too young to detect these tricks and their motive, it influences them to ask their parents to buy the product. This can lead to arguments between children and their parents and causes stress to both of them.

Additionally, advertising impacts a child's behaviour by creating a false sense of needing things. It can make them totally obsessed with something as they are not yet mature enough to understand the selling intent of advertising, and this puts pressure on parents to spend money they might not be able to afford.

Some would argue that advertising is targeted at parents who have the critical thinking to make informed decisions and not at the children. However, this ignores the fact that many kids have a television in their bedroom, or a computer or tablet with Internet access, so adverts reach them directly without proper parental monitoring or supervision.

To sum up, although parents have the ability to see through an advertisement's techniques and understand its intent, children are much more easily manipulated. While it's the parents who ultimately face the dilemma of what to buy and how much to spend, I am of the firm belief that advertising directly impacts their children's desires and behaviour for the worse.

Speaking (p. 93)

1 (Suggested Answer)

I think the quote means that there is a limit to what we can know about what already exists, but our imagination can stimulate progress and create new innovations and inventions.

Einstein probably said it because his scientific research involved imagining things beyond the extent of human knowledge and the established laws of physics and reality at the time.

2 (Suggested Answer)

A **A:** Maybe the man went to the bank to withdraw some money.
B: Yes, and he could be angry because the bank manager told him there is no money in his account.
A: Or he might want to apply to get a bank loan.
B: Right, and his application may have been denied.
A: Maybe he doesn't have a good credit rating.

B **A:** I think the woman might be upset because she doesn't like her haircut.
B: The stylist may have cut her hair too short, even though she had asked him not to.
A: Also, maybe she doesn't like the colour because she wanted it to be darker.
B: The stylist might have made a mistake and now she doesn't trust him anymore.

C **A:** Maybe it is coming up to Christmas and the man/woman went to buy some special foods.
B: But the shelves might be empty because they ran out of Christmas puddings and everything else.
A: Yes, it could be because of Brexit and the supply chain problems.
B: Right, because they may not have enough lorry drivers from Europe anymore.

3 (Suggested Answer)

The picture seems to be inside a coffee shop or restaurant. A waitress and a male customer are both standing.

The man may have ordered something that he is not happy about. He is holding a coffee cup but it looks empty, so maybe he wants more or the coffee was cold. The waitress looks like she is nervous and apologizing for something. She might have told the man that they have run out of the dishes on the menu that he wanted.

Answer section

4 (Suggested Answer)

1 I don't think the waitress likes her job very much. She looks uncomfortable and not very confident in dealing with the customer.
2 Yes, I would like to work in a coffee shop. I would enjoy greeting regular customers and having a quick chat with them on their way to work or at lunchtime. Occasionally, you might get a difficult or an unhappy customer with a complaint, which can be stressful.
3 Because of the covid pandemic, my parents had to buy a new laptop for me so that I could use it for remote learning. Unfortunately, the webcam didn't work properly so my teacher and classmates couldn't see me when we connected online. My father wrote a letter of complaint in which he explained the problem and sent it by email to the seller. We received a positive reply and the company agreed to exchange the laptop for a new one. Because it was ordered via the Internet, we had to pack it carefully and send it back. After 3 days, we received a new laptop with a well-functioning webcam and I could finally fully take part in my online lessons.

5 (Suggested Answer)

A: We need to discuss the marketing strategy for our new smartphone.
B: Okay, great. I have a few ideas.
A: Me too. For starters, I think it's important to emphasise that our new phone has a very stylish appearance with smooth lines and corners. I think the commercial should look modern, but elegant so that consumers really take notice.
B: I like the sound of that, but I also think it should be marketed as a compact 'mini' model. We should advertise that you can easily hold it in one hand and make a big deal of how light it is.
A: That's a good idea. We could also advertise the technical specs as well as the weight. Let's mention the processor speed and how much memory it has.
B: Hmmm, we could, but I don't think it's necessary to get too technical. Since the new improved camera is so good, we should definitely include the specs for that. What might really work is to show samples of the extra high-quality HD photos and videos that it can capture.
A: Okay, I see what you mean. What do you think about the idea of talking about its new facial recognition technology and added security features?
B: That sounds great. We could show a demonstration of how it works. Then, maybe do test groups where we film people's reactions the first time they try it.
A: Nice. So, what about the pricing structure?
B: Well, I don't think we should mention money during the marketing campaign. But we could refer to it as a mid-range model.
A: Okay, so like a high-quality product but also reasonably priced.
B: Exactly.

6 (Suggested Answer)

1 I think a good quality camera is important, but mostly a phone has to be powerful with plenty of memory and a fast processing speed. This is important so you can use many different apps without the phone slowing down or freezing.
2 People like to have the newest model of phone or other electronic device because they get excited about the latest technological advances and new improved features. Maybe some people also like the idea of showing off that they have the newest, most expensive version of something.

Vocabulary Bank 7 (pp. 94-95)

2

1	corner	5	designer	9	gift
2	essential	6	fraudulent	10	shopping
3	return	7	misleading	11	transaction
4	unfair	8	legal	12	superior

Module 8

Vocabulary (pp. 96-98)

6 a) maid – hotel
flight attendant – aeroplane
travel agent – travel agency
waiter/waitress – restaurant
check-in officer – airport
tour guide – tourist attractions
hotel manager – hotel
porter – hotel

b)

1	tour guide	5	maid
2	porter	6	hotel manager
3	flight attendant	7	travel agent
4	check-in officer	8	waiter-waitress

7 b) chalet: + quiet, mountain scenery. - isolated, cold
motel: + cheap, convenient. – uncomfortable, dirty
summer house: + familiar, private. – immobile, boring
youth hostel: + cheap, fun. – no privacy, noisy
five-star hotel: + luxury, good service. – expensive, selective
campsite: + in nature, adventurous. – uncomfortable, dangerous

8 b) I like staying in hotels because you have a private room and bathroom and everything is taken care of for you. You can order room service and just relax. You can also ask for information about things to do in the area. One other thing I enjoy is flicking around all the local TV channels on the television in the room.

10 A: So you're interested in a package holiday for your family.
B: That's right. I'm looking for some sunny but affordable destinations.

A: Well I know there are plenty of direct flights to seaside beach resorts. So I'm sure we'll find a tour operator with a suitable all-inclusive package for you.
B: That would be great. I know it's high season, but we don't need anything first-class.
A: Okay I found you a deal with return flights to San Remo including baggage allowance, accommodation and half board.
B: That sounds perfect. Is the hotel within walking distance of the beach?
A: It sure is.

Listening (p. 99)

1 (Suggested Answer)

If I had a one-week holiday I would travel by train around Europe. I would visit the famous cities of Prague, Munich, Vienna and Budapest and spend a day and a half seeing as many sights in each as I can.

2 a) 1 Smyth
2 is (currently) not running/is unavailable
3 Dutch Delights
4 May 22nd – 29th

b) 1 3
2 Two extra days in Amsterdam.
3 They can take a light lunch on the boat.
4 Stay on the boat.

3 (Suggested Answer)

Yes I would like to do a tour like that.
I think it would be a very nice way to see the scenery in quite a relaxing way. You would cycle through the countryside from town to town, which would also be very good exercise. Then you could explore the next town and finally relax on the boat in the evenings to rest after the day of cycling.

4 (Suggested Answer)

adventure holiday, city break, skiing holiday, driving holiday, package holiday, beach holiday, safari, honeymoon, backpacking holiday, cycling tour holiday, cruise ship, organised tour, nature holiday, luxury resort, exotic destination.

6 (Suggested Answer)

I would most like to spend a couple of months traveling around Europe by train. I don't like to fly that much but trains are a very relaxing way to travel. With that much time you could fit in so many different countries. You could experience many different cultures and visit loads of cities and many tourist attractions without feeling like you have to rush.
I would least like to go to the same place every year or stay in the same house. There are so many places in the world to go and things to see I think it seems like a waste of a holiday to just keep going somewhere that you've already been. I think that would be boring, so I'd want to go somewhere different every year and see all the wonders of the world.

Reading (pp. 100-101)

1 The capital city is Bangkok.
There are islands with beautiful beaches.
They have exotic wildlife like elephants and tigers.
They are Buddhist and have temples and monks.
The food is very spicy.

Extra Task

(Suggested Answer)

Day 1-2: Bangkok City
Regardless of what time of day or night you arrive in Bangkok, it is possible to get stuck straight into the lively life of this bustling city. On day one it's a great experience to just walk around and explore. You can soak up all the sights, sounds and smells and eat Thai food like a local from one of the many street-side food stands. Hire a boat or take a river taxi to explore the floating markets by day and haggle for souvenirs at the enormous night market after dark.
On day two go around and visit the many magnificent Buddhist temples including Wat Arun, Wat Pho, and Wat Phra Kaew. The easiest way to do this is to hire a tuk-tuk for the day for a pre-agreed price. In the evening head to Chinatown for dinner.

Day 3: Ayutthaya
On day three it's time to get out of the big city. Take a day trip to the ancient abandoned city of Ayutthaya. The former capital of the Kingdom of Siam, Ayutthaya is now one big wonderfully preserved outdoor museum and UNESCO world heritage site. It's an easy 80km trip from Bangkok and you can easily spend a full day exploring this unique historic treasure.

Day 4-5: Chiang Mai
It's time to head north to charming Chiang Mai, a smaller more compact city than Bangkok. It's an ancient city with beautiful landmarks to explore on your first day, including over 300 Buddhist temples. The following day visit the Elephant Nature Park for an ethical elephant experience. There are some parks that allow you to ride on an elephant's back, but here you get to feed and bathe the elephants that are roaming free.

Day 6-7: Hill tribes & rainforest
From Chiang Mai it is an easy coach journey up into the northern foothills that are covered in lush rainforest. Take a hike through the mountain jungle and get to know Thailand's flora and fauna. You'll encounter the Long-necked Karen tribe and stop for lunch in a local village. Then you get even further off the beaten track and visit the Hmong hill tribe, where you spend the night and learn all about their unique culture while sitting around the campfire and swapping stories.

Day 8-9
From Chiang Mai there are direct flights to the very popular and touristic Phuket Island. From this busy transport hub you can immediately hop on a ferry and head to one of the quieter, more secluded islands. We recommend Railay Beach in Krabi or Koh Lanta for some peace and quiet. Take a boat ride around the archipelago, enjoy some of the world's most spectacular snorkelling or spend your time simply relaxing before your return to Bangkok and flight home.

Answer section

Text 2

a) 5 Many of the landmarks
6 it is the world's oldest continuously operating university
7 The Jnan Sbil
8 urban pedestrian zones

b) Definitions for the words in bold:

hectic (adj): very busy and full of activity
stroll (v): to walk in a relaxed way
preserved (adj): kept in good condition
labyrinth (n): a complex maze of paths

3 b) Definitions for the words in bold:

contemporary (adj): (of) the present time
hawk (v): to sell goods in public places
demolish (v): to destroy a building
folk (adj): traditional
tout (n): a person who sells tickets illegally

Use of English (pp. 102-103)

1 1 Their holiday was ruined by swarms of mosquitoes.
Their holiday was ruined by constant heavy rainfall.
Their holiday was ruined by a medical emergency.
2 The tour was organised by the travel agent.
The tour was organised by a local company.
The tour was organised by our holiday resort.
3 The bus was stopped by the customs police.
The bus was stopped by a fallen tree.
The bus was stopped by armed robbers.

5 Verbs ending with ***-en*** are usually about changing the physical characteristics of something.

Writing (p. 104)

1 **for:** The economic benefits theme parks bring to an area.
against: The environmental impact of theme parks.

2 The writer has asked a rhetorical question in the first paragraph.
The writer gives his personal opinion in the last paragraph.

I could start the essay with a quote.
I could end the essay by giving the reader something to consider.

"Life is a roller coaster, it has its ups and downs but you just have to hold on and enjoy the ride."
Theme parks might be good for business, and of course a lot of fun, but think about the price we will have to pay in the long run and ask yourself if it is worth it.

3 Paragraph 2 = For
Paragraph 3 = Against

attract high numbers of tourists who spend money
local economies receive a huge boon
the parks provide employment for hundreds of people

increased air pollution from fossil fuels
carbon emissions from visitors driving
generate vast amounts of rubbish

5 (Suggested Answer)

The pedestrianisation of city centres is a hot topic as the debate surrounding the pros and cons of motor vehicles goes on. But no two cities are exactly the same, so for each one the question to be asked is whether the benefits of pedestrianisation outweigh the drawbacks.
Removing traffic from a city centre, while still allowing access for delivery vehicles, has numerous advantages. To begin with, it reduces the number of road accidents involving vehicles hitting pedestrians and cyclists. The health of the population is also positively affected by getting more exercise. Furthermore, the reduction of cars on the roads means fewer exhaust fumes and space to create wider footpaths, cycle tracks and green areas. All of this improves the air quality, boosts the quality of life in general and has even been shown to raise property values.
On the other hand, there are some opposing views that need to be considered. Firstly, limiting access for vehicles can cause a problem for people with mobility issues, like the elderly and those with disabilities. Additionally, crowded pedestrianised spaces can present easy opportunities for pickpockets and thieves to grab items from other pedestrians. And finally, removing the traffic from the centre of a city means it has to go elsewhere, which can lead to traffic jams and pollution somewhere else.
All things considered, once the project is managed with precise consideration, I think the pros do far outweigh the cons. With suitable solutions to avoid potential problems, there seems to be no reason that residents of every city should not be able to enjoy the benefits of a downtown free from motor vehicles.

