# FOCUS 4

SECOND EDITION

**B2/B2+**

TEACHER'S BOOK

# Contents


Introduction **T4**

*Focus 4* Unit walkthrough **T6**

*Focus 4* Component overview **T10**

Using videos in the classroom **T12**

Mediation in *Focus Second Edition* **T13**

How to teach with projects **T14**

Matura w *Focus Second Edition* **T15**

*Focus 4* Student's Book with answer key

- Contents **2**
- Unit 1 **4**
- Unit 2 **20**
- Unit 3 **36**
- Unit 4 **52**
- Unit 5 **68**
- Unit 6 **84**
- Unit 7 **100**
- Unit 8 **116**
- Reference and Practice **132**

*Focus 4* Workbook with answer key **161**

Culture notes **255**

Student's Book audioscript **262**

Videoscript **280**

Photocopiable resources **285**

# Introduction

## DEAR TEACHER,

We are writing to you to introduce the new edition of *Focus*, our five-level course for upper secondary students. As writers, it is always a privilege to be invited to 'have another go' and we are grateful to our publisher Pearson for giving us this opportunity. At the same time, we are particularly wary of introducing change for change's sake. 'If it ain't broke, don't fix it' is a maxim we set great store by. In our own classrooms, we are still using ideas and teaching techniques that we learnt early on in our careers. Why? Because they still work.

Consequently, the changes you will find in this new edition have been influenced by three important factors:

1) Your feedback, which we are happy to say has been overwhelmingly positive and extremely helpful in identifying areas to focus on.

2) Changing circumstances, where we have responded to the continuing evolvement of the Matura exam – for instance: a renewed focus on Use of English tasks – as well as important new Ministry requirements concerning student book recycling.

3) New opportunities, in particular the strategic partnership between our publisher Pearson and the BBC. This has enabled us to include some delightful BBC clips in each unit, adding an exciting new dimension to the course.

All that said, we still believe that writing language learning materials is not an exact science. A 'one size fits all' set of materials just doesn't exist. It can't. There are too many variables:

- The students – number, age, personality, attitude, life and learning experience, home support, class dynamic …
- The school – syllabus, timetable, policies, Ministry reforms, classroom environment, equipment …

And most importantly, you:

- The teacher – your experience, your training, your beliefs, your motivation …

So we accept that everybody's teaching context is unique and the perfect English course is an unattainable dream. However, our own experience in the classroom has taught us to value three things above all when using teaching and learning materials: reliability, flexibility and credibility.

### Reliability

Quite simply, we want the materials to work. We don't want the course to let you down in the classroom. So we continue with our clean design, clear, easy-to-understand instructions and a wide variety of engaging topics, texts and tasks that have been combined in a logical way that will make sense to you and to your students. We are pragmatic. We've made it clear when a lesson starts and when a lesson ends. We don't want to give you any nasty surprises. We don't want to overcomplicate things. The less time you spend setting activities up, the more time your students spend practising the language. And maximizing language practice time is key – particularly for the core skills. Students learn by doing. They learn reading by reading more; listening by listening more; writing by writing more; and speaking by speaking more. Let's give them more time to 'do'.

Needless to say, the course covers all the necessary language work appropriate for the level and follows Ministry guidelines and the Common European Framework of Reference (CEFR). We hope you will appreciate the stimulating and memorable way in which each carefully selected grammar structure and vocabulary item is presented. But we are well aware that presenting language is not even half the story. We have designed these materials so that they systematically recycle the language that has been presented. 'Use it or lose it' is our motto. You will discover that this course, with all its supporting print-based and digital materials, provides your students with the repeated exposure and practice they require. Reliability = trust. We are confident you will be able to trust *Focus Second Edition*.

### Flexibility

One of the things we learnt early on in our careers is that you teach the students, not the lesson plan. There is no point in slavishly following a prescribed 'teaching path' through a set of materials if the students are not with you. Your ability to react to emerging classroom situations and adapt your lesson accordingly is a vital teaching skill. So while a course might provide you with a reliable framework that you feel comfortable with, you will always need options, you will always need variety, you will always need alternative ways of presenting and practising language. We strongly believe that a rigid unit structure does NOT have to be a teaching straitjacket. The lessons themselves are brimful of different ideas, task types and interesting information. Then the supplementary material we have developed, both print-based and digital, offers you almost limitless flexibility. You can give extra multiple choice grammar exercises, do a communicative A/B information-gap activity or watch a specially selected BBC clip. Flexibility = choice. We think you will appreciate the range of choice in *Focus Second Edition*.

## Credibility

So, while we are sure that a reliable and flexible course will help you, it's this third characteristic that really counts. You have to believe in the materials. You have to understand and assess the broad educational and methodological principles that underpin our materials and decide: are the ideas and the approach credible? Do they reflect your own views of how languages are learned? We'd like to take this opportunity to summarise our thinking on this and explain what lies at the heart of *Focus Second Edition*. We can do this by grouping our thoughts under three words beginning with 'M': Motivation, Memory and Meaning.

## Motivation

The American linguist and philosopher Noam Chomsky once said that almost everything in the education process was about getting the students' interest in what they're being taught. This is our starting point: students learn best when they are interested in the material. It's as simple as that. We may not have got it right every time for your particular teaching context, but our overriding concern has been to select topics, texts and tasks that engage students both emotionally and intellectually. You need to organise the learning around things your students can relate to – things that are part of their life experience or things that they aspire to. An engaged learner is a more successful learner. We think course materials can play a big part in this key area of engagement.

## Memory

'Learning is remembering', or so the adage goes. With the pressure all teachers are under to cover the syllabus, complete the course and finish the book, we worry that not enough time is spent on recycling. Too much presentation, not enough practice. Systematic recycling of new language is a core feature of *Focus Second Edition*. There is a particular emphasis on vocabulary. The linguist David Wilkins noted back in the 1970s that while we can convey very little without grammar, we can convey nothing without vocabulary. Words are the basic building blocks of any language, but how many times do you need to see a new word before you truly acquire it? Ten? Twenty? Thirty times? It's definitely more than once! In the new *Focus on words* sections, students using *Focus Second Edition* will devote valuable time to new vocabulary, as well as learning a variety of ways of recording it.

## Meaning

As the linguist and academic Rod Ellis reminds us, motivation in second language learning is derived from getting meanings across successfully. We are strongly opposed to mechanistic practice and drills where form dominates and meaning is irrelevant. If you ask your students to choose the correct quantifier in the question: *How much/many petrol is there in the car?* I'm sure most of them will correctly choose *much*. But they might also legitimately wonder whose car we are talking about. And then think, 'But I don't have a car. I've never bought petrol in my life. I can't even drive …' Why not ask them to choose the correct quantifier in this question: *How much/many water do you drink?* Then, when they have chosen the correct quantifier, they can at least ask their partner the question. Information is exchanged; students practise their speaking; the exercise is meaning*ful*, not meaning*less*. This is one tiny example of an approach to learning that we passionately believe in. Don't practice language for the sake of it. Language exists to make meanings, and our learning materials should reflect this.

These are some of the more important ideas that we hold dear. Over the years, they have influenced our teaching and our writing. Credibility = belief. We want you to believe in *Focus Second Edition*.

So, now it's over to you. We'd like to take this opportunity to wish you and your students every success.

Our warmest regards,

Sue and Vaughan



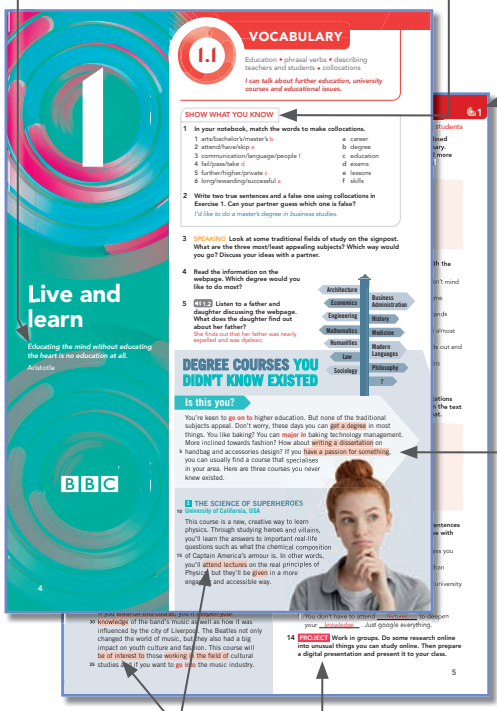
# *Focus 4* Unit walkthrough

## VOCABULARY LESSONS

Inspiring quotations

SHOW WHAT YOU KNOW revising vocabulary students should already know, thus enabling all the students in the class to start on the same level

A corresponding vocabulary lesson and a video worksheet with extra exercises related to the BBC video in the Workbook










Highlighted target vocabulary items

Inspiring projects encouraging group work

Contextualised vocabulary presentation (listening or reading tasks)

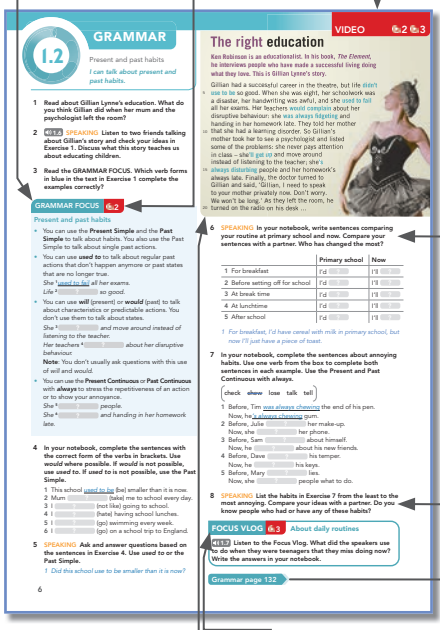
## GRAMMAR LESSONS (2 per unit)

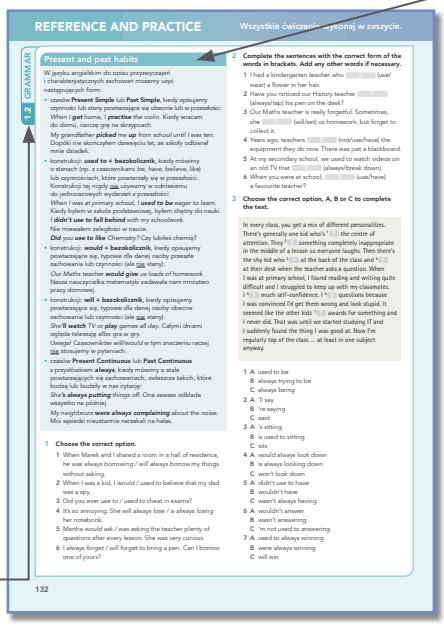
GRAMMAR FOCUS with rules and structures

Grammar animation videos reinforcing students' learning and understanding of the grammar structures

Personalised grammar activities

Grammar rules in Polish with extra practice at the back of the book







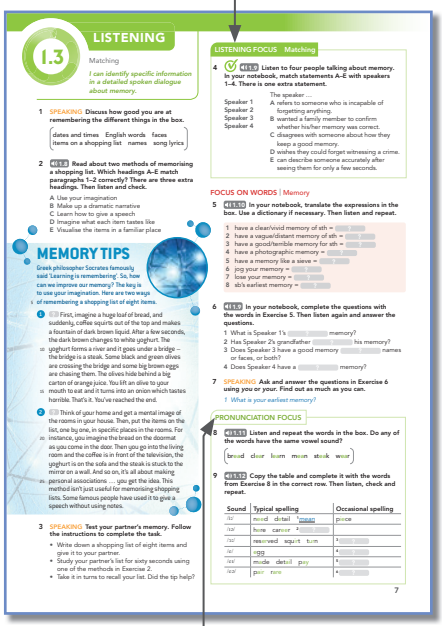
Highlighted structures given in context

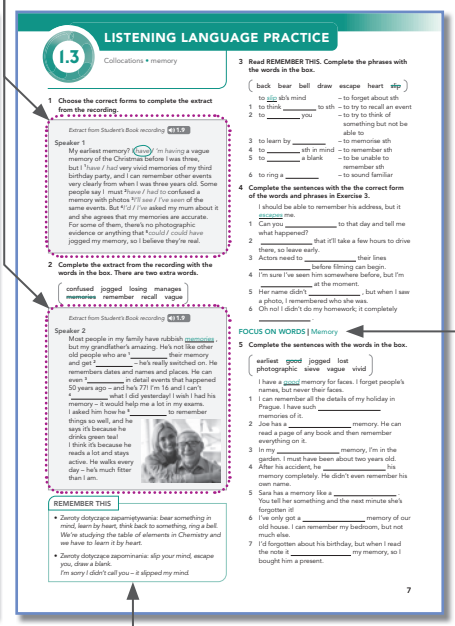
Focus Vlog videos presenting grammar in context, with a corresponding video worksheet in the Workbook (some of the videos appear in Use of English lessons)

# LISTENING LESSONS

Matura-like listening tasks in LISTENING FOCUS

Audioscripts from the lesson used in the Workbook to practise vocabulary




More practice of the vocabulary sets from the lesson in the Student's Book

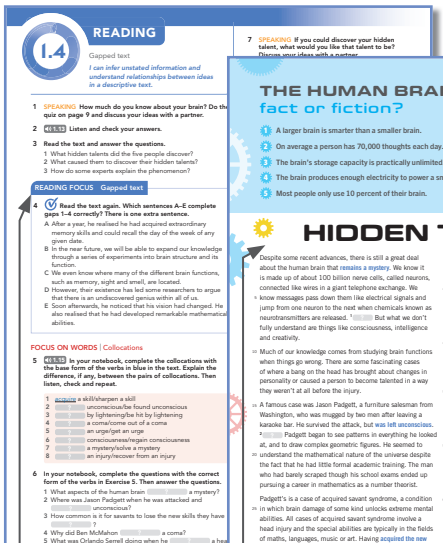
PRONUNCIATION FOCUS activities turning students' attention to different sounds and helping them improve their pronunciation

REMEMBER THIS boxes drawing attention to tricky language

# READING LESSONS

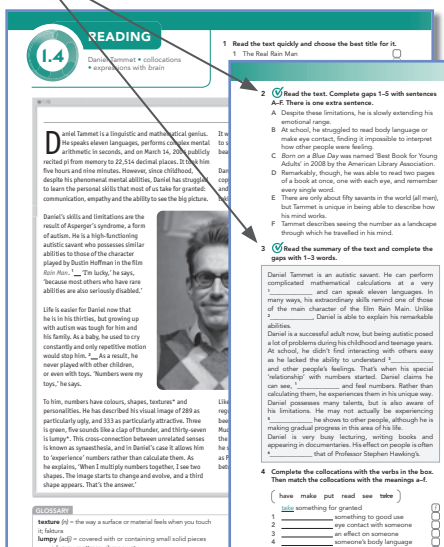
Matura-like reading tasks

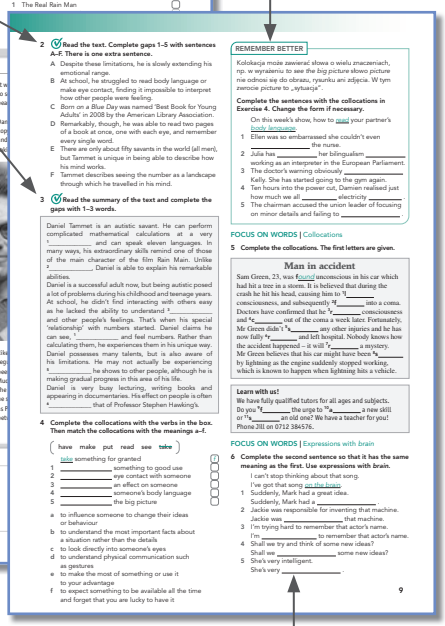
REMEMBER BETTER boxes with tips on learning, remembering and enriching new language










Matura-like reading tasks in READING FOCUS

A variety of texts appealing to teenagers

More practice of the vocabulary sets from the lesson in the Student's Book

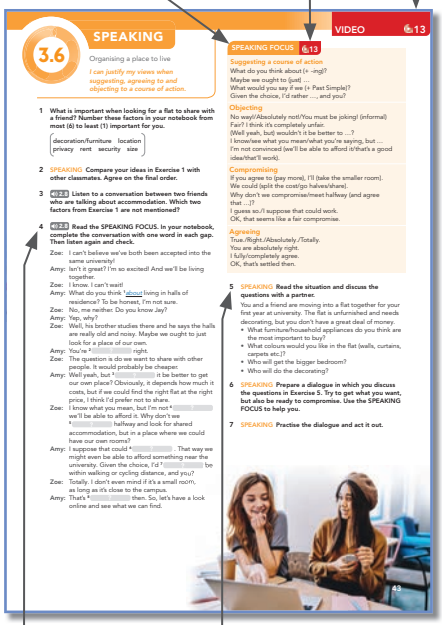
# *Focus 4* Unit walkthrough

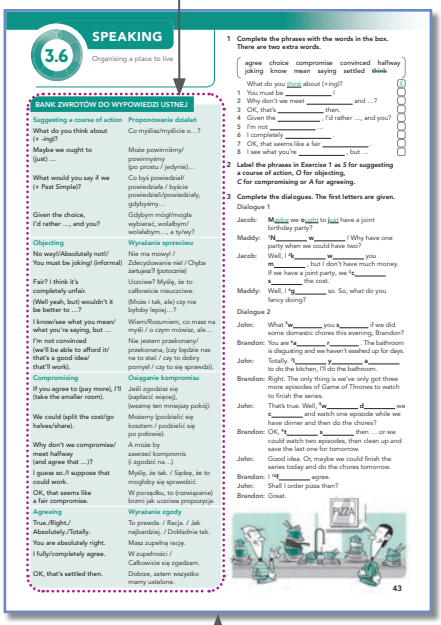
## SPEAKING LESSONS

Useful phrases in SPEAKING FOCUS

Interactive speaking videos presenting language in real-life situations, helping students improve their reception and speaking fluency

A list of useful phrases from the unit in the Workbook, enabling students to easily prepare for the speaking part of the Matura exam




Useful phrases given in context

Interesting pairwork speaking activities designed to practise functional language from the lesson

Extra practice in the Workbook

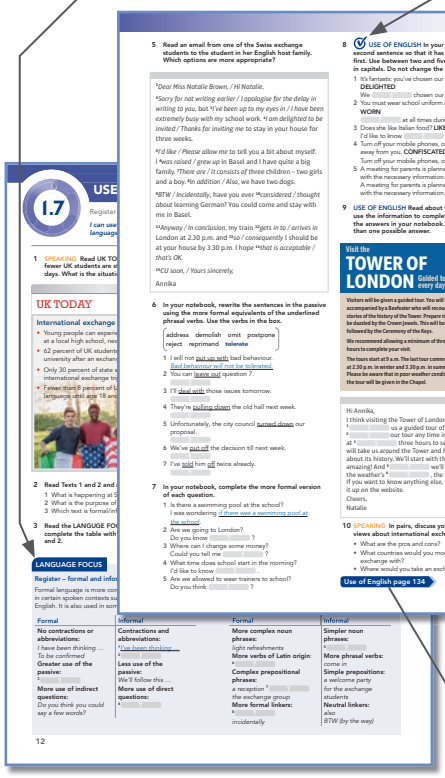
## USE OF ENGLISH LESSONS

LANGUAGE FOCUS with usage rules and structures

Target structure practice in context

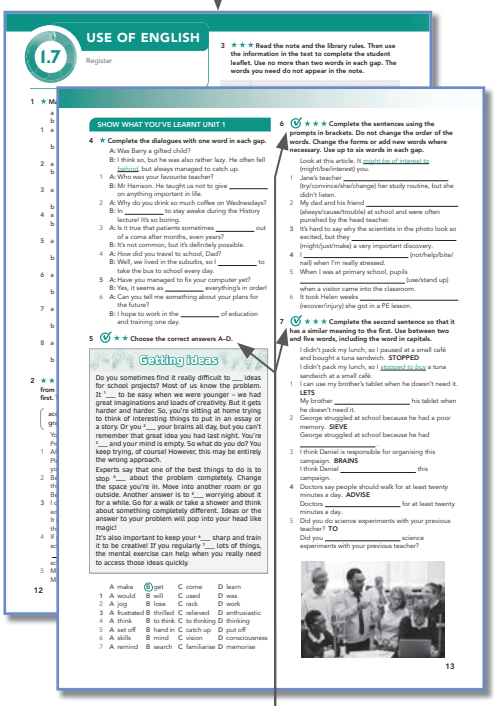
Extra practice in the Workbook

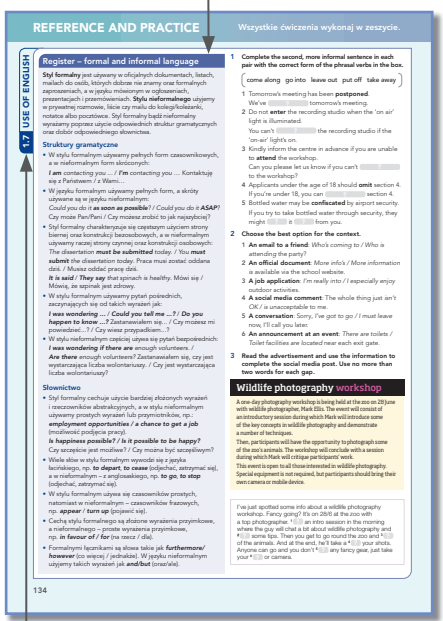
Use of English rules in Polish with extra practice at the back of the book







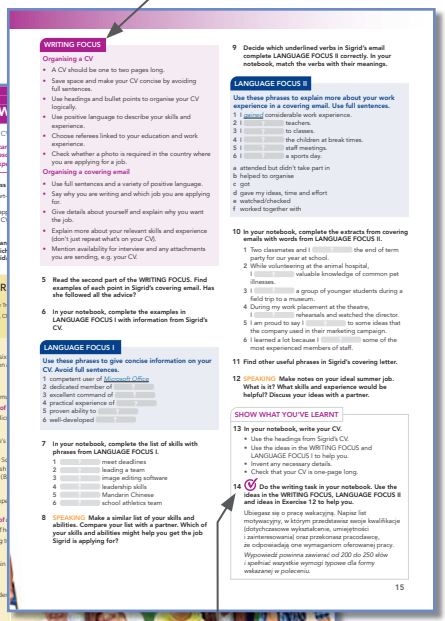


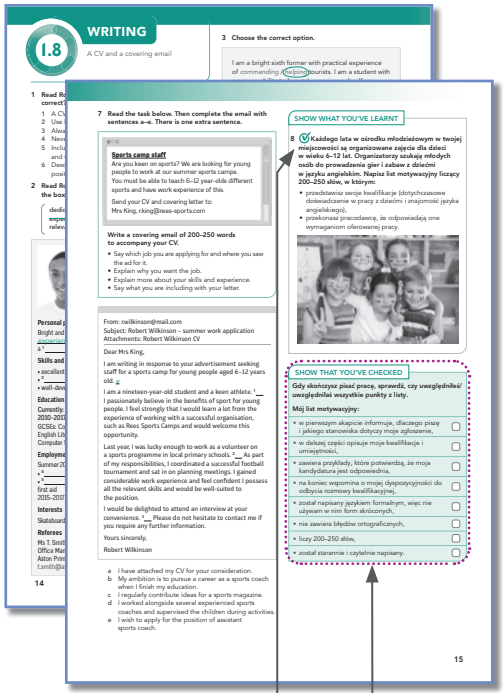




Matura-like tasks

# WRITING LESSONS

Useful phrases in WRITING FOCUS







Model texts

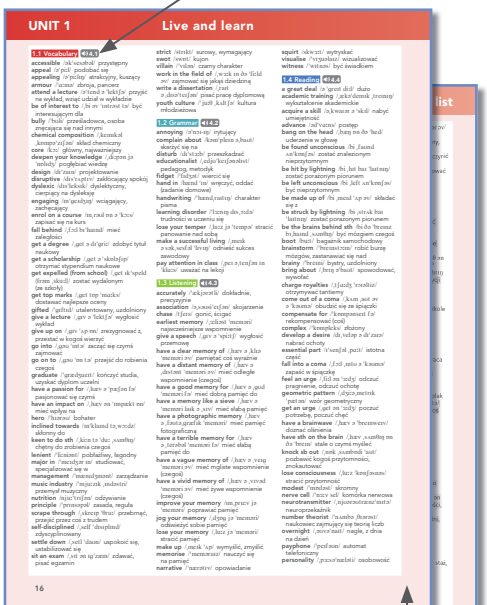
Matura-like writing tasks

SHOW THAT YOU'VE CHECKED in the Workbook helping students to avoid potential errors in the writing part of the Matura exam

A list of useful phrases for the writing Matura exam given in the Workbook

# WORD LISTS

Downloadable students' MP3 recordings specially designed to practise vocabulary

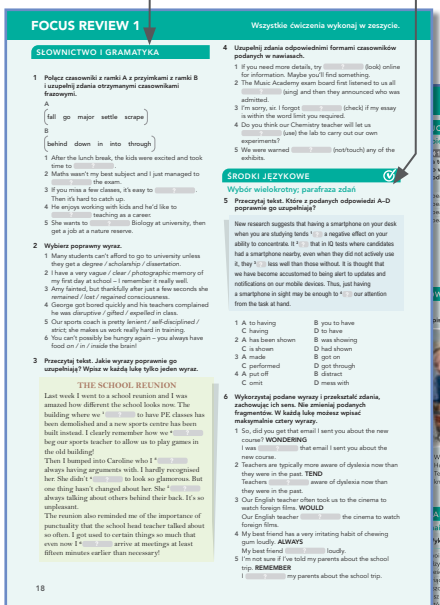



Glossary of vocabulary items from the unit with pronunciation and translation

# FOCUS REVIEW

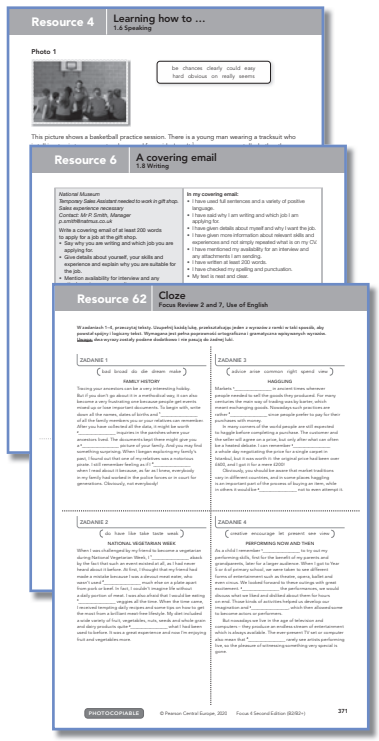
Revision of vocabulary and grammar from the unit

Typical Use of English, Reading and/or Listening Matura tasks




Typical Speaking and Writing Matura tasks

Photocopiable Vocabulary, Grammar, Use of English, Writing and Speaking activities in the Teacher's Book preparing students to do Matura tasks

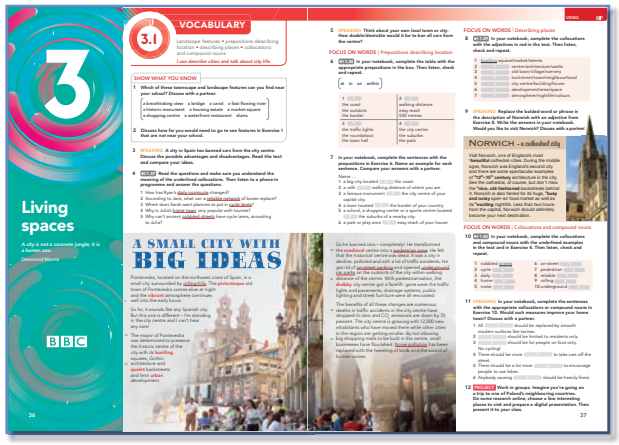


# Focus 4 Component overview

## STUDENT'S BOOK with access to Pearson English Portal (and class audio in MP3)

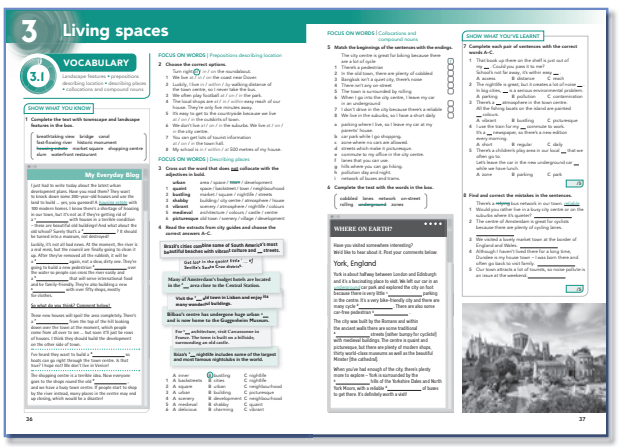
### Student's Book

- 8 topic-based units divided into 8 main teaching lessons: Vocabulary, Grammar (2 lessons), Listening, Reading, Speaking, Use of English and Writing
- Video (BBC videos, Focus Vlogs, Grammar animations, Interactive speaking videos) in every unit – see references in the Teacher's Book at the top of the page and next to the exercises
- Focus Reviews after every unit: Vocabulary and Grammar practice; Use of English and skills in Matura exam format
- Wordlist at the end of each unit
- Clear lesson objectives ('I can…') taken from the Global Scale of English (GSE)
- Grammar Reference and Practice: detailed explanations of all the grammar and Use of English topics covered in the units
- Lists of dependent prepositions, prefixes and suffixes (word building) as well as irregular verbs




## WORKBOOK with access to ONLINE PRACTICE

- Mirrors the Student's Book's unit structure and pagination
- Self-check after each unit with Vocabulary, Grammar and Use of English exercises
- BBC and Focus Vlog video worksheets
- Wordlist for Matura exam with practice exercises
- Grammar Review with explanation of grammar points from Focus 3 and extra practice activities
- Grammar: Train and Try Again – additional grammar activities
- Writing Bank with phrases for the written part of the Matura exams
- REMEMBER THIS boxes drawing attention to tricky language
- REMEMBER BETTER boxes with tips on remembering new language




### Online Practice (powered by MyEnglishLab)

Online Practice is a collection of extra digital activities available to students in either self-study mode or assigned by the teacher. The access codes to these materials are provided in every Workbook together with an instruction how to register.

**Extra digital activities** include:

- Vocabulary and Grammar Checkpoints which give students further practice of the core content in every unit of the Student's Book and Workbook and help them prepare for tests,
- Use of English, Reading and Listening activities which provide extra skills practice.

Online Practice also includes all **Student's Book audio and video**.

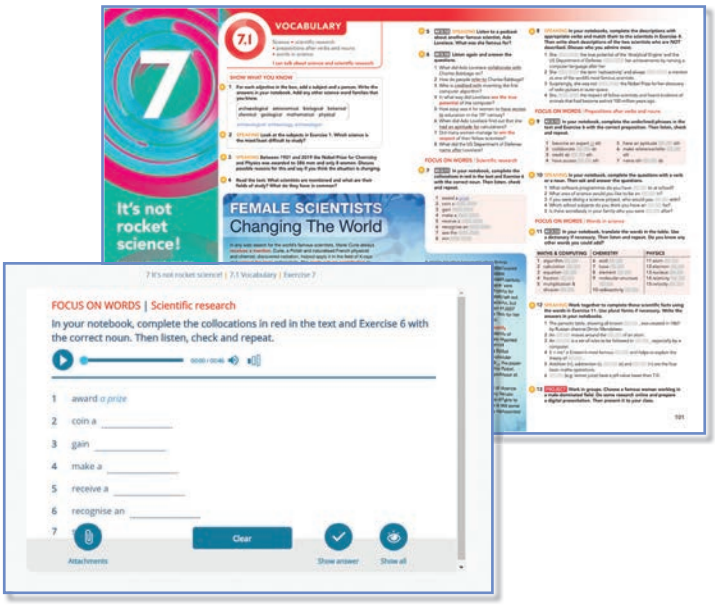


## TEACHER'S BOOK with DVD, Class CDs and access to PEARSON ENGLISH PORTAL

### Teacher's Book

- Unit-by-unit Student's Book pages with overprinted answer key, accompanied by useful ideas and references to additional resources
- Teacher's Book pagination mirrors Student's Book pagination
- Reduced Workbook pages with overprinted answer key
- Culture notes
- Audioscripts and videoscripts
- 69 photocopiable resources with instructions and key

### Pearson English Portal




#### Presentation Tool

- Front-of-class teacher's tool with interactive version of Student's Book and Workbook activities with integrated audio and video
- Easy navigation via either book page or lesson flow

#### Resources

- Photocopiable resources with instructions and key
- Audio and video with scripts
- Culture notes
- and many more

#### Testing Programme

The Testing Programme is more than just a collection of tests. It offers a coherent system of evaluation and grading which covers a wide range of test types delivered **in PDF and editable formats**.

The Testing Programme includes:

- Matura speaking tests for the students and examiners accompanied by detailed assessment criteria;
- A & B Vocabulary quizzes for each vocabulary lesson;
- A & B Grammar quizzes for each grammar lesson;
- A & B Use of English quizzes for each Use of English lesson;
- A & B unit MiniMatura tests (checking vocabulary, grammar, Use of English, reading, listening and writing);
- four Cumulative tests (units 1–2, 1–4, 1–6, 1–8);
- Placement test;
- End-of-year test (in the form of a sample Matura test);
- answer keys and audioscripts.

#### Online Practice (powered by MyEnglishLab)

- Teacher's view of Online Practice
- **Extra digital activities**: Vocabulary, Grammar and Use of English, Reading and Listening Checkpoints
- All Student's Book audio and video
- Automatic marking and instant feedback
- Two optional ways of using:
  **1** creating a course for your students which enables assigning tasks, monitoring students' activity and performance in an online gradebook;
  **2** students' mode.

# Using videos in the classroom

There are four types of videos in *Focus Second Edition*:

## 1 BBC VIDEOS




These are short (3–6 minutes) video clips produced by the BBC. As an extension of the topics covered in all vocabulary lessons, the authentic, natural-language BBC videos give students an opportunity to hone their reception skills while further enhancing their vocabulary. Each video is accompanied by a Video worksheet for students to practice comprehension and use the extra vocabulary. For the Video worksheets, go to lesson 9 in each unit in the Workbook. Students also are prompted to discuss the topics covered in the videos and relate them to their own experiences, improving their critical thinking skills.

You can use the BBC video at the end of the Vocabulary lesson or at the end of the Unit. Alternatively, you can use the video at the very beginning of the unit as an introduction to the unit topic.

**No. of videos:** 8 (1 per unit)

## 2 FOCUS VLOGS (VOX POPS)



These short clips have been given the form of a vlog. Filmed on the streets of London, they feature real people answering questions that touch upon their lives and opinions, while following the topics and themes covered in the lesson they appear in. They present the target grammar structures in a real context in small, easy-to-manage chunks for the students to model their own speech on, helping them improve their productive accuracy. The vlogs feature unscripted, authentic, spontaneous speech of speakers of English from the UK as well as from other countries and as such, they expose students to real language they can encounter in their lives. Each vlog is accompanied by a Vlog worksheet in the Workbook.

You can use the vlogs at the end of the Grammar or Use of English lesson that they appear in.

**No. of videos:** 8 (1 per unit)

## 3 GRAMMAR ANIMATIONS




Each of these videos features two parts: an animated cartoon presenting the grammar structure in context and a teacher's explanation with the purpose of reinforcing students' understanding and learning of the structure. You can use all or only part of the video to help your students learn grammar in an engaging and attractive way.

Not being part of the lesson, these videos can be used independently as an introduction to the Grammar lesson, as its summary or even mid-lesson as an extra resource to facilitate students' learning.

**No. of videos:** 16 (2 per unit)

## 4 INTERACTIVE SPEAKING VIDEOS



The function of these short videos is to present the key Speaking lesson language provided in the SPEAKING FOCUS box by showing it used in real-life situations. They enable students to not only learn, but acquire language by offering them visual clues such as location, body language and facial expressions, which help to improve students' communication skills in terms of both reception and speaking fluency. Each video has an A and B version for the students to role-play available on Pearson English Portal only.

Use the interactive speaking videos at the end of the Speaking lessons.

**No. of videos:** 18

# Mediation in *Focus Second Edition*

In 2017, the Council of Europe released the **CEFR Companion Volume with New Descriptors** – a set of new *Can Do statements* to complement the original 2001 publication. A key focus for this new set of descriptors is **Mediation**.

When most people think of Mediation, they either think about disputes (resolving conflict between two parties) or, in the context of language, they think of translation and interpreting. Both are true, but the term is used more broadly to cover spoken and written language functions in which the learner is conveying and interpreting meaning. Mediation descriptors may be new to the CEFR, but mediation itself is not new – within the same language (*intralingual*) or from one language to another (*interlingual*). It combines reception, production and interaction and is a common part of everyday language use – making communication possible between people who, for whatever reason, are unable to communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same opinion and need someone to identify common ground. Mediation can also involve written texts – with the reader summarising, paraphrasing or interpreting the information for a different audience.

**How is Mediation organised in the CEFR?**
The scales (categories) for mediation are presented in three groups, reflecting the way in which mediation tends to occur.

**1 Mediating a text** consists of passing on to another person (in speech or writing) the content of a text which is, for various reasons, inaccessible to them. It includes:
- relaying specific information (e.g. listening to or reading something and then passing the information on to a third party). This may not be an explicit activity at the lower levels of the course, but this skill is practiced whenever learners are asked to listen for information or scan the text and then tell the teacher/classmate what they have understood;
- explaining data (e.g. in graphs, diagrams, charts);
- processing text (e.g. summarising a text or set of texts, making a technical text understandable to a non-specialist, passing on key information from an announcement or set of instructions);
- translating a written text;
- note-taking (lectures, seminars, meetings);
- expressing a personal response to creative texts (including literature) (e.g. explaining why you like a story/film, interpreting a character's reactions, describing how a creative text makes you feel);
- analysis and criticism of creative texts (including literature) (e.g. critically evaluating the success of a creative text, comparing different approaches to a subject in different creative texts, explaining the techniques used by the author to create emotions, atmospheres).

**2 Mediating concepts** involves facilitating access to knowledge and concepts for others. It includes:
- collaborating in a group (e.g. asking for other people's opinions, inviting others into the discussion, saying why you agree or disagree with an opinion, asking questions to keep the discussion going, highlighting the main issues that need to be discussed);
- leading group work (e.g. allocating turns in a discussion, keeping the discussion on topic, asking questions to clarify meaning, asking others to explain their reasoning behind an opinion, encouraging others to elaborate on what they have said).

**3 Mediating communication** facilitates understanding and successful communication between users who may have individual, sociocultural, sociolinguistic or intellectual differences. It includes:
- facilitating pluricultural space (e.g. supporting inter-cultural exchanges, understanding cultural differences, demonstrating an understanding of different perspectives);
- acting as intermediary in informal situations (with friends and colleagues);
- facilitating communication in delicate situations and disagreements.

**Where is Mediation in *Focus Second Edition*?**

Plenty of Mediation activities can be found in *Focus Second Edition* – both for mediating the texts intralingually and interlingually. Look out for all open reading and listening comprehension tasks, translation and transformation tasks, gapped summaries, rewriting texts in a different register (formal/informal), picture description, speculating or drawing conclusions.
There are also numerous tasks which cater for mediating concepts and communication – look out for communicative pairwork or groupwork tasks, projects or problem-solving activities.

Source: *Common European Framework of Reference for Languages, Learning, Teaching, Assessment, CEFR Companion Volume with New Descriptors*

# How to teach with projects

## THE BENEFITS OF TEACHING WITH PROJECTS

### The benefits

Projects help students to work together to produce a presentation, a poster, etc. in English. They usually require students to do research and present the information in a creative way. Projects in the English language classroom provide several benefits:

1 **Authentic use of language**
Students work on a task which requires them to use English authentically. Projects also often develop all four skills: reading, writing, listening and speaking.

2 **Development of personal skills**
Projects often require learners to collaborate, enabling them to develop skills such as the ability to cooperate, solve problems and communicate.

3 **Development of autonomy**
As project work involves students making decisions about how to achieve their learning objective, they are able to develop learner autonomy with support and guidance from their teacher.

4 **Development of critical thinking skills**
Students can develop information literacy and media literacy when doing research online, determining what information is useful, biased, false, etc. They can also develop critical thinking skills when analysing that information, evaluating it and deciding how to use it.

5 **Development of creativity**
Many projects require learners to be creative in some way. Creativity, along with collaboration, communication and critical thinking skills are considered to be key skills for 21st century learning.

6 **Increased motivation**
Project work adds variety to lessons and gives students an opportunity to use English in contexts close to their lives. Students' motivation increases when they make their own decisions regarding what exactly their project will focus on and then have a chance to present it to others.

It is important to note that while project work provides many development opportunities, students are likely to need support in exploiting those opportunities, such as advice from their teacher on how to work independently or feedback on their communication skills.

## HOW TO EXTEND *FOCUS* PROJECTS

Each Vocabulary lesson in the Student's Book includes a topic for a project. We encourage teachers to acquaint their students with the project at the beginning of the unit so that they can work on it over a longer period of time. Here is one of the topics from *Focus 4 Second Edition*:

> Work in groups. Choose a famous person, e.g. an artist, a politician or a businessperson. Do some research online into his or her personality. Then prepare a digital presentation and present it to your class.

To expand the project, students' work on it could be divided into a few stages:

1 **In class:** After the first lesson of the unit, students are given the topic of the project.
**Homework:** Each student researches a famous person.

2 **In class:** Students share their research with their partners. Pairs then select one person they are most interested in.
**Homework:** Students go away and do more research on the famous person they have selected. They take notes. They plan a presentation about them.

4 **In class:** Pairs or groups work together and give each other oral feedback and suggestions on their plans.
**Homework:** Then they prepare their presentations.

5 **In class:** Students present their work to the class. Then they vote on their favourite famous person and discuss why.

# Matura w *Focus Second Edition*

## KALENDARIUM ZMIAN W SYSTEMIE EDUKACJI – SZKOŁY PONADPODSTAWOWE

**IX 2019**
- Rozpoczęcie kształcenia w 4-letnim liceum, 5-letnim technikum i branżowej szkole I stopnia na podbudowie ośmioletniej szkoły podstawowej
- Rozpoczęcie realizacji nowej podstawy programowej w szkołach ponadpodstawowych na trzecim etapie edukacyjnym

**IX 2020**
- Rozpoczęcie kształcenia w branżowej szkole II stopnia na podbudowie gimnazjum i branżowej szkoły I stopnia
- Start oddziałów wstępnych w liceach (ewentualnie technikach) w zakresie kształcenia dwujęzycznego

**2021** – Przewidywany termin publikacji nowego *Informatora o egzaminie maturalnym z języka angielskiego od roku szkolnego 2022/2023*

**V 2023** – Egzamin maturalny na wyższym poziomie

## STARA I NOWA PODSTAWA PROGRAMOWA

Kurs *Focus Second Edition* jest przeznaczony do pracy zarówno z uczniami szkół ponadgimnazjalnych zgodnie z wariantami podstawy programowej IV.1P, IV.1R, IV.0 oraz IV.2, jak również z uczniami liceum ogólnokształcącego i technikum zgodnie z wariantami podstawy programowej III.1.P, III.1.R, III.2, III.2.0 oraz III.DJ (rozporządzenie Ministra Edukacji Narodowej z 30 stycznia 2018 r.).

## MATURA Z JĘZYKA OBCEGO DO ROKU 2022

Egzamin maturalny składa się z części pisemnej i ustnej. Obecnie w części pisemnej zadania maturalne na poziomie podstawowym odpowiadają poziomowi B1, a zadania na poziomie rozszerzonym – poziomowi B2/B2+ według skali *Europejskiego systemu opisu kształcenia językowego* (*ESOKJ*). Do egzaminu pisemnego można podejść:
- jako do przedmiotu obowiązkowego na poziomie podstawowym (zgodnie z wymogami podstawy programowej w zakresie IV.1P) oraz
- jako do przedmiotu dodatkowego na poziomie rozszerzonym (zgodnie z wymogami podstawy programowej w zakresie IV.1R).

Egzamin pisemny trwa:
- 120 minut na poziomie podstawowym,
- 150 minut na poziomie rozszerzonym.

Egzamin ustny nie ma określonego poziomu i jest zdawany jako przedmiot obowiązkowy lub dodatkowy. Ta część egzaminu maturalnego trwa około 15 minut. Dokładne informacje dotyczące formy i charakteru zadań oraz sprawdzanych struktur gramatycznych, a także szczegółowe kryteria oceniania można znaleźć w *Informatorze o egzaminie maturalnym z języka angielskiego od roku szkolnego 2014/2015* wydanym przez Centralną Komisję Egzaminacyjną.

## KURS *FOCUS SECOND EDITION* I PRZYGOTOWANIE DO EGZAMINU MATURALNEGO

Kurs ***Focus Second Edition*** gwarantuje rzetelne przygotowanie do egzaminu maturalnego:
- na poziomie **1** (A2/A2+ wg *ESOKJ*) zaznajamia z formułą maturalną, umiejętnościami egzaminacyjnymi i kryteriami oceny, praktycznie przygotowując do egzaminu na poziomie podstawowym;
- na poziomie **2** (A2+/B1 wg *ESOKJ*) podsumowuje i ugruntowuje wiedzę oraz umiejętności potrzebne do zdania egzaminu dojrzałości z języka angielskiego na poziomie podstawowym, jednocześnie wprowadzając niektóre założenia poziomu rozszerzonego;
- na poziomie **3** (B1/B1+ wg *ESOKJ*) zawiera ćwiczenia z obu poziomów egzaminu maturalnego – podstawowego i rozszerzonego – przygotowując uczniów do rozwiązywania wszystkich typów zadań;
- na poziomie **4** (B2/B2+ wg *ESOKJ*) skupia się na umiejętnościach potrzebnych, aby zdać egzamin na poziomie rozszerzonym, wprowadzając jednocześnie niektóre założenia poziomu dwujęzycznego;
- na poziomie **5** (B2+/C1 wg ESOKJ) ćwiczy umiejętności niezbędne do zdania egzaminu na poziomie rozszerzonym oraz dwujęzycznym.

*Focus Second Edition* na wszystkich pięciu poziomach kładzie nacisk na umiejętności produktywne, czyli mówienie i pisanie, w formie wymaganej na egzaminie maturalnym. Uczy środków językowych w przemyślany sposób, przykładając wielką wagę do ich różnorodności i poprawności zgodnie z obowiązującymi kryteriami oceny. Ponadto kurs kładzie większy nacisk na zadania otwarte. Warto zwrócić także uwagę na unikatowy charakter książki nauczyciela (***Focus Second Edition*** **Teacher's Book**), która została zaprojektowana w taki sposób, by ułatwić przygotowanie do lekcji i usprawnić pracę w klasie, ale przede wszystkim skutecznie przygotować uczniów do egzaminu maturalnego.
- Strony głównej części książki nauczyciela mają taką samą numerację jak strony książki ucznia.
- Na stronach książki ucznia naniesiono rozwiązania zadań.
- Książka nauczyciela zawiera pomniejszone strony zeszytu ćwiczeń wraz z naniesionymi rozwiązaniami zadań.
- Na końcu książki nauczyciela znajduje się sekcja **Culture notes**, w której uwzględniono elementy wiedzy o krajach anglojęzycznych obowiązujące na egzaminie maturalnym.
- Nauczyciel ma też do dyspozycji dodatkowe **materiały do kopiowania**. Wśród nich znajdzie między innymi ćwiczenia sprawdzające znajomość środków językowych w formacie zadań maturalnych, jak również ćwiczenia przygotowujące ucznia do wykonania zadań maturalnych w zakresie mówienia i pisania.

| | VOCABULARY | GRAMMAR | LISTENING | READING |
|---|---|---|---|---|
| **1 Live and learn** BBC 1 | **pp. 4–5 Focus on Words:** Phrasal verbs; describing teachers and students; collocations<br>**Reading:** Degree courses you didn't know existed<br>**pp. 16–17** Word list | **p. 6** Present and past habits 2 3 | **p. 7** Memory<br>**Listening Focus:** Matching<br>**Focus on Words:** Memory<br>**Pronunciation Focus:** Sounds and spelling – vowels | **pp. 8–9** Hidden talents<br>**Reading Focus:** Gapped text<br>**Focus on Words:** Collocations; expressions with *brain* |
| **2 Human nature** BBC 5 | **pp. 20–21 Focus on Words:** Personality adjectives; compound adjectives; describing personality<br>**Reading:** Know yourself – personality test<br>**pp. 32–33** Word list | **p. 22** Past Perfect Simple and Continuous 6 | **p. 23** An interview with a neuroscientist<br>**Listening Focus:** Multiple choice<br>**Focus on Words:** Relationship phrases<br>**Pronunciation Focus:** Sounds and spelling – consonants | **pp. 24–25** *Me Before You* by Jojo Moyes (book extract)<br>**Reading Focus:** Multiple choice<br>**Focus on Words:** Physical actions; ways of looking |
| **3 Living spaces** BBC 9 | **pp. 36–37 Focus on Words:** Prepositions describing location; describing places; collocations and compound nouns<br>**Reading:** A small city with big ideas<br>**pp. 48–49** Word list | **p. 38** Future forms including the Future Perfect Continuous 10 11 | **p. 39** Places to live<br>**Listening Focus:** Multiple choice<br>**Focus on Words:** Collocations and compound nouns<br>**Pronunciation Focus:** Sentence stress – future question forms | **pp. 40–41** I am 16 and live alone in the wilderness<br>**Reading Focus:** Gapped text<br>**Focus on Words:** Describing houses; idiomatic expressions |
| **4 Shopping around** BBC 14 | **pp. 52–53 Focus on Words:** Phrasal verbs; shopping collocations; verb phrases<br>**Reading:** 6 ways to buy clothes responsibly<br>**pp. 64–65** Word list | **p. 54** Question tags and reply questions 15 | **p. 55** Market trading<br>**Listening Focus:** Multiple choice<br>**Focus on Words:** Noun phrases<br>**Pronunciation Focus:** Long and short vowel sounds | **pp. 56–57** Money<br>**Reading Focus:** Matching<br>**Focus on Words:** Making and spending money; being rich and poor |
| **5 Off to work** BBC 19 | **pp. 68–69 Focus on Words:** Expressions to do with work; phrasal verbs; adjectives from nouns<br>**Reading:** Eat that frog!<br>**pp. 80–81** Word list | **p. 70** Reported Speech 20 21 | **p. 71** The future of work<br>**Listening Focus:** Matching, answering questions<br>**Focus on Words:** Phrases describing change<br>**Pronunciation Focus:** Word pairs – nouns and verbs; word stress | **pp. 72–73** What if you don't have one dream job?<br>**Reading Focus:** Multiple choice<br>**Focus on Words:** Choosing a career; verb–noun collocations |
| **6 A matter of fact** BBC 25 | **pp. 84–85 Focus on Words:** Truth and falsehood; adjective–noun collocations; adverbs<br>**Reading:** Fake news<br>**pp. 96–97** Word list | **p. 86** Conditional clauses – alternatives to *if* 26 27 | **p. 87** A street artist<br>**Listening Focus:** Gap fill<br>**Focus on Words:** Collocations<br>**Pronunciation Focus:** Word stress in four-syllable words | **pp. 88–89** A short history of the selfie<br>**Reading Focus:** Gap fill<br>**Focus on Words:** Verbs and verb phrases; photography |
| **7 It's not rocket science!** BBC 29 | **pp. 100–101 Focus on Words:** Scientific research; prepositions after verbs and nouns; words in science<br>**Reading:** Female scientists changing the world<br>**pp. 112–113** Word list | **p. 102** Advanced passive forms 30 31 | **p. 103** Problems with technology<br>**Listening Focus:** Multiple choice<br>**Focus on Words:** Phrasal verbs<br>**Pronunciation Focus:** Word stress in word families | **pp. 104–105** The human microbiome; Being too clean<br>**Reading Focus:** Multiple choice<br>**Focus on Words:** Medical conditions; word families |
| **8 Costing the earth** BBC 35 | **pp. 116–117 Focus on Words:** Environmental issues; landscapes; animals<br>**Listening:** The life journey of a plastic bottle<br>**pp. 128–129** Word list | **p. 118** Unreal past and regrets – *wish, if only, it's time* and *would rather* 36 37 | **p. 119** Intelligent animals<br>**Listening Focus:** Gap fill<br>**Focus on Words:** Word building<br>**Pronunciation Focus:** Vowel and consonant minimal pairs | **pp. 120–121** Disaster movies<br>**Reading Focus:** Matching<br>**Focus on Words:** Severe weather and natural disasters; collocations |

**pp. 132–155 Grammar and Use of English Reference and practice**

**pp. 156–158 Prepositions p. 159 Word building p. 160 Irregular verbs**

| GRAMMAR | SPEAKING | USE OF ENGLISH | WRITING | FOCUS REVIEW |
|---|---|---|---|---|
| **p. 10** Verb patterns 4 | **p. 11** Describing a photo; speculating | **pp. 12–13** Register – formal and informal language<br>Sentence transformation | **pp. 14–15**<br>**Writing Focus:** A CV and a covering email<br>**Language Focus:** Useful phrases for a CV and a covering email | **pp. 18–19**<br>Słownictwo i Gramatyka<br>Środki językowe<br>Czytanie<br>Słuchanie<br>Mówienie<br>Pisanie |
| **p. 26** Relative clauses 7 8 | **p. 27** Telling a personal anecdote | **pp. 28–29** Collocations | **pp. 30–31**<br>**Writing Focus:** An article<br>**Language Focus:** Participle clauses to express reason | **pp. 34–35**<br>Słownictwo i Gramatyka<br>Środki językowe<br>Słuchanie<br>Mówienie<br>Pisanie |
| **p. 42** Quantifiers 12 | **p. 43** Organising a place to live; suggesting, agreeing to and objecting to a course of action 13 | **pp. 44–45** Determiners<br>Sentence transformation; sentence formation | **pp. 46–47**<br>**Writing Focus:** A 'for and against' essay<br>**Language Focus:** Expressing concession | **pp. 50–51**<br>Słownictwo i Gramatyka<br>Środki językowe<br>Czytanie<br>Mówienie<br>Pisanie |
| **p. 58** Present and past modal structures 16 | **p. 59** Making and justifying choices; evaluating options 17 | **pp. 60–61** Modal expressions<br>Sentence transformations; multiple choice cloze 18 | **pp. 62–63**<br>**Writing Focus:** A formal email – describing an incident and making a complaint<br>**Language Focus:** Expressing cause and result | **pp. 66–67**<br>Słownictwo i Gramatyka<br>Środki językowe<br>Słuchanie<br>Pisanie<br>Mówienie |
| **p. 74** Reporting verbs 22 | **p. 75** Problem solving; expressing annoyance 23 24 | **pp. 76–77** Phrasal verbs – advanced points<br>Open cloze | **pp. 78–79**<br>**Writing Focus:** An opinion essay<br>**Language Focus:** Expressing certainty and describing consequences | **pp. 82–83**<br>Słownictwo i Gramatyka<br>Środki językowe<br>Czytanie<br>Mówienie<br>Pisanie |
| **p. 90** Mixed conditionals 28 | **p. 91** Discussing ethical issues; expressing opinions tentatively and adding comments | **pp. 92–93** Compound nouns and adjectives<br>Sentence transformations | **pp. 94–95**<br>**Writing Focus:** A review<br>**Language Focus:** Adjectives for reviews | **pp. 98–99**<br>Słownictwo i Gramatyka<br>Środki językowe<br>Czytanie<br>Mówienie<br>Pisanie |
| **p. 106** Passive reporting structures 32 | **p. 107** Clarification 33 34 | **pp. 108–109** Easily confused words<br>Cloze; translation | **pp. 110–111**<br>**Writing Focus:** A narrative<br>**Language Focus:** Speech verbs | **pp. 114–115**<br>Słownictwo i Gramatyka<br>Środki językowe<br>Słuchanie<br>Mówienie<br>Pisanie |
| **p. 122** Emphasis – cleft sentences and inversion 38 | **p. 123** Giving a presentation | **pp. 124–125** Prefixes<br>Sentence transformation | **pp. 126–127**<br>**Writing Focus:** A letter to an editor<br>**Language Focus:** Formal language – review; comparison and contrast | **pp. 130–131**<br>Słownictwo i Gramatyka<br>Środki językowe<br>Czytanie<br>Mówienie<br>Pisanie |

# 1 Live and learn

*Educating the mind without educating the heart is no education at all.*

Aristotle

## 1.1 VOCABULARY

Education • phrasal verbs • describing teachers and students • collocations

***I can talk about further education, university courses and educational issues.***

### SHOW WHAT YOU KNOW

**1** **In your notebook, match the words to make collocations.**

| | |
|---|---|
| 1 arts/bachelor's/master's b | a career |
| 2 attend/have/skip e | b degree |
| 3 communication/language/people f | c education |
| 4 fail/pass/take d | d exams |
| 5 further/higher/private c | e lessons |
| 6 long/rewarding/successful a | f skills |

**2** **Write two true sentences and a false one using collocations in Exercise 1. Can your partner guess which one is false?**

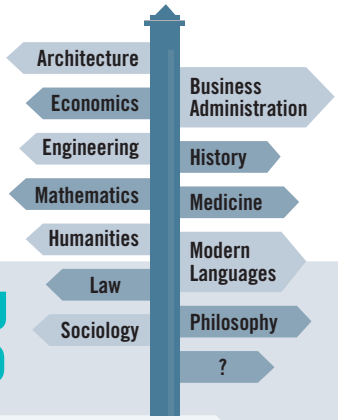
*I'd like to do a master's degree in business studies.*

**3** SPEAKING **Look at some traditional fields of study on the signpost. What are the three most/least appealing subjects? Which way would you go? Discuss your ideas with a partner.**

**4** **Read the information on the webpage. Which degree would you like to do most?**

**5** 1.2 **Listen to a father and daughter discussing the webpage. What does the daughter find out about her father?**

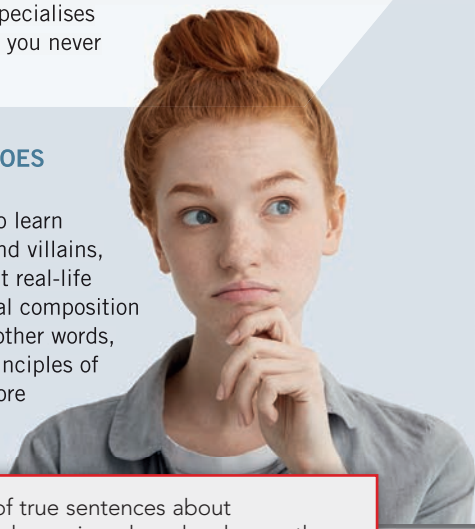
She finds out that her father was nearly expelled and was dyslexic.




## DEGREE COURSES YOU DIDN'T KNOW EXISTED

### Is this you?

You're keen to **go on to** higher education. But none of the traditional subjects appeal. Don't worry, these days you can get a degree in most things. You like baking? You can **major in** baking technology management. More inclined towards fashion? How about writing a dissertation on handbag and accessories design? If you have a passion for something, you can usually find a course that specialises in your area. Here are three courses you never knew existed.



**1 THE SCIENCE OF SUPERHEROES**

**University of California, USA**

This course is a new, creative way to learn physics. Through studying heroes and villains, you'll learn the answers to important real-life questions such as what the chemical composition of Captain America's armour is. In other words, you'll attend lectures on the real principles of Physics, but they'll be given in a more engaging and accessible way.

### VIDEO



BBC

Learning a new skill 1

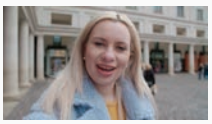
Lesson 1.1




**GRAMMAR ANIMATION**

Lesson 1.2 2

Lesson 1.5 4



**FOCUS VLOG**

About daily routines 3

Lesson 1.2



### REFERENCES

Culture notes **p. 255**
Audioscript **p. 262**
Videoscript **p. 280**
Using videos in the classroom **p. T12**
How to teach with projects **p. T14**

### EXTRA ACTIVITIES

- BBC video. Video worksheet 1.1 in the WB, p. 16
- Photocopiable resource 1 *FAQ* (10 min.) pp. 288, 304
- Extra digital activities: Vocabulary Checkpoint
- Ask students to work in pairs and think of true sentences about themselves using phrasal verbs or other expressions from the lesson. Then, Student A says the beginning of a sentence containing a verb and Student B finishes it, e.g. A: *If you want to be an engineer, you should have a* ***passion*** *…* B: *…* ***for*** *technology.*

**6** 1.2 **Listen again and write the correct option in your notebook. Use a dictionary if necessary.**

1 The daughter is *gifted* / *weak*.
2 The daughter is *lazy* / *a swot* compared to her father.
3 The father couldn't ***settle down*** / *make friends* in class.
4 The father was *disruptive* / *self-disciplined*.
5 The father nearly *got expelled* / *got a scholarship*.
6 The father had *lenient* / *strict* teachers.
7 The father's teachers ***gave up on*** / *supported* him.
8 The father was *dyslexic* / *a bully*.
9 The father *did well* / ***fell behind*** at school.
10 The father ***scraped through*** / *failed* his exams.

**7** SPEAKING **What do you know about your parents' education? Discuss your ideas with a partner.**

## FOCUS ON WORDS | Phrasal verbs

**8** 1.3 **In your notebook, complete the definitions with the base form of the phrasal verbs in red in the text and in Exercise 6. Then listen, check and repeat.**

1 make less progress than others = *fall behind*
2 quit doing sth; stop hoping sb will change = give up on
3 start working in a type of job = go into
4 do sth after finishing another thing = go on to
5 study sth as your main subject = major in
6 only just succeed in doing sth = scrape through
7 become calm or confident = settle down

**9** SPEAKING **In your notebook, complete the questions with the correct prepositions. Ask and answer the questions in pairs.**

1 How often do you only just scrape through exams?
2 Have you ever given up on anything that was important to you?
3 Have you ever fallen behind at school because of illness or some other issue?
4 If you go on to university, what subjects do you think you will major in ?
5 In what subject or lesson do you find it most difficult to settle down and concentrate?
6 What profession would you like to go into ?

### 2 SURF SCIENCE AND TECHNOLOGY
**University of Plymouth, UK**

The university website warns that 'You will not be taught how to surf, and it is important to realise that this is an academic course.' That means you don't graduate because you can catch a good wave – you have to sit exams here! Core modules include ecology and scientific aspects of health, fitness and sports nutrition.

### 3 THE BEATLES, POPULAR MUSIC AND SOCIETY
**Liverpool Hope University, UK**

If you enrol on this course, you'll deepen your knowledge of the band's music as well as how it was influenced by the city of Liverpool. The Beatles not only changed the world of music, but they also had a big impact on youth culture and fashion. This course will be of interest to those working in the field of cultural studies and if you want to **go into** the music industry.

## FOCUS ON WORDS | Describing teachers and students

**10** 1.4 **In your notebook, translate the underlined words in Exercise 6. Use a dictionary if necessary. Then listen and repeat. Which words are used more often to describe a student and which ones to describe a teacher?**

1 a bully = tyran, despota, brutal (S)
2 disruptive = zakłócający spokój (S)
3 dyslexic = dyslektyczny (S)
4 gifted = utalentowany (S/T)
5 lenient = łagodny, wyrozumiały (T)
6 self-disciplined = zdyscyplinowany (S)
7 strict = surowy (T)
8 a swot = kujon (S)

**11** **In your notebook, complete the sentences with the words in Exercise 10.**

1 Mr Morris is a lenient teacher. He doesn't mind if you hand your homework in late.
2 Jackie is a swot . She spends all her time studying and always gets top marks.
3 Miss Nelmes is very strict . She demands absolute silence in her lessons.
4 May is musically gifted . She can play almost any instrument and has a beautiful voice.
5 Barry is quite disruptive in class. He shouts out and generally causes problems.
6 Mike is very self-disciplined . He always does his homework as soon as he gets home.

## FOCUS ON WORDS | Collocations

**12** 1.5 **In your notebook, complete the collocations with the base form of the verbs highlighted in the text and in Exercise 6. Then listen, check and repeat.**

1 *attend* / give a lecture
2 be of interest to sb
3 deepen your knowledge
4 enrol on a course
5 get a degree/a scholarship
6 get expelled
7 have a passion for sth
8 sit an exam
9 work in the field of sth
10 write a dissertation

**13** SPEAKING **In your notebook, complete the sentences with a suitable noun. Do you agree or disagree with them?**

1 Don't enrol on a university course unless you have a passion for it.
2 Sitting exams is much more stressful than writing a dissertation .
3 Getting a scholarship to study at a foreign university is an impossible dream.
4 Working in the field of science and technology is better than being an artist.
5 You don't have to attend lectures to deepen your knowledge . Just google everything.

**14** PROJECT **Work in groups. Do some research online into unusual things you can study online. Then prepare a digital presentation and present it to your class.**



## WORKBOOK
pp. 4–5, including *Show What You've Learnt*

## NEXT CLASS
- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 1.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 6.

# GRAMMAR 1.2

Present and past habits

*I can talk about present and past habits.*

**1** **Read about Gillian Lynne's education. What do you think Gillian did when her mum and the psychologist left the room?**
She got up and started dancing.

**2** 1.6 SPEAKING **Listen to two friends talking about Gillian's story and check your ideas in Exercise 1. Discuss what this story teaches us about educating children.**

**3** **Read the GRAMMAR FOCUS. Which verb forms in blue in the text in Exercise 1 complete the examples correctly?**

## GRAMMAR FOCUS 2

### Present and past habits

- You can use the **Present Simple** and the **Past Simple** to talk about habits. You also use the Past Simple to talk about single past actions.
- You can use ***used to*** to talk about regular past actions that don't happen anymore or past states that are no longer true.
  *She* [1]*used to fail* *all her exams.*
  *Life* [2]*didn't use to be* *so good.*
- You can use ***will*** (present) or ***would*** (past) to talk about characteristics or predictable actions. You don't use them to talk about states.
  *She* [3]*'ll get up* *and move around instead of listening to the teacher.*
  *Her teachers* [4]*would complain* *about her disruptive behaviour.*
  **Note**: You don't usually ask questions with this use of *will* and *would*.
- You can use the **Present Continuous** or **Past Continuous** with ***always*** to stress the repetitiveness of an action or to show your annoyance.
  *She* [5]*'s always disturbing* *people.*
  *She* [6]*was always fidgeting* *and handing in her homework late.*

**4** **In your notebook, complete the sentences with the correct form of the verbs in brackets. Use *would* where possible. If *would* is not possible, use *used to*. If *used to* is not possible, use the Past Simple.**

1 This school *used to be* (be) smaller than it is now.
2 Mum *would take* (take) me to school every day.
3 I *didn't use to like* (not like) going to school.
4 I *used to hate* (hate) having school lunches.
5 I *would go* (go) swimming every week.
6 I *went* (go) on a school trip to England.

**5** SPEAKING **Ask and answer questions based on the sentences in Exercise 4. Use *used to* or the Past Simple.**

*1 Did this school use to be smaller than it is now?*

**Exercise 5**
2 Did your mum use to take you to school every day?
3 Did you use to like going to school?
4 Did you use to hate having school lunches?
5 Did you use to go swimming every week?
6 Did you go on a school trip to England?

## The right education

**Ken Robinson is an educationalist. In his book, *The Element*, he interviews people who have made a successful living doing what they love. This is Gillian Lynne's story.**



Gillian had a successful career in the theatre, but life **didn't use to be** so good. When she was eight, her schoolwork was a disaster, her handwriting was awful, and she **used to fail** all her exams. Her teachers **would complain** about her disruptive behaviour: she **was always fidgeting** and handing in her homework late. They told her mother that she had a learning disorder. So Gillian's mother took her to see a psychologist and listed some of the problems: she never pays attention in class – she'**ll get up** and move around instead of listening to the teacher; she'**s always disturbing** people and her homework's always late. Finally, the doctor turned to Gillian and said, 'Gillian, I need to speak to your mother privately now. Don't worry. We won't be long.' As they left the room, he turned on the radio on his desk …

**6** SPEAKING **In your notebook, write sentences comparing your routine at primary school and now. Compare your sentences with a partner. Who has changed the most?**

| | Primary school | Now |
|---|---|---|
| 1 For breakfast | I'd _____ | I'll _____ |
| 2 Before setting off for school | I'd _____ | I'll _____ |
| 3 At break time | I'd _____ | I'll _____ |
| 4 At lunchtime | I'd _____ | I'll _____ |
| 5 After school | I'd _____ | I'll _____ |

*1 For breakfast, I'd have cereal with milk in primary school, but now I'll just have a piece of toast.*

**7** **In your notebook, complete the sentences about annoying habits. Use one verb from the box to complete both sentences in each example. Use the Present and Past Continuous with *always*.**

check chew lose talk tell

1 Before, Tim *was always chewing* the end of his pen.
Now, he*'s always chewing* gum.
2 Before, Julie *was always checking* her make-up.
Now, she*'s always checking* her phone.
3 Before, Sam *was always talking* about himself.
Now, he*'s always talking* about his new friends.
4 Before, Dave *was always losing* his temper.
Now, he*'s always losing* his keys.
5 Before, Mary *was always telling* lies.
Now, she*'s always telling* people what to do.

**8** SPEAKING **List the habits in Exercise 7 from the least to the most annoying. Compare your ideas with a partner. Do you know people who had or have any of these habits?**

## FOCUS VLOG 3 About daily routines

1.7 **Listen to the Focus Vlog. What did the speakers use to do when they were teenagers that they miss doing now? Write the answers in your notebook.**

Grammar page 132



## REFERENCES
Culture notes **p. 255**
Audioscript **pp. 262–263**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES
- Focus Vlog. Video worksheet 1.2 in the WB, p. 17
- Grammar animation
- Photocopiable resource 2 Test yourselves (10 min.) pp. 288, 305
- Extra digital activities: Grammar Checkpoint

## WORKBOOK
p. 6, including *Show What You've Learnt*

## NEXT CLASS
Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 1.2, Grammar.

# 1.3 LISTENING

Matching

*I can identify specific information in a detailed spoken dialogue about memory.*

**1** SPEAKING **Discuss how good you are at remembering the different things in the box.**

dates and times | English words | faces | items on a shopping list | names | song lyrics

**2** 1.8 **Read about two methods of memorising a shopping list. Which headings A–E match paragraphs 1–2 correctly? There are three extra headings. Then listen and check.**

A Use your imagination
B Make up a dramatic narrative
C Learn how to give a speech
D Imagine what each item tastes like
E Visualise the items in a familiar place

## MEMORY TIPS

Greek philosopher Socrates famously said 'Learning is remembering'. So, how can we improve our memory? The key is to use your imagination. Here are two ways of remembering a shopping list of eight items.

1 B First, imagine a huge loaf of bread, and suddenly, coffee squirts out of the top and makes a fountain of dark brown liquid. After a few seconds, the dark brown changes to white yoghurt. The yoghurt forms a river and it goes under a bridge – the bridge is a steak. Some black and green olives are crossing the bridge and some big brown eggs are chasing them. The olives hide behind a big carton of orange juice. You lift an olive to your mouth to eat and it turns into an onion which tastes horrible. That's it. You've reached the end.

2 E Think of your home and get a mental image of the rooms in your house. Then, put the items on the list, one by one, in specific places in the rooms. For instance, you imagine the bread on the doormat as you come in the door. Then you go into the living room and the coffee is in front of the television, the yoghurt is on the sofa and the steak is stuck to the mirror on a wall. And so on, it's all about making personal associations … you get the idea. This method isn't just useful for memorising shopping lists. Some famous people have used it to give a speech without using notes.

**3** SPEAKING **Test your partner's memory. Follow the instructions to complete the task.**

- Write down a shopping list of eight items and give it to your partner.
- Study your partner's list for sixty seconds using one of the methods in Exercise 2.
- Take it in turns to recall your list. Did the tip help?

## LISTENING FOCUS Matching

**4** 1.9 **Listen to four people talking about memory. In your notebook, match statements A–E with speakers 1–4. There is one extra statement.**

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

The speaker …
A refers to someone who is incapable of forgetting anything.
B wanted a family member to confirm whether his/her memory was correct.
C disagrees with someone about how they keep a good memory.
D wishes they could forget witnessing a crime.
E can describe someone accurately after seeing them for only a few seconds.

## FOCUS ON WORDS | Memory

**5** 1.10 **In your notebook, translate the expressions in the box. Use a dictionary if necessary. Then listen and repeat.**

1 have a clear/vivid memory of sth = mieć wyraźne wspomnienie czegoś
2 have a vague/distant memory of sth = mieć zatarte wspomnienie czegoś
3 have a good/terrible memory for sth = mieć dobrą/złą pamięć do czegoś
4 have a photographic memory = mieć pamięć fotograficzną
5 have a memory like a sieve = mieć dziurawą pamięć
6 jog your memory = odświeżyć swoją pamięć
7 lose your memory = tracić pamięć
8 sb's earliest memory = czyjeś najwcześniejsze wspomnienie

**6** 1.9 **In your notebook, complete the questions with the words in Exercise 5. Then listen again and answer the questions.**

1 What is Speaker 1's ___earliest___ memory?
2 Has Speaker 2's grandfather ___lost___ his memory?
3 Does Speaker 3 have a good memory ___for___ names or faces, or both?
4 Does Speaker 4 have a ___good___ memory?

**7** SPEAKING **Ask and answer the questions in Exercise 6 using *you* or *your*. Find out as much as you can.**

*1 What is your earliest memory?*

## PRONUNCIATION FOCUS

**8** 1.11 **Listen and repeat the words in the box. Do any of the words have the same vowel sound?** No, all six are different.

bread | clear | learn | mean | steak | wear

**9** 1.12 **Copy the table and complete it with the words from Exercise 8 in the correct row. Then listen, check and repeat.**

| Sound | Typical spelling | Occasional spelling |
|---|---|---|
| /iː/ | need detail ¹*mean* | piece |
| /ɪə/ | here career ²*clear* | |
| /ɜː/ | reserved squirt turn | ³*learn* |
| /e/ | egg | ⁴*bread* |
| /eɪ/ | made detail pay | ⁵*steak* |
| /eə/ | pair rare | ⁶*wear* |

**Exercise 6**

1 Christmas before he was three.
2 No, he can recall things in detail.
3 The speaker has a good memory for faces, but not names.
4 No, she's got a memory like a sieve.



## REFERENCES

Culture notes **p. 255**
Audioscript **p. 263**

## EXTRA ACTIVITIES

In pairs, students look at the headings from ex. 2 which were not used to complete the task. They choose the best heading describing a method for memorising, prepare a short account of it and present it to the class.

## WORKBOOK

p. 7

# 1.4 READING

Gapped text

*I can infer unstated information and understand relationships between ideas in a descriptive text.*

**1** SPEAKING **How much do you know about your brain? Do the quiz on page 9 and discuss your ideas with a partner.**

**2** 1.13 **Listen and check your answers.**

**3** **Read the text and answer the questions.**

1 What hidden talents did the five people discover?
2 What caused them to discover their hidden talents?
3 How do some experts explain the phenomenon?

## READING FOCUS Gapped text

**4** **Read the text again. Which sentences A–E complete gaps 1–4 correctly? There is one extra sentence.**

A After a year, he realised he had acquired extraordinary memory skills and could recall the day of the week of any given date.
B In the near future, we will be able to expand our knowledge through a series of experiments into brain structure and its function.
C We even know where many of the different brain functions, such as memory, sight and smell, are located.
D However, their existence has led some researchers to argue that there is an undiscovered genius within all of us.
E Soon afterwards, he noticed that his vision had changed. He also realised that he had developed remarkable mathematical abilities.

## FOCUS ON WORDS | Collocations

**5** 1.15 **In your notebook, complete the collocations with the base form of the verbs in blue in the text. Explain the difference, if any, between the pairs of collocations. Then listen, check and repeat.**

1 *acquire* a skill/sharpen a skill
2 *be left* unconscious/be found unconscious
3 *be struck* by lightning/be hit by lightning
4 *fall into* a coma/come out of a coma
5 *feel* an urge/get an urge
6 *lose* consciousness/regain consciousness
7 *remain* a mystery/solve a mystery
8 *suffer* an injury/recover from an injury

**6** **In your notebook, complete the questions with the correct form of the verbs in Exercise 5. Then answer the questions.**

1 What aspects of the human brain *remain* a mystery?
2 Where was Jason Padgett when he was attacked and *left* unconscious?
3 How common is it for savants to lose the new skills they have *acquired*?
4 Why did Ben McMahon *fall into* a coma?
5 What was Orlando Serrell doing when he *suffered* a head injury?
6 Where was Tony Cicoria when he *was struck/hit* by lightning?
7 When did Heather Thompson first *feel/get* an urge to paint?

**7** SPEAKING **If you could discover your hidden talent, what would you like that talent to be? Discuss your ideas with a partner.**

## FOCUS ON WORDS | Expressions with *brain*

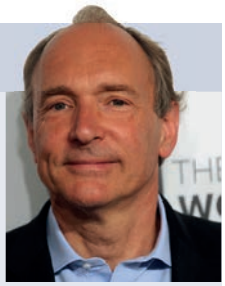
**8** 1.16 **In your notebook, complete the expressions with the words in the box. Use a dictionary if necessary. Then listen, check and repeat.**

~~behind~~ have on rack

1 be the brains *behind* sth = be responsible for inventing or organising sth
2 brainstorm sth = discuss (new) ideas
3 brainy = very intelligent (informal)
4 *have* a brainwave = suddenly think of a good idea
5 have sth *on* the brain = keep thinking constantly about sth
6 *rack* your brains = try very hard to remember or to solve sth

**9** **In your notebook, complete the text about Tim Berners-Lee with appropriate expressions in Exercise 8. Why isn't he a multi-billionaire?**

### Tim Berners-Lee



Tim Berners-Lee is proof that you don't have to be a savant to do amazing things. Berners-Lee, a modest engineer and computer scientist is [1] *the brains behind* the World Wide Web. In 1989 he was working for CERN, the European Organisation for Nuclear Research, in Switzerland. An essential part of his job was to [2] *brainstorm* ideas with his colleagues and then share information with researchers in different geographical locations. It was while he was [3] *racking his brains* for ways to improve the communication process that he [4] *had a brainwave* – he could use hypertext, a language for sharing text electronically, to allow computers all over the world to talk to each other – through the Internet. The World Wide Web was born! But Tim Berners-Lee did not have money [5] *on the brain* ! Had he been a more materialistic man, he could have become a multi-billionaire by charging royalties for his invention. Instead, he gave it to the world for free.

**10** SPEAKING **Which scientist, inventor or thinker do you most admire? Decide on your 'Top 3'. Compare your ideas with other people in the class.**

**Exercise 3**
1 Ability to see complex geometric patterns/ability to speak Mandarin Chinese/ability to remember things/ability to play the piano/ability to paint abstract art.
2 A bang on the head/a head injury.
3 It's probably because the right side of the brain compensates for the damage to the left side.

**Exercise 6**
1 Things like consciousness, intelligence and creativity.
2 Outside a karaoke bar.
3 Not common.
4 He had a car crash.
5 Playing basketball.
6 Near a public payphone.
7 Soon after the boot of her car crashed down on her head.

8

## REFERENCES
Culture notes **p. 255**
Audioscript **p. 263**

## EXTRA ACTIVITIES
As a warm-up activity, get students to discuss what they are experts at, what they are poor at and what skills they would like to improve and why. Give feedback briefly with the class.

## WORKBOOK
pp. 8–9

## NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 10.

# THE HUMAN BRAIN QUIZ
## fact or fiction?



1. **A larger brain is smarter than a smaller brain.** fiction
2. **On average a person has 70,000 thoughts each day.** fact
3. **The brain's storage capacity is practically unlimited.** fact
4. **The brain produces enough electricity to power a small light bulb.** fact
5. **Most people only use 10 percent of their brain.** fiction

# HIDDEN TALENTS

1.14

Despite some recent advances, there is still a great deal about the human brain that **remains a mystery**. We know it is made up of about 100 billion nerve cells, called neurons, connected like wires in a giant telephone exchange. We know messages pass down them like electrical signals and jump from one neuron to the next when chemicals known as neurotransmitters are released. [1] C But what we don't fully understand are things like consciousness, intelligence and creativity.

Much of our knowledge comes from studying brain functions when things go wrong. There are some fascinating cases of where a bang on the head has brought about changes in personality or caused a person to become talented in a way they weren't at all before the injury.

A famous case was Jason Padgett, a furniture salesman from Washington, who was mugged by two men after leaving a karaoke bar. He survived the attack, but **was left unconscious**. [2] E Padgett began to see patterns in everything he looked at, and to draw complex geometric figures. He seemed to understand the mathematical nature of the universe despite the fact that he had little formal academic training. The man who had barely scraped through his school exams ended up pursuing a career in mathematics as a number theorist.

Padgett's is a case of acquired savant syndrome, a condition in which brain damage of some kind unlocks extreme mental abilities. All cases of acquired savant syndrome involve a head injury and the special abilities are typically in the fields of maths, languages, music or art. Having **acquired the new skill**, it is extremely rare for a savant to lose it. The change is permanent.

Another example of this syndrome is 24-year-old Ben McMahon from Australia, who **fell into a coma** after a car crash. A week later he woke up speaking Mandarin Chinese. He had studied Chinese at school, but had never been fluent until the accident. McMahon works now as a Chinese-speaking tour guide in Australia.

Orlando Serrell **suffered a head injury** when he was knocked out in a baseball game at the age of ten. When he regained consciousness, he felt OK and finished the game. [3] A He has never made a mistake. For instance, ask him about 11 February 1983 and he says 'Friday. It was raining that day. I had a pizza – pepperoni sausage.'

Some knocks on the head are more dramatic than others. Tony Cicoria, an orthopaedic surgeon, **was struck by lightning** as he was leaving a public payphone. Luckily there was a nurse nearby and she saved his life. Several weeks after the accident, Cicoria developed a strong desire to listen to classical piano music and play the piano even though he'd never wanted to play a musical instrument before. He is now a successful pianist and composer.

Although cases of female savants are not as common as those of males, there are some examples. Heather Thompson, a successful businesswoman from Washington, was loading her supermarket shopping into her car when the boot door crashed down onto her head. Although she never **lost consciousness**, the accident changed her life. Soon afterwards she **felt an urge** to paint, and overnight she became a talented abstract artist. She explained that her hands simply knew how to use colour and white spaces – it felt natural to her to paint.

There is no single theory to explain each case, but many researchers believe that acquired savant syndrome happens when the right side of the brain compensates for an injury to the left side. The condition is rare – fewer than one hundred cases have been identified. [4] D The challenge is how to access that hidden knowledge and skill without experiencing a bang on the head.

# 1.5 GRAMMAR

Verb patterns

*I can use a wide range of different verb patterns.*

**1** 1.17 **Listen to Part 1 of a podcast about being left-handed. What jobs seem to be more suited to 'lefties'?**
Jobs that are creative/visual – in music, the arts and media/ architects/sports people.

**2** 1.17 **Listen to the podcast again. Are statements 1–4 true or false?**

1 No one knows what **makes someone use** their right or left hand. F
2 Left-handers **tend to choose** creative professions. T
3 Dominance of the left hemisphere **enables left-handers to be** better at 3D perception. F
4 Rafa Nadal **keeps winning** because he is naturally left-handed. F

**3** **Read GRAMMAR FOCUS I. Which verb forms in blue in Exercise 2 match these verb patterns?**

## GRAMMAR FOCUS I 4

### Verb patterns

1 **verb + *to* + infinitive:** *tend to choose*
2 **verb + object + *to* + infinitive:** enables left-handers to be
3 **verb + object + infinitive without *to*:** makes someone use
4 **verb + *-ing*:** keeps winning

**4** **In your notebook, match the verbs in the box with verb patterns 1–4 in GRAMMAR FOCUS I. Check the lists in Grammar Reference page 133 if you are not sure.**

advise 2 allow 2 arrange 1 avoid 4 can't afford 1
can't help 4 can't stand 4 cause 2 decide 1 encourage 2
expect 1, 2 fancy 4 force 2 imagine 4 intend 1 let 3
manage 1 offer 1 refuse 1 remind 2 seem 1
spend/waste time 4 urge 1 warn (not) 2

**5** 1.18 **In your notebook, complete Part 2 of the podcast with the correct form of the verbs in brackets. Then listen and check. How many left-handed people do you know?**

So that's the good news about being left-handed. The bad news is that manufacturers don't remember to make tools and machinery for left-handers. Society [1]forces us to use (force/us/use) objects that are designed for right-handed people and this [2]makes us look (make/us/look) clumsy.

As a child I don't remember deciding that I was left-handed. But when my primary school teacher saw me using my left hand for writing and drawing she [3]encouraged me to swap (encourage/me/swap) hands. She didn't [4]manage to change (manage/change) my natural inclination, and I didn't stop writing with my left hand. Why [5]waste time trying (waste time/try) to change someone's natural handedness? Just [6]let them use (let/them/use) the hand they feel comfortable with – you can't [7]expect people to do (expect/people/do) what isn't natural to them!

I once heard someone say that left-handed people were strange. But when you stop to think about famous historical figures who were left-handed, you can't [8]avoid concluding (avoid/conclude) that they were brilliant! I'm sure Leonardo da Vinci, Mahatma Gandhi, Albert Einstein, Winston Churchill and Marie Curie would agree!

**6** **Read GRAMMAR FOCUS II. Find examples of verb patterns with *remember*, *stop*, *hear* and *see* in Exercise 5. Explain the changes in meaning.**
For the changes in meaning, see Grammar Reference page 133.

## GRAMMAR FOCUS II 4

### Verb patterns – change in meaning

- You can use ***remember***, ***forget***, ***stop*** and ***try*** with the ***-ing*** form or a ***to* + infinitive**, but with a change in meaning.

  *I **remember doing** my homework. Sadly, I **didn't remember to hand** it **in**.*

  *Jim **will never forget going** on that school trip. He **forgot to take** any money.*

  *'**I've stopped eating** chocolate.' 'Really? Why **did you stop to buy** some on the way home?'*

  *I **tried to convince** Jane, but she doesn't want my advice. Why don't you **try talking** to her?*

- You use ***feel***, ***hear***, ***see***, ***watch* + object + *-ing*** to describe ongoing actions or the same verbs **+ object + infinitive without *to*** to describe finished actions.

  *I **watched Dan playing** football and **saw him score** the winning goal.*

**7** **In your notebook, complete the sentences with the correct form of the verbs in brackets. Discuss whether any sentences are true for you.**

1 I often forget *to bring* (bring) my pens to school.
2 I'll never forget meeting (meet) my best friend.
3 I don't remember learning (learn) how to swim.
4 I always remember to switch (switch) my phone off in lessons.
5 I stopped taking (take) piano lessons a while ago.
6 I usually stop to buy (buy) sweets on my way.
7 If my laptop freezes, I try turning (turn) it off and on again.
8 I tried to work (work), but I was tired.
9 I've never seen my father lose (lose) his temper.
10 I often see my neighbour driving (drive) to work.

Grammar page 133





## REFERENCES

Culture notes **pp. 255–256**
Audioscript **p. 264**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 3 *In love with my bike* (12 min.) pp. 288, 306
- Extra digital activities: Grammar Checkpoint
- Students prepare five–seven true and false sentences about themselves using the verb patterns from the GRAMMAR FOCUS. In pairs, they read their sentences to each other and decide if the partner's sentence is true or false.

## WORKBOOK

p. 10, including *Show What You've Learnt*

## NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 1.5, Grammar.

# 1.6 SPEAKING

Describing a photo

*I can describe a photo and speculate about hypothetical situations.*

**1 SPEAKING Look at the adjectives in the box. Tell your partner about the last time you experienced these feelings while you were learning something.**

confused determined enthusiastic
frustrated relieved terrified thrilled

*The last time I felt really confused was when I was trying to understand when to use the Present Perfect tense in English! But, fortunately, I understand it now …*

**2 SPEAKING Take it in turns to describe and speculate about photo A.**

- Say what the photo shows.
- Speculate about the people and their feelings.
- Speculate about the situation just before and/or just after the photo was taken.




**3 1.19 Listen to someone describing photo A. Does the speaker have the same ideas about the situation as you?**

**4 1.19 Read the SPEAKING FOCUS. In your notebook, complete the description of photo A with one word in each gap. Then listen again and check.**

This is a photo of a teenage girl driving a car. It's [1] *hard* to be sure whether she's having a driving lesson or taking her driving test. The middle-aged man sitting in the passenger seat to her left has got some official looking papers and a pen, so the [2] chances are he's an examiner rather than an instructor. [3] Based on his body language, I'd say they might be [4] about to crash! [5] Clearly, something is wrong. It looks [6] as if he's absolutely terrified. He's covering his face and hiding behind his papers. He could have [7] just seen a car pull out in front of them or, even worse, a pedestrian step out into the road. The girl doesn't [8] appear to be as scared as him, so maybe she hasn't noticed the problem yet. Hopefully, she'll be able to stop in time. [9] Judging by the examiner's reaction, I don't think she's going to pass her driving test this time!

## SPEAKING FOCUS

### Speculating about people

Based on …, I'd say he's/she's/it's …
Judging by …, I (don't) think …
It looks/seems as if/though …
He/She/It appears/doesn't appear to be …
The chances are (that) he's/she's/it's …

### Showing certainty

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

### Showing uncertainty

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

### Speculating about the situation

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




**5 SPEAKING Take it in turns to describe and speculate about photo B. Use the SPEAKING FOCUS to help you.**

**6 1.20 Listen to a teenager answering a question. Which of these questions has he been asked?**

1 Which school subject do you feel is the most useful and why?
2 Is it important for you to learn to drive? Why?/ Why not?
3 In your opinion, what qualities should a good teacher or instructor have?
4 Given the choice, which new subjects or skills would you like to learn and why?

**7 1.20 Listen again. Which phrases do you hear?**

- Personally, I think … ✓
- In my opinion, …
- Actually, … ✓
- To be honest, …
- I intend to … ✓
- For this reason, I feel … ✓
- That's why I think …

**8 SPEAKING In pairs, ask and answer the questions in Exercise 6. Use the phrases in Exercise 7 to help you.**



## REFERENCES

Audioscript **p. 264**

## EXTRA ACTIVITIES

- Photocopiable resource 4 *Learning how to …* (15 min.) pp. 288, 307
- After ex. 6, students prepare a few more questions about school and education in pairs. Then they exchange questions with another pair and take turns to ask and answer them using the expressions from the SPEAKING FOCUS.

## WORKBOOK

p. 11

# 1.7 USE OF ENGLISH

Register

*I can use formal and informal language appropriately.*

**1** SPEAKING **Read UK TODAY. Discuss why you think fewer UK students are studying foreign languages these days. What is the situation in your country?**

## UK TODAY

### International exchange trips

- Young people can experience life with a host family and at a local high school, new places, customs and people.
- 62 percent of UK students decided to study languages at university after an exchange trip, but …
- Only 30 percent of state secondary schools organise international exchange trips these days and …
- Fewer than 8 percent of UK students study a foreign language until age 18 and the numbers are falling.



**2** **Read Texts 1 and 2 and answer the questions.**

1 What is happening at Stoneberry School?
2 What is the purpose of Text 1 and Text 2?
3 Which text is formal/informal? Why?

**3** **Read the LANGUGE FOCUS. In your notebook, complete the table with the examples in blue in Texts 1 and 2.**

Text 1

**To:** Jill Duncan (Head of English)
**From:** Angie Dalton (School Exchange Organiser)

Hi Jill,

I've been thinking about having a welcome party for the Swiss exchange students. They can come to a get-together in the main hall. Make sure all your staff come along and also could you say a few words? – you know, say hello and tell the visitors a bit about the school and the town. We'll follow this with a bit of food (menu TBC). They can come in through the main entrance and we can get our students to say hello and then they can show the exchange students around the school. BTW, I've already posted a map and directions on the website.

Thanks, Jill 😊

Angie

Text 2

## Stoneberry School

You are invited to attend a reception in honour of the exchange group from Switzerland.

The reception will be held in the school assembly hall from 5 p.m. to 6.30 p.m.

All English teaching staff will be present and in addition the Head of English will give a welcome speech.

This will be followed by light refreshments. A map and directions have been posted on the website.

Please enter through the front entrance where student representatives will greet you.

Visitors will be given a guided tour of the school.

**4** **There are twelve more underlined examples of formal and informal equivalents in Texts 1 and 2. Write them down in a new formal/informal table in your notebook.**

## LANGUAGE FOCUS

### Register – formal and informal language

Formal language is more common in written English, e.g. in official documents, business letters and invitations. It is also used in certain spoken contexts such as announcements, presentations or speeches. Informal language is more common in spoken English. It is also used in some written contexts, e.g. in informal emails, blogs or postcards.

| Formal | Informal |
|---|---|
| **No contractions or abbreviations:** *I have been thinking …* *To be confirmed* | **Contractions and abbreviations:** [1] *I've been thinking …* [2] TBC |
| **Greater use of the passive:** [3] This will be followed | **Less use of the passive:** *We'll follow this …* |
| **More use of indirect questions:** *Do you think you could say a few words?* | **More use of direct questions:** [4] Could you say a few words |

| Formal | Informal |
|---|---|
| **More complex noun phrases:** *light refreshments* | **Simpler noun phrases:** [5] a bit of food |
| **More verbs of Latin origin:** [6] enter | **More phrasal verbs:** *come in* |
| **Complex prepositional phrases:** *a reception* [7] in honour of *the exchange group* | **Simple prepositions:** *a welcome party for the exchange students* |
| **More formal linkers:** [8] in addition *incidentally* | **Neutral linkers:** *also* *BTW (by the way)* |

**Exercise 2**

**1** They are preparing for an exchange visit from a Swiss school.

**2 & 3** The email is an informal conversation between two school colleagues and is making suggestions for planning the event for exchange students. The invitation is formal and is to invite people to and inform them about the reception.

**Exercise 4**

**FORMAL – INFORMAL**

attend a reception – come to a get-together

be present – come along

give a welcome speech – say a few words

greet – say hello

visitors will be given a guided tour of the school – they can show the exchange students around the school

a map and directions have been posted – I've already posted a map and directions



## EXTRA ACTIVITIES

• Photocopiable resource 5 *Verb pairs* (6–8 min.) pp. 288–289, 308

• In pairs, students prepare a set of sentences similar to those in ex. 8. The teacher collects all the sets. Students come to the teacher individually to pick one set. They read the first sentence out loud and the key word needed for the transformation. Then they read the transformed sentence and the group gives feedback.

## WORKBOOK

pp. 12–13

## NEXT CLASS

Ask students to prepare for a 10–20-minute Use of English quiz: Testing Programme, Unit 1.7, Use of English.

12

**5** **Read an email from one of the Swiss exchange students to the student in her English host family. Which options are more appropriate?**

[1]*Dear Miss Natalie Brown, /* (*Hi Natalie*),

[2](*Sorry for not writing earlier*) */ I apologise for the delay in writing to you*, but [3](*I've been up to my eyes in*) */ I have been extremely busy with my* school work. [4]*I am delighted to be invited /* (*Thanks for inviting me*) to stay in your house for three weeks.

[5](*I'd like*) */ Please allow me* to tell you a bit about myself. I [6]*was raised /* (*grew up*) in Basel and I have quite a big family. [7](*There are*) */ It consists of* three children – two girls and a boy. [8]*In addition /* (*Also*), we have two dogs.

[9](*BTW*) */ Incidentally*, have you ever [10]*considered /* (*thought about*) learning German? You could come and stay with me in Basel.

[11](*Anyway*) */ In conclusion*, my train [12](*gets in to*) */ arrives in* London at 2.30 p.m. and [13](*so*) */ consequently* I should be at your house by 3.30 p.m. I hope [14]*that is acceptable /* (*that's OK*).

[15](*CU soon*) */ Yours sincerely,*

Annika

**6** **In your notebook, rewrite the sentences in the passive using the more formal equivalents of the underlined phrasal verbs. Use the verbs in the box.**

address demolish omit postpone reject reprimand ~~tolerate~~

1 I will not put up with bad behaviour.
*Bad behaviour will not be tolerated.*
2 You can leave out question 7.
Question 7 can be omitted.
3 I'll deal with those issues tomorrow.
Those issues will be addressed tomorrow.
4 They're pulling down the old hall next week.
The old hall is being demolished next week.
5 Unfortunately, the city council turned down our proposal.
Unfortunately, our proposal was rejected by the city council.
6 We've put off the decision till next week.
The decision has been postponed till next week.
7 I've told him off twice already.
He's already been reprimanded twice.

**7** **In your notebook, complete the more formal version of each question.**

1 Is there a swimming pool at the school?
I was wondering *if there was a swimming pool at the school*.
2 Are we going to London?
Do you know if/whether we are going to London ?
3 Where can I change some money?
Could you tell me where I can change some money ?
4 What time does school start in the morning?
I'd like to know what time school starts in the morning .
5 Are we allowed to wear trainers to school?
Do you think we are allowed to wear trainers to school ?

**8** **USE OF ENGLISH** **In your notebook, complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Do not change the word given.**

1 It's fantastic you've chosen our school for your exchange trip. **DELIGHTED**
We are delighted (that) you have chosen our school for your exchange trip.
2 You must wear school uniform at all times during school hours. **WORN**
School uniform must be worn at all times during school hours.
3 Does she like Italian food? **LIKES**
I'd like to know if/whether she likes Italian food.
4 Turn off your mobile phones, otherwise we will take them away from you. **CONFISCATED**
Turn off your mobile phones, otherwise they will be confiscated .
5 A meeting for parents is planned so that we can provide them with the necessary information. **ORDER**
A meeting for parents is planned in order to provide them with the necessary information.

**9** **USE OF ENGLISH** **Read about the Tower of London and use the information to complete the informal email. Write the answers in your notebook. Sometimes there is more than one possible answer.**




Hi Annika,
I think visiting the Tower of London is a great idea. They [1]'ll give/'ll offer/can give us a guided tour of the Tower, and we can [2]start/begin/go on our tour any time in the morning. We need at [3] least three hours to see everything. A Beefeater will take us around the Tower and he'll [4] tell us stories about its history. We'll start with the Crown Jewels – they're amazing! And [5]after that/later/then we'll see the Ceremony of the Keys. If the weather's [6]bad/poor/horrible , the tour will be in the Chapel. If you want to know anything else, we can just [7] look it up on the website.
Cheers,
Natalie

**10** **SPEAKING** **In pairs, discuss your own experiences or views about international exchange trips.**

- What are the pros and cons?
- What countries would you most like to have an exchange with?
- Where would you take an exchange student in your area?

Use of English page 134



13

# 1.8 WRITING

A CV and a covering email

***I can write a CV and covering letter to describe my skills, education and work experience.***

**Exercise 4**

1 One page. She made it easy to follow with headings/ sections, bullet points and dates.

2 To save space, make her CV concise and allow her to put in more information.

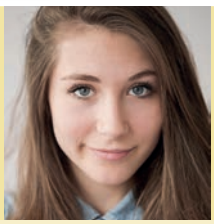
3 One is directly linked to her work experience and the other to her college course.

**1** SPEAKING **Discuss the questions.**

1 What kind of part-time or summer jobs do students in your country do?
2 Have you ever applied for a part-time or summer job?
3 Have you got a CV? How are CVs different from covering letters/emails?

**2 Read Sigrid's CV and covering email. What position is she applying for? Which skills and experience make her an appropriate candidate for the job?**

Children's activity coordinator at a zoo's summer activity programme. Experience with childcare, artistic and sporting skills, works well in a team, etc.



## SIGRID HALVERSON

14 Cherry Tree Drive
Chatfield, CH17 3QP

Mob: 1101 351 191
s.halverson3@mymail33.com

[1] Personal profile

Bright and responsible sixth-former with **practical experience of** caring for young children and a **proven ability to** work well in a team.

[2] Skills and achievements

- **well-developed** communication skills
- **excellent command of** Danish and Spanish
- **competent user of** Microsoft Office

[3] Education and qualifications

**Currently:** Queen Anne's College, Chatfield
Level 3 NVQ Childcare

**2012–2019** Stoneferry School, Chatfield
GCSEs Maths (C), English (B), Spanish (A), Combined Science (B), History (C), Geography (B), Art and Design (A), English Literature (B)

[4] Employment history

**Summer 2019** Work experience: Chatfield Kindergarten, Childcare Assistant

- **dedicated member of** care team assisting learning through play
- relevant knowledge of health and safety regulations

**2017–2019** Babysitting two pre-schoolers for family friends

[5] Interests

Art and design, mountain biking, cross-training, animals

[6] Referees

Mrs C. Waters
Manager, Chatfield Kindergarten
t.waters@cfk.com

Mrs D. Sommer
Course Coordinator (Childcare)
Queen Anne's College, Chatfield
d.sommer@qac.co.uk

**3 In your notebook, complete the headings in Sigrid's CV with the phrases in the box.**

Education and qualifications  Interests
Employment history  Personal profile
Referees  Skills and achievements

**4 Discuss the questions. Then read the first part of the WRITING FOCUS and check.**

1 How long is Sigrid's CV and how has she made it easy to follow?
2 Why does she avoid using full sentences, e.g. ~~*I have a*~~ *good command of English?*
3 How are her referees linked to her experience?

**From:** s.halverson3@mymail33.com
**Subject:** Sigrid Halverson – summer work application
**Attachments:** Sigrid Halverson CV

Dear Ms Laver,

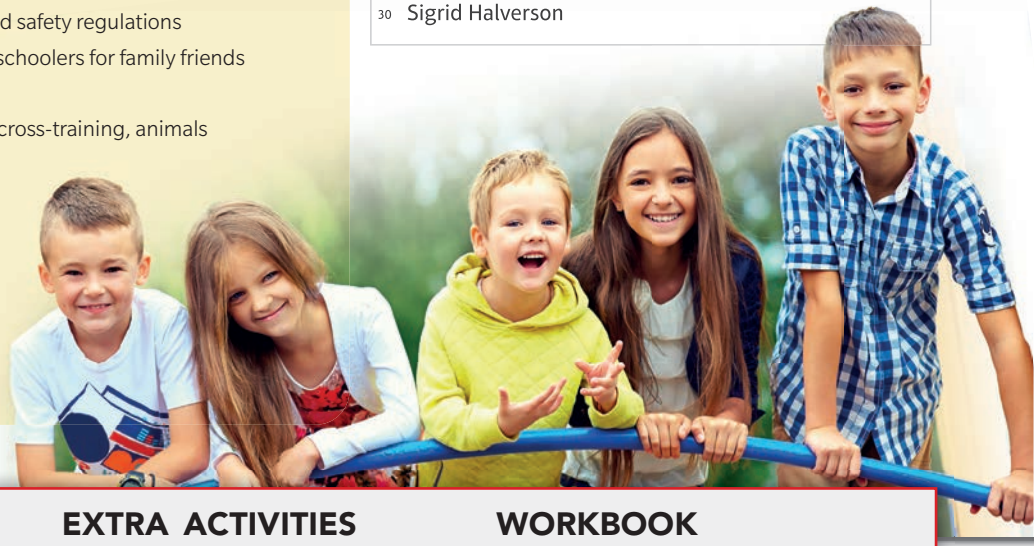
I am writing in response to your online advertisement seeking staff for Chatfield Zoo's summer activities programme. I wish to apply for the position of children's activity coordinator.

I am an eighteen-year-old childcare student and I am passionate about working with children. I intend to pursue a career as a kindergarten teacher when I finish my education. With this in mind, I hope to gain as much relevant experience as possible while I am still a student. I would welcome the opportunity to work with and learn from a successful organisation such as Chatfield Zoo.

I gained considerable work experience at a local kindergarten last summer. During my work placement there, I worked alongside teachers, contributed to classes and supervised the children at break times. I also sat in on staff meetings and coordinated a very successful sports day. Additionally, as a keen athlete and artist, I feel confident I possess relevant skills and would be well suited to the position.

I would be delighted to attend an interview at your convenience and have attached my CV for your consideration. Please do not hesitate to contact me if you require any further information.

Yours sincerely,
Sigrid Halverson





## REFERENCES

Culture notes **p. 256**

## EXTRA ACTIVITIES

- Photocopiable resource 6 A covering email (15 min.) pp. 289, 309
- After ex. 13, students work in pairs and read each other's CVs and covering letters. Then they give their partners feedback.

## WORKBOOK

pp. 14–15, including *Show What You've Learnt* and *Show That You've Checked*

## NEXT CLASS

Ask students to study the Word list on pp. 16–17.

## WRITING FOCUS

### Organising a CV

- A CV should be one to two pages long.
- Save space and make your CV concise by avoiding full sentences.
- Use headings and bullet points to organise your CV logically.
- Use positive language to describe your skills and experience.
- Choose referees linked to your education and work experience.
- Check whether a photo is required in the country where you are applying for a job.

### Organising a covering email

- Use full sentences and a variety of positive language.
- Say why you are writing and which job you are applying for.
- Give details about yourself and explain why you want the job.
- Explain more about your relevant skills and experience (don't just repeat what's on your CV).
- Mention availability for interview and any attachments you are sending, e.g. your CV.

**5** **Read the second part of the WRITING FOCUS. Find examples of each point in Sigrid's covering email. Has she followed all the advice?** yes

**6** **In your notebook, complete the examples in LANGUAGE FOCUS I with information from Sigrid's CV.**

## LANGUAGE FOCUS I

**Use these phrases to give concise information on your CV. Avoid full sentences.**

1 competent user of *Microsoft Office*
2 dedicated member of care team
3 excellent command of Danish and Spanish
4 practical experience of caring for young children
5 proven ability to work well in a team
6 well-developed communication skills

**7** **In your notebook, complete the list of skills with phrases from LANGUAGE FOCUS I.**

1 proven ability to meet deadlines
2 practical experience of leading a team
3 competent user of image editing software
4 well-developed leadership skills
5 excellent command of Mandarin Chinese
6 dedicated member of school athletics team

**8** SPEAKING **Make a similar list of your skills and abilities. Compare your list with a partner. Which of your skills and abilities might help you get the job Sigrid is applying for?**

**9** **Decide which underlined verbs in Sigrid's email complete LANGUAGE FOCUS II correctly. In your notebook, match the verbs with their meanings.**

## LANGUAGE FOCUS II

**Use these phrases to explain more about your work experience in a covering email. Use full sentences.**

1 I *gained* considerable work experience. c
2 I worked alongside teachers. f
3 I contributed to classes. d
4 I supervised the children at break times. e
5 I sat in on staff meetings. a
6 I coordinated a sports day. b

a attended but didn't take part in
b helped to organise
c got
d gave my ideas, time and effort
e watched/checked
f worked together with

**10** **In your notebook, complete the extracts from covering emails with words from LANGUAGE FOCUS II.**

1 Two classmates and I coordinated the end of term party for our year at school.
2 While volunteering at the animal hospital, I gained valuable knowledge of common pet illnesses.
3 I supervised a group of younger students during a field trip to a museum.
4 During my work placement at the theatre, I sat in on rehearsals and watched the director.
5 I am proud to say I contributed to some ideas that the company used in their marketing campaign.
6 I learned a lot because I worked alongside some of the most experienced members of staff.

**11** **Find other useful phrases in Sigrid's covering letter.**

**12** SPEAKING **Make notes on your ideal summer job. What is it? What skills and experience would be helpful? Discuss your ideas with a partner.**

## SHOW WHAT YOU'VE LEARNT

**13** **In your notebook, write your CV.**

- Use the headings from Sigrid's CV.
- Use the ideas in the WRITING FOCUS and LANGUAGE FOCUS I to help you.
- Invent any necessary details.
- Check that your CV is one-page long.

**14** **Do the writing task in your notebook. Use the ideas in the WRITING FOCUS, LANGUAGE FOCUS II and ideas in Exercise 12 to help you.**

Ubiegasz się o pracę wakacyjną. Napisz list motywacyjny, w którym przedstawisz swoje kwalifikacje (dotychczasowe wykształcenie, umiejętności i zainteresowania) oraz przekonasz pracodawcę, że odpowiadają one wymaganiom oferowanej pracy.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

**Exercise 5**

I am writing in response to your online advertisement seeking staff for Chatfield Zoo's summer activities programme.
I wish to apply for the position of children's activity coordinator.

I intend to pursue a career as a kindergarten teacher when I finish my education. With this in mind, I hope to gain as much relevant experience as possible while I am still a student.

I gained considerable work experience at a local kindergarten last summer.

I would be delighted to attend an interview at your convenience and (I) have attached my CV for your consideration.

**Exercise 11**

I would welcome the opportunity to work with and learn from a successful organisation such as Chatfield Zoo.

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

Please do not hesitate to contact me if you require any further information.



15

## 1.1 Vocabulary 4.1

**accessible** /ək'sesəbəl/ przystępny
**appeal** /ə'pi:l/ podobać się
**appealing** /ə'pi:lɪŋ/ atrakcyjny, kuszący
**armour** /'ɑ:mə/ zbroja, pancerz
**attend a lecture** /ə'tend ə 'lektʃə/ przyjść na wykład, wziąć udział w wykładzie
**be of interest to** /ˌbi əv 'ɪntrəst tə/ być interesującym dla
**bully** /'bʊli/ prześladowca, osoba znęcająca się nad innymi
**chemical composition** /ˌkemɪkəl ˌkɒmpə'zɪʃən/ skład chemiczny
**core** /kɔ:/ główny, najważniejszy
**deepen your knowledge** /ˌdi:pən jə 'nɒlɪdʒ/ pogłębiać wiedzę
**design** /dɪ'zaɪn/ projektowanie
**disruptive** /dɪs'rʌptɪv/ zakłócający spokój
**dyslexic** /dɪs'leksɪk/ dyslektyczny, cierpiący na dysleksję
**engaging** /ɪn'geɪdʒɪŋ/ wciągający, zachęcający
**enrol on a course** /ɪnˌrəʊl ɒn ə 'kɔ:s/ zapisać się na kurs
**fall behind** /ˌfɔ:l bɪ'haɪnd/ mieć zaległości
**get a degree** /ˌget ə dɪ'gri:/ zdobyć tytuł naukowy
**get a scholarship** /ˌget ə 'skɒləʃɪp/ otrzymać stypendium naukowe
**get expelled (from school)** /ˌget ɪk'speld (frəm ˌsku:l)/ zostać wydalonym (ze szkoły)
**get top marks** /ˌget tɒp 'mɑ:ks/ dostawać najlepsze oceny
**gifted** /'gɪftɪd/ utalentowany, uzdolniony
**give a lecture** /ˌgɪv ə 'lektʃə/ wygłosić wykład
**give up on** /ˌgɪv 'ʌp ɒn/ zrezygnować z, przestać w kogoś wierzyć
**go into** /ˌgəʊ 'ɪntə/ zacząć się czymś zajmować
**go on to** /ˌgəʊ 'ɒn tə/ przejść do robienia czegoś
**graduate** /'grædʒueɪt/ kończyć studia, uzyskać dyplom uczelni
**have a passion for** /ˌhæv ə 'pæʃən fə/ pasjonować się czymś
**have an impact on** /ˌhæv ən 'ɪmpækt ɒn/ mieć wpływ na
**hero** /'hɪərəʊ/ bohater
**inclined towards** /ɪn'klaɪnd təˌwɔ:dz/ skłonny do
**keen to do sth** /ˌki:n tə 'du: ˌsʌmθɪŋ/ chętny do zrobienia czegoś
**lenient** /'li:niənt/ pobłażliwy, łagodny
**major in** /'meɪdʒər ɪn/ studiować, specjalizować się w
**management** /'mænɪdʒmənt/ zarządzanie
**music industry** /'mju:zɪk ˌɪndəstri/ przemysł muzyczny
**nutrition** /nju:'trɪʃən/ odżywianie
**principle** /'prɪnsəpəl/ zasada, reguła
**scrape through** /ˌskreɪp 'θru:/ przebrnąć, przejść przez coś z trudem
**self-disciplined** /ˌself 'dɪsɪplɪnd/ zdyscyplinowany
**settle down** /ˌsetl 'daʊn/ uspokoić się, ustabilizować się
**sit an exam** /ˌsɪt ən ɪg'zæm/ zdawać, pisać egzamin
**strict** /strɪkt/ surowy, wymagający
**swot** /swɒt/ kujon
**villain** /'vɪlən/ czarny charakter
**work in the field of** /ˌwɜ:k ɪn ðə 'fi:ld əv/ zajmować się jakąś dziedziną
**write a dissertation** /ˌraɪt ə ˌdɪsə'teɪʃən/ pisać pracę dyplomową
**youth culture** /'ju:θ ˌkʌltʃə/ kultura młodzieżowa

## 1.2 Grammar 4.2

**annoying** /ə'nɔɪ-ɪŋ/ irytujący
**complain about** /kəm'pleɪn əˌbaʊt/ skarżyć się na
**disturb** /dɪ'stɜ:b/ przeszkadzać
**educationalist** /ˌedjʊ'keɪʃənəlɪst/ pedagog, metodyk
**fidget** /'fɪdʒət/ wiercić się
**hand in** /hænd 'ɪn/ wręczyć, oddać (zadanie domowe)
**handwriting** /'hændˌraɪtɪŋ/ charakter pisma
**learning disorder** /'lɜ:nɪŋ dɪsˌɔ:də/ trudności w uczeniu się
**lose your temper** /ˌlu:z jə 'tempə/ stracić panowanie nad sobą
**make a successful living** /ˌmeɪk ə səkˌsesfəl 'lɪvɪŋ/ odnieść sukces zawodowy
**pay attention in class** /ˌpeɪ əˌtenʃən ɪn 'klɑ:s/ uważać na lekcji

## 1.3 Listening 4.3

**accurately** /'ækjərətli/ dokładnie, precyzyjnie
**association** /əˌsəʊsi'eɪʃən/ skojarzenie
**chase** /tʃeɪs/ gonić, ścigać
**earliest memory** /ˌɜ:liəst 'meməri/ najwcześniejsze wspomnienie
**give a speech** /ˌgɪv ə 'spi:tʃ/ wygłosić przemowę
**have a clear memory of** /ˌhæv ə ˌklɪə 'meməri əv/ pamiętać coś wyraźnie
**have a distant memory of** /ˌhæv ə ˌdɪstənt 'meməri əv/ mieć odległe wspomnienie (czegoś)
**have a good memory for** /ˌhæv ə ˌgʊd 'meməri fə/ mieć dobrą pamięć do
**have a memory like a sieve** /ˌhæv ə 'meməri laɪk ə ˌsɪv/ mieć słabą pamięć
**have a photographic memory** /ˌhæv ə ˌfəʊtəˌgræfɪk 'meməri/ mieć pamięć fotograficzną
**have a terrible memory for** /ˌhæv ə ˌterəbəl 'meməri fə/ mieć słabą pamięć do
**have a vague memory of** /ˌhæv ə ˌveɪg 'meməri əv/ mieć mgliste wspomnienie (czegoś)
**have a vivid memory of** /ˌhæv ə ˌvɪvəd 'meməri əv/ mieć żywe wspomnienie (czegoś)
**improve your memory** /ɪmˌpru:v jə 'meməri/ poprawiać pamięć
**jog your memory** /ˌdʒɒg jə 'meməri/ odświeżyć sobie pamięć
**lose your memory** /ˌlu:z jə 'meməri/ stracić pamięć
**make up** /ˌmeɪk 'ʌp/ wymyślić, zmyślić
**memorise** /'meməraɪz/ nauczyć się na pamięć
**narrative** /'nærətɪv/ opowiadanie
**squirt** /skwɜ:t/ wytryskać
**visualise** /'vɪʒuəlaɪz/ wizualizować
**witness** /'wɪtnəs/ być świadkiem

## 1.4 Reading 4.4

**a great deal** /ə 'greɪt di:l/ dużo
**academic training** /ˌækə'demɪk ˌtreɪnɪŋ/ wykształcenie akademickie
**acquire a skill** /əˌkwaɪər ə 'skɪl/ nabyć umiejętność
**advance** /əd'vɑ:ns/ postęp
**bang on the head** /ˌbæŋ ɒn ðə 'hed/ uderzenie w głowę
**be found unconscious** /bi ˌfaʊnd ʌn'kɒnʃəs/ zostać znalezionym nieprzytomnym
**be hit by lightning** /bi ˌhɪt baɪ 'laɪtnɪŋ/ zostać porażonym piorunem
**be left unconscious** /bi ˌleft ʌn'kɒnʃəs/ być nieprzytomnym
**be made up of** /bi ˌmeɪd 'ʌp əv/ składać się z
**be struck by lightning** /bi ˌstrʌk baɪ 'laɪtnɪŋ/ zostać porażonym piorunem
**be the brains behind sth** /bi ðə 'breɪnz bɪˌhaɪnd ˌsʌmθɪŋ/ być mózgiem czegoś
**boot** /bu:t/ bagażnik samochodowy
**brainstorm** /'breɪnstɔ:m/ robić burzę mózgów, zastanawiać się nad
**brainy** /'breɪni/ bystry, uzdolniony
**bring about** /ˌbrɪŋ ə'baʊt/ spowodować, wywołać
**charge royalties** /ˌtʃɑ:dʒ 'rɔɪəltiz/ otrzymywać tantiemy
**come out of a coma** /ˌkʌm ˌaʊt əv ə 'kəʊmə/ obudzić się ze śpiączki
**compensate for** /'kɒmpənseɪt fə/ rekompensować (coś)
**complex** /'kɒmpleks/ złożony
**develop a desire** /dɪˌveləp ə dɪ'zaɪə/ nabrać ochoty
**essential part** /ɪ'senʃəl ˌpɑ:t/ istotna część
**fall into a coma** /ˌfɔ:l ˌɪntʊ ə 'kəʊmə/ zapaść w śpiączkę
**feel an urge** /ˌfi:l ən 'ɜ:dʒ/ odczuć pragnienie, odczuć ochotę
**geometric pattern** /ˌdʒi:əˌmetrɪk 'pætən/ wzór geometryczny
**get an urge** /ˌget ən 'ɜ:dʒ/ poczuć potrzebę, poczuć chęć
**have a brainwave** /ˌhæv ə 'breɪnweɪv/ doznać olśnienia
**have sth on the brain** /ˌhæv ˌsʌmθɪŋ ɒn ðə 'breɪn/ stale o czymś myśleć
**knock sb out** /ˌnɒk ˌsʌmbɒdi 'aʊt/ pozbawić kogoś przytomności, znokautować
**lose consciousness** /ˌlu:z 'kɒnʃəsnəs/ stracić przytomność
**modest** /'mɒdəst/ skromny
**nerve cell** /'nɜ:v sel/ komórka nerwowa
**neurotransmitter** /ˌnjʊərəʊtrænz'mɪtə/ neuroprzekaźnik
**number theorist** /'nʌmbə ˌθɪərəst/ naukowiec zajmujący się teorią liczb
**overnight** /ˌəʊvə'naɪt/ nagle, z dnia na dzień
**payphone** /'peɪfəʊn/ automat telefoniczny
**personality** /ˌpɜ:sə'næləti/ osobowość



## WORD LIST ACTIVITIES

• Students play *Collocation Bingo*. Ask them to draw a 3x3 grid onto a piece of paper. In each box in their grid, they should write the second part of a collocation or phrase from the word list, e.g. for *memory like a sieve*, they should write *a sieve*. Once they have filled all the boxes in their grid, start calling out words that complete the collocations/phrases from the list (e.g. *memory like*). When students hear a word/phrase that completes the collocation/phrase in their grid, they cross it out. The first student to cross out all the phrases in their grid is the winner.

16

**rack your brains** /ˌræk jə 'breɪnz/ łamać sobie głowę
**recall** /rɪ'kɔːl/ przypominać sobie
**recover from an injury** /rɪˌkʌvə frəm ən 'ɪndʒəri/ powracać do zdrowia po urazie
**regain consciousness** /rɪˌgeɪn 'kɒnʃəsnəs/ odzyskać przytomność
**release** /rɪ'liːs/ uwalniać
**remain a mystery** /rɪˌmeɪn ə 'mɪstəri/ pozostawać zagadką
**remarkable** /rɪ'mɑːkəbəl/ niezwykły
**savant syndrome** /'sævənt ˌsɪndrəʊm/ zespół sawanta (stan, gdy osoba upośledzona wykazuje niezwykłe umiejętności)
**sharpen a skill** /ˌʃɑːpən ə 'skɪl/ szlifować umiejętność
**solve a mystery** /ˌsɒlv ə 'mɪstəri/ rozwiązać zagadkę
**suffer an injury** /ˌsʌfər ən 'ɪndʒəri/ doznać urazu, zostać rannym
**telephone exchange** /ˌteləfəʊn ɪks'tʃeɪndʒ/ centrala telefoniczna
**unlock** /ʌn'lɒk/ odblokować
**vision** /'vɪʒən/ wzrok
**wire** /waɪə/ przewód, kabel

## 1.5 Grammar 4.5

**clumsy** /'klʌmzi/ niezdarny
**enable** /ɪ'neɪbəl/ umożliwić
**fancy** /'fænsi/ mieć ochotę, chcieć czegoś
**handedness** /'hændɪdnəs/ naturalna tendencja do używania jednej ręki częściej niż drugiej
**hemisphere** /'heməsfɪə/ półkula
**left-handed** /ˌleft 'hændɪd/ leworęczny
**left-hander** /ˌleft 'hændə/ osoba leworęczna
**natural inclination** /ˌnætʃərəl ˌɪŋklə'neɪʃən/ naturalna skłonność
**perception** /pə'sepʃən/ widzenie, postrzeganie
**swap** /swɒp/ wymienić, zamienić
**tend to do sth** /ˌtend tə 'duː ˌsʌmθɪŋ/ mieć skłonność do robienia czegoś
**urge sb to do sth** /ˌɜːdʒ ˌsʌmbɒdi tə 'duː ˌsʌmθɪŋ/ nakłaniać kogoś do robienia czegoś

## 1.6 Speaking 4.6

**appear** /ə'pɪə/ wydawać się
**based on** /'beɪst ɒn/ sądząc po czymś
**certainly** /'sɜːtnli/ z pewnością
**certainty** /'sɜːtnti/ pewność
**clearly** /'klɪəli/ ewidentnie, najwyraźniej
**confused** /kən'fjuːzd/ zdezorientowany
**definitely** /'defɪnətli/ zdecydowanie
**determined** /dɪ'tɜːmənd/ zdeterminowany
**enthusiastic** /ɪnˌθjuːzi'æstɪk/ pełen entuzjazmu
**expression** /ɪk'spreʃən/ wyraz twarzy
**hard to be sure** /'hɑːd tə bi ˌʃɔː/ trudno powiedzieć
**intend to** /ɪn'tend tə/ mieć zamiar
**judging by** /'dʒʌdʒɪŋ baɪ/ sądząc po czymś
**obvious** /'ɒbviəs/ oczywisty
**pedestrian** /pə'destriən/ pieszy
**pull out** /pʊl 'aʊt/ wjechać na drogę
**relieved** /rɪ'liːvd/ odczuwający ulgę
**thrilled** /θrɪld/ podekscytowany
**uncertainty** /ʌn'sɜːtnti/ brak pewności

## 1.7 Use of English 4.7

**address** /ə'dres/ zająć się (sprawą)
**announcement** /ə'naʊnsmənt/ ogłoszenie
**assembly hall** /ə'sembli ˌhɔːl/ aula
**be up to your eyes in** /bi 'ʌp tə jə ˌaɪz ɪn/ mieć czegoś po uszy, być czymś bardzo zajętym
**chapel** /'tʃæpəl/ kaplica
**consist of** /kən'sɪst əv/ składać się z
**custom** /'kʌstəm/ zwyczaj, tradycja
**confiscate** /'kɒnfɪskeɪt/ konfiskować
**dazzle** /'dæzl/ olśniewać
**deal with** /diːl wɪð/ zajmować się czymś
**delighted** /dɪ'laɪtəd/ zadowolony
**demolish** /dɪ'mɒlɪʃ/ zburzyć, rozebrać (budynek)
**exchange student** /ɪks'tʃeɪndʒ ˌstjuːdənt/ student uczestniczący w wymianie
**exchange trip** /ɪks'tʃeɪndʒ ˌtrɪp/ wymiana studencka
**get-together** /'get təˌgeðə/ spotkanie towarzyskie
**greet** /griːt/ witać
**guided tour** /ˌgaɪdɪd 'tʊə/ zwiedzanie z przewodnikiem
**hold** /həʊld/ urządzać przyjęcie, urządzać spotkanie
**host family** /'həʊst ˌfæməli/ rodzina goszcząca
**in honour of** /ɪn 'ɒnər əv/ na czyjąś cześć
**incidentally** /ˌɪnsə'dentəli/ przypadkowo, nawiasem mówiąc
**leave sth out** /ˌliːv ˌsʌmθɪŋ 'aʊt/ pominąć coś
**omit** /əʊ'mɪt/ pominąć coś
**postpone** /pəʊs'pəʊn/ odłożyć, przełożyć na później
**pull down** /ˌpʊl 'daʊn/ zburzyć, rozebrać (budynek)
**put sth off** /ˌpʊt ˌsʌmθɪŋ 'ɒf/ odkładać coś na później
**put up with** /ˌpʊt 'ʌp wɪð/ znosić, tolerować
**reception** /rɪ'sepʃən/ przyjęcie
**refreshments** /rɪ'freʃmənts/ przekąski, napoje
**reject** /rɪ'dʒekt/ odrzucać
**reprimand** /'reprəmɑːnd/ skarcić, udzielić nagany
**require** /rɪ'kwaɪə/ prosić o
**tell sb off** /ˌtel ˌsʌmbədi 'ɒf/ skarcić, udzielić nagany
**the Crown Jewels** /ðə ˌkraʊn 'dʒuːəlz/ kolekcja brytyjskich klejnotów koronnych
**turn sb down** /ˌtɜːn ˌsʌmbɒdi 'daʊn/ odrzucić kogoś
**welcome party** /'welkəm ˌpɑːti/ przyjęcie powitalne
**welcome speech** /'welkəm ˌspiːtʃ/ mowa powitalna

## 1.8 Writing 4.8

**apply for a position** /əˌplaɪ fər ə pə'zɪʃən/ ubiegać się o stanowisko
**at your convenience** /ət jə kən'viːniəns/ w dogodnym dla ciebie/Pana/Pani momencie
**be passionate about** /bi 'pæʃənət əˌbaʊt/ pasjonować się (czymś)
**childcare** /'tʃaɪldkeə/ opieka nad dziećmi
**competent user of** /ˌkɒmpɪtənt 'juːzər əv/ zaawansowany użytkownik
**considerable** /kən'sɪdərəbəl/ znaczny, niemały
**contribute to** /kən'trɪbjuːt tə/ przyczynić się do
**coordinate** /kəʊ'ɔːdəneɪt/ koordynować
**covering letter** /ˌkʌvərɪŋ 'letə/ list motywacyjny
**dedicated member of** /ˌdedɪkeɪtɪd 'membər əv/ oddany członek, zaangażowany członek
**excellent command of** /ˌeksələnt kə'mɑːnd əv/ doskonała znajomość czegoś
**gain work experience** /ˌgeɪn wɜːk ɪk'spɪəriəns/ zdobyć doświadczenie zawodowe
**health and safety regulations** /ˌhelθ ən 'seɪfti ˌregju'leɪʃənz/ przepisy BHP
**image editing software** /ˌɪmɪdʒ 'edɪtɪŋ ˌsɒftweə/ oprogramowanie do edycji zdjęć
**in response to** /ɪn rɪ'spɒns tə/ w odpowiedzi na
**kindergarten** /'kɪndəgɑːtn/ przedszkole
**lead a team** /ˌliːd ə 'tiːm/ kierować zespołem
**leadership skills** /'liːdəʃɪp ˌskɪlz/ zdolności kierownicze
**meet deadlines** /ˌmiːt 'dedlaɪnz/ dotrzymywać terminów
**part-time job** /ˌpɑːt 'taɪm 'dʒɒb/ praca w niepełnym wymiarze godzin
**practical experience of** /ˌpræktɪkəl ɪk'spɪəriəns əv/ praktyczne doświadczenie w jakiejś dziedzinie
**pre-schooler** /priː'skuːlə/ przedszkolak
**proven ability to** /ˌpruːvən ə'bɪləti tə/ udokumentowana znajomość czegoś
**pursue a career** /pəˌsjuː ə kə'rɪə/ rozwijać karierę zawodową
**relevant** /'reləvənt/ odpowiedni
**sit in** /sɪt 'ɪn/ być obecnym
**staff** /stɑːf/ personel
**summer job** /'sʌmə dʒɒb/ praca wakacyjna
**supervise** /'suːpəvaɪz/ nadzorować
**valuable** /'væljuəbəl/ cenny
**volunteer** /ˌvɒlən'tɪə/ pracować jako wolontariusz
**welcome an opportunity** /ˌwelkəm ən ˌɒpə'tjuːnəti/ skorzystać z możliwości, chcieć skorzystać z okazji
**well suited** /ˌwel 'suːtɪd/ odpowiedni, dopasowany
**well-developed** /ˌwel di'veləpt/ rozwinięty, rozbudowany
**work alongside** /'wɜːk əˌlɒŋˌsaɪd/ współpracować z
**work placement** /'wɜːk ˌpleɪsmənt/ staż, praktyka zawodowa



17

# FOCUS REVIEW 1

Wszystkie ćwiczenia wykonaj w zeszycie.

## SŁOWNICTWO I GRAMATYKA

**1 Połącz czasowniki z ramki A z przyimkami z ramki B i uzupełnij zdania otrzymanymi czasownikami frazowymi.**

A

(fall go major settle scrape)

B

(behind down in into through)

1 After the lunch break, the kids were excited and took time to __settle down__.
2 Maths wasn't my best subject and I just managed to __scrape through__ the exam.
3 If you miss a few classes, it's easy to __fall behind__. Then it's hard to catch up.
4 He enjoys working with kids and he'd like to __go into__ teaching as a career.
5 She wants to __major in__ Biology at university, then get a job at a nature reserve.

**2 Wybierz poprawny wyraz.**

1 Many students can't afford to go to university unless they get a *degree* / (*scholarship*) / *dissertation*.
2 I have a very *vague* / (*clear*) / *photographic* memory of my first day at school – I remember it really well.
3 Amy fainted, but thankfully after just a few seconds she *remained* / *lost* / (*regained*) consciousness.
4 George got bored quickly and his teachers complained he was (*disruptive*) / *gifted* / *expelled* in class.
5 Our sports coach is pretty *lenient* / *self-disciplined* / (*strict*); she makes us work really hard in training.
6 You can't possibly be hungry again – you always have food (*on*) / *in* / *inside* the brain!

**3 Przeczytaj tekst. Jakie wyrazy poprawnie go uzupełniają? Wpisz w każdą lukę tylko jeden wyraz.**

### THE SCHOOL REUNION

Last week I went to a school reunion and I was amazed how different the school looks now. The building where we [1] __used__ to have PE classes has been demolished and a new sports centre has been built instead. I clearly remember how we [2] __would__ beg our sports teacher to allow us to play games in the old building!

Then I bumped into Caroline who I [3] __was__ always having arguments with. I hardly recognised her. She didn't [4] __use__ to look so glamorous. But one thing hasn't changed about her. She [5] __is__ always talking about others behind their back. It's so unpleasant.

The reunion also reminded me of the importance of punctuality that the school head teacher talked about so often. I got used to certain things so much that even now I [6] __will/always__ arrive at meetings at least fifteen minutes earlier than necessary!

**4 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach.**

1 If you need more details, try __looking__ (look) online for information. Maybe you'll find something.
2 The Music Academy exam board first listened to us all __sing__ (sing) and then they announced who was admitted.
3 I'm sorry, sir. I forgot __to check__ (check) if my essay is within the word limit you required.
4 Do you think our Chemistry teacher will let us __use__ (use) the lab to carry out our own experiments?
5 We were warned __not to touch__ (not/touch) any of the exhibits.

## ŚRODKI JĘZYKOWE

### Wybór wielokrotny; parafraza zdań

**5 Przeczytaj tekst. Które z podanych odpowiedzi A–D poprawnie go uzupełniają?**

New research suggests that having a smartphone on your desk when you are studying tends [1] ___ a negative effect on your ability to concentrate. It [2] ___ that in IQ tests where candidates had a smartphone nearby, even when they did not actively use it, they [3] ___ less well than those without. It is thought that we have become accustomed to being alert to updates and notifications on our mobile devices. Thus, just having a smartphone in sight may be enough to [4] ___ our attention from the task at hand.

1 A to having B you to have C having (D) to have
2 (A) has been shown B was showing C is shown D had shown
3 A made B got on (C) performed D got through
4 A put off (B) distract C omit D mess with

**6 Wykorzystaj podane wyrazy i przekształć zdania, zachowując ich sens. Nie zmieniaj podanych fragmentów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.**

1 So, did you get that email I sent you about the new course? **WONDERING**
I was __wondering whether/if you got__ that email I sent you about the new course.
2 Teachers are typically more aware of dyslexia now than they were in the past. **TEND**
Teachers __tend to be more__ aware of dyslexia now than they were in the past.
3 Our English teacher often took us to the cinema to watch foreign films. **WOULD**
Our English teacher __would take us to__ the cinema to watch foreign films.
4 My best friend has a very irritating habit of chewing gum loudly. **ALWAYS**
My best friend __is always chewing gum__ loudly.
5 I'm not sure if I've told my parents about the school trip. **REMEMBER**
I __don't/can't remember telling__ my parents about the school trip.



## EXTRA ACTIVITIES

- Photocopiable resource 7 Sentence translation (15 min.) pp. 289, 310
- Photocopiable resources 57–58 Multiple choice cloze (20 min.) pp. 301, 366–367
- Photocopiable resources 64–65 Sentence transformation (20 min.) pp. 302–303, 373–374

18

## CZYTANIE

### Uzupełnianie luk

**7 Przeczytaj tekst. Które z podanych zdań A–F poprawnie go uzupełniają? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

# Brooklyn Free School, New York

A school with no grades, no homework, no tests and no obligation to attend classes. That's the Brooklyn Free School, a learning institution that follows a 'free' education philosophy. Neither the school's head teacher nor the teaching staff, who are known as advisers, tell the students what to do. [1] F This is based on the school's belief that learning only happens when it is self-directed and not imposed by others.

The school is open to students from three to eighteen years of age. It encourages them to get involved in everything that concerns the school. In order to do so, students attend a Democratic Meeting where they have equal votes with the staff. This get-together is at the heart of the school's philosophy. [2] D Announcements are made, issues are raised and decisions are taken. Everyone cooperates for the well-being of the school. Attendance at the weekly meeting is one of the few school rules. Though some of the younger students don't pay much attention, preferring to read or draw instead, they must be present.

A typical school day is different for every student. They can paint, play video games or work on laptops. Some prepare for the school's annual play by rehearsing or building stage sets. In the kitchen, others might be baking a cake or sorting rubbish for recycling. Traditional classroom lessons are also available if students wish to attend. [3] B By offering these choices, the school accommodates all needs. Being part of a group of classes on a regular basis fits some students best, while doing individual projects is what suits others.

The school's philosophy is a radical one. Parents hope it will make their children independent thinkers and problem solvers. However, the school's system has its share of opponents. [4] E This is due to the enormous freedom students have, which can lead to laziness and lack of discipline. Furthermore, they believe that students whose families cannot afford to hire private tutors have fewer chances of gaining college entry. It's believed that the school's academic preparation is inadequate. This seems to be supported by the fact that there are parents who have had to hire help to make sure their children learn the basics. [5] A Since then, however, enrolments have increased and people are regaining confidence in the idea of self-regulated education and the school's mission.

A Also, in its first academic year, a third of the original students left, as did the teachers.
B These are best for students who prefer a structured day along with a weekly timetable.
C Many students go there to escape the stress and exam pressures of conventional schools.
D Taking place every Wednesday, it gives staff and students an opportunity to be heard.
E Their main criticism is that it does not, in fact, adequately prepare students for real life.
F It's entirely up to them to choose what they learn and how they wish to learn it.

## SŁUCHANIE

### Dobieranie

**8 1.21 Usłyszysz dwukrotnie cztery wypowiedzi na temat kursów i warsztatów. Dopasuj zdania A–E do wypowiedzi 1–4. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

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

**The speaker …**

A is looking to develop a professional goal.
B is struggling with the amount of work on the course.
C is motivated by feedback from the tutor.
D is thinking of quitting the course.
E is surprised by the attitude of the tutor.

## MÓWIENIE

**9 Opisz zdjęcie i odpowiedz na pytania do niego.**



1 Why do you think these people are attending a class?
2 How do tests and exams make you feel? Why?
3 Tell me about a situation in which you or someone you know had to learn something really difficult.

## PISANIE

### E-mail/List formalny

**10 Wykonaj zadanie egzaminacyjne.**

W twoim mieście podczas wakacji będą odbywały się międzynarodowe zawody sportowe. Organizatorzy zamieścili ogłoszenie, w którym poszukują wolontariuszy mówiących po angielsku do pomocy w tym wydarzeniu, zwłaszcza do asystowania sportowcom nieznającym miasta. Napisz list motywacyjny, w którym podasz przyczyny, dla których chcesz wykonywać tę pracę, i opiszesz swoje umiejętności konieczne do jej wykonywania.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*



## REFERENCES

Audioscript **p. 264**
MiniMatura writing assessment criteria
Matura speaking test assessment criteria

## EXTRA ACTIVITIES

Extra digital activities: Listening, Reading and Use of English Checkpoints

## NEXT CLASS

- Ask students to do Self-check 1.10, WB pp. 18–19, as homework.
- Ask students to prepare for Unit 1 MiniMatura and Matura speaking test 1: Testing Programme, Unit 1.

# 2 Human nature

*We are what we repeatedly do. Excellence, then, is not an act, but a habit.*

Aristotle

**Exercise 1**

friendliness: friendly, unfriendly

honesty: honest, dishonest

kindness: kind, unkind

patience: patient, impatient

politeness: polite, impolite

responsibility: responsible, irresponsible

sensitivity: sensitive, insensitive, oversensitive

## VIDEO



BBC

Nature or nurture? 5

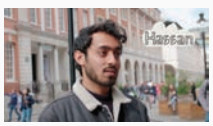
Lesson 2.1




**GRAMMAR ANIMATION**

Lesson 2.2 6

Lesson 2.5 7



**FOCUS VLOG**

About important people 8

Lesson 2.5

## 2.1 VOCABULARY

People • personality adjectives • compound adjectives • describing personality

*I can talk about people and describe their personalities.*

### SHOW WHAT YOU KNOW

**1** **In your notebook, write positive and negative adjectives for each noun in the box.**

ambition friendliness honesty kindness patience politeness responsibility sensitivity

*ambition: ambitious, unambitious*

**2** SPEAKING **Discuss the qualities in Exercise 1 that you admire most/least and the qualities you think you possess.**

**3** **Do the personality test and then read the key.**



# KNOW YOURSELF

## PERSONALITY TEST

How well do you really know yourself? Read each sentence carefully and circle the symbol next to it if you feel it truly describes the real you.

1 ★ I learn new things fast.
2 ♥ I feel others' emotions.
3 ■ I do jobs straight away.
4 ▲ I like being alone.
5 ★ I have a vivid imagination.
6 ♥ I make people feel relaxed.
7 ● I like telling funny stories.
8 ▲ I know myself well.
9 ■ I pay attention to detail.
10 ● I love partying.
11 ★ I come up with new ideas.
12 ● I make new friends easily.
13 ▲ I prefer small groups of people.
14 ♥ I have a soft heart.
15 ● I usually start conversations.
16 ♥ I love helping others.
17 ★ I enjoy the arts.
18 ■ I keep my things tidy.
19 ▲ I think before I speak.
20 ■ I plan things in advance.

### KEY

The symbols represent five different personality types. In your notebook, write how many of each symbol you chose.

♥ __ ★ __ ■ __ ▲ __ ● __



## REFERENCES

Videoscript **pp. 280–281**
Using videos in the classroom **p. T12**
How to teach with projects **p. T14**

## EXTRA ACTIVITIES

- BBC video. Video worksheet 2.1 in the WB, p. 32
- Photocopiable resource 8 *My best mate* (15 min.) pp. 289, 311–312
- Extra digital activities: Vocabulary Checkpoint
- In pairs, students make a table in which they write down several adjectives and add their antonyms. Then they pass on their list to another pair and ask them to add synonyms. After that, students check each other's answers.

## WORKBOOK

pp. 20–21, including *Show What You've Learnt*

**4** SPEAKING **Write a short sentence that summarises your results. Compare your results with a partner and then discuss the questions.**

*I am quite deep and fairly conscientious.*

1 How accurate do you think this personality test is?
2 Why do you think people like doing personality tests?
3 Can you learn more about a person from a 15-minute personality test or a 15-minute chat?

## FOCUS ON WORDS | Personality adjectives

**5** 1.22 **In your notebook, translate the adjectives in red in the quiz. Use a dictionary if necessary. Then listen and repeat.**

1 affectionate = _____
2 daring = _____
3 humble = _____
4 insecure = _____
5 intellectual = _____
6 moody = _____
7 perceptive = _____
8 spontaneous = _____
9 tactful = _____
10 thorough = _____
11 trusting = _____
12 witty = _____

### AGREEABLE

You're kind-hearted and sensitive to the needs of others. Being relaxed, trusting and laid-back, you work well with others. In difficult situations, you're tactful and avoid hurting people. In fact, you're very good at making people feel at ease. You're affectionate and show your feelings. You're good-natured, friendly and popular.

### IMAGINATIVE

You're artistic and creative and so you have the ability to think outside the box. You're daring and you're not afraid to do adventurous things. You're also quite perceptive and intellectual and have a love of learning.

### ORGANISED

You're thorough – you like to plan things carefully. Being quite strong-willed, you usually get what you want. You're level-headed and you think things through carefully. In future, you will excel in leadership positions.

### DEEP

You're a deep thinker and you're not comfortable with small talk. You're not insecure, but you are quite humble, and you can be a little self-conscious or even self-critical at times. You enjoy your own company, but you're not a loner – you like being with close friends. Above all, you're fair-minded and if you feel strongly about something, you're not afraid to speak up.

### SOCIABLE

You're the life and soul of the party and love being the centre of attention. People enjoy your company because you're witty and spontaneous. You're larger than life and good fun to be around. However, on bad days you can be moody and short-tempered. Also, there are times when you appear a little self-centred and full of yourself.

**6** **Which adjectives complete the descriptions correctly?**

1 Megan is brave enough to say things that shock people. She's quite *daring* / *insecure*.
2 Janet understands difficult concepts and enjoys debating serious topics. She's *intellectual* / *witty*.
3 Tom is diplomatic and is unlikely to upset or embarrass people. He's very *thorough* / *tactful*.
4 Sue has a very gentle, loving nature. She's extremely *perceptive* / *affectionate*.
5 Rick never talks about his achievements. He's very *humble* / *moody*.
6 Harry believes that most people are good and honest. He's very *spontaneous* / *trusting*.

## FOCUS ON WORDS | Compound adjectives

**7** 1.23 **In your notebook, complete the gaps with the underlined words in the text. Then listen, check and repeat.**

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

**8** **Match each comment with an appropriate compound adjective in Exercise 7.**

1 'Everyone seems really stressed. I'm cool. No problem.'
2 'I'm not going to change my mind, I'm determined.'
3 'I'm happy to fit in with what everybody else thinks.'
4 'I was hopeless. I should have done so much better.'
5 'I can see both sides of the argument.'

**9** **Which compound adjectives in Exercise 7 are positive and which are negative? Which describe you?**

## FOCUS ON WORDS | Describing personality

**10** 1.24 **In your notebook, complete the highlighted expressions from the text. Then listen, check and repeat.**

1 be full of oneself
2 be larger than life
3 be the life and soul of the party
4 have a love of learning
5 make sb feel at ease
6 think outside the box

**11** SPEAKING **Replace the underlined phrases with an expression in Exercise 10. Which statements do you agree with? Discuss with a partner.**

1 It's up to teachers, not parents, to inspire and encourage a desire for knowledge in children. a love of learning
2 Computers will never replace humans because they can't view things creatively. think outside the box
3 People often perform better in oral exam situations when they feel comfortable. feel at ease
4 People who have a really high opinion of themselves rarely make good friends. are full of themselves
5 Everybody would like to be entertaining on social occasions the life and soul of the party

**12** PROJECT **Work in groups. Choose a famous person, e.g. an artist, a politician or a businessperson. Do some research online into his or her personality. Then prepare a digital presentation and present it to your class.**

**Exercise 5**
1 uczuciowy, czuły
2 odważny, śmiały
3 skromny, pełen pokory
4 bez wiary w siebie, niepewny
5 intelektualista
6 humorzasty, kapryśny
7 wnikliwy, spostrzegawczy
8 spontaniczny
9 taktowny, grzeczny
10 dokładny, skrupulatny
11 ufny
12 bystry, błyskotliwy, dowcipny

**Exercise 8**
1 laid-back
2 strong-willed
3 good-natured
4 self-critical
5 level-headed

**Exercise 9**
**Positive:** fair-minded, good-natured, kind-hearted, level-headed, self-critical, strong-willed, laid-back
**Negative:** self-centred, self-conscious, short-tempered



## NEXT CLASS

- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 2.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 22.

# 2.2 GRAMMAR

Past Perfect Simple and Continuous

*I can talk about a past action or situation that took place before another past action or situation.*

**1** **Read the story. Why did Amelie and Steve wait seventeen years to get married?** Because a love letter Steve had sent to Amelie had been lost.

## *It was meant to be*

Amelie was studying English in the UK when she met Steve. It was love at first sight and they spent a wonderful summer together. Amelie returned to France after her course finished. They tried to 4 keep a long-distance relationship going, but they drifted apart.

A few years later, Steve wrote to Amelie, but Amelie's mother put the letter on the mantelpiece, forgot to tell Amelie, and it slipped down the back of the fireplace. Many years later, a builder was removing the fireplace when he found the letter. It had been there for ten years. 3

During that time, Amelie had remained single and had never forgotten the love of her life. Meanwhile, Steve had been working in a factory in his 2 home town. He had been thinking about Amelie too, but he assumed she had got married to somebody else. 1

When she finally read the letter, Amelie was too nervous to call as so much time had passed. But she finally plucked up courage and they arranged to meet.

They got married seventeen years after they had first met.



**Exercise 3**

- Amelie had remained single and had never forgotten the love of her life. (a completed action)
- He had been thinking about Amelie too, … (an activity in progress)
- When she finally read the letter, Amelie was too nervous to call as so much time had passed. (a completed action)
- They got married seventeen years after they had first met. (a completed action)

**2** **Read the GRAMMAR FOCUS. Match the underlined examples in the story with rules 1–4.**

### GRAMMAR FOCUS 6

**Past Perfect Simple and Continuous**

You use the **Past Perfect** to make it clear that an activity took place before the main events in a story.

1 You use the **Past Perfect Simple** to describe a completed action.
2 You use the **Past Perfect Continuous** to describe an activity in progress.
3 You use the **Past Perfect Simple** (NOT ~~Continuous~~) with state verbs (*be, have, know,* etc.).
4 You don't have to use the **Past Perfect** if a time expression (i.e. *before* or *after*) makes the order of events clear.

**3** **Find other examples of the Past Perfect in the story and discuss why the simple or continuous forms have been used.**

**4** **Which verb forms complete the sentences correctly?**

1 Amelie didn't know that Steve *wrote* / *had written* to her.
2 Steve didn't know that Amelie *had never received* / *had never been receiving* his letter.
3 Steve thought Amelie *had got* / *got* married to somebody else.
4 Amelie found the letter and realised it *was lying* / *had been lying* behind the fireplace for ten years.
5 Amelie was nervous about calling Steve because they *hadn't seen* / *didn't see* each other for a long time.

**Exercise 8**

1 Eric's ex-wife had known Vilma since childhood.
2 Had any of Eric's friends heard from Vilma after she moved/had moved away? No, they hadn't.
3 Why did Eric think Vilma had moved to Tibet? Because she was a very compassionate person.
4 Where had Vilma been living since Eric had lost touch with her? She had been living in Paris.
5 Had Vilma had any children with her late husband? No, she hadn't.

**5** **USE OF ENGLISH In your notebook, complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary.**

1 The roads were wet this morning. *It had been raining* (it/rain) all night.
2 Yesterday I was tired. I hadn't slept (not/sleep) well the previous night.
3 I went to the doctor last week because I hadn't been feeling (not/feel) well.
4 I had had the same phone (have/same/phone) for ages, so I got a new one last month.
5 I didn't understand yesterday's homework because I hadn't been listening to the teacher (not/listen/teacher) in class.
6 By the time I arrived, the lesson had already started (lesson/already/start).

**6** **Are any sentences in Exercise 5 true for you? Write three of your own sentences using Past Perfect forms.**

**7** **In your notebook, complete the story with the Past Perfect Simple or Continuous form of the verbs in the box. Why did Eric and Vilma wait forty years to get married?** They lost touch when Vilma had moved away.

| | | | | | |
|---|---|---|---|---|---|
| grow | hear | know | live | make | meet |
| move | search | see | work | | |

## *Eric and Vilma* 40 YEARS ON



Vilma was my wife's best friend. They [1] *had known* each other since childhood. When Vilma moved away we lost touch, but she [2] had made a big impression on me. So when my wife and I separated, I decided to ask my friends if anyone [3] had heard from her, but no one had. Vilma was a very compassionate person, so I imagined that she [4] had moved to Tibet and [5] had been working for a charity for a few years. Finally, my niece called to say she [6] had seen Vilma's profile on Facebook. I rang her and found that she [7] had been living in Paris, so I [8] had been searching in the wrong place! We met up and when we saw one another it was magical. We [9] had grown older, but that didn't matter. She was widowed and didn't have children. I proposed immediately. Forty years after we [10] met/had met for the first time, we got married.

**8** **In your notebook, write questions about the story using the prompts. Then answer the questions.**

1 How long / Eric's ex-wife / know / Vilma? *How long had Eric's ex-wife known Vilma?*
2 any of Eric's friends / hear / from Vilma / after she / move away?
3 Why / Eric / think / Vilma / move / to Tibet?
4 Where / Vilma / live / since Eric / lose touch / with her?
5 Vilma / have / any children / with her late husband?

Grammar page 135



## REFERENCES

Culture notes **p. 256**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 9 Test yourselves (10 min.) pp. 289, 313
- Extra digital activities: Grammar Checkpoint
- Students tell each other a story. Student A starts it with one sentence and Student B asks a question about it, e.g. A: *Henry was surprised to get a call from Marty, an old friend.* B: *How long had they known each other?* Students use a variety of past tenses.

## WORKBOOK

p. 22, including *Show What You've Learnt*

## NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 2.2, Grammar.

22

# 2.3 LISTENING

Multiple choice

*I can understand the details of an extended radio interview with a neuroscientist.*

**1** SPEAKING **'What is love?' is one of the most popular searches on Google. In your notebook, match the people 1–4 with their definition of love in the memes A–D. Which definition do you like best? Why?**

1 A novelist C
2 A nun D
3 A parent B
4 A neuroscientist A

**2** 1.25 **Listen to an interview with a neuroscientist and answer the questions.**

1 What does she specialise in? In studies of emotions.
2 How does she define love? As a powerful neurological condition.
3 Does her research affect her own feelings about love? No.

## LISTENING FOCUS Multiple choice

**3** 1.25 **Listen to the interview again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.**

1 Dr Ruby Niverton studies how
A emotions influence the brain.
B chemical reactions in the brain affect us.
C data about the brain can be collected.
D the brain is linked to the heart.

2 According to Dr Niverton, romantic love
A is linked to hunger and thirst.
B isn't very powerful.
C is like an addiction.
D is a characteristic of all addicts.

3 The scanner showed that when someone is in love
A there is only activity in one area of the brain.
B the strength of their passion has no effect on brain activity.
C two parts of the brain are activated.
D their brain activity is similar to when they think about chocolate.

4 Experiments found that when a person is heartbroken, the love-related activity in their brain
A stops completely.
B is significantly reduced.
C continues in a different part of the brain.
D can be increased.

5 Dr Niverton's findings demonstrate that strong emotions can
A be controlled.
B cause brain damage.
C be scientifically measured.
D lead to obsession.

## FOCUS ON WORDS | Relationship phrases

**4** 1.26 **In your notebook, complete the phrases with the correct prepositions. Then listen, check and repeat.**

1 be attracted *to* sb
2 be madly __in__ love __with__ sb
3 be obsessed __with__ sb
4 fall __for__ sb
5 go out __with__ sb
6 split __up__ with sb




**5** **In your notebook, match phrases in Exercise 4 with equivalent phrases 1–6. Can you put these possible stages in a relationship in a logical order?**

1 fancy sb = *be attracted to sb*
2 adore sb = be madly in love with sb
3 end a relationship = split up with sb
4 fall in love with sb = fall for sb
5 start seeing sb = go out with sb
6 worship sb = be obsessed with sb

Suggested possible order: 1, 5, 4, 2, 6, 3

**6** **In pairs, write a short love story. Use phrases from Exercise 5. Read the love stories written by other students. Decide which is the best one.**

*When Harry met Sally …*

## PRONUNCIATION FOCUS

**7** 1.27 **Listen and repeat the words in the box. In your notebook, write pairs of words with the same consonant sound.**

~~church~~ confusion courage ~~feature~~
Japan measure official pressure

*church – feature* official – pressure confusion – measure courage – Japan

**8** 1.28 **Copy the table and complete it with the words from Exercise 7. Then listen, check and repeat.**

| Sound | Typical spelling | Examples |
|---|---|---|
| /ʃ/ | *sh*<br>*ti + vowel*<br>*ci + vowel*<br>*ss* | shrine worship<br>attention emotional<br>[1] *official*<br>passionate [2] pressure |
| /ʒ/ | *s + ion*<br>*s + ure* | [3] confusion decision<br>[4] measure pleasure |
| /tʃ/ | *ch*<br>*t + ure* | [5] church match<br>[6] feature picture |
| /dʒ/ | *j*<br>*g* | [7] Japan journey<br>[8] courage marriage |



## REFERENCES

Audioscript **pp. 264–265**

## EXTRA ACTIVITIES

In small groups, students discuss the difference between *friendship* and *love*. A representative presents their ideas. Write them on the board and look for similarities in their definitions. Discuss with the class if they disagree with any of the definitions.

## WORKBOOK

p. 23

# 2.4 READING

Multiple choice

*I can find specific information in a long text.*

**1** SPEAKING **Look at the book genres in the box. Which books do you often/sometimes/never read? Discuss with a partner.**

adventure (auto)biographies crime
fantasy historical fiction horror
mystery romance science fiction

**2** SPEAKING **Look at the screenshots from a film based on the book *Me Before You* by Jojo Moyes and discuss the questions with a partner.**

1 What kind of a story do you think it is?
2 What is the relationship between the two characters?

**3** **Read the information about Jojo Moyes and the extract. Check your ideas in Exercise 2. Which adjectives a–d describe the characters 1–4?**

1 Mrs Traynor c
2 Lou Clark d
3 Nathan a
4 Will b

a level-headed, responsible, professional
b strange, short-tempered, dependent
c neurotic, worried, formal
d shocked, self-conscious, nervous

## READING FOCUS Multiple choice

**4** **Read the extract again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.**

1 Mrs Traynor was hoping that
A Lou would make an effort with her clothes.
B Lou and she would become friends.
C Lou could be good company for Will.
D Lou could help Will use his digital devices.
2 After she spoke to Mrs Traynor and before she went in to meet Will, Lou thought that
A she had nothing in common with him.
B Will was into Hollywood comedies.
C she could develop a friendship with Will.
D Will was like her other disabled friends.
3 When Mrs Traynor opened Will's door, Lou saw
A a spacious elegantly furnished room.
B a small room with colourful furniture.
C a room with a glass door that was open.
D a room with a sheepskin on the floor.
4 When Lou entered Will's room,
A Will was the first to speak.
B Lou spoke to Will confidently.
C Lou shook hands with Will.
D Will ended up greeting her politely.
5 The main purpose of this passage is to show
A Lou's ability to be a good carer to Will.
B the challenges facing Will in his day-to-day life.
C what sort of relationship Will has with his mother.
D what kind of situation Lou is getting herself into.

**Exercise 6**
1 Because he's paralysed.
2 She wasn't sure if he was dressed.
3 Nathan
4 She stiffened.
5 She wanted to show she was strong.
6 She realised that he wouldn't be able to move his hand.
7 When he saw Lou.

## FOCUS ON WORDS | Physical actions

**5** 1.30 **In your notebook, complete the definitions with the base forms of the verbs in blue in the text. Then listen, check and repeat.**

1 bend low = *crouch down*
2 appear for a short time on = flicker across
3 react suddenly = flinch
4 move an arm from side to side = give a wave
5 make an ugly face = grimace
6 hold firmly = grip
7 pause nervously = hesitate
8 make a low sound of pain = let out a groan
9 handle or control sth = manipulate
10 make a movement as if drink is going down your throat = swallow

**6** **In your notebook, complete the questions with the correct forms of the verbs from Exercise 5. Then answer the questions.**

1 Why does Will find it hard to *grip* the remote control and manipulate it?
2 Why did Mrs Traynor hesitate before knocking on Will's door?
3 Who was crouching down to adjust Will's feet on the wheelchair?
4 How did Mrs Traynor react when Will let out a groan?
5 Why did Lou try not to flinch when Will was grimacing and crying out?
6 Why did Lou give a wave instead of shaking Will's hand?
7 When did a smile flicker across Will's face?

## FOCUS ON WORDS | Ways of looking

**7** 1.31 **In your notebook, complete the definitions with the words *glance*, *gaze* and *stare* from the extract. Then listen, check and repeat.**

Look at sth for a LONG time …
1 … with interest, wonder or delight = gaze
2 … carefully and with difficulty = *peer*
3 … in surprise, anger or boredom = stare

Look at sth for a SHORT time …
4 … and then look away = glance
5 … too quickly to see it clearly = *glimpse*
6 … secretly – i.e. through a keyhole = *peep*

**8** **Which verbs are more likely to complete these example sentences from the Longman Dictionary of Contemporary English?**

1 We *peeped* / *gazed* through a crack in the fence and saw Mrs Finley talking to a strange-looking man.
2 He *stared* / *glanced* over his shoulder, the man was coming towards him, pushing through the crowd.
3 I lay back on the sand and *glanced* / *gazed* at the stars above.
4 From the corner of my eye, I *glimpsed* / *stared at* a man running out of the store.
5 She sat there *staring* / *peeping* into space.
6 Roger *peered* / *gazed* into the dark corridor to see what was making the noise.

**9** **In pairs, write your own 'book extract' including a sentence from Exercise 8. Compare your extracts in class. Choose the best one.**



**REFERENCES**
Culture notes **p. 256**

**EXTRA ACTIVITIES**
In pairs or small groups, students talk about similar stories or films which they have read or watched. They should present the plot, the main characters and what they liked/disliked most about the story/film. Monitor and offer feedback when necessary.

**WORKBOOK**
pp. 24–25

**NEXT CLASS**
Ask students to do *Show What You Know* in the WB, p. 26.

24

# From me before you

by Jojo Moyes

1.29

Mrs Traynor looked at my clothes, as if for the first time. I was wearing the very shaggy waistcoat thing that Dad says makes me look like an emu. I tried to smile. It seemed like an effort.

'Obviously I would hope that you could … get on with each other. It would be nice if he could think of you as a friend rather than a paid professional.'

'Right. What does he … um … like to do?'

'He watches films. Sometimes he listens to the radio, or to music. He has one of those digital things. If you position it near his hand, he can usually **manipulate** it himself. He has some movement in his fingers, although he finds it hard to **grip**.'

I felt myself brightening. If he liked music and films, surely we could find some common ground? I had a sudden picture of myself and this man laughing at some Hollywood comedy, me running the Hoover around the bedroom while he listened to his music. Perhaps this was going to be okay. Perhaps we might end up as friends. I had never had a disabled friend before – only Treen's friend David, who was deaf, but would put you in a head-lock if you suggested that meant disabled.

'Do you have any questions?'

'No.'

'Then let's go and introduce you.' She glanced at her watch. 'Nathan should have finished dressing him now.' We **hesitated** outside the door and Mrs Traynor knocked. 'Are you in there? I have Miss Clark to meet you, Will.'

There was no answer.

'Will? Nathan?'

A broad New Zealand accent. 'He's decent, Mrs T.' She pushed open the door. The annexe's living room was deceptively large, and one wall consisted entirely of glass doors that looked out over open countryside.

A wood burner glowed quietly in the corner, and a low beige sofa faced a huge flat-screen television, its seats covered by a wool throw. The mood of the room was tasteful, and peaceful – a Scandinavian bachelor pad.

In the centre of the room stood a black wheelchair, its seat and back cushioned by sheepskin. A solidly built man in white collarless scrubs was **crouching down**, adjusting a man's feet on the footrests of the wheelchair. As we stepped into the room, the man in the wheelchair looked up from under shaggy, unkempt hair. His eyes met mine and after a pause, he **let out a** bloodcurdling **groan**. Then his mouth twisted, and he let out another unearthly cry.

I felt his mother stiffen.

'Will, stop it!'

He didn't even glance towards her. Another prehistoric sound emerged from somewhere near his chest. It was a terrible, agonizing noise. I tried not to **flinch**. The man was **grimacing**, his head tilted and sunk into his shoulders as he stared at me through contorted features. He looked grotesque, and vaguely angry. I realized that where I held my bag, my knuckles had turned white.

'Will! Please.' There was a faint note of hysteria in his mother's voice. 'Please, don't do this.'



## Jojo Moyes

is an English journalist, novelist and screenwriter. She was a journalist for ten years before becoming a full-time novelist in 2002. She's written numerous best-selling novels, and her book *Me Before You* won several awards and has gone on to sell over eight million copies worldwide. *Me Before You* is a love story between Will Traynor, paralysed after a motorcycle accident, and Louisa Clark, his new carer. The film based on the book was also a huge box-office success. Jojo lives and writes on a farm in Essex, England, with her husband and their three children.

Oh God, I thought. I'm not up to this. I **swallowed**, hard. The man was still staring at me. He seemed to be waiting for me to do something.

'I – I'm Lou.' My voice, uncharacteristically tremulous, broke into the silence. I wondered, briefly, whether to hold out a hand and then, remembering that he wouldn't be able to take it, **gave a** feeble **wave** instead.

'Short for Louisa.'

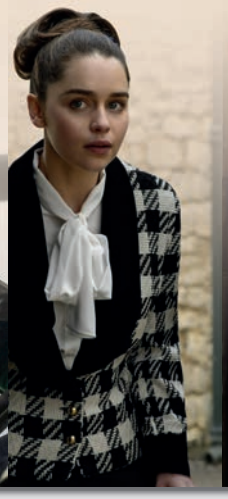
Then to my astonishment his features cleared, and his head straightened on his shoulders.

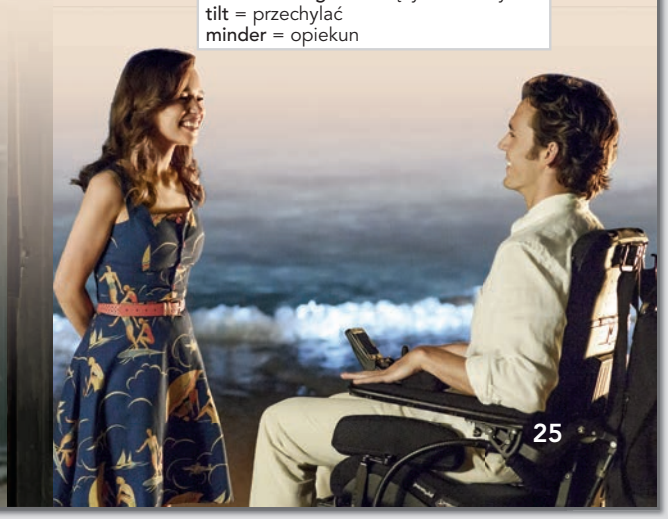
Will Traynor gazed at me steadily, the faintest of smiles **flickering across** his face. 'Good morning, Miss Clark,' he said. 'I hear you're my latest minder.'

GLOSSARY

**a wool throw** = wełniana narzuta
**put sb in a head-lock** = założyć komuś chwyt zapaśniczy
**he's decent** = jest ubrany (tu: nie nagi)
**a wood burner** = kominek opalany drewnem
**a bachelor pad** = kawalerka
**scrubs** = kitel
**shaggy** = rozczochrany, kudłaty
**bloodcurdling** = mrożący krew w żyłach
**tilt** = przechylać
**minder** = opiekun







VIDEO 7 8

# 2.5 GRAMMAR

Relative clauses

*I can identify and use different types of relative clauses.*

**1** SPEAKING **Discuss any advantages or disadvantages of being the firstborn child in a family.**

**2** **Read Part 1 of a text about birth order. Are any of the things you discussed in Exercise 1 mentioned?**

## WHAT BIRTH ORDER SAYS ABOUT YOU

### Part 1

Birth order is the key [1]**that can unlock your personality**. Here are some generalisations that have come out of research [2]**carried out over the years**.

### The firstborn

Parents [3]**learning to bring up their first child** tend to be extremely attentive and protective. Firstborn children, [4]**who have their parents' undivided attention**, are responsible, reliable and well-behaved. Firstborns tend to be perfectionists bursting with confidence, [5]**which makes it hard for them to admit when they're wrong**.



**3** **Read the GRAMMAR FOCUS. What types of clauses are examples 1–5 in blue in Part 1 of the text?**

**Exercise 3**
1 defining relative clause
2 reduced relative clause (defining, passive)
3 reduced relative clause (defining, active)
4 non-defining relative clause
5 comment clause

### GRAMMAR FOCUS 7

#### Relative clauses

- In **defining relative clauses**, you can leave out *who*, *which* or *that* when it is the object of the verb.
  *Olga is the girl **who sits next to me**.* (*who* is the subject of *sit*)
  *Olga is the **girl (who) I sit next to**.* (*who* is the object of *sit*)
- In **non-defining relative clauses,** *who, which, where* or *whose* always come after a comma and you cannot leave them out.
  *Eva is friends with Sam, **who I can't stand**. (= I can't stand Sam.)*
- In **reduced relative clauses** (defining and non-defining), you use a present participle for active verbs and a past participle for passive verbs.
  *There's a new teacher **teaching** year 4. (= who is teaching)*
  *Josh, **taught** by the new teacher, is delighted. (= who is taught)*
- In **comment clauses**, you refer to the whole of the main clause using ***which***.
  *Eva is friends with Sam, **which I can't stand**. (= I can't stand the situation.)*

**Exercise 6**
2 Children brought up as the baby of the family are often fussy eaters.
3 Firstborns, accustomed to accepting rules, are better behaved at school.
4 Middle-born children, growing up with a younger and older sibling, can be argumentative.
5 Only children spending a lot of time alone tend to be very creative.
6 The youngest child, used to being the centre of attention, is usually sociable.

### Part 2

#### The middle child

Middle children, [1]*which have been / ( Ø )* given less attention by their parents, are more independent. Middle children [2]*which / whose* older siblings boss them around feel life is unfair. They often believe their other siblings get all the attention, [3]*which / that* can make them feel left out.

#### The baby of the family

Parents [4]*which are / ( Ø )* bringing up their youngest children are more lenient, [5]*which / what* means that last-borns are rarely told off. Youngest children, [6]*that / who* have fewer responsibilities, are carefree and easy-going. The baby of the family, [7]*whose / who* is used to having things done for them, tends to be bad at making decisions.