Speaking (p. 105)

2 (Suggested Answer)

A: If we only have a weekend I wouldn't try to do too many things.
B: I agree. I would spend some time just walking around and exploring the city and some time relaxing.
A: Definitely. Maybe plan one or two things to do each day, but not too many.
B: Right, I wouldn't want to feel like I have to rush around and see absolutely everything.

3 (Suggested Answer)

I would most like to go hiking in the mountains. I live in a big city, so I really like to breathe the fresh clean air and experience all the spectacular scenery and landscapes.
I rejected the beach holiday because I think it is boring to just lie on a beach when you could be exploring a new place or experiencing new exciting things.
I like museums but I didn't choose it because it is something that you can only do for an hour or two unlike hiking in the mountains.

4 (Suggested Answer)

1 In the city it is much easier to get around. You don't need a car because you can walk, cycle or take a bus or metro. Things are usually closer together so you can see more in less time. In a city there is also more choice of places to go and things to do and places to eat.
2 I think some people like to do holiday activities where there are not many people so they can have some peace and quiet. People like to get away from it all and take a break from their busy stressful lives. Those who work in a city and especially those who commute to work are surrounded by a lot of people all day every day, so on holiday they want to get out into open spaces without many people.

5 (Suggested Answer)

1 I think people like to own boats because it's relaxing to go out on a boat on the sea or a river either alone or with family or friends. Also, a boat gives you freedom to go places you otherwise couldn't and allows you to do other activities like fishing or scuba diving.
2 Yes, I would like to own a boat, to go out on it with my friends in the summer and go fishing and swimming. I would also like to use it to go on holidays from time to time.
3 It would be really nice to take a trip around the Baltic Sea and visit Helsinki, Stockholm, Tallinn and Riga. Or maybe explore the coast of Germany and Denmark and the islands there.

6 (Suggested Answer)

The picture shows two men standing in water underneath a boat with a sail that has tipped over. The sky is blue and the sea is calm, but maybe there has been a storm the night before that blew the boat over. There is a person on a small motorboat close by that looks like they're helping. The boat is quite close to some rocks, so they may have gone there to stop it from crashing and being damaged.

7 (Suggested Answer)

1 I think after the boat is properly back in the water the small motorboat will need to tow it away from the rocks. The men will have to bring it to a safe place and anchor it or moor it.
2 I would not like to spend a weekend on a sailboat like the one in the picture because it looks too small and not totally safe. I would like to spend a weekend on a bigger boat with a captain and crew. Sailboats are quite complicated to operate so I would prefer a motorboat instead.
3 It happened when I and my parents were spending our dream holidays in Egypt. Before we left Poland, we had been warned by my parents' friends to be careful with food and to only drink bottled water. However, when we went sightseeing on our first day, we forgot to take water with us so after walking all day in the scorching heat, we decided to drink some tap water. It was a big mistake as it turned out that our stomachs were not prepared for it and we ended up with what they call a Pharaoh's revenge and had to spend the following three days in our hotel room.

Exam Skills Check IV (Modules 7-8)

(pp. 108-109)

1 1 the Internet
2 social life
3 build pedestrian areas
4 flexibility/short-term leases/the chance

5 (Suggested Answer)

A: Do you prefer holidays with family or friends?
B: I like going on holiday with my family but I prefer going with my friends. We all have similar interests so we have a lot of fun together seeing the sights and exploring places.
A: What is your favourite means of transport?
B: My favourite means of transport is an aeroplane. I really like flying above the clouds. I usually get a window seat so I can look out of the window and see the fluffy clouds below me. I also enjoy ordering something from the buffet cart as it goes down the aisle.
A: Do you like beach holidays?
B: I'm not very keen on beach holidays. I find them a bit boring. I prefer going sightseeing and learning about the history of a place. I also enjoy buying souvenirs from all the places that I visit and I take lots of photos to show my friends all the places I went to.
A: What was the last thing you bought?
B: The last thing I bought was a new smartphone.
A: Are you pleased with it?
B: Yes, I am. It's much better than my old smartphone. It's more powerful than my old phone and has more storage for photographs, which is good because it has a really good camera.

A: Do you enjoy shopping?
B: I do enjoy shopping even if I don't buy anything. It's fun looking around shops seeing all the different products. I especially enjoy going shopping with my friends. We usually go to the shopping centre and take a break in the food court for something to eat.
A: Which do you prefer, online shopping or going to actual shops?
B: While online shopping is very convenient, I prefer going to actual shops. I like being able to browse round the shop and try things on or try them out. I also enjoy going for something to eat while I'm out shopping and making a day of the whole experience.

6 (Suggested Answer)

The picture is of a woman shopping for souvenirs. She is at a street market looking at one of the stalls. She is wearing a straw hat, sunglasses and a white top and she has her hair tied up in a plait. She is holding a fan in her left hand. There are more fans on the stall. There is a boy in front of her in the picture and a woman behind her. The boy is also wearing a straw hat and sunglasses. Both of the women are smiling. I can see other stalls and people in the background. The stall next to the one the woman is at has clothes hanging up. Also, I can see trees and buildings behind the market.

1 These people look like tourists, because they are in a hot country and wearing sunhats and sunglasses. For that reason, I think they are probably looking for souvenirs to remember their holiday by. The woman is looking at colourful fans, so she might buy one of those.
2 If I visited London, I would buy my best friend a toy double-decker bus. The red double-decker bus is well known as a feature of the city which I'm sure my friend would like.
3 On my last holiday, I went to Edinburgh in Scotland with my family. Edinburgh is a beautiful city and there is a lot to see and do there. We visited the castle and saw the Scottish crown jewels. We also climbed up the Scott monument which had a great view of the city centre and we climbed to the top of Arthur's Seat which is an extinct volcano. While we were there we also ate some delicious food at the many restaurants and went shopping on Prince's Street which is the main street of the city.

Module 9

Vocabulary (pp. 110-112)

1 a) (Suggested Answer)

I can see ten different musical instruments in the picture. There is an accordion, a violin, two hand drums, a clarinet, a cymbal, a saxophone, a tuba, an electric keyboard and a trumpet. The other items related to music are a music stand, a microphone, headphones and some speakers.

3 (Suggested Answer)

hip hop, drum 'n' bass, techno, trance, progressive, house, grime, metal, pop, RnB, alternative, rock, punk, trip hop, funk, jazz, blues, soul, folk
I enjoy lots of genres of music but my favourites are metal and rock. My favourite artists are the bands System of a Down and the Foo Fighters.

6 Definitions for the literary devices

rhyme (n): a word that has a similar final sound as another word
alliteration (n): the use of words close together that have similar sounds at the beginning
metaphor (n): the act of describing sb/sth by referring to sth with similar qualities
simile (n): the act of comparing sb/sth to sb/sth using the words "as" or "like"
irony (n): the use of words that mean the opposite of sth often for humour
hyperbole (n): the act of deliberately exaggerating sth to make it seem better than it is

b) (Suggested Answer)

The bass in this record is as deep as thunder; it goes right through you! (simile)

12 b) (Suggested Answers)

1 I can't believe Peter is actually Stan's father!
2 The government passed a new law yesterday to boost the economy.
3 Preheat the oven to 180 degrees, then prepare the pastry.

13 b) (Suggested Answer)

A: What was the last song you heard?
B: It was *Come as You Are* by Nirvana.
A: Would you like to attend a film festival?
B: Yes, I would. I think it would be very interesting.
A: Do you enjoy going to the theatre?
B: Yes, I do. I went last year to see *Cats*.
A: When was the last time you visited an art museum?
B: I visited the Museum of Modern Art last month.
A: How often do you listen to classical music?
B: I don't listen to it often. I prefer rock.
A: Are you interested in seeing a play?
B: Yes, I am. I love Shakespeare!

Listening (p. 113)

1 (Suggested Answer)

I think that music can tell us most about a culture. Music is a universal form of expression that's shared by all ethnicities and cultures, and plays a major role in a society. Through music we can learn about a culture's history, defining characteristics and ethical and moral values. Music is also something that is very old and dates back hundreds or thousands of years. Because of this it gives us a snapshot of the way a culture has grown over generations.

4 Ss' own answers

Reading (pp. 114-115)

2 b) Definitions for the words in bold:

depict (v): to show
tutor (n): a private teacher
maternal (adj): related through the mother's side of the family
tender (adj): quite young
falling-out (n): a strong disagreement
acquire (v): to get sth, usually by buying it
mural (n): artwork painted on a wall

3 (Suggested Answers)

5 The majority of musicians make a living from touring and selling merchandise.
6 Drake's music is promoted on Spotify by promoters who paid to place banners on the service and include his songs in as many playlists as possible.
7 The author believes that pirating has changed things for bands by making their traditional primary income source (album sales) less profitable.
8 The author feels that the future of the music industry is bleak for performers and that they are unable to return to a system that offers them fairer compensation.

Use of English (pp. 116-117)

2
1 refused to perform live/refused to play live
2 made an apology/apologised for cancelling
3 admitted (to) not following the
4 was too loud
5 due to/because of cultural differences

Writing (p. 118)

1 (Suggested Answer)

The writer's opinion is that music education should not be removed from school curricula. The opposing viewpoint is that a career in music is unrealistic and unstable. This view is refuted by stating the importance of life skills that music can provide that other subjects cannot.

3
as I see it = in my view
Some argue that = Some believe that
In conclusion = To summarise/To sum up

4 (Suggested Answer)

Main viewpoints
Art allows creativity and self-expression – students get to make use of their imagination and express their emotions in a positive way.
Art teaches useful life skills – students learn fine motor skills, focus and perseverance and how to make decisions.

Opposing viewpoint
Not everyone is naturally artistic – some students might become frustrated by their lack of talent/ability.

Refutation
Not everyone is expected to be Leonardo da Vinci – technical skill is not the most important aspect – what is most important is expressing yourself and having fun.

5 (Suggested Answer)

It seems that the Ministry of Education is planning to remove art from school in our country. However, in my view, art classes should not be removed from schools and should remain in our curriculum.
Firstly, art allows creativity and self-expression. Through art classes students get to make use of their imagination and express their emotions in a positive way. This is something that is not possible via more academic subjects such as history or science.
Art classes also teach useful life skills. In art lessons students learn fine motor skills, focus and perseverance and how to make decisions. All of these skills are applicable in numerous aspects of study and professional work.
Opponents of art in schools would say that not everyone is naturally artistic. They feel that some students might become frustrated by their lack of talent or ability. However, this ignores an important aspect of art. Not everyone is expected to be Leonardo da Vinci, and technical skill is not the most important aspect of art. Expressing yourself and having fun is much more important.
To summarise, art helps students be creative and handle their emotions, and learn important transferable skills. For these reasons, I strongly believe that it should not be removed from our schools.

Speaking (p. 119)

1 (Suggested Answer)

I think that this quote means that our arts and methods of expression can become more than techniques or works of art and can become higher ideals and cultural values. The finest visual arts, literary arts and performing arts have all become examples of the best kind of human endeavour and social and cultural growth. In many cases they are used as benchmarks for countries and synonyms for sophistication. For example, ballet as Russian high culture, Shakespeare as English literary culture, and Renaissance painting as Italian artistic culture.

2 (Suggested Answer)

My partner is wearing a T-shirt, jeans and trainers. His/Her T-shirt is red with a large white and black logo printed on the chest. The jeans are very dark blue denim and are skinny cut with narrow legs. His/Her trainers are basketball trainers with lots of bright colours such as red, yellow, white and electric blue. The trainers have large basketball logos printed on the side.

3 (Suggested Answer)

In the picture there is a group of men dancing at what looks like a festival. The men are wearing traditional hats with what looks like feathers or some kind of decoration. They are wearing white shirts that are rolled up at the sleeves, blue ties, traditional khaki long shorts, grey sashes and brown braces. They are also wearing long grey socks that come up to their knees. They are dressed in this way because this appears to be a type of traditional costume probably worn at the festival shown in the picture.

4 (Suggested Answers)

1 I think that a lot of people are watching this event because it is an important cultural festival or celebration.
2 I would like to be a part of a traditional dance group. I love dancing and music but I also think it's very important to keep our traditions alive and pass down our culture to new generations. It's an important part of our cultural identity and who we are as a nation.
3 I love dancing and I'm a member of a jazz dance group. I love jazz dance because it's a high-energy dance which combines elements of ballet, modern dance and improvisation. We practise regularly, twice a week in our community centre. I think we are getting better and better at our choreography because we were asked to give a performance for the local kids on Children's Day. The show took place on 1st June and we were quite nervous before we got on stage, but when we heard the music, we did our best to show the audience what we had learned. We got a big round of applause after we finished and many children asked us if we could show them some moves. It was a very satisfying experience.