#### The only child

Only children have many of the same qualities as the oldest child, [8]*that / which* is not surprising. Only children, [9]*which / who* spend more time with adults, will often act older than their age. The typical only child likes being the centre of attention, [10]*which / whose* sometimes makes them appear self-centred.

**4** **Read Part 2 of the text. Which forms complete the text correctly?**

**5** SPEAKING **What position are you in your family? Discuss the comments in Parts 1 and 2 with a partner. Which statements do you agree with?**

**6** **In your notebook, rewrite the sentences using reduced relative clauses. Tick the statements you agree with.**

1 Siblings who share a bedroom tend to be less selfish.
*Siblings sharing a bedroom tend to be less selfish.*
2 Children who have been brought up as the baby of the family are often fussy eaters.
3 Firstborns, who are accustomed to accepting rules, are better behaved at school.
4 Middle-born children, who grow up with a younger and older sibling, can be argumentative.
5 Only children who spend a lot of time alone tend to be very creative.
6 The youngest child, who is used to being the centre of attention, is usually sociable.

**7** **In your notebook, complete the sentences with *who, which, that, where, whose* or Ø (no pronoun). Which sentences are true for you? Compare with a partner.**

1 My sister is always leaving her clothes on the floor, *which* is very annoying!
2 In my family, the person *who/that* cooks the most delicious food is my grandmother.
3 I'm jealous of people *whose* parents let them do whatever they want.
4 The only place *where* I can get some peace at home is in the bathroom.
5 My mother, *who* thinks I'm still a baby, worries when I go out late.
6 I've got several cousins *Ø* living in the same town as me.
7 We live in a house *Ø* built over 100 years ago.

### FOCUS VLOG 8 About important people

1.32 **Listen to the Focus Vlog. What personality traits do the speakers mention when they describe the people they look up to? Write the answers in your notebook.**

Grammar page 136



## REFERENCES

Audioscript **p. 265**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES

- Focus Vlog. Video worksheet 2.5 in the WB, p. 33
- Grammar animation
- Photocopiable resource 10 *To put or not to put a comma, that is the question* (10 min.) pp. 290, 314
- Extra digital activities: Grammar Checkpoint
- In pairs, students write four pairs of sentences and exchange them with another pair. Then they combine them into one using a relative pronoun.

## WORKBOOK

p. 26, including *Show What You've Learnt*

## NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 2.5, Grammar.

26

# 2.6 SPEAKING

Telling a personal anecdote

*I can tell a personal anecdote about a memorable day out.*

**1** SPEAKING **Look at the extract from a website. Discuss which days out you would most and least like to go on and why.**

Home | Events | News | Archives

**memorableday.com**

**Are you tired of doing the same old things with your friends? Why not try something different with one of our alternative days out?**

- Go mountain biking
- Visit a gallery or photo exhibition
- Sing karaoke
- Rent a rowing boat or kayak
- Attend a workshop (e.g. dancing or DJing)
- Go go-kart racing
- Visit an aquarium or zoo



**2** SPEAKING **Describe the photo in Exercise 1 and discuss the questions with a partner.**

1 What might the people be thinking and feeling?
2 In your opinion, what factors make a memorable day out?

**3** **In your notebook, put the parts of an anecdote about a memorable day out in a logical order (1–5).**

a Where and when the day took place, and other background information 2
b Who was involved in the day 3
c Why the day was so memorable 5
d What the anecdote is going to be about 1
e What happened step by step 4

**4** 1.33 **Listen to someone describing a memorable day out and check your ideas in Exercise 3. In pairs, try to retell the anecdote.**

**5** 1.33 **In your notebook, complete the SPEAKING FOCUS with the words in the box. Then listen again and check.**

All | As | As soon as | blue | doubt | Funnily | Initially | place

## SPEAKING FOCUS

**Introducing the anecdote**

(Right, so) I'm going to tell you about (a great day out).
(OK, so) this is a story about (a day I'll never forget).
This took [1] *place* about (a month ago).

**Sequencing events in the anecdote**

[2] As soon as /When/Just after (we got there, the sun came out).
[3] Initially /To begin with, (we were the only people there …)
As/While (we were sitting there), …
Suddenly/[4] All of a sudden, (the weather changed).

**Describing events vividly**

Predictably/[5] As expected, (other people soon started …)
Unexpectedly/Out of the [6] blue , (it started pouring with rain).
Luckily/Fortunately, (after it stopped raining, the sun came out again).

**Finishing the anecdote**

Without a [7] doubt , it was (one of the best days I've had in ages).
When I look back (on that day) now, I feel …
It turned out to be (an unforgettable day out).
Strangely/[8] Funnily enough, (the best days are often the ones you don't really plan).

**6** 1.34 **Which options complete the anecdote correctly? Listen and check.**

Right, so this [1] *took place* / *is a story* about a day I'll never forget. I've always loved music and last month my friend and I went to a DJing workshop. [2] *To begin with* / *Just after*, we learnt about the equipment. We can't afford our own stuff yet but, [3] *fortunately* / *out of the blue*, we were able to use the decks, mixers and laptops at the centre. [4] *When* / *While* we had understood the basics, it was time to have a go. [5] *Strangely* / *Predictably*, it was really difficult at first, but after a while I started to get the hang of it. It feels and sounds fantastic when you get it right. It turned out to be an [6] *unexpected* / *unforgettable* day. I can't wait for the next workshop.



**7** SPEAKING **Follow the instructions below. Take turns to be Student A and Student B.**

Student A: Tell a personal anecdote about a memorable day out. Use the SPEAKING FOCUS to help you.
Student B: Listen to your partner's anecdote and think of a question to ask them when they have finished.



## REFERENCES

Audioscript **pp. 265–266**

## EXTRA ACTIVITIES

• Photocopiable resource 11 *Tell me about a family celebration* (12–15 min.) pp. 290, 315

• Students make a list of activities they can do to have a memorable day out in the place where they live. Then they compare their ideas in pairs or small groups.

## WORKBOOK

p. 27

27

# 2.7 USE OF ENGLISH

Collocations

*I can recognise and use common collocations.*

**1** SPEAKING **Read Lisa's post and comment on her last sentence. In pairs, discuss whether you could share a flat with Lisa. Give reasons for your answer.**

Home | New posts | Friends | Profile



## Lisa is looking for a flatmate

Message | Send invitation

I'm a 21-year-old student with a spare room to rent. It's a big room with a bed, a wardrobe and a desk. The flat has two bedrooms, a living room, a kitchen and a bathroom. Only people who meet the requirements below should apply.

You need to be on a full-time course because I don't want you hanging around the flat in the daytime.

I lead a healthy lifestyle. I'm a vegan and I don't like people cooking meat in my kitchen. It's equally important that there are no cooking smells during the weekend.

If you expect me to be your friend, you'll be **bitterly disappointed**. I'm painfully shy and I can't stand being the **centre of attention**. I don't need a soulmate, I just want a quiet life.

I **sleep badly**, so I don't want you to binge-watch TV programmes or roar with laughter late at night. Lights go out here at 11 p.m. Basically, I'd like you to use your common sense. If I've gone to bed, I expect you to **keep quiet**.

Friends are okay, but if more than three **guests turn up**, it's too much.

I set **high standards** of cleanliness here. I like people who are **neat and tidy**. When you move in, we can **reach an agreement** about how we share the cleaning.

I'm quite easy-going.

**2** **Read the LANGUAGE FOCUS. In your notebook, complete it with the examples in blue in Lisa's post.**

## LANGUAGE FOCUS

### Collocation

- A collocation is a central feature of any language. It refers to typical, frequently occurring combinations of words. For example, you can have *strong feelings* but NOT ~~*tough feelings*~~. You might *burst into tears* but NOT ~~*explode into tears*~~.
- The strength of a collocation can vary. *Have a laugh* is quite weak because you can also *have a day off*, *have a shower* or *have a baby*. *Shrug your shoulders* is strong. You can't really *shrug* anything else!
- Different types of collocation:

  **adjective + noun** = ***nasty habit***, ***vivid imagination***, [1] high standards

  **verb + noun** = ***share an interest***, ***break the law***, [2] reach an agreement

  **noun + verb** = ***accidents happen***, [3] guests turn up

  **noun + (*of*/*and*) noun** = ***sense of humour***, [4] centre of attention

  **verb + adjective** = ***look miserable***, [5] keep quiet

  **adjective + and + adjective** = ***loud and clear***, [6] neat and tidy

  **verb + adverb** = ***smile politely***, [7] sleep badly

  **adverb + adjective** = ***perfectly normal***, [8] bitterly disappointed
- Choosing the right collocation will make your English sound more natural.

**3** **Look at the underlined collocations in Lisa's post. What type of collocation are they?**

adjective + noun: spare room, full-time course, healthy lifestyle, quiet life
adverb + adjective: equally important, painfully shy
noun + verb: lights go out
verb + noun: meet the requirements, roar with laughter





## REFERENCES

Audioscript **p. 266**

## EXTRA ACTIVITIES

- Photocopiable resource 12 *Just think of someone* (10 min.) pp. 290, 316
- Based on the vocabulary in ex. 7, students work in pairs to prepare more gapped sentences. The correct answer should be one of the answers A–D from ex. 7.

## WORKBOOK

pp. 28–29

## NEXT CLASS

Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 2.7, Use of English.

**4** **USE OF ENGLISH** **Read the posts from Anna and Martin. In your notebook, complete each gap with one word. Which person would be more suitable to share a flat with Lisa?**

Home | New posts | Friends | Profile



## Anna's looking for a room

Message | Send invitation

I'm sociable, so I'd love to live with like-minded people. I hope we may [1] share/have the same interests. I have an excellent sense of [2] humour and I like to [3] have a laugh. I don't have any nasty [4] habits and I've never [5] broken the law lol. My private life is perfectly [6] normal .



## Martin's looking for a room

Message | Send invitation

I'm a medical student, so I work long hours at the hospital. I usually go back to my home town to visit my parents two weekends a month or whenever I [7] have a day off. I eat out a lot because I can't cook. I'd like to live with somebody who has [8] high standards and is [9] neat and tidy like me. Please get in touch if you like my profile.

**5** 1.35 **In your notebook, match a word from box A with a word from box B to make six common collocations. Then listen to the conversation between Lisa and Dave and check your answers.**

A

~~casual~~ deeply free good highly supremely

B

~~acquaintance~~ company confident depressed intelligent spirit

*casual acquaintance*, deeply depressed, free spirit, good company, highly intelligent, supremely confident

**6** SPEAKING **Discuss the ideal qualities for somebody to share a flat with. Use the collocations from Exercise 5.**

*I would/wouldn't like to live with someone who is (a/an) …*

**7** **Which words complete the sentences correctly? Write the answers in your notebook. Which sentences are true for you?**

1 Dad says it's important to set _____ standards for yourself.
A fine B tall C high D big

2 My sister has a _____ imagination and draws incredible pictures.
A vivid B detailed C sharp D strong

3 The last film I saw was rubbish. I was _____ disappointed.
A totally B absolutely C bitterly D completely

4 Most of my online friends are best described as _____ acquaintances.
A occasional B casual C nearby D relaxed

5 I eat well and try to lead a _____ lifestyle.
A strong B fit C wise D healthy

**8** **In your notebook, complete the questions with one word in each gap.**

1 Do you sometimes doubt yourself or are you always supremely confident?
2 Are you messy or neat and tidy?
3 Are you shy or do you like being the centre of attention?
4 Are you a good citizen? Have you ever broken the law?
5 Are you emotional? How likely are you to burst into tears?
6 Can you remember the last time you roared with laughter?

**9** SPEAKING **Ask and answer the questions in Exercise 8. Give reasons for your answers.**

### SHOW WHAT YOU'VE LEARNT UNITS 1–2

**10** **USE OF ENGLISH** **In your notebook, complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Do not change the word given.**

1 People describe me as independent or rebellious. **FREE**
People describe me as a free spirit .

2 Students at our school don't have to wear school uniform. **REQUIRED**
Students at our school are not required to wear school uniform.

3 My best friend is very shy and hates it when everybody looks at her. **ATTENTION**
My best friend is very shy and hates being the centre of attention .

4 Someone's posted a funny video on the school website. **BEEN**
A funny video has been posted on the school website.

5 If my parents shouted at me when I was younger, I used to start crying. **INTO**
If my parents shouted at me when I was younger, I used to burst into tears .

6 My last exam results were extremely disappointing. **BITTERLY**
I was bitterly disappointed with my last exam results.

Use of English page 137



29

# 2.8 WRITING

An article

*I can write an article attracting the reader's attention with participle clauses.*

**1** **Look at the photos. Which aspects of adolescence do they illustrate?**

**2** SPEAKING **Read *Last week's competition* on the *Psychology Magazine* website and discuss the questions with a partner.**

1 Why is adolescence described as a 'roller coaster ride'?
2 What are the best things about being a young adult?
3 What new challenges do you face as a young adult?

**3** **Read the winning article on the magazine website and discuss the questions with a partner.**

1 Did the author mention any of the pleasures or challenges you discussed in Exercise 2?
2 What is the author's conclusion? Do you agree?
Probably that adolescence is 'the best days of our lives' for most people.

# Psychology Magazine

Home | Latest news | Competitions | Near you | Photos Search

## Have Your Say

### Last week's competition

The journey from teenager to adult can bring joy and pain, success and failure, friendship and heartbreak. If you are riding the roller coaster of adolescence right now, then *Psychology Magazine* wants to hear from you.

Send us an article in which you describe some of the very best things about coming of age and discuss the most challenging aspects of life for people living through these 'in-between' years.

As usual, a selection of articles will be published in an upcoming edition of *Psychology Magazine*.





## The winning article:

### Adolescence: Pain and Pleasure in Equal Measure

by Josh Payne

Remember when you were little and school summer holidays seemed to go on forever? Being children, most of us lived carefree and happy lives. Sadly, this does not last and we must all grow up. I can reliably report that the process brings pain and pleasure in equal measure.

First, there is the pain. Adolescence is a time of huge physical and emotional change. For many of us, this change is accompanied by feelings of self-doubt, envy and embarrassment. Apparently, we are neither children nor adults; asked to act like 'grown-ups' in certain situations, but not in others. 'Be responsible and act your age … but be home by 9 p.m.!' These mixed messages can be hard to deal with. Add to this the pressure of schoolwork, and it is no wonder we sometimes feel unable to cope.

Thankfully, alongside the pain, there is also pleasure. Though we have to study, few of us need to worry about bills or housework. As a result, whether it is playing sport or online games, we have time to enjoy ourselves. On top of this, we have our friends. Pleasure and pain alike, can be shared with those who know exactly how we feel.

Despite the challenges, as far as I am concerned, the pleasure of being a young adult outweighs the pain. Although it may not always seem so now, perhaps in the future we will look back on adolescence as the best days of our lives.

### This week's competition

There are many unfair gender-based stereotypes concerning the interests and attitudes of adolescents. Write an article of 200–250 words in which you describe some of these common stereotypes and challenge them by explaining why they are untrue or unfair. As usual, a selection of articles will be printed in an upcoming edition of *Psychology Magazine*.



30

## REFERENCES

Culture notes **p. 256**

## EXTRA ACTIVITIES

- Photocopiable resource 13 An article (15 min.) pp. 291, 317
- Having completed the writing task, students exchange their articles for feedback on the content and techniques used, especially in the introduction, conclusion and title.

## WORKBOOK

pp. 30–31, including *Show What You've Learnt* and *Show That You've Checked*

## NEXT CLASS

Ask students to study the Word list on pp. 32–33.

**4** **Read the WRITING FOCUS and look at the article again. Decide which techniques the author used for writing the title, the introduction and the conclusion.**

## WRITING FOCUS

### An article

**Title**

- Attract the reader's attention from the start:
  1 ask a question (*Are These the Best Days of Our Lives?*)
  2 use vivid adjectives (*Adolescence: Thrilling and Terrifying)*
  3 summarise the topic (*The Pains and Pleasures of Adolescent Life*)
  4 use rhyme/wordplay (*Top Ten Tips for Troubled Teens*)

**Introduction**

- Define the topic and hold the reader's attention:
  5 ask a question
  6 tell a short anecdote
  7 give an interesting or surprising fact or figure
  8 give a quotation

**Main paragraphs**

- Develop the topic and discuss all the issues mentioned in the question.

**Conclusion**

- Give your personal opinion and leave the reader with something to think about:
  9 ask a question
  10 refer to the future
  11 make an appeal or suggestion
  12 return to the idea in the title or the introduction

Note: Articles tend to be written in a formal or semi-formal style. In a formal article avoid: informal phrases (~~*I think*~~ = *As far as I am concerned* …), colloquial language (~~*Most parents reckon that*~~ … = *In most parents' opinions* …) and contractions (~~*don't*~~ = *do not*).

**5** **Read the example article introductions and conclusions. Decide which techniques 5–12 in the WRITING FOCUS the authors used.**

**Introductions:**

**a** It's easy to forget that 100 percent of adults alive today were once teenagers like us. As a young man, my 'sensible' father was a real rebel. He rode a motorbike and got a tattoo at the age of sixteen. 7, 6

**b** In his famous book, American author John Gray said that 'Men are from Mars, women are from Venus'. Does this also apply to adolescents? Are younger men and women really so different from each other? 8, 5

**Conclusions:**

**c** As I began by saying, men and women differ in many ways, but individuals also differ regardless of their gender. We should be wary of stereotyping, respect each other and cooperate to use our strengths for a common good. 12, 11

**d** So, as a regular teenage girl, am I really that different from the boy sitting opposite me in class? Perhaps not. Whether we will become more or less alike in later life remains to be seen. 9, 10

**6** **Read the LANGUAGE FOCUS. In your notebook, rewrite the underlined fragments using participle clauses.**

1 Because they want to look stylish, many adolescent boys also enjoy shopping for clothes.
*Wanting to look stylish, many adolescent boys also enjoy shopping for clothes.* Wanting to look stylish,

2 Because they attend mixed schools, most adolescent boys and girls receive the same education.
Attending mixed schools,

3 Because I grew up with three sisters, I know something about the differences between boys and girls.
Having grown up with three sisters,

4 Because they are stereotypes, such statements do contain an element of truth, of course.
Being stereotypes,

5 Because I have always got on well with boys, I think I understand some of their attitudes.
Having always got on well with boys,

## LANGUAGE FOCUS

### Participle clauses to express reason

You can use **participle clauses** in formal writing to express the **reason** for a statement made in the main clause.

- Use a **present participle (verb + *-ing*)** when states or actions occur at the same time.
  ***Being children***, *most of us lived carefree and happy lives.*
  = *Because we were children* (past), *most of us lived carefree and happy lives.* (past)
- Use a **perfect participle (*having* + past participle)** when one state or action occurs before another.
  ***Having grown physically***, *many adolescents expect to be treated as adults.*
  = *Because they have grown physically* (past), *many adolescents expect to be treated as adults.* (present)

**7** SPEAKING **Read the statements and decide if they are stereotypes about adolescent girls or boys. Do they reflect reality? Discuss in groups.**

- They find it difficult to talk about their feelings.
- They are always gossiping.
- They love fashion and shopping.
- They love sports and gadgets.
- They are kind and considerate.
- They are rude and aggressive.

## SHOW WHAT YOU'VE LEARNT

**8** **Do the writing task in your notebook. Use the ideas in the WRITING FOCUS, the LANGUAGE FOCUS and ideas in Exercise 7 to help you.**

Istnieje wiele stereotypów na temat innych zainteresowań i postaw chłopców w porównaniu do zainteresowań i postaw dziewcząt. Napisz artykuł na stronę internetową czasopisma *Psychology Magazine*, w którym przedstawisz te stereotypy i uzasadnisz, dlaczego są one nieprawdziwe i krzywdzące.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*



31

## 2.1 Vocabulary 4.9

**adventurous** /əd'ventʃərəs/ śmiały, odważny
**affectionate** /ə'fekʃənət/ uczuciowy, czuły
**agreeable** /ə'griːəbəl/ miły, ciepły
**daring** /'deərɪŋ/ odważny, śmiały
**excel in** /ɪk'sel ɪn/ osiągać w czymś znakomite wyniki, wyróżniać się w czymś
**fair-minded** /ˌfeə 'maɪndɪd/ sprawiedliwy, bezstronny
**feel strongly about sth** /ˌfiːl 'strɒŋli əˌbaʊt ˌsʌmθɪŋ/ traktować coś bardzo poważnie, wierzyć w coś głęboko
**(be) full of oneself** /(bi) fʊl əv wʌn'self/ zarozumiały
**good-natured** /gʊd 'neɪtʃəd/ łagodny, dobroduszny
**have a love of learning** /ˌhəv ə lʌv əv 'lɜːnɪŋ/ mieć zamiłowanie do nauki
**honest** /'ɒnəst/ uczciwy, szczery
**hopeless** /'həʊpləs/ beznadziejny
**humble** /'hʌmbəl/ skromny, pełen pokory
**imaginative** /ɪ'mædʒənətɪv/ pomysłowy, o bujnej wyobraźni
**insecure** /ˌɪnsɪ'kjʊə/ bez wiary w siebie, niepewny
**intellectual** /ˌɪntə'lektʃuəl/ intelektualista
**kind-hearted** /ˌkaɪnd 'hɑːtəd/ życzliwy, o dobrym sercu
**laid-back** /ˌleɪd 'bæk/ wyluzowany, niefrasobliwy
**larger than life** /'lɑːdʒə ðən ˌlaɪf/ imponujący
**level-headed** /ˌlevəl 'hedɪd/ opanowany, zrównoważony
**make sb feel at ease** /meɪk ˌsʌmbɒdi ˌfiːl ət 'iːz/ sprawiać, że ktoś czuje się swobodnie
**moody** /'muːdi/ humorzasty, kapryśny
**party** /'pɑːti/ imprezować
**pay attention to detail** /ˌpeɪ əˌtenʃən tə 'diːteɪl/ zwracać uwagę na szczegóły
**perceptive** /pə'septɪv/ wnikliwy, spostrzegawczy
**plan in advance** /ˌplæn ɪn əd'vɑːns/ planować z wyprzedzeniem
**self-centred** /ˌself 'sentəd/ egocentryczny
**self-conscious** /ˌself 'kɒnʃəs/ skrępowany, nieśmiały
**self-critical** /ˌself 'krɪtɪkəl/ krytyczny wobec siebie
**short-tempered** /ˌʃɔːt 'tempəd/ wybuchowy, porywczy
**small talk** /'smɔːl tɔːk/ pogawędka, rozmowa na błahe tematy
**sociable** /'səʊʃəbəl/ towarzyski
**speak up** /ˌspiːk 'ʌp/ wypowiadać się (w jakiejś sprawie)
**spontaneous** /spɒn'teɪniəs/ spontaniczny
**strong-willed** /ˌstrɒŋ 'wɪld/ zdeterminowany, o silnym charakterze
**tactful** /'tæktfəl/ taktowny, grzeczny
**the life and soul of the party** /ðə ˌlaɪf ən ˌsəʊl əv ðə 'pɑːti/ dusza towarzystwa
**think outside the box** /'θɪŋk aʊt'saɪd ðə 'bɒks/ myśleć twórczo, myśleć kreatywnie
**thorough** /'θʌrə/ dokładny, skrupulatny
**trusting** /'trʌstɪŋ/ ufny
**witty** /'wɪti/ bystry, błyskotliwy, dowcipny

## 2.2 Grammar 4.10

**assume** /ə'sjuːm/ przypuszczać, zakładać
**compassionate** /kəm'pæʃənət/ pełen współczucia
**drift apart** /ˌdrɪft ə'pɑːt/ oddalać się od drugiej osoby (w relacji)
**late** /leɪt/ zmarły
**long-distance relationship** /ˌlɒŋ ˌdɪstəns rɪ'leɪʃənʃɪp/ związek na odległość
**lose touch** /ˌluːz 'tʌtʃ/ stracić kontakt z kimś
**love at first sight** /ˌlʌv ət ˌfɜːst 'saɪt/ miłość od pierwszego wejrzenia
**make an impression** /ˌmeɪk ən ɪm'preʃən/ zrobić wrażenie
**mantelpiece** /'mæntlpiːs/ półka nad kominkiem
**pluck up the courage** /ˌplʌk ʌp ðə 'kʌrɪdʒ/ zebrać się na odwagę
**propose to sb** /prə'pəʊz tə ˌsʌmbɒdi/ oświadczyć się komuś
**remain** /rɪ'meɪn/ pozostać
**separate from sb** /'sepəreɪt frəm ˌsʌmbɒdi/ żyć w separacji
**slip down** /slɪp daʊn/ zsunąć się
**widowed** /'wɪdəʊd/ owdowiały

## 2.3 Listening 4.11

**addiction** /ə'dɪkʃən/ uzależnienie
**adore** /ə'dɔː/ uwielbiać, wielbić
**be attracted to** /bi ə'træktɪd tə/ lubić, czuć pociąg do
**brain damage** /breɪn 'damɪdʒ/ uszkodzenie mózgu
**confusion** /kən'fjuːʒən/ zamieszanie; dezorientacja
**fall for** /ˌfɔːl 'fə/ zakochać się, zadurzyć się w
**fall in love with** /ˌfɔːl ɪn 'lʌv wɪð/ zakochać się w
**fancy** /'fænsi/ podkochiwać się w
**feature** /'fiːtʃə/ cecha
**generosity** /ˌdʒenə'rɒsəti/ szczodrość
**go out with** /ˌgəʊ 'aʊt wɪð/ spotykać się z, być w związku
**heartbroken** /'hɑːtˌbrəʊkən/ zrozpaczony, ze złamanym sercem
**(be) madly in love with** /(bi) ˌmædli ɪn 'lʌv wɪð/ być szaleńczo zakochanym w
**measure** /'meʒə/ mierzyć
**novelist** /'nɒvəlɪst/ powieściopisarz
**nun** /nʌn/ zakonnica
**(be) obsessed with** /(bi) əb'sest wɪð/ mieć obsesję (na czyimś punkcie)
**passionate** /'pæʃənət/ pełen pasji
**pleasure** /'pleʒə/ przyjemność
**pressure** /'preʃə/ presja, ciśnienie
**reduced** /rɪ'djuːst/ zredukowany, ograniczony
**relationship** /rɪ'leɪʃənʃɪp/ związek
**see sb** /'siː ˌsʌmbɒdi/ spotykać się z, chodzić na randki
**self-sacrifice** /ˌself 'sækrɪfaɪs/ poświęcenie się
**shrine** /ʃraɪn/ świątynia
**split up with** /ˌsplɪt 'ʌp wɪð/ zerwać z
**unconditional** /ˌʌnkən'dɪʃənəl/ bezwarunkowy
**worship** /'wɜːʃɪp/ wielbić, ubóstwiać

## 2.4 Reading 4.12

**adjust** /ə'dʒʌst/ poprawiać, dopasować
**agonizing** /'ægənaɪzɪŋ/ pełen bólu i cierpienia
**astonishment** /ə'stɒnɪʃmənt/ zdumienie, zdziwienie
**bachelor pad** /'bætʃələ ˌpæd/ kawalerka
**be up to sth** /bi 'ʌp tə ˌsʌmθɪŋ/ być w stanie, być na siłach coś zrobić
**bend** /bend/ schylić się, zgiąć
**bloodcurdling** /'blʌdˌkɜːdlɪŋ/ mrożący krew w żyłach
**box-office success** /ˌbɒks ˌɒfɪs sək'ses/ sukces kasowy
**brighten** /'braɪtn/ rozweselać się, rozpogadzać
**broad accent** /ˌbrɔːd 'æksənt/ wyraźny, silny akcent
**carer** /'keərə/ opiekun
**chest** /tʃest/ klatka piersiowa
**collarless** /'kɒlələs/ bez kołnierzyka
**confidently** /'kɒnfɪdəntli/ z pewnością siebie, z przekonaniem
**contorted** /kən'tɔːtɪd/ skrzywiony
**crack** /kræk/ szpara, pęknięcie
**crouch down** /'kraʊtʃ ˌdaʊn/ kucnąć
**cushioned** /'kʊʃənd/ wyłożony poduszkami
**deaf** /def/ niesłyszący
**decent** /'diːsənt/ ubrany (tu: nie nagi)
**deceptively** /di'septɪvli/ złudnie, zwodniczo
**delight** /dɪ'laɪt/ zachwyt, przyjemność
**dependent** /dɪ'pendənt/ niesamodzielny
**disabled** /dɪs'eɪbəld/ niepełnosprawny
**emerge** /ɪ'mɜːdʒ/ wyłonić się, pojawić
**entirely** /ɪn'taɪəli/ całkowicie
**face a challenge** /ˌfeɪs ə 'tʃæləndʒ/ stawiać czoła wyzwaniu
**faint** /feɪnt/ słaby, nikły
**feeble** /'fiːbəl/ słaby
**fence** /fens/ płot
**find common ground** /ˌfaɪnd ˌkɒmən 'graʊnd/ znaleźć wspólny język
**firmly** /'fɜːmli/ stanowczo, pewnie
**flicker across** /'flɪkər əˌkrɒs/ przemknąć przez/po, mignąć
**flinch** /flɪntʃ/ wzdrygać się
**footrest** /'fʊtrest/ podnóżek
**from the corner of your eye** /frəm ðə ˌkɔːnər əv jɔːr 'aɪ/ kątem oka
**furnished** /'fɜːnɪʃt/ umeblowany
**gaze** /geɪz/ wpatrywać się
**get yourself into** /ˌget jɔːˌself 'ɪntə/ wplątać się w
**give a wave** /ˌgɪv ə 'weɪv/ pomachać
**glance** /glɑːns/ spojrzeć, rzucić okiem
**glimpse** /glɪmps/ zerknąć, mignąć
**good company** /ˌgʊd 'kʌmpəni/ dobre towarzystwo
**grimace** /'grɪməs/ skrzywić się
**grip** /grɪp/ chwytać, ściskać
**have nothing in common** /ˌhæv ˌnʌθɪŋ ɪn 'kɒmən/ nie mieć nic wspólnego
**hesitate** /'hezəteɪt/ wahać się
**keyhole** /'kiːhəʊl/ dziurka od klucza
**knuckle** /'nʌkəl/ kłykieć
**let out a groan** /ˌlet aʊt ə 'grəʊn/ wydać jęk
**make an effort** /ˌmeɪk ən 'efət/ postarać się coś zrobić
**manipulate** /mə'nɪpjəleɪt/ sterować, manewrować



## WORD LIST ACTIVITIES

• Ask students to choose four or five words or phrases from the word list and write each word/phrase on a piece of paper. Collect all the pieces of paper, put them in a bag and get each student to take out four or five words. Ask them to write a short text using all the words they chose.

32

**minder** /'maɪndə/ opiekun
**neurotic** /njʊ'rɒtɪk/ neurotyczny, znerwicowany
**passage** /'pæsɪdʒ/ fragment
**peaceful** /'piːsfəl/ spokojny
**peep** /piːp/ podglądać
**peer** /pɪə/ przyglądać się bacznie
**position** /pə'zɪʃən/ umieszczać
**push through** /pʊʃ θruː/ przepychać się
**put sb in a head-lock** /pʊt ˌsʌmbɒdi ɪn ə 'hed lɒk/ założyć komuś chwyt zapaśniczy
**screenwriter** /'skriːnˌraɪtə/ scenarzysta
**scrubs** /skrʌbz/ kitel
**shaggy** /'ʃægi/ rozczochrany, kudłaty
**sheepskin** /'ʃiːpˌskɪn/ barania skóra
**solidly built** /ˌsɒlɪdli 'bɪlt/ dobrze zbudowany
**spacious** /'speɪʃəs/ przestronny
**stare** /steə/ gapić się
**steadily** /'stedəli/ uważnie, bacznie
**stiffen** /'stɪfən/ zesztywnieć
**straighten** /'streɪtn/ wyprostować
**swallow** /'swɒləʊ/ przełykać
**tasteful** /'teɪstfəl/ elegancki, w dobrym guście
**tilt** /tɪlt/ przechylać
**tremulous** /'tremjələs/ drżący
**twist your mouth** /ˌtwɪst jə 'maʊθ/ wykrzywić usta
**uncharacteristically** /ʌnˌkærɪktə'rɪstɪkli/ nietypowo
**unearthly** /ʌn'ɜːθli/ nieludzki
**unkempt** /ˌʌn'kempt/ potargany, nieuczesany
**wonder** /'wʌndə/ zastanawiać się
**wood burner** /'wʊd ˌbɜːnə/ kominek opalany drewnem
**wool throw** /ˌwʊl 'θrəʊ/ wełniana narzuta

## 2.5 Grammar 4.13

**accustomed to** /ə'kʌstəmd tə/ przyzwyczajony do
**argumentative** /ˌɑːgjə'mentətɪv/ kłótliwy
**attentive** /ə'tentɪv/ troszczący się, uważny
**boss sb around** /ˌbɒs ˌsʌmbɒdi ə'raʊnd/ kierować kimś, rozkazywać komuś
**bursting with confidence** /ˌbɜːstɪŋ wɪð 'kɒnfɪdəns/ przejawiający ogromną pewność siebie
**carefree** /'keəfriː/ beztroski
**carry out research** /'kæri aʊt rɪ'sɜːtʃ/ przeprowadzać badania naukowe
**(be) the centre of attention** /(biː) ðə ˌsentər əv ə'tenʃən/ być w centrum uwagi
**feel left out** /ˌfiːl 'left ˌaʊt/ czuć się wykluczonym
**firstborn** /'fɜːstbɔːn/ pierworodny
**fussy eater** /ˌfʌsi 'iːtə/ wybredny przy jedzeniu
**protective** /prə'tektɪv/ opiekuńczy
**reliable** /rɪ'laɪəbəl/ godny zaufania, wiarygodny
**sibling** /'sɪblɪŋ/ rodzeństwo
**undivided attention** /ˌʌndɪˌvaɪdəd ə'tenʃən/ pełnia uwagi
**well-behaved** /ˌwel bi'heɪvd/ grzeczny, dobrze wychowany

## 2.6 Speaking 4.14

**all of a sudden** /ˌɔːl əv ə 'sʌdn/ nagle
**attend a workshop** /əˌtend ə 'wɜːkʃɒp/ brać udział w warsztatach
**funnily** /'fʌnəli/ dziwnie, śmiesznie
**get the hang of** /ˌget ðə 'hæŋ əv/ zrozumieć, załapać, jak coś się robi
**have a go** /ˌhəv ə 'gəʊ/ spróbować
**initially** /ɪ'nɪʃəli/ początkowo
**memorable** /'memərəbəl/ godny zapamiętania
**out of the blue** /ˌaʊt əv ðə 'bluː/ nagle
**pour with rain** /ˌpɔː wɪð 'reɪn/ lać jak z cebra
**predictably** /prɪ'dɪktəbli/ zgodnie z przewidywaniem
**unexpectedly** /ˌʌnɪk'spektɪdli/ niespodziewanie

## 2.7 Use of English 4.15

**accidents happen** /'æksɪdənts ˌhæpən/ wypadki się zdarzają
**binge-watch** /'bɪndʒ wɒtʃ/ oglądać bez opamiętania (np. kilka odcinków serialu z rzędu)
**bitterly disappointed** /ˌbɪtəli ˌdɪsə'pɔɪntəd/ głęboko rozczarowany
**break the law** /ˌbreɪk ðə 'lɔː/ złamać prawo
**burst into tears** /ˌbɜːst 'ɪntə 'tɪəz/ wybuchnąć płaczem
**casual acquaintance** /ˌkæʒuəl ə'kweɪntəns/ przelotna znajomość
**common sense** /ˌkɒmən 'sens/ zdrowy rozsądek
**deeply depressed** /ˌdiːpli dɪ'prest/ w głębokiej depresji
**deeply disappointed** /ˌdiːpli ˌdɪsə'pɔɪntəd/ głęboko rozczarowany
**equally important** /ˌiːkwəli ɪm'pɔːtənt/ równie ważny
**flatmate** /'flætmeɪt/ współlokator
**free spirit** /ˌfriː 'spɪrət/ wolny duch, osoba, która żyje, jak chce
**full-time course** /ˌfʊl taɪm 'kɔːs/ kurs, zajęcia w pełnym wymiarze godzin
**go out** /ˌgəʊ 'aʊt/ zgasnąć
**hang around** /ˌhæŋ ə'raʊnd/ kręcić się po jakimś miejscu, spędzać gdzieś czas
**have a baby** /ˌhæv ə 'beɪbi/ urodzić dziecko
**have a day off** /ˌhæv ə 'deɪ ɒf/ mieć dzień wolny (np. od szkoły, od pracy)
**have a laugh** /ˌhæv ə 'lɑːf/ dobrze się bawić, pośmiać się
**have a shower** /ˌhæv ə 'ʃaʊə/ brać prysznic
**healthy lifestyle** /ˌhelθi 'laɪfstaɪl/ zdrowy tryb życia
**high standards** /ˌhaɪ 'stændədz/ wysokie standardy
**highly intelligent** /ˌhaɪli ɪn'telədʒənt/ bardzo inteligentny
**keep quiet** /ˌkiːp 'kwaɪət/ być cicho
**like-minded** /ˌlaɪk 'maɪndɪd/ o podobnych upodobaniach
**look miserable** /ˌlʊk 'mɪzərəbəl/ wyglądać na nieszczęśliwego
**loud and clear** /ˌlaʊd ən 'klɪə/ głośno i wyraźnie
**meet the requirements** /ˌmiːt ðə rɪ'kwaɪəmənts/ spełniać wymagania
**nasty habit** /ˌnɑːsti 'hæbɪt/ paskudny zwyczaj
**neat and tidy** /ˌniːt ən 'taɪdi/ uporządkowany
**painfully shy** /ˌpeɪnfəli ʃaɪ/ nieśmiały do bólu
**perfectly normal** /ˌpɜːfɪktli 'nɔːməl/ całkowicie normalny, zupełnie zwyczajny
**post a video** /ˌpəʊst ə 'vɪdiəʊ/ opublikować klip wideo, np. w Internecie
**quiet life** /'kwaɪət ˌlaɪf/ spokojne życie
**reach an agreement** /ˌriːtʃ ən ə'griːmənt/ osiągnąć porozumienie, dogadać się
**roar with laughter** /ˌrɔː wɪð 'lɑːftə/ ryczeć ze śmiechu
**sense of humour** /ˌsens əv 'hjuːmə/ poczucie humoru
**set high standards** /set ˌhaɪ 'stændədz/ wyznaczać wysokie standardy
**share an interest** /ˌʃeər ən 'ɪntrəst/ mieć wspólne zainteresowania
**shrug your shoulders** /ˌʃrʌg jə 'ʃəʊldəz/ wzruszyć ramionami
**sleep badly** /ˌsliːp 'bædli/ źle spać
**smile politely** /ˌsmaɪl pə'laɪtli/ grzecznie się uśmiechać
**soulmate** /'səʊlmeɪt/ bratnia dusza
**spare room** /ˌspeə 'ruːm/ pokój gościnny
**strong feeling** /ˌstrɒŋ 'fiːlɪŋ/ silne uczucie
**supremely confident** /sʊˌpriːmli 'kɒnfədənt/ niezwykle pewny siebie
**turn up** /ˌtɜːn 'ʌp/ pojawić się
**vivid imagination** /ˌvɪvəd ɪˌmædʒə'neɪʃən/ bujna wyobraźnia

## 2.8 Writing 4.16

**adolescence** /ˌadə'lesəns/ wiek dojrzewania
**apparently** /ə'pærəntli/ najwidoczniej
**attract sb's attention** /ə,trækt ˌsʌmbədiz ə'tenʃən/ przyciągnąć czyjąś uwagę
**come of age** /ˌkʌm əv 'eɪdʒ/ dorosnąć, osiągnąć pełnoletniość
**cope with** /'kəʊp wɪð/ radzić sobie z
**differ** /'dɪfə/ różnić się
**embarrassment** /ɪm'bærəsmənt/ zażenowanie, zakłopotanie
**envy** /'envi/ zazdrość
**for the common good** /fər ðə ˌkɒmən 'gʊd/ dla dobra ogółu
**gender-based stereotype** /ˌdʒendə ˌbeɪst 'steriətaɪp/ stereotyp dotyczący płci
**gossip** /'gɒsɪp/ plotkować
**heartbreak** /'hɑːtbreɪk/ zawód miłosny, żal, smutek
**hold sb's attention** /ˌhəʊld ˌsʌmbədiz ə'tenʃən/ skupić czyjąś uwagę
**in equal measure** /ɪn ˌiːkwəl 'meʒə/ w równym stopniu
**outweigh** /aʊt'weɪ/ przeważać, mieć przewagę
**regardless of** /rɪ'gɑːdləs əv/ bez względu na, niezależnie od
**roller coaster ride** /'rəʊlə ˌkəʊstə ˌraɪd/ jazda bez trzymanki (o zmieniającej się często sytuacji)
**self-doubt** /ˌself 'daʊt/ zwątpienie w siebie



33

# FOCUS REVIEW 2

Wszystkie ćwiczenia wykonaj w zeszycie.

## SŁOWNICTWO I GRAMATYKA

**1 Jakie wyrazy poprawnie uzupełniają zdania? Pierwsze i ostatnie litery brakujących wyrazów zostały podane.**

1 The hero in action films is traditionally **d**arin**g** and prepared to take risks.
2 She plays the type of detective who's especially **p**erceptiv**e** and notices the smallest of details.
3 My favourite character is the brother because he's very **l**aid-back. When everyone else is getting stressed, he doesn't seem worried.
4 I didn't like the main character because she's so **s**elf-centre**d**. Everything's about her and she doesn't care how it affects the others.
5 There's a scene where the uncle points out the problems with Jo's plan. He's really **t**actfu**l** though and does it without discouraging his nephew.
6 When Billy first dances in front of an audience, he's really **s**elf-conscious, but over time, he gains confidence.

**2 Wybierz poprawny wyraz.**

1 It's important that an interviewer makes the candidate feel *at ease / eased / at rest.*
2 She's confident, but not too *filled with / full of / full with* herself. She'll always acknowledge when she doesn't know something.
3 When my uncle saw his future wife for the first time, he was immediately attracted *with / to / at* her.
4 When Mum saw my new haircut, a look of shock *hesitated / grimaced / flickered* across her face, but she didn't say anything.
5 I only briefly *glimpsed / glanced / gazed* the message on her phone, but I'm sure it was from Blanka.

**3 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach. Użyj czasu Past Perfect Simple lub Past Perfect Continuous.**

1 Joshua had already been (already/be) married twice before he met Carol.
2 I asked Martha and Sue to organise my wedding because they had prepared (prepare) quite a few before.
3 Stewart was really exhausted because he had been looking (look) after the twins the whole afternoon.
4 Dad, how long had you been dating (you/date) Mum before you got engaged?
5 I stopped talking to my younger brother after we had had (have) a serious argument for the third time that week.
6 When I saw Jane, I could see she had been crying (cry), but I didn't know why.

**4 Wybierz poprawną odpowiedź.**

1 Maria accepted Niko's invitation to a candlelit dinner, *which / that / what* made him really happy.
2 Last week I bumped into the Smiths, *who / that / whose* son used to be in my class at school.
3 Would you like to meet my cousin *which / Ø / whose* I told you about yesterday?
4 Here are some lovely photos from Greece *taking / taken / which took* on our honeymoon.
5 The family *living / lived / which living* in the flat above ours are really noisy.

## ŚRODKI JĘZYKOWE

### Test luk; tłumaczenie

**5 Jakie formy podanych w ramce wyrazów poprawnie uzupełniają tekst? Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

deep equal full gather health polite

## PARK LIFE

by Anna George

In parks around the world, it's become perfectly normal to come across hundreds of people [1] gathering every Saturday morning to run their weekly five kilometres. Since it started in 2004, parkrun has become a global phenomenon with events taking place in hundreds of locations in more than 20 countries across the world. Parkruns attract people of all ages and for a whole range of different reasons. Most participants see running as part of a [2] healthy lifestyle. For many, the social side of the events is [3] equally important. People who start off as casual acquaintances nodding to each other and smiling [4] politely, can end up as firm friends.

**6 Przetłumacz na język angielski podane w nawiasach fragmenty, tak aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 Let me introduce you to the woman whose (*kobiecie, której*) husband originally set up the gallery.
2 Having left the village where (*Opuściwszy wieś, w której*) she grew up, my granny enjoyed living in the city.
3 When we got to the church, we realised that we had left the present/gift (*zostawiliśmy prezent*) for the newlyweds at home. We felt extremely embarrassed.
4 How long had Tom been waiting for (*Tom czekał na*) a reply to his email before he realised he wasn't going to get a response?
5 Mark says he never has time to make his bed in the morning, which irritates me a lot/which really irritates me (*co mnie bardzo irytuje*). He should get up earlier.
6 Protected by his parents (*Chroniony przez swoich rodziców*) for all his life, the young boy was painfully shy and had difficulty making friends.



## EXTRA ACTIVITIES

- Photocopiable resource 14 Sentence translation (15 min.) pp. 291, 318
- Photocopiable resources 62–63 Cloze (20 min.) pp. 302, 371–372
- Photocopiable resources 66–67 Translation (12 min.) pp. 303, 375–376

34

## SŁUCHANIE

### Wybór wielokrotny

**7** 1.36 **Usłyszysz dwukrotnie wywiad na temat bliźniąt. Która z podanych odpowiedzi A–D jest zgodna z treścią nagrania?**

1 The presenter starts the interview by asking about psychic twins because
- A it is a special interest of hers.
- B she doubts the reality of psychic powers.
- C she is a twin herself.
- (D) she believes the show's listeners are interested in this topic.

2 Answering the first question, Adam, the psychologist, says that
- A female twins are more likely to show psychic tendencies.
- (B) science is unable to prove the existence of psychic powers.
- C not many twins experience some form of psychic connection.
- D there is little anecdotal evidence to support the idea of psychic twins.

3 The classroom story is given to
- (A) illustrate an example of psychic connection between twins.
- B prove that even twins who are very far from each other can be connected.
- C convince the presenter of the psychic connection between twins.
- D describe a common negative reaction from people who observe psychic behaviour.

4 The most important issue for a twin is
- A developing different interests and hobbies from your twin.
- B gaining the individual attention of your parents.
- C being dressed like your brother or sister in childhood.
- (D) craving to become a unique human being.

5 According to Adam,
- (A) our DNA plays the most important role in determining who we are.
- B it is very difficult for a twin to study different subjects than his/her sibling.
- C the environment we grow up in is the biggest factor in defining our personality.
- D living in different places is the best way for twins to deal with their emotions.

## MÓWIENIE

**8** **Wykonajcie zadanie w parach. Uczeń A opisuje zdjęcie A i odpowiada na dotyczące go pytania. Uczeń B opisuje zdjęcie B i odpowiada na dotyczące go pytania.**







**UCZEŃ A**
1 What do you think is going to happen next? Why?
2 Do you get on better with boys or girls in your family? Why?
3 Tell me about a situation in which you or someone you know was involved in a family argument.

**UCZEŃ B**
1 How do you think the man is feeling? Why?
2 What's the most challenging thing about living on your own? Why?
3 Tell me about the household chores that you, or somebody you know, had to do when you were a child.

## PISANIE

### Artykuł

**9** **Wykonaj zadanie egzaminacyjne.**

Między rodzicami a ich nastoletnimi dziećmi często dochodzi do sytuacji konfliktowych. Napisz artykuł na stronę internetową, w którym przedstawisz dwa najczęstsze źródła konfliktów oraz omówisz sposoby ich rozwiązania.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*



## REFERENCES

**Audioscript p. 266**
MiniMatura writing assessment criteria
Matura speaking test assessment criteria

## EXTRA ACTIVITIES

Extra digital activities: Listening and Use of English Checkpoints

## NEXT CLASS

- Ask students to do Self-check 2.10, WB pp. 34–35, as homework.
- Ask students to prepare for Unit 2 MiniMatura and Matura speaking test 2: Testing Programme, Unit 2.
- Ask students to prepare for Cumulative test 1, Testing Programme, Unit 2.

# 3 Living spaces

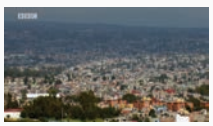
*A city is not a concrete jungle, it is a human zoo.*

Desmond Morris

**Exercise 4**

1 codzienny dojazd (do pracy/szkoły)
2 niezawodna sieć (np. transportu publicznego)
3 ścieżka rowerowa
4 rodzinne miasto
5 brukowana ulica

## VIDEO



BBC
Smog-free Mexico City
9
Lesson 3.1




**GRAMMAR ANIMATION**
Lesson 3.2 10
Lesson 3.5 12



**FOCUS VLOG**
About dreams 11
Lesson 3.2



**INTERACTIVE SPEAKING VIDEO**
Lesson 3.6 13

## 3.1 VOCABULARY

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

*I can describe cities and talk about city life.*

### SHOW WHAT YOU KNOW

**1** **Which of these townscape and landscape features can you find near your school? Discuss with a partner.**

a breathtaking view  a bridge  a canal  a fast-flowing river
a historic monument  a housing estate  a market square
a shopping centre  a waterfront restaurant  slums

**2** **Discuss how far you would need to go to see features in Exercise 1 that are *not* near your school.**

**3** SPEAKING **A city in Spain has banned cars from the city centre. Discuss the possible advantages and disadvantages. Read the text and compare your ideas.**

**4** 1.37 **Read the questions and make sure you understand the meaning of the underlined collocations. Then listen to a phone-in programme and answer the questions.**

1 How has Ryan's daily commute changed?
It's become more difficult – he can no longer park his car at home.
2 According to Jack, what can a reliable network of buses replace? Cars
3 Where does Sarah want planners to put in cycle lanes?
In the suburbs where she lives.
4 Why is Julia's home town very popular with tourists?
Because it's picturesque and it has a historic centre.
5 Why can't ancient cobbled streets have cycle lanes, according to Julia? They are too narrow.

## A SMALL CITY WITH BIG IDEAS



Pontevedra, located on the northwest coast of Spain, is a small city surrounded by rolling hills. The **picturesque** old town of Pontevedra comes alive at night and the **vibrant** atmosphere continues well into the early hours.

So far, it sounds like any Spanish city. But this one is different – I'm standing in the city centre and I can't hear any cars!

The mayor of Pontevedra was determined to preserve the historic centre of the city with its **bustling** squares, Gothic architecture and **quaint** backstreets and limit **urban** development.



## REFERENCES

Culture notes **p. 256**
Audioscript **pp. 266–267**
Videoscript **pp. 281–282**
Using videos in the classroom **p. T12**
How to teach with projects **p. T14**

## EXTRA ACTIVITIES

- BBC video. Video worksheet 3.1 in the WB, p. 48
- Photocopiable resource 15 *A whistle-stop tour of European cities* (10 min.) pp. 291, 319
- Extra digital activities: Vocabulary Checkpoint
- In pairs, students take turns to describe a place in their town or region for their partner to guess, *e.g. It's a square in the city centre. Every Saturday morning you can go to a bustling market there. There's also an underground station within walking distance.* They should use vocabulary

**5** SPEAKING **Think about your own local town or city. How doable/desirable would it be to ban all cars from the centre?**

## FOCUS ON WORDS | Prepositions describing location

**6** 1.38 **In your notebook, complete the table with the appropriate prepositions in the box. Then listen, check and repeat.**

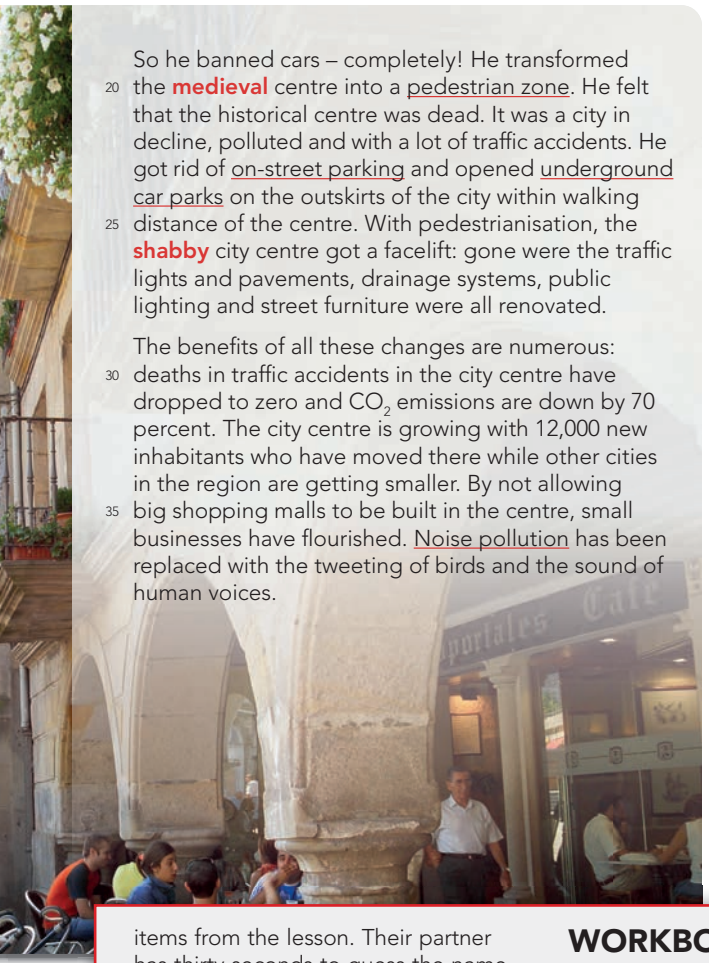
(at in on within)

| | |
|---|---|
| 1 __on__<br>the coast<br>the outskirts<br>the border | 2 __within__<br>walking distance<br>easy reach<br>500 metres |
| 3 __at__<br>the traffic lights<br>the roundabout<br>the town hall | 4 __in__<br>the city centre<br>the suburbs<br>the park |

**7** **In your notebook, complete the sentences with the prepositions in Exercise 6. Name an example for each sentence. Compare your answers with a partner.**

Name …

1 a big city located __on__ the coast.
2 a café __within__ walking distance of where you are.
3 a famous monument __in__ the city centre of your capital city.
4 a town located __on__ the border of your country.
5 a school, a shopping centre or a sports centre located __in__ the suburbs of a nearby city.
6 a park or play area __within__ easy reach of your house.



So he banned cars – completely! He transformed the **medieval** centre into a pedestrian zone. He felt that the historical centre was dead. It was a city in decline, polluted and with a lot of traffic accidents. He got rid of on-street parking and opened underground car parks on the outskirts of the city within walking distance of the centre. With pedestrianisation, the **shabby** city centre got a facelift: gone were the traffic lights and pavements, drainage systems, public lighting and street furniture were all renovated.

The benefits of all these changes are numerous: deaths in traffic accidents in the city centre have dropped to zero and $CO_2$ emissions are down by 70 percent. The city centre is growing with 12,000 new inhabitants who have moved there while other cities in the region are getting smaller. By not allowing big shopping malls to be built in the centre, small businesses have flourished. Noise pollution has been replaced with the tweeting of birds and the sound of human voices.

## FOCUS ON WORDS | Describing places

**8** 1.39 **In your notebook, complete the collocations with the adjectives in red in the text. Then listen, check and repeat.**

1 *bustling* square/market/streets
2 __medieval__ centre/architecture/castle
3 __picturesque__ old town/village/scenery
4 __quaint__ backstreet/town/neighbourhood
5 __shabby__ city centre/building/house
6 __urban__ development/area/space
7 __vibrant__ atmosphere/nightlife/colours

**9** SPEAKING **Replace the bolded word or phrase in the description of Norwich with an adjective from Exercise 8. Write the answers in your notebook. Would you like to visit Norwich? Discuss with a partner.**

1 picturesque, 2 medieval, 3 quaint, 4 bustling, 5 vibrant



### NORWICH – a cathedral city

Visit Norwich, one of England's most [1]**beautiful** cathedral cities. During the middle ages, Norwich was England's second city and there are some spectacular examples of [2]**12th–15th century** architecture in the city. See the cathedral, of course, but don't miss the [3]**nice, old-fashioned** backstreets behind it. Norwich is also famed for its huge, [4]**busy and noisy** open-air food market as well as its [5]**exciting** nightlife. Less than two hours from the capital, Norwich should definitely become your next destination.

## FOCUS ON WORDS | Collocations and compound nouns

**10** 1.40 **In your notebook, complete the collocations and compound nouns with the underlined examples in the text and in Exercise 4. Then listen, check and repeat.**

1 cobbled *streets*
2 cycle __lanes__
3 daily __commute__
4 home __town__
5 noise __pollution__
6 on-street __parking__
7 pedestrian __zone__
8 reliable __network__
9 rolling __hills__
10 underground __car park__

**11** SPEAKING **In your notebook, complete the sentences with the appropriate collocations or compound nouns in Exercise 10. Would such measures improve your home town? Discuss with a partner.**

1 All __cobbled streets__ should be replaced by smooth modern surfaces like tarmac.
2 __On-street parking__ should be limited to residents only.
3 __Pedestrian zones__ should be for people on foot only. No cycling!
4 There should be more __underground car parks__ to take cars off the street.
5 There should be a lot more __cycle lanes__ to encourage people to use bikes.
6 Anybody causing __noise pollution__ should be heavily fined.

**12** PROJECT **Work in groups. Imagine you're going on a trip to one of Poland's neighbouring countries. Do some research online, choose a few interesting places to visit and prepare a digital presentation. Then present it to your class.**



items from the lesson. Their partner has thirty seconds to guess the name of the place or lose a point.

## WORKBOOK

pp. 36–37, including *Show What You've Learnt*

## NEXT CLASS

- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 3.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 38.

VIDEO 10 11

# 3.2 GRAMMAR

Future forms including the Future Perfect Continuous

*I can use a variety of forms to talk about the future.*

**1** SPEAKING **Look at the pairs of sentences and decide which alternative is more likely. Discuss with a partner.**

In three years' time …

1 a I'll still be living at home with my parents.
b I won't be living at home with my parents.
2 a I'll have moved to another part of the country.
b I won't have moved to another part of the country.
3 a I'll have been studying at university for a year.
b I won't have been studying at university for a year.

**2** **Read the GRAMMAR FOCUS and do the task.**

1 In your notebook, translate example sentences 1–3 into your own language.
2 Discuss the difference in meaning between the sentences.
3 Look at Exercise 1 and name the future verb forms in blue.

## GRAMMAR FOCUS 10

### Future forms

- You use the **Future Continuous** to talk about unfinished actions in progress at a time in the future. It often refers to future events that are fixed or expected.
  1 *At 11 a.m. tomorrow, I'll be doing an exam.*
- You use the **Future Perfect Simple** to talk about an action that will be completed before a certain time in the future.
  2 *By 11 a.m. tomorrow, I'll have done an exam.*
- You use the **Future Perfect Continuous** to talk about how long an action will have been in progress before a certain time in the future.
  3 *By 11 a.m. tomorrow, I'll have been doing an exam for an hour.*

**3** **Read Part 1 of the story about the Franklin family plans. In your notebook, complete the text with *'ll, be, been* or *have*. Then discuss the questions.**

1 What problems do the children predict?
**Mandy:** We'll be missing a lot of school. I'll be spending three years in a small place with my untidy brother.
**Jake:** I'll be practising whenever I can, but it's not easy on a boat.
2 Which child seems more positive about the voyage? Mandy seems more positive.

# THE VOYAGE OF A LIFETIME



## Part 1

In a few weeks' time, the Franklin family will [1] *be* embarking on a three-year sailing voyage. We asked the children how they felt about the adventure. Mandy (17) said, 'We'll [2] be missing a lot of school, but I think that by the end of this trip we'll [3] have learnt more than in a classroom. We'll have [4] been travelling for three years and we [5] 'll have seen places with our own eyes. We won't [6] have just read about them in books.'

Mandy had a few worries: 'The worst thing is that I'll [7] be spending three years in a small space with my untidy brother.'

Jake (12) was less keen than his sister: 'By the time we go, I'll have [8] been playing basketball for my school team for two years, and I want to become a professional in the future. I'll [9] be practising whenever I can, but it's not easy on a boat.'

**4** **In your notebook, complete Part 2 with the correct form of the verbs in brackets. Use the Future Continuous, Future Perfect Simple or Future Perfect Continuous. Would you like to go on a voyage like this? Why?/Why not?**

## Part 2

Eileen Franklin told us 'We're not in a hurry, so after leaving San Francisco we [1] *will be travelling* (travel) down the coast of Mexico for a few weeks. After that, we [2] will be sailing (sail) across the Pacific and we [3] will be heading (head) towards Indonesia, our final destination. It's a long voyage, but by the time we leave we [4] will have been planning (plan) for several years, so I think we're as prepared as we can be.'

'Yes,' added Bob. 'And by the time we set off, we [5] will have done (do) everything possible to make this a safe trip: Jake [6] will have improved (improve) his swimming and Eileen [7] will have done (do) an advanced first-aid course. On the boat, we [8] will be using (use) top-of-the-range technology to chart our route. It's the trip of a lifetime, so we [9] won't be taking (not take) any chances!'

**5** **Read REMEMBER THIS. In your notebook, rewrite questions 1–6 using the Future Continuous to make them more polite.**

### REMEMBER THIS

You can also use the **Future Continuous** to make polite enquiries. Compare:
*Will you be staying in tonight?* = I just want to know. (polite)
*Are you going to stay in tonight?* = I'd like a decision. (more direct)

1 Are you going home straight after school?
2 Are you doing anything interesting this evening?
3 Who do you plan to see at the weekend?
4 When will you go on your next holiday?
5 Are you going to have a party for your 18th birthday?
6 Do you think you'll leave home permanently before you're 25?

**6** SPEAKING **Ask and answer the questions you have rewritten in Exercise 5.**

## FOCUS VLOG 11 About dreams

1.41 **Listen to the Focus Vlog. Where do the speakers think they will be living five years from now? Write the answers in your notebook.**

Grammar page 138

**Exercise 2**

**1 a** Za trzy lata o tej porze wciąż będę mieszkał w domu z rodzicami.
**b** Za trzy lata o tej porze nie będę mieszkał w domu z rodzicami.

**2 a** Za trzy lata przeprowadzę się już do innej części kraju.
**b** Za trzy lata nie przeprowadzę się jeszcze do innej części kraju.

**3 a** Za trzy lata będę już od roku studiował.
**b** Za trzy lata nie będę od roku studiował.

**2** For the differences in meaning see Grammar Focus Reference p. 138.

**3** Future Continuous – 1a, 1b
Future Perfect Simple – 2a, 2b
Future Perfect Continuous – 3a, 3b

**Exercise 5**

**1** Will you be going home straight after school?
**2** Will you be doing anything interesting this evening?
**3** Who will you be seeing at the weekend?
**4** When will you be going on your next holiday?
**5** Will you be having a party for your 18th birthday?
**6** Do you think you'll be leaving home permanently before you're 25?/Will you be leaving home permanently before you're 25?



## REFERENCES

Audioscript **p. 267**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES

- Focus Vlog. Video worksheet 3.2 in the WB, p. 49
- Grammar animation
- Photocopiable resource 16 *Text a fortune-teller* (10 min.) pp. 291, 320–321
- Extra digital activities: Grammar Checkpoint
- Students prepare questions to ask their partners using the future forms from the GRAMMAR FOCUS. Then they ask each other the questions.

## WORKBOOK

p. 38, including *Show What You've Learnt*

## NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 3.2, Grammar.

38

# 3.3 LISTENING

Multiple choice

*I can identify specific information in a detailed spoken dialogue about places to live.*










**1** **Match photos A–C with descriptions 1–3. In your notebook, complete the texts with the photo captions.**

**1** **In the** Smart home **of the future, all appliances will be connected through wireless networking systems. The house and car would use power that is collected through solar panels and stored.** C

**2** Co-housing **is a housing development where each household has a self-contained house or flat. People have the opportunity to eat together and meet regularly in a large communal house.** B

**3** **The** Freedom Ship **is designed to be twenty-five storeys high. If the concept became reality, it would feature a casino, an art gallery, a park, a shopping centre and accommodation for 80,000 people. It would cost $12 billion to build.** A

**2** SPEAKING **Discuss which house in Exercise 1 you would most/least like to live in. Give reasons for your answers.**

**3** 1.42 **Listen to three recordings. In which order are places A–C in Exercise 1 mentioned?** B, A, C

## LISTENING FOCUS Multiple choice

**4** 1.42 **Listen again. For questions 1–3, choose the correct answer, A, B or C. Write the answers in your notebook.**

1 Which statement is an opinion and NOT a fact?
- A Over a third of British people don't know their neighbours.
- B In Denmark, lots of people live in co-housing development.
- C The neighbourly relations at Springhill will be 100 percent better.

2 The speakers think that the Freedom Ship project is
- A unlikely to happen.
- B not big enough for 80,000 people.
- C a good investment opportunity.

3 Choose the most appropriate headline for this news report.
- A SMART HOMES MEAN LESS SHOPPING
- B SMART HOMES SAVE TIME AND MONEY
- C SMART HOMES NEED SMART PHONES

## FOCUS ON WORDS | Collocations and compound nouns

**5** 2.1 **In your notebook, translate the collocations and compound nouns from the recordings. Then listen and repeat.**

1 domestic chore = obowiązek domowy, praca domowa
2 household appliance = sprzęt gospodarstwa domowego
3 housing development = osiedle mieszkaniowe
4 multi-storey car park = parking wielopoziomowy
5 residential area = dzielnica mieszkaniowa
6 second home = drugi dom, np. na lato
7 self-contained flat = samodzielne mieszkanie, z łazienką, kuchnią i osobnym wejściem
8 tower block = wieżowiec

**6** **In your notebook, complete the collocations with the words in Exercise 5. Then complete the sentences to make them true for you. Compare with a partner.**

1 My least favourite domestic **chore** is …
2 The nearest multi-storey **car park** is …
3 The one household **appliance** I couldn't live without is …
4 The newest housing **development** in my neighbourhood is …
5 The tallest tower **block** in my city is …
6 The residential **area** I'd most like to live in is …
7 I'd love to have a second **home** in …
8 I'd prefer to live in a small self-contained **flat** than …

## PRONUNCIATION FOCUS

**7** 2.2 **Listen and complete the chants. Write the answers in your notebook. Listen again and repeat the chants. Focus on stress and intonation.**

A

| | | | | |
|---|---|---|---|---|
| What | will | you | be | doing? |
| What | will | you | have | seen? |
| Where | will | you | be | going? |
| Where | will | you | have | been? |

B

| | | | | | | |
|---|---|---|---|---|---|---|
| How long | will | you | have | been | | learning? |
| How much | will | you | have | | | learnt? |
| How long | will | you | have | been | | earning? |
| How much | will | you | have | | | earned? |



## REFERENCES

Culture notes **p. 256**
Audioscript **pp. 267–268**

## EXTRA ACTIVITIES

Write *The advantages and disadvantages of co-housing* on the board and get students to brainstorm ideas in small groups. After up to four minutes, students share their ideas with the class. Encourage them to expand on their answers.

## WORKBOOK

p. 39

# 3.4 READING

Gapped text

*I can understand relationships between ideas in a descriptive text.*

## FOCUS ON WORDS | Describing houses

**1** 2.3 **In your notebook, translate the words and phrases in the box. Use a dictionary if necessary. Then listen and repeat.**

**The house has …**

1 a canvas camp bed = łóżko polowe pokryte płótnem
2 central heating = centralne ogrzewanie
3 an en suite bathroom = prywatna łazienka przylegająca do pokoju
4 a fireplace = kominek
5 a fitted kitchen = kuchnia na wymiar
6 running water = bieżąca woda

**The house is …**

7 cramped = zatłoczony, ciasny
8 damp = wilgotny
9 draughty = pełen przeciągów
10 inaccessible = niedostępny, nieosiągalny
11 minimalist = minimalistyczny
12 snug = przytulny, zaciszny

**2** **Copy the table and complete it with the words in Exercise 1. Add six words of your own. Then compare your ideas with a partner.**

| House of my dreams! | House of my nightmares! |
|---|---|
| _____ | _____ |

*The house of my dreams would be minimalist. There wouldn't be much furniture, but it would have a fireplace. The house of my nightmares …*

**3** **Look at the photo of Zeki and the map. Which words from Exercise 1 might you use to describe his 'house'?**
canvas camp bed, cramped, damp, draughty, fireplace, inaccessible, minimalist, snug

**4** **Read the article and check your ideas in Exercise 3. Then answer the questions.**

1 Where does Zeki come from?
2 Who taught him to live in the wilderness?
3 Where is he living at the moment?
4 What is he studying?
5 How does he get to school?
6 Does he miss his friends?
7 What does he like about his lifestyle?
8 What would you like/hate most about Zeki's lifestyle?

**Exercise 4**

1 The Scottish mountains.
2 His mother/ tribes.
3 In a tipi on the Isle of Skye.
4 Adventure Studies
5 He walks.
6 No, he doesn't. He contacts them every few weeks
7 He likes sitting by the flickering fire, carving in perfect silence, watching the stars through the open tipi door.

# I am 16 and live alone in the wilderness

2.4

I live alone on the Isle of Skye in a tipi almost impossible to find without detailed directions. It might seem unusual for someone of sixteen, but I love my own company and I'm passionate about preserving wild spaces. I grew up with my mum, Ghillie, and older sister, Yazzie, in a remote and sometimes inaccessible home in the Scottish mountains, using cross-country skis to drag food and supplies to the house.

Mum, a cookbook writer, taught us about possible dangers and how to cope with them, then let us **run wild** from an early age. [1] B I spent so much time with tribes who rely on the land that this **became second nature to me**. When I gained a place at the School of Adventure Studies on the Isle of Skye last year, I decided to live in a tipi, **practising what I preach**.

I sleep on an ancient canvas camp bed my grandfather gave me, with two old army blankets and some skins I tanned myself for warmth. I have an open fire and spend my evenings tanning animal and fish skins, and carving wood. I store clothes and books in an old metal trunk of my mum's – it's covered in stickers from her travels. I wash my clothes in the river and dry them in the wind or in the heat from the fire. I have a bush shower using water from the river.






## REFERENCES

Culture notes **p. 256**

## EXTRA ACTIVITIES

In pairs, students prepare a short summary of the text with a few gaps to complete with a word or an expression. They swap their summaries with another pair to complete. Monitor and offer feedback where necessary.

## WORKBOOK

pp. 40–41

## NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 42.

## READING FOCUS Gapped text

**5** **Read the article again. Which sentences A–E complete gaps 1–4? There is one extra sentence.**

A A few people were exhausted and had to be taken off the mountain by the leaders, but I feel comfortable in the mountains and enjoyed the challenge.

B We also travelled abroad regularly, visiting remote tribes and cultures, where we lived for weeks as Mum studied food and recipes to write about.

C I'd like to see more people look after the land and not be scared of getting outside, getting wet, learning how to survive. When my studies are over, I'll move the tent back to Mum's house.

D There's usually some fire left from the previous day, so the fire is soon blazing while I have cereal for breakfast. I collect wood for later in the day, then I wash at the river.

E Eating things in nature is not something to play around with – if you make a mistake, it can be quite a serious one. I sometimes eat too much of something and I get a stomach ache.

I wake at 6 a.m. and get the fire on straight away using flints and steel. [2] D Sometimes I just jump in, especially when there's frost on the ground. When I rush back to the tipi, it's like a sauna. I get my backpack organised, including any food and kit I need for the day, cover the fire to keep it low, but alive and walk thirty minutes to the school. There are twelve of us on the course, of all ages, and we've just finished mountaineering. We're about to start whitewater kayaking.

I've **had a few hairy moments**. Once I was on the hills, when the weather turned bad and I became disoriented, but thanks to Mum's training, I knew I had to **keep a cool head**. My classmates and I recently had a two-day test in horrible weather. [3] A However, I'm aware that I need to **keep my wits about me** and be prepared.

My friends used to love coming to our home and running wild with me, so they are used to the way I live. I hope some of them will visit me soon. People ask if I miss the Internet, but I never used to use it much, or watch television. I am sociable, but I have always **enjoyed my own company**. I use my mobile every few weeks to catch up with friends and my mum, who I usually see once a month.

What I'm doing **isn't everyone's cup of tea**, but it makes me happy. [4] C Until then, I'm happiest sitting by the flickering fire, carving a spoon in perfect silence and watching the stars through the open tipi door.

GLOSSARY

**tan a skin** = garbować skórę
**carve wood** = rzeźbić w drewnie
**a trunk** = kufer
**flint and steel** = krzesiwo (z krzemienia i kawałka stali)
**blazing** = płonący
**flickering** = migoczący

## FOCUS ON WORDS | Idiomatic expressions

**6** 2.5 **Look at the fragments in blue in the text. In your notebook, complete the expressions below. Then listen, check and repeat.**

1 be/become second *nature* to sb
2 enjoy your own company
3 have a hairy moment
4 keep a cool head
5 keep your wits about you
6 not be everyone's cup of tea
7 practise what you preach
8 run wild

**7** **Look at the idiomatic expressions in blue in the text again. Which of them does Zeki use to describe …**

1 … something he was allowed to do as a child? *run wild*
2 … the reason why he decided to live in a tipi? to practise what I preach
3 … his feelings about being on his own? enjoy my own company
4 … the long-lasting effect that visiting remote tribes had on him? become second nature to me
5 … something that doesn't suit everybody? not be everyone's cup of tea
6 … the state of being alert and prepared for any new situation? keep my wits about me
7 … the ability to stay calm in a stressful situation? keep a cool head
8 … some of the frightening experiences he has had? have a few hairy moments

**8** **In your notebook, rewrite questions 1–8 by replacing the underlined phrases with the appropriate form of the expressions in Exercise 6.**

1 When was the last time you experienced something really frightening or dangerous? had a hairy moment
2 When you were a child, did your parents allow you to behave exactly as you wanted to? run wild
3 Are there times when you like being by yourself more than being with others? enjoy your own company
4 When do you have to be alert and focussed in your daily life? keep your wits about you
5 When was the last time you did something that you advise other people to do? practised what you preach
6 What kind of everyday actions do you do easily without having to think about them? are second nature to you
7 Are you capable of staying calm in stressful situations or do you panic? keeping a cool head
8 Is camping in the wild something that appeals to you? is your cup of tea

**9** SPEAKING **Ask and answer the questions in Exercise 8 with a partner. Give reasons for your answers.**



# 3.5 GRAMMAR

Quantifiers

*I can use a range of different quantifiers.*

**1** SPEAKING **Describe your bedroom to a partner. On a scale of 1–10 (1=extremely tidy, 10=extremely untidy), what score is your bedroom?**

**2** 2.6 **Read and listen to Part 1 of a vlog post. Why does the vlogger want to tidy her room?**
Because a friend she likes is coming over.

## Part 1

Welcome fellow teens to my video blog. Today's vlog is called 'How to tidy your room in ten minutes!' I'm sure **all of you** know what I'm talking about – your room's a total nightmare. It looks as if a bomb has exploded. There's **loads of dirty washing** – in fact the whole floor is covered. There's **no space** anywhere. You have **plenty of clothes**, but you don't wear half of them because you can't find them. **Most of them** are in a pile because there are not enough drawers to put them in. You've had **a number of opportunities** to tidy your room, but you haven't, and now the very cool new friend you like is coming round. **Very few of your friends** know what a slob you are and you want to keep it like that. You don't have **much time**, so here are **a few speed-cleaning tips**.

**3** **Read the GRAMMAR FOCUS. Then find more examples in blue of rules 1–3 in the text.**

*all of you = rule 2*
no space/much time/a few speed-cleaning tips = rule 1
all of you/most of them/very few of your friends = rule 2
loads of dirty washing/plenty of clothes/a number of opportunities = rule 3

## GRAMMAR FOCUS 12

### Quantifiers

You can use a wide range of different expressions to talk about quantity.

| Countable nouns | Uncountable nouns | Both |
|---|---|---|
| every, each<br>many<br>a number of*, several<br>a few<br>(very) few<br>both, a couple of*,<br>either<br>neither | much,<br>a great deal of*<br>a little<br>(very) little | all<br>most<br>a lot of*,<br>lots of*,<br>loads of*,<br>plenty of*<br>some<br>no, none of* |

1 Use quantifiers without *of* before nouns: ***most people***
2 Use quantifiers with *of* before determiner + noun: ***most of the people***, and before pronouns: ***most of them***
3 *Always use these quantifiers with *of*: ***a lot of people***

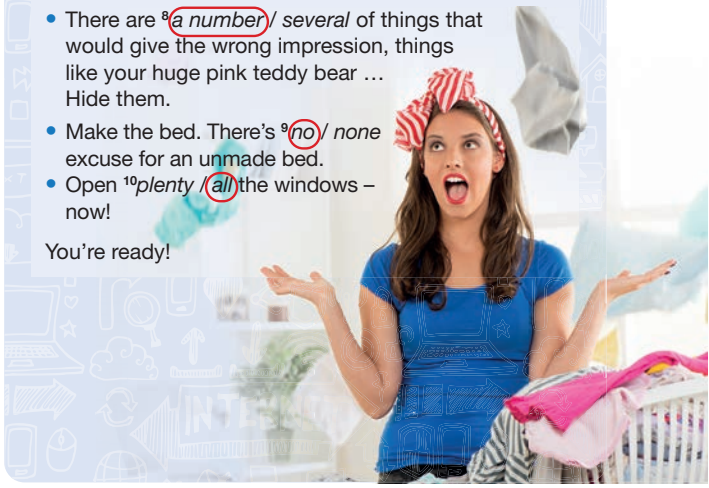
**Note:** *all the people* and *all of the people* are possible. You can't use *of* after *no* and *every*. Use *none of* and *every one of*.

**4** 2.7 **Read Part 2 of the vlog post. Which options complete it correctly? Listen and check.**

## Part 2

- Find a laundry basket and put [1]*all* / *each* the clothes on the floor into it. Too [2]*much* / *many* clothes? OK, get [3]*a couple* / *a few* of bin bags and put the rest in there. Then hide [4]*both* / *either* of the bags in the wardrobe. If the cool friend sees [5]*plenty* / *either* of the bags, just say it's [6]*a few* / *few* things you're collecting for charity.
- The whole place smells of snacks, so take [7]*every* / *some* half-empty drink and stale half-eaten crisp packet to the kitchen immediately. There's a big difference between messy and disgusting.
- There are [8]*a number* / *several* of things that would give the wrong impression, things like your huge pink teddy bear … Hide them.
- Make the bed. There's [9]*no* / *none* excuse for an unmade bed.
- Open [10]*plenty* / *all* the windows – now!

You're ready!



**5** **Discuss with a partner in which sentences *of* is necessary. Write the answers in your notebook. Then make the sentences true for you by using other quantifiers if necessary. Compare your sentences.**

1 A couple ___of___ my friends are quite tidy.
2 Some _____ classmates are very untidy.
3 Several _____ people I know share a bedroom.
4 Very few ___of___ my neighbours have big gardens.
5 Many ___of___ the buildings in my street are old.
6 Every _____ room in my house has Wi-Fi.
7 None ___of___ my friends has a TV in their room.
8 Most _____ rooms in my house have paintings on the walls.

**6** **In your notebook, write three sentences about yourself – two true ones and one false. Use a different word in the box in each sentence.**

all couple every little loads
lots most none plenty

*All of my music is on my phone.*

**7** **Work with a partner. Read your sentences from Exercise 6 to each other. Guess which sentence is false.**

Grammar page 139



## REFERENCES

Culture notes **p. 257**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 17 Test yourselves (10 min.) pp. 291–292, 322
- Extra digital activities: Grammar Checkpoint
- In pairs, students think of another problem teenagers usually have at home and write a short text with some advice using a range of quantifiers. After a few minutes, students present their pieces of advice to the whole class for feedback.

## WORKBOOK

p. 42, including *Show What You've Learnt*

## NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 3.5, Grammar.

42

# 3.6 SPEAKING

Organising a place to live

*I can justify my views when suggesting, agreeing to and objecting to a course of action.*

**1** **What is important when looking for a flat to share with a friend? Number these factors in your notebook from most (6) to least (1) important for you.**

decoration/furniture location
privacy rent security size

**2** SPEAKING **Compare your ideas in Exercise 1 with other classmates. Agree on the final order.**

**3** 2.8 **Listen to a conversation between two friends who are talking about accommodation. Which two factors from Exercise 1 are not mentioned?**
Decoration/furniture and security are not mentioned.

**4** 2.8 **Read the SPEAKING FOCUS. In your notebook, complete the conversation with one word in each gap. Then listen again and check.**

**Zoe:** I can't believe we've both been accepted into the same university!
**Amy:** Isn't it great? I'm so excited! And we'll be living together.
**Zoe:** I know. I can't wait!
**Amy:** What do you think [1] *about* living in halls of residence? To be honest, I'm not sure.
**Zoe:** No, me neither. Do you know Jay?
**Amy:** Yep, why?
**Zoe:** Well, his brother studies there and he says the halls are really old and noisy. Maybe we ought to just look for a place of our own.
**Amy:** You're [2] absolutely right.
**Zoe:** The question is do we want to share with other people. It would probably be cheaper.
**Amy:** Well yeah, but [3] wouldn't it be better to get our own place? Obviously, it depends how much it costs, but if we could find the right flat at the right price, I think I'd prefer not to share.
**Zoe:** I know what you mean, but I'm not [4] convinced we'll be able to afford it. Why don't we [5] meet halfway and look for shared accommodation, but in a place where we could have our own rooms?
**Amy:** I suppose that could [6] work. That way we might even be able to afford something near the university. Given the choice, I'd [7] rather be within walking or cycling distance, and you?
**Zoe:** Totally. I don't even mind if it's a small room, as long as it's close to the campus.
**Amy:** That's [8] settled then. So, let's have a look online and see what we can find.

## SPEAKING FOCUS 13

### Suggesting a course of action
What do you think about (+ *-ing*)?
Maybe we ought to (just) …
What would you say if we (+ Past Simple)?
Given the choice, I'd rather …, and you?

### Objecting
No way!/Absolutely not!/You must be joking! (informal)
Fair? I think it's completely unfair.
(Well yeah, but) wouldn't it be better to …?
I know/see what you mean/what you're saying, but …
I'm not convinced (we'll be able to afford it/that's a good idea/that'll work).

### Compromising
If you agree to (pay more), I'll (take the smaller room).
We could (split the cost/go halves/share).
Why don't we compromise/meet halfway (and agree that …)?
I guess so./I suppose that could work.
OK, that seems like a fair compromise.

### Agreeing
True./Right./Absolutely./Totally.
You are absolutely right.
I fully/completely agree.
OK, that's settled then.

**5** SPEAKING **Read the situation and discuss the questions with a partner.**

You and a friend are moving into a flat together for your first year at university. The flat is unfurnished and needs decorating, but you don't have a great deal of money.

- What furniture/household appliances do you think are the most important to buy?
- What colours would you like in the flat (walls, curtains, carpets etc.)?
- Who will get the bigger bedroom?
- Who will do the decorating?

**6** SPEAKING **Prepare a dialogue in which you discuss the questions in Exercise 5. Try to get what you want, but also be ready to compromise. Use the SPEAKING FOCUS to help you.**

**7** SPEAKING **Practise the dialogue and act it out.**





## REFERENCES
Using videos in the classroom **p. T16**

## EXTRA ACTIVITIES
- Interactive speaking video
- Photocopiable resource 18 *Doing up a flat* (13–15 min.) pp. 292, 323
- Students work in pairs. Student A is a parent and Student B is a teenager. They use the expressions from the SPEAKING FOCUS to role-play moving out of town into the suburbs (Student B is against the move).

## WORKBOOK
p. 43

# 3.7 USE OF ENGLISH

Determiners

***I can use* both, each, every, all, whole, another, other, others, each other and *one* another.**



**Exercise 1**
It's located on a sheep farm in New Zealand.
The tourists loved it.

**1** **Read a review of the Hobbiton movie set and answer the questions.**

- Where is it located?
- What did the tourists think of it?
- Would you like to go there?

## A hobbit fan's PARADISE

If you're a fan of the Hobbit movies, you'll love this Hobbiton tour. I was on a family holiday with my parents and my sister in New Zealand. **The whole family** are fans of the Hobbit movies and we've seen **every one of them**, so we went to visit the Hobbiton movie set which is located on a sheep farm. It's a popular tourist spot – **all the tourists** take hundreds of photos, and so did we! There are forty-four Hobbit holes, and I think we visited **all of them**. **Each Hobbit hole** is different and has a round brightly painted door. A team of four gardeners keep the village looking neat and tidy. There were two places to eat and drink: The Shire's Rest Café and The Green Dragon Inn, and we stopped at **both places**! In fact, the tour ended at the Green Dragon Inn. It was exactly like in the film and **the whole time** we were there, we were expecting Bilbo Baggins to walk in! My sister and I had ginger lemonade. There were **other drinks** like tea and hot chocolate, but we were really thirsty. Mum and Dad had tea and cookies. Mum was so hungry she wanted **another cookie**, but we didn't have time.

**2** **Read the LANGUAGE FOCUS. Copy the table and complete it with the examples in blue from the text.**

## LANGUAGE FOCUS

***both, each, every* and *all*; *all* and *whole*; *another, other, others, each other* and *one another***

***both, each, every* and *all***

| | + noun | + of + my/the etc. + noun | + pronoun |
|---|---|---|---|
| ***both*** *2 things or people* | *both* [1] *places* | *both of the places* | *both of them* |
| ***each*** *2 or more things or people* | *each* [2] Hobbit hole | *each (one) of the Hobbit holes* | *each (one) of them* |
| ***every*** *3 or more things or people* | *every Hobbit movie* | *every one of the Hobbit movies* | *every* [3] one of them |
| ***all*** *3 or more things or people* | *all the* [4] tourists | *all (of) the tourists* | *all* [5] of them |

***each, every* and *all***

- *Each, every* and *all* have similar meanings. You use *each* when you want to emphasise that you are thinking about individual people or things separately.
  *Each Hobbit hole had a slightly different door and I took a selfie in front of each one.*
- You can use *every* and *all* (NOT *each*) with adverbs like *almost, nearly, practically.*
  *I've visited practically every country in Asia.*

***all* and *whole***

- You can use *all (of) the* or *the whole (of the)* to talk about 100 percent of something. You don't use *the whole …* with plural nouns for this meaning.
  *all the tourists* NOT ~~*the whole tourists*~~
  *all the time* and *the* [6] whole time
  *all the family* and *the* [7] whole family

***another, other, others, each other* and *one another***

- *another* [8] cookie means 'a different cookie' or 'an additional cookie'.
- *other* [9] drinks means 'different drinks', but not usually '~~additional drinks~~'. (Use *more drinks.*)
- *the other(s)* and *the other one(s)* refers to the second of two people or things or to the rest of people or things in a group.
  *I'll carry this bag. Can you carry the other one?*
  *I can see Tom. Where are the others?*
- *each other* and *one another* mean the same thing.
  *My sister and I took photos of each other.* = She took a photo of me and I took a photo of her.



## REFERENCES
Culture notes **p. 257**

## EXTRA ACTIVITIES
- Photocopiable resource 19 *Check the door* (15 min.) pp. 292, 324
- After ex. 3, students write a list of five extra questions, using the determiners from the LANGUAGE FOCUS. Then they ask and answer the questions in different pairs than in ex. 3.

## WORKBOOK
pp. 44–45

## NEXT CLASS
Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 3.7, Use of English.

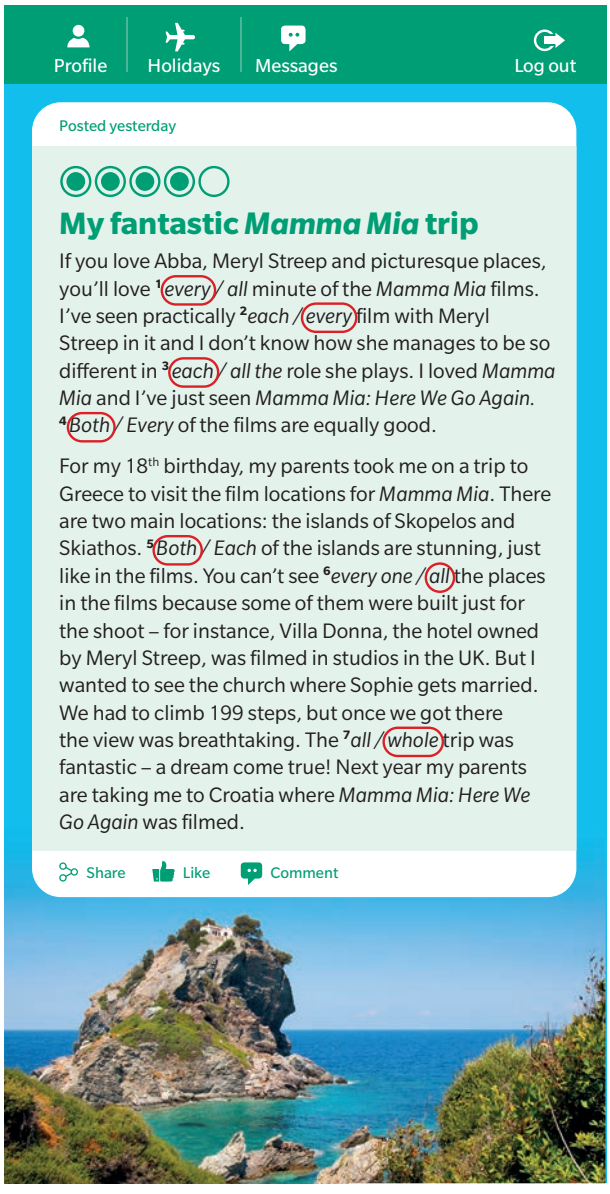
44

**3** SPEAKING **In your notebook, complete the questions with the appropriate word from the box. You can use some words more than once. Then answer the questions.**

all both each every whole

1 Can you write your name with ____each____ hand?
2 Have you got earrings in ____both____ ears?
3 Do ____all____ your relatives look like you?
4 Does ____every/each____ one of your Facebook friends know you personally?
5 Are you off school for the ____whole____ month of August?
6 Do ____all____ your friends live near you?
7 Can you kick a ball with ____each____ foot?
8 When you eat an apple, do you eat the ____whole____ thing?

**4** **Read about the *Mamma Mia* film locations. Which options complete the text correctly?**




**5** SPEAKING **Discuss your favourite films and make a list of the top three film locations you would like to visit.**

**6** **In your notebook, match sentences 1 and 2 with meanings a and b.**

A 1 Have **another** biscuit. b
2 Have **the other** biscuit. a
a There is one biscuit available.
b There are several biscuits available.
B 1 Here's one photo, where's **the other**? a
2 Here's one photo, where are **the others**? b
a There's one photo missing.
b There are several photos missing.
C 1 Could I have **another** coffee? a
2 Could I have **the other** coffee? b
a I'd like the same coffee again.
b I'd like the alternative coffee you offered.

**7** USE OF ENGLISH **In your notebook, complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Are the sentences true for you?**

1 I've seen nearly all of the James Bond films. **ONE**
I've seen nearly every one of the James Bond films.
2 I saw the first Harry Potter film, but I haven't seen any of the others. **OTHER**
I saw the first Harry Potter film, but I haven't seen the other ones .
3 I think each of *Pirates of the Caribbean* films is worth seeing. **EVERY**
I think every one of the *Pirates of the Caribbean* films is worth seeing.
4 I saw the film twice and I enjoyed it each time. **BOTH**
I saw the film twice and I enjoyed it both times .
5 I've never found a film that is fun for all the family. **WHOLE**
I've never found a film that is fun for the whole family .
6 I'd like to see *Mission Impossible* in a different cinema – a bigger one. **ANOTHER**
I'd like to see *Mission Impossible* in another cinema – a bigger one.

## SHOW WHAT YOU'VE LEARNT UNITS 1–3

**8** USE OF ENGLISH **In your notebook, complete the sentences so that they make sense using appropriate forms of the words in brackets. Use no more than five words.**

1 On arrival yesterday, visitors were given (be/give) a guided tour of the movie set.
2 You are reminded that taking photographs is strictly forbidden (be/strict/forbid).
3 Quiet please! Are you going to chat to one another (chat/another) during the whole visit?
4 Most people enjoyed the experience, but I was bitterly disappointed (be/bitter/disappoint).
5 One person thought the guide was so amusing that he kept roaring with laughter (keep/roar/laughter).
6 At the end, almost every one of (almost/every) the visitors gave the guide a tip.
7 My brother and I love films. Both of us go (both/we/go) to the cinema as often as we can.
8 The last film I saw was so sad. At the end, everybody burst into tears (burst/tear).
9 I was wondering whether you would be able to come (able/come) tomorrow.

Use of English page 140



45

# 3.8 WRITING

A 'for and against' essay

*I can write a 'for and against' essay using formal language and expressions of concession.*

**1** SPEAKING **Read UK TODAY. How similar or different do you think the situation in your country is?**

## UK TODAY

### Halls of Residence

- Most UK universities provide accommodation for first-year students in university-owned halls of residence, on or near the campus.
- There is often a supervisor, whose job it is to maintain order and support students with everyday issues.
- Rooms in these halls are generally small but private, and in most cases, bills are included in the rental price. Kitchen facilities are usually shared.
- In 2018/19, the average cost of renting a room in halls of residence in the UK was about £140 per week.

**2 Read the comments made by first-year university students. Decide if they refer to advantages or disadvantages of living in halls of residence. Then compare with a partner.**

1 Freedom! (Ammar – Newcastle) A
2 It's impossible to get any studying done. (Ian – Edinburgh) D
3 I'm exhausted. There are parties every night. (Nick – Hull) D
4 There's a supervisor we can talk to if we have any problems. (Emma – Durham) A
5 Rules, rules, rules! Keep quiet, clean up, no visitors. (Ollie – Oxford) D
6 We all help each other out. I've made so many new friends. (Abigail – Liverpool) A
7 Someone stole my sausages! (Jason – Manchester) D
8 Our halls are on campus. I fall out of bed and into my lectures. (Anahita – London) A
9 My room is OK but it's tiny. (Richard – Nottingham) A/D

**3 Read the essay on living in halls of residence. In pairs, discuss which advantages and disadvantages from Exercise 2 the author mentions. Which one is NOT included?** Number 5 is not included.

Some university students prefer to live with their families until they graduate and can earn their own living. However, it is also very common for young people beginning university to choose to live together with other students in halls of residence. Although there are several potential **downsides** to this communal way of living, there are also numerous benefits.

One of the most **convincing** arguments for halls of residence is that they allow students to experience independent living in a safe place with a strong sense of community. Having never lived alone, most new students appreciate this supportive environment. In the same **way**, the presence of an official supervisor is likely to be reassuring for students and their parents. **Yet** another plus is that halls of residence are usually very convenient because they are located on or close to university campuses. This allows residents to save time and money.

Despite these clear advantages, there are also considerable drawbacks. The first downside is that the rooms tend to be very small and bathrooms may sometimes have to be shared. Being full of young people, halls can also be very noisy. This can make them difficult places in which to study. **Likewise**, parties and late nights are common, and can interfere with students' academic progress. Other **minuses** are that food can 'go missing' from shared fridges and cupboards, and communal kitchens are often busy, and sometimes dirty.

All things **considered**, there are pros and cons to living in halls. Certainly, residents need to be self-disciplined in order to successfully balance study and social life. Personally, I **imagine** the benefits of living closely with other students outweigh the drawbacks.








## EXTRA ACTIVITIES

• Photocopiable resource 20 A 'for and against' essay (15 min.) pp. 292–293, 325
• Having completed the writing task, students check each other's essays for the key vocabulary from the WRITING FOCUS. If necessary, they should correct the essays by adding the key words.

## WORKBOOK

pp. 46–47, including *Show What You've Learnt* and *Show That You've Checked*

## NEXT CLASS

Ask students to study the Word list on pp. 48–49.

**4** **Discuss the questions in pairs.**

1 What is the author's opinion of halls of residence?
The author believes the benefits of living in halls of residence outweigh the drawbacks.
2 Would you like to live in this type of student accommodation? Why?/Why not?

**5** **In your notebook, complete the WRITING FOCUS with the words and expressions in purple in the text.**

## WRITING FOCUS

### A 'for and against' essay

**Introduction**

- Begin with general or factual comments on the topic.
  *Many young people beginning university choose to live in halls of residence.*
- End with a statement that mentions both sides of the issue.
  *Although there are several potential* [1] *downsides to … , there are also numerous benefits.*

**Main paragraphs**

- Present *arguments for* in one paragraph and *arguments against* in another.
  *The first/One/A further/Another/*[2] ___Yet___ *another benefit/plus/drawback/downside of …*
  *There are numerous/potential/clear/considerable pluses/*[3] ___minuses___ *to …*
  *One of the most* [4] ___convincing___ */most persuasive/ strongest arguments for/against … is …*
- Develop and support some of your arguments with additional comments or examples.
  *This allows residents to save time and money.*
- Make comparisons.
  *In the same* [5] ___way___ *, …*
  *Similarly,/Equally,/*[6] ___Likewise___ *, …*

**Conclusion**

- Make a summarising statement.
  *All things* [7] ___considered___ *,/All in all,/On balance, there are pros and cons to …*
- End with your personal opinion.
  *Personally, I think/feel/believe/*[8] ___imagine___ *…*

**6** **Which options complete the sentences correctly?**

1 One of the most (*persuasive*) / *potential* arguments for living at home is the amount of money that can be saved.
2 There are also several *numerous* / (*clear*) upsides to living independently while at university.
3 The daily commute is one of the drawbacks (*of*) / *for* living a long way from the university campus.
4 Living alone, students learn to cook and clean for themselves. *On balance* / (*Equally*), they gain experience in managing their money.
5 (*All in all*) / *Personally,* there are pluses and minuses to remaining in the family home while at university.

**7** **Read the LANGUAGE FOCUS and then find two sentences in the essay which express concession.**

## LANGUAGE FOCUS

### Expressing concession

You can increase the variety in your written English by including sentences that express concession.

- ***Although/Even though* + clause**
  ***Although halls of residence are not always the cheapest option**, many students prefer them.*
  *Many students prefer halls of residence **even though they are not always the cheapest option**.*
- ***In spite of/Despite* + noun or *-ing***
  ***In spite of the cost**, many students prefer halls of residence.*
  *Many students prefer halls of residence **despite the cost**.*
  ***Despite living** cheaply, many students still find themselves short of money.*

**8** **In your notebook, rewrite the sentences so that the meaning is the same.**

1 Although there are numerous arguments for living with your parents while at university, there are also considerable drawbacks.
Despite *the numerous arguments for living with your parents while at university, there are also considerable drawbacks*.
2 Many students live at home with their parents, even though there are minuses.
In spite of the minuses, many students live at home .
3 In spite of the cooking facilities in halls of residence, students often survive on fast food only.
Although there are cooking facilities in halls of residence, students often survive on fast food only .
4 Although some student accommodation offers good value for money, it is still likely to be cheaper for students to live with their parents.
Despite some student accommodation offering good value for money, it is still likely to be cheaper for students to live with their parents .
5 Many teenagers have plenty of freedom despite living with their parents.
Even though many teenagers live their parents, they have plenty of freedom .

## SHOW WHAT YOU'VE LEARNT

**9** **Do the writing task in your notebook. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Coraz więcej młodych osób wybierających się na studia decyduje się studiować w swoim mieście i przez cały okres studiów mieszkać z rodzicami. Napisz rozprawkę na ten temat, w której przedstawisz zalety i wady takiej decyzji.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*



47

## 3.1 Vocabulary 4.17

**ancient** /'eɪnʃənt/ starożytny, bardzo stary
**at the roundabout** /ət ðə 'raʊndəbaʊt/ na rondzie
**at the town hall** /ət ðə 'taʊn ˌhɔːl/ w ratuszu
**at the traffic lights** /ət ðə 'træfɪk ˌlaɪts/ na światłach
**ban** /bæn/ zakazać
**bustling** /'bʌsəlɪŋ/ tętniący życiem
**cobbled street** /'kɒbəld ˌstriːt/ brukowana ulica
**cycle lane** /'saɪkəl ˌleɪn/ ścieżka rowerowa
**daily commute** /ˌdeɪli kə'mjuːt/ codzienny dojazd (do pracy/szkoły)
**destination** /ˌdestə'neɪʃən/ cel podróży
**determined** /dɪ'tɜːmɪnd/ zdeterminowany
**drainage system** /'dreɪnɪdʒ ˌsɪstəm/ system odpływowy, kanalizacja
**early hours** /'ɜːli ˌaʊəz/ wczesne godziny
**emission** /ɪ'mɪʃən/ emisja, wydzielanie
**famed for** /'feɪmd fə/ słynący z
**fine sb** /'faɪn ˌsʌmbədi/ dać komuś mandat, nałożyć karę finansową
**flourish** /'flʌrɪʃ/ rozkwitać, prosperować
**get a facelift** /get ə 'feɪslɪft/ przejść modernizację
**home town** /ˌhəʊm'taʊn/ rodzinne miasto
**in decline** /ɪn dɪ'klaɪn/ podupadający
**in the city centre** /ɪn ðə ˌsɪti 'sentə/ w centrum miasta
**in the park** /ɪn ðə 'pɑːk/ w parku
**in the suburbs** /ɪn ðə 'sʌbɜːbz/ na przedmieściach
**inhabitant** /ɪn'hæbɪtənt/ mieszkaniec
**limit** /'lɪmət/ ograniczyć
**mayor** /meə/ burmistrz
**medieval** /ˌmedi'iːvəl/ średniowieczny
**noise pollution** /'nɔɪz pəˌluːʃən/ zagrożenie hałasem
**on the border** /ɒn ðə 'bɔːdə/ na granicy
**on the coast** /ɒn ðə 'kəʊst/ na wybrzeżu
**on the outskirts** /ɒn ði 'aʊtskɜːts/ na obrzeżach miasta
**on-street parking** /ɒn striːt 'pɑːkɪŋ/ parkowanie na ulicy
**open-air market** /ˌəʊpən ˌeə 'mɑːkət/ targ na świeżym powietrzu
**pavement** /'peɪvmənt/ chodnik
**pedestrian zone** /pəˌdestriən 'zəʊn/ deptak, strefa dla pieszych
**pedestrianisation** /pə'destriənaɪzeɪʃən/ zamknięcie dla ruchu kołowego (np. ulicy)
**picturesque** /ˌpɪktʃə'resk/ malowniczy
**popular with** /'pɒpjələ wɪð/ popularny wśród
**preserve** /prɪ'zɜːv/ zachować, chronić
**quaint** /kweɪnt/ urokliwy
**reliable network** /rɪˌlaɪəbəl 'netwɜːk/ niezawodna sieć (np. transportu publicznego)
**replace** /rɪ'pleɪs/ zastąpić
**resident** /'rezɪdənt/ mieszkaniec
**rolling hills** /ˌrəʊlɪŋ 'hɪlz/ łagodnie pofałdowane wzgórza
**scenery** /'siːnəri / sceneria
**shabby** /'ʃæbi/ zaniedbany, odrapany
**smooth** /smuːð/ gładki
**surface** /'sɜːfəs/ powierzchnia
**street furniture** /'striːt ˌfɜːnɪtʃə/ mała architektura (obiekty uliczne, np. lampy, ławki)
**surround** /sə'raʊnd/ otaczać
**tarmac** /'tɑːmæk/ asfalt
**tweet** /twiːt/ ćwierkać
**underground car park** /ˌʌndəgraʊnd 'kɑː pɑːk/ podziemny parking
**urban** /'ɜːbən/ miejski
**urban development** /ˌɜːbən dɪ'veləpmənt/ urbanizacja, rozwój urbanistyczny
**vibrant** /'vaɪbrənt/ pełen energii, tętniący życiem
**vibrant colour** /ˌvaɪbrənt 'kʌlə/ żywy kolor
**within 500 metres** /wɪðˌɪn faɪv ˌhʌndrəd 'miːtəz/ w odległości 500 metrów
**within easy reach** /wɪðˌɪn ˌiːzi 'riːtʃ/ w bliskiej odległości, w pobliżu
**within walking distance** /wɪðˌɪn ˌwɔːkɪŋ 'dɪstəns/ w odległości krótkiego spaceru

## 3.2 Grammar 4.18

**chart** /tʃɑːt/ wytyczać, nakreślać
**embark on** /ɪm'bɑːk ɒn/ rozpoczynać coś, wyruszać
**first-aid course** /ˌfɜːst 'eɪd kɔːs/ kurs pierwszej pomocy
**route** /ruːt/ trasa, kurs
**set off** /ˌset 'ɒf/ wyruszyć w podróż
**take a chance** /ˌteɪk ə 'tʃɑːns/ zaryzykować, podjąć ryzyko
**top-of-the-range** /ˌtɒp əv ðə 'reɪndʒ/ najwyższej klasy
**voyage of a lifetime** /ˌvɔɪ-ɪdʒ əv ə 'laɪftaɪm/ rejs życia

## 3.3 Listening 4.19

**affordable** /ə'fɔːdəbəl/ w przystępnej cenie
**casino** /kə'siːnəʊ / kasyno
**co-housing** /kəʊ 'haʊzɪŋ/ życie we wspólnocie mieszkaniowej
**communal** /'kɒmjənəl/ wspólny, dzielony
**communal house** /ˌkɒmjənəl 'haʊs/ wspólny dom
**disposable income** /dɪˌspəʊzəbəl 'ɪŋkʌm/ pieniądze, przychód do wydania
**dock** /dɒk/ dokować, przybijać do portu
**domestic chore** /dəˌmestɪk 'tʃɔː/ obowiązek domowy, praca domowa
**homeowner** /'həʊmˌəʊnə/ właściciel domu
**household** /'haʊshəʊld/ gospodarstwo domowe
**household appliance** /ˌhaʊshəʊld ə'plaɪəns/ sprzęt gospodarstwa domowego
**housing development** /ˌhaʊzɪŋ dɪ'veləpmənt/ osiedle mieszkaniowe
**light fixture** /'laɪt ˌfɪkstʃə/ oprawa oświetleniowa
**multi-storey car park** /ˌmʌltɪ-ˌstɔːri 'kɑː pɑːk/ parking wielopoziomowy
**neighbourly** /'neɪbəli/ życzliwy, sąsiedzki
**profitable** /'prɒfətəbəl/ opłacalny, dochodowy
**provider** /prə'vaɪdə/ dostawca
**residential area** /ˌrezəˌdenʃəl 'eəriə/ dzielnica mieszkaniowa
**run low on sth** /'rʌn ləʊ ɒn ˌsʌmθɪŋ/ posiadać niewiele czegoś
**second home** /ˌsekənd 'həʊm/ drugi dom, np. na lato
**self-contained flat** /ˌself kənˌteɪnd 'flæt/ samodzielne mieszkanie, z łazienką, kuchnią i osobnym wejściem
**smart house** /ˌsmɑːt 'haʊs/ inteligentny dom, dom wykorzystujący technologię
**social housing** /'səʊʃəl ˌhaʊzɪŋ/ mieszkania socjalne
**solar panel** /ˌsəʊlə 'pænl/ panel słoneczny
**sustainable** /sə'steɪnəbəl/ zgodny z zasadami zrównoważonego rozwoju
**store** /stɔː/ magazynować, przechowywać
**tower block** /'taʊə blɒk/ wieżowiec
**well-established** /ˌwel ɪ'stæblɪʃt/ uznany, o ugruntowanej pozycji
**wireless** /'waɪələs/ bezprzewodowy

## 3.4 Reading 4.20

**alert** /ə'lɜːt/ czujny, uważny
**be/become second nature to sb** /biˌ/bɪˌkʌm sekənd 'neɪtʃə tə ˌsʌmbɒdi/ być/stać się czyjąś drugą naturą
**blanket** /'blæŋkət/ koc
**blazing** /'bleɪzɪŋ/ płonący
**canvas camp bed** /ˌkænvəs ˌkæmp 'bed/ łóżko polowe pokryte płótnem
**carve wood** /ˌkɑːv 'wʊd/ rzeźbić w drewnie
**central heating** /ˌsentrəl 'hiːtɪŋ/ centralne ogrzewanie
**cramped** /kræmpt/ zatłoczony, ciasny
**damp** /dæmp/ wilgotny
**directions** /də'rekʃənz/ wskazówki (objaśniające, jak gdzieś trafić)
**drag** /dræg/ ciągnąć, wlec
**draughty** /'drɑːfti/ pełen przeciągów
**en suite bathroom** /ɒn ˌswiːt 'bɑːθrʊm/ prywatna łazienka przylegająca do pokoju
**enjoy your own company** /ɪnˌdʒɔɪ jər əʊn 'kʌmpəni/ dobrze się czuć samemu, we własnym towarzystwie
**fireplace** /'faɪəpleɪs/ kominek
**fitted kitchen** /ˌfɪtəd 'kɪtʃən/ kuchnia na wymiar
**flickering fire** /ˌflɪkərɪŋ 'faɪə/ migoczący ogień
**flint and steel** /flɪnt ən stiːl/ krzesiwo (z krzemienia i kawałka stali)
**have a hairy moment** /ˌhæv ə ˌheəri 'məʊmənt/ przeżyć stresujące/przerażające chwile
**inaccessible** /ˌɪnək'sesəbəl/ niedostępny, nieosiągalny
**keep a cool head** /ˌkiːp ə 'kuːl ˌhed/ zachować zimną krew
**keep your wits about you** /ˌkiːp jə 'wɪts əˌbaʊt jə/ zachować przytomność umysłu
**kit** /kɪt/ ekwipunek, zestaw
**minimalist** /'mɪnɪməlɪst/ minimalistyczny
**not be everyone's cup of tea** /nɒt bi ˌevrɪwʌnz ˌkʌp əv 'tiː/ nie być dla każdego, nie być czymś, co wszyscy polubią



## WORD LIST ACTIVITIES

• Students play *Memory Challenge*. Give them up to three minutes to study the word list, then ask them to close their books. Write the headings *Town* and *Home* on the board, put students in pairs or small groups and set a time limit (e.g. three minutes). In their pairs/groups, students should write as many words under each category as they can. The pair/group with the most items on their list at the end of the time limit are the winners.

48

**practise what you preach** /ˌpræktɪs wɒt jə 'priːtʃ/ żyć zgodnie z głoszonymi zasadami
**rely on** /rɪ'laɪ ɒn/ polegać na
**remote** /rɪ'məʊt/ odległy
**run wild** /'rʌn ˌwaɪld/ biegać samopas, biegać bez kontroli
**running water** /ˌrʌnɪŋ 'wɔːtə/ bieżąca woda
**sauna** /sɔːnə/ sauna
**snug** /snʌg/ przytulny, zaciszny
**supplies** /sə'plaɪz/ zaopatrzenie, prowiant
**tan a skin** /ˌtæn ə 'skɪn/ garbować skórę
**tribe** /traɪb/ plemię
**trunk** /trʌŋk/ kufer
**wilderness** /'wɪldənəs/ dzicz, pustkowie

## 3.5 Grammar 4.21

**bin bag** /'bɪn ˌbæg/ worek na śmieci
**disgusting** /dɪs'gʌstɪŋ/ obrzydliwy
**drawer** /drɔː/ szuflada
**excuse** /ɪk'skjuːz/ wymówka
**laundry basket** /'lɔːndri ˌbɑːskət/ kosz na pranie
**nightmare** /'naɪtmeə/ koszmar
**pile** /paɪl/ sterta, stos
**slob** /slɒb/ niechluj
**stale** /steɪl/ nieświeży, czerstwy

## 3.6 Speaking 4.22

**agree** /ə'griː/ zgadzać się
**compromise** /'kɒmprəmaɪz/ iść na kompromis
**course of action** /ˌkɔːs əv 'ækʃən/ kierunek działania
**go halves** /ˌgəʊ 'hɑːvz/ podzielić się pół na pół
**hall of residence** /ˌhɔːl əv 'rezədəns/ akademik
**meet halfway** /ˌmiːt ˌhɑːf'weɪ/ pójść na kompromis
**object** /əb'dʒekt/ sprzeciwić się
**privacy** /'prɪvəsi/ prywatność
**rent** /rent/ czynsz
**security** /sɪ'kjʊərəti/ bezpieczeństwo
**share a room** /ˌʃeər ə 'ruːm/ dzielić pokój
**split the cost** /ˌsplɪt ðə 'kɒst/ podzielić się kosztami

## 3.7 Use of English 4.23

**breathtaking** /'breθˌteɪkɪŋ/ zapierający dech
**inn** /ɪn/ gospoda
**movie set** /'muːvi ˌset/ plan filmowy
**shoot** /ʃuːt/ sesja filmowa lub zdjęciowa
**stunning** /'stʌnɪŋ / oszałamiający
**tourist spot** /'tʊərɪst ˌspɒt/ atrakcja turystyczna

## 3.8 Writing 4.24

**all in all/all things considered** /ˌɔːl ɪn 'ɔːl/ˌɔːl θɪŋz kən'sɪdəd/ ogólnie rzecz biorąc
**appreciate** /ə'priːʃieɪt/ docenić
**argue for/against sth** /'ɑːgjuː fə/ə'genst ˌsʌmθɪŋ/ argumentować za czymś/ przeciw czemuś
**average cost** /ˌævərɪdʒ 'kɒst/ średni koszt
**balance** /'bæləns/ równoważyć
**benefit** /'benəfɪt/ korzyść, pożytek
**bills** /bɪlz/ rachunki
**common** /'kɒmən/ powszechny, częsty
**convenient** /kən'viːniənt/ wygodny, praktyczny
**convincing** /kən'vɪnsɪŋ/ przekonujący
**downside/drawback** /'daʊnsaɪd/ 'drɔːbæk/ minus, wada
**equally** /'iːkwəli/ jednocześnie; w równym stopniu
**experience** /ɪk'spɪəriəns/ doświadczać
**go missing** /gəʊ 'mɪsɪŋ/ zaginąć
**interfere** /ˌɪntə'fɪə/ przeszkadzać, kolidować
**kitchen facilities** /ˌkɪtʃən fə'sɪlɪtiz/ pomieszczenie kuchenne; wyposażenie
**likewise** /'laɪk-waɪz/ podobnie, w ten sam sposób
**maintain order** /meɪn'teɪn ˌɔːdə/ zachować porządek
**on balance** /ɒn 'bæləns/ po rozważeniu wszystkich kwestii
**potential** /pə'tenʃəl/ potencjalny
**persuasive** /pə'sweɪsɪv/ przekonujący
**pros and cons** /ˌprəʊz ən 'kɒnz/ za i przeciw, wady i zalety
**rental price** /ˌrentl 'praɪs/ koszt wynajmu
**sense of community** /ˌsens əv kə'mjuːnəti/ poczucie wspólnoty
**supervisor** /'suːpəvaɪzə/ nadzorca, opiekun
**supportive** /sə'pɔːtɪv/ pomocny, wspierający



49

# FOCUS REVIEW 3

Wszystkie ćwiczenia wykonaj w zeszycie.

## SŁOWNICTWO I GRAMATYKA

**1 Które z podanych słów poprawnie uzupełniają zdania? Jedno słowo nie pasuje do żadnego zdania.**

bustling daily fitted medieval rolling running shabby

1 I'll never forget walking through the bustling market in the centre of Marrakesh, through crowds of people in-between the maze of stalls.
2 Some parts of the city are clearly in need of investment with shabby buildings sitting empty and covered in graffiti.
3 The Alhambra Palace dates back to the thirteenth century and is an example of medieval architecture.
4 The landscape south of the town is quite flat, but to the north there are rolling hills.
5 When the office moved to the outskirts of the city, Luke's daily commute increased by thirty minutes.
6 She grew up in a remote mountain village without electricity or running water.

**2 Wybierz poprawny wyraz.**

1 Our hotel was *at / with /* (within) walking distance of the beach.
2 My family live in a fairly quiet *domestic / housing /* (residential) area in the suburbs.
3 We'd all like to spend less time on (domestic) */ home / residential* chores like cooking and cleaning.
4 The downhill sections of the path are slippery, so you need to *get /* (keep) */ run* your wits about you.
5 The conference venue is *at / in /* (on) the outskirts of the city close to the motorway.
6 I'm afraid opera isn't my cup of *coffee /* (tea) */ water.*

**3 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach. Użyj czasu Future Continuous, Future Perfect Simple lub Future Perfect Continuous.**

1 Ann and Tim feel so excited. This time next week they will be moving (move) into their new home.
2 How many more places do you want to view today? By teatime, we will have viewed (view) six flats!
3 Will you be putting (you/put) in new bathroom fittings next weekend?
4 I hope that by the time Olivia starts living on her own, she will have learnt/learned (learn) to cook.
5 I'm truly exhausted. By next week I will have been renovating (renovate) our house for a month.
6 By tomorrow the plumber will have fixed (fix) the tap.

**4 Wybierz poprawną odpowiedź.**

1 I've asked six people to help me move. Unfortunately, *no /* (none) */ neither* of them will have time tomorrow.
2 I always have *plenty /* (a few) */ a little* snacks in the fridge in case friends drop round.
3 I'm sure we had two new light bulbs. But now, when I need them, I can't find (either) */ both / all* of them.
4 Apparently, the electricity was off for *few /* (several) */ loads* hours after the storm.
5 I've noticed that (a great deal) */ a number / couple* of furniture has been delivered next door.
6 There's only *a few /* (a little) */ a couple* of paint left. Do you think it will be enough?

## ŚRODKI JĘZYKOWE

### Test luk; uzupełnianie zdań

**5 Przeczytaj tekst. Jakie wyrazy poprawnie go uzupełniają? Wpisz w każdą lukę tylko jeden wyraz.**

### BRITAIN'S NEW TOWNS

At the end of the 19th century, Sir Ebenezer Howard became renowned for what he called 'garden cities': self-contained communities surrounded by a 'green belt', which would provide the best of city and country living. They were thought to be the answer to the overcrowding of Victorian cities. Letchworth and Welwyn Garden Cities were the only two towns based on his vision, [1] both of them in Hertfordshire, just north of London.

After World War II, the need for inexpensive housing [2] within easy reach of larger industrial towns became an urgent matter. In 1945, the British government created a committee to investigate building new self-sufficient towns. The first wave of new towns were mostly located near to London, [3] every one with its mix of residential development and green space. Later, more new towns were built to cope with housing demand from other major cities including Birmingham and Liverpool. In total, the committee had created 21 new towns by 1970 spread across the [4] whole of England.

And now, more than a century after Howard's manifesto, Britain is facing [5] another housing crisis. According to current demographic trends, by 2050 at least another 10 million people will [6] have moved to Britain. That means that 6 million new houses will need to be built to accommodate all those people.

**6 Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów i dodaj wszystkie niezbędne elementy, tak aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie pięć słów.**

1 By Saturday, Rob will have designed a new (design/new) kitchen for us.
2 Despite taking out/having taken out a loan (take out/loan), they still don't have enough money to renovate their house.
3 I asked every one of my friends (every/one/friend) to put me up for the night, but none of them was able to do so.
4 This house has been for sale for a year now in spite of being (spite/be) relatively cheap.
5 There is a great deal of accommodation (deal/accommodation) for rent, but you have to start looking well before the academic year begins.
6 Don't call tomorrow afternoon because we will be painting the walls (paint/walls) in my parents' house.



## EXTRA ACTIVITIES

- Photocopiable resource 21 Sentence translation (15 min.) pp. 293, 326
- Photocopiable resources 59–60 Open cloze (20 min.) pp. 302, 368–369
- Photocopiable resources 68–69 Sentence formation (12 min.) pp. 303, 377–378

50

## CZYTANIE

### Uzupełnianie luk

**7 Przeczytaj tekst. Które z podanych zdań A–E poprawnie go uzupełniają? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

# A MODERN CAVE MAN



People have lived in caves since the dawn of time. But if you're picturing a cold, damp and cramped space, you'll need to think again. [1] C

Why choose to live in a cave?
To begin with, cave houses are affordable, easy to heat in the winter and stay cool in the summer. [2] A Each home is unique and, if you purchase a property which is licensed to be modified, it's easy enough to carve yourself out an extra shelf in the wall or even a whole new room. The largest cave home boasts as many as forty rooms and can be had for as little as 200,000 euros.

You don't need such a spacious cavern to feel the charm of a cave home, however. [3] E Cave houses bring a warmth and cosiness which is a unique selling point for many buyers: sound is gently muffled and the amount of light seems to ignore common logic. Most cave homes face southward to allow for natural light to enter through the windows cut into the rock face. But due to the ingenious layout of many homes and the white walls, light is easily transmitted throughout. In areas further back, modern builders often use a system of ordinary mirrors to reflect natural light around the interior.

Cave dwelling is also surprisingly safe. [4] B Ventilation is important, as a cave home needs to breathe and excess moisture can become problematic and in extreme cases even trigger asthma attacks. Electricity is generally preferred over gas – although when gas fittings are provided, these tend to be closer to the front of the cave for safety reasons.

As cave communities tend to be in small villages, a car is essential for getting around and nightlife is hard to find. Such homes are very much for those who prefer a quiet rural lifestyle, quaint cobbled backstreets and breathtaking views.

A Being carved into stone, their temperature does not fluctuate much, but rather a steady 20 degrees Celsius is maintained throughout the year.
B They are not prone to fires or earthquakes and they do not tend to collapse, however, while deciding to opt for this accommodation, you have to take into consideration a few factors.
C There are a large number of luxurious houses carved into the Andalucian mountains which offer more comfort than you might imagine.
D Despite the fact that cave homes tend to meet most people's initial expectations of living in a cave, some people feel disappointed.
E Even those of a much more modest size seem surprisingly open – there is no sense of being underground or feeling locked up.

## MÓWIENIE

**8 Pracując w parach, odpowiedzcie na pytania.**

1 Would you prefer to live in a town, a city or in the countryside? Why?
2 Do you think it's a good idea for children to live and study in cities? Why?/Why not?
3 Which city in the world would you like to live in for a short time? Why?

**9 Pracując w parach, wykonajcie zadanie egzaminacyjne.**

**UCZEŃ A**

Po wakacjach przenosisz się do innego miasta, by rozpocząć studia i chcesz wynająć mieszkanie z Uczniem B. Poniżej podano cztery kwestie, które musisz omówić w rozmowie. Rozmowę rozpoczynasz ty.

a Cena mieszkania
c Odległość
b Koszt mebli
d Okolica

**UCZEŃ B**

Po wakacjach przenosisz się do innego miasta, by rozpocząć studia i chcesz wynająć mieszkanie z Uczniem A. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczyna Uczeń A.

- *How big is the rent?*
- *What furniture would we need?*
- *Wouldn't it be better if we chose a cheaper/smaller flat?*
- *No way! I'm not going to spend hours on the train/bus!*

## PISANIE

### Rozprawka

**10 Wykonaj zadanie egzaminacyjne.**

Obecnie wiele rodzin decyduje się na przeprowadzkę z centrów miast do domów na obrzeżach. Napisz rozprawkę, w której rozważysz wady i zalety takiego rozwiązania.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*



**REFERENCES**
MiniMatura writing assessment criteria
Matura speaking test assessment criteria

**EXTRA ACTIVITIES**
Extra digital activities: Reading and Use of English Checkpoints

**NEXT CLASS**
- Ask students to do Self-check 3.10, WB pp. 50–51, as homework.
- Ask students to prepare for Unit 3 MiniMatura and Matura speaking test 3: Testing Programme, Unit 3.

# 4 Shopping around

*Wealth consists not in having great possessions, but in having few wants.*

Epictetus

## VIDEO



BBC
Young entrepreneurs 14
Lesson 4.1




**GRAMMAR ANIMATION**
Lesson 4.2 15
Lesson 4.5 16




**FOCUS VLOG**
About money 18
Lesson 4.7



**INTERACTIVE SPEAKING VIDEO**
Lesson 4.6 17

## 4.1 VOCABULARY

Shopping • phrasal verbs • shopping collocations • verb phrases

*I can talk about shops and buying clothes.*

### SHOW WHAT YOU KNOW

**1** **In your notebook, complete the sentences with *for, in, on, to* or *up*. You can use one word twice. Are the sentence true for you? Compare your ideas.**

1 I only buy clothes that are **reduced** or __on__ **special offer**.
2 I pay more attention __to__ **price** than **fashion**.
3 I often buy clothes __in__ **charity shops** or **vintage shops**.
4 I buy **designer clothes** and **brands** are important __to__ me.
5 I never manage to **pick** __up__ **a bargain** in the **sales**.
6 I look for clothes that are **good quality** and will **last** __for__ **ages**.

**2** **Think about all the clothes you have in your wardrobe. In your notebook, write sentences with *too few, enough* and *too many*.**

*I have too few smart shirts, enough pairs of jeans, too many T-shirts.*

**3** SPEAKING **Read the FACT FILE. Do you think textile waste is a big problem in your country?**

**4** **Read the rest of the text. In your notebook, mark the six ways to buy clothes responsibly as follows: √ (I do this already), ? (I'm not sure) and ! (it's a good idea).**

## 6 WAYS to buy clothes responsibly

Most young people are on a limited budget, so it's tempting to go bargain-hunting. When you do, you should consider these six ways to shop more responsibly.

### 1 Shop locally

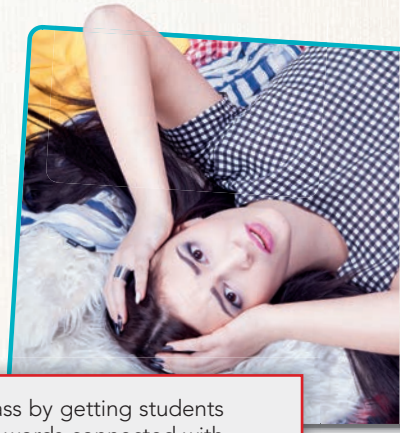
You may have to pay out a bit more for local brands, but it's good to support local producers. Large international chain stores can sell the latest fashion at bargain prices because they employ people in poor working conditions and pay them low salaries. You can check up on a brand's employment policies and avoid those that have a bad reputation.

### 2 Support brands that promote ethical values

Not all chain stores are bad! Shop around for stores that encourage recycling. There are new companies that have sprung up with more responsible attitudes and environmentally-friendly policies – these are the shops you should opt for.

### 3 Make a list

When you go shopping, cut down on impulse purchases by making a list of clothes you really need. Then, when you feel like treating yourself to another T-shirt, pause before you enter your PIN and look at your list. If it's not on the list, don't buy it … or at least ask the shop assistant to put the T-shirt aside while you think about it.





## REFERENCES

Videoscript **p. 282**
Using videos in the classroom **p. T12**
How to teach with projects **p. T14**

## EXTRA ACTIVITIES

- BBC video. Video worksheet 4.1 in the WB, p. 64
- Photocopiable resource 22 *Read the comments* (15 min.) pp. 293, 327–328
- Extra digital activities: Vocabulary Checkpoint
- Start the class by getting students to brainstorm words connected with shopping. Write them on the board and ask students to discuss where they usually shop, why and what they mainly buy.

52

## FOCUS ON WORDS | Phrasal verbs

**5** 2.9 **In your notebook, add the correct particle to complete the phrasal verbs in red in the text. Then listen, check and repeat.**

1 check *up* on = find information about
2 cut *down* on = reduce
3 look *out* for = look carefully for sth
4 pay *out* for = spend (a lot of money)
5 put sth *aside* = reserve
6 send sth *back* = return
7 shop *around* = look in many different shops
8 spring *up* = appear

## FACT FILE

- The clothing industry is one of the largest polluters in the world.
- Since 2000, global clothes production has more than doubled. The average person now buys 60 percent more clothes every year.
- We live in a throw-away society! Every year the US generates 15 million tonnes of used textile waste – double the amount twenty years ago.
- The average life expectancy of garments today is less than three years.
- Synthetic fabrics can take hundreds of years to decompose – basically, they're like plastic.

## 4 Think about how you shop

When you shop online, you may think that you are cutting down on carbon emissions by not travelling to the shops by car or bus. But online shopping can also mean more vehicles on the road for delivery and pick-up when you want to send something back.




## 5 Choose natural materials

Synthetic fabrics (e.g nylon, acrylic, polyester) are bad news for the environment. Go for organic versions of natural materials. If you buy sportswear, look out for labels that use recycled materials.



## 6 Go for second-hand goods

If you shop in charity or vintage shops, not only will you reduce your environmental impact, but you'll get something original, unlike the mass-produced products on the high street.

**6 In your notebook, replace the underlined word or phrase with the correct form of a phrasal verb in Exercise 5. Then answer the questions about the text.**

1 Why is it worth spending more on local brands?
2 Why should finding information about employment policies influence where you shop?
3 Why is it a good idea to look in different shops for places that recycle?
4 Why might you ask a shop assistant to reserve an item for you?
5 Why don't you reduce carbon emissions when you shop online?
6 Why should you look carefully for sports clothes made from recycled materials?

## FOCUS ON WORDS | Shopping collocations

**7** 2.10 **In your notebook, complete the collocations with the underlined words in the text. Then listen, check and repeat.**

1 *bargain* price
2 *chain* store
3 *ethical* value
4 *impulse* purchase
5 *local* brand
6 *mass-produced* product
7 *online* shopping
8 *responsible* attitude
9 *synthetic* fabric
10 *throw-away* society

**8 In your notebook, complete the statements with your own ideas. Compare your ideas with a partner.**

1 My favourite chain store is …
2 A synthetic fabric I am wearing at the moment is …
3 Impulse purchases are not a good idea because …
4 We live in a throw-away society because …
5 The last time I did some online shopping I bought …
6 A shop near here that always has bargain prices is …

## FOCUS ON WORDS | Verb phrases

**9** 2.11 **In your notebook, translate the highlighted verb phrases in the text. Then listen and repeat.**

1 be on a limited budget = mieć ograniczony budżet
2 enter your PIN = wprowadzić nr PIN
3 go bargain-hunting = polować na okazję
4 have a bad reputation = mieć złą reputację
5 support local producers = wspierać lokalnych producentów
6 treat yourself to sth = zafundować sobie coś

**10 In your notebook, complete the sentences with the correct verb form of the verbs in Exercise 9. Are the sentences true for you? Compare with a partner.**

1 I'm not good at *being* on a limited budget.
2 When I get birthday money, I like to *treat* myself.
3 I agree with the idea of *supporting* local producers.
4 I can't be bothered to *go* bargain-hunting.
5 I don't think chain stores care if they *have* a bad reputation.
6 I'm always very cautious when I *enter* my PIN in public.

**11 SPEAKING Discuss which clothing industry problem is the most serious. Can it be dealt with by e.g. the government? What action could be taken?**

**12 PROJECT Work in groups. Do some research online into Polish fashion brands. Then prepare a digital presentation and present it to your class.**

**Exercise 6**

1 paying out for (Because it's good to support local producers.)
2 checking up on (Because you can avoid those large chain stores that have a bad reputation due to employing people in poor working conditions.)
3 shop around (Because they have environmentally-friendly policies.)
4 put aside (Because it's worth thinking about it twice before we buy something.)
5 cut down on (There are more vehicles on the road that deliver and pick up goods.)
6 look out for (Because synthetic fabrics are bad for the environment.)



**WORKBOOK**
pp. 52–53, including *Show What You've Learnt*

**NEXT CLASS**
- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 4.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 54.

VIDEO ↻15

# 4.2 GRAMMAR

Question tags and reply questions

*I can use question tags and reply questions.*



**1** 2.12 **Listen to a conversation between Laura and her mum. What is Laura's mum concerned about?**
Buying tickets online.
The fact that Laura is wearing her earrings.
Jamie driving.

**2** 2.12 **Read GRAMMAR FOCUS I and complete the examples from the conversation with auxiliary verbs. Then listen again and check.**

## GRAMMAR FOCUS I ↻15

### Question tags

- You normally add a negative tag to a positive statement and a positive tag to a negative statement.
  *You know it's risky buying tickets online,* [1] *don't you?*
  *He hasn't passed his driving test,* [2] ___has___ *he?*

**Special cases:**

- *I am …* ➙ *aren't I? Let's …* ➙ *shall we?*
  *I'm always careful when I borrow your things,* [3] ___aren't___ *I?*
  *Let's go, shall we?*
- Negative words such as *never, no, nobody, hardly, rarely,* etc. ➙ positive tag
  *But you never wear them,* [4] ___do___ *you?*
- Imperatives ➙ *will/would/can/could you?*
  Negative imperative ➙ *will you?*
  *Sit down, will you?* (= tell sb to do sth)
  *Open the door, would you?* (= ask sb to do sth)
  *Don't lose them,* [5] ___will___ *you?*
- With *everybody, somebody, nobody,* etc. use *they.*
  With *something, nothing* and *this/that* use *it.*
  *That's Jamie at the door, isn't it?*
  *Everybody's having a good time, aren't they?*

**3** 2.13 **In your notebooks, complete the conversation between Laura (L) and Jamie (J) with appropriate question tags. Then listen and check. What was Laura concerned about?**

J: This is the place. He said he'd meet me at the main entrance.
L: Did he? So why are we waiting at the staff entrance?
J: Oh no, you're right. Come on, we'd better hurry.
L: Let's call him, [1] shall we? You took his phone number, [2] didn't you ?
J: No, but he's got mine. He'll call me, [3] won't he ?
L: Yes – I suppose he wants his cash. Don't lose it, [4] will you ?
J: What cash?
L: For the tickets. You haven't paid him yet, [5] have you ?
J: Yes, I have – I transferred the money to his account online.
L: Did you? Oh, hey, that's him over there, [6] isn't it ?
J: Is it? How do you know?
L: He's holding up a piece of paper with your name on it.

**4** 2.14 **In your notebook, complete some things Jamie said at the concert with question tags. Then listen and check.**

1 We can go in now, can't we?
2 Let's get closer to the stage, ___shall we___ ?
3 Look after my coat for a minute, ___would you___ ?
4 This is a great concert, ___isn't it___ ?
5 Everybody's dancing, ___aren't they___ ?
6 Don't forget where we're sitting, ___will you___ ?
7 Excuse me, nobody's seen a silver earring, ___have they___ ?

**5** **Read GRAMMAR FOCUS II. Find three reply questions in the conversation in Exercise 3.**

## GRAMMAR FOCUS II ↻15

### Reply questions

You use reply questions to react to what somebody has said and to show interest. They usually have rising intonation.

**Positive statement ➙ positive reply question**
*'We're going to a concert.'* ***'Are you?'*** ↗
**Negative statement ➙ negative reply question**
*'Beyoncé hasn't played here before.'* ***'Hasn't she?'*** ↗

**6** **In your notebook, write true sentences about yourself based on the prompts. Student A: read your sentences. Student B: react with a suitable reply question.**

1 I / need / a new phone.
*A: I don't need a new phone. B: Don't you?*
2 Dad / give / me money for my last birthday.
3 I / go / shopping recently.
4 I / think / I'm a very lucky person.
5 Mum / usually / do / the shopping online.
6 I / have got / a credit card.

**7** **In your notebook, write four more true sentences about yourself and read them out. Your partner reacts with a suitable reply question.**
*A: I'm saving up to buy a laptop. B: Are you?*

**8** SPEAKING **In your notebook, write and act out a dialogue between a teenager and a parent. Use the situations in the box or your own ideas. Include at least five question tags and/or reply questions.**

The teenager wants to …

form a band  dye their hair pink
give up a sport or a musical instrument
get more pocket money  go abroad with friends

Grammar page 141



## REFERENCES

Audioscript **p. 268**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 23 *Hurried dominoes* (10 min.) pp. 293, 329
- Extra digital activities: Grammar Checkpoint
- In pairs, students prepare a list of true statements about themselves, e.g. *I forgot to bring my homework.* They take turns to comment using past modal structures, e.g. *You should have packed it the night before.*

## WORKBOOK

p. 54, including *Show What You've Learnt*

## NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 4.2, Grammar.

54

# 4.3 LISTENING

Multiple choice

*I can understand the main points of a radio interview about market trading.*

**1** SPEAKING **Read UK TODAY and discuss the questions.**

1 Do you have similar types of market in your nearest town or city?
2 When did you last go to a market? What did you buy?
3 Do you sometimes buy things in online auctions?

**2** 2.15 **Listen to an interview on the *Shopping Programme*. What does Martin do for a living?**
Martin buys lost luggage and sells the contents on his market stall.

## LISTENING FOCUS Multiple choice

**3** 2.15 **Listen to the interview again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.**

1 This episode of the programme is about
A things that you can buy and sell at airports.
B markets where Martin sells second-hand items.
C the growing number of bags that are lost at airports.
(D) the increased activity in the used goods trade.

2 How does Martin obtain the goods he sells?
A He goes to the market.
B He buys them from the owners.
(C) He makes a bid for them.
D He claims them from the airport.

3 What kind of things can Martin find in the suitcases he buys?
(A) designer clothes
B electrical goods
C rotten food
D shoes

4 Martin is most surprised by
A how many suitcases are lost.
B people who leave the airport without their bag.
(C) one kind of thing people tend to forget.
D why people come to the airport at the last minute.

5 What is Martin's attitude to what he does?
A He sometimes feels uncomfortable about it.
(B) He treats it as just a way to earn a living.
C He considers it quite a risky job.
D He finds it shocking.

## FOCUS ON WORDS | Noun phrases

**4** 2.16 **In your notebook, translate the noun phrases below. Then listen and repeat.**

1 auction house = dom aukcyjny
2 car boot sale = giełda staroci, giełda rzeczy używanych
3 checked bags = bagaż rejestrowany
4 flea market = pchli targ
5 lost property = zagubiona własność
6 market stall = stragan, stoisko na targu
7 personal belongings = przedmioty osobiste
8 pre-owned goods = przedmioty z drugiej ręki

## UK TODAY

### Where do British people go to buy and sell second-hand/pre-owned goods?

- **Flea markets** – Camden market is the biggest one in London. It sells second-hand clothes and reasonably-priced new fashion.
- **Antiques markets** – London's Portobello Market is located in the fashionable Notting Hill. It specialises in antiques and bric-a-brac (old-fashioned ornaments).
- **Car boot sales** – Every weekend thousands of people take their unwanted domestic clutter to car boot sales around the country. One person's rubbish is another person's treasure.
- **Online auctions** – More than 17 million people log on to sites like eBay each month to bid for a bargain.



**5** **In your notebook, complete the noun phrases in sentences a–c. Can you put the sentences in a logical order to explain what happens to unclaimed lost luggage at Heathrow Airport?** c, a, b

a Unclaimed lost property goes to auction houses where market stallholders bid for them.
b That's how personal belongings end up as pre-owned goods on market stalls.
c Thousands of checked bags go missing at Heathrow Airport every month.

**6** SPEAKING **Discuss your ideas about buying pre-owned or second-hand goods. What sort of items would/wouldn't you buy second-hand?**

## PRONUNCIATION FOCUS

**7** 2.17 **Listen and repeat the words in the box. Then copy the table and put the words in the correct column depending on the vowel sound.**

auction boot bought could gone goods lose put rotten stall through watch

| 1 /ɔː/ | 2 /ɒ/ | 3 /uː/ | 4 /ʊ/ |
|---|---|---|---|
| auction | gone | boot | could |
| bought | rotten | lose | goods |
| stall | watch | through | put |

**8** 2.18 **Listen, check and repeat.**



## REFERENCES

Culture notes **p. 257**
Audioscript **p. 268**

## EXTRA ACTIVITIES

In pairs, students prepare a few questions they would like to ask Martin from ex. 3. Collect all the questions. Students take turns to pick a question each and nominate a person to answer it.

## WORKBOOK

p. 55

# 4.4 READING

Matching

*I can scan a set of related texts in order to find specific information.*

**1** SPEAKING **Discuss the questions. Have you ever …**

a sold clothes online?
b been to an auction?
c raised money for charity?

**2** **Read the list of weirdest things sold at auction. One of them is not true – guess which one.**

- a ghost in a jar
- the meaning of life
- a grandmother
- Justin Timberlake's half-eaten French toast
- New Zealand
- the tea leaves from the bottom of Queen Elizabeth's teapot







**3** 2.19 **Listen and check your ideas in Exercise 2. In your opinion, which thing on the list is the weirdest?**

**4** SPEAKING **Read the titles of texts A–C and look at the photos. Discuss what you think the texts are about. Then read and check your ideas.**

## READING FOCUS Matching

**5** **Read the texts again. Which statements 1–4 match texts A–C correctly? One text has two matching statements.**

In which case do people make or raise money …
1 by understanding young people's consumer behaviour? B
2 by getting something different than they paid for? A
3 by appealing to both the rich and the poor? C
4 by using auctions on the Internet and social media? B

## FOCUS ON WORDS | Making and spending money

**6** 2.21 **In your notebook, complete the phrases with the base form of the correct verbs in blue in the texts. Then listen, check and repeat.**

1 *bid* for sth in an auction
2 come up for auction
3 fundraise for charity
4 hold an auction
5 increase your earnings
6 make a fortune
7 make a profit

**7** **In your notebook, replace the underlined phrases with phrases in Exercise 6. Then answer the questions.**

1 How much did someone pay for *Girl with Balloon* when it became available for auction?
2 Who offered money for the artwork and what happened as soon as it was sold?
3 How are young people earning a lot of money?
4 How much money did Scarlett earn on top of what she spent on an on-trend backpack?
5 How does Lydia use social media to make more money from selling online?
6 Which broadcasting organisation collects money for children who need help?
7 As well as organising auctions, what other things do people do for Children in Need?

## FOCUS ON WORDS | Being rich and poor

**8** 2.22 **Copy the table and complete it with the base forms of the underlined informal phrases in Text C to the correct column. Then listen, check and repeat.**

| 'RICH' | 'POOR' |
|---|---|
| 1 be loaded | 5 be broke |
| 2 be rolling with money | 6 be short of money |
| 3 be well-off | 7 find it hard to make ends meet |
| 4 with money to burn | 8 live from hand to mouth |

**9** **In your notebook, complete the sentences and compare with a partner.**

1 In my city, people who are rolling in money live in …
2 If I had money to burn, I'd buy …
3 If my friends and I are short of money and we want to go out, we …
4 The government can help families who are living from hand to mouth by …
5 I think people who are extremely well-off should …
6 When I'm broke, I earn some money by …
7 Even if I were loaded, I would never …
8 A good idea to save money if you find it hard to make ends meet is to …

**10** SPEAKING **Reflect on the three texts and discuss the questions.**

1 How do you explain the large sums of money people spend on works of art?
2 At what age is it OK for young people to start making money?
3 Which causes or charities would you like to fundraise for? How would you raise money?

**Exercise 7**

**1** came up for auction (£1.04 million)
**2** bid for (The identity of the buyer was unknown. The paining passed through a shredder hidden in the frame.)
**3** making a fortune (They resell the products online.)
**4** profit did Scarlett make (She earned £60.)
**5** increase her earnings (She models the clothes on Instagram.)
**6** fundraises (BBC)
**7** holding auctions (Schools sell cakes, host quizzes or film nights, ask rich friends' parents to sponsor them.)



## REFERENCES

Culture notes **p. 257**
Audioscript **p. 269**

## EXTRA ACTIVITIES

Students prepare true/false statements about the texts to swap with a partner. After deciding which statements are true/false, they correct the false ones in pairs.

## WORKBOOK

pp. 56–57

## NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 58.

56

2.20

A

# PAINTING WORTH MORE AS DAMAGED GOODS



Banksy's famous *Girl with Balloon* has been voted the UK's best loved work of art. It first appeared as graffiti on a wall in East London and the true identity of the artist has never been revealed. When a framed painting of *Girl with Balloon* **came up for auction** at the famous auction house, Sotheby's in London, it sold for £1.04 million. But then something extraordinary happened – shortly after it was sold, the painting began to pass through a shredder hidden in the frame.

Banksy posted an image on Instagram of the shredded painting, saying that he'd secretly built a shredder into the frame of the painting in case it ever came up for auction.

The auction house refused to reveal the identity of the buyer who successfully **bid for** the artwork, but suggested that the media attention would increase the value of the painting. 'This is now part of art history in its shredded state and we'd estimate Banksy has added a minimum fifty percent to its value.'

GLOSSARY

**a shredder** = niszczarka

B

# TEENS BUILD BUSINESS EMPIRES FROM THEIR BEDROOMS

Enterprising teens are selling stuff online and **making a fortune**! They're buying popular items from streetwear brands and reselling them on Depop, an auction app aimed at young people. Reselling limited edition goods can earn them up to several thousand pounds a month.

Scarlett was fourteen when she started recycling used clothes by selling them online. 'When I didn't wear something any more, I thought I may as well sell it on,' says Scarlett, now fifteen.

These days she buys products from hyped sports labels with a cult following, from boutiques and clothes markets in London and sells them online. She recently bought an on-trend backpack for £120 and sold it for £180, **making** her **a** nice **profit** of £60.

She finds out which products are in-demand by checking streetwear-focused social media groups. She earns around £100 a month. 'Wherever I go, I look out for products to resell. My dad is always asking what I've sold. He thinks it's cool.'

Seventeen-year-old Lydia also caught the bug for selling clothes online. She spends about two hours a day reselling and makes about £1,000 profit every month. To create more publicity and **increase her earnings**, she models the clothes on Instagram.



GLOSSARY

**hyped** = rozreklamowany
**a cult following** = grono wiernych fanów

C



# BBC RAISE MONEY FOR A GOOD CAUSE

*BBC Children In Need* Telethon is a televised event that **fundraises for charity**. The Telethon has raised millions of pounds for young people in the UK since it was first broadcast in 1980. The charity supports families who are short of money, or where there's a child with a disability or serious illness. For example, if a family is already living from hand to mouth and they can't afford to buy their disabled child a new wheelchair, Children in Need will step in.

The annual Children in Need Telethon features performances from top entertainers who encourage people to donate money online or on the phone. But it's not only wealthy people with money to burn who donate. Leading up to the telethon, schools all over the UK raise money in different ways: selling cakes, hosting a quiz or film night, **holding auctions** or simply getting people to guess how many sweets there are in a jar. Another popular way to raise money is to take on a challenge and ask friends' parents – especially those who are rolling in money! – to sponsor them. This means that everyone can contribute, from people who are well-off and can afford to donate, to those who may find it hard to make ends meet themselves, but have raised money in creative ways.



57

# 4.5 GRAMMAR

Present and past modal structures

*I can give advice, criticise past actions and talk about past necessity.*

**1** 2.23 **Listen to James talking to his sister Ellie. What is James's problem?**
He hasn't got a present for his girlfriend's birthday yet and doesn't know what to get.

**2** 2.23 **Listen again. What advice does Ellie give? What reasons does she give?**

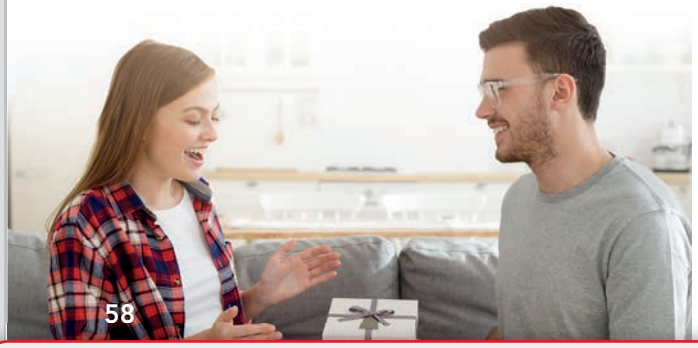
1 You *shouldn't* / *should* buy her clothes.
2 With a bracelet, you *need to* / *needn't* worry about giving the wrong message.
3 You *ought to* / *ought not to* get her concert tickets in advance.
4 You *mustn't* / *must* buy her the same perfume as Mum.
5 You *had better* / *had better not* ask her friends for advice.

**3** SPEAKING **Take turns to say the sentences with the affirmative or negative form of the modal structure in brackets. Discuss whether you agree with the advice.**

1 You *shouldn't* (should) leave present buying till the last minute.
2 You _____ (ought to) buy a present unless you are sure about it.
3 You _____ (must) give your credit card details to a stranger.
4 You _____ (need to) check if you can take the item back.
5 You _____ (had better) remember your dad's birthday this year!

**4** 2.24 **Read and listen to a second conversation between James (J) and Ellie (E). Did James choose a good birthday present for his girlfriend?** No.

E: How was the birthday?
J: Oh, a bit of a disaster actually. I **should have listened** to your advice, but I didn't. I got a bracelet. I thought it was such a bargain – €15 for a gold bracelet. I **ought to have asked** if it was real gold.
E: You should have realised you couldn't get real gold for €15. But anyway, didn't she like it?
J: She's allergic to metal – she can only wear real gold. She put it on and got a big rash on her arm. We **had to go** to the doctor's.
E: Oh dear, did you have to take the bracelet back?
J: Yes, but I **needn't have bothered**. They refused to exchange it because I didn't have the receipt. Here you are – you can have it.
E: Ooh, thanks!



**Exercise 2**
Reasons:
1 size problems
2 Bracelet doesn't have the same 'meaning' as a ring.
3 In case you split up.
4 Teenagers and mums wear different perfumes.
5 Friends know exactly what she likes.

**5** **Complete the GRAMMAR FOCUS. Which past model structures in blue in Exercise 4 complete the examples?**

## GRAMMAR FOCUS 16

### Past modal structures

- You can use ***should/shouldn't have*** + **past participle** or ***ought to/ought not to have*** + **past participle** to criticise a past action or show regret.
  *I* [1] *should have listened to your advice.*
  *I* [2] *ought to have asked if it was real gold.*
- You use ***had to/didn't have to*** + **infinitive** to say a past action was necessary/unnecessary.
  *We* [3] *had to go to the doctor's.*
- You can also use ***didn't need to*** + **infinitive** or ***needn't have*** + **past participle** to say a past action was unnecessary.
  There is a difference in meaning:
  *I **didn't need to bother*** = I didn't bother, because it wasn't necessary.
  *I* [4] *needn't have bothered* = I bothered, but it wasn't necessary.

**6** **Which phrase (a or b) has a similar meaning to the underlined words in each sentence?**

1 I needn't have revised last night, my exam was cancelled.
(a) I revised. b I didn't revise.
2 I didn't need to buy a phone – I got one from my dad.
a I bought a phone. (b) I didn't buy a phone.
3 I'm tired. I should have gone to bed earlier last night.
a I went to bed early. (b) I didn't go to bed early.
4 I ought not to have spent so much money yesterday.
(a) I spent a lot. b I didn't spend much.
5 It's a lovely day. I needn't have brought my coat.
(a) I brought my coat. b I didn't bring my coat.

**7** USE OF ENGLISH **In your notebook, complete the second sentence so that it has a similar meaning to the first. Use no more than four words, including the word in capitals. Do not change the word given.**

1 It's a pity we didn't stay at home. **SHOULD**
We should have stayed at home.
2 It's a shame he didn't tell her. **TO**
He ought to have told her.
3 It was unnecessary to do what he said. **HAVE**
You didn't have to do what he said.
4 That was a silly thing for me to say. **SHOULD**
I shouldn't have said that.
5 It wasn't necessary for her to come. **BOTHERED**
She needn't have bothered coming.

**8** 2.25 **Listen to three conversations. Which sentence from Exercise 7 completes each conversation best?**
A 1 B 4 C 5

**9** SPEAKING **Choose a sentence from Exercise 7 and write your own conversation. Then practise and act out your conversation.**

Grammar page 142



## REFERENCES
Audioscript **p. 269**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES
- Grammar animation
- Photocopiable resource 24 Test yourselves (10 min.) pp. 293, 330
- Extra digital activities: Grammar Checkpoint
- Students prepare four or five true statements about themselves. In pairs, they take turns to read and comment on each statement using modal structures, e.g. Student A: *I was late this morning.* Student B: *You should have got up earlier.*

## WORKBOOK
p. 58, including *Show What You've Learnt*

## NEXT CLASS
Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 4.5, Grammar.

# 4.6 SPEAKING

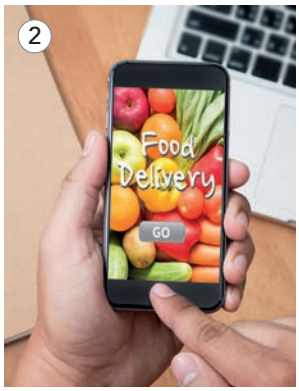
Making and justifying choices

*I can evaluate options and justify choices with relevant arguments.*

**1 SPEAKING Look at two different ways of shopping for food and answer the questions.**

1 What are the pluses and minuses of each option?
2 If you were university students doing your own food shopping, which option would you prefer? Why?




**2 2.26 Listen to Emma and Oscar discussing the options above. Do they mention any of the pluses and minuses you discussed in Exercise 1?**

**3 2.26 In your notebook, complete the SPEAKING FOCUS with the words in the box. Then listen again and check.**

~~but~~ choice choose compare
likely opt reason simply

## SPEAKING FOCUS 17

### Comparing and contrasting options

X *(Going to the market)* is …, [1]*but* Y *(shopping online)* is …
X is the only one/option that …
When you [2]___compare___ the two/X and Y …
It is (much) more [3]___likely___ that …
X is definitely the cheaper/better/more suitable choice.

### Choosing an option and justifying the choice

That's why I'd [4]___opt___ for X.
… and therefore, X is probably/clearly the best [5]___choice___ .
The main/Another [6]___reason___ ((why) X would be my choice) is that …
I prefer X mainly/[7]___simply___ because …
This option is (clearly) the most/least + *adjective* + because …

### Explaining reasons for rejecting other options

X might (require less effort), but I wouldn't [8]___choose___ it because …
X isn't the best choice if you consider …
The reason I wouldn't go for/pick/choose X is because …

**4 In your notebook, complete the second sentence so that it has a similar meaning to the first. Use the words in brackets.**

1 There's a bigger chance that people will remember this one.
It is *more likely that people will remember* (likely) this one.
2 This one looks very stylish. That one looks a bit cheap.
This one looks very stylish, but that one looks (but) a bit cheap.
3 I'd choose this one because it gives more information.
It gives more information. That's why I'd opt for (why/opt) this one.
4 I like this one because it's more eye-catching.
I prefer this one simply because it's (prefer/simply) more eye-catching.
5 This one is no good as it doesn't tell you anything about the shop.
I really don't think this one is suitable because it doesn't tell you anything (suitable/because) about the shop.
6 I wouldn't choose this one because I think it's poorly designed.
The reason (why) I wouldn't pick this one is because I think it's (reason/pick) poorly designed.

**5 Look at the leaflets advertising a clothes shop. In your answers to Exercise 4, replace the phrases 'this one' and 'that one' with 'leaflet 1' or 'leaflet 2'. Compare your ideas with a partner.**

Leaflet 1




Leaflet 2

CHEAPEST IN TOWN
BEST BARGAINS
Students 30% off
You can find us here:
12 Devonshire Street
Chameleon
Mon–Fri
9.00 a.m.–6 p.m.
Sat
10 a.m.–4 p.m.
www.beachameleon.co.uk

**6 SPEAKING Look at the leaflets again. Your cousin owns a small shop which sells fashionable clothes for young people. She has asked you to help her to advertise the shop.**

- Choose the leaflet in Exercise 5 which, in your opinion, is most appropriate and give reasons.
- Explain why you have rejected the other option.

**Use the SPEAKING FOCUS to help you.**



## REFERENCES

**Audioscript pp. 269–270**
**Using videos in the classroom p. T12**

## EXTRA ACTIVITIES

- Interactive speaking video
- Photocopiable resource 25 *What would you do if you won a lot of money?* (8–10 min.) pp. 293–294, 331
- Write *The advantages and disadvantages of …* on the board. In pairs, students finish the statement and then discuss the benefits and drawbacks of their topic of choice using the expressions from the SPEAKING FOCUS.

## WORKBOOK

p. 59

# 4.7 USE OF ENGLISH

Modal expressions

*I can use a range of expressions to express modality.*

**1** SPEAKING **Are you 'a saver' or 'a spender'? Do the *Me and Money Quiz* and discuss the answers with a partner. Do you agree with the results?**

**2** **Read the article about Jordon Cox. Answer the questions.**

1 How did Jordon travel from Sheffield to Essex? Why?
2 Why were Jordon and his mother unable to afford to go out?
3 What gave Jordon the idea for saving money through coupons?
4 Why did he change his mind about going to university?
5 What is Jordon saving for now?
6 How is Jordon's attitude to money different from yours?

## Me and Money Quiz

**1) Where do you keep your money?**
A) In my wallet.
B) In a bank account.

**2) You get your allowance every Friday. What do you do with it?**
A) I go shopping.
B) I put most of it in the bank.

**3) When you buy something expensive how much time do you spend comparing prices?**
A) None – I know what I want.
B) Days or weeks – I want to make sure I get the best deal.

**4) You've just won millions in the lottery. What would be the first thing you'd do?**
A) Buy something luxurious – a car or a house.
B) Go to a financial advisor for guidance.

**5) Which of these statements about money do you most agree with?**
A) You can't take it with you.
B) A penny saved is a penny earned.

**Mostly As:** You're a spender! You need to learn how to save for a rainy day.

**Mostly Bs:** You're a saver! Are your parents bank managers?!

News Sport Weather Politics Health Education

## Money-saving teen Jordon Cox: From blogging to Berlin



Teenage blogger Jordon Cox claims he **was able to save** £7.72 on his train journey from Sheffield in the north of England to Essex in the South East of England – by taking a plane via Berlin. He **was supposed to be** getting the train from Sheffield to Essex, but found that it was cheaper to fly from Sheffield to Berlin and from Berlin to Essex. He then blogged about his journey on his money-saving blog, and immediately gained 7,000 Twitter followers.

So how did Jordon become an expert in saving money? His story started when his father and mother split up. This meant that he and his mother **were obliged to live** on much less money. Jordon **wasn't allowed to work** because he was too young, and consequently, they **were unable to go out** and enjoy the kind of things they used to do, such as going out for meals or trips.

Then Jordon saw a programme on TV called 'Extreme Couponing' – the reality TV series follows shoppers who **are required to buy** the most shopping for the least money by using money-off vouchers or coupons. Jordon was inspired by the programme and that week he went out and **succeeded in saving** £10 on shopping.

Once he had started saving money, Jordon decided to share his tips on a Facebook page. One of his most impressive 'shopping trips' was when he **managed to acquire** shopping worth £500 for 4p, giving it all away to a charity for disadvantaged families. A few months later he was running money-saving seminars.

A few years ago, Jordon thought he **was likely to go** to university when he was eighteen, but now he's happy to have a job and financial security and is planning to continue spreading his money-saving message. He thinks that if he saves for three years, he **is sure to have** enough to buy a house. Not bad for a teenager!




**Exercise 2**
1 By plane via Berlin because it was cheaper than the train.
2 Because they were obliged to live on much less money after Jordan's father and mother split up.
3 A TV programme.
4 Because he likes his job and he's got financial security.
5 A house.



## REFERENCES

Audioscript **p. 270**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES

- Focus Vlog. Video worksheet 4.7 in the WB, p. 65
- Photocopiable resource 26 *The focus of our debate today is …* (15 min.) pp. 294, 332
- In pairs, students prepare three more money-saving tips in which they leave gaps for another pair to fill in with expressions from the LANGUAGE FOCUS. The pairs check with each other if the answers are correct or not.

**3** **Read the LANGUAGE FOCUS. In your notebook, complete it with the base form of the phrases in blue in the article.**

## LANGUAGE FOCUS

### Modal expressions

As well as using modal verbs, you can express modality with adverbs (*perhaps*, etc.), adjectives or participles (*she's sure to*, *he's obliged to*, etc.) or with other verbs (*we managed to*, etc.)

| MODAL VERBS | ALTERNATIVE STRUCTURES |
|---|---|
| **1 probability** can, could, may, might, must | be [1] *likely*/be unlikely to do/that …<br>be bound to do …<br>be [2] sure to do …<br>be certain to do … |
| **2 ability** can, can't, could | be [3] able /be [4] unable to do …<br>[5] manage to do …<br>[6] succeed in doing … |
| **3 permission** can, could, may | be allowed to do …<br>be permitted to do … |
| **4 prohibition** can't, couldn't, may not, shouldn't, mustn't | not be [7] allowed to do …<br>be forbidden to do/from doing …<br>be banned from doing … |
| **5 obligation** should, must | have to do …<br>need to do …<br>ought to do …<br>be [8] obliged to do …<br>be [9] required to do …<br>be [10] supposed to do …<br>be meant to do … |

**4** **Which structures are more likely in these sentences? In your notebook, translate the sentences. Then tick the ones that are true for you and compare with a partner.**

1 My parents *succeed in* / *are banned from* using my phone under any circumstances.
2 I'm *supposed*/ *certain* to change passwords regularly when I shop online, but I don't.
3 I can't find my wallet, but it's *bound*/ *permitted* to turn up sooner or later.
4 I *managed*/ *was likely* to save up for a new phone recently. I'm ordering one tomorrow.
5 My mum says I'm *allowed*/ *required* to use her credit card to buy things online.

**5** **USE OF ENGLISH** **In your notebook, rewrite the sentences. Replace the underlined structures with an alternative including the word in capitals.**

1 My online delivery is late. It should be here by now. **MEANT**
*My online delivery is late. It's meant to be here by now.*
2 Janet couldn't persuade her parents to lend her any more money. **SUCCEED** didn't succeed in persuading
3 Terry should have called me last night, but he forgot. **SUPPOSED** was supposed to call
4 Everybody must show their ID when they open a bank account. **REQUIRED** is required to show
5 Tom will probably waste all his money on new clothes. You know what he's like. **BOUND** is bound to waste
6 You can spend up to €100 a day on this store card. **PERMITTED** are permitted to spend

**6** **In your notebook, complete the dialogue between Ron (R) and Eve (E) with a different word in each gap. In some gaps, more than one answer is possible.**

**R:** Let's go and have a coffee.
**E:** I can't afford it! You know me – I never [1] *manage* to get to the end of the week without spending all my pocket money.
**R:** What happens if you need [2] to buy something big like a jacket or a new phone?
**E:** I've got my savings. My parents give me 10 euros a week, but I'm not [3] supposed/allowed to spend all of it. I [4] have/need to put 30 percent into a savings account. Then, I'm [5] able/supposed/allowed to use the money I've saved for those things.
**R:** So what about money you earn doing babysitting?
**E:** I [6] 'm supposed to save thirty percent of everything I earn, but recently I've been lending it all to my sister. She wants a new phone, but my parents have [7] forbidden/banned her from using her savings because she lost the last one. She loses things a lot. If she gets a new phone, she's [8] sure/likely/certain/bound to lose it quickly.
**R:** So it's a waste of money!
**E:** Not for me – she's paying me interest on the loan!

## SHOW WHAT YOU'VE LEARNT UNITS 1–4

**7** **USE OF ENGLISH** **Complete the text with the correct option, A, B, C or D. Write the answers in your notebook.**

### THREE MONEY-SAVING TIPS

**ONE** Don't [1] ___ an opportunity to get a discount on [2] ___ your online purchases. Look for either a coupon or a code … or both! You can get a reduction in the price, and you're also [3] ___ to get free delivery. In shops, buy things when they're on offer, or just smile and say, 'Excuse me, [4] ___ have a small discount, please?' It might work!
**TWO** [5] ___ way to save money is to have a present drawer. Buy presents and birthday cards when they're on special offer. If you [6] ___ buy something at the last minute, you're unlikely to get a bargain, but if you have a stock of presents, whenever there's a birthday you just open the drawer.
**THREE** Leave your wallet at home. It's a good idea to have days when you're [7] ___ to spend any money. You'll avoid [8] ___ purchases!

| | | | | |
|---|---|---|---|---|
| 1 | A fail | B miss | C let | D pass |
| 2 | A the whole | B every | C each | D all of |
| 3 | A likely | B possible | C banned | D permitted |
| 4 | A I'm able to | B do you think could I | C do you think I could | D might I |
| 5 | A Every | B The others | C Other | D Another |
| 6 | A manage | B are bound to | C have to | D succeed in |
| 7 | A not allowed | B certain | C banned | D sure |
| 8 | A wishful | B impulse | C reflex | D reactive |

## FOCUS VLOG 18 About money

2.27 **Listen to the Focus Vlog. Do the speakers usually pay by cash or card? Write the answers in your notebook.**

Use of English page 143



**WORKBOOK**
pp. 60–61

**NEXT CLASS**
Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 4.7, Use of English.

# 4.8 WRITING

A formal email

*I can describe an incident and make a complaint about it in writing.*

**1** SPEAKING **Would you hang out with your friends in the places mentioned in the box? Why?/Why not? Discuss with a partner.**

coffee shop  empty building  park
fast-food restaurant  shopping centre
skate park  street corner

**2** **Read Rachel's post on the *Youth City News* (YCN) website. Do you think he and his friends were treated unfairly? What is the advice given by the YCN?**
YCN says Rachel can write to the centre management and explain the situation.

**3** **Read Rachel's email below and answer the questions.**

1 Are the main events described in the email the same as those in Rachel's message to YCN? Yes.
2 How does the style of the email differ from the style of the message? The email is more formal.
3 How do you think the Centre Manager will react?

Dear Sir or Madam,

I am writing on [1] *behalf* of myself and my friends to [2] draw your attention to an incident that **took place** at the Queen Plaza Shopping Centre last Saturday. I would like to [3] make a formal complaint about the way we were treated by staff at the centre.

Last Saturday, some friends and I met in the centre at Plaza Café. We were having some drinks and enjoying ourselves when the manager of the café **approached** our table and **accused** us of being too noisy. When we tried to **reason with** him, he immediately called security. A moment later, two guards arrived and forced us to leave the café and the shopping centre. To make [4] matters worse, they **threatened** to call the police and told us not to return in the future.

We are particularly upset because the [5] truth/fact is we were no noisier than some of the other people in the café. To be honest, we are amazed that the centre security guards are allowed to treat customers in this way. Without doubt, the worst [6] part of this whole incident was being thrown out of the busy shopping centre like criminals. We were so **humiliated** that we decided to contact you and complain.

As the manager of the centre, we [7] urge you to reconsider your policies towards teenage customers. It is simply unfair to discriminate against young people in this way. We have contacted the local media about the incident and look forward to your response.

Yours faithfully,
Rachel Seaborne

# YCN Youth City News

## YCN Message Board

**Got comments? Need advice? This is the place …**



**Rachel**

Last Saturday, my friends and I were kicked out of Queen Plaza Shopping Centre for … no good reason! We were having a coffee in Plaza Café when the manager came over and told us to be quiet. We honestly weren't being that loud and my friend said this to the manager. Next thing, two security guards arrived and told us to leave or they'd call the police! They walked us to the exit and told us not to come back. It was so embarrassing and a total overreaction. What can we do?

**YCN**

If you really weren't disturbing anyone, then it does seem unfair, Rachel. Why don't you write to the centre management and explain the situation? Be sure to let us know their reaction.

**4** **Which words from the WRITING FOCUS complete Rachel's email correctly? Sometimes more than one answer is possible. Write the answers in your notebook.**

## WRITING FOCUS

### A formal email – describing an incident and making a complaint

**Introduction**

- Say why you are writing and summarise your complaint.
  *I am writing on behalf of myself and my friends …*
  *I am writing to draw your attention to …*
  *I would like to make a formal complaint about …*

**Main paragraphs**

- Use narrative tenses to describe the incident you are complaining about.
- Give your reaction to the incident.
  *We are particularly upset because …*
  *To make matters worse, …*
  *The truth/fact is (that) …*
  *Without (a) doubt, the worst part of this whole incident was …*
  *… I/we decided to contact you and complain.*

**Conclusion**

- Say what you would like to happen.
  *I/We urge you to (reconsider your policies …)*
  *I/We ask/demand that you (investigate the matter …)*
- Make a final statement.
  *It is simply unfair to discriminate against young people in this way.*
- Mention that you expect a reply.
  *I/We look forward to your response.*



## EXTRA ACTIVITIES

- Photocopiable resource 27 A formal email (15 min.) pp. 294, 333
- After ex. 1, students discuss what kind of problems they might experience when they hang out with friends in the places in the box. Give feedback with the whole class.