5 (Suggested Answer)

A: Thank you for talking to me today. Can you tell me a little about your job?
B: Yes. I am a visual artist and I specialise in sculpture and 3D art. I often create my works from metal but sometimes I work with marble and stone.
A: And how long have you been doing this?
B: I've been doing this for ten years. I started when I was 21 just after leaving university where I studied fine arts.
A: That's amazing. Have you had much success as an artist?
B: I have sold a number of pieces to art galleries and private patrons. I have also had a number of exhibitions of my work in galleries and modern art museums across the country. My work is really popular in London, and I've had pieces in the Tate Modern.
A: What inspires your work?
B: I really admire the expressionism and the work of expressionist sculptors. This has been a big inspiration for my own work, it's definitely influenced me a great deal.
A: Fascinating. Thank you so much for talking to us today.
B: Thank you!

6 (Suggested Answers)

1 My favourite kind of visual art is painting. I love all forms of painting, traditional and modern. I especially like oils on canvas and watercolour. I like painting because I love colour and seeing how artists make use of colour to express themselves. I'm a big fan of abstract painting for this reason.
2 I would love to be a visual artist. I think it's an amazing job that is exciting and glamorous. Artists are also very important and play an important role in society.

Module 10

Vocabulary (pp. 122-124)

2 a) (Suggested Answer)

1	stadium	(do) gymnastics, (play) baseball, (play)rugby
2	ice rink	(go) figure skating, (play) ice hockey, (go) speed skating
3	running track	(go) sprinting, (do) hurdles, (do) relay race
4	on snow	(go) cross-country skiing, (go) snowboarding, (go) skiing
5	court	(play) tennis, (play) volleyball, (play) basketball
6	on water	(go) kitesurfing, (go) canoeing, (go) water skiing

b) Ss' own answers

4 a)
1 football
2 rock climbing
3 tennis
4 ice hockey
5 water polo
6 snowboarding

b)
1 ice hockey
2 snowboarding
3 football
4 tennis
5 football
6 rock climbing
7 ice hockey
8 water polo
9 water polo
10 snowboarding
11 football
12 rock climbing

c) Ss' own answers

6 (Suggested Answer)

Ice hockey is played on an ice rink. Each team must have six players. Lots of equipment is used in ice hockey. Players need ice skates, a stick and a helmet. The purpose of the game is to score by hitting the puck into a goal. Matches last 60 minutes and the team who has scored the most after this time is the winner.

7 (Suggested Answer)

1 ~~racquet~~ harness
2 ~~volleyball~~ football
3 ~~karate~~ baseball/football/volleyball etc.
4 ~~a harness~~ shin pads
5 ~~jogging~~ hurdles/gymnastics etc.
6 ~~archery~~ tennis/football/water polo etc.
7 ~~kite surf~~ ski
8 ~~tee~~ cue

12

1 sustained
2 competed
3 disqualified/banned
4 extra time
5 false
6 banned/disqualified
7 awarded
8 substituted
9 self-respect
10 accomplishment

17 (Suggested Answer)

Harry Kane is a professional footballer who plays for Tottenham Hotspur. He is widely considered to be one of the best strikers in the world and has played for the senior men's national team of England 67 times. He has won the Premier League golden boot award three times, 2015-16, 2016-17, 2020-21. He also won the FIFA World Cup golden boot award in 2018 and was the PFA young player of the year in 2014-15. He has reached the League Cup Final in 2014-15 and 2020-21 and the Champions League Final in 2018-19. He also has a runners-up medal with the national team from the European Championship in 2020 and a third place medal from the UEFA Nations League in 2018-19. He has scored an incredible 167 goals for Tottenham and 48 goals for England, showing why he is one of the most in demand players in world football.

Listening (p. 125)

1 (Suggested Answer)

1 **A:** I would like to start doing martial arts. Perhaps something like karate. I think it's really cool and it would be a great way to also learn self-defence.
B: I would like to start playing rugby. I think it's a fun game and it looks really exciting. I think it's a sport that I would be good at because I'm big and quick on my feet.
2 **A:** I wouldn't want to start playing football. It's not a sport that interests me and I find it quite boring. I also think that it's a sport that doesn't set a good example. It's all about money these days.
B: I wouldn't want to start doing something like rock climbing. It looks really dangerous and I don't like heights at all. It also looks really tiring and exhausting to do.
3 **A:** I'd like to watch ice hockey. It's a very fast game and intense and I think it's good fun to watch. I also like that it's a physical contact sport.
B: I'd like to watch basketball. I'm a big fan of Michael Jordan when he was playing and I think basketball is a fascinating game. It's amazing when players do slam dunks into the hoop!

4 (Suggested Answer)

I have just tried snowboarding for the first time and it was amazing! At first I didn't see what all the fuss was about, but after I gave it a go I really enjoyed it. Of course, it was difficult at first. The first few times I tried I kept falling over on the snow with my board, but I was persistent and I soon got the hang of it. I thought having both feet secured to the board might have some shortcomings, but it actually makes steering the board easier. Moving down the slopes on a snowboard was really exhilarating!

5 (Suggested Answer)

I would like to train and participate in the 100 metres. It's an exciting event and I am a big fan of Usain Bolt. He's an incredible athlete and really inspiring. I'd love to be like him and have his level of success at athletics. I also think that an event like the 100 metres would be easier to train for than a longer distance event or a marathon, because you are on the track for much less time.

6

1 17
2 going up King Street
3 at the south end of Queens Park/Queens Park/ between the Natural History Museum and City Hall
4 Jones

7

1 The man is calling for his daughter.
2 The man's daughter is 15 years old.
3 18 kilometres
4 on River Street

Reading (pp. 126-127)

1 (Suggested Answer)

1 huge player salaries
2 risk of injury to athletes
3 overcommercialisation
4 doping and substance abuse
5 negative role models for young people

3 a)

1 discovered that/found that/discovered in a study that/found in research that
2 produce few positive results
3 shows coaches/proves that coaches have been/ points to coaches
4 risk an athlete's health/endanger an athlete's health/put athletes at risk

b) Definitions for the words in bold:
jolt (n): a sudden sharp movement
bruised (adj): having an injury as a result of being hit
dizziness (n): the feeling that you'll fall down
hit-or-miss (adj): unreliable
green light (n): permission to do sth
sponsor (v): to support sb/sth financially

Answer section

5 (Suggested Answer)

Problem: Injuries/Concussion in sport
Solutions
1 Ban techniques that involve strikes to the head, such as heading the ball in football.
2 Make players wear more protective equipment.
3 Reduce the amount of contact in school sports.

Problem: doping
Solutions
1 Introduce harsher punishments for athletes caught cheating.
2 Improve testing techniques.
3 Educate children and athletes about the dangers and risks.

6 (Suggested Answer)

1 hard work
2 access to coaching
3 ability to devote time to practicing
4 attitude
5 suitable body type
6 luck

9 (Suggested Answer)

Harry Kane is one of the best football strikers in the world, and this is reflected in his training schedule. Training with the team starts every day at 9 am but Kane always arrives early at 8:30 and spends time in the gym working out and doing weight training and cardio before the regular team training begins. He is also always the first person on the training pitch, where he spends hours practising techniques, footwork drills, and set plays. Kane trains 3-5 times a week and sometimes the team does double sessions, training twice in one day. I think that lots of things have contributed to his success. His attitude is fantastic and he has a strong desire to win and improve himself. He is also very careful with his diet and eats well in order to perform at his best. Kane tells aspiring athletes to be patient and work hard and never give up on their dreams.

Use of English (pp. 128-129)

1 1 A regret about something that didn't happen in the past
2 Unreal past
3 A wish for something in the present to be different
4 Unreal present

Writing (p. 130)

1 1 The introduction introduces the topic by using techniques: a quotation and a rhetorical question.
2 The first main body paragraph presents one aspect of the topic with its pros and cons. The second main body paragraph presents the second aspect of the topic with its pros and cons.
3 The conclusion summarises the topic and includes the author's opinion.

2 Firstly, physical education plays an important role in health.
Another important aspect of physical education is its role in social development.
The writer uses the following arguments for:
Physical education allows exercise and encourages healthy living.
Sports bring people together allowing interaction and teamwork.
The writer uses the following points against:
Exercise has little academic benefit and takes time away from more academically practical subjects.
Sports tend to bring out the competitive nature in people leading to winners and losers and negative impacts on children's self-esteem.

4 (Suggested Answer)

Listing/adding points:
Body para 1: Firstly = In the first place
Introducing aspects:
Body para 2: Another important aspect of … is = Another point concerning ….. is
Giving justifications:
Body para 1: for example = For instance
Body para 2: consequently = in other words
Contrasting:
Body para 1: On the other hand = Conversely
Body para 2: Nevertheless = On the other hand

5 (Suggested Answer)

Children participating in competitive sports.
For:
Gives children goals and targets to aim for – children can strive for success and learn the value of hard work and training to get to their goals.
Develops decision making and stress management skills – children learn to make decisions quickly under pressure and how to deal with stressful situations in a non-harmful way.
Against:
Makes children overly competitive – winning can become a primary consideration and a win at all costs mentality might develop.
Takes the enjoyment out of sport – fun activities become intense and stressful and enjoyment of sport is lost as a result of pressure to perform.

6 (Suggested Answer)

Competitive sport plays a big part in our society. So much so that American football coach Vince Lombardi once famously said that 'winning isn't everything, it's the only thing.' However, how important is winning and should schools allow children to participate in competitive sports?
Firstly, encouraging competition can be seen as a good or bad thing. Competitive sport gives children goals and targets to aim for. For example, while preparing for a competition, children can strive for success and learn the

value of hard work and training to get to their goals. After this effort they can enjoy the sense of achievement and satisfaction that it brings. On the other hand, competing in sports can make children overly competitive. Winning can become a primary consideration and a win at all costs mentality might develop.

Another aspect of competitive sports is that it requires decision making and stress management skills. This can be advantageous for children because they learn to make decisions quickly under pressure and how to deal with stressful situations in a non-harmful way. These are vital life skills for any child and a huge benefit. On the other hand, some argue that competing takes the enjoyment out of sport if too much stress is involved. Fun activities become intense and stressful and enjoyment of sport is lost as a result of a pressure to perform.

To conclude, there are numerous benefits to competitive sport. However, there are concerns that need to be considered. I don't believe that schools should ban competitive sports. In fact if sport is enjoyed responsibly, the many advantages of accomplishment and pressure management can help children a great deal.

Speaking (p. 131)

1 a) (Suggested Answer)

I prefer to watch sports with my friends.

b) (Suggested Answer)

I prefer to watch sports with friends because it can be an enjoyable social activity and I can choose people who I know support the same teams/players and have someone to celebrate with if they win or score. I didn't choose the other options because they weren't applicable to me or my personal preference. I enjoy watching sport, which ruled out option one. I don't like watching sport alone because I enjoy sharing the moment. I don't like watching sport with family members because they often support opposing teams from me, and I prefer not to watch sports with strangers because it doesn't appeal to me.

2 (Suggested Answer)

I would most like to watch a sporting event as in the image with people standing and cheering at a large sports stadium. I really enjoy stadiums and the atmosphere that they have. I also love watching sport live in person and nothing beats seeing your heroes in the flesh! I wouldn't like to watch a sports event in a busy sports club or bar because it can get too crowded and noisy and I prefer not to watch sports on TV screens. For the same reason I wouldn't like to watch sports at home alone on a TV. I also think watching sports is a social activity so it should be done with others.

3 (Suggested Answer)

1 I believe it would be preferable to watch sports with other people rather than alone because sport should be a social activity. Sport is exciting and dynamic and it's much better to have someone to share the experience with. You can cheer and celebrate together if your team wins, or support each other if you team loses.
2 I would rather watch a sports event where everyone was supporting the same side. This way you can all have a team spirit and a great atmosphere. You also know that when you are happy so is everyone else, so you don't have to worry about upsetting or offending anyone if you cheer a point for a team that they don't support. Watching sport with people who support another team might be a bit awkward or lead to tension.

4 (Suggested Answer)

The image shows a scene of an obstacle or assault course and people exercising. There are two young women in the foreground waiting for their turn to climb an obstacle. They are watching the people who are climbing. There is a person at the top of the obstacle offering a hand to the girl who is trying to climb it. Another person is crouching down helping to lift the girl who is climbing. The obstacle course is very muddy and the weather is overcast. All the people in the picture are wearing sports clothes.

5 (Suggested Answer)

1 I think the two women are watching because they are waiting for their turn to climb the obstacle on the assault course. They could also be supporting and cheering for the girl who is climbing, who could be a friend of theirs.
2 I would like to do an obstacle course like this. I like exercising and I enjoy challenging myself. I think that this would be a fun thing to do and very rewarding to complete.
3 I love watching ski jumping. In my opinion, it's the most exciting winter sport. I can feel the adrenalin myself when the contestants are about to slide down the ramp. When someone from Poland is in the line-up, I can get a bit carried away. I remember especially when Adam Małysz and later Kamil Stoch won their gold medals. It was a great moment. I'm sure the neighbours must have thought I was mad when they heard me shouting "Come on!" at the TV! I was so thrilled that I went out with my friends afterwards to celebrate.

Answer section

Exam Skills Check V (Modules 9-10)

(pp. 134-135)

4 (Suggested Answer)

Out of the 3 options, I would choose option 3. I think it would be a good idea for students to study a play in class and then attend a performance of that play. That way, students will have the opportunity to fully understand what the playwright wrote. Also, after the performance, students could write a review of the play for the rest of the class to read. I rejected option 1 because, while a visit to an art exhibition would be a lot of fun and educational, I don't think a school outing would give you enough time to fully appreciate the art on display. I think it would be better to go to the art exhibition in your own time when you could spend as much time as you wanted viewing the exhibits. I rejected option 2 because musical taste is a very personal thing and not everyone likes classical music. This would mean that the students who don't like it, wouldn't have a very good time.

1 I think school outings do benefit students. They give students the chance to get out of the classroom and learn by doing something. It is also a chance for students to have some fun while learning.
2 I think it is possible for a school outing to be both educational and entertaining but it is most important for it to be educational. After all, that's what school is for, we are there to learn no matter where we are whether we are on school property or on a school trip.

Module 11

Vocabulary (pp. 136-138)

1 a)

1	unhealthy	5	unhealthy
2	unhealthy	6	healthy
3	healthy/unhealthy	7	healthy
4	healthy	8	unhealthy

b) (Suggested Answer)

A: I think not eating too much red meat helps.
B: Right, but I think eggs and dairy products are good for you.
A: Yes, as is fruit.
B: Plus drinking plenty of water.
A: Doing some form of exercise is important.
B: Agreed, like yoga for example.
A: Yes, but you should avoid crash diets.

5 (Suggested Answer)

I studied geriatrics because I want to help the elderly.
Podiatry is the study, diagnosis and treatment of foot disorders.
The midwife I recommend to all my pregnant patients has a great knowledge of obstetrics.
In our Ophthalmology course we study the eye and its diseases.
I can't read this X-ray as I didn't finish radiology studies.
I have to ask the cardiology consultant about the patient's heart disease.
The dentistry students have to spend many hours looking into patients' mouths.

10 1 **nauseous:** feeling discomfort in your stomach like you want to be sick
vomit: to bring food from the stomach back up and out the mouth
2 **itchy:** having an uncomfortable feeling on the skin that you want to scratch
sneezing: air suddenly coming out of your nose that you can't control
3 **nose is blocked:** having swelling in the nose that prevents breathing in and out
fever: a condition in which your body temperature is higher than normal
swollen glands: organs in the neck under the skin that are larger than normal
4 **run out of breath:** having difficulty breathing and taking deep breaths
feeling faint: feeling dizzy/light-headed like you might lose consciousness

13 1 **nosebleed**
- Sit down and firmly pinch the soft part of your nose for at least 10-15 minutes.
- Lean forward and breathe through your mouth to drain blood from your nose instead of down your throat.
- Wrap an ice pack in a towel and put it on the bridge of your nose.

2 **cold or flu**
- Drink plenty of water and get a lot of rest.
- Take a 'cold & flu' tablet.
- Put honey in your tea and drink warm liquids like chicken soup.

3 **black eye**
Wrap ice in a towel and place it on the eye for 20 minutes.

4 **sprained ankle**
- Rest it and avoid putting unnecessary weight on it.
- Put your foot into a bucket of water with ice.
- Apply an elastic bandage to keep the swelling down.

5 **nausea**
- Avoid eating heavy foods and continuously sip cold water.
- Take your temperature to check for a fever.
- Take a tablet to settle the stomach and relieve the symptoms.

6 **rash**
- Avoid scratching it and making it worse or infected.
- Apply an ointment cream prescribed by a doctor or pharmacist.

Listening (p. 139)

1 (Suggested Answer)

A – All of these things are good for a healthy lifestyle, but out of them all a healthy diet is the most important. Many studies show that eating excessive amounts of fatty foods, or consuming too much salt or too much sugar are all bad for your health. Generally, a healthy diet is balanced with nutritious foods being essential and non-nutritious foods consumed only in moderation. Because as the saying goes, you are what you eat.

F – The least important of these is taking vitamin supplements. They can be helpful for certain people who have deficiencies in their diet, but aren't necessary for the average person if they follow a healthy, balanced diet including enough fruit and vegetables.

2 I think my lifestyle is fairly healthy. I eat sweets and fast food, but not a lot and not every day. I usually get enough sleep and try not to stress too much about things. I don't take vitamins but I eat a lot of fruit and love playing a variety of sports which are really good exercise.

5 (Suggested Answer)

I stopped eating junk food every time I'm out. I used to always go to fast food places with my friends and order burgers or pizza for example, but now I go more often to cafés and order a sandwich or a salad. I would probably like to do more exercise and get in shape a bit better.

8 (Suggested Answer)

1 Playing football is the best activity for relieving stress. Not only do you run your socks off, you also get to kick the ball as hard as you can over and over which is a brilliant way to release tension.
2 People can eat a healthy diet and get enough exercise.
3 People should cut down on drinking alcohol and reduce stress levels.
4 Yes, I think too much work has a negative effect on people's health and shortens their lifespan.
5 I think having a life that is low in stress and high in joy is most important.

Reading (pp. 140-141)

2 b) Definitions for words in bold

advocate (n): a person who supports sth
ailment (n): minor illness
efficacy (n): effectiveness
acute (adj): very severe or serious
terminal (adj): (of a disease) incurable and resulting in death
mutation (n): the process by which genetic material changes
cutlery (n): knives, forks and spoons used for eating
extract (v): to take out
alarming (adj): worrying or frightening
hostility (n): aggressive behaviour
domesticate (v): to bring a wild animal to live among humans and work for them
offspring (pl n): a person's children

3 (Suggested Answer)

In the future humans will probably develop larger eyes because nowadays we're spending more time than ever looking at things on screens. Whether it's computers, phones or tablets a lot of us spend many hours every day watching, reading or writing on digital screens with a bright background projected into our eyes. This could gradually cause our eyes to adapt to their new reality and grow bigger and faster to take in more and more information and our brains may grow also in order to process the information. I think in the future humans might also have longer fingers from typing on keyboards so much and less muscle due to spending so much time sitting down.

Writing (p. 144)

4 1 followed a better diet, he would have lost weight quicker
2 William told his brother was to work out after school
3 Peter started exercising more than he felt much better
4 did Mary know that the dish contained artificial ingredients
5 Frank wants is to work as a dietitian

6 (Suggested Answer)

Dealing With the Stress of Study

There is growing evidence that secondary school students are suffering from high levels of stress caused by too much studying. With the intense competition for university places, the pressure for academic achievement has never been higher. But is this pressure coming at the expense of sacrificing students' health, and what can be done about it?

Firstly, students can deal with stress by leading a healthy lifestyle. Eating healthily, getting enough sleep and exercising regularly are all proven ways to reduce stress levels. Remembering to do these things would help students to manage stress and maintain mental health.

Another solution for handling stress is a focus on improved time management. Students often feel stressed when they are studying for an exam or running out of time to complete an assignment. However, simple time management techniques, like planning and scheduling, would help them to feel more relaxed and focused.

Finally, there are ways that schools can help their students. Some headmasters, worried about students suffering from depression or anxiety, are making changes like abolishing midterm exams and installing a no-homework policy during breaks and weekends. These reforms help students to manage their time better and maintain their mental health as a result.

In summary, there are ways in which both students and schools can help deal with the stress of studying and the pressure to achieve results. If both were to work together and follow the above suggestions, there would be a healthier and happier environment for students and teachers alike.

Answer section

Speaking (p. 145)

1 b) (Suggested Answer)

When I fell out of a tree and cut my hand, I started crying. I got scared when I saw the blood and shouted for my dad to help. Now I would be more calm and not panic because it's just a small cut and will heal in time.

2 (Suggested Answer)

The picture shows a man and a boy who must have hurt his knee. There is a basketball next to the boy so he probably injured himself while playing basketball. The boy is sitting on the court and the man is squatting in front of him. He seems to be feeling worried and the boy looks like he is in pain and is acting scared.

3 (Suggested Answer)

1 I think the boy should go and clean the wound with soap and water and then put a plaster on it to stop the bleeding.
2 Children should be allowed to play sports but sports that carry a risk of serious injury need to be strictly supervised and have all appropriate safety equipment provided.
3 Well, in my case it's not a serious illness, but it ruins my plans every spring. Some people adore springtime, but not me! I can honestly say it's the worst time of the year and I dread it. For me it's the season of non-stop sneezing, flushed skin and watery, bloodshot eyes. I know hay fever is not a serious condition, but I do get very self-conscious about it. It makes me look awful and feel really miserable too. I avoid going to the countryside or even to the park from March until late summer – to get away from all that pollen! Once my uncle tried to give me flowers on my birthday, but I couldn't go anywhere near them!

4 (Suggested Answer)

A: I think you should get more exercise by playing a sport or some fun activity.
B: I agree and I'm planning to start playing football at the local club.
A: Well that's good, but diet is also important. If I were you, I wouldn't eat so much junk food.
B: I probably could cut down on sweets and not eat fast food so often.
A: Right, I think you would feel better and be healthier.
B: You have a point there.
A: I would also advise you to reduce your stress levels.
B: It's true, I get very stressed from studying so much, especially when there's an exam coming up.
A: Yes, I know, but there are some things you can do to relieve stress.
B: Like what?
A: You could do some leisure activities like go for a bike ride or fly a kite outside. You should take a break from studying once in a while to do something like this or even just go for a walk or run.

5 (Suggested Answer)

1 I think that exercise is the most important aspect of a healthy lifestyle. A good diet is important but if you eat something high in fat or sugar, then you can always just exercise to burn off the calories. I think exercise also has the double benefit of relieving stress which makes it doubly beneficial.
2 I should probably improve my diet and eat more fresh fruit and vegetables. I eat a lot of processed foods and order from fast food restaurants too much. It would be good if I had more time to cook proper meals with fresh ingredients.

Module 12

Vocabulary (pp. 148-150)

4 a) (Suggested Answer)

1 chemicals, magnifying glass, dropper, tongs, pipette
2 electricity, genome editing, RNA-sequencing, penicillin
3 digital cameras, calculators, paper maps, cheques, fax machines, headphones with cords

b) (Suggested Answer)

I think the greatest invention of the last 150 years was the aeroplane. This remarkable invention did so many things to help humanity. It not only allowed people to get to distant places quickly and safely, it also opened the world to numerous new opportunities in business, education and travel. Aeroplanes have allowed huge amounts of migration and cultural exchange and also had a massive social impact forever changing the way that we experience and view the world.

14 (Suggested Answer)

A: What are you doing, Tim?
B: I'm browsing the Internet for a new mobile phone.
A: Great! I love online shopping, you can get some great deals.
B: Yes! I can get a good discount if I upgrade to a newer model. This new model also comes with a hands-free headset.
A: That sounds good. I don't use hands-free sets much anymore though. I usually just message people.
B: Yeah, I know what you mean. Look, this page says that I can get this phone with an unlimited data deal. So I can check my social media accounts as much as I want, and stream or download films.
A: That sounds great! You should sign up and get that!
B: I will!

Listening (p. 151)

1 a) (Suggested Answer)

1 Vaccines
2 The aeroplane
3 The Internet
4 Cars
5 Television

b) (Suggested Answer)

A: The most important invention on the list is vaccines. They are important because they help fight disease and have saved millions of lives throughout history.
B: I agree with you. Vaccines are extremely important. I think the least important invention is television. It's the least important because, although it's entertaining, it isn't essential.
A: Yes, that's very true. Television is just a luxury that's made our lives more fun.

4 (Suggested Answer)

The most important features for me when buying a laptop computer are the battery life, speed and memory. Performance is more important to me than how a laptop looks, how heavy it is, or how much it costs. I'd rather spend more money on a laptop that has all the features and specs that I need, than go for a cheaper model without.

5
1 was released/released
2 SSD/Solid-state
3 Xelerion
4 depending on

7 (Suggested Answer)

Yes, I would buy the laptop described in the recording. It has good features and specs and I think it's on sale for a good price.

Reading (pp.152-153)

1 Ss' own answer

3 (Suggested Answer)

1 Other parents are happy about the new policy.
2 Textbooks aren't able to contain up-to-date information. /Textbooks quickly become outdated.
3 They might find remembering things easier and lessons could be engaging for students.
4 Two examples of natural consequences are missing important information and receiving low grades.