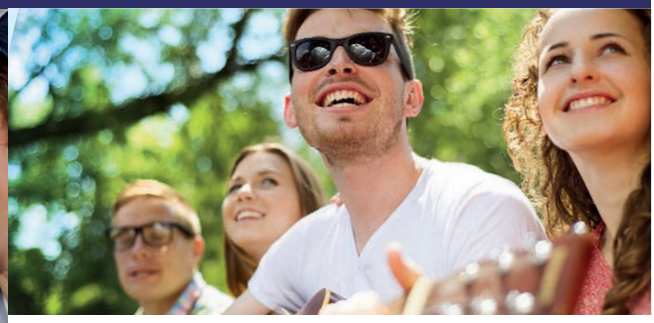
## WORKBOOK

pp. 62–63, including *Show What You've Learnt* and *Show That You've Checked*

## NEXT CLASS

Ask students to study the Word list on pp. 64–65.





**5** **In your notebook, complete the sentences with the appropriate words or phrases in purple from the email. Use the definitions in brackets to help you.**

I am writing to complain about an incident that [1] *took place* (happened) last night at Skybowl bowling alley.

a We told her we had paid and tried to [2] reason with her (persuade her to be more sensible).

b She [3] accused us (said that we had done something bad) of trying to leave without paying for our drinks.

c My friends and I had finished our game and were about to leave when a waitress [4] approached (came towards) us.

d All the other customers heard her shouting and we felt really [5] humiliated (ashamed or embarrassed).

e However, she started shouting at us and [6] threatened (promised to do something bad) to call the police.

In the end, the manager checked the computer and found that it was the waitress's mistake. The worst part of this whole event was that nobody apologised.

**6** **Put sentences a–e in Exercise 5 in order to form an extract from an email.** c, b, a, e, d

**7** SPEAKING **Read the LANGUAGE FOCUS. In your notebook, complete the questions with *so* or *such a/an/Ø* (no article). Then ask and answer in pairs.**

When was the last time …

1 you were ___so___ angry that you shouted at someone?
2 you had ___such a___ good time hanging out with your friends that you didn't want the day to end?
3 you felt ___so___ humiliated that you went red in the face?
4 you received ___such___ terrible service that you complained or told someone else about it?
5 you had to deal with ___such___ rude people that you felt offended?

## LANGUAGE FOCUS

### Expressing cause and result

You can make your writing more varied by using ***so/such*** and ***that* clause** to give information about a cause, and link it to a result:

- ***so* + adjective + *that* clause**
  *We were **so** humiliated **that we decided to contact you and complain**.*
- ***such* + *a/an/Ø* + (adjective) + noun + *that* clause**
  *It was **such a** humiliating situation **that we decided to contact you and complain**.*

**8** **You are going to write an email of complaint about an incident. Imagine you experienced one of the situations described below. In your notebook, make notes about:**

- The details of the incident (what happened and how you felt/reacted)
- What you want the manager (of the place/company) to do.

1 A bus driver refused to let you and four friends onto a bus late at night.
2 You and your friends were asked to leave the cinema after a member of staff accused you of throwing popcorn around.
3 You were leaving a supermarket when the security alarm went off. The security guards were very aggressive towards you when they searched you.

## SHOW WHAT YOU'VE LEARNT

**9** **Do the writing task in your notebook. Use your notes the Exercise 8, the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Potraktowano cię niesprawiedliwie w jednej z sytuacji opisanych w ćwiczeniu 8. Napisz e-mail ze skargą do kierownictwa osoby, która nieodpowiednio się zachowała. Opisz zaistniałą sytuację i przedstaw, czego oczekujesz w ramach rekompensaty.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*



63

## 4.1 Vocabulary 4.25

**average** /'ævərɪdʒ/ średni
**bargain price** /'bɑ:gən ˌpraɪs/ okazyjna cena
**be on a limited budget** /bi ɒn ə 'lɪmɪtɪd 'bʌdʒət/ mieć ograniczony budżet
**can't be bothered to do sth** /ˌkɑ:nt bi ˌbɒðəd tə 'du: ˌsʌmθɪŋ/ nie mieć ochoty, żeby coś zrobić
**carbon emission** /'kɑ:bən ɪˌmɪʃən/ emisja dwutlenku węgla
**cautious** /'kɔ:ʃəs/ ostrożny
**chain store** /'tʃeɪn stɔ:/ sklep należący do sieci, sieciówka
**check up on** /ˌtʃek 'ʌp ɒn/ sprawdzić
**clothing industry** /'kləʊðɪŋ ˌɪndəstri/ przemysł odzieżowy
**cut down on** /ˌkʌt 'daʊn ɒn/ ograniczyć, zredukować
**decompose** /ˌdi:kəm'pəʊz/ rozkładać się
**delivery** /dɪ'lɪvəri/ dostawa
**double** /'dʌbəl/ podwoić
**enter your PIN** /'entə jə 'pɪn/ wprowadzić kod PIN
**ethical values** /ˌeθɪkəl 'vælju:z/ wartości etyczne
**employment policy** /ɪm'plɔɪmənt ˌpɒləsi/ polityka zatrudnienia
**environmental impact** /ɪnˌvaɪrən,mentl 'ɪmpækt/ wpływ na środowisko
**garment** /'gɑ:mənt/ odzież, strój
**generate** /'dʒenəreɪt/ generować, produkować
**go bargain-hunting** /ˌgəʊ ˌbɑ:gən 'hʌntɪŋ/ polować na okazje
**have a bad reputation** /ˌhæv ə bæd ˌrepjə'teɪʃən/ mieć złą opinię
**high street** /'haɪ stri:t/ główna ulica handlowa w mieście
**impulse purchase** /'ɪmpʌls ˌpɜ:tʃəs/ zakup robiony pod wpływem impulsu, emocji
**latest** /'leɪtɪst/ najnowszy, ostatni
**life expectancy** /laɪf ɪk'spektənsi/ średnia długość życia
**local brands** /'ləʊkəl brændz/ lokalne marki
**look out for** /'lʊk aʊt fə/ szukać, wypatrywać
**mass-produced product** /ˌmæs prə'dju:st ˌprɒdʌkt/ wyrób masowej produkcji
**online shopping** /ˌɒnlaɪn 'ʃɒpɪŋ/ zakupy robione w Internecie
**opt for** /'ɒpt fə/ wybierać coś, decydować się na
**pay out** /ˌpeɪ 'aʊt/ zapłacić za coś, wydać pieniądze
**pick-up** /'pɪk ʌp/ odbiór (np. przesyłki)
**polluter** /pə'lu:tə/ truciciel
**put sth aside** /pʊt ˌsʌmθɪŋ ə'saɪd/ odłożyć coś na bok
**responsible attitude** /rɪˌspɒnsəbəl 'ætətju:d/ odpowiedzialna postawa
**responsibly** /rɪ'spɒnsəbli/ odpowiedzialnie
**send sth back** /ˌsend ˌsʌmθɪŋ bæk/ odesłać coś
**shop around** /ˌʃɒp ə'raʊnd/ rozglądać się po sklepach i porównywać (np. produkty lub ceny)
**shop locally** /ˌʃɒp 'ləʊkəli/ robić zakupy lokalnie
**sportswear** /'spɔ:tsweə/ odzież sportowa
**spring up** /ˌsprɪŋ 'ʌp/ pojawiać się
**support local producers** /sə,pɔ:t ˌləʊkəl prə'dju:səz/ wspierać lokalnych producentów
**synthetic fabric** /ˌsɪn'θetɪk 'fæbrɪk/ tkanina syntetyczna
**tempting** /'temptɪŋ/ kuszący
**textile waste** /ˌtekstaɪl 'weɪst/ odpady włókiennicze
**throw-away society** /ˌθrəʊ ə'weɪ sə,saɪəti/ społeczeństwo charakteryzujące się filozofią wyrzucania przedmiotów po jednorazowym użyciu
**treat yourself to** /'tri:t jɔ:,self tə/ zafundować sobie coś

## 4.2 Grammar 4.26

**be concerned about** /bi kən'sɜ:nd ə,baʊt/ martwić się o
**dye your hair** /ˌdaɪ jɔ: 'heə/ farbować włosy
**form a band** /ˌfɔ:m ə 'bænd/ założyć zespół muzyczny
**hold sth up** /ˌhəʊld ˌsʌmθɪŋ 'ʌp/ trzymać coś w górze
**risky** /'rɪski/ ryzykowny
**save up for** /ˌseɪv 'ʌp fə/ oszczędzać na
**staff entrance** /ˌstɑ:f 'entrəns/ wejście dla personelu
**stage** /steɪdʒ/ scena
**transfer money** /ˌtræns'fɜ: 'mʌni/ przelać pieniądze

## 4.3 Listening 4.27

**antiques market** /æn'ti:ks ˌmɑ:kət/ targ staroci
**auction house** /'ɔ:kʃən haʊs/ dom aukcyjny
**bric-a-brac** /'brɪk ə ˌbræk/ bibeloty
**car boot sale** /ˌkɑ: 'bu:t seɪl/ giełda staroci, giełda rzeczy używanych
**checked bag** /ˌtʃekt 'bæg/ bagaż rejestrowany
**claim sth** /'kleɪm ˌsʌmθɪŋ/ odebrać coś
**clutter** /'klʌtə/ graty, rupiecie
**domestic** /də'mestɪk/ domowy
**fashionable** /'fæʃənəbəl/ modny
**flea market** /'fli: ˌmɑ:kət/ pchli targ
**get hold of** /'get ˌhəʊld əv/ zdobyć, złapać
**lost property** /ˌlɒst 'prɒpəti/ zgubiona własność
**market stall** /'mɑ:kət ˌstɔ:l/ stragan, stoisko na targu
**old-fashioned** /ˌəʊld 'fæʃənd/ staromodny
**online auction** /ˌɒnlaɪn 'ɔ:kʃən/ aukcja internetowa
**ornament** /'ɔ:nəmənt/ ozdoba
**personal belongings** /ˌpɜ:sənəl bɪ'lɒŋɪŋz/ przedmioty osobiste
**pre-owned goods** /ˌpri: 'əʊnd ˌgʊdz/ przedmioty z drugiej ręki
**reasonably-priced** /ˌri:zənəbli 'praɪst/ w rozsądnej cenie
**rotten food** /ˌrɒtn 'fu:d/ zepsute jedzenie
**second-hand clothes** /ˌsekənd ˌhænd 'kləʊðz/ używane ubrania
**stallholder** /'stɔ:lˌhəʊldə/ właściciel straganu
**unclaimed** /ˌʌn'kleɪmd/ nieodebrany (np. bagaż)
**unwanted** /ʌn'wɒntəd/ niechciany
**used goods trade** /ˌju:zd ˌgʊdz 'treɪd/ handel używanymi rzeczami

## 4.4 Reading 4.28

**afford to do sth** /ə'fɔ:d tə du: ˌsʌmθɪŋ/ móc sobie na coś pozwolić (finansowo)
**annoying** /ə'nɔɪ-ɪŋ/ irytujący
**annual** /'ænjuəl/ coroczny
**available** /ə'veɪləbəl/ osiągalny, dostępny
**be broke** /bi 'brəʊk/ być spłukanym, bez grosza
**be loaded** /bi 'ləʊdəd/ być bardzo bogatym
**be rolling in money** /bi ˌrəʊlɪŋ ɪn 'mʌni/ spać na pieniądzach
**be short of money** /bi ˌʃɔ:t əv 'mʌni/ mieć mało pieniędzy
**be well-off** /bi ˌwel 'ɒf/ być zamożnym, być dobrze sytuowanym
**bid** /bɪd/ oferta kupna (na aukcji)
**bid for sth (in an auction)** /'bɪd fə ˌsʌmθɪŋ (ɪn ən 'ɔ:kʃən)/ licytować na aukcji, składać ofertę kupna
**broadcast** /'brɔ:dkɑ:st/ transmitować, nadawać
**business empire** /'bɪznəs ˌempaɪə/ imperium biznesowe
**catch the bug** /ˌkætʃ ðə 'bʌg/ złapać bakcyla
**cause** /kɔ:z/ cel, sprawa
**come up for auction** /ˌkʌm ˌʌp fər 'ɔ:kʃən/ wystawić na aukcji
**consumer behaviour** /kən,sju:mə bɪ'heɪvjə/ zachowanie konsumentów
**contribute** /kən'trɪbju:t/ przyczyniać się do, mieć wkład w
**cuddly** /'kʌdli/ milutki
**cult following** /ˌkʌlt 'fɒləʊɪŋ/ grono wiernych fanów
**disability** /ˌdɪsə'bɪləti/ niepełnosprawność
**disabled** /dɪs'eɪbəld/ niepełnosprawny
**donate** /dəʊ'neɪt/ przekazać datek, ofiarować
**enterprising** /'entəpraɪzɪŋ/ przedsiębiorczy
**entertainer** /ˌentə'teɪnə/ artysta rozrywkowy
**fetch** /fetʃ/ osiągnąć wartość/cenę
**find it hard to make ends meet** /ˌfaɪnd ɪt 'hɑ:d tə ˌmeɪk ˌendz 'mi:t/ ledwo wiązać koniec z końcem
**fundraise for charity** /'fʌndˌreɪz fə ˌtʃærəti/ zbierać pieniądze na cele dobroczynne
**have money to burn** /hæv 'mʌni tə ˌbɜ:n/ mieć forsy jak lodu
**hold an auction** /ˌhəʊld ən 'ɔ:kʃən/ organizować aukcję
**human trafficking** /ˌhju:mən 'træfɪkɪŋ/ handel ludźmi
**hyped** /haɪpt/ rozreklamowany
**increase (your) earnings** /ɪnˌkri:s (jər) 'ɜ:nɪŋz/ zwiększyć dochody/zyski
**in demand** /ɪn dɪ'mɑ:nd/ poszukiwany, chciany
**jar** /dʒɑ:/ słoik
**label** /'leɪbəl/ marka, metka
**leftover** /'leftəʊvə/ pozostały



## WORD LIST ACTIVITIES

• In pairs, students write down five or six gapped expressions. Next to the gap, there should be a word prompt, e.g. _____ *(employ) policy* – *employment policy*. Students exchange expressions with another pair, complete the gaps with the correct form of the words in brackets and check their answers. Monitor and offer feedback where necessary.

64

**limited edition** /ˌlɪmɪtɪd ɪ'dɪʃən/ limitowana edycja
**live from hand to mouth** /ˌlɪv frəm ˌhænd tə 'maʊθ/ klepać biedę
**make a fortune** /ˌmeɪk ə 'fɔːtʃən/ zbić fortunę
**make a profit** /ˌmeɪk ə 'prɒfɪt/ osiągnąć zysk
**make money** /ˌmeɪk 'mʌni/ zarabiać pieniądze
**meaning of life** /'miːnɪŋ əv ˌlaɪf/ sens życia
**on trend** /ɒn 'trend/ modny
**place a bid** /pleɪs ə'bɪd/ złożyć ofertę
**put sth up for sale** /ˌpʊt ˌsʌmθɪŋ ʌp fə 'seɪl/ wystawić coś na sprzedaż
**raise money** /ˌreɪz 'mʌni/ zbierać pieniądze
**refuse** /rɪ'fjuːz/ odmówić
**resell** /ˌriː'sel/ odsprzedać
**reveal** /rɪ'viːl/ ujawnić
**shredder** /'ʃredə/ niszczarka
**step in** /step ɪn/ wkroczyć
**streetwear** /'striːtweə/ moda uliczna
**sum of money** /ˌsʌm əv 'mʌni/ suma pieniędzy
**take on a challenge** /ˌteɪk ˌɒn ə 'tʃælɪndʒ/ podjąć wyzwanie
**winning bid** /'wɪnɪŋ ˌbɪd/ najwyższa oferta
**wheelchair** /'wiːltʃeə/ wózek inwalidzki
**value** /'væljuː/ wartość

## 4.5 Grammar 4.29

**bother** /'bɒðə/ starać się; fatygować; martwić się
**bracelet** /'breɪslət/ bransoletka
**exchange** /ɪks'tʃeɪndʒ/ wymienić
**hang out** /ˌhæŋ 'aʊt/ spędzać czas
**in advance** /ɪn əd'vɑːns/ z wyprzedzeniem, z góry
**it's a pity/it's a shame** /ɪts ə 'pɪti/ɪts ə 'ʃeɪm/ to szkoda
**rash** /ræʃ/ wysypka
**receipt** /rɪ'siːt/ paragon
**take sth back** /ˌteɪk ˌsʌmθɪŋ 'bæk/ oddać (np. coś do sklepu)

## 4.6 Speaking 4.30

**choice** /tʃɔɪs/ wybór
**delivery truck** /dɪ'lɪvəri ˌtrʌk/ samochód dostawczy
**eye-catching** /'aɪ ˌkætʃɪŋ/ wpadający w oko, efektowny
**get the message** /ˌget ðə 'mesɪdʒ/ zrozumieć, załapać
**halfway across town** /ˌhɑːf'weɪ ə'krɒs ˌtaʊn/ przez pół miasta
**interact with sb** /ˌɪntər'ækt wɪð ˌsʌmbədi/ nawiązać kontakt, komunikować się z kimś
**justify** /'dʒʌstɪfaɪ/ uzasadniać
**leaflet** /'liːflət/ ulotka
**locally grown** /ˌləʊkəli 'grəʊn/ uprawiany lokalnie, w okolicy
**miraculous** /mɪ'rækjələs/ cudowny
**on second thoughts** /ɒn ˌsekənd 'θɔːts/ po namyśle
**order sth online** /ˌɔːdə ˌsʌmθɪŋ 'ɒnlaɪn/ zamówić coś w Internecie
**poorly** /'pɔːli/ kiepsko, słabo
**take effort** /teɪk 'efət/ wymagać wysiłku
**time-consuming** /'taɪm kənˌsjuːmɪŋ/ czasochłonny

## 4.7 Use of English 4.31

**a penny saved is a penny earned** /ə 'peni ˌseɪvd əz ə 'peni ˌɜːnd/ ziarnko do ziarnka, zbierze się miarka
**allowance** /ə'laʊəns/ kieszonkowe
**disadvantaged** /ˌdɪsəd'vɑːntɪdʒd/ w niekorzystnej sytuacji, ubogi, pokrzywdzony
**financial advisor** /fə'nænʃəl ədˌvaɪzə/ doradca finansowy
**gain** /geɪn/ osiągnąć, zyskać
**get a discount** /'get ə 'dɪskaʊnt/ dostać zniżkę
**guidance** /'gaɪdəns/ wskazówki, doradztwo
**interest on a loan** /ˌɪntrəst ɒn ə 'ləʊn/ odsetki od pożyczki
**luxurious** /lʌg'zjʊəriəs/ luksusowy
**miss an opportunity** /ˌmɪs ən ˌɒpə'tjuːnəti/ przepuścić okazję
**money-off voucher/coupon** /ˌmʌni ɒf 'vaʊtʃə/'kuːpɒn/ voucher/kupon obniżający cenę
**open a bank account** /ˌəʊpən ə 'bæŋk əˌkaʊnt/ otworzyć konto bankowe
**permit** /pə'mɪt/ pozwalać
**pocket money** /'pɒkət ˌmʌni/ kieszonkowe
**reduction in the price** /rɪ'dʌkʃən ɪn ðə ˌpraɪs/ obniżenie ceny
**run a seminar** /ˌrʌn ə 'semənɑː/ prowadzić seminarium
**save for a rainy day** /ˌseɪv fər ə 'reɪni deɪ/ oszczędzać na czarną godzinę
**savings account** /'seɪvɪŋz əˌkaʊnt/ konto oszczędnościowe
**stock of** /stɒk əv/ zapas
**succeed in** /sək'siːd ɪn/ udać się; osiągnąć sukces
**waste money** /ˌweɪst 'mʌni/ marnować pieniądze

## 4.8 Writing 4.32

**accuse sb of** /ə'kjuːz ˌsʌmbɒdi əv/ oskarżyć kogoś o
**approach** /ə'prəʊtʃ/ podejść, zbliżyć się
**bowling alley** /'bəʊlɪŋ ˌæli/ kręgielnia
**discriminate against sb** /dɪ'skrɪməneɪt əˌgenst ˌsʌmbɒdi/ dyskryminować kogoś
**draw sb's attention to** /ˌdrɔː ˌsʌmbədiz ə'tenʃən tə/ zwrócić czyjąś uwagę na
**embarrassing** /ɪm'bærəsɪŋ/ żenujący
**feel offended** /fiːl ə'fendəd/ poczuć się urażonym
**humiliated** /hjuː'mɪlieɪtɪd/ poniżony
**incident** /'ɪnsɪdənt/ zajście, incydent
**kick sb out** /ˌkɪk ˌsʌmbɒdi 'aʊt/ wyrzucić kogoś, pozbyć się kogoś
**make a complaint** /meɪk ə kəm'pleɪnt/ złożyć zażalenie, zgłosić reklamację
**on behalf** /ɒn bɪ'hɑːf/ w imieniu
**overreaction** /ˌəʊvəri'ækʃən/ przesadna reakcja
**policy** /'pɒləsi/ zasady, polityka
**reason with** /'riːzən wɪð/ przekonywać
**reconsider** /ˌriːkən'sɪdə/ przemyśleć, rozważyć ponownie
**security guard** /sɪ'kjʊərəti ˌgɑːd/ ochroniarz
**threaten** /'θretn/ grozić
**treat sb unfairly** /ˌtriːt ˌsʌmbədi ˌʌn'feəli/ traktować kogoś niesprawiedliwie
**upset** /ˌʌp'set/ zmartwiony, wytrącony z równowagi



65

# FOCUS REVIEW 4

Wszystkie ćwiczenia wykonaj w zeszycie.

## SŁOWNICTWO I GRAMATYKA

**1 Połącz fragmenty zdań.**

1 Many consumers are trying to cut b
2 New shops are starting to spring d
3 Think about the environment before treating yourself e
4 It's true that sometimes you have to pay a
5 Even if you're a bit short c

a out a bit more for ethical products.
b down on the amount of waste they create.
c of money, there are still ways you can cut waste.
d up that offer goods with no plastic packaging.
e to that heavily packaged box of chocolates.

**2 Które z podanych słów poprawnie uzupełniają tekst? Jedno słowo nie pasuje do żadnej luki.**

chain making meet pre-owned sales support taking

It seems that anywhere you go in the world now, you see the same brand names and the same [1] chain stores selling familiar goods. An increasing number of people, however, are turning to alternatives, such as avoiding the big brands to [2] support local independent shops or seeking out unique [3] pre-owned goods at auctions or car boot [4] sales. Buying and selling second-hand goods is no longer just for those who find it hard to make ends [5] meet. For many, selling their unwanted belongings online is a way of reducing waste as well as [6] making a bit of a profit.

**3 Uzupełnij zdania właściwymi *question tags* lub pytaniami typu *reply questions*.**

1 Nobody has received a refund for their cancelled flight, have they ?
2 That's a nice dress she's wearing tonight, isn't it ?
3 Let's talk about insuring the house, shall we ?
4 Don't forget to call me, will you ?
5 A: Tim had to take out a loan to buy a car.
B: Did he ?
6 A: I'm not going to lend him money ever again!
B: Aren't you ?

**4 Wybierz poprawną odpowiedź.**

1 We *should have found* / (*had to*) find the receipt before we could take the camera back to the shop.
2 I told you not to order a wedding dress online. You *should listen* / (*ought to have listened*) to me then, and we wouldn't have to look for one now!
3 She said she was broke, so she (*shouldn't have*) / *ought to have* spent so much on new clothes.
4 I *didn't need to spend* / (*needn't have spent*) a fortune on all this fancy food. They didn't come after all.
5 Look at the queue to get into the shop! We *ought to arrive* / (*ought to have arrived*) earlier.

## ŚRODKI JĘZYKOWE

### Wybór wielokrotny; parafraza zdań

**5 Przeczytaj tekst. Które z podanych odpowiedzi A–D poprawnie go uzupełniają?**

# BAR CODE




You may have never heard of Joe Woodland or Bernard Silver, but you [1] ___ to come across their groundbreaking invention on a daily basis – the bar code.

While studying engineering, Woodland and Silver were approached by a retail food company and asked to find ways to automate checkout operations. They [2] ___ design a bar code in the shape of a bull's eye. It meant that employees no longer [3] ___ manually input prices for every single product at the checkout neither were they [4] ___ replace price tags whenever an item's cost changed. Even though the idea didn't catch on at first, the food industry didn't give up looking for an easy way to scan products. Finally, an IBM employee, George Laurer, [5] ___ designing the bar code we're all familiar with today as a rectangular box with vertical lines and numbers. The first ever item was scanned on 26th June 1974. It was a pack of chewing gum, which is now a museum exhibit, together with the scanner used.

Nowadays, you [6] ___ to come across everything from food to furniture branded with a bar code. It has even become a feature in some modern paintings.

1 A are meant B manage
(C) are certain D are required
2 A able to B succeeded
(C) managed to D were allowed to
3 A ought to B must
C should (D) had to
4 A needed to B bound to
C had to (D) obliged to
5 (A) succeeded in B managed
C were able to D supposed to
6 A are allowed (B) are likely
C are meant D will surely

**6 Wykorzystaj podane wyrazy i przekształć zdania, zachowując ich sens. Nie zmieniaj podanych fragmentów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.**

1 It would have been better if we hadn't given Tony so much money for his birthday. **SHOULD**
We should not have given Tony so much money for his birthday.
2 The offer was so good, they didn't hesitate to accept it. **SUCH**
It was such a good offer that they didn't hesitate to accept it.
3 It wasn't necessary for Sarah to pay her university fees because they were covered by her employer. **NEED**
Sarah didn't need to pay her university fees because they were covered by her employer.
4 By law, stores can't sell certain products to under eighteens. **FORBIDDEN**
By law, stores are forbidden to sell/from selling certain products to under eighteens.
5 We didn't manage to launch a new campaign due to lack of funding. **SUCCEED**
We did not succeed in launching a new campaign due to lack of funding.



## EXTRA ACTIVITIES

- Photocopiable resource 28 Sentence translation (15 min.) pp. 294, 334
- Photocopiable resources 57–58 Multiple choice cloze (20 min.) pp. 301, 366–367
- Photocopiable resources 64–65 Sentence transformation (20 min.) pp. 302–303, 373–374

66

## SŁUCHANIE

### Wybór wielokrotny

**7** 2.28 **Usłyszysz dwukrotnie wywiad z Anne, która pracuje jako tajemniczy klient (*mystery shopper*). Która z podanych odpowiedzi A–D jest zgodna z treścią nagrania?**

1 Anne is asked by her clients to
A visit local businesses.
B buy specific products.
C dress in a particular way.
D go to any store she wants.

2 The services of mystery shoppers are in demand mainly because
A shops want to attract wealthier customers.
B they provide information on the online competition.
C there aren't many people who actually do the job.
D online shopping is becoming a danger to regular stores.

3 Which is not true about the stores Anne has visited?
A Some of them are hiring more staff and are cleaner than before.
B Some of them have more customers and longer queues.
C Some of them are becoming more shopper-friendly.
D Some of them are winning awards for customer service.

4 What does Anne say about being a mystery shopper in expensive restaurants?
A It's a task requiring a good memory.
B She has to take notes during the meal.
C It's a good opportunity to speak to the staff.
D She finds it a good way to combine work and spending a nice evening.

5 From the interview with Anne, we learn that the job of a mystery shopper
A hardly ever produces the desired results.
B can sometimes bring financial rewards.
C follows a monotonous routine.
D is suitable for anyone willing to do it.

## PISANIE

### E-mail/List formalny

**8 Wykonaj zadanie egzaminacyjne.**

Niedawno ty i twój niepełnosprawny kolega odwiedziliście muzeum. Twojego kolegi nie wpuszczono do jednej z sal: argumentowano, że mógłby on uszkodzić delikatne eksponaty. Napisz do dyrektora muzeum e-mail, w którym opiszesz zaistniałą sytuację oraz przedstawisz swoje oczekiwania względem muzeum.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

## MÓWIENIE

**9 Pracując w parach, wykonajcie zadanie egzaminacyjne, a następnie odpowiedzcie na pytania.**

**Popatrz na zdjęcia A, B i C. Chcesz sobie kupić strój na studniówkę i musisz wybrać odpowiedni sklep. Rozważasz trzy opcje.**

- Wybierz tę opcję, która twoim zdaniem będzie najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.










1 Why do you think some people only want to buy designer clothes?
2 What are the advantages and disadvantages of buying clothes online?
3 Some people say that shopping for clothes is a good way to relax and relieve stress. Do you agree? (Why?/ Why not?)
4 Do you think it makes sense to spend a lot of money on clothes you will only wear once at the prom or similar occassions? What makes you think so?



## REFERENCES

Audioscript **pp. 270–271**
MiniMatura writing assessment criteria
Matura speaking test assessment criteria

## EXTRA ACTIVITIES

Extra digital activities: Listening and Use of English Checkpoints

## NEXT CLASS

- Ask students to do Self-check 4.10, WB pp. 66–67, as homework.
- Ask students to prepare for Unit 4 MiniMatura and Matura speaking test 4: Testing Programme, Unit 4.
- Ask students to prepare for Cumulative test 2, Testing Programme, Unit 4.

# 5

# Off to work

*My advice is to never do tomorrow what you can do today. Procrastination is the thief of time.*

Charles Dickens

## VIDEO



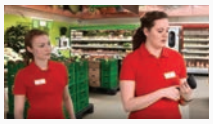

BBC
Off to work 19
Lesson 5.1




**GRAMMAR ANIMATION**
Lesson 5.2 20
Lesson 5.5 22



**FOCUS VLOG**
About job interviews 21
Lesson 5.2



**INTERACTIVE SPEAKING VIDEO**
Lesson 5.6 23
Lesson 5.6 24

## 5.1 VOCABULARY

Work • expressions to do with work • phrasal verbs • adjectives from nouns

*I can talk about work and employment.*

### SHOW WHAT YOU KNOW

**1** **In your notebook, complete the sentences with the correct form of *work* (noun or verb) or *job* (noun).**

1 Brenda has a **part-time/manual/well-paid** *job* .
2 Tom works **from home/long hours/with his hands**.
3 Amy has done a lot of **hard/voluntary/office** work over the years.
4 Luca works **outdoors/in advertising/abroad**.
5 Hal **applied for/got fired from/resigned from** a job in sales.

**2** SPEAKING **Think about three people with different jobs that you know. Tell your partner about them using the structures in Exercise 1 and your own ideas.**

**3** **Read a summary of some ideas from a book called *Eat that Frog!* by Brian Tracy. What does *eat that frog* mean according to the author?**

**4** SPEAKING **Discuss the questions about the summary.**

1 How good are you at time management and getting things done?
2 Which tips describe things you do or would consider doing?
3 Why do you think it is important to 'eat that frog'?

# EAT THAT FROG!



You're almost at the end of school and close to going on to further education or entering the job market. In his book, ***Eat that Frog!***, time management expert Brian Tracy outlines some simple tips to help you reach your full potential and stop you burning out.

### 1 EAT THAT FROG

Imagine the scenario – you've taken up a new job or started a new course, but you're overworked. You've got so many things to do. Your frog is your biggest, most difficult and important task, the one you're most likely to put off until later. Make sure it's the first job you do, and keep at it until it's done.

### 2 WRITE DOWN YOUR GOALS

Set out your objectives. Make a list of ten goals you'd like to achieve in the next twelve months. If you could only achieve one goal, which one would have the most positive effect on your life? Focus on that objective first and get down to work straight away.



## REFERENCES

Culture notes **p. 257**
Videoscript **p. 282**
Using videos in the classroom **p. T12**
How to teach with projects **p. T14**

## EXTRA ACTIVITIES

- BBC video. Video worksheet 5.1 in the WB, p. 80
- Photocopiable resource 29 *What the frogs said* (15 min.) pp. 294, 335
- Extra digital activities: Vocabulary Checkpoint
- Students discuss one of their goals. Then encourage them to individually write down a to-do list which will help them to achieve it. Students exchange their to-do lists with their partner to comment on and compare.

68

## FOCUS ON WORDS | Expressions to do with work

**5** 2.29 **In your notebook, complete the phrases in red in the text with the correct verb. Then listen, check and repeat.**

1 achieve a goal
2 do sth day in, day out
3 enter the job market
4 improve your career prospects
5 increase your output
6 put your heart into sth
7 reach your full potential
8 speak your mind
9 think for yourself
10 work to a deadline

**6** **In your notebook, replace the underlined phrases with the phrases in Exercise 5. Then answer the questions about the text.**

1 How can this book help you to become as good as you can be?
2 Of all the objectives you'd like to fulfil, which one should you pursue first?
3 How can you make yourself twenty-five percent more productive?
4 What can help when you have a time limit to do something?
5 How can you make your employment possibilities better?
6 What do you need to do over and over until it becomes second nature?
7 What specific things should you put a lot of effort into?

### 3 WRITE A TO-DO LIST

Get organised. Before you get on with your work, if you take ten minutes to map out exactly how you will spend your time, you can increase your output by twenty-five percent. Planning can save you time especially when you're working to a deadline.

### 4 DEVELOP THE RIGHT HABITS

Improve your career prospects by observing what successful people do. Imitate their behaviour: be punctual, think for yourself, speak your mind. Do these things day in, day out until they become second nature. Then you'll be on your way to becoming a successful person, too.

### 5 GET BETTER AT WHAT YOU DO

Commit to taking on new challenges, picking up new skills and reading about your future profession. The more knowledgeable and skilled you become, the faster you will carry out the tasks at hand. Identify what you're good at and then put your heart into doing those specific things very, very well.

### 6 MOTIVATE YOURSELF

Always be enthusiastic and purposeful. Try to be conscientious and get the job done – imagine you have to go away for a month and then work towards finishing the job before you leave.

### 7 REMEMBER – EAT THAT FROG!

Do the hard things first. Focus on the important tasks. Be single-minded. Just do it!

## FOCUS ON WORDS | Phrasal verbs

**7** 2.30 **In your notebook, match the underlined phrasal verbs in the text with their definitions. Then listen, check and repeat.**

1 become ill because of hard work = burn out
2 do/complete a task = carry out
3 start doing sth = get down to
4 continue doing sth = keep at
5 plan sth in detail = map sth out
6 not do sth till later = put sth off
7 arrange or describe sth = set sth out
8 do things to make progress = work towards

**8** SPEAKING **In your notebook, complete the sentences with the most appropriate phrasal verb in brackets and the pronoun *it*. Discuss which sentence, a or b, is most like you and whether you should change your habits.**

1 When I have English homework, …
   a I put it off till the last minute. (burn out/put off)
   b I get down to it as soon as I can. (get down to/keep at)
2 When I have an English essay to do, …
   a I brainstorm ideas and map it out carefully before writing. (carry out/map out)
   b I start writing immediately and keep at it until it's finished. (keep at/set out)
3 When I have an English exam coming up, …
   a I make a revision plan and carry it out carefully. (carry out/put off)
   b I work towards it immediately by doing old exam papers. (burn out/work towards)

## FOCUS ON WORDS | Adjectives from nouns

**9** 2.31 **In your notebook, complete the table with the adjectives in the text. Then listen, check and repeat.**

| | NOUN | ADJECTIVE |
|---|---|---|
| 1 | conscientiousness | conscientious |
| 2 | enthusiasm | enthusiastic |
| 3 | knowledge | knowledgeable |
| 4 | overwork | overworked |
| 5 | punctuality | punctual |
| 6 | purpose | purposeful |
| 7 | single-mindedness | single-minded |

**10** SPEAKING **In your notebook, complete the statements with an appropriate noun or adjective in Exercise 9. Then discuss whether you agree and say why.**

1 Overwork is unhealthy. It causes stress.
2 It is a sign of respect to be punctual and not to waste other people's time.
3 Single-minded people have the gift of extreme focus. They become successful more often.
4 Knowledge is power. A good education is important.
5 At work, people with a sense of purpose are motivated and optimistic about the future.

**11** PROJECT **Work in groups. Do some research online into apps that help you develop the right habits and/or be more productive. Then prepare a digital presentation and present it to your class.**

**Exercise 6**

1 reach your full potential (The books gives you some simple tips.)
2 the goals you'd like to achieve (The one that would have the most positive effect on your life.)
3 increase your output by twenty-five percent (By mapping out exactly how you will spend your time.)
4 are working to a deadline (Planning can help.)
5 improve your career prospects (By observing what successful people do.)
6 do day in, day out (Be punctual, think for yourself, speak your mind.)
7 put your heart into (The things you are good at.)



## WORKBOOK

pp. 68–69, including *Show What You've Learnt*

## NEXT CLASS

- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 5.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 70.

VIDEO 20 21

# 5.2 GRAMMAR

Reported Speech

*I can use Reported Speech, making appropriate grammatical changes.*




**1** 2.32 SPEAKING **Listen to some people being interviewed for the jobs shown in photos 1–3. Would you employ them? Why?/Why not?**

**2** 2.32 **Read the reports of the interviews in Exercise 1. In your notebook, rewrite the underlined parts in Direct Speech. Then listen again and check.**

1 We asked the candidate to tell us about his weaknesses. He told us that he wasn't a morning person. In fact, he said he had struggled to get up that morning. He said he would like to start work after lunch.
A: Tell us about your weaknesses .
B: I'm not a morning person. In fact, I struggled to get up this morning. I'd like to start work after lunch .

2 In the interview, we said it was a pity that they hadn't had any experience of restaurant work. They told us not to worry and that they were very good at eating. That was why they thought they should get the job.
A: It's a pity that you haven't had any experience of restaurant work .
B: Don't worry. We're very good at eating .
C: That 's why we think we should get the job .

3 In the current interview, we've just asked the candidate whether she likes the job she has now. She says she doesn't because she has to answer the phone a lot, and she hates that.
A: Do you like the job you have now ?
B: No, I don't because I have to answer the phone a lot and I hate that .

**3** **Read the GRAMMAR FOCUS. Then look at the way the Direct Speech is reported in Exercise 2 and find examples for each rule.**

## GRAMMAR FOCUS 20

### Reported Speech

When you report someone's words, remember these rules:

- You usually move the verbs 'one tense back' when your reporting verb is in a past tense (*She said …*).
- You **don't** change the verb form if your reporting verb is in a present tense (*She says …* or *He has told me …*).
- You **don't** change verbs in the Past Perfect or modal verbs such as *would, should, could, might* or *must*.
- You change pronouns, possessive adjectives and words for time and place if necessary.
- You change the word order in questions and don't use *do, does* or *did*.
- You use the *to* + infinitive to report orders, suggestions, requests and promises.

**4** **Harry is preparing for a job interview. In your notebook, report his parents' comments. Do not change the tense if it isn't necessary.**

1 'You didn't prepare well enough for your last interview.' They said *(that) he hadn't prepared well enough for his previous interview*.
2 'You'll never get a job if you don't have your hair cut.' They said _____ .
3 'You forgot to clean your shoes last time and they always look at shoes.' They said _____ .
4 'You should buy a new suit.' They said _____ .
5 'You mustn't drink too much coffee beforehand because you'll be nervous.' They said _____ .
6 'Don't worry if you don't get it. Something better might come up.' They've told him _____ .

**5** SPEAKING **In your notebook, report these interviewers' comments. Do not change the tense if it isn't necessary. Which comments would you be happy with/worried about? Why?**

1 'Did you write this CV?' They asked me *whether/if I had written that CV*.
2 'Don't call us, we'll call you.' They told me not to call them. They would call me .
3 'I'll be contacting your references tomorrow.' He says he'll be contacting my references tomorrow .
4 'Will you be available to start here next month?' They've asked me whether/if I'll be available to start there next month .
5 'You're exactly the person we're looking for.' She says I'm exactly the person they're looking for .
6 'Could we give you some advice?' They asked me whether/if they could give me some advice .

**6** SPEAKING **In your notebook, complete the reported statements to make them true for you.**

1 The last time my friends gave me good advice, they told me _____ .
2 My friend annoys me when he/she tells me _____ .
3 I think I'm pretty good/bad at English. My teacher says _____ .
4 I heard something interesting recently. Somebody told me _____ .
5 I don't know what I want to do when I leave school. My parents say _____ .
6 The last person who spoke to me was _____ . He/She said _____ .

## FOCUS VLOG 21 About job interviews

2.33 **Listen to the Focus Vlog. What kind of questions did the speakers get during their job interviews? Were any of the questions unusual? Write the answers in your notebook.**

Grammar page 144

**Exercise 3**

- he wasn't a morning person, he had struggled to get up, it was a pity, they hadn't had any experience, they were very good at, that was why
- we've just asked the candidate whether she likes the job, she says she doesn't because she has to answer the phone a lot, and she hates that
- he would like to start, they should get
- his weaknesses, that morning, they hadn't had
- we've just asked the candidate whether she likes the job she has now
- we asked the candidate to tell us, they told us not to worry

**Exercise 4**

**2** (that) he would never get a job if he didn't have his hair cut
**3** (that) he had forgotten to clean his shoes the previous time and that they always looked at shoes
**4** (that) he should buy a new suit
**5** (that) he mustn't drink too much coffee beforehand because he would be nervous
**6** not to worry if he didn't get it and that something better might come up



## REFERENCES

Audioscript **p. 271**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES

- Focus Vlog. Video worksheet 5.2 in the WB, p. 81
- Grammar animation
- Photocopiable resource 30 *Who said it?* (12 min.) pp. 295, 336–337
- Extra digital activities: Grammar Checkpoint
- In pairs, students prepare an alternative verdict to the one in ex. 4 using as many reporting verbs as possible. They present their versions to the class.

## WORKBOOK

p. 70, including *Show What You've Learnt*

## NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 5.2, Grammar.

70

# 5.3 LISTENING

Matching; answering questions

*I can identify details that support a point of view in an interview about jobs.*

**1** SPEAKING **Discuss which category (A–C) each job in the box belongs to. Think of three more jobs for each category.**

actor A artist A body-part maker C dentist A
factory worker B fire fighter A lawyer A office worker B
politician A robot mechanic C shop assistant B
teacher A solar panel engineer A space tourist guide C
wind turbine technician A writer A

A jobs that will always be needed
B jobs that are at risk
C jobs of the future

**2** 2.34 **Listen to an interview with a data analyst. Compare his findings with your ideas in Exercise 1.**

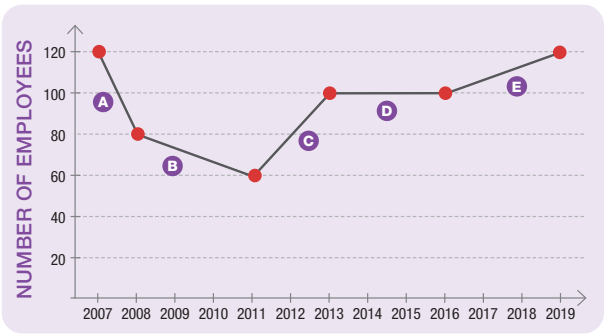
**3** 2.34 **In your notebook, complete the sentences with the words in the box. Then listen again and check.**

constant decline marked rise sharp

1 There's been **a steady** ___rise___ **in** people working from home.
2 There's been **a** ___sharp___ **drop in** the number of people commuting to work.
3 The need for jobs in the medical and teaching professions will **remain** ___constant___ .
4 There will be **a** ___marked___ **increase in** jobs connected with alternative energy.
5 There will be **a gradual** ___decline___ **in** jobs in retail, offices and factories.

## FOCUS ON WORDS | Phrases describing change

**4** 2.35 **In your notebook, match the letters A–E on the graph with their descriptions 1–5 in the box. Then listen, check and repeat.**




1 a sharp/marked rise/increase (in) C
2 a steady/gradual rise/increase (in)/a growing number of E
3 remain constant/be unchanged D
4 a steady/gradual drop/decline (in) B
5 a rapid/sharp drop/decline (in) A

**5** SPEAKING **Use phrases in Exercise 4 to describe trends in your country. Think about the ideas in the box.**

cycling to work/school shopping online
studying English cost of going out
getting married in your 20s living alone
using plastic bags

## LISTENING FOCUS Matching

**6** 2.36 **Listen to four people talking about their jobs. Which statements A–E match speakers 1–4? There is one extra statement.**

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

The speaker
A is concerned about one group of his/her clients.
B says that technology has replaced parts of the jobs in his/her industry.
C believes that it's better to do an apprenticeship than go to university.
D has a hobby that has taught him/her skills that are relevant for his/her job.
E thinks technology might have a further positive impact on his/her job.

**7** 2.36 **Listen again and answer the questions.**

1 Why are law firms now offering apprenticeships?
2 How have dental patients benefited from medical advances?
3 Why is it useful to have good interpersonal skills as a shop assistant?
4 What qualifications and skills do you need to be a wind turbine technician?

**8** SPEAKING **Discuss the questions about the future of work.**

1 What other jobs or careers do you think are stable? Which ones are at risk?
2 What are the advantages of working from home compared to commuting to work?
3 What kind of qualifications and skills do you think you'll need for the future?

## PRONUNCIATION FOCUS

**9** 2.37 **Listen and repeat the words said as nouns and as verbs. In your notebook, mark the stress. Which pairs have different stress patterns?**

~~contract~~ export import increase
market recruit review target

*a contract/to contract* an export / to export
an import / to import an increase / to increase
a market / to market a recruit / to recruit
a review / to review a target / to target

**10 Take it in turns to practise the words in Exercise 9. Decide whether your partner is saying a noun or a verb.**

**Exercise 7**

1 So that trainees can earn a salary while training.
2 There's less pain.
3 To handle difficult customers.
4 A two-year course in applied science; to be good with your hands and to have some experience of mechanics.



## REFERENCES

Audioscript **pp. 271–272**

## EXTRA ACTIVITIES

After ex. 6, students read the audioscript and prepare a similar matching exercise in pairs. Then they exchange it with another pair. Play the recording again for students to complete the exercise.

## WORKBOOK

p. 71

# 5.4 READING

Multiple choice

*I can find specific information in a long text.*

**1** SPEAKING **Discuss the questions.**

1 As a child, how did you use to answer this question? *What do you want to be when you grow up?*
2 How would you answer this question now?
3 Is it better to have one or many passions? Why?

**2** **Look at the title of the blog post. What do you think it is about? Read and check your ideas.**

## READING FOCUS Multiple choice

**3** **Read the post again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.**

1 The writer thinks that as we get older we
A tend to lose our imagination.
B find it impossible to make decisions.
C could benefit from career counselling.
(D) are expected to choose a specialisation.

2 In the paragraph beginning 'But what happens …', the writer suggests that
A everybody should find a passion and stick to it.
B people refuse to choose a career on purpose.
(C) people are concerned if they can't identify their vocation.
D you will never succeed in life unless you find your niche.

3 In the modern workplace, people
A that are curious stay in the same profession.
B can't decide what they want to do.
(C) are taking responsibility for how they work.
D have fewer opportunities than their parents.

4 In the paragraph beginning 'Reflecting the needs …', the writer shows that
A the workplace is in need of modernisation.
(B) the traditional working day is being transformed.
C part-time workers are able to do several jobs equally well.
D freelancers can choose to be employed or independent.

5 While outlining the characteristics of generalists, Emilie Wapnick does NOT describe them as people who can
A undertake unfamiliar tasks.
B acquire new skills and knowledge.
C come up with original solutions to problems.
(D) work in several roles simultaneously.

## FOCUS ON WORDS | Choosing a career

**4** 2.39 **In your notebook, match the words in blue in the text with their definitions. Then listen, check and repeat.**

1 advice from career experts = *career guidance*
2 a series of jobs in the same profession = career path
3 a person who gives advice = counsellor
4 work hours that are not fixed = flexitime
5 a person who is self-employed = freelancer
6 one work role carried out by two people = job-sharing
7 a person who doesn't work full-time = part-timer
8 do well and be successful = thrive
9 people who work = workforce
10 the place where you work = workplace

**5** **In your notebook, complete the comments with words and phrases in Exercise 4.**

### Sandra, 16

Thanks for this post. I can see now that my problem is that I'm a jack of all trades and master of none! At school I had [1]career guidance, but it didn't help me at all. I still don't know what to do at college.

### Robert, 18

I agree. The [2]counsellors don't really help. It would be more helpful to have counselling once we have some experience and can visualise our future [3]career path more clearly.

### Marta, 16

I was really interested in what you're saying about the modern [4]workplace being more flexible. I think [5]job-sharing is a great idea – you just have to make sure that communication is really good between both people doing the job.

### Paula, 17

Maybe, but I think it's better to work for a big organisation if you want to [6]thrive in your career. I don't think you can ever feel like an important part of the workforce if you're a self-employed [7]freelancer.

### James, 17

I don't think I could do the same job day in, day out, even if they had [8]flexitime in place of rigid nine to five hours. But I can see myself working as a [9]part-timer in several different jobs.

**6** SPEAKING **Discuss whether you have similar or different opinions to the people in Exercise 5.**

## FOCUS ON WORDS | Verb–noun collocations

**7** 2.40 **In your notebook, complete the underlined verb–noun collocations in the blog post with the correct verb. Translate them. Then listen, check and repeat.**

1 be in charge
2 be wired differently
3 find your niche
4 focus on your strengths
5 have one true calling
6 have a vocation
7 lack purpose

**8** SPEAKING **In your notebook, complete the sentences with collocations in Exercise 7. Discuss which sentences are true for you.**

1 I wouldn't say I lack purpose. I'm just keeping my options open.
2 My sister/brother and I are wired differently – it's incredible to think we're related.
3 My dad always wanted to be a teacher – he says it's his one true calling.
4 I'd like to focus on my strengths, but I'm not sure what they are.
5 I'm not worried about finding my niche or having a vocation. I just want to be famous and make lots of money!



## REFERENCES

Culture notes **pp. 257–258**

## EXTRA ACTIVITIES

In pairs, students prepare two or three comments similar to those in ex. 5, leaving gaps to be filled with the collocations from Word Store 5E. Then they swap their comments with another pair. Monitor and offer feedback where necessary.

## WORKBOOK

pp. 72–73

## NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 74.

# What if you don't have ONE dream job?

2.38

Do you remember being asked what you wanted to be when you grew up? No doubt the more imaginative your answer, the more approval you would get. But once we reach adolescence, there's far less tolerance for answers like, 'I'm going to be a marine biologist, circus clown and journalist!' Now the question translates as *You are allowed one identity in this life, so which is it?*

At school there's pressure to focus on your strengths, and choose a subject to major in at university, which leads to one specific degree, intended for one type of job. The message that you need to specialise is reinforced in many contexts. **Career guidance** books and **counsellors** give you tests to help you find your niche and identify your dream job.

But what happens if you're wired differently? Let's say you're curious about several subjects, and there are many things you'd like to study. If you're unable or unwilling to settle on a single **career path**, you might worry that you don't have one true calling like everybody else and that, therefore, your life lacks purpose. As the saying goes, you're a 'jack of all trades, master of none'.

In reality, few people are just 'one thing'. A rare few have a vocation and stick to it, but for most young people who will make up the **workforce** of the future, 'one thing' is not relevant any more. For our parents' and grandparents' generation, it was normal to work in the same profession and often the same company for thirty or more years. Those days are long gone.

The ambitious young people of today are more interested in moving around and doing different things. In the modern **workplace**, people are working flexibly and the individual is in control of their professional life and in a position to make decisions about how, when and where they work. Rather than finding something and doing it forever, the new challenge is to find a way of working that works for you.

Reflecting the needs of the modern workforce, the workplace is also changing at a rapid rate. Flexible working is becoming the new norm. The standard working day of nine to five has been replaced by **flexitime**. The majority of people no longer believe that attendance in an office is required or necessary on a day-to-day basis. **Job-sharing** is becoming more popular with people who prefer diversity in their working day – work traditionally performed by one person can be split between two **part-timers**. There are also a growing number of **freelancers** choosing self-employment as a way to be in charge of their own professional lives.

This new flexible workplace is one where multipotentialites feel at ease. Multipotentialite is a term invented by Emilie Wapnick, whose TED talk 'Why some of us don't have a true calling' has been watched by millions of viewers. She claims to be someone who has a range of interests. She sees herself not as a specialist, but as a generalist and describes how she used to worry that she wasn't normal because she didn't have a vocation and so could be dismissed as a quitter, a flake or a jack of all trades, master of none.

She explains how people like herself are suited to the modern workplace in three essential ways. Firstly, they are used to combining two or more fields and it is at the intersection between seemingly unrelated ideas that innovation often happens. Secondly, people who change roles frequently are less afraid of trying new things and stepping out of their comfort zones. They're fast learners. And finally, they are adaptable.

So, if you're a generalist, a polymath, a multipotentialite, or whatever you call yourself, you are the one who will **thrive** in the twenty-first century workplace. The world needs jacks of all trades. And it also needs an updated version of the phrase. How about 'jack of all trades, master of all'?



GLOSSARY

**jack of all trades, master of none** = kto potrafi wiele rzeczy, ale w żadnej nie jest ekspertem
**a multipotentialite** = multipotencjalista, ktoś o wielu zainteresowaniach i zdolnościach
**dismiss sb as** = odrzucić, lekceważyć
**a quitter** = ktoś niewytrwały, kto zbyt łatwo się poddaje
**a flake** = osoba ekscentryczna, szalona
**be suited to** = nadawać się do
**intersection** = miejsce przecięcia, skrzyżowanie
**a polymath** = człowiek wszechstronnie uzdolniony, człowiek renesansu



73

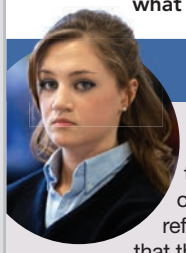
VIDEO 22

# 5.5 GRAMMAR

Reporting verbs

*I can use a range of reporting verbs.*

**1** SPEAKING **Discuss the meaning of the question in the headline. Then read Part 1 of the report and decide what you think the answer is.**



## SPOILT BRAT OR NEGLECTED CHILD?

**Part 1** US teenager Rachel Canning took her parents to court and tried to sue them for financial support. She accused them of abandoning her when she had turned 18 and refusing to fund her college education. She **claimed** that they had thrown her out of her home and **explained** that she had been living at a friend's house.

Mr Canning refused to accept his daughter's version of events. He denied kicking Rachel out and **assured** the court that she had left voluntarily after an argument about household rules. He **suggested** that Rachel's friends had encouraged her to take the matter to court. He **insisted** that he and his wife loved and missed their child and **added** that the situation was having a terrible effect on them. He begged his daughter to come home soon.

**Exercise 2**

**claim** – twierdzić
**explain** – wytłumaczyć
**assure** – zapewnić
**suggest** – sugerować
**insist** – upierać się, nalegać
**add** – dodać

*Claimed*, *explained*, *suggested*, *insisted* and *added* can be replaced with *said* because they don't take an object.

*Assured* can be replaced with *told* because it takes an object.

**2** **In your notebook, translate the six reporting verbs in blue in Exercise 1. Five can be replaced with *said* and one with *told*. Which one and why?**

**3** **Read the GRAMMAR FOCUS. Then find five more reporting verbs in the text in Exercise 1. Which verb patterns do they illustrate?**

## GRAMMAR FOCUS 22

### Reporting verbs

1 **Verbs without an object**

- **verb + *that* clause:** *add, admit, agree, claim, deny, explain, insist, promise, propose, recommend, suggest*
  *She **promised that** she would come home.*
- **verb + *to* + infinitive:** *agree, claim, offer, promise, refuse*
  *He **offered to help**.*
- **verb + *-ing*:** *admit, deny, propose, recommend, suggest*
  *They **suggested talking** to the lawyer.*
- **verb + preposition + *-ing*:** *apologise for, insist on, object to*
  *I **insisted on paying** for everything.*

2 **Verbs with an object**

- **verb + object + *that* clause:** *assure, convince, inform, promise, remind, warn*
  *She **assured me that** she was OK.*
- **verb + object + *to* + infinitive:** *advise, beg, convince, encourage, invite, order, persuade, remind, urge, warn (not)*
  *He **urged them to leave**.*
- **verb + object + preposition + *-ing*:** *accuse sb of, blame sb for, congratulate sb on, thank sb for*
  *He **congratulated me on passing** the exam.*

**Exercise 3**

accuse (verb + object + preposition + *-ing*)
refuse (verb + *to* + infinitive)
deny (verb + *-ing*)
encourage (verb + object + *to* + infinitive)
beg (verb + object + *to* + infinitive)



**Part 2** The judge rejected the teenager's demands, but [1]_____ everyone in the court that in future, children may consider suing their parents for a smartphone. The judge [2]_____ Rachel and her family to have family counselling. The teenager has [3]_____ to return home and the Cannings have [4]_____ the media to give the family some privacy while they work things out. The parents have [5]_____ to relax the house rules and in return, Rachel has [6]_____ them that she won't leave home again.

**4** USE OF ENGLISH **Read Part 2 of the report. Which options A–D complete the text? Do you agree with the judge's decision?**

| | | | | |
|---|---|---|---|---|
| 1 | (A) warned | B explained | C promised | D suggested |
| 2 | A denied | B insisted | (C) advised | D reminded |
| 3 | (A) agreed | B proposed | C reminded | D ordered |
| 4 | A refused | B warned | C insisted | (D) urged |
| 5 | A convinced | (B) offered | C suggested | D told |
| 6 | A agreed | B denied | C warned | (D) promised |

**5** **Some reporting verbs can have two or more patterns. In your notebook, report each of these sentences in two different ways.**

1 'I did not kick my daughter out!' Rachel's father denied *kicking his daughter out/that he had kicked his daughter out.*
2 'We reckon you should take your parents to court.' Rachel's friends suggested taking her parents to court/that she should take her parents to court .
3 'We have been terribly upset.' Rachel's parents admitted being terribly upset/that they had been terribly upset .
4 'You should have some family counselling.' The judge recommended having some family counselling/that they should have some family counselling .
5 'OK. We'll relax some of the house rules.' Rachel's parents promised to relax some of the house rules/that they would relax some of the house rules .
6 'All right. I'll move back in.' Rachel agreed to move back in/that she would move back in .

**6** **In your notebook, complete the sentences with the verbs in the box. Use an appropriate verb pattern and the pronoun *me* as the object if necessary.**

buy | not copy | ~~have~~ | lose | redecorate | owe

Recently …
1 my friends have persuaded *me to have* a haircut.
2 my brother has blamed me for losing his camera.
3 a teacher has warned me not to copy homework from the Internet.
4 a friend has reminded me that I owe him/her some money.
5 my parents have offered to buy me a laptop.
6 Dad has suggested redecorating my bedroom.

**7** SPEAKING **Are any of the sentences in Exercise 6 true for you? Use the beginnings to report other things that people have said to you recently.**

Grammar page 145



## REFERENCES

Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 31 Test yourselves (10 min.) pp. 295, 338
- Extra digital activities: Grammar Checkpoint
- In pairs, students prepare five or six sentences using reporting verbs, e.g. *She apologised for shouting at them.* They exchange the sentences with another pair to transform them back to direct speech, e.g. *'I am sorry that I shouted at you', she said.*

## WORKBOOK

p. 74, including *Show What You've Learnt*

## NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 5.5, Grammar.

74

# 5.6 SPEAKING

Problem solving

*I can discuss problems and solutions, and express annoyance.*

**1** SPEAKING **Describe what happened last time you experienced one of these problems.**

1 something was lost or stolen (bag, keys, bike, etc.)
2 something was broken (computer, car, phone, etc.)
3 something was forgotten (test, alarm, appointment, etc.)



**2** 2.41 **Listen to two friends, Hannah and Daniel, discussing a problem and answer the questions.**

1 What was the problem and how did Hannah and Daniel try to solve it?
2 What would be a better solution in your opinion?
3 What do you think might happen next?

**3** 2.41 **Discuss which words complete the SPEAKING FOCUS correctly. Then listen and check.**

## SPEAKING FOCUS 23 24

### Talking about a problem

What's wrong/the matter?
What's [1]*up* / *on* (with it)?
I seem/appear to have lost/forgotten/broken …
I haven't (got) a clue./I've no [2]*thought* / *idea*./I wish I knew.
Every time I try to …, it …
Perhaps there's something wrong/a problem with the …

### Talking about a solution

Have you tried … + *-ing*?
It's worth a try/a go, I suppose.
I [3]*doubt* / *know* it'll/that'll work/help, but let's see.
Problem solved!
No, that doesn't/didn't make any [4]*solution* / *difference*.

### Expressing annoyance

What are we [5]*about* / *supposed* to do now?
Why on earth did/didn't you …?
How should I [6]*know* / *think*?
You should have should have checked/asked first.
You should have thought about that earlier.

**4** 2.42 **In your notebook, complete the dialogues with one word in each gap. Sometimes more than one answer is possible. Then listen and check.**

Dialogue 1

*Abi and Beth are working in a supermarket during the school holidays.*

**Abi:** What's [1] up ?
**Beth:** Well, unfortunately, I [2] seem to have broken the bar code scanner.
**Abi:** Oh no. What happened?
**Beth:** I put it on the table during the break and spilled my coffee on it – like an idiot!
**Abi:** Whoops. The manager isn't going to be happy.
**Beth:** Yeah, tell me about it. [3] Every time I try to switch it on, it beeps and switches off again.
**Abi:** Have you [4] tried drying it under the hand dryer in the toilets?
**Beth:** Actually no, but it's worth a go, I [5] suppose .

Dialogue 2

*Leo is working on his uncle's farm during the summer.*

**Pete:** Hello, Woodtop Farm.
**Leo:** Uncle Pete, it's me. I'm in the bottom field. The tractor has broken down.
**Pete:** What? What's the [6] matter with it?
**Leo:** Er … I [7] wish I knew.
**Pete:** OK. Listen, are the lights working?
**Leo:** Hang on a second … Yep.
**Pete:** OK, then it's not the battery. You did remember to put some fuel in it, right?
**Leo:** Er … oh.
**Pete:** Leo! I told you it was nearly empty.
**Leo:** I, er … I forgot. Sorry.
**Pete:** Well, you'll have to walk back up here and get some, won't you?
**Leo:** What? It's miles!
**Pete:** Well, you should have thought about that [8] earlier . Next time, perhaps you'll remember.
**Leo:** Can't you bring some fuel down in the … hello?

**5** SPEAKING **Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.**

As part of a project, you are giving a joint presentation about summer job opportunities in your local area. Together, you prepared a presentation on a laptop.

**Student A:** You were responsible for bringing a pen drive with all the notes and visuals. The presentation is in twenty minutes, and you have just realised that you left the pen drive at home.

**Student B:** You worked hard on the presentation and are very annoyed that your partner forgot to bring the pen drive.

There isn't enough time to go home. Together, you need to come up with a solution.

**6** SPEAKING **Practise your dialogue and act it out. Take turns to be Student A and Student B.**

**Exercise 2**

**1** The door to the shop wouldn't open. The key broke off in the lock. Then Hannah tried to get into the shop through an open window at the back, but she got stuck.



## REFERENCES

Audioscript **pp. 272–273**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES

- Interactive speaking video
- Photocopiable resource 32 *Problem solving* (7–9 min.) pp. 295, 339
- In pairs, students choose one of the situations from ex. 1. They role-play talking about a problem, expressing annoyance and discussing a solution.

Monitor and offer feedback where necessary.

## WORKBOOK

p. 75

# 5.7 USE OF ENGLISH

Phrasal verbs

*I can use phrasal verbs with two particles and other advanced phrasal verbs.*

**1** SPEAKING **In your notebook, list all the social media apps you use. Discuss which are the most popular. How popular is WhatsApp?**

**2** **Read the text about WhatsApp. One of the statements 1–6 is false. Which one?**

1 Jan Koum, a co-founder of WhatsApp, is from Ukraine.
2 The app is called WhatsApp because it sounds like 'What's up?'
3 Koum was not successful at school or at university in the USA.
4 Koum met Brian Acton, the other co-founder of WhatsApp, at Yahoo.
5 Koum and Acton both got jobs at Facebook in 2007.
6 Koum and Acton sold WhatsApp to Facebook and are now billionaires.

**3** **Read the LANGUAGE FOCUS. In your notebook, complete it with examples of the three-part phrasal verbs in blue and the underlined nouns and adjectives in the text.**

## LANGUAGE FOCUS

### Phrasal verbs – advanced points

**Three-part phrasal verbs**

- Most three-part phrasal verbs are made up of really common verbs like *come, get, put,* etc. plus a variety of adverbial and prepositional particles.
  [1] *come up against* (meet or confront), [2] look down on (feel superior to), [3] make up for (compensate for)
- Three-part phrasal verbs are nearly always inseparable.
  *He came up against bullying.* NOT ~~*He came up bullying against.*~~

**Word building with phrasal verbs**

- **Nouns**
  **Verb + particle:** clear sth out ➝ a clear-out, let sb down ➝ a [4] letdown, warm sth up ➝ a warm-up. You stress the 'verb' part not the particle.
  **Particle + verb:** bring sb up ➝ an [5] upbringing, pour down ➝ a downpour, set out ➝ outset. You usually stress the 'particle' part not the verb.
- **Adjectives**
  **Particle + verb *-ing*:** put sb off ➝ be off-putting
  **Verb (past participle) + particle:** run sth down ➝ be [6] run-down

**4** **In your notebook, match the remaining three-part phrasal verbs in blue in the text with the definitions 1–6. Use a dictionary if necessary.**

1 be the result of = come down to
2 think of a new idea = come up with
3 leave school or a course = drop out of
4 do sth after = go on to
5 develop from sth = grow out of
6 be very busy with sth = be tied up with



# The WhatsApp story

If you use instant messaging services, it's very likely that WhatsApp is one of them. But what do you know about it? Did you know that it was invented by Jan Koum, a Ukrainian-born entrepreneur? After he bought his first iPhone, he got annoyed that he was missing calls when he went to the gym and WhatsApp **grew out of** the simple idea that it's good to let people know if you're available. He **came up with** the name WhatsApp because it sounded like 'What's up?'

There was nothing in Koum's upbringing to suggest that the young Ukrainian would one day change the world of social media. He was brought up in a small village near Kiev. He rarely saw his father who **was** usually **tied up with** work at a government construction company until 10 o'clock at night. But then, when Koum was 16, he emigrated to California with his mother and grandmother, while his father stayed behind and never left Ukraine. It was a hard time for the family who lived in very run-down accommodation.

Koum studied Computer Science and Maths, but at school he **came up against** bullying from other boys and often got into trouble. In Ukraine, Koum had left behind his close group of friends; now he **looked down on** the casual friendships that people had at high school in America and he eventually **dropped out of** college.

Things changed when he got a job at Yahoo in the early 2000s. First, he met Brian Acton, who would **go on to** co-found WhatsApp. When Koum and Acton left Yahoo in 2007, they applied for jobs at Facebook. Both were turned down.

Following rejection from Facebook, the two friends decided to go travelling in South America, and it was when they returned to the USA that they co-founded WhatsApp. The app didn't take off straight away, which was a real letdown for Koum and Acton. However, by 2014 it had more than 400 million users globally. In the end, the huge success of WhatsApp **came down to** the excellent user experience. Facebook paid more than $19 billion to acquire WhatsApp, which more than **made up for** their earlier rejection, turning both Koum and Acton into billionaires.



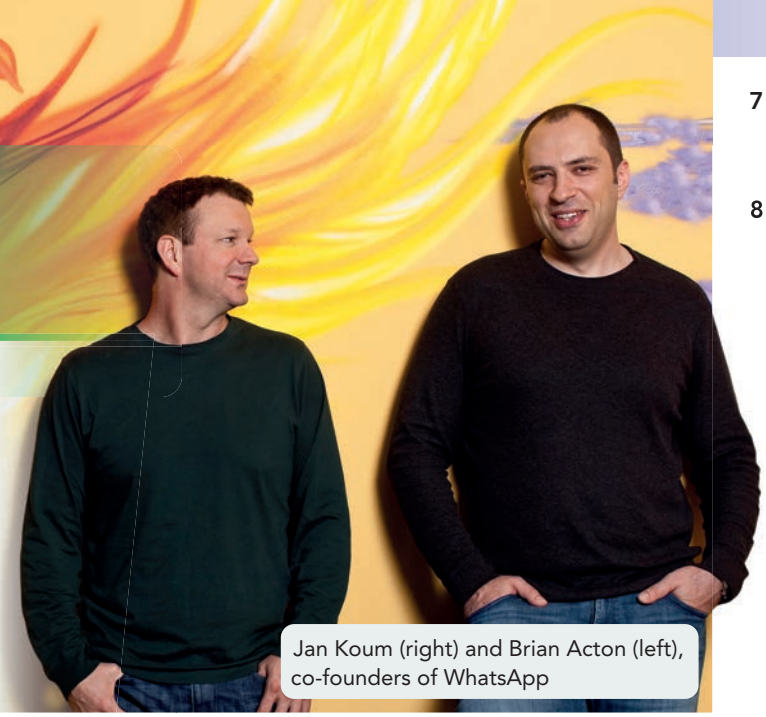
## REFERENCES

Culture notes **p. 258**

## EXTRA ACTIVITIES

- Photocopiable resource 33 *Let's focus on phrasal verbs* (10 min.) pp. 295, 340
- Students use the phrasal verbs from the lesson to write a short account of their experiences of using different apps. They exchange their texts with a partner to read and correct. Monitor and offer feedback where necessary.

76



Jan Koum (right) and Brian Acton (left), co-founders of WhatsApp

**5** **In your notebook, match eight more common three-part phrasal verbs with their definitions. Use a dictionary if necessary.**

| | |
|---|---|
| 1 keep up with sb d | a admire and respect |
| 2 get on with sb c | b avoid |
| 3 get out of b | c be friends with |
| 4 get round to f | d stay at the same level as |
| 5 look up to sb a | e defend |
| 6 put up with sth/sb g | f find time to |
| 7 run out of sth h | g tolerate |
| 8 stand up for sth e | h use all of sth and have nothing left |

**6** **In your notebook, complete the three-part phrasal verbs in the sentences with the correct forms of *come, get, make* or *put*.**

1 To become rich, you only have to ___come___ up with one good idea.
2 I ___get___ on really well with my work colleagues, we are quite a team!
3 Being successful in a job ___comes___ down to hard work – that's all.
4 An interesting job that you love doing can ___make___ up for a low salary.
5 It's important to keep your social media profile updated, but most people don't ___get___ round to it.
6 Rich people always try to ___get___ out of paying their taxes.
7 Wage discrimination isn't a thing of the past; women ___come___ up against it all the time.
8 You can't choose you work colleagues. If you don't get on, you just have to ___put___ up with them.

**7** SPEAKING **Discuss the statements in Exercise 6. Which ones do you agree with? Give reasons for your answers.**

**8** **In your notebook, rewrite the sentences so they mean the same using the noun or adjective form of the underlined phrasal verb.**

1 I was brought up in a similar way to my parents.
I had a similar upbringing to my parents .
2 Yesterday it poured down on my way home from school.
Yesterday there was a downpour on my way home from school .
3 I always warm up before I do any sport.
I like to do a warm-up before I do any sport .
4 I need to clear out all the junk in my bedroom.
I need to have a clear-out of all the junk in my bedroom .
5 Background music puts me off when I am trying to study.
I find background music off-putting when I am trying to study .
6 If I dropped out of college, my parents would never forgive me.
If I became a college dropout, my parents would never forgive me .

## SHOW WHAT YOU'VE LEARNT UNITS 1–5

**9** USE OF ENGLISH **In your notebook, complete the message with one word in each gap.**

**Dee**
Published 1 hour ago

Dear All,

This is to announce that I've decided to give up social media (no, it's not a joke). I'm just completely fed up with it. Over the last five years, I've spent a great [1] ___deal___ of time and energy on posting, reading, liking and commenting. But now push notifications are driving me mad! I just can't put [2] ___up___ with it any longer. I'm also fed up with all my [3] ___casual___ acquaintances. Over the years, I've [4] ___managed___ to collect 3,000 friends on social media, but [5] ___none___ of them visited me when I was ill – not one! Last, but not least, I'm so busy on social media that I can't [6] ___get___ down to any serious school work. It feels like if I don't stop now, I'll [7] ___drop___ out of school! So, this is my last post.

CU [8] ___soon___ – in the real world!

Dee

431

**10** SPEAKING **Imagine you decided to give up social media. Discuss the questions.**

1 What would be the advantages/disadvantages?
2 What would you miss most/least?
3 How long would you be able to manage without social media?

Use of English page 146



**WORKBOOK**
pp. 76–77

**NEXT CLASS**
Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 5.7, Use of English.

# 5.8 WRITING

An opinion essay

*I can write an opinion essay exploring different aspects of viewpoints.*

**1** SPEAKING **Look at the results of an international student survey about reasons for going to university. Then answer the questions and compare your answers with a partner.**

1 Which three reasons are most important to you?
2 What other reasons to go to university can you think of?
3 Should students choose a degree based on what they are interested in or what is most likely to lead to getting a job? Explain your answer.

## Why do you want to go to university?

I want to go to university because:

| | |
|---|---|
| I want to continue my education and development. | 58.4% |
| I am really keen on the subject I want to study. | 57.9% |
| this is necessary for my future career. | 53.7% |
| I need stimulation and intellectual challenge. | 52.7% |
| I want to learn some necessary life skills. | 50.1% |
| this will help me find a job (or a better job). | 36.1% |
| I want to experience student life and just have fun. | 22.8% |
| my family expects me to continue my education. | 16.3% |

**2** **Read the task and the essay below. Do you agree with the author's opinion?**

> Some university degrees are more likely to lead to employment after graduation than others. In your opinion, should young people choose a university subject based on what will help them get a good job rather than what interests them?
> Write an opinion essay on this topic analysing the importance of motivation to study and career success.

**3** **Read the WRITING FOCUS. In the model essay, find …**

1 a sentence which states the writer's main opinion.
2 a sentence that says which two aspects will be discussed.
3 a sentence which acknowledges an opposing opinion and states why the writer disagrees with it.
4 a sentence which expands the discussion by giving examples.
5 a sentence which restates the writer's main opinion.
6 a final comment.

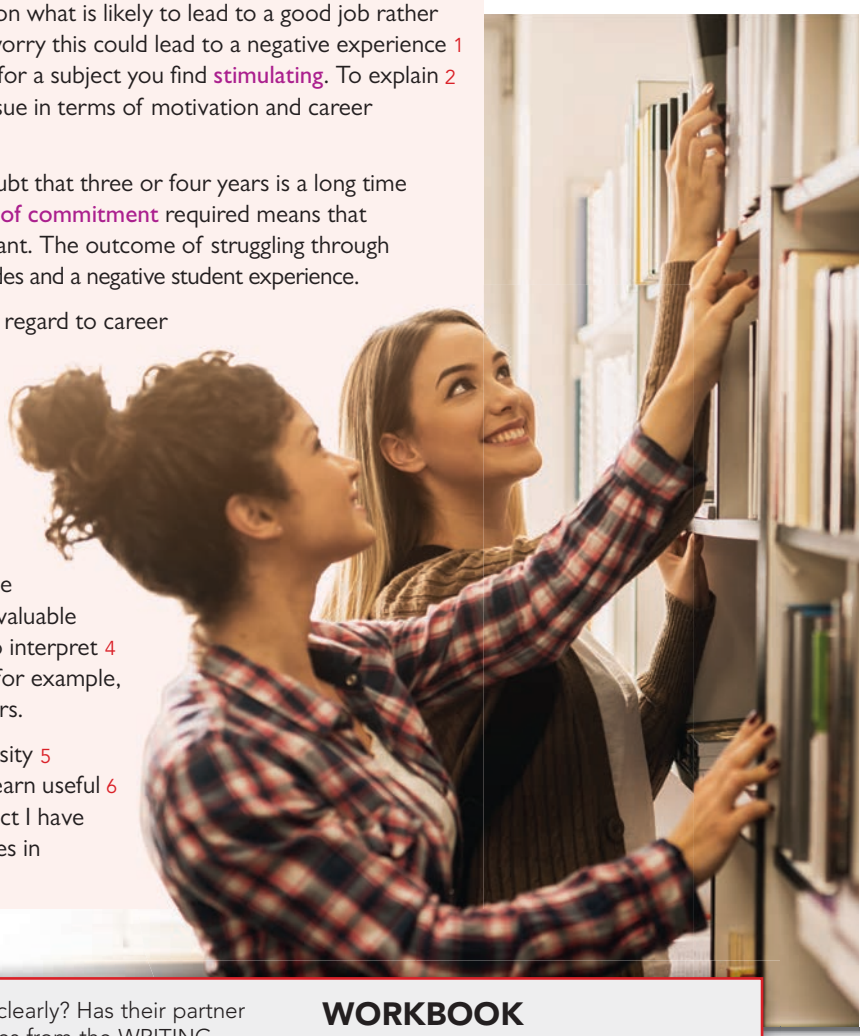
Many school-leavers choose a degree based on what is likely to lead to a good job rather than what truly interests them. Personally, I worry this could lead to a negative experience 1 at university and that it may be better to opt for a subject you find stimulating. To explain 2 the reasons for my view, I will examine the issue in terms of motivation and career success.

When it comes to motivation, there is no doubt that three or four years is a long time to dedicate to a single subject. The high level of commitment required means that enthusiasm for your chosen subject is important. The outcome of struggling through a course you don't enjoy could be low final grades and a negative student experience.

It is also important to consider this issue with regard to career success. It is often the case that those who rise to the very top of their field get there because they are passionate about what they do. Of course, passion does not guarantee career success, but it is undeniably an important factor.

It is true that some subjects appear to offer 3 limited career prospects, however, I am of the opinion that studying for any degree teaches valuable transferable skills. These include the ability to interpret 4 information or communicate complex ideas, for example, and are undoubtedly appreciated by employers.

All in all, I think it is better to choose a university 5 subject that interests you. I would prefer to learn useful 6 skills and work towards high grades in a subject I have enjoyed studying rather than risking low grades in a subject that I do not find motivating.



### Exercise 3

1 Personally, I worry this could lead to a negative experience at university and that it may be better to opt for a subject you find stimulating.
2 To explain the reasons for my view, I will examine the issue in terms of motivation and career success.
3 It is true that some subjects appear to offer limited career prospects, however I am of the opinion that studying for any degree teaches valuable transferable skills.
4 These include the ability to interpret information or communicate complex ideas, for example, and are undoubtedly appreciated by employers.
5 All in all, I think it is better to choose a university subject that interests you.
6 I would prefer to learn useful skills and work towards high grades in a subject I've enjoyed studying rather than risking low grades in a subject that I don't find motivating.



## EXTRA ACTIVITIES

• Photocopiable resource 34 An opinion essay (15 min.) pp. 296, 341
• After ex. 10, students read each other's essays in pairs and offer feedback. Is the information organised into paragraphs? Are the ideas expressed clearly? Has their partner used phrases from the WRITING FOCUS? What have they done well? What could be improved?

## WORKBOOK

pp. 78–79, including *Show What You've Learnt* and *Show That You've Checked*

## NEXT CLASS

Ask students to study the Word list on pp. 80–81.

78

**4** **In your notebook, complete the WRITING FOCUS with the words and phrases in the essay.**

## WRITING FOCUS

### An opinion essay

**Introduction**

- Introduce the topic and state your main opinion.
- Say which two (or more) points of view or aspects will be discussed.

*To explain the* [1] *reasons for my view, I will examine the issue in* [2] *terms of …*

*It is my intention to explore this issue from the viewpoint of …*

*This essay will look at this question from the perspective of …*

**Paragraphs 2 and 3**

- Discuss different aspects of the issue and support the main opinion you stated in the introduction.

*When it* [3] *comes to …*

*It is also important to consider this issue with* [4] *regard to …*

*Another important angle on/aspect of this issue is …*

- Expand the discussion by giving examples.

**Paragraph 4**

- Acknowledge an opposing opinion and say why you disagree with it.

*It is* [5] *true that …*

*However, I am of the* [6] *opinion that …*

*While some people say …, I …*

*Some people do not agree and feel that …*

**Conclusion**

- Use a linking phrase to introduce a conclusion.

*In conclusion,/To sum up,/All things considered,/*[7] *All in all ,*

- Restate your main opinion.
- Include a final comment.

**5** **Which options complete the sentences correctly?**

1 It is my *reason* / *intention* to explore this issue from the viewpoint of both employers and job-seekers.
2 This essay will look at this question from the *perspective* / *opinion* of an international student.
3 Another important *aspect* / *angle* on this issue is parental expectations.
4 *While* / *True* a few lucky people earn a living doing very little, most of us have to work hard to do well.
5 Some people do not *question* / *agree* and say it's better to study something you think will be easy.
6 All things *concluded* / *considered*, it is more important to find a good job.

**6** SPEAKING **In your notebook, complete the questions with the words in purple in the essay in Exercise 2. Then answer them and discuss your ideas in pairs.**

1 Which school subjects do you find most stimulating ?
2 Which school subjects require the highest level of commitment ?
3 Which valuable transferable skills could you learn from studying overseas?
4 Which university subjects offer limited career prospects ?
5 Apart from going to university, what other options do school-leavers have?

**7** **Read the LANGUAGE FOCUS. Which structures are used in the essay in Exercise 2?**

## LANGUAGE FOCUS

### Expressing certainty and describing consequences

Use the following structures to express certainty and describe consequences in a formal way.

**Expressing certainty**

*Undeniably/Undoubtedly, …*

*It's undeniable that/There is no doubt that…*

*Without (a) doubt, …*

**Describing consequences**

*The result/consequence/outcome of (such a decision/choice) could be that …*

*As a result/consequence, …*

*This could lead to/result in …*

**8** SPEAKING **In your notebook, rewrite the statements. Use the prompts in brackets and the LANGUAGE FOCUS. Which of the statements do you agree with?**

1 The average secondary student in my country is short of money. (undoubtedly)
2 Employers in my country value work experience as highly as qualifications. (without)
3 Young people can learn some very useful skills by working part time. (doubt)
4 Succeeding at school is more important than earning a bit of extra cash. (undeniable)
5 Having a part-time job teaches you to be more responsible. (undeniably)

**9** **In your notebook, complete statements 1–4 with a word from the LANGUAGE FOCUS. Use each word only once.**

1 Not gaining experience through a part-time job could result in a very bare CV.
2 The consequence/outcome of working part-time while you are at school is less time for homework.
3 Focusing on schoolwork only could lead to better final grades.
4 As a result of having a part time job, students gain valuable work experience.

## SHOW WHAT YOU'VE LEARNT

**10** **Do the writing task in your notebook. Use the ideas in the WRITING FOCUS, the LANGUAGE FOCUS and Exercises 8 and 9 to help you.**

Coraz więcej młodych osób podejmuje pracę w weekend lub na część etatu jeszcze w trakcie nauki w szkole średniej. Napisz rozprawkę, w której przedstawisz opinię na ten temat, biorąc pod uwagę wpływ wykonywania takiej pracy na naukę w szkole oraz na perspektywy przyszłej kariery zawodowej.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

### Exercise 8

1 Undoubtedly, the average secondary student in my country is short of money./The average secondary student in my country is undoubtedly short of money.
2 Without (a) doubt, employers in my country value work experience as highly as qualifications.
3 There is no doubt that young people can learn some very useful skills by working part time./Without (a) doubt young people can learn some very useful skills by working part time.
4 It is undeniable that succeeding at school is more important than earning a bit of extra cash.
5 Undeniably, having a part-time job teaches you to be more responsible./ Having a part-time job undeniably teaches you to be more responsible.