5 (Suggested Answer)

I agree with Ms. Peters. I don't think that banning phones in classrooms is practical and I think they can serve as a benefit for learning. I think that her suggestions would help make classrooms more interesting and learning more fun. I also think that her suggestions for natural consequences will help students learn how to be more responsible.

6 (Suggested Answer)

I could live without a landline phone, TV and a laptop. I rarely use them anymore because I can do everything that I need on my smartphone or my tablet.

8 Definitions for words in bold

hardline (adj): severe and unwilling to change
relentless (adj): unending
incessant (adj): never stopping
obsolete (adj): no longer in use
salvage (v): to try to save (a part of sth)
disposable (adj): intended to be thrown away after use
insatiable (adj): unsatisfied
dichotomy (n): a striking difference between two totally opposite things
sedentary (adj): involving very little physical activity
toll (n): the negative impact that sth has on sb/sth

Use of English (pp. 154-155)

3
1 Both Ella and her brother
2 No one/Nobody has made greater
3 No invention
4 all the latest
5 Neither Magda nor her friend

8
1 presents/provides/takes
2 while/when
3 to/with
4 so

Writing (p. 156)

1 The complaint is about a product. The problem was that the product was not performing as advertised.

2
1 formal
2 subject
3 To Whom it May Concern/Dear Sir/Madam
4 reason
5 problem
6 date
7 issue/problem
8 situation/problem/issue
9 demands
10 answer/reply/response
11 time
12 Yours faithfully

3
1 writing to complain
2 I bought from
3 issue is
4 my experience, not the case
5 would appreciate it
6 refund my money
7 aforementioned problems
8 would also be satisfied
9 already been an inconvenience
10 your company to make the
11 to hearing from you as soon as
12 from you in
13 further action
14 can be reached

Answer section

5 (Suggested Answer)

From: JohnErikson@fastmail.com
To: info@fashionlife.net
Subject: Smartphone complaint
Dear Sir/Madam,
I am writing to complain about the smartphone that I bought from you. The product was a PhonePlus S7 and I ordered it online on November 5th.
The issue is that the item is not at all as it is advertised on your website, and does not match the product description or the photographs online. Your website states that the screen is 6 inches, but it is only 5.5 inches, much smaller than advertised.
In addition, your site clearly describes the battery life as eight hours. In reality the battery does not last eight hours at all, at most it lasts for five hours with a full charge. At first I thought that maybe you had sent me the wrong phone, but when I checked the product codes I saw that they are in fact the same. To say that I am disappointed with this is an understatement!
I intend to return this phone and I would appreciate it if you could refund my money. Furthermore, I expect you to pay for the return postage costs, as I do not see why I should lose money over issues that were not my fault.
I look forward to hearing from you as soon as possible. If I do not, I will escalate the issue.
Yours faithfully,
John Erikson

Speaking (p. 157)

1 a) (Suggested Answer)

The quote says that we can't grow or improve without changing either ourselves or the ways that we do something. I strongly agree with this point and I think that the quote is very true because I've often experienced the same thing myself. If you don't try to improve yourself, you can never get better.

b) (Suggested Answer)

1 **A:** I would rather pay an automated cashier at a shop, such as a self-service checkout, because I think it is quicker and easier and cuts down on queues and waiting times.
B: I prefer to use an actual human cashier. It's more personal and pleasant to speak with an actual human being. They can also help you pack your bags or let you know about offers you might have missed.

2 **A:** I think that automated cashiers are a great example of progress. They make buying items much more efficient and they free up staff in shops to be able to work on other tasks and spend more time advising customers on the shop floor.
B: In my experience self-service checkouts are not a good example of progress. They tend to create more problems than they are worth. They hold up queues and often go wrong, plus people who aren't good at technology might get confused.

2 (Suggested Answer)

The robot I would most like to have in my home is the robot cleaner holding the vacuum cleaner. I think that having a robot around the house to do chores such as dusting, vacuuming and washing floors and windows would be very practical and useful, and make life much easier. Such a robot could do all the household cleaning tasks that I'd rather not do myself. I wouldn't want a robot chef in my home because I enjoy spending time in the kitchen and I like cooking. I also think that cooking is a skill that needs a human touch. I don't think that a robot would be able to produce exciting or interesting dishes like a human chef could. I also wouldn't want a robot pet like the robot dog in the third picture. I'd prefer not to have a robot pet because I like living animals like cats and dogs, and prefer the bond that you can develop with a real animal.

3 (Suggested Answer)

1 I would like a robot to do simple household chores around the home, such as do the laundry, iron clothes and clean the house. I'd also like a robot to remind me to do important things that I have on my daily schedule so that I wouldn't forget about them.
2 I think the disadvantages of a robot doing work for you is that it could make you lazy. Also, it's possible that the robot might not do the task properly or to the standard that you like or need. Even today simple machines can sometimes not do a task well, such as dishwashers not washing plates properly or robot vacuum cleaners missing spots when cleaning the floor.

4 (Suggested Answer)

A: I think that advancements in technology would be most useful in medicine. Medicine is an essential field that helps people and maintains their health and wellbeing. In this respect it's much more important than transportation or communication as it saves lives.
B: You have a point, but I think that advancements in communication would be more useful. It's true that health is important, but technology in medicine is something that you only need when you are sick or injured. Most people, most of the time, won't need a hospital or medical technology. However, everyone always needs communication. It plays a huge part in our lives, for work, study and leisure. We live in a connected world and communication technology is at the very heart of that.

5 (Suggested Answer)

The picture shows a surgeon in an operating theatre with a medical robot. It looks as though the surgeon is concentrating a lot on what they are doing. The robot is about to perform surgery and it's likely that it's going to perform the action very accurately. I think the surgeon is wearing some kind of virtual reality goggles which enable him to control the robot as he is about to click on a little figure of a man.

6 (Suggested Answer)

1 I think that the surgeon feels confident about working with a robot. It looks like they have faith in the robot and they seem to be using the device comfortably.
2 I would prefer if a robot performed surgery on me. Nowadays, technology has made huge advancements and robotics can do incredible things and very precise detailed work. Also, a robot would never get tired or nervous during an operation and would never shake or make an accidental cut.
3 My mother had some health problems so when her doctor suggested she should take more exercise, we bought her a smartwatch to help her monitor her health and fitness. At first, she was very reluctant to wear it because she said she didn't need any of the latest technology gadgets, but we made her try it out and now she doesn't even take it off when she goes to bed. She says she feels safer wearing it because it monitors her blood pressure and other bodily functions and that it motivates her to move more during the day.

Exam Skills Check VI (Modules 11-12)

(pp. 160-161)

4 (Suggested Answer)

A: Do you follow a healthy diet?
B: I think I do eat a healthy diet. I try to eat 5 portions of fruit and vegetables every day and I don't eat much salt or sugar. I also try to avoid fast food and eat home-cooked food instead, but I like chocolate and I probably eat too many chocolate bars.
A: Why do you keep fit?
B: I keep fit because I think the habits and health I create now will last the whole of my life. I want to live a long time and be able to look after myself all that time.
A: What do you do when you have a cold?
B: When I have a cold, I usually wrap myself in a blanket and sit on the sofa, watching TV. My mum brings me hot honey and lemon, which is very good for curing a cold.
A: At what age should teens get a mobile phone?
B: I think teens should get a mobile phone when they are 15. I don't think they are responsible when they are younger and, when they are 15, their parents can put controls on the phone and monitor their usage.
A: Do teens spend too much time on computers?
B: I think most teens do spend too much time on computers. They go online a lot and play games. Instead, they should spend more time outside doing sports and socialising with their friends.
A: What gadget do you use the most?
B: I probably use my smartphone the most. I use it to message my friends and go online. I also use it to take photographs. I like taking photographs so I use it a lot for that.

Module 13

Vocabulary (pp. 162-164)

15
1 solar system
2 Big Bang theory
3 black hole
4 shooting star
5 communications satellite
6 light year
7 outer space
8 meteor shower

Listening (p. 165)

1 (Suggested Answer)

If I went to a zoo, the animals I would be most interested in seeing would be lions and tigers. Big cats really fascinate me and I also have a pet cat at home, so it would be very interesting to see the larger cousins in person!

2
1 over thirty years/more than thirty years
2 Komodo
3 Indonesia/Indonesian islands
4 are recognised by/known by

3
1 It was founded by Peter Collins/an ecologist.
2 The specimen is 2.5 metres.
3 The Javan rusa deer.
4 Information about Marty the Komodo dragon/ A Komodo dragon's (life) story.

4 (Suggested Answer)

I would like a job as a guide in a zoo. I think protecting animals is very important, especially endangered species, and I'd be excited to help conservation efforts. I would be sure to include lots of varied groups of animal species on my tours of the zoo. For example, birds, reptiles, amphibians and mammals, in order to show all of the amazing wildlife that the zoo helps.

Answer section

7 (Suggested Answer)

A: I would like to study astronomy. I think it's a fascinating subject and I can totally understand people's obsession with the universe and space.
B: Me too! What I really love about astronomy is that there are so many mysteries that are still unsolved. We have so much to learn about the stars and our place in the universe.
A: Absolutely, and the things you can see in astronomy are incredible. Telescopes can show us things that nobody else can see with the naked eye, like planets and distant stars and galaxies.
B: Isn't it amazing? I can't think of anything more thrilling! I think an astronomy course would have tons of fascinating content!
A: I totally agree.

Reading (pp. 166-167)

1 (Suggested Answer)

I think that there has been some kind of natural disaster in the photograph, such as an earthquake. Or perhaps it's a scene from a recent conflict or the result of a war.

2
5 use of extreme tactics/willingness to use extreme tactics
6 disregard for/disdain for/disrespect towards
7 reckless/dangerous/irresponsible
8 the death of a (Mexican) fisherman

Definitions for the words in bold:

unbearably (adj): intolerably
epicentre (n): the area directly above the point of an earthquake
densely (adv): with many people, things, etc close together
ruins (pl n): buildings totally destroyed
unstable (adj): not solid or safe; likely to collapse
magnitude (n): how strong an earthquake is
fault line (n): a break in the layers of the surface of the Earth
rubble (n): debris of sth that is damaged
aftershock (n): a smaller earthquake that occurs after a large earthquake
sue (v): to take sb to court and demand money for their wrongdoing
sombre (adj): serious and sad
tactic (n): a planned course of action
make up (phr v): to form part of sth
surpass (v): to go beyond limit
label (v): to characterise sb/sth
ram (v): to intentionally hit sb/sth with a vehicle
sabotage (v): to deliberately damage or destroy sth

3 (Suggested Answer)

Some other environmental groups who campaign to save the environment are Greenpeace and The World Wildlife Fund for Nature (WWF). Both of these organisations serve the same overall goal but their approaches to helping the environment differ. Greenpeace is quite similar to Sea Shepherd in that they believe in direct action. Greenpeace also has its own ships to engage in marine activity such as the actions carried out by Sea Shepherd. Greenpeace's most famous ships are called the Rainbow Warrior and Arctic Sunrise. Arctic Sunrise has been involved in many anti-whaling operations. The WWF is a charity that accepts donations from various sources and runs initiatives and global campaigns to raise awareness about environmental issues in a less direct way. A lot of WWF schemes are educational in nature. They also help local communities to protect the environment and run conservation programmes.

5 (Suggested Answer)

1 There are six crew members on the boat.
2 Members of the group consider themselves environmental warriors.
3 Some species have been hunted to near extinction.
4 Whaling ships often clash with Sea Shepherd.
5 Fishing is banned in protected areas.
6 Animals are at risk in hunting grounds.

6 (Suggested Answer)

While I agree with the goals and the aims of Sea Shepherd, I don't agree with their tactics. I think that they are quite dangerous and go too far. People often get hurt and the actions of the group can go to extremes. I agree that the planet is important and that saving the environment is crucial, but I don't think that should happen at the cost of human life.

7 (Suggested Answer)

FRIENDS OF THE EARTH

Friends of the Earth is an environmental group that works to help save the planet and wildlife. Friends of the Earth was founded in 1969 and became an international network in 1971. Friends of the Earth focuses on issues such as economic justice, biodiversity, climate change and alternative energy. In particular they campaign against fossil fuels such as oil and other harmful energies such as nuclear power. Friends of the Earth has 75 national member groups and includes volunteers from around 5,000 local activist groups.

Use of English (p. 168-169)

3
1 has been spent on
2 There is no evidence/There isn't any evidence
3 pieces of information
4 a few/some/several passers-by
5 more and more spacecraft/spaceships

Writing (p. 170)

1 a) The letter is written to a city mayor.

3 rada miasta, budowę, autostrady, przebiegałby przez, las, siedliska dzikiej przyrody, napisz, list, 200–250 wyrazów, do władz miasta, sprzeciw, przyczyny

4 (Suggested Answer)

Dear Mr Mayor,
I am writing in response to the plans of building a new section of motorway which would cut through local forest land in our area. In my view, this plan would have significant negative impacts on our town and natural environment.
Firstly, this planned development would have serious environmental consequences as it would cut through forests and green belt land. As a result, it would eliminate a large area of wildlife habitat and impact numerous local species. This could lead to a reduction in native species and force some animals such as birds to migrate to other regions.
Another important point is the impact that the loss of green spaces and park land would have on residents of our town. Reductions in green spaces would no doubt mean that residents have fewer natural spots to visit, leading to people having few opportunities for outdoor recreation. This would increase stress and unhappiness amongst local people.
It could be argued that the increase of motorway capacity would boost the economy and transport links to our town. However, the truth is that it would also bring increased air pollution and worsen traffic rather than ease it. Our transport problems could be solved better by investment in public transportation.
All things considered, it would seem that the detrimental effects of a new section of motorway would vastly outweigh the positive ones. It seems logical that the city council should abandon the project and look at other ways to improve transport links.
Yours faithfully,
Bob Anfield

Speaking (p. 171)

1 a) (Suggested Answer)

1 attend clean-up days
2 recycle
3 reduce your waste
4 stop using single use plastic
5 use ecologically-friendly cleaning products
6 turn off lights in unused rooms
7 use energy efficient appliances
8 use less water

b) (Suggested Answer)

A: I often recycle and I have stopped using single-use plastic wherever possible.
B: That's great! I've also started recycling more, and I have tried to reduce my waste by buying products with less packaging.
A: That's good. I'd like to attend a clean-up day because it's a practical way to help the environment and I think it's an important thing to do.
B: Me too! I'd like to attend a clean-up day because I think it's something really simple that we can easily do, but that can also have a big impact on the environment.

2 (Suggested Answer)

In the picture the boy in the centre is looking towards the camera. He is wearing plastic gloves and is holding a rubbish bag. He is collecting rubbish from the ground during a clean-up day and looks happy. It appears that the clean-up day is happening at a beach. There are lots of other people present. There is an old man and a girl, who are both looking down at the ground as they collect rubbish. Behind the boy in the background there is an old lady in a pink coat bending over and picking up rubbish. There is another younger boy to the right looking away from the camera. He is wearing a yellow and white striped top and jeans and is also carrying a rubbish bag.

3 (Suggested Answer)

1 I think that the people feel happy and satisfied with what they are doing. Helping the environment is a good cause and something that is very rewarding. I'm sure that they are happy that they are helping nature.
2 I would definitely want to donate some of my free time to cleaning up a local beach. I think it's really important to help sea life and at a clean-up day you can see immediate results. It also doesn't cost anything to do.
3 I wrote a letter to my town council expressing my concern about their proposal to build a new housing estate on the outskirts of my town. I live in a peaceful and quiet neighbourhood, surrounded by green fields and woods so in my opinion, building blocks of flats would have a disastrous effect for the countryside in our area. It turned out that I wasn't the only one who thought that way, so together with my neighbours, we managed to convince the council to change their plans.

4 (Suggested Answer)

1 planowanie działań
2 uczestnicy i ich liczba
3 termin i czas trwania akcji
4 wygląd plaży przed i po sprzątaniu

5 (Suggested Answer)

A: Hello, and welcome to our programme *Nature Today*.
B: Hi, thanks for having me.
A: Now, you recently did a beach clean-up day, didn't you? What was that like?
B: It was great! Clean-up days sound easy but there was actually a lot of planning to do before.
A: Oh, really? Such as?

B: Well, what we did before the event was to arrange the logistics, gather materials and equipment, and choose a site to clean-up of course. There were lots of suggestions for which part of the local coastline we should go to, and in the end we chose Lighthouse Bay and its beaches.
A: Were there a lot of participants?
B: Yes! We had fifty people from various walks of life. Some were environmental activists like myself, but many were school children, older residents, and even some working professionals. No matter the background, everyone wanted to help do their part.
A: That sounds fantastic! What about the actual details of the day? Did it take long?
B: Actually, yes. We started at 8 am in the morning and we finished at 6 pm, a whole ten hours later!
A: Wow! I'm sure that the results were worth all the hard work though!
B: I definitely think so. Before we started, the beach was covered with a lot of plastic waste that had washed up from the sea. And it wasn't just ugly to look at, it was becoming a hazard for wildlife. After we had finished, we managed to get rid of all the plastic waste and the beach looked a million times better. If you visit our website, savethebeaches.com, you can see all the photos.
A: Perfect! Thanks for speaking to us today!

6 (Suggested Answer)

A: I'd like to be an environmental activist and help the planet.
B: Me too! I think it would be a very cool thing to do.
A: Yes, absolutely. Saving the environment is something that is the responsibility of all of us. We all owe Mother Nature for giving us such a beautiful world to live in.
B: I agree, and being an environmental activist is a great way to make real change to the world.
A: You're right. If you're an activist you can really make a difference.

Module 14

Vocabulary (pp. 174-176)

4 Definitions for the words in bold:

monarchy (n): a system of government with a king or queen as the head of the state
federal republic (n): a number of states, each with its government, controlled by a central government
prime minister (n): the leader of the government in certain countries
president (n): the leader of the government in a republic
constitution (n): a clear set of principles which outline how a country is governed and the rights of its people
legislative body (n): a group of politicians who make or change laws
appoint (v): to choose sb for an official position
Congress (n): the group of elected politicians in the USA who make laws
elect (v): to give sb an official position by voting for them
political party (n): an organisation with shared ideas about how a country should be governed
election (n): the time when people in official positions are chosen by voters

(Suggested Answer)

A: I think that the political system in Poland is more similar to the US than the UK.
B: Yes, I agree. For a start, we don't have a monarchy. We have a republic, like the US.
A: And we have a written constitution as well. Like the United States.
B: In some ways we are similar to the UK though. We have multiple political parties, like Britain does.
A: You have a point there, but in some ways we are different to both the US and UK.
B: You're right. We have three branches of government and we have parliamentary elections every four years and presidential elections every five years.

10

Criminal	Crime	Criminal act
	smuggling (n) the act of secretly taking sth/sb to different places	smuggle (v) to take sth/sb to different places secretly
car thief (n) sb who illegally takes vehicles	car theft (n) the act of illegally taking a vehicle	
kidnapper (n) sb who takes sb somewhere against their will	kidnapping (n) the act of taking sb somewhere against their will	
arsonist (n) sb who illegally starts fires		commit arson (v) to illegally set fire to sth deliberately
mugger (n) sb who robs sb violently in the street for their valuables	mugging (n) the act of robbing sb violently in the street for their valuables	

Criminal	Crime	Criminal act
vandal (n) sb who illegally paints or damages a building	vandalism (n) the act of illegally painting or damaging a building	vandalise (v) to illegally paint or damage a building
pickpocket (n) sb who secretly steals things from people in public	pickpocketing (n) the act of secretly stealing things in public	pickpocket (v) to steal sth secretly in public

robber (n) sb who steals things from places or people, especially using violence or threats	robbery (n) the act of stealing things from places or people, especially using violence or threats	rob (v) to steal sth from somewhere/ someone

18 (Suggested Answer)

NATO = The North Atlantic Treaty Organisation. NATO is a military alliance between 30 different Western Nations. The alliance was founded in 1949 as a defence against Germany and the Soviet Union following the end of World War Two and the start of the Cold War. Since the 1990s the alliance also covers political and humanitarian duties.

WHO = The World Health Organisation. WHO is an international group that promotes health and healthcare across the globe. Its main areas are universal health care, coordinating emergency responses to health crises and monitoring global health risks such as pandemics. The WHO has played a large part in vaccination drives and the eradication of diseases such as smallpox.

UN = The United Nations. The UN is an international organisation of different governments that works together to promote international peace and global security. It is the largest international organisation in the world with 193 member states and was founded in 1945.

INTERPOL = The International Criminal Police Organisation. INTERPOL is an international organisation that supervises cooperation between police around the world. It is the world's biggest international policing organisation. It was founded in 1923 and has police force members from 181 different countries.

IMF = The International Monetary Fund. The IMF is an international financial institution made up of 190 countries. It works to develop global financial and economic cooperation, promote trade, and maintain economic growth. It was formed in 1944 and commenced its operations in 1945.

FRONTEX = The European Border and Coast Guard Agency (from the French Frontières extérieures: "external borders"). FRONTEX controls and protects the borders on the European Schengen Zone. Established in 2004, the group manages border controls and migration issues such as the European migrant crisis and asylum.

UNICEF = The United Nations Children's Fund. UNICEF is an international agency that is part of the UN. It provides humanitarian and developmental support to children around the world. It was founded in 1946 and covers 192 countries.

WTO = The World Trade Organisation. The WTO is an organization made up of different governments that regulates international trade. It started in 1995 and has 164 member states that represent over 98% of global trade.

UNESCO = The United Nations Educational, Scientific and Cultural Organisation. UNESCO is an international agency that is part of the UN. It promotes international peace through education and cooperation in the arts, science and culture. It was founded in 1945 and has 193 member states.

Listening (p. 181)

4 (Suggested Answer)

A: I think I would most like to live in the city of speaker three. It sounds like most of the big problems there have been fixed by the government, and the speaker says that it's much better now than it used to be.

B: Yes, you have a point. The speaker does say that there's no more street crime and that economic inequality is also much less. I agree with you. I think that's the city that I would most like to live in as well.

A: The city I would least like to live in is the city of speaker four. I wouldn't like to live somewhere with so much building work and construction.

B: Me neither. It sounds like a very difficult place to live as well, because the rents are so high.

6 1 GDP measures the monetary value of goods and services.
2 The idea was developed in the 1970s.
3 The promotion of good governance.
4 March 20th every year/Each March 20th/March 20th.

Reading (pp. 178-179)

1 (Suggested Answer)

A **A:** I think that if someone has to steal food from a grocery shop to feed their family, they shouldn't be punished.

B: I agree. That person is obviously in a very bad situation and is desperate to feed their children. I think that people in this position should be helped.

A: Yes. The government should do more to support families in need and provide food banks so they wouldn't have to steal. Or perhaps more child support payments.

B **A:** I think that if a young adult or teenager shoplifts designer clothes, the punishment should be light. It's a minor offence and I don't think having a criminal record helps anyone in this situation.

B: You're right. I think it's more constructive to give that person a warning and make them do some kind of community service instead of giving them a criminal record.

C **A:** I think that if someone injures someone while drunk driving, they should get a serious punishment.

B: I strongly agree. It's a very serious offence and the driver should lose their licence and be banned from driving.

A: Absolutely. I also think that they should face prison time if the accident is a very serious one.

D **A:** I think that if a teen vandalises a public building with graffiti, they should be made to clean it up and repaint a wall with its original colour if necessary.
B: I think that would be a fair punishment. Either that or some other kind of community service.

2 5 Inmates work the land, cook, do laundry and clean.
6 to occupy themselves/to be kept busy while doing time
7 They cost tax payers less money.
8 Inmates learn skills they can use in the community.

3 1 (new) opportunities/a new start/new chances
2 emotional
3 stressed/anxious/afraid
4 have (even) got/gotten/started

4 1 Fostering can be satisfying for foster parents./It can make foster parents feel satisfied.
2 They can offer guidance/They can support a child at school.
3 Tax relief/breaks and a fostering allowance/money.
4 Their local authority/council.

Writing (p. 182)

1 The writer is in favour of Guaranteed Minimum Income.

5 On the other hand, GMI would undoubtedly be a financially demanding solution for the state, but on the other hand, it could bring enormous benefits to decreasing poverty and providing people with sufficient money to live on.

6 (Suggested Answer)

Income tax is an important way for governments to collect taxes from residents and citizens, and is used in many essential areas of civic life and civic services. Currently, the government is considering raising the amount of income tax that the very rich should pay. However, it is not certain whether such a move would help or hinder the economy.

One major advantage of increasing income taxes is the added revenue it will create. For example, even a small percentage increase for the very rich would result in a significant increase in tax money collected by the state. It is often argued that this burden should be passed onto those that can afford it rather than people on lower incomes who already struggle.

On the other hand, taxing the very rich even more could create problems. First of all, it would no doubt encourage the very rich to move their assets out of the country. This could also result in businesses being moved overseas to countries with lower tax rates. Such a move would ultimately harm the economy as money and business would be reduced in our country.

All in all, despite the risks of the very rich moving assets abroad, I strongly believe that increasing income taxes for the very wealthy is a good idea with much needed benefits. After all, as political commentator Chris Matthews said, "paying tax is not a punishment. It's a responsibility."

Speaking (p. 183)

1 (Suggested Answer)

1 **A:** People usually support the police because they uphold the law and punish criminals.
B: Yes, that's true. The police also protect citizens and help people in danger. Which is another reason why people might support them.
2 **A:** Some people might be scared of the police because they could see them as heavy handed or too strict or brutal.
B: Yes, you're right. Some people might also be afraid of the police because in some countries the police can be involved in racial discrimination or corruption.
3 **A:** I don't agree with the quote. I support the police and I think they do a good job. They risk their lives to keep us safe.
B: I agree. The police do more than enforce the law, they also create safer communities.