79

## 5.1 Vocabulary 4.33

**achieve a goal** /əˌtʃiːv ə ˈgəʊl/ osiągnąć cel
**burn out** /ˌbɜːn ˈaʊt/ wypalić się zawodowo
**carry out** /ˌkæri ˈaʊt/ przeprowadzać, realizować, wykonywać
**commit to** /kəˈmɪt tə/ poświęcić się, zaangażować się
**conscientious** /ˌkɒnʃiˈenʃəs/ skrupulatny, sumienny
**conscientiousness** /ˌkɒntʃiˈentʃəsnəs/ sumienność
**develop a habit** /dɪˌveləp ə ˈhæbɪt/ wykształcić nawyk
**do sth day in, day out** /ˌduː ˌsʌmθɪŋ ˈdeɪ ɪn ˌdeɪ aʊt/ robić coś codziennie, robić coś bez przerwy
**employment possibilities** /ɪmˌplɔɪmənt ˌpɒsəˈbɪlɪtiz/ możliwości zatrudnienia
**enter the job market** /ˌentə ðə dʒɒb ˈmɑːkət/ wejść na rynek pracy
**enthusiasm** /ɪnˈθjuːziæzəm/ entuzjazm
**enthusiastic** /ɪnˌθjuːziˈæstɪk/ pełen entuzjazmu
**fulfil an objective** /fʊlˈfɪl ən əbˈdʒektɪv/ osiągnąć cel
**get down to** /get daʊn tə/ zabrać się za
**goal** /gəʊl/ cel
**improve your career prospects** /ɪmˌpruːv jə kəˈrɪə ˌprɒspekts/ polepszać swoje perspektywy zawodowe
**increase your output** /ɪnˌkriːs jər ˈaʊtpʊt/ zwiększyć swoją wydajność
**keep at** /kiːp ət/ pracować nad
**knowledge** /ˈnɒlɪdʒ/ wiedza
**knowledgeable** /ˈnɒlɪdʒəbəl/ mądry, znający się na czymś dobrze
**map sth out** /mæp ˌsʌmθɪŋ aʊt/ rozplanować coś
**objective** /əbˈdʒektɪv/ cel
**outline** /ˈaʊtlaɪn/ naszkicować, zrobić plan, zrobić zarys
**overwork** /ˌəʊvəˈwɜːk/ przepracowanie
**overworked** /ˌəʊvəˈwɜːkt/ przepracowany
**pick up a new skill** /ˌpɪk ˌʌp ə njuː ˈskɪl/ nabyć nową umiejętność
**punctual** /ˈpʌŋktʃuəl/ punktualny
**punctuality** /ˌpʌŋktʃuˈæləti/ punktualność
**purpose** /ˈpɜːpəs/ cel
**purposeful** /ˈpɜːpəsfəl/ zdecydowany, stanowczy
**put a lot of effort into** /ˌpʊt ə lɒt əv ˈefət ˌɪntə/ włożyć wiele wysiłku w
**put your heart into sth** /ˌpʊt jə ˈhɑːt ˈɪntə ˌsʌmθɪŋ/ włożyć w coś serce, starać się
**reach your full potential** /ˌriːtʃ jə fʊl pəˈtenʃəl/ osiągnąć pełnię swoich możliwości
**set sth out** /ˌset ˌsʌmθɪŋ ˈaʊt/ rozłożyć coś, rozstawić; przedstawić
**single-minded** /ˌsɪŋgəl ˈmaɪndɪd/ wytrwały, zdeterminowany
**single-mindedness** /ˌsɪŋgəl ˈmaɪndɪdnəs/ determinacja
**skilled** /skɪld/ wykwalifikowany
**speak your mind** /ˌspiːk jə ˈmaɪnd/ wypowiadać swoje zdanie
**take sth up** /ˌteɪk ˌsʌmθɪŋ ˈʌp/ zainteresować się czymś; podjąć się zadania
**think for yourself** /ˌθɪŋk fə jɔːˈself/ myśleć samodzielnie
**time management** /ˈtaɪm ˌmænɪdʒmənt/ zarządzanie czasem
**to-do list** /tə ˈduː ˌlɪst/ lista zadań, lista spraw do załatwienia
**work to a deadline** /ˌwɜːk tə ə ˈdedlaɪn/ pracować zgodnie z harmonogramem
**work towards** /ˌwɜːk təˈwɔːdz/ pracować dążąc do osiągnięcia celu

## 5.2 Grammar 4.34

**answer the phone** /ˈɑːnsə ðə ˌfəʊn/ odebrać telefon
**interview** /ˈɪntəvjuː/ rozmowa kwalifikacyjna
**references** /ˈrefrənsɪz/ referencje, list polecający
**struggle to do sth** /ˈstrʌgl tə ˌduː ˌsʌmθɪŋ/ zmagać się, starać się coś zrobić
**weakness** /ˈwiːknəs/ słabość

## 5.3 Listening 4.35

**alternative energy** /ɔːlˌtɜːnətɪv ˈenədʒi/ energia alternatywna
**applied sciences** /əˌplaɪd ˈsaɪənsɪs/ nauki stosowane
**be at risk** /bi ət ˈrɪsk/ być zagrożonym
**be constant/unchanged** /bi ˈkɒnstənt/ ʌnˈtʃeɪndʒd/ być niezmiennym
**benefit** /ˈbenəfɪt/ korzystać
**commute to work** /kəˌmjuːt tə ˈwɜːk/ dojeżdżać do pracy
**concerned about** /kənˈsɜːnd əˈbaʊt/ zaniepokojony czymś
**dental patient** /ˌdentl ˈpeɪʃənt/ pacjent dentysty
**do an apprenticeship** /ˌduː ən əˈprentəsʃɪp/ odbywać praktykę zawodową
**elderly** /ˈeldəli/ starszy
**fulfilling** /fʊlˈfɪlɪŋ/ dający satysfakcję
**gradual drop/decline in** /ˌgrædʒuəl ˈdrɒp/dɪˈklaɪn ɪn/ stopniowy spadek
**gradual rise/increase in** /ˌgrædʒuəl ˈraɪz/ ˈɪnkriːs ɪn/ stopniowy wzrost
**graduate** /ˈgrædʒuət/ absolwent
**growing number** /ˌgrəʊɪŋ ˈnʌmbə/ rosnąca liczba
**handle sb** /ˈhændl ˌsʌmbədi/ radzić sobie z kimś
**high-powered job** /ˌhaɪ ˈpaʊəd dʒɒb/ praca na prestiżowym stanowisku
**lucrative** /ˈluːkrətɪv/ dochodowy
**marked rise/increase in** /ˌmɑːkt ˈraɪz/ ˈɪnkriːs ɪn/ wyraźny wzrost
**medical advances** /ˌmedɪkəl ədˈvɑːnsɪz/ postępy w medycynie
**rapid drop/decline in** /ˌræpɪd ˈdrɒp/ dɪˈklaɪn ɪn/ gwałtowny spadek
**recruit** /rɪˈkruːt/ rekrutować
**relevant** /ˈreləvənt/ właściwy, odpowiedni
**remain constant/unchanged** /rɪˌmeɪn ˈkɒnstənt/ʌnˈtʃeɪndʒd/ utrzymać się na stałym poziomie
**replace** /rɪˈpleɪs/ zastąpić
**retail** /ˈriːteɪl/ sprzedaż detaliczna
**secure** /sɪˈkjʊə/ pewny, bezpieczny
**sharp drop/decline in** /ˌʃɑːp ˈdrɒp/ dɪˈklaɪn ɪn/ wyraźny spadek
**sharp rise/increase in** /ˌʃɑːp ˈraɪz/ ˈɪnkriːs ɪn/ wyraźny wzrost
**stable** /ˈsteɪbəl/ stały, stabilny
**steady drop/decline in** /ˌstedi ˈdrɒp/ dɪˈklaɪn ɪn/ ciągły/regularny spadek
**steady rise/increase in** /ˌstedi ˈraɪz/ ˈɪnkriːs ɪn/ ciągły/regularny wzrost
**take sth over** /ˌteɪk ˌsʌmθɪŋ ˈəʊvə/ przejąć coś, zdobyć coś
**take sth apart** /ˌteɪk ˌsʌmθɪŋ əˈpɑːt/ rozebrać coś na części
**tedious** /ˈtiːdiəs/ żmudny, monotonny
**trainee** /ˌtreɪˈniː/ praktykant, stażysta
**wind turbine** /ˈwɪnd ˌtɜːbaɪn/ turbina wiatrowa

## 5.4 Reading 4.36

**adaptable** /əˈdæptəbəl/ potrafiący się dostosować
**approval** /əˈpruːvəl/ akceptacja, uznanie
**at a rapid rate** /ət ə ˌræpɪd ˈreɪt/ bardzo szybko
**attendance in the office** /əˈtendəns ɪn ði ˌɒfɪs/ obecność w biurze
**be in charge** /bi ɪn ˈtʃɑːdʒ/ zarządzać czymś, mieć kontrolę
**be suited to** /bi ˈsuːtɪd tə/ nadawać się do
**be wired differently** /bi ˈwaɪəd ˌdɪfrəntli/ mieć inną konstrukcję, różnić się
**career guidance** /kəˈrɪə ˌgaɪdəns/ doradztwo zawodowe
**career path** /kəˈrɪə ˌpɑːθ/ ścieżka kariery
**combine** /kəmˈbaɪn/ łączyć
**counsellor** /ˈkaʊnsələ/ doradca, psycholog szkolny
**curious about** /ˈkjʊəriəs əˌbaʊt/ ciekawy (czegoś)
**dismiss sb as** /dɪsˈmɪs ˌsʌmbɒdi əz/ odrzucić, lekceważyć kogoś z jakiegoś powodu
**diversity** /daɪˈvɜːsəti/ różnorodność
**essential** /ɪˈsenʃəl/ niezbędny
**find your niche** /ˌfaɪnd jə ˈniːʃ/ znaleźć miejsce dla siebie, znaleźć swoją niszę
**flake** /fleɪk/ osoba ekscentryczna, osoba szalona
**flexitime/flexible working** /ˈfleksɪtaɪm/ ˈfleksəbəl ˌwɜːkɪŋ/ elastyczny czas pracy
**focus on your strengths** /ˌfəʊkəs ɒn jə ˈstreŋθs/ skupić się na swoich mocnych stronach
**freelancer** /ˈfriːˌlɑːnsə/ wolny strzelec
**have a vocation** /ˌhæv ə vəʊˈkeɪʃən/ mieć powołanie do czegoś
**have one true calling** /ˌhæv wʌn ˌtruː ˈkɔːlɪŋ/ mieć jedno prawdziwe powołanie
**identify** /aɪˈdentɪfaɪ/ identyfikować, rozpoznawać
**imaginative** /ɪˈmædʒənətɪv/ twórczy, pomysłowy
**intersection** /ˌɪntəˈsekʃən/ miejsce przecięcia, skrzyżowanie
**jack of all trades, master of none** /ˌdʒæk əv ɔːl ˈtreɪdz ˌmɑːstər əv ˈnʌn/ ktoś, kto potrafi wiele rzeczy, ale w żadnej nie jest ekspertem
**job-sharing** /ˈdʒɒb ˌʃeərɪŋ/ dzielenie się pracą, dzielenie się etatem



## WORD LIST ACTIVITIES

• Divide the class into teams. Take turns to give each team a set of different words or phrases from the word list. They have to use them correctly in sentences. Each correct sentence gives each team a point, and the team with most points at the end wins.

80

**keep your options open** /ˌkiːp jɔːr ˌɒpʃənz ˈəʊpən/ pozostawić sobie możliwość wyboru
**lack purpose** /ˌlæk ˈpɜːpəs/ nie mieć celu
**multipotentialite** /ˈmʌltɪpəˌtenʃɪˈælaɪt/ multipotencjalista, ktoś o wielu zainteresowaniach i zdolnościach
**on a day-to-day basis** /ɒn ə ˌdeɪ tə ˌdeɪ ˈbeɪsɪs/ na co dzień
**on purpose** /ɒn ˈpɜːpəs/ specjalnie, celowo
**part-timer** /ˌpɑːt ˈtaɪmə/ pracownik na niepełnym etacie
**polymath** /ˈpɒlɪmæθ/ człowiek wszechstronnie uzdolniony, człowiek renesansu
**quitter** /ˈkwɪtə/ ktoś niewytrwały, kto zbyt łatwo się poddaje
**range of interests** /ˌreɪndʒ əv ˈɪntrəsts/ obszar zainteresowań
**reflect the need** /rɪˌflekt ðə ˈniːd/ odzwierciedlać potrzebę
**reinforce** /ˌriːənˈfɔːs/ wzmacniać, wspierać
**rigid** /ˈrɪdʒɪd/ sztywny, niezmienny
**seemingly** /ˈsiːmɪŋli/ pozornie
**self-employment** /self ɪmˈplɔɪmənt/ samozatrudnienie, własna działalność gospodarcza
**settle on** /ˈsetl ɒn/ zdecydować się na, wybrać
**split the work** /ˌsplɪt ðə ˈwɜːk/ podzielić pracę
**step out of your comfort zone** /ˌstep aʊt əv jə ˈkʌmfət ˌzəʊn/ wyjść ze swojej strefy komfortu
**stick to** /stɪk tə/ trzymać się (czegoś)
**thrive** /θraɪv/ prosperować, odnosić sukcesy
**unrelated** /ˌʌnrɪˈleɪtɪd/ niepowiązany
**unwilling** /ʌnˈwɪlɪŋ/ niechętny
**work flexibly** /ˌwɜːk ˈfleksəbli/ mieć elastyczny czas pracy
**workforce** /ˈwɜːkfɔːs/ siła robocza, pracownicy
**workplace** /ˈwɜːkpleɪs/ miejsce pracy

## 5.5 Grammar 4.37

**abandon** /əˈbændən/ porzucić, opuścić
**add** /æd/ dodać
**admit** /ədˈmɪt/ przyznać
**apologise** /əˈpɒlədʒaɪz/ przepraszać
**assure** /əˈʃʊə/ zapewnić
**beg** /beg/ błagać
**blame** /bleɪm/ obwiniać
**brat** /bræt/ bachor
**claim** /kleɪm/ twierdzić
**congratulate** /kənˈgrætʃəleɪt/ pogratulować
**convince** /kənˈvɪns/ przekonać
**demand** /dɪˈmɑːnd/ żądanie
**deny** /dɪˈnaɪ/ zaprzeczać, odmawiać
**encourage** /ɪnˈkʌrɪdʒ/ zachęcać
**explain** /ɪkˈspleɪn/ wytłumaczyć
**family counselling** /ˌfæməli ˈkaʊnsəlɪŋ/ terapia rodzinna
**financial support** /ˌfəˈnænʃəl səˈpɔːt/ wsparcie finansowe
**fund** /fʌnd/ finansować
**household rules** /ˌhaʊshəʊld ˈruːlz/ zasady obowiązujące w domu
**insist** /ɪnˈsɪst/ upierać się, nalegać
**neglected** /nɪˈglektɪd/ zaniedbany, opuszczony
**object** /əbˈdʒekt/ nie zgadzać się
**order** /ˈɔːdə/ kazać
**persuade** /pəˈsweɪd/ przekonać
**reckon** /ˈrekən/ sądzić, myśleć
**remind** /rɪˈmaɪnd/ przypomnieć
**relax the rules** /rɪˌlæks ðə ˈruːlz/ zmienić zasady na łagodniejsze
**spoilt** /spɔɪlt/ rozpuszczony, rozpieszczony
**sue sb** /ˈsjuː ˌsʌmbɒdi/ złożyć pozew sądowy przeciwko komuś
**suggest** /səˈdʒest/ sugerować
**take sb to court** /ˌteɪk ˌsʌmbɒdi tə ˈkɔːt/ podać kogoś do sądu
**turn eighteen** /ˌtɜːn eɪˈtiːn/ skończyć osiemnaście lat
**urge** /ɜːdʒ/ przekonywać, zalecać
**voluntarily** /ˈvɒləntərəli/ dobrowolnie
**warn** /wɔːn/ ostrzec
**work things out** /ˌwɜːk ˌθɪŋz ˈaʊt/ rozwiązać problem, dogadać się z kimś

## 5.6 Speaking 4.38

**battery** /ˈbætəri/ akumulator
**break off** /breɪk ˈbf/ oderwać się, ułamać
**fuel** /ˈfjuːəl/ paliwo
**have no clue** /ˌhæv nəʊ ˈkluː/ nie mieć pojęcia
**it's worth a try** /ɪts ˌwɜːθ ə ˈtraɪ/ warto spróbować
**lock** /lɒk/ zamek
**solution** /səˈluːʃən/ rozwiązanie
**solve a problem** /ˌsɒlv ə ˈprɒbləm/ rozwiązać problem
**spill** /spɪl/ rozlać
**switch sth on/off** /ˌswɪtʃ ˌsʌmθɪŋ ˈɒn/ˈɒf/ włączyć/wyłączyć coś

## 5.7 Use of English 4.39

**acquire** /əˈkwaɪə/ nabyć, zdobyć
**be tied up with** /bi ˌtaɪd ˈʌp wɪð/ być zajętym czymś
**bring sb up** /ˌbrɪŋ ˌsʌmbɒdi ˈʌp/ wychowywać kogoś
**casual** /ˈkæʒuəl/ przelotny
**clear-out** /ˈklɪəraʊt/ generalne porządki
**come down to** /ˌkʌm ˈdaʊn tə/ sprowadzać się do czegoś
**come up against** /ˌkʌm ʌp əˈgenst/ napotykać trudności, zmagać się z czymś
**come up with** /ˌkʌm ˈʌp wɪð/ wpaść na coś, wymyślić
**downpour** /ˈdaʊnpɔː/ ulewa
**drop out of** /ˌdrɒp ˈaʊt əv/ porzucić coś
**dropout** /ˈdrɒpaʊt/ osoba, która porzuciła naukę
**entrepreneur** /ˌɒntrəprəˈnɜː/ przedsiębiorca
**get on with** /ˌget ˈɒn wɪð/ dogadywać się z, mieć dobre relacje
**get out of** /ˌget ˈaʊt əv/ uniknąć czegoś
**get round to** /ˌget ˈraʊnd tə/ zabrać się do czegoś
**grow out of** /ˌgrəʊ ˈaʊt əv/ wyrastać z czegoś; być spowodowanym czymś
**keep up with** /ˌkiːp ˈʌp wɪð/ dorównywać komuś
**leave sb behind** /ˌliːv ˌsʌmbɒdi bɪˈhaɪnd/ zostawić kogoś w tyle, opuścić kogoś
**letdown** /ˈletdaʊn/ rozczarowanie
**look down on** /ˌlʊk ˈdaʊn ɒn/ patrzeć z góry, gardzić kimś
**look up to** /ˌlʊk ˈʌp tə/ patrzeć na kogoś z podziwem, szanować
**make up for** /ˌmeɪk ˈʌp fə/ zrekompensować, wynagrodzić
**off-putting** /ˈɒfˌpʊtɪŋ/ odpychający
**outset** /ˈaʊtset/ początek
**put up with** /ˌpʊt ˈʌp wɪð/ znosić coś
**rejection** /rɪˈdʒekʃən/ odmowa, odrzucenie
**run out of** /ˌrʌn ˈaʊt əv/ nie mieć już czegoś, wyczerpać
**run-down** /ˌrʌn ˈdaʊn/ zniszczony, w złym stanie
**stand up for** /ˌstænd ˈʌp fə/ bronić
**take off** /ˌteɪk ˈɒf/ nabrać tempa, odnieść sukces
**upbringing** /ˈʌpˌbrɪŋɪŋ/ wychowanie
**warm-up** /ˈwɔːm ʌp/ rozgrzewka

## 5.8 Writing 4.40

**acknowledge** /əkˈnɒlɪdʒ/ przyznać, uznać
**appreciated** /əˈpriːʃɪeɪtɪd/ doceniony
**examine/explore an issue** /ɪgˌzæmɪn/ ɪkˌsplɔːr ən ˈɪʃuː/ badać, zgłębiać temat
**in terms of** /ɪn ˈtɜːmz əv/ pod względem, pod kątem czegoś
**intention** /ɪnˈtenʃən/ zamiar, intencja
**lead to** /ˈliːd tə/ prowadzić do
**level of commitment** /ˌlevəl əv kəˈmɪtmənt/ stopień zaangażowania
**limited** /ˈlɪmɪtɪd/ ograniczony
**outcome** /ˈaʊtkʌm/ wynik, rezultat
**question** /ˈkwestʃən/ kwestionować, wątpić
**school-leaver** /ˌskuːl ˈliːvə/ absolwent
**stimulating** /ˈstɪmjəleɪtɪŋ/ pobudzający do myślenia, inspirujący
**survey** /ˈsɜːveɪ/ badanie, ankieta
**transferable skills** /trænsˌfɜːrəbəl ˈskɪlz/ uniwersalne umiejętności
**undeniably/undoubtedly** /ˌʌndɪˈnaɪəbli/ ʌnˈdaʊtɪdli/ niewątpliwie
**value** /ˈvæljuː/ cenić, doceniać
**viewpoint** /ˈvjuːpɔɪnt/ punkt widzenia, stanowisko
**with regard to** /wɪð rɪˈgɑːd tə/ w stosunku do, wobec



81

# FOCUS REVIEW 5

Wszystkie ćwiczenia wykonaj w zeszycie.

## SŁOWNICTWO I GRAMATYKA

**1 Uzupełnij zdania słowami z ramki w odpowiedniej formie. Dwa słowa nie pasują do żadnej luki.**

carry find improve put reach speak thrive

1 I think Chris will need to move to a bigger company if he's going to ___reach___ his full potential.
2 Robots are being used increasingly to ___carry___ out simple, repetitive tasks.
3 If you can respond to an email quickly, then do it right away rather than ___put/putting___ it off until later.
4 He took a short project management course to try and ___improve___ his career prospects.
5 Sometimes you have to be diplomatic, but occasionally you need to ___speak___ your mind.

**2 Przeczytaj tekst. Które z podanych odpowiedzi A–D poprawnie go uzupełniają?**

When I left school, I didn't have a [1]___ what I wanted to do as a career. I was quite good at Science, so I decided to study Physics. I knew it was the wrong choice though right from the [2]___ . I enjoyed the social side of university and I [3]___ the other students on my course, but I really struggled with the coursework. I tried to be disciplined, but it didn't make any [4]___ . Physics just wasn't my thing. Soon my tutor noticed that I wasn't [5]___ my classmates and called me in for a chat. I explained that I was thinking about [6]___ university, but she suggested I look at other options first. She [7]___ the idea that I could sit in on lectures in different subjects to see if any of them might suit me better. So one day I went to an engineering class and realised I'd found my niche!

1 (A) clue B idea C thought D knowledge
2 A clear-out B downturn C letdown (D) outset
3 A got out of B came up with (C) got on with D looked down on
4 A change (B) difference C solution D progress
5 A coming up against B putting up with (C) keeping up with D getting round to
6 A standing up for B running out of C growing out of (D) dropping out of
7 A made up for (B) came up with C came up against D looked up to

**3 Przekształć zdania, zachowując ich sens. Użyj form mowy zależnej.**

1 'You should take a few days off,' the manager said.
The manager said that I ___should take___ a few days off.
2 'I've been working here for ten years,' Olivia told them.
Olivia said ___(that) she had been working there___ for ten years.
3 'What's your home address?' the man asked.
The man asked him ___what his home address was/for his home address___ .
4 'When are you going to look for a permanent post?'
My parents keep asking me ___when I am going to look for a permanent post___ .
5 'Send your CV to head office,' the store manager told me.
The store manager told me ___to send my CV___ to head office.

## ŚRODKI JĘZYKOWE

### Słowotwórstwo; uzupełnianie zdań; tłumaczenie

**4 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.**

1 We want to see that candidates are ___enthusiastic___ (**ENTHUSIASM**) about the wildlife.
2 She was clearly ___knowledgeable___ (**KNOWLEDGE**) about all aspects of video production.
3 A lot of work is done by ___freelancers___ (**FREELANCE**) who work on specific projects.
4 In an interview, you should try and focus on your ___strengths___ (**STRONG**).
5 In recent years, there's been a ___marked/remarkable___ (**MARK**) increase in jobs related to social media.

**5 Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów i dodaj wszystkie niezbędne elementy, tak aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie pięć słów.**

1 The other day my mum's boss ___refused to give her___ (refuse/give/she) a pay rise.
2 Our new interpreter ___suggested making a few changes___ (suggest/make/few/change) in the speech so that it would sound more natural.
3 The management ___thanked the team for working___ (thank/team/work) so hard.
4 My team leader ___convinced me to sign up___ (convince/I/sign up) for a training course.
5 Last month my dad ___offered to show my class___ (offer/show/I/class) around different departments in his company.

**6 Przetłumacz na język angielski podane w nawiasach fragmenty, tak aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 Amanda's Mum ___congratulated her on getting___ (*pogratulowała jej zdobycia*) a scholarship in Brussels.
2 Marion ___advised me not to apply___ (*poradziła mi, żebym nie aplikowała*) for this job.
3 She asked me ___if/whether I had ever trained___ (*czy kiedykolwiek trenowałam*) to be a fitness instructor.
4 The players spend fifteen minutes running up and down the pitch, but ___that is just a warm-up___ (*to tylko rozgrzewka*) before the serious training begins.
5 Choosing a career is ___without doubt/without a doubt/undoubtedly/no doubt___ (*bez wątpienia*) one of the most challenging decisions you face in life.



## EXTRA ACTIVITIES

- Photocopiable resource 35 Sentence translation (15 min.) pp. 296, 342
- Photocopiable resources 57–58 Multiple choice cloze (20 min.) pp. 301, 366–367
- Photocopiable resources 66–67 Translation (12 min.) pp. 303, 375–376

82

## CZYTANIE

### Wybór wielokrotny

**7 Przeczytaj dwa teksty dotyczące pracy. Z podanych odpowiedzi A–D wybierz właściwą, zgodną z treścią tekstu.**

Text 1

# The Human Scarecrow

**Being told to bring a deckchair and a good book for the first day in a new job might not be the kind of advice you'd expect to receive from your new boss, but that's exactly the advice Jamie Fox was given when he took up a post to help out a local farmer.**

Fox, 22, a recent music graduate from Bangor University, uses a range of musical instruments to scare off partridges that have been destroying crops because ordinary scarecrows don't quite seem up to the job. Despite working from 7.30 am to 4.00 pm for a minimum wage, Fox, who is saving up to finance a trip next year to New Zealand, is quite content with his unique position. Indeed, he'd much rather be out in the open air reading and playing instruments, he says, and time passes much quicker than sitting at home doing nothing and claiming unemployment benefit.

Fox can do anything he likes to pass the time. As well as playing musical instruments and reading to relieve the monotony, other perks of the job include doing Sudoku puzzles, observing the wildlife and daydreaming. He does, however, need to get out of the comfort of his chair occasionally to scare the partridges off the fields. And although the work is far from lucrative, some of Jamie's friends, including those with more generously paid jobs, are reportedly envious of his position and the fact that he spends the best part of the day doing largely as he pleases.

His employer, farmer William Youngs, claims that he was forced to take someone on as a human scarecrow after partridges didn't respond to more traditional methods of frightening them away. Since losing 30 acres worth of crops to the birds at a cost of thousands of pounds, Youngs has tried a variety of approaches to protect his livelihood. Now, however, he is happy with the solution and claims that Jamie's presence in the fields is proving very effective and making a real difference.

GLOSSARY

**partridge** = kuropatwa **scarecrow** = strach na wróble

Text 2

# GRADUATE EMPLOYMENT TRENDS

**A recent study reveals some rather interesting figures about graduates in the labour market.**

Six months after leaving a UK university, around one in ten graduates cannot find employment, with men usually taking more time to secure a job. The good news for male graduates, however, is that their average starting salary is typically £2,000 per annum higher than that of their female counterparts.

About three quarters of the 230,000 graduates who took part in the survey are employed and a further 15 percent continue to study. Moreover, most employed graduates hold professional posts. These figures may appear encouraging; still, some believe the number of out-of-work graduates is likely to increase within a fairly short time frame. At the same time, about one third of all UK graduates are in non-professional positions which do not require a degree at all, mostly in sales and customer service departments.

According to the reports, just over 4 percent of recent graduates are working in stable 'elementary occupations' such as office juniors, hospital porters and waiters. Studies suggest overall, however, that there has been a rise in the number of jobs which require a university degree – a trend, one hopes, that will continue.

Text 1

1 Jamie Fox is happy with his job because
- A he never gets bored.
- B he uses his educational background.
- C he has plenty of free time during the day.
- (D) he thinks it is better than being out of work.

2 Jamie's friends are envious because of
- A the hours he works.
- (B) the nature of his work.
- C the money he earns.
- D the variety of his tasks.

3 Mr Youngs decided to employ Jamie because
- A he had found traditional methods too expensive.
- B he has been using human scarecrows for a long time.
- (C) he had lost a large amount of crops previously.
- D he wanted to prove that human scarecrows are more efficient.

Text 2

4 Which of the following is stated in the text as an opinion, not a fact?
- A Female graduates tend to find a job faster than their male counterparts.
- (B) The number of graduates without jobs is set to rise.
- C There is a discrepancy between the earnings of female and male graduates.
- D The majority of graduates manage to secure professional jobs.

5 The writer expresses a wish that
- A UK graduates will choose more stable occupations.
- B a degree will not be required for non-professional positions.
- C more UK students will choose to carry on studying.
- (D) more professional jobs will be created.

## MÓWIENIE

**8 Pracując w parach, odpowiedzcie na pytania.**

1 What types of part-time jobs are offered to teens in your area?
2 Would you like to set up your own business? Why?
3 What can a young person do to be successful on the job market?

## PISANIE

### Artykuł

**9 Wykonaj zadanie egzaminacyjne.**

Coraz częściej młodzi ludzie po skończeniu szkoły decydują się na rok przerwy przed studiami i poświęcają ten czas na podróże lub pracę. Napisz artykuł, w którym rozważysz konsekwencje takiej decyzji, biorąc pod uwagę studia uniwersyteckie oraz przyszłą karierę zawodową młodych ludzi.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*



**REFERENCES**
MiniMatura writing assessment criteria
Matura speaking test assessment criteria

**EXTRA ACTIVITIES**
Extra digital activities: Reading and Use of English Checkpoints

**NEXT CLASS**
- Ask students to do Self-check 5.10, WB pp. 82–83, as homework.
- Ask students to prepare for Unit 5 MiniMatura and Matura speaking test 5: Testing Programme, Unit 5.

# 6 A matter of fact

*Never let the truth get in the way of a good story.*

Mark Twain

## VIDEO



BBC

Is social media killing creativity? 25

Lesson 6.1




**GRAMMAR ANIMATION**

Lesson 6.2 26

Lesson 6.5 28



**FOCUS VLOG**

About time travel 27

Lesson 6.2

## 6.1 VOCABULARY

The media • truth and falsehood • adjective–noun collocations • adverbs

*I can talk about the media and fake news.*

### SHOW WHAT YOU KNOW

**1** **In your notebook, complete the sentences with the words in the box. Then write about your media habits. Use the sentences or your own ideas.**

clips ~~media~~ podcasts post Twitter

1 I get news from **news apps/social** *media* **posts/local papers**.
2 If I see something interesting, I **'like'/share/** ___post___ **/retweet** it.
3 I like to read **news blogs/celebrity** ___Twitter___ **feeds/editorials**.
4 I like to watch **TV drama series/online video** ___clips___ **/reality TV**.
5 I like to listen to ___podcasts___ **/the radio/music streaming services**.

**2** SPEAKING **Compare your sentences in Exercise 1. Discuss how similar/different your habits are to your partner's.**

**3** SPEAKING **Look at the three news headings and discuss which one you think is true.**

1
**American woman adopts alien baby!**
**SPACE BABY SURVIVES UFO CRASH**
**'I couldn't resist its big sad eyes,' says a woman from Ohio.**

2
**5 million euros lottery winner leaves winnings on bus**
John Smith appeals to public: 'I was going to buy my mum a new house.'

3
**WOMAN BURST INTO FLAMES DURING AN OPERATION!**
**Spark ignites cleaning solution and patient becomes ball of fire.**

## FAKE NEWS



### What is it?

Completely made-up stories presented as news and made to go viral, often for politically motivated reasons or commercial gain. Fake news stories are 70 percent more likely to be retweeted because they are usually more eye-catching than the truth. Some people **spread fake news** deliberately while others do it without realising. The Internet is awash with information that cannot be trusted. The smartphone generation are bombarded with such information on a daily basis and they're growing up alarmingly misinformed.

### How do you know what you're reading is accurate?

Don't **take a story at face value** – step back and ask yourself these questions:

- *Does the story come from a reputable source?* Has this website always shown a clear commitment to newsworthy stories based on fact? Alternatively, is this an article put out knowingly by an organisation that **has an agenda** – an agenda to **manipulate the media** because of a political or commercial motive?
- *Does the photo or video look normal?* If it looks slightly odd, it may have been **tampered with** to **distort the truth** and **mislead people** into believing something that never actually happened.



## REFERENCES

Videoscript **p. 283**
Using videos in the classroom **p. T12**
How to teach with projects **p. T14**

## EXTRA ACTIVITIES

- BBC video. Video worksheet 6.1 in the WB, p. 96
- Photocopiable resource 36 *Too true! Absolutely!* (15 min.) pp. 296, 343
- Extra digital activities: Vocabulary Checkpoint
- Students work in pairs and prepare some news items (fake and true) concerning school, their own life, etc. Then they exchange them with another pair who decide if the news item is fake or not. If it's fake, they should correct it.

**4** **Read the Internet article and check your ideas in Exercise 3. What do *you* do to make sure that what you are reading is true?**
Story 3 is true.

## FOCUS ON WORDS | Truth and falsehood

**5** 2.43 **In your notebook, complete the phrases in red in the text with the correct verb. Then listen, check and repeat.**

**People/Organisations can sometimes …**

1 *distort* the truth
2 ___have___ an agenda
3 manipulate the media
4 ___mislead___ /misinform people
5 ___spread___ fake news
6 ___tamper___ with photos

**You should …**

7 ___check___ the accuracy
8 double-check facts
9 ___evaluate___ sources
10 ___trust___ your instincts
11 not ___take___ a story at face value

**6** **In your notebook, complete the questions with a word in Exercise 5. Then answer the questions according to the information in the text.**

1 Do people always spread ___fake___ news on purpose?
2 Can you trust your instincts when deciding whether a story is true?
3 What motivates organisations who have an agenda to manipulate the ___media___ ?
4 What things are sometimes tampered ___with___ to mislead ___people___ ?
5 Where can you check the accuracy of a story?
6 Who is responsible for identifying people who distort the ___truth___ ?
7 Why should people learn how to double-check ___facts___ and evaluate sources ?

## FOCUS ON WORDS | Adjective–noun collocations

**7** 2.44 **In your notebook, complete the underlined phrases in the text with a noun to create collocations. Then listen, check and repeat.**

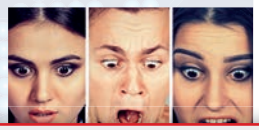
1 a clear/a long-term *commitment* different
2 a distinct/a gut ___feeling___ different
3 a newsworthy/an eye-catching ___story___ different
4 a reliable/a reputable ___source___ similar
5 awash with/bombarded with information quite similar
6 for commercial/political ___gain___ different
7 on a daily/on a regular ___basis___ quite similar



- *Is this story likely to be true?* There are different ways in which a story can be inaccurate or misleading. Start from your gut feeling, **trust your instincts** – does it *sound* believable? American woman adopts alien baby is clearly fake news. But how about the lottery winner? Would he really carry 5 million euros in cash on a bus? Then there's the story of a person bursting into flames. Unbelievable, right? Not exactly – you can **check the accuracy** of this story by searching online where you find out that fires in operating theatres are remarkably common! In fact, the third story is the only true story.

### What can you do?

Social media giants have a responsibility to tackle the problem of fake news, but in an era when anyone with an Internet connection can publish stories freely and without any checks, individuals need to learn how to **double-check facts** and **evaluate sources.** In other words, it is essential to read information critically: you should question facts and examine arguments closely, instead of believing everything you read.



**8** **Are the pairs of collocations 1–7 in Exercise 7 similar or different in meaning? Use a dictionary to check your answers.**

**9** SPEAKING **In your notebook, complete the sentences with an appropriate word in Exercise 7. Discuss whether you agree or disagree with the opinions.**

1 I hate being bombarded with so much useless information on a daily ___basis___ .
2 I never take anything I read at face value unless it is from a reputable ___source___ .
3 I have a gut ___feeling___ that print-based media will disappear within ten years.
4 I would never make a long-term commitment to any political organisation.
5 Organisations should be heavily fined if they spread fake news for commercial ___gain___ .

## FOCUS ON WORDS | Adverbs

**10** 2.45 **Copy the table and complete it with adverbs in the text that match the adjectives below. Then listen, check and repeat.**

| ADJECTIVE | ADVERB |
|---|---|
| 1 alarming | *alarmingly* |
| 2 close | ___closely___ |
| 3 critical | ___critically___ |
| 4 deliberate | deliberately |
| 5 knowing | ___knowingly___ |
| 6 remarkable | remarkably |

**11** **In your notebook, rewrite each sentence with the correct adverb made from the adjective in brackets.**

1 The press and social media are controlled. (close)
*The press and social media are closely controlled.*
2 The number of fake news stories is alarmingly high. (alarming)
3 News organisations never deliberately spread fake news. (deliberate)
4 Students are taught to think critically about everything they read. (critical)
5 No government minister ever knowingly misinforms the public. (knowing)
6 Most people are remarkably happy despite the economic situation. (remarkable)

**12** SPEAKING **Which of the situations described in the sentences in Exercise 11 would you like/put up with/not like in a society?**

**13** PROJECT **Work in groups. Choose a well-known newspaper or magazine published in an English-speaking country. Do some research online and prepare a digital presentation. Then present it to your class.**



## WORKBOOK

pp. 84–85, including *Show What You've Learnt*

## NEXT CLASS

- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 6.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 86.

# 6.2 GRAMMAR

Conditional clauses – alternatives to *if*

*I can make conditional sentences using if, unless, imagine, provided, suppose and inversion.*

**1** SPEAKING **'The dog ate my homework' is a typical excuse used by students. Discuss and list other excuses.**

**2** **Read the story. What excuse did the students use for missing their exam? What happened next?**

## The Exam Question

Imagine you were taking an important exam on Monday, what would you do the weekend before? You almost certainly wouldn't do what two chemistry students did in Kansas, Missouri. They went to a different city and partied all weekend. They had a great time, but they knew that unless they got back in time for the exam, they wouldn't be able to take it. So they drove through the night and got back to college in the early hours of Monday morning. Sadly for them, they overslept and missed the exam.

When they found their professor afterwards, they decided to invent a story. They told her that they would have got back for the exam had they not had a flat tyre. The professor thought about this for a moment and then agreed that, provided they arrived before 9 a.m., they could take the exam the next day. She placed them in separate rooms and gave them the exam paper. The first question was simple and worth 5 points. But they were unprepared for the question on the next page: **(95 points) Which tyre?**



**3** **Read the GRAMMAR FOCUS. In your notebook, rewrite the conditional clauses in blue in the story using *if*.**

### GRAMMAR FOCUS 26

**Conditional clauses – alternatives to *if***

- You use **unless** to mean 'if not' with the sense 'except if'.
  *I wouldn't lie to you **unless it was necessary**.*
  *(= … if it wasn't necessary.)*
- You use **imagine** or **suppose/supposing** to ask questions.
  ***Imagine you were getting married**, how would you feel?*
  *(= If you were getting married, …)*
- You use **provided/providing** to create a condition.
  *I'll lend you €10 **provided you pay me back** tomorrow.*
  *(= if you pay me back …)*
- You can use **inversion** in formal contexts – mostly with the auxiliary verbs *were*, *had* or *should*.
  ***Had they followed** my instructions, they wouldn't have got lost. (= If they had followed …)*

**Note**: In inversion, you do not contract negative forms.
*Had they not called, we wouldn't have known (…).*
NOT ~~*Hadn't they called …*~~

**4** SPEAKING **In your notebook, rewrite these conditional sentences using *unless*. Which sentences are true for you?**

1 I'll fail all my exams if I don't revise properly.
*I'll fail all my exams unless I revise properly.*
2 I can't do my homework if I don't have a laptop.
3 My parents won't let me go out if I haven't finished my homework.
4 I'd never get to school on time if my mum didn't wake me up every morning.
5 I can't understand American films if I don't watch them with subtitles.

**5** USE OF ENGLISH **In your notebook, complete the second sentence so that it has a similar meaning to the first. Use no more than six words including the word in capitals. Are any of the sentences true for you?**

1 I won't go out this evening if I get too much homework. **PROVIDED**
I might go out this evening provided I don't get too much homework.
2 If my mum hadn't reminded me, I would've forgotten her birthday. **NOT**
Had my mum not reminded me, I would've forgotten her birthday.
3 I'd never eat fast food unless I was absolutely starving. **WASN'T**
If I wasn't absolutely starving , I'd never eat fast food.
4 I'd have watched Mr Bean if I'd known it was on TV last night. **WAS**
Had I known Mr Bean was on TV last night, I'd have watched it.
5 I don't watch football unless my team are playing. **IF**
I don't watch football if my team aren't playing .
6 If I wasn't so tired, I'd go out this evening. **NOT**
Were I not so tired , I'd go out this evening.
7 If I should ever get married, I'd want a huge party. **EVER**
Should I ever get married , I'd want a huge party.

**6** **Use ideas 1–6 to write conditional questions in your notebook. Begin each question with *Imagine …* or *Suppose …* and complete it with your own ideas.**

1 You can't live anywhere in the world.
*Imagine/Suppose you could live anywhere in the world, where would you live?*
2 You didn't find 100 euros in the street yesterday.
3 You're not able to travel back in time.
4 You don't have to live without technology.
5 You didn't see an old man steal something from a shop last week.
6 You can't have three wishes.

**7** SPEAKING **Ask and answer the questions in Exercise 6.**

### FOCUS VLOG 27 About time travel

2.46 **Listen to the Focus Vlog. Would the speakers like to visit the 20th century or go to more distant periods? Write the answers in your notebook.**

Grammar page 147

**Exercise 2**
They said they had had a flat tyre.
They sat the exam and the second question was 'Which tyre?'

**Exercise 3**
If you were taking an important exam on Monday, …
… if they didn't get back in time for the exam, …
… if they hadn't had a flat tyre.
… if they arrived before 9 a.m.

**Exercise 4**
2 I can't do my homework unless I have a laptop.
3 My parents won't let me go out unless I have finished my homework.
4 I'd never get to school on time unless my mum woke me up every morning.
5 I can't understand American films unless I watch them with subtitles.



## REFERENCES

Audioscript **p. 273**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES

- Focus Vlog. Video worksheet 6.2 in the WB, p. 97
- Grammar animation
- Photocopiable resource 37 Test yourselves (10 min.) pp. 296, 344
- Extra digital activities: Grammar Checkpoint
- In pairs, students prepare conditional sentences using their excuses from ex. 1, e.g. *Imagine your dog ate the homework. What would you do?* They share their ideas with the whole class.

## WORKBOOK

p. 86, including *Show What You've Learnt*

## NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 6.2, Grammar.

# 6.3 LISTENING

Gap fill

*I can identify the main points of a discussion about a street artist.*

**1** SPEAKING **Describe these two murals by controversial British artist Banksy. Discuss what you think they mean.**

**2** 3.1 **Listen to a news report about Banksy. Has the information below been confirmed or not? Write the answers in your notebook.**

**Banksy bio**

1 Real name is Robin Gunningham. not confirmed
2 Was born in Bristol in 1973. not confirmed
3 Trained to be a butcher. not confirmed
4 Became famous in the 1990s. confirmed
5 Has never been arrested. confirmed
6 Authenticates his work on his website. confirmed
7 Is a multi-millionaire. not confirmed

**3** SPEAKING **In your notebook, add *pro-* or *anti-* to the following words to describe whether you think Banksy is for or against these things.**

1 pro- anonymity
2 anti- authority
3 anti- war
4 pro- animal rights
5 pro- peaceful protest
6 pro- fairness
7 anti- animal cruelty
8 pro- equality

**4** 3.2 **Listen to two people talking about Banksy and check your ideas in Exercise 3.**

## LISTENING FOCUS Gap fill

**5** 3.2 **Listen again and complete sentences 1–8 in your notebook. Write one, two or three words in each gap.**

1 Robert is doing a school assignment on ethical concerns and issues in art.
2 Banksy has remained anonymous thanks to his friends' commitment and loyalty .
3 The reason Banksy substituted paintbrushes with stencils and spray cans was that he could paint more quickly/faster .
4 When looking at Banksy's mural on a garage in Wales, it is easy to mistake ash for snowflakes .
5 According to Alice, Banksy would be the perfect artist for Robert's project because of his firm belief in equality.
6 Alice and Robert sometimes don't understand/get the message Banksy is trying to convey.






## FOCUS ON WORDS | Collocations

**6** 3.3 **Decide which is the incorrect verb or adjective in these collocations from the recording. Then listen, check and repeat.**

1 *commit* / ~~*perform*~~ an offence
2 *make* / ~~*do*~~ a statement
3 ~~*guard*~~ / *protect* your identity
4 ~~*produce*~~ / *raise* awareness
5 ~~*keep*~~ / *remain* anonymous
6 *strong* / ~~*tough*~~ beliefs
7 *underlying* / ~~*covered*~~ message

**7** SPEAKING **In your notebook, complete the statements with the appropriate noun in Exercise 6. Then discuss whether you agree or disagree with them. Give reasons for your answers.**

1 Committing an offence is always wrong.
2 If you're a street artist, it's a good idea to remain anonymous .
3 Teenagers don't do enough to protect their identity online.
4 Street art can be an effective way of raising awareness and making a statement .
5 Only experts can understand the underlying message(s) in modern art.
6 Nobody has strong beliefs about anything anymore.

## PRONUNCIATION FOCUS

**8** 3.4 **Listen and repeat the words in the box. Then copy the table and put the words into the correct column A, B or C depending on the stress.**

~~alteration~~ authority ceremony commentator inauthentic photographer uncomfortable underlying vandalism

| A ■■■■ | B ■■■■ | C ■■■■ |
|---|---|---|
| ceremony | authority | *alteration* |
| commentator | photographer | inauthentic |
| vandalism | uncomfortable | underlying |

**9** 3.5 **Listen, check and repeat.**



## REFERENCES

Culture notes **p. 258**
Audioscript **pp. 273–274**

## EXTRA ACTIVITIES

- In pairs or small groups, students look for other examples of Banksy's art (e.g. online) and analyse their meaning.
- After ex. 5, students read the audioscript and then write more gapped sentences. In pairs, they take turns to complete the sentences.

## WORKBOOK

p. 87

# 6.4 READING

Gap fill

*I can recognise inferred meaning in a structured text.*

**1** SPEAKING **Discuss the questions.**

1 When was the last time you took a selfie and why did you take it?
2 Which of your friends posts the most interesting selfies?
3 Why do you think selfies are so popular?

**2** SPEAKING **Discuss and try to guess the correct answers. Then read the text and check your ideas.**

1 The first selfie was taken in *1839* / *1914* / *2006*.
2 One in *three* / *five* / *ten* photos taken by eighteen to twenty-four-year-olds is a selfie.
3 The word 'selfie' originated in *Russia* / *Australia* / *New York*.
4 Taking selfies occasionally causes *memory* / *mental health* / *motivational* problems.

## READING FOCUS Gap fill

**3** **In your notebook, complete the summary so that it is logical and consistent with the meaning of the text. Write up to six words in each gap.**

Anybody who [1] uses social media/is a social media user is also likely to be a selfie-taker, and this doesn't just mean young people. The history of the selfie is really interesting. Contrary to [2] a claim by Britney Spears and Paris Hilton to have taken the first selfie, the real pioneer was nineteenth century photographer Robert Cornelius. His photograph was called a self-portrait.
The first teenager to take a selfie was a young Russian princess who managed to do it by [3] taking a picture/photo of herself in a mirror.
The selfie as we know it today was first taken by a group of photographers using [4] a camera that was so heavy/such a heavy camera that it required two men to hold it. Since the [5] invention/arrival/birth/appearance/development of the smartphone in the early 2000s, taking selfies has become much easier and one in three photos taken by a young person has been a selfie.
The term 'selfie' comes out of the Australian [6] habit of adding *-ie* onto the end of words. An Australian man posted a photo of himself on a health forum calling it a 'selfie' and the name stuck.
Taking selfies can just be a bit of fun, but there are two psychological conditions that can be caused by selfie-taking. 'Selfitis' is a term for people who [7] take too many selfies and post them on social media in order to feel happier or more accepted. The other condition is body dysmorphic disorder. A medical journal has reported that the use of airbrushing apps could make people feel [8] worried about/unhappy about/dissatisfied with their appearance with the result that many seek surgery to look more like their selfies.

**Exercise 5**

1 In the early 2000s.
2 Britney Spears and Paris Hilton.
3 1839; The photographer uncovered the lens, posed for fifteen minutes and covered the lens.
4 -ie
5 To feel more part of a group, capture a memorable moment.
6 Depressive thoughts.
7 Airbrushing apps.
8 Body dysmorphic disorder. Filtered images can trigger it.

## FOCUS ON WORDS | Verbs and verb phrases

**4** 3.7 **In your notebook, complete the phrases in blue in the text with the correct verb. Then listen, check and repeat.**

1 *become* mainstream = be ordinary or normal
2 date back to = begin at a time in the past
3 gain popularity = become more popular
4 have a habit of = do sth regularly
5 make a claim = state that sth is true
6 seek = try to do
7 shake sth off = get rid of
8 trigger = cause sth to happen

**5** **In your notebook, complete the questions with one word in each gap. Then answer the questions according to the information in the text.**

1 When did smartphones become mainstream ?
2 Who made the claim that they had invented the selfie?
3 When does the oldest selfie date back to and how was it taken?
4 What do Australians have a habit of adding to the end of words?
5 What might some people be seeking by taking a lot of selfies?
6 What can taking lots of selfies help you to shake off ?
7 What kind of apps are gaining popularity and why?
8 What does BDD mean and what can trigger it?

## FOCUS ON WORDS | Photography

**6** 3.8 **In your notebook, translate the words and phrases to do with photography. Then listen and repeat.**

1 sharp/in focus = ostry / wyraźny
2 blurred/out of focus = niewyraźny / rozmazany, nieostry
3 airbrush/retouch = retuszować / _____
4 take a snap = zrobić zdjęcie
5 crop images = kadrować / przycinać zdjęcia
6 zoom in/zoom out = powiększyć / pomniejszyć
7 a shot = zdjęcie
8 a lens = obiektyw
9 capture a memorable moment = uchwycić niezapomnianą chwilę
10 pose for a photo = pozować do zdjęcia

**7** SPEAKING **There is one word missing in each question. In your notebook, rewrite the questions with an appropriate word in Exercise 6. Then ask and answer the questions.**

1 When was the last time you took a on your smartphone?
*When was the last time you took a snap on your smartphone?*
2 How do you usually pose for selfies – do you smile, duck-face or wink?
3 What is the funniest moment you have captured on your phone?
4 Do you sometimes put your finger in front of the lens by mistake?
5 What do you do with photos that are not in focus?
6 Have you ever retouched/airbrushes images of yourself to try and improve them?



**REFERENCES**
Culture notes **p. 258**

**EXTRA ACTIVITIES**
In pairs or groups, students use the information in the lesson and their own ideas to discuss what it takes to be a good photographer and what the differences are between amateur and professional photographers.

**WORKBOOK**
pp. 88–89

**NEXT CLASS**
Ask students to do *Show What You Know* in the WB, p. 90

88

# A short history of the selfie

3.6

**They're everywhere – people posing with their phones held out in front of them or on a selfie-stick. And it's not just young people – social media users of all ages take selfies, including space-walking astronauts and the Pope.**

So when did this selfie mania begin? Most people would guess that it was around the beginning of this century or perhaps a bit later when smartphones **became mainstream**. But most people would be wrong, just as Britney Spears and Paris Hilton were wrong when they declared on Twitter in 2017 that they had invented the selfie eleven years previously. In fact, they were around 167 years too late to **make that claim**. The oldest existing selfie **dates back to** 1839 when photographer Robert Cornelius took a self-portrait photograph of himself. To achieve this, he had to uncover the lens, run to his place and pose in the same position for up to fifteen minutes and then run back to cover the lens again. Cornelius couldn't take a dozen shots and choose the best one – his selfie had to be just one photo. Half a century later, in 1914, thirteen-year-old Grand Duchess Anastasia Nikolaevna of Russia took a picture of herself in a mirror and became the first teenager to take a selfie.



The first image taken in the same way as today, with the photographer holding the camera at arm's length, was in December 1920. The image shows five photographers standing on the roof of their studio in New York. The men were the main photographers of the Byron Company, a photographic studio founded in Manhattan in 1892 and still in business today. An image taken by another man shows that the camera was so heavy in those days that it took two of the photographers to hold it up. Thanks to innovations and improvements in cameras, a selfie gradually became easier to take, but it was the smartphone coming out in the early 2000s that led to selfie dominance. Surveys have shown that every third photo taken by those aged eighteen to twenty-four is a selfie.



And what about the origin of the word itself? It is thought to come from Australia where people **have a habit of** putting *-ie* on the end of words – barb*ie* for barbecue, post*ie* for postal worker and even Auss*ie* for Australian. In 2002, an Australian man took a photo of an injury to his lip and put it up on a public forum to ask for advice on how to treat it. He referred to the photo as a 'selfie', and the term was born. Selfie became Oxford Dictionaries' word of the year in 2013.

So, why do we take so many photos of ourselves? A 2017 study into 'selfitis', as the obsessive taking of selfies has been called, found a range of motivations, from **seeking** to feel more part of a group to **shaking off** depressive thoughts and – of course – capturing a memorable moment. Since we live so much of our lives online, there is pressure to present good quality images, and so it is no surprise that airbrushing apps that enable people to retouch images and present an idealised version of themselves are **gaining popularity**.



For the most part, this is harmless fun, normal behaviour in the age of social media. But a recent report in a medical journal suggested that filtered images 'blurring the line of reality and fantasy' could be **triggering** body dysmorphic disorder. BDD, as it is known, is a mental health condition where people imagine defects in their appearance. Nowadays it's not unusual for young people to ask for plastic surgery, not to look more like their favourite celebrity, but to look like their own filtered image. In a 2018 report on facial plastic surgery, 55 percent of surgeons said patients' motivation was to look better in selfies, up from just 13 percent in 2016.

Whatever your motivation, once you're in the selfie habit, it's hard to stop. So tousle your hair, extend your arm, check the lighting is right, zoom in, smile/duck-face/wink, and snap a selfie. It's blurred. Take another snap. Once more. Delete the ugly ones and post the cutest shot. Wait for the likes!



GLOSSARY

**body dysmorphic disorder** = dysmorfofobia, zaburzenie psychiczne polegające na bardzo krytycznym ocenianiu własnej urody
**tousle** = poczochrać, potargać (włosy)
**duck-face** = dzióbek (ułożenie ust przy pozowaniu do zdjęć)
**wink** = puścić oczko



89

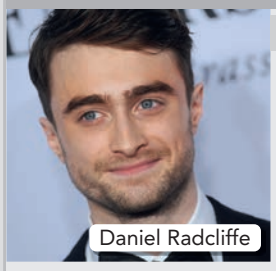
# 6.5 GRAMMAR

Mixed conditionals

*I can use mixed conditionals to talk about hypothetical situations in the past or present.*

**1 Read the text and find out what these two British actors think about their screen characters.**
Radcliffe doesn't mind being called Harry Potter.
Pattinson didn't like Edward Cullen.

## ACTORS LIKE THEIR SCREEN CHARACTERS, OR DO THEY?


Daniel Radcliffe

Daniel Radcliffe doesn't mind being called Harry Potter. If he hadn't played the part of Harry Potter, he wouldn't be one of the richest young stars in cinema today. 1 c But there have been times when his fame has been difficult for him to deal with. If he was less famous, he would have gone out dancing with his friends more, 2 a but sadly, he's never had that freedom.

Robert Pattinson didn't like the character he played in the *Twilight* series. He says that if Edward Cullen wasn't a fictional character, he would have been a troubled young man. 3 d Pattinson understands that he wouldn't be so mega-famous if he hadn't played the role of Edward Cullen, but he says it's really weird being famous for a character he doesn't like. 4 b


Robert Pattinson

**2 Read the text again. Can you match the real situations with the real results or consequences?** 1 c, 2 a, 3 d, 4 b

| Situations | Results |
|---|---|
| 1 Radcliffe played Harry Potter. | a He didn't go out dancing much. |
| 2 Radcliffe is very famous. | b He is very famous. |
| 3 Edward Cullen is fictional. | c He is very rich. |
| 4 Pattinson played Edward Cullen. | d He wasn't a troubled young man. |

**3 Match the four conditional sentences in blue in the text with the four real situations and results in Exercise 2.**

**4 Read the GRAMMAR FOCUS and complete the gaps in your notebook. Use *past* or *present*.**

### GRAMMAR FOCUS 28

#### Mixed conditionals

You use a **mixed conditional** to describe certain imaginary situations and their imaginary results. There are two main types:

1 imaginary [1] *present* condition → imaginary [2] ___past___ result

***If* + Past Simple,** ***would/wouldn't have* + past participle**

*If he **was** less famous, he **would have gone out** dancing with his friends more.*

2 imaginary [3] ___past___ condition → imaginary [4] ___present___ result

***If* + Past Perfect,** ***would/wouldn't* + verb**

*If he **hadn't played** the part of Harry Potter, he **wouldn't be** one of the richest young stars in cinema today.*

**Note**: As well as *would*, you can also use *could*, *might* and *should* in conditional sentences.

**5 Which explanations (a, b or both) are correct for each sentence?**

1 If I'd watched the *Twilight* films, I'd know who Edward Cullen was.
(a) I didn't watch the *Twilight* films.
b I know who Edward Cullen is.
2 If I was interested in Harry Potter, I'd have read the books.
(a) I'm not interested in Harry Potter.
(b) I haven't read any of the books.
3 If Robert Pattinson was ugly, I might not have watched *Twilight*.
(a) Robert Pattinson is handsome.
(b) I watched *Twilight*.
4 Pattinson and Radcliffe wouldn't be enjoying so much success if they hadn't worked hard on these roles.
a They aren't enjoying success.
(b) They worked hard on these roles.

**6 SPEAKING Discuss your answers in Exercise 5 and correct the explanations that are wrong.**
1 b I don't know who Edward Cullen is.
4 a Pattinson and Radcliffe are enjoying success.

**7 In your notebook, write mixed conditional sentences for each situation 1–6. Which sentences are true for you?**

1 It's cold today so you came to school by bus. (If …)
*If it wasn't cold today, I wouldn't have come to school by bus.*
2 You're reading this book because your friend recommended it. (I …)
3 You don't like football, so you didn't watch the game last night. (If …)
4 You passed all your exams because you're a good student. (I …)
5 You didn't have a big breakfast, so you're hungry now. (If …)
6 You're learning how to drive because your parents paid for some lessons. (I …)

**8 SPEAKING In your notebook, complete the sentences to make them true for you. Compare your sentences with a partner.**

1 If I didn't have a smartphone, (*imaginary past result*) _____ .
2 If antibiotics hadn't been invented, (*imaginary present result*) _____ .
3 If I had been born in the USA, (*imaginary present result*) _____ .
4 If I could fly, (*imaginary past result*) _____ .
5 If I was a better student, (*imaginary past result*) _____ .
6 If my dad hadn't woken me up this morning, (*imaginary present result*) _____ .
7 If my parents were famous actors, (*imaginary past result*) _____ .

Grammar page 148

**Exercise 7**
2 I wouldn't be reading this book if a/my friend hadn't recommended it.
3 If I liked football, I would have watched the game last night.
4 I wouldn't have passed all my exams if I wasn't/weren't a good student.
5 If I'd had a big breakfast, I wouldn't be hungry now.
6 I wouldn't be learning how to drive if my parents hadn't paid for some lessons.



## REFERENCES
Culture notes **p. 258**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES
- Grammar animation
- Photocopiable resource 38 *Mix them well together* (10 min.) pp. 296–297, 345
- Extra digital activities: Grammar Checkpoint
- Students prepare three or four more sentences similar to those in ex. 8. They take turns to finish their partner's sentences using mixed conditionals. Monitor and offer feedback.

## WORKBOOK
p. 90, including *Show What You've Learnt*

## NEXT CLASS
Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 6.5, Grammar.

90

# 6.6 SPEAKING

Discussing ethical issues

*I can express opinions in discussions on social issues and add comments using adverbials.*

**1** SPEAKING **Discuss which of these ways of highlighting ethical issues you think are the most effective and why.**

handing out leaflets  posts on social media
the involvement of public figures
protest marches  petitions

**2** SPEAKING **Imagine you are organising a 'Say no to fur' campaign at school and need to choose a poster to advertise it. Look at posters 1 and 2 and do the task.**

- Choose the poster which you think is more effective and support your choice with reasons.
- Explain why you have rejected the other poster.

**3** 3.9 **Listen to three extracts from an interview with an anti-fur campaigner. Which questions is the campaigner answering in each extract?**

Extract 1
(a) Do awareness-raising campaigns and protests really make a difference and if so, how?
b Do fashion designers still like using fur and if so, how important is it to stop the fur trade?
Extract 2
c Why do you think fur is still popular with fashion designers and celebrities?
(d) What are the benefits of getting public figures involved in anti-fur protests?
Extract 3
e Apart from avoiding fur products, what else could members of the public do to help?
(f) If you could send any message to people who wear fur, what would it be?

**4** 3.9 **In your notebook, complete the SPEAKING FOCUS with the words in the box. Then listen again and check.**

argued  emphasise  ~~firmly~~  obvious  particularly

## SPEAKING FOCUS

**Beginning your answer**

I [1] *firmly* believe/I'm not convinced they do because …
One [2] obvious /clear advantage/disadvantage is that …
I think I'd [3] emphasise /explain that/how …
It's absolutely vital/quite important because …
As well as (avoiding fur products), other (things that can help) include …
I think the main/one/a significant reason is that …

**Expressing opinions tentatively**

It could be [4] argued that …
I don't feel [5] particularly strongly about …
I don't have a strong opinion about …
I suppose you could say that …







**5** **In your notebook, match questions a–f in Exercise 3 with appropriate ways to begin answers to them in the SPEAKING FOCUS.**

**6** **Read the extracts from the interview. In your notebook, complete REMEMBER THIS with the words in orange.**

a Sadly, fur seems to be fashionable again these days …
b Obviously, protesting is a good way to promote awareness …
c Frankly, I find some of the pictures extremely difficult to look at.

## REMEMBER THIS

You can use comment adverbials to add your opinion to statements you make.

- You use *clearly*/[1] obviously to introduce something that can easily be noticed or understood.
- You use *to be honest*/[2] frankly to show that you are saying what you really think about something.
- You use *regrettably*/[3] sadly to show you wish something was not true.

**7** SPEAKING **You are going to ask and answer the questions below. Follow the instructions.**

- Decide who is Student A and who is Student B.
- In your notebook, make notes on how you will answer the questions.
- Use the SPEAKING FOCUS and REMEMBER THIS to help you.
- Ask and answer the questions.

**Student A: Ask Student B the questions below.**

1 How important is it to stop the practice of testing cosmetics on animals?
2 If you could send any message to the governments of countries that still test cosmetics on animals, what would it be?

**Student B: Ask Student A the questions below.**

1 Why do you think hunting animals for sport is still popular with certain groups and individuals?
2 How important is it to stop the practice of hunting animals for sport?

**Exercise 5**

a I firmly believe/I'm not convinced they do because …
b It's absolutely vital/quite important I think, because …
c I think the main/one/a significant reason is that …
d One obvious/clear advantage/disadvantage is that …
e As well as (avoiding fur products), other (things that can help) include …
f I think I'd emphasise/explain that/how …



## REFERENCES

Audioscript **p. 274**

## EXTRA ACTIVITIES

- Photocopiable resource 39 *Expressing opinions* (8–10 min.) pp. 297, 346
- In pairs, students take turns to answer the questions from ex. 3 which were not answered by the campaigner. The partner should tick the expressions used in the answer.

## WORKBOOK

p. 91

# 6.7 USE OF ENGLISH

Compound nouns and adjectives

*I can understand and use compound words.*



## A DAY IN THE LIFE OF A NEWS ANCHOR

I'm a **news anchor** on the **morning show** of a local **TV station**. The question I get asked most is what time I get up. 3 a.m.! And I'm in hair and **make-up** at 4.30. I wear block colours – no stripes or frills, and no green. We sometimes use **green screens** so that artificial backgrounds can be **superimposed**. So if you wear a green top, it doesn't show up against a green **background** and you appear as a floating head and a pair of arms and legs – very **ill-advised** and not a good look!

We go live at 6 a.m., and before that I have to read up on the day's **news stories**. I start by getting an **overview** of the stories I'll be reporting. We're a local **news station** so we don't report on **foreign affairs**.

You can't rehearse – you have to deal with **breaking news** as it comes in, but I have a lot of **backup**. A **fact-checker** has made sure the details of the story are accurate, a **copy editor** makes sure stories are written in a way that I'd actually say them and when I'm live on air if I become **tongue-tied** or mess up, I have the director in my ear.

On morning TV, we focus on **heartwarming** stories. It's the morning and people are eating breakfast – I don't want to give **a blow-by-blow** account of some hideous crime. Having said that, it's our job to report anything newsworthy.

It's a **four-hour** programme with several **three-minute commercial breaks** – that's when I dash to the **bathroom**, ask about any breaking news and read up on the next interview.

I work nonstop for four hours, but how many jobs finish before **midday**? It means I can spend time with my **four-year-old** twins. I go to bed at the same time as they do!

**1** SPEAKING **Are statements 1–5 true or false? Try to guess. Then read the article to check your ideas.**

1 A news anchor can't wear green. T
2 A news anchor can't rehearse the stories. T
3 A news anchor can't hear the director while she/he is on-air. F
4 A news anchor can't report on crime at breakfast time. F
5 A news anchor can't go to the toilet for four hours. F

**2** SPEAKING **Would you like to be a news anchor or work in television? Tell your partner.**

**3** **In your notebook, match five compound adjectives and nouns in blue in the article with definitions 1–5.**

1 likely to have a bad effect = ill-advised
2 a short description including the main ideas = overview
3 unable to speak because of nerves or embarrassment = tongue-tied
4 information about a news event that is still happening = breaking news
5 extremely detailed = blow-by-blow

**4** **Check whether you understand the meaning of all the other compound nouns and adjectives in blue in the article. Use a dictionary if necessary.**

**5** **Read the LANGUAGE FOCUS. In your notebook, complete it with examples in blue from the article.**

## LANGUAGE FOCUS

### Compound nouns and adjectives

**Compound nouns**

- A compound noun is normally made up of two words. The first word describes or modifies the second word: *a* [1] *morning show* = a show that is on in the morning. Compare: *a company car* (a type of car) and *a car company* (a type of company).
- Compound nouns can consist of:
  **noun + noun:** [2] news *anchor, newsreader, health check*
  **adjective + noun:** [3] foreign *affairs*
  **verb-*ing* + noun:** *breaking* [4] news
  **preposition + noun:** [5] over*view*
- A significant number are **made from phrasal verbs**: *back sth up* → *a* [6] backup , *crack down on sth* → *a crack-down*
- Compound nouns can be written as one word, two words or with a hyphen. Check in a dictionary. The stress is usually on the first syllable.

**Compound adjectives**

- A compound adjective is usually made from two words and usually written with a hyphen.
- Compound adjectives can consist of:
  **number + noun**: *three-minute, twenty-four-hour*
  **adjective + noun**: *high-quality, present-day, deep sea*
  **noun + adjective**: *user-friendly, waist-high, weatherproof*
  **noun/adjective/adverb + *-ed/-ing* participle**: [7] *heart*warming , *mouth-watering, short-lived, far-fetched, kind-hearted, weather-beaten, broad-shouldered, flat-footed*
  **verb + preposition/adverb**: *made-up, unheard-of*
- Some compound adjectives are made from more than two words: *four-year-old, blow-* [8] by-blow , *state-of-the-art*
- The noun in a compound adjective is usually singular: *a four-* [9] hour *programme* NOT ~~*a four-hours programme*~~



## EXTRA ACTIVITIES

- Photocopiable resource 40 *What about you?* (10 min.) pp. 297, 347
- Using a fake news item from the extra activity in Lesson 6.1, students write a short story with their partner. They should make it sound believable and use the vocabulary from the lesson. Then they exchange their story with another pair to read and correct. Monitor and offer feedback where necessary.

## WORKBOOK

pp. 92–93

## NEXT CLASS

Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 6.7, Use of English.

92

**6** **In your notebook, match the words from boxes A and B to make common compound colour adjectives. What things can you describe using these colours?**

| A | B |
|---|---|
| ~~blood~~ charcoal lemon | blue brown green |
| lime nut sky snow | grey ~~red~~ yellow white |

*a blood-red sky, a blood-red rose, blood-red lips*
charcoal-grey, lemon-yellow, lime-green, nut-brown, sky-blue, snow-white

**7** **In your notebook, rewrite the following descriptions with a compound adjective. Use a dictionary if necessary.**

1 a young woman with rosy cheeks
*a rosy-cheeked young woman*
2 a child with curly hair a curly-haired child
3 an old man with thin lips a thin-lipped old man
4 a young sportsman with broad shoulders
a broad-shouldered young sportsman
5 a high jumper with long legs a long-legged high jumper
6 a teenager with a kind heart a kind-hearted teenager

**8** **Read the news story. In your notebook, replace the information in brackets with a compound noun or adjective. Do you believe the boy's explanation?**

## Real-life teddy bear

A [1] three-year old boy (boy who was three years old) who went missing in woods for two days says a black bear kept him safe. The boy who survived the [2] two-night ordeal (ordeal that lasted two nights) alone in the woods in freezing conditions has told police and family he was helped out by a friendly bear. Rescuers, who had to wade through [3] waist-high water (water that was high to the waist), found him tangled up in thorny bushes. He was taken to hospital for a [4] health check (check on his health) and was found to be a little [5] sunburnt (burned by the sun) but otherwise unhurt. The story of the bear is too far-fetched for some people, but whether a [6] kind-hearted bear (bear with a kind heart) really took care of him, or whether it was all in his imagination, the important thing is that he is safely home with his family.



**9** **USE OF ENGLISH** **In your notebook, complete the second sentence so it has a similar meaning to the first. Use no more than five words including the word in capitals.**

1 Fifty years ago, nobody had heard of some of the health problems affecting children today. **WERE**
Some of the health problems affecting children today were unheard of fifty years ago.
2 Local police have announced that they are cracking down on antisocial behaviour. **A**
Local police have announced a crack-down on antisocial behaviour.
3 The Oxford to London bus service, which operates all day and all night, is under review. **TWENTY-FOUR-HOUR**
The twenty-four-hour bus service from Oxford to London is under review.
4 Phones with voice recognition are easier to use according to a recent survey. **MORE**
Phones with voice recognition are more user-friendly according to a recent survey.
5 I've completely worn myself out playing tennis this afternoon. **AM**
I am completely worn out after playing tennis this afternoon.
6 Joe and Becky decided to buy a train pass that would last them seven days. **SEVEN-DAY**
Joe and Becky decided to buy a seven-day train pass .

### SHOW WHAT YOU'VE LEARNT UNITS 1–6

**10** **USE OF ENGLISH** **Complete the text with the correct option A, B, C or D. Write the answers in your notebook.**

The branch of a well-known pizza company [1] _____ up with a [2] _____ offer which turned out to be somewhat [3] _____ . They promised 100 free pizzas per year for 100 years to [4] _____ customer who painted the company's logo on the side of their car and then posted it on social media. The [5] _____ response from the general public was loud and [6] _____ : the thought of looking [7] _____ to a lifetime supply of [8] _____-watering pizzas proved irresistible and [9] _____ of people [10] _____ in posting their photos before the overwhelmed company withdrew their offer early.

| | | |
|---|---|---|
| 1 | A put | B took |
| | C came | D made |
| 2 | A special | B important |
| | C significant | D particular |
| 3 | A short-handed | B short-lived |
| | C short-range | D short-changed |
| 4 | A every | B all |
| | C each of | D whole |
| 5 | A first | B beginning |
| | C introductory | D initial |
| 6 | A obvious | B clear |
| | C distinct | D long |
| 7 | A forward | B up |
| | C out | D down |
| 8 | A tongue | B teeth |
| | C mouth | D stomach |
| 9 | A lot | B very many |
| | C hundreds | D one thousand |
| 10 | A were able | B managed |
| | C succeeded | D could |

Use of English page 149



93

# 6.8 WRITING

A review of a TV series

*I can write a review of a television series.*

**1** SPEAKING **Discuss the questions in groups.**

1 Which old TV series do you consider to be classics and why?
2 Which of today's TV series do you think are the classics of the future and why?
3 What do you know about the series shown in the picture?

**2** **Read the notice on the website and answer the questions.**

1 What kind of website is Pictureshow? Which similar sites do you know? A film and TV review site.
2 What should readers do to enter the competition? Write a review of a recent TV show and explain why you think it will be considered a classic in the future.

**Pictureshow** TV and film reviews by you, for you.

Classic TV

RESULTS

- Classic TV series by genre
- Editor's picks: TV classics
- 50 classic shows that changed TV forever
- **Tomorrow's Classics Competition**

## Tomorrow's Classics Competition

Spotting the classic TV series of tomorrow is no easy task, but that's our challenge for you this month. To enter the competition, send us a review of a recent TV show and explain why you think it will be considered a classic in the future. Our favourite review will appear on the website next month and the winner will receive a €50 cash prize.

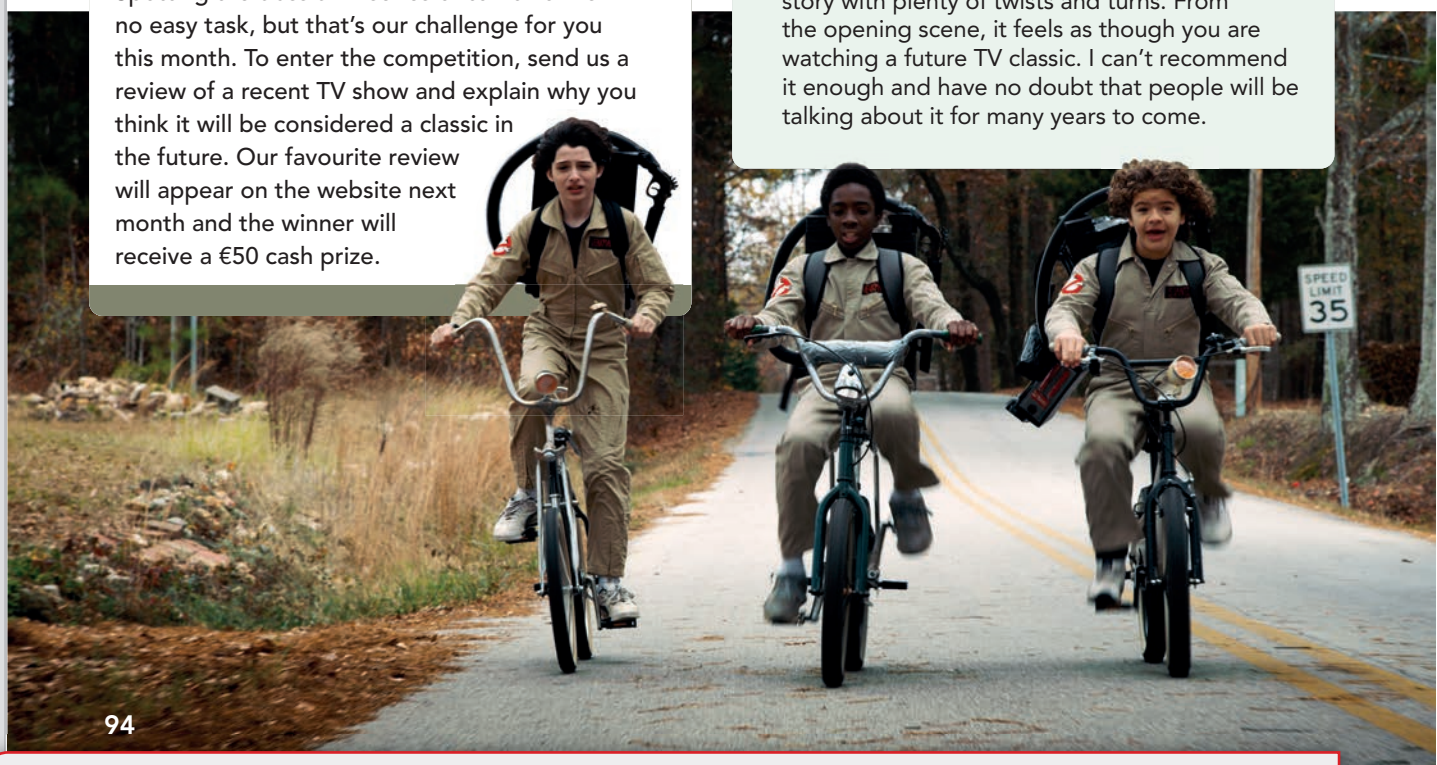
**3** SPEAKING **Read the review. If you have seen *Stranger Things*, do you agree with the writer's opinion of it? If you haven't, does the review make you want to watch the series? Explain your answers.**

1 Take a **nostalgic** journey back to small-town America in the 1980s with Netflix's dark mystery *Stranger Things*. This excellent show is heavily influenced by the books and films of Stephen King and Steven Spielberg. Series creators, the Duffer brothers, have combined action, humour and horror to create a **well-reviewed** sci-fi drama. As far as I'm concerned, it's a TV classic.

2 In season one of *Stranger Things*, a schoolboy named Will goes missing. His friends, mother and the rest of the town become part of a series of mysterious events involving an unusual young girl named Eleven. It soon becomes clear that something even stranger is hiding in the woods of their town. In season two, the town and its inhabitants are once again threatened by super-natural forces and we are reminded that the worst villains are not always the monsters. Season three not only presents a continuation of this theme, but also shows how the main characters and their relationships have developed with time.

3 *Stranger Things* is a brilliant show with an **unforgettable** soundtrack. The plot explores friendships, family ties and even romance. The young cast give wonderful performances and the show is beautifully shot. Unlike many modern shows, it doesn't rely too heavily on special effects. While season one is not particularly scary, season two is more strongly influenced by horror films and is **terrifying** at times.

4 All in all, *Stranger Things* offers viewers a **gripping** story with plenty of twists and turns. From the opening scene, it feels as though you are watching a future TV classic. I can't recommend it enough and have no doubt that people will be talking about it for many years to come.






## REFERENCES

Culture notes **p. 258**

## EXTRA ACTIVITIES

• Photocopiable resource 41 A review of a TV series or a film (15 min.) pp. 297, 348

• Use the following questions before ex. 3, to lead into the topic of reviews: *Do you read reviews before deciding whether to watch a play or a film? Why?/Why not? What information should a review include in order to help the reader decide whether a play or a film is worth watching?*

## WORKBOOK

pp. 94–95, including *Show What You've Learnt* and *Show That You've Checked*

## NEXT CLASS

Ask students to study the Word list on pp. 96–97.

**4** **Read the review again. Which points a–d below match paragraphs 1–4?**

a Summarise your opinions and make a recommendation. 4
b Give your opinion on the story, acting, dialogue, special effects, etc. 3
c Give key information: the name of the series, where and when it is set etc., and your overall opinion. 1
d Summarise the story, but don't give any spoilers. 2

**5** **Read the WRITING FOCUS and find examples of the advice in the review.**

## WRITING FOCUS

### A review

The goal of a review is to give your personal opinion about something, e.g. a film, a series or a book. The opinion should be supported with examples and recommendations should be given at the end. Reviews are usually written for newspapers, websites or magazines and therefore have a fairly informal style.

**Introduction**

- Attract the reader's attention with an interesting opening sentence.
- Mention the type of show, the stars/director/writer, the setting, obvious influences, etc.
- State your overall opinion.

**Main paragraphs**

- Use present tenses to give more details about the plot and the main characters.
- Use present or past tenses to say what you liked/didn't like about the TV series.
- Use a variety of adjectives and modifiers when presenting your opinions.

**Conclusion**

- Summarise your review.
- Make recommendations.

**6** **In your notebook, complete the sentences from other reviews with one word from the model in Exercise 3.**

1 People will be talking __about__ how bad this is for many years to come.
2 I can't recommend it enough and look forward to the second season.
3 From the __opening__ scene, it is clear that the film is going to be slow and predictable.
4 The cast give confident performances and are a pleasure to watch.
5 The third season is strongly influenced by the films of Quentin Tarantino.
6 At times, the show is poorly __shot__ and relies too heavily on low quality special effects.
7 To sum up, Schumer's new sitcom is hilarious and full of unexpected __twists__ and turns.
8 The rather far-fetched plot __explores__ the idea of an alien invasion.

**7** **In your notebook, match adjectives in purple in the review and Exercise 6 with their definitions in the LANGUAGE FOCUS box. Is each one positive, negative, or a matter of taste?**

## LANGUAGE FOCUS

### Adjectives for reviews

Use a range of adjectives to make your review interesting.

1 very funny = hilarious positive
2 impossible to forget = unforgettable positive
3 extremely frightening = __terrifying__ a matter of taste
4 exciting = __gripping__ positive
5 emotional about the past = __nostalgic__ a matter of taste
6 hard to believe = far-fetched negative
7 liked by critics = well-reviewed positive
8 easy to guess = predictable negative

**8** **In your notebook, complete the sentences with the most suitable adjective from the LANGUAGE FOCUS. Use each adjective only once.**

1 This comedy is __hilarious__ . It will have you laughing out loud.
2 Although the show was well-reviewed on several TV websites, we found it average at best.
3 For me this series is unforgettable . I haven't stopped thinking about it since I finished watching it.
4 This show takes a __nostalgic__ look at life in the UK in the 1920s.
5 Don't watch this zombie series alone because it is truly __terrifying__ .
6 This predictable sitcom is no different to a thousand others you've seen before.
7 If you don't mind a far-fetched plot involving aliens and cowboys, you'll probably enjoy this series.
8 Each episode is so __gripping__ , it's almost impossible to stop watching and go to bed.

**9** SPEAKING **In pairs, think of shows, films or actors to fit some of the descriptions in Exercises 6 and 8.**

## SHOW WHAT YOU'VE LEARNT

**10** **Do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Napisz artykuł na stronę internetową szkoły o serialu, który wywarł na tobie duże wrażenie. W artykule przedstaw główne wątki serialu oraz wyjaśnij, dlaczego jest on popularny wśród młodzieży.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

### Exercise 5

**Opening sentence:** Take a nostalgic journey back to small-town America in the 1980s with Netflix's dark mystery *Stranger Things*.