2 (Suggested Answer)

In the picture there is a man driving a car who has been stopped by the police. There is a police officer talking to the man through his car window and another police officer is standing behind the car. In the distance there is a police car. The man in the car looks worried because the police officer is asking for his driving license. The man is reacting like this because he has done something wrong. Perhaps the man has broken a traffic law, or was speeding. It is clear that the man is in trouble with the police.

3 (Suggested Answer)

1 I think that the man was speeding before the picture was taken. Or perhaps he broke a traffic law such as going through a red light or turning illegally.
2 In this situation I would like most to be the police officer, because they haven't done anything wrong and are the ones issuing the punishment. I would like least to be the man in the car, because he has broken the law and is in trouble with the police.
3 I feel embarrassed when I recall this situation. I was with a group of friends and we were in a hurry because we didn't want to miss a film that was playing in the cinema so we went through a red light when we crossed the street. A police officer saw it and stopped us asking if we were aware of the dangerous situation we had just caused. He gave us a warning instead of a fine, but from that moment on, I have never driven through a red light. I still remember the shame I felt that day.

4 (Suggested Answer)

A: I think I would like to take part in an organised demonstration. Politics and political causes are important to me, and I believe strongly in taking a stand on certain issues.

B: I agree. I also care about political issues and I think it's important to stand up for what you believe in. I would also like to join an organised demonstration if the cause was important to me.

5 (Suggested Answer)

I think that all three images show good things to support. However, I think that the demonstration that I would most likely participate in is the demonstration in the third picture that shows an anti-racism demonstration. I think that racism is a terrible thing and fighting racial discrimination is an important thing to do. I would choose this over a demonstration for women's rights because racism affects both genders and therefore more people. I would also not attend an anti-war demonstration because sometimes war is justified to stop tyrants or oppressive regimes.

6 (Suggested Answer)

1 I think it is important to take to the streets and protest because it is an effective form of direct action. Sometimes petitions do not work and you can only vote to change a political system during an election. Protests allow you to campaign for change directly at any time and give protesters a voice.

2 Problems that public demonstrations often face are events being hijacked by violent minorities. This can lead to fighting with police or rioting. These problems can be avoided by protest organisers working closely with law enforcement to identify troublemakers and manage any incidents in a peaceful way.

Exam Skills Check VII (Modules 13-14)

(pp. 186-187)

4 (Suggested Answer)

A: What is your favourite kind of weather?

B: I love it when it snows. A lot of people don't like wintry weather because it's cold but I love it when everything is covered in a blanket of white and I can go outside and build a snowman or have a snowball fight with my friends.

A: What wild animals do you have in your country?

B: There are a number of wild animals in my country. We have the European bison, the European wolf, the European elk, the wild hedgehog, the wild boar, the roe deer, the white stork and the brown bear among others.

A: Do you have plants at home?

B: I do have plants at home. We have a number of flowers, herbs and other plants. I think plants brighten up a home and make it look more welcoming and we use the herbs in our cooking.

A: Do you like your neighbourhood?

B: I like my neighbourhood very much. I live in quite a quiet neighbourhood and there's not much traffic. I know all my neighbours and they're very friendly. There's a park nearby my house where I play football with my friends and my school is only 5 minutes' walk away.

A: Tell me about a time you helped a stranger.

B: I was outside the local supermarket when a lady stopped and asked me the way to the cinema. My friend and I were headed in that direction so I offered to show her. She was very grateful.

A: Is the town where you live well organised?

B: My town is well organised. The council is very efficient at keeping things running smoothly and we also have regular town meetings for residents to discuss any issues they might have.

Extra Speaking Practice 1 (pp. 190-195)

Teacher: Good morning. My name is Mr Kowalski and this is my colleague, Ms Janik. What's your name?

Student: Artur Konieczny.

Teacher: Thank you. Choose one set and give it to me, please. In this part of the exam I'm going to ask you some questions. Can we start?

Student: Yes.

Teacher: What do you like doing in your spare time?

Student: In my spare time, I like hanging out with my friends, playing football and reading books. My friends and I often go to the park and kick a ball around. It's good fun and good exercise.

Teacher: How do you feel about your best friend?

Student: My best friend is someone that I can have fun with and trust. I can tell him anything and know that he'll understand.

Teacher: Do you think a person's appearance is important?

Student: I think it's important to look neat and tidy but you shouldn't judge people on how they look. What somebody is like is more important than whether they're pretty or not.

Teacher: Who do you look up to as a role model?

Student: My dad. He's kind and generous and always has time to listen to me. He's also very funny and makes me laugh a lot.

Teacher: Thank you. Let's start with Task 1. Read the task. You have about half a minute for this. Then we will start.

Student: *[ca. 30 seconds]* I'd like to earn my own money to save up for a new tablet, so I've been thinking of getting a part-time job. I've been looking on the website of the local newspaper for vacancies, and I've found a few positions that I think I will apply for. There's a vacancy for a stock boy at the local supermarket, and they're looking for a waiter in the café next to the cinema. Also, the newsagent's near my flat has a notice in the window for an opening for a paper round.

Teacher: Which do you think you would like most?

Student: I think they all sound good, but the paper round is close by and will only take two hours.

Teacher: Do you really think you'll be able to do a paper round? You hate getting up in the morning.

Answer section

Student: You might be right. Maybe the job in the supermarket would be better for me. It's after school and it's only 3 shifts a week, so I'd still be able to go to football practice.
Teacher: I'm not sure I would enjoy stocking shelves in the supermarket.
Student: I know it doesn't sound exciting, but I need to save some money so I can afford to buy a new tablet.
Teacher: What exactly did the advert say?
Student: It said that they have an opening for a hard-working individual who can work well without supervision, and that it is 3 shifts in the evening or at weekends. Now, I just have to write my CV to send with my application.
Teacher: What are you going to include in your CV?
Student: I'm going to tell them about my time as a volunteer at the sports camp I went to last summer and about helping my uncle in his hardware shop. I think that should be enough, but I'm a bit nervous about the interview. I've never had an interview before.
Teacher: I'm sure you'll be fine.
Student: I've been looking online to see example questions they might ask me, and I already know what I will wear, my black trousers and a polo neck jumper. It's smart but also casual.
Teacher: Well, you sound like you're prepared, but are you sure it's a good idea getting a part-time job? I mean, do you really have the time with your school work and football practice?
Student: I think I do, but I'll give up the job if I start falling behind at school. After all, my school work is more important right now.
Teacher: Thank you. Let's move on to Task 2. Describe the picture.
Student: Well, it's a picture of a shopping centre. It looks like quite a modern shopping centre. It has glass panels in the roof, and there are a number of shops spread out over two levels. There is also a third floor which might be offices. I can see a clothes shop on the lower level on the right with some mannequins in the window. Opposite the clothes shop, there appears to be a shoe shop and a jewellery shop next door to each other. There are some trees and plants in the aisle between the shops and a number of people are walking around. On the upper level, I see what looks like a seating area at the far end of the centre which is probably where the food court is. Past the food court, there is a wall of windows that stretch from the floor to the ceiling. I think that is probably where the entrance is.
Teacher: Thank you. I will now ask you three questions. Why do people like shopping centres?
Student: People like them because they're convenient. All the shops are in one area so you don't have to walk around a lot to find what you want and, since they're indoors, you don't have to worry about the weather. Also, shopping centres have food courts selling a variety of foods, and a lot of shopping centres these days have entertainment areas like play parks for children and cinemas so they're great for the whole family.
Teacher: How has the Internet affected retail shopping?
Student: The Internet has given customers a lot more choice. They can get what they want from anywhere, day or night, and they can do their shopping from the comfort of their own home. But it has had a bad effect on the high street. A lot of shops find it difficult to compete with the variety of products available online. As a result, some shops have been concentrating on delivering a better shopping experience where you can try out the product. That's something you can't get from online shopping.
Teacher: Tell us about your last shopping trip.
Student: On my last shopping trip, I went to the new shopping centre just outside the city. My friend and I were looking for a birthday present for another friend. We bought him a football T-shirt of his favourite team. We were at the shopping centre the whole day. We ate at the food court, I had pasta and my friend had a slice of pizza. We visited a lot of shops. After we finished shopping, we thought about going to see a film but decided it was better to wait and go with the rest of our friends.
Teacher: Thank you. Let's move on to Task 3. Read the task and think about what you'd like to say. You have about a minute to prepare.
Student: *[ca. 1 minute]*
Teacher: Can you start now?
Student: Yes, out of the three posters I would choose poster 1. While all three posters are appealing, I think poster 1 would work best for encouraging people to attend the music festival. It is colourful but not too busy, and it has all the necessary information to tell people what they need to know. Because of the simple design, your eye is quickly drawn to what is important and you don't have to search the poster for details. I rejected poster 2 because, while it is interesting and colourful, I felt there is too much going on and you don't know where to look. My eyes kept moving when I looked at it and I was unable to focus on one point, which I found a little too confusing. I believe it would appeal to some people but others may have the same problem as I had which might put them off reading the details about the festival. The problem I have with poster 3 is almost the opposite of poster 2. I found it a little boring. While it has all the necessary information, and that information is easy to find, it doesn't have anything that makes you look at it, and the point of a poster is to attract people's attention, so for that reason, I don't think it would be effective.
Teacher: Thank you. I will now ask you two questions. What impact does a festival have on the local community?
Student: A festival can have a large impact on a community. The community benefits financially from the people who attend the festival. The visitors stay in local accommodation and spend money in local shops, and the community can highlight the positive aspects of their culture to these visitors, but a festival can also be quite disruptive. It can bring a lot of noise and the people that visit might leave rubbish which would need to be cleaned up. However, a festival is only for a short period of time and I believe the benefits to the community outweigh the drawbacks, so overall I think the impact is positive.

Teacher: In what way can a festival be educational?
Student: A festival can be an extremely educational experience. It is a unique opportunity for a community to teach a wide selection of visitors about the area and its people. Whether it's highlighting different customs, languages, foods or music, a festival can show what an area has to offer. And it might be an area that people otherwise wouldn't think of visiting, so it could be the only way that outsiders would learn about it.
Teacher: Thank you. This is the end of the exam.

Extra Speaking Practice 2 (pp. 196-201)

Teacher: Good morning. My name is Ms Kolińska and this is my colleague, Ms Wiśniewska. What's your name?
Student: Zuzanna Woźniak.
Teacher: Thank you. Choose one set and give it to me, please. In this part of the exam I'm going to ask you some questions. Can we start?
Student: Yes.
Teacher: What is your favourite season?
Student: I like all the seasons but my favourite is spring. It's not too hot or cold and it's the time of year when the flowers and trees start to blossom, and you get lots of baby animals which are very cute.
Teacher: What effect is climate change having on the weather in your country?
Student: I think climate change is having a harmful effect on my country's weather. We are getting hotter summers and colder winters and we have more storms than we had before.
Teacher: Do you think it is too late to help the environment?
Student: No. I think there is still a lot that everyone can do. I think it's important to recycle and reduce the amount of waste we throw away. Rubbish causes pollution which can harm wildlife and destroy the environment. I also think it's important not to waste electricity or water.
Teacher: And, what can we do to protect endangered animals?
Student: Well, all the things I just said about helping the environment will also help protect endangered animals, but we can also support animal charities that work with the animals in their natural habitats.
Teacher: Thank you. Let's start with Task 1. Read the task. You have about half a minute for this. Then we will start.
Student: *[ca. 30 seconds]* Mr Nowak, my science teacher, has organised a science fair and I'd like to enter. I've thought of a few ideas of what to do for a project. Would you like to help me?
Teacher: I don't know, I've never taken part in a science fair before.
Student: That's OK, neither have I, but it sounds like a lot of fun. We'll get to see all the projects displayed around the room, and there are going to be real scientists judging the competition. They'll also be doing some displays of scientific experiments that we can watch and there are some really cool prizes. First prize is free membership to the science museum for a year!
Teacher: That does sound like fun.
Student: Yeah, and the fair is going to be on a weekend, so you can invite your family to come and see the project.
Teacher: OK, so what's your idea for the project?
Student: I'd like to build a robot. I think that would be cool.
Teacher: I don't know. That sounds really complicated.
Student: Mmm, you might be right. We could do something else like make a clock out of a lemon? That's also cool.
Teacher: How exactly do you make a clock out of a lemon?
Student: You put nails attached to wires in the lemon. It's something about the acid in the lemon that reacts with the nails that provides the power. But that's only one suggestion. We don't have to decide now. We have two months till we have to hand in our plan, so we still have plenty of time to pick a project together. Then we have another 4 months to work on it.
Teacher: Six months? That's not long if it's just the two of us working on the project. Maybe we should ask someone else to join us.
Student: The rules for entering say we can have a team of between two and four people working on the project so, yeah, we can ask someone else. We just have to register our team by the end of the week, so we'd have to figure out who we'll ask quickly. So, what do you say? Do you want to join me?
Teacher: Thank you. Let's move on to Task 2. Describe the picture.
Student: It's a picture of a man on holiday. It appears to be a summer holiday because he's wearing a cream coloured sun hat and a grey T-shirt and the sun is shining. He also has a blue backpack and is looking at a map. He may feel excited about where he is about to go and what he is about to see, or maybe he's lost and feeling worried. It's hard to tell. He is walking along a cobbled street in what looks like a little village. In front of him, there is a square that is surrounded by stone buildings. In the square, there is a fountain and I can see some little shops and a café behind the fountain. There are some people sitting at tables outside the café. One of the tables has an umbrella over it. There are some plants around the fountain and, to the left of the man, there are some flowers in plant pots. Behind the flowers, I can see what looks like a phone box and above the phone box there is a street sign but I can't read the name of the street.
Teacher: Thank you. I will now ask you three questions. Why do people go on holiday?
Student: People go on holiday to take a break from their everyday lives and relax. They go on lots of different kinds of holidays from sightseeing holidays to beach holidays. They also go to experience new places, see new things and try the local cuisine.
Teacher: What type of holiday do you prefer?
Student: A lot of my friends like relaxing in the sun on beach holidays, but I prefer going on sightseeing holidays. I enjoy visiting tourist attractions and learning about the area. I also really enjoy looking round museums and art galleries. I usually take a lot of pictures of the sights that I see and buy souvenirs so that I can remember them when I go home.
Teacher: Tell us about your last holiday.