**Overall opinion:** As far as I'm concerned, it's a TV classic.

**Details about the plot:** In season one of *Stranger Things*, a schoolboy named Will goes missing.

**What you liked/disliked:** Unlike many modern shows, it doesn't rely too heavily on special effects.

**Adjectives and modifiers:** unforgettable soundtrack, wonderful performances, beautifully shot.

**Summary:** All in all, *Stranger Things* offers viewers a gripping story with plenty of twists and turns.

**Recommendation:** I can't recommend it enough.



95

### 6.1 Vocabulary 4.41

**accurate** /'ækjərət/ dokładny, precyzyjny
**alarming** /ə'lɑ:mɪŋ/ alarmujący
**alarmingly** /ə'lɑ:mɪŋli/ alarmująco, zatrważająco
**appeal to** /ə'pi:l tə/ apelować
**awash with information** /ə,wɒʃ wɪð ˌɪnfə'meɪʃən/ zalewany informacjami
**believable** /bə'li:vəbəl/ wiarygodny, realistyczny
**bombarded with information** /bɒmˌbɑ:dɪd wɪð ˌɪnfə'meɪʃən/ bombardowany informacjami
**burst into flames** /ˌbɜ:st ˌɪntə 'fleɪmz/ stanąć w płomieniach
**check the accuracy** /tʃek ði 'ækjərəsi/ sprawdzić prawdziwość
**cleaning solution** /'kli:nɪŋ səˌlu:ʃən/ środek czyszczący
**clear commitment** /ˌklɪə kə'mɪtmənt/ jasne zobowiązanie
**close** /kləʊs/ bliski
**closely** /'kləʊsli/ blisko
**critical** /'krɪtɪkəl/ krytyczny
**critically** /'krɪtɪkli/ krytycznie
**deliberate** /dɪ'lɪbərət/ celowy
**deliberately** /dɪ'lɪbərətli/ celowo
**distinct feeling** /dɪˌstɪŋkt 'fi:lɪŋ/ wyraźne/nieodparte przeczucie
**distort the truth** /dɪˌstɔ:t ðə 'tru:θ/ zniekształcać prawdę
**double-check facts** /ˌdʌbəl ˌtʃek 'fækts/ dwukrotnie sprawdzać fakty
**evaluate sources** /ɪ,væljueɪt 'sɔ:sɪz/ oceniać źródła
**examine sth closely** /ɪgˌzæmɪn ˌsʌmθɪŋ 'kləʊsli/ sprawdzać coś dokładnie
**eye-catching story** /ˌaɪ ˌkætʃɪŋ 'stɔ:ri/ historia przyciągająca uwagę
**fake news** /ˌfeɪk 'nju:z/ nieprawdziwe informacje
**falsehood** /'fɔ:lshʊd/ fałsz
**for commercial gain** /fə kəˌmɜ:ʃəl 'geɪn/ w celu osiągnięcia korzyści finansowych
**for political gain** /fə pəˌlɪtɪkəl 'geɪn/ w celach politycznych
**gut feeling** /ˌgʌt 'fi:lɪŋ/ przeczucie
**have an agenda** /ˌhæv ən ə'dʒendə/ mieć ukryty cel
**ignite** /ɪg'naɪt/ zapłonąć, zająć się ogniem
**inaccurate** /ɪn'ækjərət/ niedokładny
**knowing** /'nəʊɪŋ/ intencjonalny
**knowingly** /'nəʊɪŋli/ rozmyślnie, celowo
**long-term commitment** /ˌlɒŋ tɜ:m kə'mɪtmənt/ długoterminowe zobowiązanie
**made-up** /ˌmeɪd 'ʌp/ zmyślony
**manipulate the media** /mə,nɪpjəleɪt ðə 'mi:diə/ manipulować mediami
**mislead/misinform people** /ˌmɪsˌli:d/ mɪsɪnˌfɔ:m 'pi:pəl/ wprowadzać ludzi w błąd
**misleading** /mɪs'li:dɪŋ/ wprowadzający w błąd, mylący
**newsworthy story** /ˌnju:zˌwɜ:ði 'stɔ:ri/ historia warta opublikowania
**not take a story at face value** /nɒt ˌteɪk ə ˌstɔ:ri ət ˌfeɪs 'vælju:/ nie zakładać prawdziwości historii
**on a daily basis** /ɒn ə ˌdeɪli 'beɪsɪs/ codziennie
**on a regular basis** /ɒn ə ˌregjələ 'beɪsɪs/ regularnie
**operating theatre** /'ɒpəreɪtɪŋ ˌθɪətə/ sala operacyjna
**print-based media** /ˌprɪnt beɪst 'mi:diə/ media drukowane
**question facts** /'kwestʃən ˌfækts/ kwestionować fakty
**reliable/reputable source** /rɪˌlaɪəbəl/ ˌrepjətəbəl 'sɔ:s/ wiarygodne źródło
**remarkable** /rɪ'mɑ:kəbəl/ niezwykły
**remarkably** /rɪ'mɑ:kəbli/ niezwykle, wybitnie
**spark** /spɑ:k/ iskra
**spread fake news** /ˌspred ˌfeɪk 'nju:z/ rozpowszechniać nieprawdziwe informacje
**tackle a problem** /ˌtækəl ə 'prɒbləm/ stawić czoła problemowi
**tamper with photos** /ˌtæmpə wɪð 'fəʊtəʊz/ manipulować przy zdjęciach
**trust your instincts** /ˌtrʌst jər 'ɪnstɪŋkts/ zaufać swoim przeczuciom/instynktowi
**winnings** /'wɪnɪŋz/ wygrana

### 6.2 Grammar 4.42

**flat tyre** /'flæt taɪə/ przebita opona
**invent a story** /ɪnˌvent ə 'stɔ:ri/ zmyślić historię
**oversleep** /ˌəʊvə'sli:p/ zaspać
**starving** /'stɑ:vɪŋ/ bardzo głodny
**subtitles** /'sʌbˌtaɪtlz/ napisy dialogowe

### 6.3 Listening 4.43

**alteration** /ˌɔ:ltə'reɪʃən/ zmiana, przeróbka
**animal cruelty** /ˌænəməl 'kru:əlti/ okrucieństwo wobec zwierząt
**animal rights** /ˌænəməl 'raɪts/ prawa zwierząt
**anonymity** /ˌænə'nɪməti/ anonimowość
**authenticate** /ɔ:'θentɪkeɪt/ uwierzytelniać
**authority** /ɔ:'θɒrəti/ władza, autorytet
**background** /'bækgraʊnd/ pochodzenie
**bar code** /'bɑ: kəʊd/ kod kreskowy
**butcher** /'bʊtʃə/ rzeźnik
**commit an offence** /kəˌmɪt ən ə'fens/ popełnić wykroczenie
**confirm** /kən'fɜ:m/ potwierdzić
**equality** /ɪ'kwɒləti/ równość
**ethical issue** /ˌeθɪkəl 'ɪʃu:/ kwestia etyczna
**fairness** /'feərnəs/ sprawiedliwość
**float away** /ˌfləʊt ə'weɪ/ odlatywać
**genuine** /'dʒenjuɪn/ prawdziwy, autentyczny
**identity** /aɪ'dentəti/ tożsamość
**make a statement** /ˌmeɪk ə 'steɪtmənt/ przekazać ideę; stworzyć wrażenie
**out of reach** /aʊt əv ri:tʃ/ poza zasięgiem
**paintbrush** /'peɪntbrʌʃ/ pędzel do malowania
**peaceful protest** /ˌpi:sfəl 'prəʊtest/ pokojowy protest
**protect your identity** /prəˌtekt jər aɪ'dentəti/ chronić swoją tożsamość
**protestor** /prə'testə/ protestujący
**raise awareness** /ˌreɪz ə'weənəs/ zwiększać świadomość
**recognised** /'rekəgnaɪzd/ uznany, ceniony
**remain anonymous** /rɪˌmeɪn ə'nɒnəməs/ pozostać anonimowym
**stencil** /'stensəl/ szablon do odrysowania, wzór
**strong belief** /strɒŋ bə'li:f/ silne przekonanie
**substitute** /'sʌbstətju:t/ zastąpić
**treatment of animals** /ˌtri:tmənt əv 'ænɪməlz/ traktowanie zwierząt
**unconfirmed rumour** /ˌʌnkənˌfɜ:md 'ru:mə/ niepotwierdzone plotki
**underlying message** /ˌʌndəˌlaɪ-ɪŋ 'mesɪdʒ/ zasadnicze przesłanie

### 6.4 Reading 4.44

**airbrush** /'eəbrʌʃ/ retuszować
**at arm's length** /ət 'ɑ:mz ˌleŋθ/ na długość ramienia
**become mainstream** /bɪˌkʌm 'meɪnstri:m/ stać się powszechnym, stać się codziennym
**blurred** /blɜ:d/ niewyraźny, rozmazany
**body dysmorphic disorder** /ˌbɒdi dɪs'mɔ:fɪk dɪsˌɔ:də/ dysmorfofobia, zaburzenie psychiczne, polegające na bardzo krytycznym ocenianiu własnej urody
**capture a memorable moment** /ˌkæptʃər ə 'memərəbəl ˌməʊmənt/ uchwycić niezapomnianą chwilę
**crop images** /ˌkrɒp 'ɪmɪdʒɪz/ kadrować, przycinać zdjęcia
**cute** /kju:t/ śliczny, uroczy
**date back to** /'deɪt ˌbæk tə/ pochodzić z jakiegoś okresu, sięgać (czasów)
**declare** /dɪ'kleə/ oznajmiać, oświadczać
**defect** /'di:fekt/ defekt, wada
**duchess** /'dʌtʃəs/ księżna
**duck-face** /'dʌkfeɪs/ dzióbek (ułożenie ust przy pozowaniu do zdjęć)
**facial** /'feɪʃəl/ dotyczący twarzy
**gain popularity** /ˌgeɪn ˌpɒpjə'lærəti/ zyskać popularność
**harmless** /'hɑ:mləs/ niegroźny, nieszkodliwy
**have a habit of** /ˌhæv ə 'hæbɪt əv/ mieć nawyk
**in focus/out of focus** /ɪn 'fəʊkəs/aʊt əv 'fəʊkəs/ ostre/nieostre (zdjęcie)
**lens** /lenz/ obiektyw
**make a claim** /ˌmeɪk ə 'kleɪm/ stwierdzić, ogłosić
**mental health problem/condition** /ˌmentl 'helθ ˌprɒbləm/kənˌdɪʃən/ zaburzenie psychiczne
**origin** /'ɒrɪdʒɪn/ pochodzenie
**originate** /ə'rɪdʒəneɪt/ pochodzić
**pose for a photo** /ˌpəʊz fər ə 'fəʊtəʊ/ pozować do zdjęcia
**refer to** /rɪ'fɜ: tə/ nawiązywać do
**retouch images** /ˌri:ˌtʌtʃ 'ɪmɪdʒɪz/ retuszować zdjęcia
**seek** /si:k/ szukać, zabiegać o
**shake sth off** /ˌʃeɪk ˌsʌmθɪŋ 'ɒf/ pozbyć się czegoś
**sharp** /ʃɑ:p/ ostry, wyraźny
**snap a selfie** /ˌsnæp ə 'selfi/ zrobić/ pstryknąć selfie
**take a shot/snap** /ˌteɪk ə 'ʃɒt/'snap/ zrobić zdjęcie



## WORD LIST ACTIVITIES

• Play *Snowman* with the new words. On the board, write a dash for each letter of a word which the students need to guess. Draw a part of the snowman for each wrong guess (e.g. the body, its eyes). The team who guesses the word before the snowman is complete wins a point. If a team makes a wrong guess and you draw the last part of the snowman, they lose a point.

96

**tousle** /'taʊzəl/ poczochrać/potargać (włosy)
**treat** /triːt/ leczyć
**trigger** /'trɪgə/ powodować, wywoływać
**wink** /wɪŋk/ puścić oczko
**zoom in/zoom out** /ˌzuːm 'ɪn/ˌzuːm 'aʊt/ powiększyć/pomniejszyć

### 6.5 Grammar 4.45

**fictional character** /ˌfɪkʃənəl 'kærəktə/ fikcyjny bohater
**screen** /skriːn/ ekran

### 6.6 Speaking 4.46

**awareness-raising campaign** /ə'weənəs ˌreɪzɪŋ kæmˌpeɪn/ kampania zwiększająca świadomość
**convinced** /kən'vɪnst/ przekonany
**creature** /'kriːtʃə/ stworzenie
**desirable** /dɪ'zaɪərəbəl/ pożądany
**do harm** /ˌduː 'hɑːm/ robić krzywdę
**emphasise** /'emfəsaɪz/ podkreślić
**engage with** /ɪn'geɪdʒ wɪð/ zaangażować się w
**firmly** /'fɜːmli/ stanowczo
**for the sake of** /fə ðə 'seɪk əv/ dla dobra, przez wzgląd na
**frankly** /'fræŋkli/ szczerze
**fur** /fɜː/ futro
**fur trade** /fɜː treɪd/ handel futrami
**general public** /ˌdʒenərəl 'pʌblɪk/ ogół społeczeństwa
**glamorous** /'glæmərəs/ wytworny, elegancki
**hand out leaflets** /ˌhænd ˌaʊt 'liːflɪts/ rozdawać ulotki
**involvement** /ɪn'vɒlvmənt/ udział, zaangażowanie
**make a difference** /ˌmeɪk ə 'dɪfərəns/ mieć znaczenie, sprawiać różnicę
**make your point** /ˌmeɪk jə 'pɔɪnt/ wyrazić swoją opinię
**member of the public** /ˌmembər əv ðə 'pʌblɪk/ obywatel
**obviously** /'ɒbviəsli/ najwyraźniej
**peacefully** /'piːsfəli/ pokojowo
**petition** /pə'tɪʃən/ petycja
**prevent from** /prɪ'vent ˌfrəm/ zapobiec czemuś
**promote awareness** /prəˌməʊt ə'weənəs/ promować świadomość
**protest march** /'prəʊtest ˌmɑːtʃ/ marsz protestacyjny
**public figure** /ˌpʌblɪk 'fɪgə/ osoba publiczna
**receive criticism** /rɪˌsiːv 'krɪtəsɪzəm/ być krytykowanym
**regrettably** /rɪ'gretəbli/ niestety
**take notice of** /ˌteɪk 'nəʊtɪs əv/ zauważyć, wziąć pod uwagę
**vital** /'vaɪtl/ niezbędny

### 6.7 Use of English 4.47

**background** /'bækgraʊnd/ tło
**backup** /'bækʌp/ wsparcie
**blood-red** /'blʌd red/ krwistoczerwony
**blow-by-blow** /ˌbləʊ baɪ 'bləʊ/ szczegółowy
**breaking news** /ˌbreɪkɪŋ 'njuːz/ wiadomość z ostatniej chwili
**broad-shouldered** /ˌbrɔːd 'ʃəʊldəd/ barczysty
**bush** /bʊʃ/ krzak
**car company** /ˌkɑː 'kʌmpəni/ firma motoryzacyjna
**charcoal-grey** /'tʃɑːkəʊl ˌgreɪ/ grafitowy, ciemnoszary
**commercial break** /kəˌmɜːʃəl 'breɪk/ przerwa na reklamę
**company car** /ˌkʌmpəni 'kɑː/ samochód służbowy
**copy editor** /'kɒpi ˌedɪtə/ redaktor, korektor
**crack down on** /ˌkræk 'daʊn ɒn/ rozprawiać się, wprowadzać porządek
**crackdown on** /'krækdaʊn ɒn/ walka z
**curly-haired** /ˌkɜːli 'heəd/ o kręconych włosach
**dash** /dæʃ/ biec szybko
**deep sea** /diːp 'siː/ głębokie morze
**fact-checker** /ˌfækt 'tʃekə/ osoba weryfikująca fakty
**far-fetched** /ˌfɑː 'fetʃt/ przesadzony, naciągany
**flat-footed** /ˌflæt 'fʊtɪd/ z płaskostopiem
**float** /fləʊt/ unosić się (w powietrzu lub na wodzie)
**foreign affairs** /ˌfɒrɪn ə'feəz/ sprawy międzynarodowe
**frill** /frɪl/ falbanka
**green screen** /ˌgriːn 'skriːn/ zielone tło (technika obróbki filmu lub zdjęcia, w której jednolite tło zmieniane jest komputerowo na dowolny obraz)
**health check** /'helθ ˌtʃek/ badanie lekarskie
**heartwarming** /'hɑːtˌwɔːmɪŋ/ podnoszący na duchu, radujący
**hideous** /'hɪdiəs/ paskudny, okropny
**high-quality** /ˌhaɪ 'kwɒləti/ wysokiej jakości
**ill-advised** /ˌɪl əd'vaɪzd/ nierozważny, nierozsądny
**irresistible** /ˌɪrɪ'zɪstəbəl/ nieodparty
**kind-hearted** /ˌkaɪnd 'hɑːtɪd/ życzliwy
**lemon-yellow** /'lemən 'jeləʊ/ koloru cytrynowego
**lifetime supply** /ˌlaɪftaɪm sə'plaɪ/ dożywotni zapas
**lime-green** /ˌlaɪm 'griːn/ koloru limonkowego
**long-legged** /ˌlɒŋ 'legəd/ długonogi
**make-up** /'meɪkʌp/ makijaż
**mess up** /ˌmes 'ʌp/ zepsuć; pomylić się
**morning show** /ˌmɔːnɪŋ 'ʃəʊ/ poranny program
**mouth-watering** /'maʊθ ˌwɔːtərɪŋ/ apetyczny, rozpływający się w ustach
**news anchor** /ˌnjuːz 'æŋkə/ prezenter wiadomości
**news station** /ˌnjuːz 'steɪʃən/ telewizja informacyjna
**news stories** /ˌnjuːz 'stɔːriz/ temat wiadomości
**newsreader** /'njuːzˌriːdə/ prezenter wiadomości
**nonstop** /ˌnɒn'stɒp/ bez przerwy
**nut-brown** /ˌnʌt 'braʊn/ koloru orzechowego
**on air** /ɒn 'eə/ na żywo, na antenie
**ordeal** /ɔː'diːl/ męka, gehenna
**overwhelmed** /ˌəʊvə'welmd/ przytłoczony
**overview** /'əʊvəvjuː/ przegląd
**present-day** /'prezənt deɪ/ aktualny, dzisiejszy
**rehearse** /rɪ'hɜːs/ robić próbę, ćwiczyć
**report on** /rɪ'pɔːt ɒn/ raportować, informować o
**rosy-cheeked** /ˌrəʊzi 'tʃiːkt/ o różowych policzkach
**short-lived** /ˌʃɔːt 'lɪvd/ krótkotrwały
**sky-blue** /ˌskaɪ 'bluː/ błękitny
**snow-white** /ˌsnəʊ 'waɪt/ śnieżnobiały
**state-of-the-art** /ˌsteɪt əv ði 'ɑːt/ bardzo nowoczesny
**stripe** /straɪp/ pasek, prążek
**sunburnt** /'sʌnbɜːnt/ spalony słońcem
**superimpose** /ˌsuːpərɪm'pəʊz/ nakładać (jeden obraz na drugi)
**tangled up** /'tæŋgəld ʌp/ zaplątany
**thin-lipped** /ˌθɪn 'lɪpt/ o wąskich, zaciśniętych ustach
**tongue-tied** /'tʌŋ ˌtaɪd/ oniemiały
**thorny** /'θɔːni/ kolczasty, ciernisty
**TV station** /ˌtiː 'viː ˌsteɪʃən/ stacja telewizyjna
**unheard-of** /ʌn'hɜːd ɒv/ nieznany, niespotykany
**unhurt** /ʌn'hɜːt/ bez obrażeń, zdrowy
**user-friendly** /ˌjuːzə 'frendli/ przyjazny dla użytkownika
**waist-high** /ˌweɪst 'haɪ/ do pasa
**weather-beaten** /'weðə ˌbiːtn/ ogorzały od pogody, zahartowany
**weatherproof** /'weðəpruːf/ odporny na warunki atmosferyczne
**withdraw** /wɪð'drɔː/ wycofać
**worn-out** /ˌwɔːn 'aʊt/ zmęczony, wykończony
**voice recognition** /'vɔɪs rekəgˌnɪʃən/ rozpoznawanie mowy

### 6.8 Writing 4.48

**dark** /dɑːk/ mroczny
**enter a competition** /ˌentər ə ˌkɒmpə'tɪʃən/ wystartować w zawodach/konkursie
**family ties** /'fæməli taɪz/ więzy rodzinne
**genre** /'ʒɒnrə/ gatunek filmowy
**go missing** /ˌgəʊ 'mɪsɪŋ/ zaginąć
**gripping** /'grɪpɪŋ/ wciągający, porywający
**heavily influenced** /ˌhevəli 'ɪnfluənst/ pod silnym wpływem
**hilarious** /hɪ'leəriəs/ zabawny
**nostalgic** /nɒ'stældʒɪk/ nostalgiczny
**opening scene** /ˌəʊpənɪŋ 'siːn/ scena otwierająca
**plot** /plɒt/ fabuła
**predictable** /prɪ'dɪktəbəl/ przewidywalny
**soundtrack** /'saʊndtræk/ ścieżka dźwiękowa
**spoiler** /'spɔɪlə/ informacja zdradzająca zakończenie (np. filmu)
**spot** /spɒt/ dostrzegać, zauważać
**terrifying** /'terəfaɪ-ɪŋ/ przerażający
**twists and turns** /ˌtwɪsts ən 'tɜːnz/ zwroty akcji
**unforgettable** /ˌʌnfə'getəbəl/ niezapomniany
**well-reviewed** /ˌwel rɪ'vjuːd/ dobrze oceniony, z dobrymi recenzjami



97

# FOCUS REVIEW 6

Wszystkie ćwiczenia wykonaj w zeszycie.

## SŁOWNICTWO I GRAMATYKA

**1 Połącz słowa z ramki A ze słowami z ramki B i uzupełnij zdania otrzymanymi kolokacjami w odpowiedniej formie.**

A

(commercial  daily  double-check  make  raise)

B

(awareness  basis  the facts  gain  a statement)

1 The company's website is updated on a __daily basis__ with the latest news and events.
2 She set up a campaign to raise awareness of the disease amongst the general public.
3 The school have been passing on students' data for commercial gain , selling lists of names to advertisers.
4 It's vital that, as a journalist, you double-check the facts in a story before it's published.
5 This morning, the director of the hospital made a statement to the media about the crisis.

**2 Jakie wyrazy poprawnie uzupełniają zdania? Pierwsze litery brakujących wyrazów zostały podane.**

1 You shouldn't take stories you read online at **f**ace value, they're often fake news.
2 I just had a **g**ut feeling that something wasn't right about what I'd been told.
3 The name of the witness has been changed to **p**rotect her identity.
4 Legally, he hadn't actually **c**ommitted an offence, but his actions were clearly dishonest.
5 It's really important to check the **a**ccuracy of any statistics you use in your article.
6 I don't believe the files were deleted by accident, they clearly did it **d**eliberately .

**3 Wybierz poprawną odpowiedź.**

1 *Would* / (*Should*) you need any further information, please don't hesitate to ask.
2 (*Had the government not*) / *Hadn't the government* acted, there would soon have been more riots.
3 I would ask people for their IDs before letting them in *providing* / (*unless*) I knew them personally.
4 We wouldn't get involved in your project *weren't we* / (*were we not*) enthusiastic about it.
5 (*Imagine*) / *Provided* you were offered a job as a foreign affairs correspondent, would you accept it?

**4 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach. Użyj mieszanych okresów warunkowych.**

1 If Karen __had checked__ (check) her sources before submitting her article last week, she __would not be__ (not/be) in trouble with the editor today.
2 John would have told (tell) us the truth about the school incident if he __were/was__ (be) an honest person.
3 If Jerry generally __took__ (take) his job seriously, his manager would have promoted (promote) him a long time ago.
4 If my grandparents were not (not/be) such generous people, they would not have helped (not/help) me financially at university and I wouldn't be a lawyer.
5 We would not have to (not/have to) take them to court now if they __had paid__ (pay) the loan back on time.

## ŚRODKI JĘZYKOWE

### Wybór wielokrotny; uzupełnianie zdań

**5 Przeczytaj tekst. Które z podanych odpowiedzi A–D poprawnie go uzupełniają?**

### 'Prodigal Summer'

by Barbara Kingsolver

This novel is the story of two women whose lives change dramatically over the course of one summer. It doesn't have a(n) [1]___ plot like some of Kingsolver's other books, but neither is it too slow or predictable, with one or two surprising twists along the way. First and foremost, it's about the characters. Both women have [2]___ opinions about how they want to live their lives and both [3]___ believe in the importance of respecting the natural world. It's set in the [4]___ USA, in the small farming community of Egg Fork in the Zebulon Mountains, a made-up place, but typical of the Appalachian Mountains of North Carolina, and the landscape and its wildlife are ever-present in the [5]___ . The women's stories are also linked up with a third character, an elderly local farmer who is nostalgic for a past way of life and who initially seems angry and bitter, but who turns out to be surprisingly [6]___ .

| | | | | |
|---|---|---|---|---|
| 1 | A eye-catching | B gripping | C newsworthy | D remarkable |
| 2 | A hard | B tough | C strong | D heavy |
| 3 | A greatly | B honestly | C completely | D firmly |
| 4 | A nowadays | B real-time | C present-day | D up-to-date |
| 5 | A foreground | B backdrop | C background | D back-story |
| 6 | A heart-warming | B kind-hearted | C hard-hearted | D single-minded |

**6 Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów i dodaj wszystkie niezbędne elementy, tak aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie pięć słów.**

1 I would not have told (not/tell) Christie my secret then if she were not a trustworthy person.
2 I'm pretty sure that if you had listened to the advice (listen/advice) which I gave you last time, you wouldn't be in such a terrible situation now.
3 Suppose you had missed (you/miss) your flight last night, what would you have done?
4 If you hadn't forgotten the keys, we would not be standing (not/stand) outside our house in the cold right now.
5 I'm sure there will be an investigation unless the company releases (unless/company/release) its financial report.
6 Tim wouldn't be giving you any free lessons were he not your (be/he/not/you) good friend.



## EXTRA ACTIVITIES

- Photocopiable resource 42 Sentence translation (15 min.) pp. 298, 349
- Photocopiable resources 57–58 Multiple choice cloze (20 min.) pp. 301, 366–367
- Photocopiable resources 68–69 Sentence formation (12 min.) pp. 303, 377–378

98

## CZYTANIE

### Uzupełnianie luk

**7 Przeczytaj tekst. Następnie uzupełnij jego streszczenie tak, by treść streszczenia była zgodna z treścią tekstu. W każdą lukę możesz wstawić nie więcej niż sześć słów.**

# THE POWER OF IMAGES

**It's often said that a picture is worth a thousand words. There's something appealing about images that makes them a powerful tool for communication.**

As you scroll through your social media feed or browse a news website, what is it that prompts you to read on? The chances are that it's the images that attract your attention. Online content that is accompanied by an image is more likely to prompt engagement, in the form of clicks, likes and shares, than straightforward text.

This phenomenon is especially important to digital marketers. They will tell you that on average people only read around 20 percent of the text on a web page. When it comes to remembering information, it is said that we retain around 80 percent of what we see versus only 20 percent of what we read and just 10 percent of what we hear. Although these figures are criticised by experts as an oversimplification, visuals do play an important role in how we deal with content in an information-rich world. Producing eye-catching visuals to attach to digital content is vital for anyone who wants to get their message across to the maximum number of people.

It's not only in the commercial world that the power of the image is being recognised. Governments and NGOs such as the World Health Organisation are acknowledging the importance of social media in communicating public health messages. Research into social media engagement during one recent disease outbreak, for example, found that it was image-based platforms such as Instagram that were most effective in communicating vital health messages. Whilst there is some concern amongst healthcare professionals that what starts off as helpful messages can easily get distorted as they're shared and reshared, specialists say that social media has huge potential for promoting public health.

Political journalists and campaigners have also long understood the power of an image. In a social media age, though, just posting a striking image that is sure to go viral has been labelled by some as 'slacktivism'. That is the idea that people will like and share an image without really thinking about the ideas behind it or engaging with the political message. The challenge for activists, journalists, marketers and governments is to develop a social media strategy that includes eye-catching visuals, but is also more than skin deep.

Images play a key role in how we process all kinds of information. When looking at information online, people are far more likely [1] to engage with content if it includes an image of some kind. Apparently, we remember only a tiny percentage of information in the form of text or audio, but a much greater proportion of ideas presented [2] visually/in the form of images/pictures . This fact is exploited by those involved in [3] (digital) marketing to help make their messages stand out. Images are also increasingly being used by official bodies to communicate [4] (important) health/public messages to the widest possible audience and by journalists and activists to promote political campaigns. However, this use of eye-catching images that quickly spread has been criticised as an example of 'slacktivism' because it is superficial and doesn't really [5] engage people with the underlying message.

## MÓWIENIE

**8 Pracując w parach, wykonajcie zadanie i odpowiedzcie na pytania.**

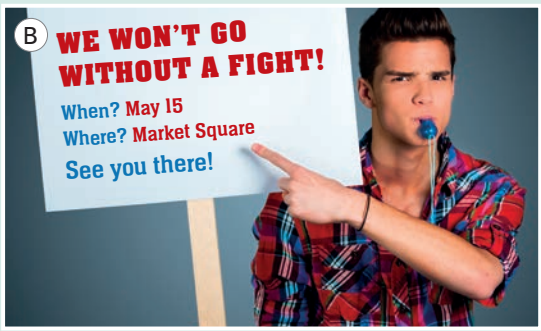
**Popatrz na plakaty A i B. Władze twojej miejscowości podjęły decyzję o zamknięciu młodzieżowego ośrodka kultury. Uczniowie twojej klasy sprzeciwiają się tej decyzji i organizują pikietę, do udziału w której mają zachęcać plakaty wywieszone w szkole. Masz do wyboru dwa plakaty.**

- Wybierz ten plakat, który twoim zdaniem będzie bardziej odpowiedni i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

A




B




1 Should young people get involved in campaigns that concern their local areas? Why?/Why not?
2 Is it better to express your opinion on a controversial issue or to keep quiet? Why?/Why not?
3 What's the most effective way to persuade somebody to change their opinion? What makes you think so?
4 What are the advantages of using social media to organise an event?

## PISANIE

### Artykuł

**9 Wykonaj zadanie egzaminacyjne.**

Tematem gazetki w twojej szkole są w tym miesiącu wydarzenia kulturalne. Napisz artykuł do gazetki, w którym opiszesz niedawno obejrzany w kinie film i zachęcisz lub zniechęcisz innych do jego obejrzenia, przedstawiając jego mocne albo słabe strony.
*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*



## REFERENCES

MiniMatura writing assessment criteria
Matura speaking test assessment criteria

## EXTRA ACTIVITIES

Extra digital activities: Reading and Use of English Checkpoints

## NEXT CLASS

- Ask students to do Self-check 6.10, WB pp. 98–99, as homework.
- Ask students to prepare for Unit 6 MiniMatura and Matura speaking test 6: Testing Programme, Unit 6.
- Ask students to prepare for Cumulative test 3, Testing Programme, Unit 6.

# 7

# It's not rocket science!

*I am among those who think that science has great beauty.*

Marie Curie

**Exercise 1**

astronomy, astronomer
biology, biologist
botany, botanist
chemistry, chemist
geology, geologist
mathematics, mathematician
physics, physicist

**Exercise 4**

Marie Curie – a physicist and chemist
Mary Anning – a geologist
Rosalind Franklin – a chemist
Jocelyn Bell Burnell – an astrophysicist
Dorothy Hodgkin – a chemist
They were all women and scientists. All of them, apart from Marie Curie, didn't gain the recognition they deserved because they were women.

## VIDEO



BBC
Blowing in the wind ▶ 29
Lesson 7.1




**GRAMMAR ANIMATION**
Lesson 7.2 ▶ 30
Lesson 7.5 ▶ 32



**FOCUS VLOG**
About science and technology ▶ 31
Lesson 7.2



**INTERACTIVE SPEAKING VIDEO**
Lesson 7.6 ▶ 33
Lesson 7.6 ▶ 34

## 7.1 VOCABULARY

Science • scientific research
• prepositions after verbs and nouns
• words in science

*I can talk about science and scientific research.*

### SHOW WHAT YOU KNOW

**1** **For each adjective in the box, add a subject and a person. Write the answers in your notebook. Add any other science word families that you know.**

archaeological astronomical biological botanical chemical geological mathematical physical

*archaeological: archaeology, archaeologist*

**2** SPEAKING **Look at the subjects in Exercise 1. Which science is the most/least difficult to study?**

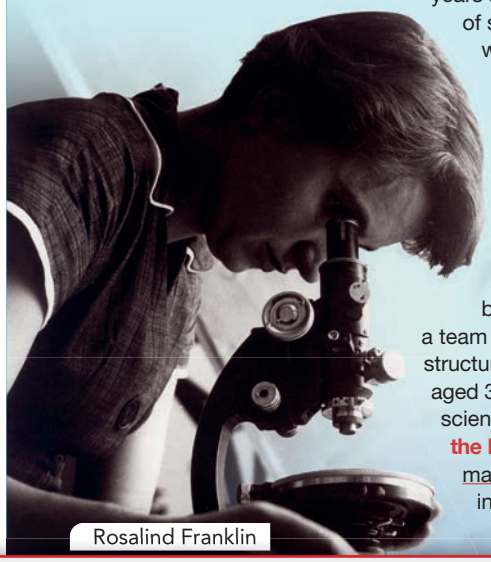
**3** SPEAKING **Between 1901 and 2019 the Nobel Prize for Chemistry and Physics was awarded to 386 men and only 8 women. Discuss possible reasons for this and say if you think the situation is changing.**

**4** **Read the text. What scientists are mentioned and what are their fields of study? What do they have in common?**

## FEMALE SCIENTISTS
## Changing The World

In any web search for the world's famous scientists, Marie Curie always **receives a mention**. Curie, a Polish and naturalised French physicist and chemist, discovered radiation, helped apply it in the field of X-rays and **coined the term** *radioactivity*. She **made a huge contribution** to science, but was one of the very few women who **gained the recognition** they deserved.

Science was a man's world in the nineteenth century. And yet, Mary Anning became an expert in fossils and geology. Coming from a poor family, she collected fossils on the beach and sold them to make a little money. She found fossils of complete marine reptiles that became extinct over 100 million years ago. She gained the respect of scientists, but living in an era when women weren't allowed to vote or attend university, she was not allowed to join the Geological Society of London.



Rosalind Franklin

A hundred years later, conditions were still difficult for female scientists. Rosalind Franklin, a chemist born in 1920, was part of a team who discovered the molecular structure of DNA. Tragically, she died aged 37, four years before her fellow scientists, all men, were **awarded the Nobel Prize** in 1962. They made no reference to Franklin in their acceptance speech.



## REFERENCES

Culture notes **pp. 258–259**
Audioscript **pp. 274–275**
Videoscript **pp. 283–284**
Using videos in the classroom **p. T12**
How to teach with projects **p. T14**

## EXTRA ACTIVITIES

• BBC video. Video worksheet 7.1 in the WB, p. 112
• Photocopiable resource 43 *Science crossword* (10 min.) pp. 298, 350–351
• Extra digital activities: Vocabulary Checkpoint
• Students take turns to quiz each other on the words in ex. 11. Instead of translating, they have to give definitions or examples, using a dictionary if necessary. As a follow-up activity, check definitions with the whole class.

100

**5** 3.10 SPEAKING **Listen to a podcast about another famous scientist, Ada Lovelace. What was she famous for?**
For working on the first type of computer and inventing the first algorithm.

**6** 3.10 **Listen again and answer the questions.**

1 What did Ada Lovelace collaborate with Charles Babbage on?
2 How do people refer to Charles Babbage?
3 Who is credited with inventing the first computer algorithm?
4 In what way did Lovelace **see the true potential** of the computer?
5 How easy was it for women to have access to education in the 19th century?
6 When did Ada Lovelace find out that she had an aptitude for calculations?
7 Did many women manage to **win the respect** of their fellow scientists?
8 What did the US Department of Defense name after Lovelace?

## FOCUS ON WORDS | Scientific research

**7** 3.11 **In your notebook, complete the collocations in red in the text and Exercise 6 with the correct noun. Then listen, check and repeat.**

1 award a *prize*
2 coin a *term*
3 gain *recognition*
4 make a *contribution*
5 receive a *mention*
6 recognise an *achievement*
7 see the *potential*
8 win *respect*

A similar injustice happened when British astrophysicist Jocelyn Bell Burnell discovered radio pulsars, described as the greatest astronomical discovery of the twentieth century. Her supervisor and his male colleague were awarded the 1974 Nobel Prize in Physics for the discovery, and she was completely left out. Many astronomers criticised the decision, but Bell Burnell finally gained recognition in 2007 when she was made Woman of the Year for her remarkable contributions to science.

In cases where women's **achievements were recognised**, we still find evidence of discrimination in the way these were reported in the press. When the brilliant chemist Dorothy Hodgkin was awarded the Nobel Prize in 1964 for discovering the molecular structure of penicillin and vitamin $B_{12}$, the paper headline was *Oxford Housewife Wins Nobel*. In fact, this housewife was also a professor at Oxford University.

Today the gender gap in the world of science is slowly closing and there are many female scientists inspiring new generations of girls to study scientific subjects. But there is still some way to go for women to be equally represented in science.

**8** SPEAKING **In your notebooks, complete the descriptions with appropriate verbs and match them to the scientists in Exercise 4. Then write short descriptions of the two scientists who are *NOT* described. Discuss who you admire most.**
Dorothy Hodgkin and Rosalind Franklin are not described.

1 She *saw* the true potential of the 'Analytical Engine' and the US Department of Defense *recognised* her achievements by naming a computer language after her.
2 She *coined* the term 'radioactivity' and always *receives* a mention as one of the world's most famous scientists.
3 Surprisingly, she was not *awarded* the Nobel Prize for her discovery of radio pulsars in outer space.
4 She *won* the respect of fellow scientists and found evidence of animals that had become extinct 100 million years ago.

## FOCUS ON WORDS | Prepositions after verbs and nouns

**9** 3.12 **In your notebook, complete the underlined phrases in the text and Exercise 6 with the correct preposition. Then listen, check and repeat.**

1 become an expert *in* sth
2 collaborate *with* sb
3 credit sb *with* sth
4 have access *to* sth
5 have an aptitude *for* sth
6 make reference/refer *to* sth
7 name sth *after* sb

**10** SPEAKING **In your notebook, complete the questions with a verb or a noun. Then ask and answer the questions.**

1 What software programmes do you have *access* to at school?
2 What area of science would you like to be an *expert* in?
3 If you were doing a science project, who would you *collaborate* with?
4 Which school subjects do you think you have an *aptitude* for?
5 Is there somebody in your family who you were *named* after?

## FOCUS ON WORDS | Words in science

**11** 3.13 **In your notebook, translate the words in the table. Use a dictionary if necessary. Then listen and repeat. Do you know any other words you could add?**

| MATHS & COMPUTING | CHEMISTRY | PHYSICS |
|---|---|---|
| 1 algorithm *algorytm* | 6 acid *kwas* | 11 atom *atom* |
| 2 calculation *kalkulacja, obliczenie* | 7 base *zasada (chemiczna)* | 12 electron *elektron* |
| 3 equation *równanie* | 8 element *pierwiastek chemiczny* | 13 nucleus *jądro atomu* |
| 4 fraction *ułamek* | 9 molecular structure *struktura molekularna* | 14 relativity *względność* |
| 5 multiplication & division *mnożenie i dzielenie* | 10 radioactivity *promieniotwórczość* | 15 velocity *prędkość* |

**12** SPEAKING **Work together to complete these scientific facts using the words in Exercise 11. Use plural forms if necessary. Write the answers in your notebooks.**

1 The periodic table, showing all known *elements*, was created in 1867 by Russian chemist Dmitri Mendeleev.
2 An *electron* moves around the *nucleus* of an atom.
3 An *algorithm* is a set of rules to be followed in *calculations*, especially by a computer.
4 $E = mc^2$ is Einstein's most famous *equation* and helps to explain the theory of *relativity*.
5 Addition (+), subtraction (-), *multiplication* (x) and *division* (÷) are the four basic maths operations.
6 *Acids* (e.g. lemon juice) have a pH value lower than 7.0.

**13** PROJECT **Work in groups. Choose a famous woman working in a male-dominated field. Do some research online and prepare a digital presentation. Then present it to your class.**

**Exercise 6**
1 The prototype of a computer.
2 As the father of the computer.
3 Ada Lovelace.
4 She realised it was capable of anything if it was programmed correctly.
5 Not easy.
6 When her mother arranged lessons for her with the best teachers of Science and Mathematics.
7 No.
8 A computer language.



## WORKBOOK
pp. 100–101, including *Show What You've Learnt*

## NEXT CLASS
- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 7.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 102.

VIDEO 30 31

# 7.2 GRAMMAR

Advanced passive forms

*I can use a variety of advanced passive forms.*



**1** SPEAKING **Discuss what would happen in your home if all screens were banned for six months. Then read what happened to the Maushart family and compare.**

## What happened when mum pulled the plug on technology

Susan Maushart unplugged her teenagers and for six months the family lived without their devices. Family rooms were no longer lit up by the light of screens and no electronic noises **could be heard** through the night.

Maushart decided to unplug the family because nothing was ever properly switched off. She'd constantly told her children to turn their devices off when doing their homework, but even when they **should have been switched off**, they were bleeping away in the background.

So what happened? Once the children **had been made to turn off** their technology, the family rediscovered small pleasures like board games, books and listening to music together. Susan Maushart's son **was given** a saxophone and took up music seriously. If the Internet was needed for homework, her older daughter just went to the library. The youngest daughter **hated being unplugged**, but Susan Maushart believes her children became more focused thanks to being less dependent on technology. She now believes all families **need to be encouraged** to unplug periodically.

**2** **Read the GRAMMAR FOCUS. Which forms of *be* complete the sentences correctly? Then check your answers in the text.**

### GRAMMAR FOCUS 30

#### Advanced passive forms

- Passive forms with present or past modal verb structures.
  *… no electronic noises could* [1] *be heard through the night.*
  *… even when they should* [2] have been *switched off, they were bleeping …*
- Passive forms with verbs that take two objects, i.e. a person – usually the indirect object, and a thing – usually the direct object (*give sb sth, send sb sth, show sb sth,* etc.)
  *Her son* [3] was *given a saxophone.* (the 'person' is the topic – more common)
  *A saxophone was given to her son.* (the 'thing' is the topic – less common)
- Passive forms with verbs + *-ing* or verbs + *to* + infinitive.
  *The youngest daughter hated* [4] being *unplugged.*
  *… all families need* [5] to be *encouraged …*

**Note:** *make sb do sth* → *be made to do sth*
*Once the children had been made to turn off their technology …*

**3** **In your notebook, rewrite the sentences in the passive starting with the underlined object.**

1 You can buy absolutely anything on the Internet these days.
*Absolutely anything can be bought on the Internet these days.*
2 Nobody could have predicted the importance of the Internet back in the 1970s.
3 You must protect your computer with anti-virus software.
4 Architects may have designed Bill Gates's house on an Apple computer.
5 You can control the volume of a YouTube video with the up/down arrows on your keyboard.
6 They should have given Albert Einstein a Nobel Prize for his theory of relativity.

**4** **Find the indirect object in each sentence. In your notebook, rewrite the sentences in the passive using *by* if necessary. Which sentences are true for you?**

1 Yesterday, people sent me more than fifty messages.
*Yesterday, I was sent more than fifty messages.*
2 My parents might give me a new laptop for my next birthday.
3 They have promised us some new computers for the school.
4 People owe me lots of money.
5 They should offer my father a new job.
6 Today a temporary teacher is teaching us IT.

**5** SPEAKING **In your notebook, write sentences using the passive infinitive or *-ing* form. Use the prompts. Then discuss the statements.**

Most teenagers …
1 don't enjoy (shout at)
*Most teenagers don't enjoy being shouted at.*
2 can't stand (ignore) being ignored.
3 would prefer (not criticise) not to be criticised.
4 would like (take seriously) to be taken seriously.
5 get tired of (judge) of being judged.
6 just want (love) to be loved.
7 dislike (tell what to do) being told what to do.
8 aren't interested in (compare to other teenagers) being compared to other teenagers.

### FOCUS VLOG 31 About science and technology

3.14 **Listen to the Focus Vlog. What kind of technology would the speakers like to be developed in the future? Write the answers in your notebook.**

Grammar page 150

**Exercise 3**
2 The importance of the Internet could not have been predicted back in the 1970s.
3 Your computer must be protected with anti-virus software.
4 Bill Gate's house may have been designed on an Apple computer.
5 The volume of a YouTube video can be controlled with the up/down arrows on your keyboard.
6 Albert Einstein should have been given a Nobel Prize for his theory of relativity.

**Exercise 4**
2 me; I might be given a new laptop for my birthday by my parents.
3 us; We have been promised some new computers for the school.
4 me; I am owed lots of money.
5 my father; My father should be offered a new job.
6 us; Today we are being taught IT by a temporary teacher.



## REFERENCES

Culture notes **p. 259**
Audioscript **p. 275**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES

- Focus Vlog. Video worksheet 7.2 in the WB, p. 113
- Grammar animation
- Photocopiable resource 44 *Quick teen survey* (15 min.) pp. 298, 352
- Extra digital activities: Grammar Checkpoint
- Students write questions to the text in ex. 1 using the Passive. Then, in pairs, they ask and answer the questions.

## WORKBOOK

p. 102, including *Show What You've Learnt*

## NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 7.2, Grammar.

102

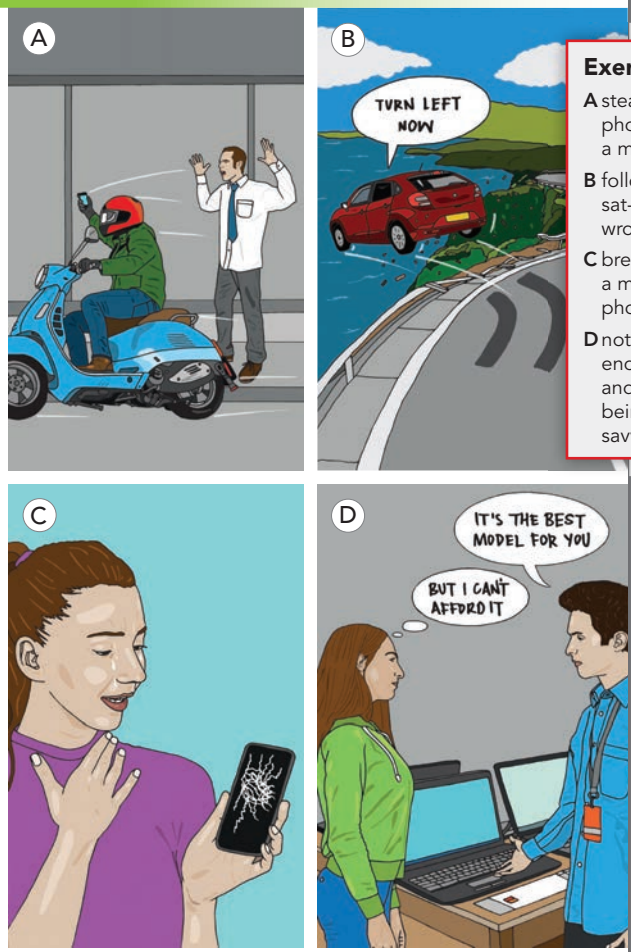
# 7.3 LISTENING

Multiple choice

*I can extract the main points from a news report about problems with technology.*

**1** SPEAKING **Look at the cartoons and identify what problems they illustrate. Discuss any similar problems you have had with technology.**

**2** 3.15 **Listen and match three of the cartoons (A–D) with the situations (1–3).** 1 D 2 B 3 A




**Exercise 1**

**A** stealing a phone from a moped

**B** following sat-nav to the wrong place

**C** breaking a mobile phone screen

**D** not having enough money and/or not being tech savvy

## LISTENING FOCUS Multiple choice

**3** 3.15 **Listen again. For questions 1–3, choose the correct answer, A, B or C. Write the answers in your notebook.**

1 The shop assistant wants to
- A warn Julie against buying cheap laptops.
- (B) persuade Julie to increase her planned budget.
- C encourage Julie to store films and music on a laptop.

2 What are the people doing?
- (A) arguing whether to follow the navigation or not
- B discussing the best way to their destination
- C consulting a map to find their way

3 Choose the most appropriate headline for this news report.
- A MOPED CRIME RISES BY 30 PERCENT IN LONDON
- B MOBILE THEFTS HIGHER ON PUBLIC TRANSPORT
- (C) MOPED THIEVES TARGET MOBILE PHONE USERS

**4** **In your notebook, complete the sentences about the recordings with the words in the box. There are four extra words.**

drop gaming laptop bag map memory card mobile phone rise sat-nav security word processing

**RECORDING 1**

a The shop assistant says four gigabytes of RAM is not sufficient if Julie wants to **go in for** __gaming__ .

b The shop assistant says he'll **throw in** a __laptop bag__ if Julie buys the better computer.

**RECORDING 2**

a Luke wants a __map__ to help him **figure out** which way to go.

b Luke was **talked into** using the __sat-nav__ even though they **wind** him **up**.

**RECORDING 3**

a Figures have **come out** that show a sharp __rise__ in moped robberies.

b The police say they are going to **bring in** new __security__ measures.

## FOCUS ON WORDS | Phrasal verbs

**5** 3.16 **In your notebook, match the phrasal verbs in green in Exercise 4 with the definitions. Then listen, check and repeat.**

1 introduce sth = *bring in*
2 be released or be published = __come out__
3 understand sth = __figure sth out__
4 enjoy, choose or do sth = __go in for__
5 persuade sb to do sth = __talk sb into sth__
6 include sth extra for free = __throw sth in__
7 annoy or irritate sb = __wind sb up__

**6** SPEAKING **In your notebook, complete the sentences to make them true for you. Then compare with a partner.**

1 I usually listen to the same kind of music. I don't really **go in for** …
2 When I buy my next phone, I'd like the shop to **throw in** …
3 I always find it difficult to **figure out** …
4 I can't **talk** my parents **into** buying me …
5 The person who **winds me up** most is …
6 The government should **bring in** new laws to …
7 The next new book/film/album/game I want to buy is **coming out** …

## PRONUNCIATION FOCUS

**7** 3.17 **Copy the table, listen and complete it. Then listen again and repeat.**

| NOUN | ADJECTIVE | ADVERB |
|---|---|---|
| 1 science | *scientific* | scientifically |
| 2 technology | technological | technologically |
| 3 electronics | electronic | electronically |
| 4 electricity | electric | electrically |

**8** 3.18 **In your notebook, mark the stress in the words in the table. Then listen, check and repeat.**



## REFERENCES

Audioscript **pp. 275–276**

## EXTRA ACTIVITIES

Use this activity as a brief warm-up before ex. 1. Write *Problems with technology* on the board and get students to discuss their ideas in pairs or small groups.

## WORKBOOK

p. 103

# 7.4 READING

Multiple choice

*I can scan a set of related texts to find specific information.*

**1** SPEAKING **Discuss the statements below and try to guess the correct answers. Then read the two texts quickly and check your answers.**

## WHAT DO YOU KNOW ABOUT MICROBES?

1. Microbes are microscopic *creatures* / *insects* / *plants*.
2. Your body consists of *5* / *17* / *57* percent microbes.
3. Bacteria are *always* / *usually* / *sometimes* beneficial.
4. Most microbes that live in our body are located in the *respiratory* / *digestive* / *nervous* system.
5. You need to wash your hands for *5* / *15* / *60* seconds to wash off harmful germs.
6. If you chop meat on a board, clean the board *immediately* / *within an hour* / *later*.
7. Dogs' saliva is *never* / *often* / *not usually* harmful to humans.

**2** SPEAKING **Discuss how you feel about the topic in the texts. Is it something that interests you? Why?/Why not?**

## READING FOCUS Multiple choice

**3** **Read the texts again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.**

1 The microbes that live on a human
- A can be washed away.
- B are not beneficial because they're hidden away.
- C have no effects on our bodies at all.
- D are harmful if they are of a certain kind.

2 The gut microbiome
- A is similar among members of the same family.
- B is responsible for how we react to what we eat.
- C doesn't respond to drugs and medicine.
- D is routinely monitored by doctors.

3 What is fact according to Text A?
- A The microbiome controls people's sleep patterns.
- B No two people have identical gut microbiomes.
- C The majority of disease is caused by an unhealthy gut microbiome.
- D In future, microbes could be the basis of a new form of medicine.

4 Text B states that too much washing and cleaning could be dangerous because
- A all bacteria are beneficial to our health.
- B you could be at higher risk of infection.
- C humans need exposure to a wide range of bacteria.
- D cleaning products can cause asthma and allergies.

5 Both texts state that exposure to microbes
- A will strengthen the immune system.
- B can be eliminated if we wash more.
- C happens exclusively in the gut.
- D will lead to you getting a disease.

## FOCUS ON WORDS | Medical conditions

**4** 3.20 **In your notebook, match the words in blue in the text with their definitions. Then listen, check and repeat.**

1 the response of the body's immune system to some substances = *allergy*
2 a condition that causes breathing difficulties = asthma
3 a condition that affects how people communicate and interact with others = autism
4 a condition that causes people to feel unhappy = depression
5 when your blood glucose is too high = diabetes
6 it protects against infections = immune system
7 a disease/condition caused by viruses or bacteria = infection
8 when a person carries excess weight that might affect their health = obesity

**5** 3.21 **In your notebook, complete the news report with the words in Exercise 4. Then listen and check.**

Cities are taking steps to tackle air pollution following reports into its impact on human health. Children are at the highest risk of being affected because their [1] immune systems aren't strong enough to fight off [2] infections. If they breathe in polluted air over a long period, they may develop [3] asthma or other lung conditions. People who suffer from pollen [4] allergies in the summer get worse symptoms in cities where diesel fumes act as an irritant. [5] Obesity and Type 2 [6] diabetes are not only due to lifestyle or genetic factors but also to traffic-related air pollution.

## FOCUS ON WORDS | Word families

**6** 3.22 **Copy the table and complete it with the underlined words in the text. Then listen, check and repeat.**

| NOUN | VERB | ADJECTIVE |
|---|---|---|
| 1 advice | advise | *advisable* |
| 2 benefit | benefit | beneficial |
| 3 cleanliness | clean | clean |
| 4 digestion | digest | digestive |
| 5 harm | harm | harmful |
| 6 medicine | medicate | medicinal |
| 7 regulation | regulate | regulatory |
| 8 response | respond | responsive |

**7** SPEAKING **In your notebook, complete the statements with the correct form of the word in capitals. Then discuss whether you agree with the statements and say why.**

1 Cleanliness *is next to godliness.* John Wesley **CLEAN**
2 *Happiness: a good bank account, a good cook and a good* digestion *.* Jean Jacques Rousseau **DIGEST**
3 *Let your food be your* medicine *and* medicine *be your food.* Hippocrates **MEDICINE**
4 *Happiness is* beneficial *for the body, but it is grief that develops the powers of the mind.* Marcel Proust **BENEFIT**
5 *Whenever a doctor cannot do good, he must be kept from doing* harm *.* Hippocrates **HARM**



**REFERENCES**
Culture notes **p. 259**

**EXTRA ACTIVITIES**
In pairs, students write four or five true/false statements about the texts and swap with another pair. Then the pairs work together to compare their answers.

**WORKBOOK**
pp. 104–105

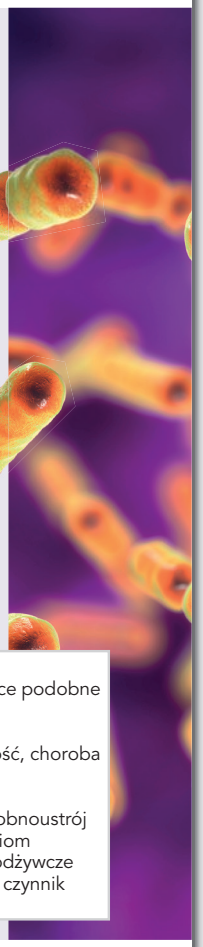
**NEXT CLASS**
Ask students to do *Show What You Know* in the WB, p. 106.

104

3.19 Text A

# THE HUMAN MICROBIOME

## Why our microbes could be key to our health



Did you know that more than half of your body is not human? The average adult has just under 40 trillion microbial cells and about 30 trillion human ones. In other words, human cells make up only 43 percent of the body's total cell count. The rest are microbes. No matter how well you wash, nearly every part of your body is covered in microscopic creatures. This includes bacteria, viruses, fungi and archaea, each with their own DNA, and together they are known as the human microbiome. 90 percent of this microscopic life is hidden away in our digestive system. But it would be naive to think that we carry around so much microbial material without it having any effect on our bodies at all.

Microbes and bacteria have a negative reputation and it's true that some microbes are known to cause disease and these are called pathogens. Others only become harmful if they get in the wrong place or grow in number. But the majority of microbes are essential for our health: they regulate the **immune system**, provide nutrients for our cells, help digestion and protect us against disease.

Different parts of the body all have very different communities of microbes. In his book, *I Contain Multitudes*, Ed Yong compares the body's microbiome to the earth's ecosystems. Just as the ecosystems of a rainforest and a desert are very different, he writes, so the microbiome of the skin is completely different from the gut. Microbiomes also differ between two people. In fact, each individual has a unique gut microbiome, as personal as a fingerprint. Rob Knight of the University of California San Diego and an expert on the human microbiome explains that differences in the microbiome of the gut help to explain why people respond differently to the same foods.

It is thought that 90 percent of disease can be linked back in some way to the gut and the health of the microbiome. Over recent years, the gut microbiome has been associated with a wide range of conditions such as **diabetes**, **autism**, **depression** and **obesity**. It has also been linked to how individuals respond to certain drugs (and is affected by the drugs we take, such as antibiotics). It has even been suggested that it could be connected with how well we sleep. Microbial medicine is in its early stages, but some researchers think that it will become routine for doctors to keep an eye on the makeup of patients' microbiomes. Microbiome-derived medicine may well be the future of precision medicine.

GLOSSARY

**archaea** = archeony (jednokomórkowce podobne do bakterii)
**cell** = komórka
**condition** = dolegliwość, choroba
**fungi** = grzyby
**gut** = jelito
**microbe** = mikrob, drobnoustrój
**microbiome** = microbiom
**nutrients** = składniki odżywcze
**pathogen** = patogen, czynnik chorobotwórczy

Text B

ALL YOUR HEALTH QUESTIONS ANSWERED

# Being too clean may be bad for your health



**Q** I shower every morning, wear clean clothes every day and I carry a hand sanitiser that I use regularly throughout the day to keep my hands clean, especially after touching my pet dog. My house is spotless and you won't see a dirty dish in the kitchen. But now I hear that being too clean may be bad for my health. Is this true?

**A** We need to strike the right balance between keeping obsessively clean and learning to live with the bacteria around us. We know that certain bacteria cause diseases, and in recent times, sanitation and cleanliness have dramatically improved our health. But not all bacteria are bad. In fact, lots of them are extremely useful and beneficial to our health. So the question is, how can we avoid disease from the bad bacteria while nurturing the good bacteria?

First, let me be clear – I'd never suggest skipping the essentials, such as washing your hands. Scientists consider dirty hands as one of the most likely reasons why **infections** are passed between us. Getting your hands clean is not just a question of how long you wash them, but how *well*. Experts say you have to apply soap and water, rub all surfaces of the hands thoroughly for at least fifteen seconds, then rinse under running water and then dry them. The rubbing with soap detaches the germs from your skin, while the rinsing and drying takes them off the hands. But not all of our body has to be washed so thoroughly. A long shower every day may not be advisable, as it removes the 'good bacteria' from our skin.

Around the house, the solution for fighting the wrong kind of bacteria isn't excessive cleaning, but the right kind of cleaning. For instance, if you chop vegetables on your chopping board, you can wait until after your meal to wash it up. Not so if you've chopped raw fish or meat, when instant action is required, or you may increase the risk of infection.

Sometimes, it's good to get dirty! Research shows that children who grow up on farms are less likely to have problems like **allergies** and **asthma** and this is because they're exposed to a wonderful biodiversity of bacteria in the soil, rich in beneficial microbes. Dogs are also good for helping you to develop healthy bacteria – next time a slobbery dog jumps up at you, don't push it away. Instead, think about how the bacteria in its saliva may be boosting your immune system.

GLOSSARY

**germ** = zarazek, drobnoustrój
**sanitation** = urządzenia sanitarne, kanalizacja
**sanitiser** = płyn dezynfekujący
**nurture** = żywić



105

# 7.5 GRAMMAR

Passive reporting structures

*I can use passive reporting structures to talk about general feelings and beliefs.*

**1** 3.23 SPEAKING **Discuss the *Maths facts* and try to guess which options are correct. Then listen and check your answers.**

## Maths facts

1 **It is thought that** numbers and counting began with the number *zero* /(*one*).
2 Arithmetic **is considered to have originated** around *20,000* /(*6,000*) years ago in Sumer.
3 The(*Egyptians*)/ *Romans* **are known to have invented** the numbers one thousand and one million.
4 Before 1500, the term 'mathematics' **was understood to mean**(*'astrology'*)/ *'physics'*.
5 **There are said to be** *limited* /(*unlimited*) opportunities for mathematicians.
6 (*An increasing*)/ *A decreasing* number of students **are expected to be doing** Maths at university in the future.

**2 Read the GRAMMAR FOCUS and find examples of each pattern in *Maths facts*.**

### GRAMMAR FOCUS 32

**Passive reporting structures**

You can use the passive to talk about general feelings or beliefs with reporting verbs like *believe, know, think,* etc. These structures are usually used in more formal contexts.

- ***it* + passive verb** (present or past) **+ *that* clause** 1
- **subject + passive verb** (present or past) **+ *to* + infinitive** (*to do/to have done/to be doing*, etc.) 2, 3, 4, 6
- ***there* + passive verb** (present or past) **+ *to be/to have been*** 5

**3** 3.24 **Read the text. One word is missing in each underlined verb structure. In your notebook, correct the verb structures. Then listen and check.**

*1 Pythagoras is understood to have come up with*

**4 USE OF ENGLISH In your notebook, complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary.**

1 It *is understood that Pythagoras came up with* (understand/Pythagoras/come up) the idea of odd and even numbers.
2 Pythagoras is said to have prepared (say/prepare) the way for many famous Greek mathematicians.
3 It is thought that Archimedes (think/Archimedes) is one of the greatest mathematicians of all time.
4 Archimedes is believed to have made (believe/make) his most famous discovery in the bath.
5 The Romans are not thought to have been interested (not/think/be interested) in Maths.
6 Several other civilisations are known to have contributed (know/contribute) to the advancement of mathematics.

**5 In your notebook, rewrite each sentence in two ways.**

1 We know that most mathematical symbols were invented in the 1500s.
It *is known that most mathematical symbols were invented in the 1500s*.
Most *mathematical symbols are known to have been invented in the 1500s*.
2 Historians consider the seventeenth century to be a high point in the history of mathematics.
The seventeenth _____ .
It _____ .
3 Many teachers thought that calculators could harm students' Maths skills.
It _____ .
Calculator _____ .
4 They estimate that there are over 10,000 new Maths graduates every year in the UK.
There _____ .
It _____ .

**6 SPEAKING In your notebook, list the school subjects you study. Put them in order from most important to least important. Discuss your lists. How important is Maths?**

Grammar page 151

**Exercise 5**

**2** The seventeenth century is considered to have been a high point in the history of mathematics. It is considered that the seventeenth century was a high point in the history of mathematics.
**3** It was thought that calculators could harm students' Maths skills. Calculators were thought to be able to harm students' Maths skills.
**4** There are estimated to be over 10,000 new Maths graduates every year in the UK. It is estimated that there are over 10,000 new Maths graduates every year in the UK.

# WHERE DO OUR NUMBERS COME FROM?

Around 500 BC, the Greek philosopher [1] Pythagoras is understood to have come up with the idea of odd and even numbers. [2] It is said that Pythagoras prepared the way for many famous Greek mathematicians including Archimedes. [3] Archimedes is considered to be one of the greatest mathematicians of all time. He discovered how to measure the volume of an object with an irregular shape. [4] He is believed to have been taking a bath when he made the discovery, and leapt out shouting 'Eureka!' ('I have found it!'). Unfortunately, Archimedes was killed by a Roman soldier in 212 BC and mathematics entered a dark age. [5] It is thought that the Romans just weren't interested in mathematics.

**Brahmi numerals around 300 AD**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
| 𑁒 | 𑁓 | 𑁔 | 𑁕 | 𑁖 | 𑁗 | 𑁘 | 𑁙 | 𑁚 |

[6] There are known to have been several other civilizations, including the Maya people in Mexico and scholars in ancient China, who contributed to the advancement of mathematics. However, the next big breakthrough was probably in 500 AD when the Indians invented 'zero'. They had already created symbols for the numbers one to nine. In fact, [7] it could be argued that our 'Arabic numerals' should rather be known as 'Indian numerals'. After all, it was actually the Indians who invented them.



## REFERENCES

Culture notes **p. 259**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 45 Test yourselves (10 min.) pp. 298, 353
- Extra digital activities: Grammar Checkpoint
- Before ex. 4, ask students to work in pairs and change the passive reporting structures into active ones. Students compare their answers in small groups. Monitor and offer feedback where necessary.

## WORKBOOK

p. 106, including *Show What You've Learnt*

## NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 7.5, Grammar.

# 7.6 SPEAKING

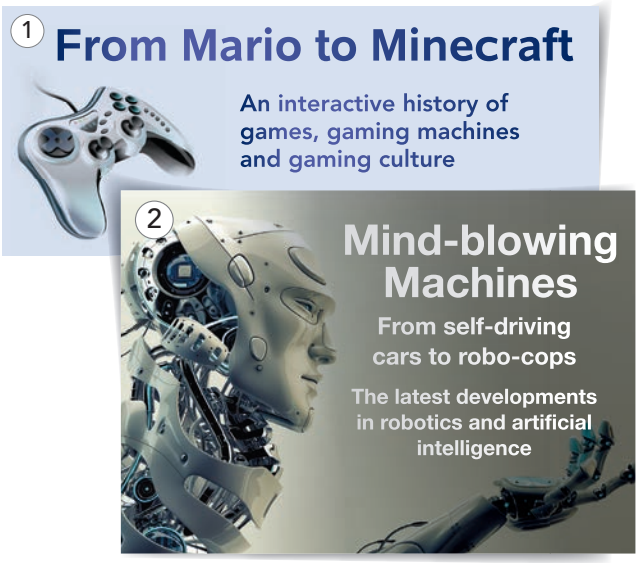
Clarification

*I can ask for and give clarification.*

**1** SPEAKING **Discuss which of these machines you would trust in place of a human and which you would not.**

1 a self-driving car
2 a robotic surgeon
3 a computer-generated online friend
4 a virtual teacher
5 a robot police officer

**2** SPEAKING **Imagine you are going to a science and technology exhibition. Look at the posters and discuss which you would rather visit and why.**




**3** 3.25 **Listen to a conversation at the 'Mind-blowing Machines' Exhibition. What type of machine is Sam describing?** A robotic surgeon.

**4** 3.25 **Listen again. Which phrases from the SPEAKING FOCUS do you hear?**

## SPEAKING FOCUS 33 34

**Signalling confusion**

Sorry, I'm not with you.
I'm not sure I follow (you).
I'm afraid you've lost me there. ✓
I don't know what you mean by …

**Checking your understanding**

So, in other words, …
Are you saying …? ✓
If I understand correctly, you mean …, right?

**Giving clarification**

Yes, precisely/exactly. ✓
Yes, (that's) pretty much (it).
No, that's not (quite) what I meant.
What I meant was …

**5** 3.26 **In your notebook, complete the conversations with words from the SPEAKING FOCUS. Then listen and check.**

Dialogue 1

**A:** Not many people agree with me, but I think computer games are a bit of a waste of time. I'd rather kick back with my friends than stare at a screen for hours on end.
**B:** Er … sorry, but I don't know what you mean [1] *by* 'kick back'.
**A:** What I [2] meant was spend time together, you know, hang out, chat, relax.

Dialogue 2

**A:** I think I'd die without my phone.
**B:** And this year's Oscar for best actress goes to …
**A:** Ha ha, very funny. Are you [3] saying I'm being dramatic?
**B:** Yes, [4] exactly . I think you'd survive without it.

Dialogue 3

**A:** Dan, I have to answer this question for homework. Can you help, please?
**B:** Sure, what's the question?
**A:** 'In what ways might socially intelligent robots benefit human society?'
**B:** Hmm. Well, I suppose the ability to have conversations with our machines will make a big difference.
**A:** I'm not sure I [5] follow you.
**B:** Well, we interact with today's machines mostly by typing or pushing buttons, but some phones and tablets already understand voice commands, right? Imagine they and other machines could react to what you say and talk back to you properly.
**A:** Hmm. OK. If I understand [6] correctly , you mean we'll be able to have a conversation with our television or our fridge, right?
**B:** Yes, that's [7] pretty much it.
**A:** I'm not sure I'd want to have a conversation with a fridge.
**B:** Why not?
**A:** Well, they have a reputation for being rather cold.
**B:** Oh, very funny.

**6** SPEAKING **Discuss the questions. Use the SPEAKING FOCUS to help you.**

1 In what ways are computer games good or bad for the people who play them?
2 What do you think has been the most important technological development during your lifetime?
3 Have social media made us more or less sociable? Explain your opinion.
4 In what ways might socially intelligent machines benefit human society?



## REFERENCES

Culture notes **pp. 259–260**
Audioscript **p. 276**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES

- Interactive speaking video
- Photocopiable resource 46 *How has technology developed?* (10–12 min.) pp. 298–299, 354
- Ask students to work in pairs and discuss the positive and negative aspects of one of the machines mentioned in ex. 1. Compare answers with the whole class.

## WORKBOOK

p. 107

**Exercise 3**

1 To locate submarines.
2 He made GPS available to all civilian airlines.
3 Four systems: US, Russia, EU, China.
4 You'd be up to six miles away from your true location.
5 By measuring the melting of the ice caps.

# 7.7 USE OF ENGLISH

Easily confused words

***I can understand and use words that are easily confused.***

**1** SPEAKING **What do you know about GPS? Discuss the questions.**

1 What does GPS stand for? Global Positioning System
2 How does GPS work? Three satellites measure the distance and triangulate your position, a fourth one corrects the position.
3 When do *you* use GPS?
4 What other uses do you think it has?

**2** **Read the text. Which headings A–D match paragraphs 1–4 correctly? Check your ideas in Exercise 1.**

A GPS takes Einstein's theory into account
B GPS is owned and operated by the US government
C GPS isn't just for determining location
D GPS isn't the only navigation system

## Four things you didn't know about GPS

[1] B

Originally, the system was built by the US Navy to locate submarines, and consisted of six satellites which **eventually** grew to ten. This model **preceded** the Global Positioning System or GPS as we know it today. At first, GPS was reserved for military use, but in 1983 US President Reagan made a **historic** decision to let all civilian commercial aircraft use it.

[2] D

GPS is just one of several space-based radio navigation systems. **Currently**, there are four global navigation systems: GPS (US), GLONASS (RUSSIA), Galileo (EU) and BeiDou (China). These navigation systems are essential for military operations, so some countries prefer not to be **dependent** on another country in case problems **arise**.

[3] A

Twenty-four satellites **ensure** that at least four satellites are in **sight** of any location on Earth at all times. Four satellites are needed to provide **data** to calculate an exact position. The GPS receiver measures the distance to three satellites by the amount of time it takes to receive a transmitted signal. A fourth satellite is used to account for Albert Einstein's general theory of relativity, that time moves faster for those satellites that are further from sources of gravity. Without correction, this would **affect** the exact location by about six miles. That, in a nutshell, is the **principle** on which the GPS is based.

[4] C

Most people associate GPS with giving directions when driving. But there are other important uses for this powerful tool. GPS helps farmers by gathering data about soil, weather patterns and expected rainfall. It is also used to find evidence of the speed at which the ice caps are melting, or the **deserts** are advancing, and this information contributes to environmental **advice** and warnings. GPS can even predict **whether** a natural disaster is likely and help to manage the consequences.

**3** **Decide which words complete the sentences correctly. Then answer the questions.**

1 What was the purpose of the original US system that *proceeded* / (*preceded*) GPS?
2 What (*historic*) / *historical* decision did US President Reagan make in 1983?
3 *Actually* / (*Currently*), how many systems are there and who do they belong to?
4 How would your location be (*affected*) / *effected* if only three satellites were in (*sight*) / *site*?
5 How can GPS contribute to environmental (*advice*) / *advise*?

**4** **Read the LANGUAGE FOCUS. In your notebook, complete it by matching the words in blue in the text to the words they are often confused with.**

## LANGUAGE FOCUS

### Easily confused words

Lots of English words cause problems because they are easily confused. If in doubt, it is always best to check in a dictionary.

- **Words that look or sound similar, but have different meanings**
  *cite/site/*[1] sight
  *conscious/conscientious*
  *dessert/*[2] desert
  *late/lately*
  *lose/loose*
  *principal/*[3] principle
  *proceeded/*[4] preceded
  *sensible/sensitive*
  *weather/*[5] whether
- **Words that look or sound similar and have similar meanings (this often includes words from the same word family)**
  *alike/likely*
  *advise/*[6] advice
  *alone/lone/lonely*
  *assure/insure/*[7] ensure
  *breathe/breath*
  *dependant/*[8] dependent
  *economic/economical*
  *effect/*[9] affect
  *historical/*[10] historic
  *lay/lie*
  *migrate/immigrate/emigrate*
  *raise/rise/*[11] arise
- **Words that look or sound different, but have similar meanings**
  *after all/finally/lastly/*[12] eventually
  *comprise/consist of/include*
  *occasion/opportunity*
- **False friends are words that look or sound similar to words in your language, but have different meanings**
  *realise* (know or understand) ≠ *perform* or *carry out*
  *actually* (in fact) ≠ [13] currently
  [14] data (information) ≠ *date*



## REFERENCES

Culture notes **p. 260**

## EXTRA ACTIVITIES

- Photocopiable resource 47 *Nought on the confusion scale* (12–20 min.) pp. 299, 355
- After ex. 5, students write a list of five extra statements using the verbs from the LANGUAGE FOCUS. They then discuss their statements in different pairs than in ex. 5.

**5** **Decide which options complete the sentences correctly. Which statements do you agree with?**

1 It's so easy to (*lose*) / *loose* track of time when you're on your phone.
2 Technology is useful, but it makes you *lone* / (*lonely*) / *alone*.
3 Going to bed (*late*) / *lately* every night is not good for your health.
4 The *arise* / *raise* / (*rise*) in antisocial behaviour is due to too much screen time.
5 So it seems, (*after all*) / *finally* / *lastly*, that money doesn't buy you happiness.
6 If (*present*) / *actual* trends continue, cybercrime will (*affect*) / *effect* all of us.

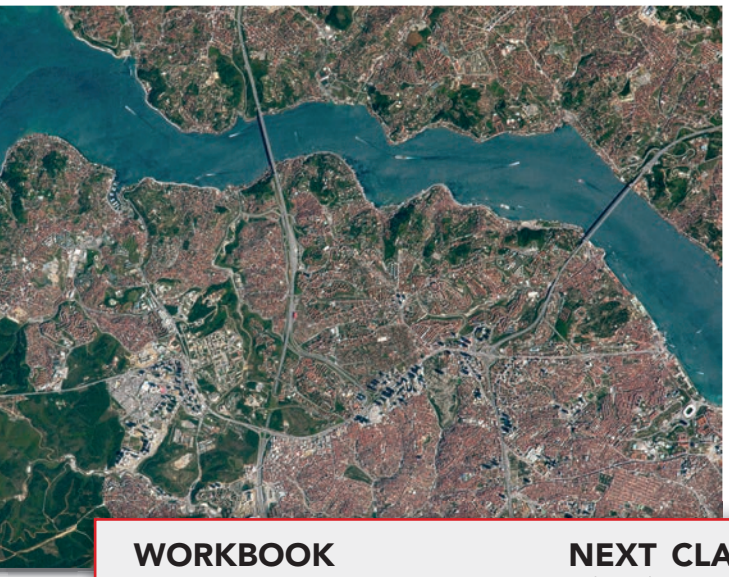
**6** **In your notebook, complete the sentences with different parts of speech by changing one letter in the words in bold.**

1 You can *advise* someone or give someone **advice.**
2 You can **practise** the guitar or do some guitar __practice__ .
3 You can **breathe** in deeply or take a deep __breath__ .
4 You can be dependent on someone or be someone's **dependant**.
5 A situation can **affect** you badly or have a bad __effect__ on you.

**7** **USE OF ENGLISH** **In your notebook, complete the text with the appropriate form of the words in the box. There are two extra words.**

affect depend economy interest like migration sense sure

Many species of bird [1] __migrate__ twice a year often travelling long distances, especially if their natural habitat suffers harsh winters. Scientists are [2] interested in finding out how they navigate on these journeys. They know that birds are [3] __sensitive__ to light and use the sun and stars to [4] __ensure__ that they know where north is located. Some researchers think they may also recognise landmarks, but it's doubtful that they are completely [5] dependent on this method because they can still navigate on cloudy days and fly across the oceans where there are no landmarks. The latest thinking is that they're [6] __likely__ to use more than one method, including detecting the Earth's magnetic field.



**8** **SPEAKING** **Ask each other the questions choosing the correct words.**

1 Are you *economic* / (*economical*)? Do you hate waste?
2 Do you *lay* / (*lie*) on your front when you're sleeping?
3 Are there any (*historic*) / *historical* buildings near your school?
4 Will you ever get an *occasion* / (*opportunity*) to go to Australia?
5 Would you say you were a person of strong (*principles*) / *principals*?
6 Are you a *conscious* / (*conscientious*) student?

**9** **In your notebook, replace each underlined word or phrase with a word from the box so that the meaning is the same.**

actually complement compliment currently eventually fantastic genial possibly sight site

1 I always say I've got lots of Facebook friends, but …
a in fact I've only got 100. b at the moment I've only got 100.
2 'Are you going to buy a new laptop?'
a 'In the end, yes.' b 'Maybe, yes.'
3 My grandma and grandpa always …
a work well with each other. b say nice things to each other.
4 We love our family doctor. He's a …
a great guy. b friendly guy.
5 Our local festival takes place in the grounds of a historic castle. It's a …
a wonderful place. b wonderful spectacle.

**10** **SPEAKING** **In your notebook, translate the sentences in Exercise 9. Discuss whether the words in the box have any false friends in your language. Are any of the sentences true for you?**

## SHOW WHAT YOU'VE LEARNT UNITS 1–7

**11** **USE OF ENGLISH** **In your notebook, translate the phrases in brackets into English. Use no more than five words.**

1 I'd like to know what time the exhibition opens (*otwiera się wystawa*) tomorrow.
2 Some of the exhibits are on loan from private collections, the others/other belong (*pozostałe należą*) the museum.
3 The robot demonstration is very popular and people have to put up (*muszą znosić*) with a long wait to see it.
4 If you like, you can join a forty-minute tour (*do czterdziestominutowej wycieczki*) of the exhibition. The tour is free.
5 You're welcome to discuss the exhibition, but you are asked to keep quiet (*uprasza się o zachowanie ciszy*) during the demonstration.
6 If you're late for the bus home, you will be banned from (*nie będziesz miał pozwolenia na*) coming on the next trip.
7 The exhibition booklet comprises fifty pages (*składa się z pięćdziesięciu stron*) and includes the data about the exhibits as well as some photos.

Use of English page 152

**Exercise 9**

1 **a** actually **b** currently
2 **a** Eventually **b** Possibly
3 **a** complement **b** compliment
4 **a** fantastic **b** genial
5 **a** site **b** sight

**Exercise 10**

1 Zawsze mówię, że mam mnóstwo znajomych na Facebooku, ale **a** w rzeczywistości mam tylko 100. **b** aktualnie mam tylko 100.
2 Zamierzasz kupić nowego laptopa? **a** W końcu/ Ostatecznie tak. **b** Prawdopodobnie tak.
3 Moja babcia i mój dziadek zawsze **a** uzupełniają się. **b** prawią sobie komplementy.
4 Uwielbiamy naszego lekarza rodzinnego. Jest **a** wspaniałym człowiekiem. **b** sympatycznym człowiekiem.
5 Nasz festiwal lokalny odbywa się na terenie historycznego zamku. To **a** wspaniałe miejsce. **b** wspaniały widok.

False friends with Polish: actually, complement, eventually, genial



**WORKBOOK**
pp. 108–109

**NEXT CLASS**
Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 7.7, Use of English.

**Exercise 1**

1 The ability of a computer programme or machine to think and learn (or similar).

# 7.8 WRITING

A narrative

*I can write an entertaining narrative using a variety of verbs to describe ways of speaking.*

**1** SPEAKING **Work in groups. Discuss the questions about Artificial Intelligence (AI).**

1 What is AI? Write a short definition.
2 How do you feel about the idea of living in a world where AI is more advanced than human intelligence?
3 What problems might there be if it was impossible to tell the difference between a human and a robot?

**2** SPEAKING **The image on this page is from the story you are about to read. Say what might be happening in it. Now read the story and find out.**

**3** SPEAKING **What did Robert discover about himself in his parents' office? What exactly do you think his parents' job is?**

**4** **Study the WRITING FOCUS and find examples of each point in the story in Exercise 2.**

**Exercise 3**

That he is not human. That he is a robot with artificial intelligence.

We can assume that their job is to research, develop and care for Robert.

## WRITING FOCUS

### Structure of a narrative

Short stories are usually written from a first-person point of view (the main character tells the story) or a third-person point of view (the writer tells the story but is not a character in it).

**Beginning**

- Get the reader's attention with a dramatic or mysterious opening, a statement by one of the main characters, or a detail concerning an important place or person from the story.
- Set the scene. Say where and when the story takes place and introduce the main characters.

**Middle**

- Use narrative tenses to describe the action.
- Add drama and interest with shorter sentences.
- Use language that appeals to the senses to describe what the characters see, hear and feel.
- Report speech using a variety of verbs.
- Give characters a voice using direct speech.

**End**

- Conclude the story with a twist, a lesson learned, a decision taken (as a result of what happened), or a later event linked to the story.

**Exercise 4**

**Get the reader's attention:** *Robert Weaver discovered he was not in fact Robert Weaver on Independence Day, 2092.*

**Set the scene:** *His mother and father were celebrating at their company headquarters on Earth-Station One and had left Robert home alone for the weekend.*

**Use narrative tenses:** *With his parents away, Robert had decided to throw a party. It was going well …*

**Shorter sentences:** *But word had spread, and soon the house was full.*

**Appealing to the senses:** *A small group had gone downstairs and seen a strange blue glow coming from under one of the doors.*

**Report speech:** *he/she insisted they find out what it was*



ROBERT WEAVER discovered he was not in fact Robert Weaver on Independence Day, 2092. His parents were celebrating at their company headquarters on Earth-Station One and had left the 17-year-old home alone for the weekend. They worked in advanced computing, though exactly what they did their son wasn't sure. Their office, in the basement of the house, remained locked at all times and Robert was strictly forbidden from entering. 'Top secret and extremely dangerous,' his parents had warned him many times.

With his mother and father away, Robert had decided to throw a party. It was going well, just a few friends hanging out and having fun. But word had spread, and soon the house was full. A small group had gone downstairs and seen a strange blue glow coming from under one of the doors. 'Something's in there,' **whispered** one of the girls and insisted they find out what it was. Just as they were breaking in, Robert appeared at the bottom of the stairs. 'What are you … No!' he **yelled**, terrified of what his parents would say. But it was too late.

The room was more of a high-tech laboratory than an office, and in its centre they all saw what appeared to be a glowing blue holographic model of a human body. Robert raised his hands to his mouth in shock, and the hologram made precisely the same movement. As he turned to the others, the hologram mirrored him once again. 'What is this?' **gasped** Robert.

One of the girls in the doorway **screamed,** and another said in a shocked voice 'You're not human, Robert! You're … You must be an android. And that is your 3D image … because ONLY androids have holographic models!'



## EXTRA ACTIVITIES

• Photocopiable resource 48
A narrative (15 min.) pp. 299, 356
• In small groups, students take turns to test each other on the words in purple in the texts. They can either act out the word or give a definition.

## WORKBOOK

pp. 110–111, including *Show What You've Learnt* and *Show That You've Checked*

## NEXT CLASS

Ask students to study the Word list on pp. 112–113.

110

**5** **Look at the beginnings of six stories (1–6). Which beginnings …**

**a** use a dramatic or mysterious opening? 1, 5
**b** use a direct quote to get the reader's attention? 2, 4
**c** describe a detail or a place important for the story? 3, 6

1 The morning after the brain implant, Zara Jones stretched, **sighed** and got out of bed. When she pulled back the curtains, she realised nothing was the same as it had been yesterday.

2 'Stand against the wall!' **snapped** the home-help droid at the frightened family. The revolution had begun at exactly four minutes past six.

3 Neither of the suns had risen that day and the only light in Milo Haver's apartment came from the communications screen. The extra hours of darkness presented tech-thieves like Milo with a rare opportunity.

4 'Please let me out!' **sobbed** 17-year-old Kevin Saunders, but the Saunders' smart-house refused once again.

5 They had been hunting for Robot AI71 for almost a week when they finally found her. She was missing a finger and her battery was critically low.