Answer section

Student: On my last holiday, I went to Paris with my family. We stayed in a little hotel in the city centre and visited all the sights including the Eiffel Tower, the Louvre museum and the Arc de Triomphe. My favourite sight was the Eiffel Tower. It was a really tiring climb to the top, but the view of the city was amazing. We also went on a boat trip along the River Seine and went shopping on the Champs-Elysees. We had a great time, and I took lots of photos so I could show all my friends what we saw when I came home.
Teacher: Thank you. Let's move on to Task 3. Read the task and think about what you'd like to say. You have about a minute to prepare.
Student: *[ca. 1 minute]*
Teacher: Can you start now?
Student: Yes, I've looked at both pictures and, out of the two, I would choose picture 2 to start my presentation. While both pictures are good, I think picture 2 is more appropriate. It shows a woman on a walk in nature. She has her arms outstretched and she's smiling. She is clearly enjoying the peace and quiet of the countryside. I would choose this picture because the woman looks happy and healthy and like she is enjoying life. Since this presentation is about well-being and not just health, then I think it is better than the other option. I wouldn't choose picture 1 because I don't think it shows well-being. To me, it would be a good picture if the presentation were about health, especially heart health, but well-being is about more than just health. It is also about being happy and enjoying life, and this picture doesn't include any other aspect of well-being, such as eating healthily, keeping fit or enjoying life, so I don't think it is appropriate.
Teacher: Thank you. I will now ask you two questions. What do you think makes a healthy lifestyle?
Student: A healthy lifestyle is one that includes a healthy diet, exercise and happy relationships. A healthy diet should consist of plenty of fruit and vegetables and not too much salt, sugar or fat. It should also be made up of freshly cooked meals and not fast food or processed food. It is important to get your vitamins and minerals from what you eat so you have to have a balanced diet. You also need to do plenty of exercise, especially if it is done outdoors where you can breathe fresh air. Finally, having a happy family life and good friends to spend time with is another important factor to having a healthy lifestyle.
Teacher: How does modern life impact on health?
Student: I think modern life has a negative impact on health. Nowadays, people spend a lot of time sitting at a computer working, playing computer games or going online, so they don't go outside or get enough exercise. This means they become unfit and put on weight which is unhealthy. People also don't eat as healthily as they used to because they don't have the time to cook healthy meals. Instead, they eat quick processed food or fast food which contains a lot of fat, sugar and salt and doesn't have the vitamins and minerals they need to stay healthy.
Teacher: Thank you. This is the end of the exam.

Writing Bank 1 – Articles (p. 202)

1 Both the introduction and the conclusion ask rhetorical questions. The introduction also provides a statistic.

2 This is because = For example
For example = For instance
As a result = In this way
This will mean = Therefore
so = this way
All in all = All things considered

3 The real cost of our clothes.

Writing Bank 2 – Opinion essays (p. 203)

2 **Paragraph B:** First of all, the extra space a house offers makes family life more comfortable.
Paragraph C: Furthermore, houses provide the ideal proximity to neighbours.
Paragraph D: On the other hand, some believe that the work required to maintain a house is not worth it.

Writing Bank 3 – For-and-against essays (p. 204)

1 **The first advantage is justified with:** someone without a degree cannot even apply
The second advantage is justified with: It is at university that a student begins to specialise
The first disadvantage is justified with: an engineering degree takes 3-4 years of study
The second disadvantage is justified with: young people are typically still dependent on their parents

2 First of all = Firstly
Consequently = This means that
On the other hand = However,
For instance = For example
Secondly = Moreover
All in all = In conclusion
My personal belief is = I believe

3 The conclusion expresses the writer's opinion.

Writing Bank 4 – Formal letters/emails (p. 205)

2 I am writing to give you my recommendation on an outing for your students to a place of historical interest. I strongly believe that Moszna Castle would be an excellent choice for the outing in May.

3 Yes, the writer has.

Writing Bank 5 – Informal emails/letters (p. 206)

1 **Paragraph 1:** gives the reason for writing / informs the reader what the topic of the email is
Paragraph 2: describes Ollie's appearance / gives a physical description of Chris's cousin Ollie
Paragraph 3: describes Ollie's character / provides a character description of Ollie
Paragraph 4: tells us the reason why Chris likes him / tells us why Ollie is Chris's favourite relative
Paragraph 5: makes closing remarks

2 **Suggested Answer Key**

Hi Mark. How are you doing? I haven't heard from you in a while. Thought I'd get in touch to tell you a bit about my favourite cousin Ollie. He's the son of my mum's sister and he's 20 years old.

3 **Suggested Answer Key**

Bye for now. / I must go now. / Greetings to your parents.

4 **Suggested Answer Key**

1 Peter is short with short, straight, fair hair and blue eyes.
2 Ann is polite, generous, caring and likes helping others, but she can be a bit lazy.

Writing Bank 6 – Blog entries (p. 207)

1 **b) Suggested Answer Key**

It's got paintings – contracted verb form
... and pointed out loads of ... – phrasal verb
There's far too many – phrase/expression
There's just so much! – phrase/expression
Really interested to hear ... – omission

2 **Suggested Answer Key**

awesome – wonderful
latest – last
great – fantastic
famous – well-known
excellent – fantastic
different – various
fantastic – stunning
fascinating – interesting
dark – dim
brighter – lighter
brilliant (experience) – unforgettable (experience)
interested – excited

Writing Bank 7 – Emails/Letters Applying for a job (p. 208)

1 1 I am writing to apply for
2 as advertised
3 currently studying
4 progress onto
5 I have no formal work experience
6 I am a highly reliable worker
7 if you would consider my application
8 please do not hesitate
9 I look forward to

2 **Suggested Answer Key**

1 I am interested in applying for the position.
2 I have been working as a library assistant.
3 I consider myself to be punctual.
4 I would be grateful if you would consider my application.
5 Please contact me on 699902132 regarding any queries you may have.

Writing Bank 9 – Stories (p. 210)

1 1 He mentions the time, the place and what he was doing.
2 When the journalist calls his hotel room.
3 warm summer day, small village, quiet streets, very expensive camera, local police station, cosy hotel room, nice hot chocolate, soft voice, delicious meal, amazing stories, great experience
4 He felt satisfied.

2 **Suggested Answer Key**

He thanked me gratefully and invited us to spend the rest of our holidays in his villa in Italy. I felt very happy.

Writing Bank 10 – Reviews (p. 211)

1 **Introduction:** who, what and where the event was
First main body paragraph: overview of the performance
Second main body paragraph: details of the performance
Conclusion: recommendation

The writer has used past tenses to talk about the event he attended, but present tenses to give his opinion of the band and say how he feels about them.

2 **Suggested Answer Key**

White Rose proved that they are one of the country's top bands, and you won't find a better show anywhere else...

I strongly recommend this tour to everyone who likes rock music and even those who don't…

Don't' miss White Rose. They're well-worth seeing…

The tour is highly entertaining. You won't regret it if you're a fan or not…

3 alternative rock band, rousing opening song, interesting range of pace and mood, fantastic numbers, characteristic vocals, excellent guitar playing, fantastic sound system, lighting and laser show was breathtaking, giant metal rose

Answer section

Grammar Bank

Unit 3 (p. GR21)

1
2 possibility in the past
3 necessity
4 obligation/duty
5 possibility
6 advice
7 criticism in the past
8 negative logical assumption
9 obligation in the past
10 ability in the past

3
2 may/might/could still be lying
3 might have left
4 should have put
5 must have been thinking
6 may/might/could have placed
7 can't be sleeping
8 could I have been

Unit 5 (p. GR29)

4
2 Sue tried her best. Nevertheless, she didn't win the public speaking contest.
In spite of trying/having tried her best, she didn't win the public speaking contest.
3 George sings in a band. However, he can't play any musical instruments.
George sings in a band, but he can't play any musical instruments.
4 Even though they spent/had spent the weekend at the cabin, they look tired. /
They look tired even though they spent the weekend at the cabin. /
They look tired despite spending/having spent the weekend at the cabin.
Despite spending/having spent the weekend at the cabin, they look tired.
5 Although it was late, Patrick decided to go out with friends.
It was late. However, Patrick decided to go out with friends.
6 Rihanna is my favourite singer. I don't have her latest CD, though.
Rihanna is my favourite singer, yet I don't have her latest CD.

Unit 8A (p. GR44)

2
2 How was the woman injured?
She was injured when the cliff gave way suddenly.
3 When was the woman rescued?
She was rescued earlier today.
4 Why has the cliff footpath been closed off?
It has been closed off because of the incident.
5 What is currently being undertaken?
A detailed examination of the area is currently being undertaken.

Unit 11 (p. GR65)

3
2 It was Sam Worthington and Zoe Saldana who/that played the lead roles.
3 It was in 2009 when/that the film was released.
4 It was soon after its release when/that the film became a huge success.
5 It was three Oscars which/that the film won in 2010.

Unit 12 (p. GR80)

33
2 Frank's smartphone
3 three hours' drive
4 The prime minister of Great Britain/Great Britain's prime minister
5 the boys' coats
6 Laura and Jeff's car
7 my brother-in-law's laptop/the laptop of my brother-in-law
8 some of my cousin's colleagues
9 Mary's and Elsa's houses
10 the children's schoolbags

Język angielski

POZIOM ROZSZERZONY

Teacher's Book

Express Publishing

Repetytorium

Podręcznik dla szkół ponadpodstawowych

Publikacja jest adresowana do uczniów czteroletniego liceum i pięcioletniego technikum, którzy uczą się języka angielskiego w zakresie rozszerzonym, przygotowując się jednocześnie do egzaminu maturalnego. Dzięki temu, że łączy cechy podręcznika i repetytorium, pozwala na rozwijanie umiejętności wskazanych w podstawie programowej i systematyczne poszerzanie znajomości zagadnień leksykalno-gramatycznych poznanych na różnych etapach nauki języka.

- Wszechstronnie rozwija słownictwo z 14 obszarów tematycznych wymienionych w podstawie programowej.
- Pozwala gruntownie powtórzyć i przećwiczyć zagadnienia gramatyczne, kładąc nacisk na poprawność językową.
- Oferuje bogaty wybór różnych typów zadań otwartych i zamkniętych – w tym takich, które mogą być wykorzystane do ćwiczenia umiejętności wykonywania zadań egzaminacyjnych (M).
- Zawiera wskazówki dla ucznia – *Exam Tip* oraz *Exam Strategy* – pomocne w opanowaniu strategii komunikacyjnych i różnych technik pracy nad językiem.
- Ułatwia systematyczną naukę dzięki przejrzystemu podziałowi materiału w poszczególnych modułach na sekcje: *Vocabulary*, *Exam Skills Practice* (*Listening*, *Reading*, *Use of English*, *Writing*, *Speaking*) i *Vocabulary Bank*.
- Zawiera obszerne działy dodatkowe, m.in.: *Exam Skills Check*, *Extra Speaking Practice*, *Writing Bank* i *Grammar Bank*.
- Pomaga rozwijać wiedzę o współczesnym świecie dzięki tekstom o aktualnej problematyce.
- Zadania oznaczone jako *Think*, *Role Play*, *Debate* oraz *ICT* zachęcają do formułowania i wypowiadania własnych poglądów, pozwalają rozwijać umiejętność współpracy oraz dają okazję do poszukiwania informacji w różnych źródłach.
- Ciekawostki *Culture Spots* zapraszają do poznawania kultury krajów anglojęzycznych i kultury Polski.

Komponenty:

- Student's Book
- DigiBook
- Teacher's Book
- Answer Key
- Interactive Whiteboard Software
- Audio mp3
- Testy i kartkówki

Express Publishing

ISBN 978-1-3992-0706-5

9 781399 207065