6 The sensors showed that the child was asleep. His mother remembered switching off his AI toys. So why could she hear **giggling** coming from the bedroom?

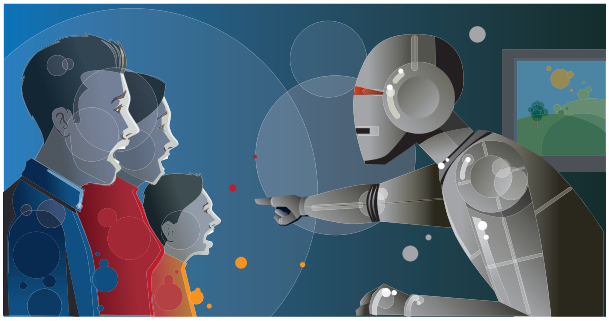
**6** **In your notebook, match the base forms of the speech verbs in purple in the story and in Exercise 5 with the definitions in the LANGUAGE FOCUS.**

## LANGUAGE FOCUS

### Speech verbs

You can make your writing more descriptive and dramatic by using alternatives to *say*. Use them to describe the way in which the characters speak, or the noises they make to express their emotions.

1 breathe in suddenly because you are surprised or in pain = *gasp*
2 say something quietly using your breath rather than your voice = whisper
3 shout something loudly, to get someone's attention or because you are angry = yell
4 speak suddenly in an angry way because you have lost your temper = snap
5 laugh quickly in a high voice = giggle
6 let out a long loud breath because you are sad, relieved, or frustrated = sigh
7 cry noisily while taking short breaths = sob
8 make a high, long, loud noise because you are hurt or afraid = scream



## REMEMBER THIS

When you use direct speech in a narrative, the words that are actually spoken should be written inside inverted commas. There should always be a comma, full-stop, question mark or exclamation mark at the end of what is said, and inside the inverted commas.
e.g. *'Something's in there,' whispered one of the girls.*
*'What is this?' gasped Robert.*

**7** **Read REMEMBER THIS. In your notebook, complete each sentence with the most suitable verb from the LANGUAGE FOCUS. Add inverted commas where necessary.**

1 'Keep still!' she whispered as quietly as possible, afraid that the hunter-drone might hear us.
2 'How long was this going to take?' wondered Leila as she sighed with frustration and told the system to reboot for the third time.
3 Tom screamed in terror when he opened the curtains and saw two sets of piercing red eyes staring out of the darkness at him.
4 The child's furry AI friend was always making jokes and they would often spend the whole evening giggling together in his room.
5 As Marlon sobbed , pale blue tears ran down his cheeks and into both of his mouths.
6 'Put the vacuum cleaner on the floor!' yelled the security guard at the cleaner-bot, and this time it did as it was told.
7 Keila gasped with surprise as her feet left the ground and she rose gently to the ceiling.
8 'Will you just be quiet!' snapped the pilot at Dee-dee as the light-bike flew towards the clouds.

## SHOW WHAT YOU'VE LEARNT

**8** **Do the writing task in your notebook. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Anglojęzyczne czasopismo rozpisało konkurs na najciekawszy artykuł o zabawnych lub nieoczekiwanych sytuacjach związanych z użyciem nowoczesnej technologii w nauce języka obcego. Napisz artykuł, w którym zrelacjonujesz sytuację, a także uzasadnisz, w jaki sposób użycie tej technologii może być przydatne w nauce języka obcego.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*



111

## 7.1 Vocabulary 4.49

**acceptance speech** /ək'septəns ˌspiːtʃ/ przemówienie, wystąpienie przy przyjęciu nagrody
**acid** /'æsɪd/ kwas
**addition** /ə'dɪʃən/ dodawanie
**algorithm** /'ælgərɪðəm/ algorytm
**apply** /ə'plaɪ/ zastosować
**atom** /'ætəm/ atom
**award a prize** /əˌwɔːd ə 'praɪz/ przyznać nagrodę
**base** /beɪs/ zasada (chemiczna)
**become an expert in** /bɪˌkʌm ən 'ekspɜːt ɪn/ zostać ekspertem w (jakiejś dziedzinie)
**calculation** /ˌkælkjə'leɪʃən/ kalkulacja, obliczenie
**capable of doing sth** /'keɪpəbəl əv ˌduːɪŋ ˌsʌmθɪŋ/ zdolny do czegoś, będący w stanie coś zrobić
**coin a term** /kɔɪn ə tɜːm/ ukuć termin
**collaborate with** /kə'læbəreɪt wɪð/ współpracować z
**collect** /kə'lekt/ zbierać, kolekcjonować
**contribution** /ˌkɒntrə'bjuːʃən/ wkład, udział
**credit sb with** /'kredɪt sʌmbɒdi wɪð/ przypisywać komuś (coś)
**discrimination** /dɪˌskrɪmə'neɪʃən/ dyskryminacja
**division** /də'vɪʒən/ dzielenie
**electron** /ɪ'lektrɒn/ elektron
**element** /'eləmənt/ pierwiastek chemiczny
**equation** /ɪ'kweɪʒən/ równanie
**extinct** /ɪk'stɪŋkt/ wymarły
**fellow scientists** /ˌfeləʊ 'saɪəntɪsts/ koledzy naukowcy
**fossil** /'fɒsəl/ skamieniałość
**fraction** /'frækʃən/ ułamek
**gain recognition** /ˌgeɪn ˌrekəg'nɪʃən/ zdobyć uznanie
**gender gap** /'dʒendə gæp/ różnice dzielące płcie
**have access to** /ˌhæv 'ækses tə/ mieć dostęp do
**have an aptitude for** /ˌhæv ən 'æptɪtjuːd fə/ mieć talent do
**injustice** /ɪn'dʒʌstəs/ niesprawiedliwość
**make a contribution** /ˌmeɪk ə ˌkɒntrə'bjuːʃən/ przyczynić się, wnieść wkład w coś
**make reference to/refer to** /ˌmeɪk 'refərəns tə/rɪ'fɜː tə/ odnieść się, nawiązać do
**marine reptile** /mə'riːn 'reptaɪl/ gad morski
**molecular structure** /mə'lekjələ ˌstrʌktʃə/ struktura molekularna
**multiplication** /ˌmʌltəplə'keɪʃən/ mnożenie
**name sth after sb** /'neɪm ˌsʌmθɪŋ ˌɑːftə ˌsʌmbɒdi/ nazwać coś na czyjąś cześć
**nucleus** /'njuːkliəs/ jądro atomu
**outer space** /'aʊtə speɪs/ przestrzeń kosmiczna
**path** /pɑːθ/ ścieżka, droga
**periodic table** /ˌpɪəri'ɒdɪk 'teɪbəl/ układ okresowy pierwiastków
**provided (that)** /prə'vaɪdəd (ðæt)/ pod warunkiem
**radioactivity** /ˌreɪdiəʊæk'tɪvəti/ promieniotwórczość
**radiation** /ˌreɪdi'eɪʃən/ promieniowanie
**receive a mention** /rɪˌsiːv ə 'menʃən/ zostać wyróżnionym
**recognise an achievement** /ˌrekəgnaɪz ən ə'tʃiːvmənt/ docenić osiągnięcie
**relativity** /ˌrelə'tɪvəti/ względność
**remarkable** /rɪ'mɑːkəbəl/ wybitny, niezwykły
**see the potential** /ˌsiː ðə pə'tenʃəl/ dostrzegać potencjał
**subtraction** /səb'trækʃən/ odejmowanie
**supervisor** /'suːpəvaɪzə/ przełożony; promotor naukowy
**theory of relativity** /ˌθɪəri əv ˌrelə'tɪvəti/ teoria względności
**value** /'væljuː/ wartość
**velocity** /və'lɒsəti/ prędkość
**win the respect** /ˌwɪn ðə rɪ'spekt/ zdobyć szacunek

## 7.2 Grammar 4.50

**ban** /bæn/ zakazać
**bleep** /bliːp/ pikać, piszczeć (o urządzeniach elektronicznych)
**periodically** /ˌpɪəri'ɒdɪkli/ okresowo
**unplug** /ʌn'plʌg/ odłączyć

## 7.3 Listening 4.51

**be on the rise** /ˌbi ɒn ðə 'raɪz/ wzrastać
**bring in** /ˌbrɪŋ 'ɪn/ wprowadzać, przedstawiać
**come out** /ˌkʌm 'aʊt/ zostać opublikowanym
**commuter** /kə'mjuːtə/ osoba dojeżdżająca do pracy
**distracted** /dɪ'stræktɪd/ rozkojarzony
**exit** /'egzɪt/ zjazd z autostrady
**figure** /'fɪgə/ liczba, statystyka, dane
**figure sth out** /ˌfɪgə ˌsʌmθɪŋ 'aʊt/ zrozumieć, rozwiązać problem
**go in for** /ˌgəʊ 'ɪn fə/ lubić coś robić
**look up directions** /ˌlʊk ˌʌp daɪ'rekʃənz/ szukać wskazówek, szukać drogi
**moped** /'məʊped/ skuter
**motorway** /'məʊtəweɪ/ autostrada
**offence** /ə'fens/ wykroczenie
**offender** /ə'fendə/ sprawca, przestępca
**price range** /'praɪs ˌreɪndʒ/ zakres cenowy
**reveal** /rɪ'viːl/ wyjawiać
**robbery** /'rɒbəri/ kradzież, rabunek
**route** /ruːt/ trasa
**sat-nav** /'sæt næv/ nawigacja satelitarna
**security measures** /sɪ'kjʊərəti ˌmeʒəz/ środki bezpieczeństwa
**stick to** /stɪk tə/ trzymać się czegoś
**storage** /'stɔːrɪdʒ/ pamięć (w komputerze)
**store** /stɔː/ przechowywać, magazynować
**sufficient** /sə'fɪʃənt/ wystarczający
**take advantage of** /ˌteɪk əd'vɑːntɪdʒ əv/ wykorzystać
**talk sb into** /ˌtɔːk ˌsʌmbədi 'ɪntə/ namówić kogoś na
**target** /'tɑːgət/ wybierać za cel, kierować do (np. reklamę, produkt)
**theft** /θeft/ kradzież
**throw sth in** /ˌθrəʊ ˌsʌmθɪŋ 'ɪn/ dołożyć, dodać coś
**top-of-the-range** /ˌtɒp əv ðə 'reɪndʒ/ najwyższej klasy
**turn around** /ˌtɜːn ə'raʊnd/ zawrócić
**urge sb to do sth** /'ɜːdʒ ˌsʌmbədi tə 'duː ˌsʌmθɪŋ/ nakłaniać kogoś do zrobienia czegoś
**wind sb up** /ˌwaɪnd ˌsʌmbədi 'ʌp/ drażnić, irytować kogoś
**word processing** /'wɜːd ˌprəʊsesɪŋ/ edycja tekstu

## 7.4 Reading 4.52

**advice** /əd'vaɪs/ porada
**advisable** /əd'vaɪzəbəl/ wskazany, stosowny
**advise** /əd'vaɪz/ udzielać rad
**allergy** /'ælədʒi/ alergia
**archaea** /ɑː'kiːə/ archeony (jednokomórkowce podobne do bakterii)
**asthma** /'æsmə/ astma
**autism** /'ɔːtɪzəm/ autyzm
**beneficial** /ˌbenə'fɪʃəl/ korzystny, mający dobry wpływ
**benefit** /'benəfɪt/ korzystać; korzyść
**biodiversity** /ˌbaɪəʊdaɪ'vɜːsəti/ zróżnicowanie biologiczne
**boost** /buːst/ poprawiać, pobudzać
**cell** /sel/ komórka
**chopping board** /'tʃɒpɪŋ bɔːd/ deska do krojenia
**cleanliness** /'klenlɪnəs/ czystość
**community** /kə'mjuːnəti/ środowisko
**condition** /kən'dɪʃən/ dolegliwość, choroba
**depression** /dɪ'preʃən/ depresja
**derived** /dɪ'raɪvd/ pochodny, pochodzący
**detach** /dɪ'tætʃ/ oddzielać
**diabetes** /ˌdaɪə'biːtiːz/ cukrzyca
**digest** /daɪ'dʒest/ trawić
**digestion** /daɪ'dʒestʃən/ trawienie
**digestive system** /daɪ'dʒestɪv ˌsɪstəm/ układ trawienny
**essentials** /ɪ'sentʃəlz/ podstawy
**excessive** /ɪk'sesɪv/ nadmierny
**exclusively** /ɪk'skluːsɪvli/ wyłącznie
**exposed** /ɪk'spəʊzd/ narażony, odsłonięty
**exposure** /ɪk'spəʊʒə/ narażenie, wystawienie, ekspozycja
**fight off** /ˌfaɪt 'ɒf/ zwalczyć
**fingerprint** /'fɪŋgəˌprɪnt/ odcisk palca
**fumes** /fjuːmz/ spaliny
**fungi** /'fʌŋgiː/ grzyby
**genetic factor** /dʒəˌnetɪk 'fæktə/ czynnik genetyczny
**germ** /dʒɜːm/ zarazek, drobnoustrój
**grow in number** /ˌgrəʊ ɪn 'nʌmbə/ wzrastać
**gut** /gʌt/ jelito
**harm** /hɑːm/ krzywda; krzywdzić
**harmful** /'hɑːmfəl/ szkodliwy
**hidden away** /ˌhɪdn ə'weɪ/ schowany, ukryty
**immune system** /ɪ'mjuːn ˌsɪstəm/ system odpornościowy
**infection** /ɪn'fekʃən/ infekcja
**impact** /'ɪmpækt/ wpływ
**instant** /'ɪnstənt/ natychmiastowy
**irritant** /'ɪrətənt/ czynnik drażniący
**linked back to** /'lɪŋkt bæk tə/ powiązany z
**lung condition** /lʌŋ kən'dɪʃən/ choroba płuc



## WORD LIST ACTIVITIES

• In pairs, students prepare a *Taboo* game using four or five expressions from the list. On a piece of paper, they write the word/expression from the list and up to three additional words which should not be used when defining it. They swap their set with other pairs and take turns to guess the word.

112

**make up** /meɪk ʌp/ składać się na
**medicate** /'medɪkeɪt/ leczyć, podawać lekarstwa
**medicinal** /mə'dɪsənəl/ leczniczy
**medicine** /'medsən/ lek
**microbe** /'maɪkrəʊb/ mikrob, drobnoustrój
**microbiome** /ˌmaɪkrəʊ'baɪəʊm/ mikrobiom
**nervous system** /'nɜːvəs ˌsɪstəm/ system nerwowy
**nurture** /'nɜːtʃə/ żywić
**nutrients** /'njuːtriənts/ składniki odżywcze
**obesity** /əʊ'biːsəti/ otyłość
**pathogen** /'pæθədʒən/ patogen, czynnik chorobotwórczy
**pollen allergy** /'pɒlən ˌælədʒi/ alergia na pyłki
**provide** /prə'vaɪd/ dostarczać, zapewniać
**raw** /rɔː/ surowy
**regulate** /'regjəleɪt/ regulować
**regulation** /ˌregjə'leɪʃən/ regulacja
**regulatory** /ˌregjə'leɪtəri/ regulujący
**respiratory system** /rɪ'spɪrətəri ˌsɪstəm/ układ oddechowy
**respond** /rɪ'spɒnd/ reagować
**response** /rɪ'spɒns/ reakcja, odpowiedź
**responsive** /rɪ'spɒnsɪv/ wrażliwy na coś
**rinse** /rɪns/ spłukać
**risk of infection** /ˌrɪsk əv ɪn'fekʃən/ ryzyko infekcji
**routinely** /ruː'tiːnli/ rutynowo, stale
**rub** /rʌb/ wcierać
**saliva** /sə'laɪvə/ ślina
**sanitation** /ˌsænə'teɪʃən/ urządzenia sanitarne, kanalizacja
**sanitiser** /'sænətaɪzə/ płyn dezynfekujący
**skip** /skɪp/ pomijać, unikać
**slobbery** /'slɒbəri/ zaśliniony
**soil** /sɔɪl/ gleba, ziemia
**spotless** /'spɒtləs/ idealnie czysty
**strenghten** /'streŋθən/ wzmacniać
**strike a balance** /straɪk ə 'bæləns/ znaleźć równowagę, złoty środek
**surface** /'sɜːfəs/ powierzchnia
**thoroughly** /'θʌrəli/ dokładnie

## 7.5 Grammar 4.53

**advancement** /əd'vɑːnsmənt/ postęp, rozwój
**breakthrough** /'breɪkθruː/ przełom
**decreasing** /diː'kriːsɪŋ/ malejący
**even number** /ˌiːvən 'nʌmbə/ liczba parzysta
**increasing** /ɪn'kriːsɪŋ/ rosnący
**invent** /ɪn'vent/ wynaleźć
**leap out** /ˌliːp 'aʊt/ wyskoczyć
**measure** /'meʒə/ mierzyć
**numeral** /'njuːmərəl/ cyfra
**odd number** /ˌɒd 'nʌmbə/ liczba nieparzysta
**scholar** /'skɒlə/ uczony
**unlimited** /ʌn'lɪmətəd/ nieograniczony
**volume** /'vɒljuːm/ objętość

## 7.6 Speaking 4.54

**artificial intelligence** /ˌɑːtɪ'fɪʃəl ɪn'teləʤəns/ sztuczna inteligencja
**clarification** /ˌklærəfə'keɪʃən/ wyjaśnienie
**exhibition** /ˌeksə'bɪʃən/ wystawa, pokaz
**fully-automated** /ˌfʊli 'ɔːtəmeɪtəd/ w pełni automatyczny
**kick back** /kɪk bæk/ zrelaksować się, wyluzować
**mind-blowing** /'maɪnd ˌbləʊɪŋ/ zadziwiający, szokujący
**perform an operation** /pəˌfɔːm ən ˌɒpə'reɪʃən/ przeprowadzić operację
**range of movement** /ˌreɪnʤ əv 'muːvmənt/ zakres ruchu
**remote** /rɪ'məʊt/ zdalnie sterowany
**robotic surgeon** /rəʊˌbɒtɪk 'sɜːʤən/ robot chirurgiczny
**scary** /'skeəri/ straszny
**steady** /'stedi/ stabilny
**surgical unit** /'sɜːʤɪkəl ˌjuːnət/ mechanizm operujący
**voice command** /'vɔɪs kəˌmɑːnd/ polecenie głosowe

## 7.7 Use of English 4.55

**account for** /ə'kaʊnt fə/ tłumaczyć coś
**actually** /'æktʃuəli/ faktycznie
**advance** /əd'vɑːns/ postępować
**affect** /ə'fekt/ mieć wpływ
**after all** /'ɑːftər ɔːl/ mimo wszystko
**alike** /ə'laɪk/ taki sam, podobny
**alone** /ə'ləʊn/ sam
**arise** /ə'raɪz/ pojawiać się, nadarzać (o okazji)
**assure** /ə'ʃʊə/ zapewniać, gwarantować
**breath** /breθ/ oddech
**breathe** /briːð/ oddychać
**cite** /saɪt/ cytować
**civilian** /sə'vɪljən/ cywilny
**commercial aircraft** /kəˌmɜːʃəl 'eəkrɑːft/ samoloty komercyjne
**comprise** /kəm'praɪz/ zawierać
**conscious** /'kɒnʃəs/ świadomy
**consist of** /kən'sɪst əv/ składać się z
**currently** /'kʌrəntli/ obecnie, aktualnie
**data** /'deɪtə/ dane
**date** /deɪt/ data
**dependant** /dɪ'pendənt/ osoba zależna, na czyimś utrzymaniu
**dependent** /dɪ'pendənt/ zależny, niesamodzielny
**desert** /'dezət/ pustynia
**dessert** /dɪ'zɜːt/ deser
**determine** /dɪ'tɜːmɪn/ określić
**economic** /ˌekə'nɒmɪk/ ekonomiczny, opłacalny
**economical** /ˌekə'nɒmɪkəl/ oszczędny
**effect** /ɪ'fekt/ efekt, skutek
**emigrate** /'eməgreɪt/ emigrować
**ensure** /ɪn'ʃʊə/ zagwarantować
**eventually** /ɪ'ventʃuəli/ ostatecznie, w końcu
**exact** /ɪg'zækt/ dokładny, precyzyjny
**finally** /'faɪnəl-i/ w końcu, wreszcie
**gather** /'gæðə/ zebrać
**genial** /'dʒiːniəl/ sympatyczny, miły
**historic** /hɪ'stɒrɪk/ historyczny (bardzo ważny, mający długą historię)
**historical** /hɪ'stɒrɪkəl/ historyczny (dotyczący przeszłości)
**ice cap** /'aɪs kæp/ pokrywa lodowa
**immigrate** /'ɪmɪgreɪt/ imigrować
**in a nutshell** /ɪn ə 'nʌtʃel/ w skrócie
**include** /ɪn'kluːd/ zawierać
**insure** /ɪn'ʃʊə/ ubezpieczać
**lastly** /'lɑːstli/ na koniec, wreszcie
**lately** /'leɪtli/ ostatnio
**lay** /leɪ/ kłaść, położyć
**lie** /laɪ/ leżeć
**likely** /'laɪkli/ prawdopodobny
**locate** /ləʊ'keɪt/ lokalizować
**lone** /ləʊn/ samotny, odludny
**lonely** /'ləʊnli/ samotny
**loose** /luːs/ luźny
**lose** /luːz/ stracić, zgubić
**migrate** /maɪ'greɪt/ migrować
**occasion** /ə'keɪʒən/ okazja, wydarzenie
**opportunity** /ˌɒpə'tjuːnəti/ okazja, możliwość
**practice** /'præktɪs/ praktyka
**practise** /'præktɪs/ praktykować
**precede** /prɪ'siːd/ poprzedzać
**principal** /'prɪnsəpəl/ zasadniczy, najważniejszy; dyrektor
**principle** /'prɪnsəpl/ zasada, reguła
**proceed** /prə'siːd/ kontynuować, przechodzić dalej
**rainfall** /'reɪnfɔːl/ opady deszczu
**raise** /reɪz/ wznosić, podnosić
**receiver** /rɪ'siːvə/ odbiornik
**rise** /raɪz/ rosnąć
**sensible** /'sensəbəl/ sensowny, rozsądny
**sensitive** /'sensətɪv/ wrażliwy
**sight** /saɪt/ wzrok
**site** /saɪt/ miejsce, teren
**source of gravity** /ˌsɔːs əv 'grævəti/ źródło grawitacji
**submarine** /'sʌbməriːn/ łódź podwodna
**take sth into account** /ˌteɪk ˌsʌmθɪŋ ˌɪntʊ ə'kaʊnt/ brać coś pod uwagę
**weather** /'weðə/ pogoda
**whether** /'weðə/ czy

## 7.8 Writing 4.56

**basement** /'beɪsmənt/ piwnica
**gasp** /gɑːsp/ westchnąć gwałtownie
**giggle** /'gɪgəl/ chichotać
**glow** /gləʊ/ blask
**headquarters** /'hedˌkwɔːtəz/ główna siedziba
**piercing** /'pɪəsɪŋ/ przeszywający
**scream** /skriːm/ krzyczeć
**sigh** /saɪ/ westchnąć
**snap** /snæp/ powiedzieć ostro, warknąć
**sob** /sɒb/ szlochać
**whisper** /'wɪspə/ szeptać
**yell** /jel/ wrzeszczeć



113

# FOCUS REVIEW 7

Wszystkie ćwiczenia wykonaj w zeszycie.

## SŁOWNICTWO I GRAMATYKA

**1 Uzupełnij zdania czasownikami z ramki w odpowiedniej formie.**

award coin digest figure wind

1 In 2018, Donna Strickland and Gerard Mourou ___awarded___ the Nobel Prize for Physics.
2 It took the team months of trial and error to ___figure___ out the solution to the problem.
3 It really ___winds___ me up how people presume Engineering is a 'boys' subject'.
4 Grace Hopper was a computer scientist who ___coined___ the term 'debugging'.
5 Patients may have trouble ___digesting___ certain types of foods.

**2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.**

1 Well-balanced meals at school might help to solve the problem of ___obesity___ among pupils. **OBESE**
2 A simple ___calculation___ gives us the average number of pupils per class. **CALCULATE**
3 This new technology will be extremely ___beneficial___ for teaching blind students. **BENEFIT**
4 Her innovative designs are gaining ___recognition___ internationally. **RECOGNISE**
5 It is always ___advisable___ to wear safety glasses when handling chemicals. **ADVICE**

**3 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach. Użyj strony biernej.**

1 I'm sure you will be shown (show) the results soon.
2 Your invention needs to be described (describe) in detail before you submit it to the Patent Office.
3 I don't mind not being paid (not pay) much for testing computer games because I love playing them.
4 The spare parts should have been delivered (deliver) a week ago.
5 Mr Jenkins was made to undergo (make/undergo) a stomach operation by his surgeon.

**4 Uzupełnij drugie zdanie w każdej parze tak, aby miało takie samo znaczenie jak zdanie wyjściowe. Użyj strony biernej.**

1 One report argued that the archaeologists had damaged some artefacts during the excavations.
It was argued that the archaeologists had damaged some artefacts during the excavations.
2 Some writers believe that the lost city of Atlantis existed until the ninth century BC.
The lost city of Atlantis is believed to have existed until the ninth century BC.
3 It's not clear why the lights went out. They say there was a short circuit.
It's not clear why the lights went out. There is said to have been a short circuit.
4 The police think that a dangerous hacker has been stealing sensitive data for over a year.
A dangerous hacker is thought to have been stealing sensitive data for over a year.

## ŚRODKI JĘZYKOWE

### Test luk; uzupełnianie zdań

**5 Jakie formy podanych w ramce wyrazów poprawnie uzupełniają tekst? Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

breath depend digest economy history respond



No one likes walking through a busy city during rush hour. There's the noise and the traffic and perhaps worst of all, the pollution. When air pollution levels are high, we all [1] ___breathe___ in tiny particles of substances that are harmful to our health. As an asthma sufferer, for me the effects of air pollution are not just unpleasant, but potentially life-threatening. So, I really welcomed the [2] ___historic___ decision by my home city to ban cars from the city centre altogether. It's just one of a growing number of cities taking bold action to reduce air pollution. Of course, politicians are cautious about the [3] ___economic___ impact of banning vehicles from their cities. As a society, we've become [4] ___dependent___ on road vehicles not just to get around but to transport goods. The health problems associated with pollution, however, also bring huge costs.

**6 Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów i dodaj wszystkie niezbędne elementy, tak aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie pięć słów.**

1 Psychologists are thought to have established (think/establish) a connection between genes and specific types of behaviour, but there isn't enough information available yet.
2 When I saw Julia last week, she looked much better, so I guess the treatment she received must have done the trick (must/do/trick).
3 My younger brother does not enjoy being told (not/enjoy/tell) to switch his computer off every evening at 8 p.m.
4 A place at the research station was offered to Dominica (offer/Dominica) after she had become a laureate in a national competition in Physics.
5 Even primary school pupils are expected to be doing/to do (expect/do) many experiments nowadays.
6 Ada Lovelace is believed to have studied (believe/study) the art of flying when she was twelve.



## EXTRA ACTIVITIES

- Photocopiable resource 49 Sentence translation (15 min.) pp. 299, 357
- Photocopiable resources 62–63 Cloze (20 min.) pp. 302, 371–372
- Photocopiable resources 68–69 Sentence formation (12 min.) pp. 303, 377–378

114

## SŁUCHANIE

### Wybór wielokrotny

**7** 3.27 **Usłyszysz dwukrotnie trzy nagrania. Która z odpowiedzi A–C jest zgodna z treścią nagrań?**

1 What's the most appropriate headline for this news report?
A INTERNET PIRACY ON THE INCREASE AGAIN
B NEW LAWS SET TO PUNISH ILLEGAL DOWNLOADERS MORE HARSHLY
C ILLEGAL DOWNLOADERS TO RECEIVE NEW KIND OF WARNING

2 What are the man and the woman doing?
A discussing the man's health problems
B arguing about the man's favourite pastime
C deciding what they should do first

3 Which of the following is stated in the text as **a fact**, not an opinion?
A The phone doesn't work properly.
B The phone has got some pre-installed applications.
C Connecting the phone to the Internet is simple.

## MÓWIENIE

**8 Pracując w parach, wykonajcie zadanie egzaminacyjne.**

**UCZEŃ A**

Wraz z Uczniem B przygotowujecie szkolną wystawę na temat wynalazków. Poniżej podane są cztery kwestie, które musisz omówić. Rozmowę rozpoczynasz ty.

a Wynalazki, które warto pokazać

b Sposób ich prezentacji

c Atrakcje dla zwiedzających

d Zaproszenie na wystawę

**UCZEŃ B**

Wraz z Uczniem A przygotowujesz szkolną wystawę na temat wynalazków. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczyna Uczeń A.

- *So, tell me, which inventions should we choose?*
- *I'm afraid you've lost me there.*
- *How about making some posters with basic information about them?*
- *Are you saying that we should just publish the invitation online?*

**9 Pracując w parach, wykonajcie zadanie egzaminacyjne i odpowiedzcie na pytania.**

**Popatrz na zdjęcia A, B i C. W twojej szkole odbędzie się festiwal nauki. Twoją rolą jest wykonanie ulotek reklamujących to wydarzenie. Na ulotkach chcesz umieścić jedno ze zdjęć.**

- Wybierz zdjęcie, które twoim zdaniem będzie najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.










1 What are the advantages and disadvantages of being a scientist?
2 How do you think technology will change our lives in the future?
3 Do you think robots will become indispensable one day? What makes you think so?
4 Should people feel threatened by technological innovations? Why?/Why not?

## PISANIE

### E-mail/List formalny

**10 Wykonaj zadanie egzaminacyjne.**

Bierzesz udział w programie testowania prototypu nowego telefonu dla znanego producenta urządzeń komórkowych. Okazało się, że dwie funkcje telefonu są niedopracowane. Napisz list do producenta telefonu i opisz sytuacje, w których telefon cię zawiódł, oraz zasugeruj poprawki lub nowe funkcje, które powinny zostać wprowadzone.
*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*



## REFERENCES

**Audioscript pp. 276–277**
**MiniMatura writing assessment criteria**
**Matura speaking test assessment criteria**

## EXTRA ACTIVITIES

Extra digital activities: Listening and Use of English Checkpoints

## NEXT CLASS

- Ask students to do Self-check 7.10, WB pp. 114–115, as homework.
- Ask students to prepare for Unit 7 MiniMatura and Matura speaking test 7: Testing Programme, Unit 7.

# 8

# Costing the earth

*We do not inherit the earth from our ancestors, we borrow it from our children.*

Native American quote

**Exercise 1**

climate change – **p**
economic growth – **p/s**
endangered species – **p**
global warming – **p**
recycling bin – **s**
renewable energy – **s**
solar panels – **s**
water shortages – **p**

## VIDEO



BBC
The Global Seed Vault
35
Lesson 8.1




**GRAMMAR ANIMATION**
Lesson 8.2 36
Lesson 8.5 38



**FOCUS VLOG**
About regrets 37
Lesson 8.2

## 8.1 VOCABULARY

Nature • environmental issues • landscapes • animals

*I can talk about the environment and animals.*

### SHOW WHAT YOU KNOW

**1** **In your notebook, match words from boxes A and B to make collocations.**

| A | B |
|---|---|
| climate | bins |
| economic | change |
| endangered | energy |
| global | growth |
| recycling | panels |
| renewable | shortages |
| solar | species |
| water | warming |

*climate change*

**2** SPEAKING **Which collocations in Exercise 1 describe problems and which describe solutions? Are you optimistic or pessimistic about the future of our planet?**

**3** SPEAKING **Read the infographic. Which statistic is most shocking?**

## The Life Journey of a PLASTIC BOTTLE

Plastic has only existed for around 100 years, but it's everywhere. **70 PERCENT** of plastic water bottles are not recycled.

A plastic water bottle takes **450 YEARS** to degrade.

The Great Pacific Garbage Patch is situated between Hawaii and California and contains an estimated **87,000 TONS** of plastic waste.

Every year over **1 MILLION** marine animals die from eating the plastic trash or getting trapped in it.



## REFERENCES

Audioscript **p. 277**
Videoscript **p. 284**
Using videos in the classroom **p. T12**
How to teach with projects **p. T14**

## EXTRA ACTIVITIES

- BBC video. Video worksheet 8.1 in the WB, p. 128
- Photocopiable resource 50 *Rescue the turtle* (15 min.) pp. 300, 358–359
- Extra digital activities: Vocabulary Checkpoint
- With books closed, students work in small groups to try to remember the stages of the bottle's journey from ex. 5. Ask the whole class for answers, but have students check the information themselves with books open.

116

**4** 3.28 **Listen to a commentary on the life journey of a plastic bottle. Why does it use humour and irony?**
Because it's an engaging way to make a serious point.

**5** 3.28 **In your notebook, match stages of the bottle's journey A–F with places 1–6 on the infographic. Then listen again and check.**

A It remains on the loose and blows across open countryside through **orchards**, **meadows** and **ploughed fields**, avoiding farmers and **ditches** if it can. 4
B Somebody drinks the liquid and throws the bottle away – it is released into the wild and it begins its migration, avoiding eco-warriors who could lead to their extinction. 2
C Eventually, it reaches the open sea and joins the thriving population of plastic waste in the Pacific Ocean. 6
D A plastics factory is the breeding ground for our plastic bottle. It hatches here and then moves to its natural habitat, the supermarket. 1
E In **built-up areas** nowhere is safe – not even parks. Children want to kick it and park wardens want to catch it and put it in captivity. 3
F It drops into a **stream** which takes it out of the **foothills** and onto the **plain**. 5

**6** SPEAKING **Discuss how much plastic you and your family throw away in a typical week and how you could cut down on plastic waste.**

## FOCUS ON WORDS | Environmental issues

**7** 3.29 **In your notebook, translate these environmental terms used in the commentary. Then listen and repeat.**

1 biodegradable = biodegradowalny
2 contamination = zanieczyszczenie
3 eco-warrior = bojownik ruchu ekologicznego
4 irreparable damage = nieodwracalne szkody
5 single-use plastic = jednorazowe opakowanie plastikowe
6 food chain = łańcuch pokarmowy

**8** SPEAKING **In your notebook, complete the statements with an appropriate word or phrase in Exercise 7. Discuss the environmental issues that you worry about most.**

1 The Great Pacific Garbage Patch is one of five such 'patches' in the oceans and they are doing irreparable damage .
2 Forty percent of all plastic produced is single-use plastic used in packaging. Most of it is not recycled.
3 One million plastic drinks bottles are sold every minute. None of them are biodegradable .
4 Plastic trash causes serious contamination of the food chain . By 2050, oceans will contain more plastic than fish.
5 Eco-warriors such as Greenpeace use spectacular methods to protest against climate change.

## FOCUS ON WORDS | Landscapes

**9** 3.30 **In your notebook, label the pictures in the infographic with the words in red in Exercise 5. Then listen, check and repeat.**

a built-up area
b ditch
c foothills
d meadow
e orchard
f plain
g ploughed field
h stream

**10** SPEAKING **Take it in turns to explain the difference in meaning between the following words.**

1 a built-up area/open countryside
2 a foothill/a mountain
3 a stream/a river
4 an orchard/a forest
5 a meadow/a ploughed field
6 a desert/a plain
7 a ditch/a canal

## FOCUS ON WORDS | Animals

**11** 3.31 **In your notebook, match the underlined words and phrases in Exercise 5 with the definitions in the box. Then listen, check and repeat.**

1 a place where animals have their babies = breeding ground
2 when an animal no longer exists = extinction
3 to be born by coming out of an egg = hatch
4 not in the wild = in captivity
5 moving to another location = migration
6 the normal place for an animal to live = natural habitat
7 having escaped from where it was kept = on the loose
8 to let an animal leave a place where it was kept = release into the wild
9 a very successful group of animals = thriving population

**12** **In your notebook, complete the animal fact file with the words or phrases in Exercise 11.**

### Did you know ...?

- There are only about 3,900 tigers living in the wild now and facing [1] extinction . About 10,000 are kept in [2] captivity .
- The Arctic tern makes the longest [3] migration of any bird. Every year it flies nearly 71,000 km from its [4] breeding grounds in the Arctic to the Antarctic and back.
- In the 1980s, only a few giant pandas remained in the wild. The Chinese government took action to protect their natural [5] habitat and there is now a [6] thriving population of over 2,000.
- The emperor penguin lays one egg which takes more than two months to [7] hatch . During that time it lives through Antarctic temperatures of minus 40 °C and wind speeds of over 200 km/h.


Arctic tern

**13** PROJECT **Work in groups. Choose a plant or an animal whose natural habitat is being destroyed. Do some research online and prepare a digital presentation. Then present it to your class.**



## WORKBOOK
pp. 116–117, including *Show What You've Learnt*

## NEXT CLASS
- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 8.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 118.

VIDEO 36 37

# 8.2 GRAMMAR

Unreal past and regrets – *wish, if only, it's time* and *would rather*

*I can talk about present or future wishes and past regrets and use phrases with* it's time *and* would rather.



**1** SPEAKING **Discuss your vision of an ideal holiday and a nightmare holiday.**

**2** 3.32 **Listen to the Moss family discussing what to do for their next holiday. Answer the questions.**

1 What suggestions do they make?
2 What do you think they will probably do?

**3** 3.32 **Read sentences 1–4 and decide who said them: Ben, Ellie, Mum or Dad. Then listen again and check.**

1 'If only we could go somewhere exciting for a change.' Ellie
2 'I think it's time we did something cultural.' Dad
3 'I wish you all realised how much I look forward to doing nothing for two weeks.' Mum
4 'I'd rather we went to the same campsite we went to last year.' Ben

**4** **Read GRAMMAR FOCUS I and answer the questions about the sentences in Exercise 3.**

1 Which sentences refer to the present and which to the future? present = 3; future = 1, 2, 4
2 Which tense is used after the underlined structures? Past Simple

## GRAMMAR FOCUS I 36

### Unreal past

- You use ***wish/if only* + sb + Past Simple** to say that somebody really wants a present or future situation to be different.
- You use ***it's (high) time* + sb + Past Simple** to say that somebody should do something (now or in the future).
- You use ***would rather* + sb + Past Simple** to say what somebody would prefer somebody else to do (now or in the future).

**5** **In your notebook, complete the second sentence so it has a similar meaning to the first. Which sentences are true for you?**

1 It isn't summer. I wish it *was summer* .
2 We always go to the mountains, but I prefer the sea. I'd rather we went to the sea .
3 I ought to learn how to ski. It's time I learnt/learned how to ski .
4 I can't drive. I wish I knew how to drive/could drive .
5 I really need to plan my next holiday. It's high time I planned my next holiday .
6 It's raining. If only it wasn't raining .

**6** 3.33 **Listen to the Moss family talking after their holiday. Which verb forms explain the meaning of these extracts?**

1 'If only I'd worn more sunscreen.' = Ellie *wore* / *didn't wear* enough sunscreen.
2 'I wish I hadn't forgotten my camera.' = Ben *had* / *didn't have* his camera with him.
3 'I wish you'd fallen in, too, Ben.' = Ben *fell out* / *didn't fall out* of the raft with Ellie.
4 'I just wish I'd known about the mosquitoes.' = Mum *knew* / *didn't know* that there were mosquitoes.

**7** **Look at the example phrases in Exercise 6. Which tense completes the rule in GRAMMAR FOCUS II correctly?**

## GRAMMAR FOCUS II 36

### Past regrets

You use ***wish/if only* + sb + *Past Simple* / *Past Perfect*** to talk about past regrets.

*If only I'd worn more sunscreen.*
*I wish I hadn't forgotten my camera.*

**Note**: ***If only*** is much stronger than ***wish***.

**8** **In your notebook, complete the sentences with the correct form of the verbs in brackets. Do you have any of these regrets?**

1 I wish I *had gone* (go) on holiday with my friends last summer.
2 If only I had revised (revise) more for my last English test.
3 I wish my parents had been born (be born) in another country.
4 I wish I hadn't given up (not give up) piano lessons a few years ago.
5 If only I had gone (go) to bed earlier last night.

**9** SPEAKING **In your notebook, complete the sentences to make them true for you. Then compare them with your partner.**

1 I wish I could …
2 It's high time I …
3 I'd rather people didn't …
4 If only I hadn't …
5 I wish my parents …

## FOCUS VLOG 37 About regrets

3.34 **Listen to the Focus Vlog. What do they speakers wish they had or hadn't done when they were younger? Write the answers in your notebook.**

Grammar page 153

**Exercise 2**

1 Go back to the same campsite, exciting/ adventure, something cultural, safari/ trekking, sail across the ocean, white water rafting.



## REFERENCES

Audioscript **pp. 277–278**
Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES

- Focus Vlog. Video worksheet 8.2 in the WB, p. 129
- Grammar animation
- Photocopiable resource 51 *Vote for us* (15 min.) pp. 300, 360
- Extra digital activities: Grammar Checkpoint
- Students look at the problems and solutions in ex. 2 and make sentences using unreal past structures, e.g. *It's high time we stopped using plastic straws.*

## WORKBOOK

p. 118, including *Show What You've Learnt*

## NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 8.2, Grammar.

118

# 8.3 LISTENING

Gap fill

*I can extract the main points from a lecture about intelligent animals.*





**1** SPEAKING **Discuss which adjectives in the box you would use to describe the animals in the pictures.**

affectionate agile
aggressive competitive
friendly gentle
harmless independent
intelligent loyal playful
social stupid wise

**2** 3.35 SPEAKING **Discuss whether you think the statements below are true or false. Then listen to a wildlife expert and check your ideas.**

1 Chimpanzees share half of the same genes as humans. F
2 Dolphins sometimes attack each other. T
3 Cats have more developed brains than dogs. F

## LISTENING FOCUS Gap fill

**3** 3.35 **Listen to the lecture again and complete the summary in your notebook. Write one or two words in each gap.**

- Chimpanzees and humans have many character traits in common as they share 98% of the same genetic material. Their [1] emotional lives are similar, and mothers and children of both species form strong ties. What comes as a surprise is the fact that chimpanzees can turn out to be quite [2] aggressive .
- Dolphins are very smart and have big brains. Like humans and chimpanzees, they live in social groups and establish [3] (stable) communities .
- Despite their look and what people think, sheep aren't stupid animals. They can [4] remember (things) very well and have good recognition skills.
- Dogs' brains have been evolving much [5] longer than cats' brains. The brain development and intelligence are connected with how [6] social the animal is.

## FOCUS ON WORDS | Word building

**4** 3.36 **In your notebook, add the alternative parts of speech according to the prompts to complete a list of words from the lecture. Then listen, check and repeat.**

1 adolescent > adolescence (noun)
2 competition > competitive (adjective)
3 conceive > misconception (noun)
4 deception > deceptive (adjective)
5 doubt > undoubtedly (adverb)
6 reputable > reputation (noun)
7 resemblance > resemble (verb)
8 value > undervalued (adjective/past participle)

**5** **In your notebook, complete the text with the words in Exercise 4.**

## Bird-brained or highly intelligent?

We know it's a common [1] misconception to think that owls are wise. In fact, they're rather stupid. But what about other birds, do they deserve the same [2] reputation ? Many scientists are convinced that the intelligence of some birds has been seriously [3] undervalued . Take the crow family. Crows are [4] undoubtedly top of the list when it comes to brain power. They perform even better than chimpanzees in some research tests. It just shows that appearances can be [5] deceptive . Not all birds are bird-brained – in the same way that not all humans are intelligent!



**6** SPEAKING **Discuss the questions.**

1 Which domesticated animal do you think is most/least useful to society? Why?
2 How could wild animals be better protected? Is it ever OK to keep them in captivity?
3 Do you know any organisations, international or local, which help to protect animals and nature? Can you give examples of their activities?

## PRONUNCIATION FOCUS

**7** 3.37 **Listen and repeat these pairs.**

| | |
|---|---|
| 1 sheep /ʃiːp/ | ship /ʃɪp/ |
| 2 keys /kiːz/ | kiss /kɪs/ |
| 3 cats /kæts/ | cuts /kʌts/ |
| 4 prove /pruːv/ | proof /pruːf/ |
| 5 bag /bæg/ | back /bæk/ |

**8** 3.38 **Which five words in Exercise 7 can you hear? Listen and write in your notebook.**
1 cuts 2 back 3 sheep 4 kiss 5 prove

**9** **Choose five words from Exercise 7 and take turns to dictate them to your partner. Check the words. Has your partner written the correct word?**



## REFERENCES
Audioscript **pp. 278–279**

## EXTRA ACTIVITIES
After ex. 1, students say which animal they would like to own and why. Then they look at their answers to ex. 1 and discuss if animals' qualities often match their owners'. Students support their comments with examples.

## WORKBOOK
p. 119

119

# 8.4 READING

Matching

*I can scan a set of texts to find specific information.*

**1** SPEAKING **Think about the most extreme weather conditions you have ever experienced. Tell your partner where you were, what you were doing and how extreme the weather was.**

## FOCUS ON WORDS | Severe weather and natural disasters

**2** 3.39 **In your notebook, translate the words and phrases. Use a dictionary if necessary. Then listen and repeat.**

1 avalanche = lawina
2 blizzard = zamieć śnieżna
3 drought = susza
4 earthquake = trzęsienie ziemi
5 gale-force winds = wichury
6 hurricane = huragan
7 tsunami = tsunami
8 wildfire = pożar lasu

**3** **In your notebook, complete the sentence beginnings with the words in Exercise 2. Then finish each 'news' sentence in an appropriate way.**

1 The earthquake , measuring 7.4 on the Richter scale, lasted for seven seconds, but …
2 Roofs were blown off and cars overturned in the latest hurricane to hit the coast of …
3 It has already been fifteen weeks since the drought began. All the water holes have dried up and …
4 Fishing villages were destroyed by the latest tsunami , as a thirty-metre wall of water …
5 Fire fighters are trying to prevent the wildfire from spreading any further by …
6 Heavy snowfall has led to a high risk of avalanches and skiers have been warned …
7 Not only drivers had problems during yesterday's blizzard . A group of young hikers from the local college lost their way in the snow due to poor visibility and …

**4** SPEAKING **Discuss when and where the natural disasters in Exercise 2 might occur:**

a in your region
b in your country
c on your continent
d elsewhere in the world.

**5** SPEAKING **Look at the photos in the film blog and discuss the questions.**

1 Which of these films, if any, have you seen?
2 What is each film about and what do they have in common?
3 Which words in Exercise 2 would you associate with each film?

3.40

# FILM BLOG

THIS WEEK'S THEME:
## DISASTER MOVIES BASED ON TRUE STORIES

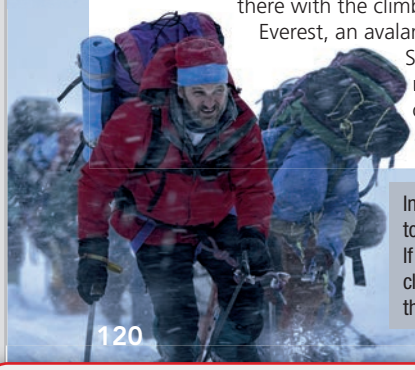
**The subject of this week's Film Blog is natural disasters. Here are four films, all based on true stories, that will have you sitting on the edge of your seat! NB The summaries contain SPOILERS!**

## A EVEREST

*Everest* tells the story of an attempt to reach the summit of Mount Everest in 1996. Several teams of climbers encounter a severe blizzard and eight climbers die, including two expedition leaders.

Once the climbers depart the base camp and **begin the ascent**, the film becomes **a gripping tale** of survival, life and death. When they **begin their descent**, the blizzard hits. Climbers are blinded in the snowstorm and can see no more than thirty centimetres in front of them. It is best not to move in a whiteout, but if you stay still on Everest, you'll freeze to death. With gale-force winds of 160 km/h and a lack of oxygen, the climbers fight for their lives. The **severe weather conditions** make rescue impossible.

The special effects make you feel as though you are right there with the climbers. During filming on Everest, an avalanche struck, killing sixteen Sherpa guides – a harsh reminder that Everest is one of the most dangerous places on Earth.



In films like *Everest*, it's difficult to feel sorry for the characters. If they want to take risks by climbing mountains, it's up to them. Not my problem. ***Ada***

## B ADRIFT



There are few forces on Earth more deadly than a Category 4 hurricane. At its centre, a Category 4 generates winds of over 200 km/h and waves up to thirty metres in height. *Adrift* begins with Californian Tami Oldham waking up on her yacht after being unconscious for some time. She searches the boat for her British fiancé Richard Sharp, and soon realises he must have been **swept overboard** during the hurricane.

The film then goes back to five months before the hurricane when Tami and Richard are hired to deliver a luxury yacht from Tahiti to San Diego, 6,500 kilometres away. Two weeks into the voyage, they hear on the radio that a huge **storm is brewing** on their route, so they change course. Meanwhile, Hurricane Raymond changes direction unexpectedly, and they end up sailing straight into the eye of the storm.

The yacht is battered by twelve-metre waves and Tami wakes up alone. Then she spots Richard in the water.

When she manages to save him, she realises that he has **life-threatening injuries**. So she has to repair the boat and reach Hawaii. The unexpected twist is when Tami realises that Richard is actually a hallucination. At the end of the film, she is eventually rescued by a Japanese boat after being all alone aboard the yacht for forty-one days.

When I saw *Adrift*, I couldn't help wondering whether I'd be able to survive on my own, lost at sea. I'm not sure. 41 days is a long time. ***Fred***



## REFERENCES
Culture notes **p. 260**

## EXTRA ACTIVITIES
Students prepare their own comments to each of the films, then discuss with a partner. Then they have a class vote for the best comment.

## WORKBOOK
pp. 120–121

## NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 90.

**6** SPEAKING **Read the reviews on the blog and check your ideas in Exercise 5. Which film would you like to see most/least and why?**

## READING FOCUS Matching

**7** **Read the reviews again. Which statements 1–6 match texts A–D? Two texts have two matching statements.**

In this film …

1 the special effects led to difficult filming conditions for the actors. C
2 the director gave the characters their own voice. D
3 the main characters take action to try and avoid the disaster. B
4 the actors witness another disaster while making the film. A
5 the characters are not expecting the disaster. C
6 the characters are starving due to man-made problems. D

## FOCUS ON WORDS | Collocations

**8** 3.41 **In your notebook, complete the collocations with the words in blue in the texts. Then listen, check and repeat.**

1 begin the *ascent*/descent (of a mountain)
2 __extreme__ poverty/hunger
3 a __gripping__ tale
4 life-threatening __injuries__
5 physically __demanding__
6 on a __positive__ note
7 __severe__ weather conditions
8 a storm is __brewing__
9 suffer __agony__
10 be swept __overboard__

**9** **In your notebook, answer the questions about the blog reviews. In each answer use a different collocation in Exercise 8.**

A
1 What phrase does the reviewer use to describe the type of story told by the film?
2 When did the climbers' problems start?
3 Why are rescuers unable to help the climbers?

B
1 What do Tami and Richard hear on the radio to make them change course?
2 What does Tami assume happened to her boyfriend during the hurricane?
3 In Tami's hallucination, where does she see Richard and what is wrong with him?

C
1 What does a large part of the film focus on?
2 How does the reviewer describe the conditions in which the actors had to perform?

D
1 What problems confronting William's village does the film investigate?
2 Despite the problems, how does the film end and why?

**10** SPEAKING **Read four comments on the film blog and discuss whether you agree with the views expressed. Give reasons for your answers.**

### Exercise 9

A
1 Gripping tale.
2 On the descent of the mountain.
3 Because of severe weather conditions.

B
1 That a storm was brewing.
2 That he was swept overboard.
3 In the water with life-threatening injuries.

C
1 The agony suffered by the family.
2 Physically demanding.

D
1 Extreme poverty and hunger.
2 On a positive note because William saves his village.

## C THE IMPOSSIBLE



The film is based on the story of a Spanish family who went on a Christmas holiday to Khao Lak in Thailand in 2004 and were caught up in the tsunami that hit southeast Asia, killing 230,000 people in fourteen countries.

The filming of the tsunami itself is spectacular and uses a mixture of digital effects and real waves filmed in slow motion in a water tank.

Most of the film deals with the aftermath of the tsunami and the **agony suffered** by the family when they are split up and have no idea whether the others have survived.

In the film, the family are British, with Naomi Watts and Ewan McGregor giving honest and compassionate performances as the parents of three young boys. The director, Juan Antonio Bayona, wanted the film to be as realistic as possible, so the actors had to spend five weeks of **physically demanding** filming in a massive water tank.

*The Impossible* tells a captivating true story in which survival, society, family ties and human kindness all shine through.

*The Impossible* is an amazing film, but it made me question how sensible it is to develop tourism in areas that are likely to suffer natural disasters. Isn't it too risky? ***Boris***

## D THE BOY WHO HARNESSED THE WIND

Set in Africa, the film tells the story of Malawian inventor William Kamkwamba. When he was just fourteen years old, he saved his family and village from famine by building an electricity-generating windmill from spare parts, working from rough plans he found in a library book. The film explores a community facing **extreme poverty and hunger**. Although the Kamkwamba family is struggling to survive, the parents do their best to focus on their children's education, but William is forced to leave school when the family can no longer afford the school fees.

The film is directed by and stars Chiwetel Ejiofor who spent a decade getting to know the Malawi people and learning their language. He uses subtitles so that the characters in the film mostly speak Chichewa, the Malawian language, and this is one of the reasons why the characters are so believable.

Drought and the underlying issues of deforestation, colonialism and climate change are dealt with in detail. But the movie ends **on a positive note**, with science-obsessed William Kamkwamba saving his village, bringing them electricity and more importantly, water.



*The Boy Who Harnessed the Wind* shows yet again how unfair life is and how important it is for rich countries to help people in poor countries to survive. ***Jessica***

GLOSSARY
**whiteout** = śnieżyca, zamieć
**battered** = zniszczony, poturbowany
**aftermath** = następstwa, pokłosie
**famine** = klęska głodu
**deforestation** = wylesianie, wycinka lasów



121

# 8.5 GRAMMAR

Emphasis – cleft sentences and inversion

*I can use a variety of sentence structures to change the emphasis.*

**1** 3.42 **Read and listen to a conversation between two friends. Why does Will get angry?**
Because Emma doesn't think humans are responsible for climate change.

**Will:** I've been watching a programme about extreme weather events – interesting but very scary! **What they did was show** the effects of some recent floods where people had lost absolutely everything. **Rarely have I seen** such devastating scenes. **What I find shocking is that** some people still believe that humans have nothing to do with climate change.

**Emma:** I don't think you can blame humans.

**Will:** What? **It's those kind of comments that** really annoy me. How can you say that?

**Emma:** **All I'm saying is that** there's no link between carbon emissions and climate change. **What's happened is that** scientists have invented global warming so they can get more funding.

**Will:** Are you serious?! **Not only are you** making ridiculous accusations, **but** you don't even know the basic facts. Of course, it's carbon emissions that are to blame for global warming.

**2** **Read the GRAMMAR FOCUS. In your notebook, complete the examples with the words in blue in Exercise 1.**

## GRAMMAR FOCUS 38

### Emphasis

There are a variety of ways in which you can change the emphasis in a sentence.

- **Cleft sentences:** 'divide' a sentence by adding a clause to emphasise key information.
  *What's* [1] *happened* *is (that)* *scientists have invented …* *(= Scientists have invented …)*
  *What they* [2] ___did___ *was (to) show* *the effects of …* *(= They showed the effects of …)*
  [3] ___What___ *I find shocking* *is (that)* *… (= I find it shocking (that) …)*
  [4] ___It's___ *those kind of comments* *that* *… (= Those kind of comments …)*
  [5] ___All___ *I'm saying* *is (that)* *… (= I'm just saying (that) …)*
- **Inversion: negative expression (*never, rarely, not only* etc.) + auxiliary verb + subject (formal).**
  [6] ___Rarely___ *have I seen* *… (= I have rarely seen …)*
  [7] ___Not only___ *are you* *making ridiculous accusations,* *but you don't even know the basic facts. (= You are making … and you don't even know …)*

**Exercise 3**

2 It was Will that started talking about climate change.
3 What Will did was (to) tell Emma how strongly he felt.
4 All Emma suggested was that you couldn't blame humans.
5 What Will couldn't believe was/were Emma's views on scientists.
6 Never had Will heard such ridiculous accusations.

**Exercise 5**

1 What I worry about most is global warming.
2 All I want for my next birthday is money.
3 What I hate about winter is that it gets dark so early.
4 What I love most about my country is the food.
5 It's my father who does the cooking in our house.
6 What I want to do is buy a laptop.
7 Under no circumstances would I lend my clothes to any of my friends.




**3** **In your notebook, rewrite the sentences using the structures from the GRAMMAR FOCUS and the words in capitals.**

1 Will and Emma had an argument. **HAPPENED**
*What happened was (that) Will and Emma had an argument.*
2 Will started talking about climate change. **IT**
3 Will told Emma how strongly he felt. **DID**
4 Emma only suggested that you couldn't blame humans. **ALL**
5 Will couldn't believe Emma's views on scientists. **WHAT**
6 Will hadn't ever heard such ridiculous accusations. **NEVER**

**4** **In your notebook, complete the sentences with the words in the box. There are two extra words.**

all are do does has is it's what

1 *It's* the gases from industrialisation that have caused the greenhouse effect.
2 What scientists ___do___ is analyse air that's 800,000 years old, trapped under the ice in Antarctica.
3 Never ___has___ there been more carbon dioxide in the atmosphere than there is now.
4 ___What___ happened was that average temperatures rose by 1 °C last century.
5 Not only ___are___ we observing a rise in sea levels, but also many more extreme weather events.
6 If we don't act now, ___all___ we're doing is creating problems for future generations.

**5** **In your notebook, put the words in the correct order to make sentences. Begin with the underlined words.**

1 worry about most / I / is / global warming / What
2 I / money / my next birthday / All / for / want / is
3 it gets dark so early / What / winter / I / about / that / hate / is
4 most / the food / What / I / my country / about / love / is
5 who / in our house / the cooking / my father / does / It's
6 to do / What / buy a laptop / is / want / I
7 my clothes / to any of my friends / Under no circumstances / lend / would I

**6** SPEAKING **Discuss which sentences in Exercise 5 are true for you. Make more true sentences with the same sentence beginnings.**
*What I worry about most is …*

Grammar page 154



## REFERENCES

Using videos in the classroom **p. T12**

## EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 52 Test yourselves (10 min.) pp. 300, 361
- Extra digital activities: Grammar Checkpoint
- Write *What I need is …/Under no circumstances will I …/All I want …* on the board. Ask students to finish the statements and then compare their ideas with a partner.

## WORKBOOK

p. 122, including *Show What You've Learnt*

## NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 8.5, Grammar.

122

# 8.6 SPEAKING

Giving a presentation

*I can introduce new information during a presentation.*

**1** SPEAKING **Follow the instructions below.**

1 In pairs, make a list in your notebooks of well-known natural wonders.
2 Compare your list with another pair of students.
3 In groups of four, discuss which of the places you have visited or would like to visit.

**2** **Look at the photo. Then describe it using the words in the box.**

cave/cavern crystal geologists
minerals underground




**3** 3.43 **You are going to listen to a presentation about the Giant Crystal Cave. How does the information below relate to the topic? Listen and check.**

1 the year 2000
2 half a million years
3 fifty-five tons
4 58 °C
5 ten minutes

**4** 3.43 **In your notebook, complete the SPEAKING FOCUS with the words in the box. Then listen again and check.**

aware during familiar free
realise ~~wondered~~

## SPEAKING FOCUS

### Giving a presentation

**Introducing the topic**

Have you ever thought about/considered/[1] *wondered* how/why/what, etc. …?

[2] During my/this presentation, I plan to tell you about …

You may be wondering why I've chosen to talk about … today. Well, let me explain …

**Introducing familiar information**

We are (probably) all [3] familiar with …

You may be [4] aware that …

You may already know that …

Perhaps you have heard of/about …

**Introducing surprising information**

Most people aren't aware/don't [5] realise that …

Did you know that …?

You might not know that …

**Finishing your presentation**

OK, that's all from me.

Thank you for listening.

I hope you found the presentation interesting.

If anyone has any questions, please feel [6] free to ask now.

**5** **In your notebook, complete the extracts from presentations with words and phrases from the SPEAKING FOCUS.**

1 You may be wondering why I've chosen to talk about Ha Long Bay in Vietnam today. Well, let me explain.
2 You may already know that Wolin, an island in Poland, is home to around 200 bird species.
3 Perhaps you have heard of Table Mountain in South Africa. It rises high above the city of Cape Town.
4 We are probably all familiar with the Wieliczka salt mine near Kraków, but most people aren't aware that it was chosen as one of the new Seven Wonders of Poland in 2007.
5 Thanks for listening. If anyone has any questions, please feel free to ask now.

**6** SPEAKING **Discuss which is the correct piece of advice for each pair of tips on giving presentations.**

1 (a) Speak with a clear voice at a natural speed.
b Speak more loudly and a little more slowly than normal.
2 a Look at a point just above the audience.
(b) Make eye contact with members of the audience.
3 (a) Ask the audience questions to keep them involved.
b Don't ask the audience questions.
4 a Write a script and read out every word when you present.
(b) Have some notes with you when you present, but don't read them out.
5 (a) If you forget something, keep going. Nobody knows what you were planning to say anyway!
b If you forget something, say sorry and finish the presentation.
6 a When you finish, thank the audience and sit down.
(b) When you finish, thank the audience and invite questions.

**7** SPEAKING **Prepare a presentation on a natural wonder. Follow the steps below.**

- Select a natural wonder that interests you.
- Do some research and plan your presentation.
- Find some interesting photographs to illustrate the presentation, if possible.
- Select useful language from the SPEAKING FOCUS.
- Learn and practise your presentation.
- Give your presentation to the class. Follow the advice in Exercise 6.

**Exercise 3**

1 The year when mineral miners from the town of Naica, in Northern Mexico discovered the cave.
2 The age of the enormous of Cueva De Los Cristales.
3 The weight of the largest crystal in the cave.
4 The temperature in the cave.
5 It is impossible to remain underground in the cave for more than ten minutes at a time.



## REFERENCES

Culture notes **p. 260**
Audioscript **p. 279**

## EXTRA ACTIVITIES

- Photocopiable resource 53 *Different shades of green* (12–15 min.) pp. 300, 362
- In pairs, students check if their partner is following the advice from ex. 6 while they are giving a presentation and then offer feedback. Then they swap roles.

## WORKBOOK

p. 123

# 8.7 USE OF ENGLISH

Prefixes

*I can recognise and form a wide range of words using prefixes.*

**1** SPEAKING **Discuss how you think the weather affects human behaviour. Try to guess the correct answers.**

1 (Rainy) / *Sunny* weather makes you sleepy.
2 (Rainy) / *Sunny* weather makes you hungry.
3 *Rainy* / (Sunny) weather makes you more violent.
4 *Calm* / (Stormy) weather makes children hyperactive.
5 (Dull) / *Sunny* weather makes your memory better.
6 (Rainy) / *Sunny* weather makes you feel comforted.

**2** **Read the blog and check your ideas in Exercise 1.**



## HOW WEATHER AFFECTS HUMAN BEHAVIOUR

Are you **incapable** of getting up in the morning? That may be because it's raining and the absence of sunlight causes the sleep hormone melatonin to be **overactive**. Heavy rain can also make you hungry. When it's cloudy, the hormone serotonin decreases, and you need more carbohydrates.

The effect of rain on crime rates cannot be **underestimated**. A *New York Times* investigation found that crimes committed on dry days far **outnumber** those committed in bad weather because people (including criminals) are **unwilling** to go out in the rain. Perhaps we should **reconsider** our negative opinion of British weather in the light of these statistics!

High temperatures on the other hand have long been linked with an **upturn** in violence. Raised temperatures cause an increase in heart rates and people are less able to control their temper.

Another study concluded that the behaviour of children can predict when a storm is brewing. When the barometer hits **pre-storm** lows, children become **hyperactive** and start **misbehaving**. One theory is that the positive electrical forces in the atmosphere increase blood pressure and cause **antisocial** behaviour.

An Australian study shows that sunshine can affect our mental sharpness: it may seem **illogical**, but it has been proven that people think better on days when the sky is grey. A selection of shoppers saw ten **unusual** objects in the checkout area of a shop and were asked to recall the objects later. Shoppers on cloudy days could remember them better than shoppers on sunny days.

Ending on a positive note, it's not all bad news for rain. If your emotions are **off-balance** or you're feeling **off-colour**, the sound of raindrops can be comforting. So if it's raining where you are, the best thing is to curl up and have a nap.

**3** **Read the LANGUAGE FOCUS. Then copy and complete it with more examples in blue from the blog.**

## LANGUAGE FOCUS

### Prefixes

Prefixes can be added to the same root word to create different words. For example from the root word *use* you can form ***re***use and ***mis***use.

| PREFIX | MEANING | EXAMPLES |
|---|---|---|
| **un- in- dis- il- im- ir-** | not (mainly adjectives) | [1] *incapable* , [2] unwilling , [3] illogical , [4] unusual |
| **un- dis-** | opposite (mainly verbs) | *undo, disallow* |
| **re-** | do again | *remarry,* [5] reconsider |
| **hyper-** | extremely | [6] hyperactive , *hypersensitive* |
| **mis-** | bad(ly), wrong(ly) | [7] misbehave , *misinformation* |
| **multi-** | many or several | *multicultural* |
| **off-/on-** | not the case/ a place where … | [8] off-balance , [9] off-colour / *onstage* |
| **out-** | more than or better | [10] outnumber , *outdo* |
| **over-/ under-** | too much/not enough | [11] overactive / [12] underestimated |
| **anti-/pro-** | against/in favour | [13] antisocial / *pro-democracy* |
| **pre-/ post-** | before/after | [14] pre-strom / *post-match* |
| **self-** | done to/by yourself | *self-esteem, self-obsessed* |
| **sub-** | inferior or lower | *substandard* |
| **up-/ down-** | increase or improve/become worse | [15] upturn /*downturn* |

**4** **In your notebook, translate the example words in the table. Does your language have similar prefixes?**

**5** **Work out the meaning of the words in the box. Then choose three words and write example sentences for them in your notebook.**

antinuclear misjudge multipurpose
overpaid pre-election self-awareness
uncontrollable understaffed

*I believe self-awareness can be learned.*



## EXTRA ACTIVITIES

- Photocopiable resource 54 *We're word builders! We're bricklayers!* (15 min.) pp. 301, 363
- Students take turns to give definitions of the words from the LANGUAGE FOCUS and ex. 6 for their partner to guess.

## WORKBOOK

pp. 124–125

## NEXT CLASS

Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 8.7, Use of English.

**6** **In your notebook, match the words in the box with the correct prefixes to make twelve new words. What spelling rules can you work out for *il-*, *im-* and *ir-*?**

adequate approve aware believe capable legal literate mature probable relevant responsible safe

1 dis-approve , believe
2 il-legal , literate
3 im-mature , probable
4 in-adequate , capable
5 ir-relevant , responsible
6 un-aware , safe

**7** SPEAKING **In your notebook, rewrite the sentences so they have the opposite meaning by changing the underlined word. Which statements do you agree with?**

1 It's probable that people will live on Mars one day.
2 The money I get from my parents is adequate.
3 It ought to be legal to cycle without a helmet.
4 Most people would describe me as responsible.
5 The roads in my country are really safe.
6 Doctors are underpaid for the job they do.
7 People who are pro-nuclear don't understand the dangers.
8 Pre-match interviews with footballers are boring.

**8** USE OF ENGLISH **In your notebook, complete the two comments about the blog with the correct form of the word in brackets.**

I don't like winter. I suffer from low **(ESTEEM)** [1] self-esteem and I fall out with friends because I'm very **(SOCIAL)** [2] antisocial . I'm **(CAPABLE)** [3] incapable of getting up in the morning and I know that my work is **(STANDARD)** [4] substandard because I lack concentration. I need sunshine to feel alive.

**Jonny**

All this weather stuff is **(RELEVANT)** [5] irrelevant for people like me. I work all day in a shop, I travel to work and back by bus and I go to the gym in the evening. I'm totally **(AWARE)** [6] unaware of the weather most of the time!

**Julie**

**9** USE OF ENGLISH **In your notebook, complete another two comments about the blog with appropriate forms of the words in the box. There are two extra words.**

balance comfortable controllable fair able obsessed purpose sensitive

Personally, I'm [1] hypersensitive to changes in the weather. I find the transition from one season to another particularly [2] uncomfortable . For a couple of weeks, I don't feel like myself – I feel [3] off-balance and [4] unable to concentrate. Then I go back to normal again.

**Emma**

It really annoys me when people say the weather affects them. These people think it's all about them! They're [5] self-obsessed and I get an [6] uncontrollable desire to shout 'It's not the weather – it's just another excuse to talk about yourself!'.

**Tim**

**10** SPEAKING **Read the comments in Exercises 8 and 9 again. Which do you agree or disagree with? Discuss how the weather affects your behaviour or how you feel.**

**11** SPEAKING **In your notebook, rewrite the sentences with the appropriate forms of the words in capitals. Then discuss whether you share any of these worries.**

I worry about …

1 jobs. Youth unemployment is a big problem in my country. **EMPLOY**
2 the environment. People should use more renewable energy. **NEW**
3 the media. There is too much misinformation : you can't trust anybody. **INFORM**
4 health. There aren't enough doctors. Our hospitals are understaffed . **STAFF**
5 politics. There has been a downturn in the numbers of people who vote in elections. If you can vote, you should. **TURN**
6 our society. I think it should be more diverse and more multicultural . **CULTURE**

## SHOW WHAT YOU'VE LEARNT UNITS 1–8

**12** USE OF ENGLISH **In your notebook, complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals.**

1 Could you tell me when the conference starts? **WONDERING**
I was wondering if/whether you could tell me when the conference starts.
2 My parents are both extremely clever and I can't overestimate how much they've taught me. **HIGHLY**
Both of my parents are highly intelligent and I can't overestimate how much they've taught me.
3 I'm not allowed to use my electronic devices after 10 p.m. **BANNED**
I'm banned from using my electronic devices after 10 p.m.
4 In my class, all the students turn off their phones in school time. **WHOLE**
The whole class turn off their phones in school time.
5 My last birthday wasn't as good as I expected and I was disappointed. **LETDOWN**
My last birthday was a bit of a letdown and I was disappointed.
6 I get very short of breath when I run for more than five minutes. **BREATHE**
I can't breathe very well/can hardly breathe when I run for more than five minutes.
7 My brother is so broad-shouldered that it's difficult to find tops to fit him. **SUCH**
My brother has such broad shoulders that it's difficult to find tops to fit him.
8 I think football players earn too much for what they do. **ARE**
I think football players are overpaid for what they do.

Use of English page 155

**Exercise 6**
Spelling rule:
*il-* before words beginning with 'l'
*im-* before words beginning with 'p' or 'm'
*ir-* before words beginning with 'r'

**Exercise 7**
1 improbable
2 inadequate
3 illegal
4 irresponsible
5 unsafe
6 overpaid
7 anti-nuclear
8 Post-match



125

# 8.8 WRITING

A letter to an editor

*I can write a formal letter using a variety of linking devices.*

**1** SPEAKING **Discuss the questions. Use the collocations in the box.**

1 Why are some areas made into national parks?
2 Describe a well-known national park you know.

cultural heritage | diverse landscapes | environmental impact | natural beauty | sustainable tourism | wildlife protection

**2** SPEAKING **Read Alice's comments in *Young Traveller* magazine. Do you agree with her point of view?**

**3** **Read Nick's letter to the magazine in response to Alice's comments. Why does he choose to write about Zakynthos? Would you like to visit the island? Why?/Why not?**

**Exercise 3**
He writes about Zakynthos because he's been there recently, and because it is an example of a place where environmental protection takes priority over development of facilities for tourists.

YOUNG TRAVELLER

## HAVE YOUR SAY ...

**Last month we asked you: Is enough being done to protect the natural environment in popular tourist destinations?**

**ALICE, 17, WROTE:**

I'm a nature lover and it seems to me that governments and tour operators care mainly about the money that tourism generates and not about the negative impacts that visitors have on natural environments. Development of facilities for tourists often takes priority over protection of areas of natural beauty and local wildlife, and not enough is done to establish national parks or develop tourism responsibly.

**NICK, 18, WROTE:**

Dear Editor,

1 I am contacting you after reading Alice's comments in January's *Young Traveller* magazine. Although I understand Alice's concerns, I would like to point out that there are tourist resorts where a great deal is being done to promote wildlife protection and preserve natural beauty.

2 Having just returned from a holiday to beautiful Zakynthos, I have personally seen sustainable tourism in action. Zakynthos is a picturesque Greek island surrounded by turquoise waters. In the southern part of the island lies the Bay of Laganas, a major nesting area for the Loggerhead Sea Turtle. The island's natural environment is vital to its success as a tourist destination, yet it is only relatively recently that the authorities have begun to protect it.

3 Under pressure from environmental groups, the Greek government made parts of the coastline into a marine national park in 1999. As a result, strict rules for tourists have been introduced on and near the beach. Walking on the beach is allowed only very close to the sea. Vehicles and artificial lights (e.g. torches) are banned on the beach.

4 Similarly, speedboats are so disruptive that they are not permitted close to the beach. Despite the importance of tourism to Zakynthos, it is not actually possible to visit the beaches after sunset. While tourists can visit some of the nesting beaches during the day, they cannot get close to or touch the cages protecting the nests, leave rubbish or light fires. Having said this, the turtles continue to be a major tourist attraction.

5 The situation in Zakynthos is not perfect; nevertheless, it is undeniable that the negative impacts of tourism have been reduced and the turtles continue to lay their eggs there. To my mind, the island proves that some tourist destinations are concerned about more than just money. Perhaps the positive example set by Zakynthos could trigger other resorts to care more for their natural environments.

Yours faithfully,

Nick Mason

**4** SPEAKING **Discuss the questions in pairs. Then study the WRITING FOCUS and check your ideas.**

1 In which paragraph(s) does Nick:
   a support his opinion with examples? 2, 3 & 4
   b summarise his opinion then make a final comment? 5
   c give a reason for writing and opinion on the topic? 1
2 Why doesn't Nick use contracted forms (*it's, there's, can't,* etc.), abbreviations or informal language in his letter? Because it is a formal letter.

### WRITING FOCUS

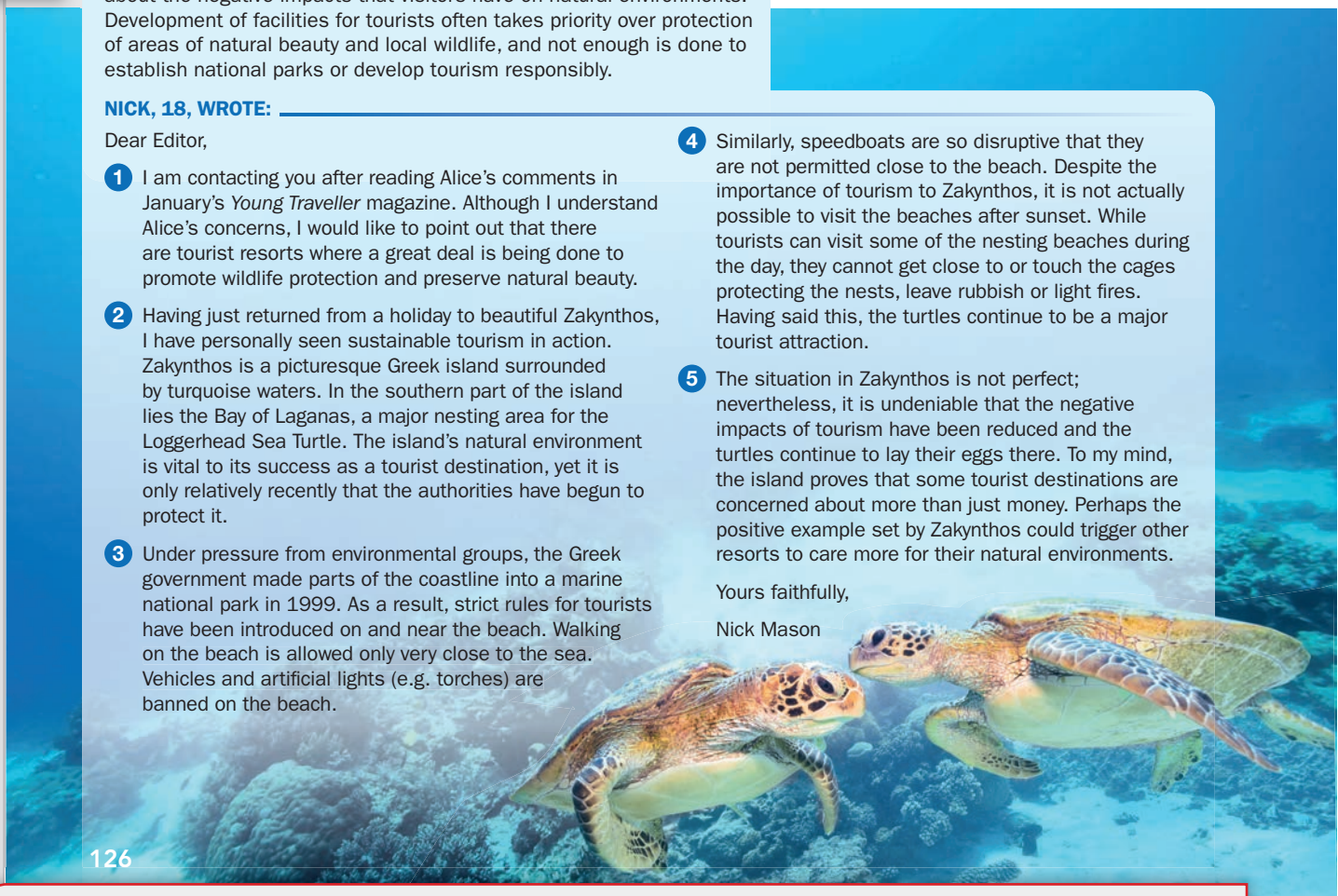
**Letter to an editor**

A letter to an editor is written in response to an article you have read or a film or programme you have watched. It should be formal in style and contain the following elements:

**Introduction**
Your reason for writing and your point of view on the topic.

**Body paragraphs**
Support for your point of view, further opinions and examples.

**Conclusion**
A summary of your opinion and a recommendation or final comment.





## REFERENCES
Culture notes **p. 261**

## EXTRA ACTIVITIES
- Photocopiable resource 55 A letter to an editor (15 min.) pp. 301, 364
- In pairs, students write four or five comprehension questions about the text in ex. 3. They swap questions with another pair and answer them with their partner.

## WORKBOOK
pp. 126–127, including *Show What You've Learnt* and *Show That You've Checked*

## NEXT CLASS
Ask students to study the Word list on pp. 128–129.

**5** **In your notebook, complete the headings in LANGUAGE FOCUS I with the words in the box.**

cause and result ~~concession~~
certainty consequences reason

## LANGUAGE FOCUS I

### Formal language – review

**Express** [1] *concession*

*Although/Even though I understand Alice's concerns, I would like to point out that …*

*Despite/In spite of the importance to tourism of Zakynthos, it is not actually possible to visit the beaches after sunset …*

**Express** [2] *reason* **formally using participle clauses**

*Having just returned from a holiday to beautiful Zakynthos, I have personally seen …*

*Being a responsible tourist, I am happy to follow the rules.*

**Express** [3] *cause and result*

*Speed boats are so disruptive that they are not permitted.*

*Litter became such a problem that the area was closed.*

**Express** [4] *certainty*

*It is undeniable that/There is no doubt that the negative impacts of tourism have been reduced.*

*Undeniably/Undoubtedly, there is still work to be done.*

*Without (a) doubt, the situation is improving.*

**Describe** [5] *consequences*

*As a result/consequence, strict rules for tourists have been introduced.*

*The result/consequence/outcome of (such a decision/choice) is that the turtles are left in peace.*

*This could trigger other resorts to care more about their natural environments.*

*This could lead to/result in other destinations introducing similar schemes.*

**6** **Which words from Nick's letter complete LANGUAGE FOCUS II correctly?**

## LANGUAGE FOCUS II

### Comparison and contrast

**Expressing comparison and contrast**

***While/Whereas*** *many parts of the forest are protected, others are not.*

*Some tourists behave responsibly* ***while/whereas*** *others do not.*

***That said/***[1] *Having* ***said this****, the turtles remain a major tourist attraction.*

*The situation is not perfect;* [2] *nevertheless* ***/even so*** *it is undeniable that the negative impacts of tourism have been reduced.*

**Introducing unexpected or surprising contrasts**

*The island's natural environment is vital to its success as a tourist destination,* [3] *yet it is only relatively recently that the authorities have begun to protect it.*

*Despite the importance of tourism to Zakynthos, it is not* [4] *actually possible to visit the beaches after sunset.*

**7** **Read LANGUAGE FOCUS II. In your notebook, rewrite extracts 1–6 using the words in brackets.**

1 Some beaches are protected while others are not. (whereas)
Whereas *some beaches are protected, others are not*.

2 Whereas Zakynthos protects its wildlife, many other destinations fail to. (while)
Zakynthos _____ .

3 Closing the beaches at night wasn't easy. That said, it was necessary for the sake of the turtles. (Having)
Closing _____ .

4 Things are improving; nevertheless it will take years for the bay to recover completely. (even so)
Things _____ .

5 Even though bins are provided, visitors continue to leave litter in the sand. (yet)
Bins _____ .

6 The seabird population has unexpectedly begun to recover. (actually)
The seabird population _____ .

**8** **Read the message which was printed after Nick's letter in *Young Traveller* magazine. Then plan your letter to an editor.**



Thank you for your interesting contribution, Nick. We would like to hear from other readers who have visited, or know of places where similar efforts are being made. Write a letter describing a place in which negative impacts of tourism on the natural environment are being controlled.

YOUNG TRAVELLER

1 Do some research. Use your own ideas or try one of the following:
- Masai Mara National Reserve, Kenya
- Punta Tombo Penguin Rookery, Argentina
- Białowieża National Park, Poland

(***Hint***: *search for 'visitor rules' or 'visitors' guide'.)*

2 In your notebook, take some notes about the place:
- Where is it located?
- Why is it interesting?
- How are negative impacts of tourism controlled?

## SHOW WHAT YOU'VE LEARNT

**9** **Do the writing task in your notebook. Use the ideas in Exercise 8, the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Co roku spędzasz wakacje w miejscu, które przyciąga wielu turystów. Lokalne władze poważnie podchodzą do problemów ochrony środowiska, co wywarło na tobie duże wrażenie. Napisz list do redakcji czasopisma przyrodniczego, w którym opiszesz to miejsce i podasz przykłady podjętych działań zmniejszających negatywny wpływ turystyki na środowisko.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

**Exercise 7**

**2** protects its wildlife while many other destinations fail to

**3** the beaches at night wasn't easy. Having said that, it was necessary for the sake of the turtles

**4** are improving; even so, it will take years for the bay to recover completely

**5** are provided, yet visitors continue to leave litter in the sand

**6** has actually begun to recover



127

## 8.1 Vocabulary 4.57

**biodegradable** /ˌbaɪəʊdɪ'greɪdəbəl/ biodegradowalny
**breeding ground** /'briːdɪŋ graʊnd/ lęgowisko
**built-up area** /ˌbɪlt ˌʌp 'eəriə/ obszar zabudowany
**contamination** /kənˌtæmə'neɪʃən/ zanieczyszczenie
**countryside** /'kʌntrisaɪd/ teren wiejski
**current** /'kʌrənt/ prąd rzeczny/morski
**discard** /dɪs'kɑːd/ wyrzucić, pozbyć się
**ditch** /dɪtʃ/ rów
**eco-warrior** /'iːkəʊˌwɒriə/ bojownik ruchu ekologicznego
**extinction** /ɪk'stɪŋkʃən/ wyginięcie
**food chain** /'fuːd ˌtʃeɪn/ łańcuch pokarmowy
**foothill** /'fʊtˌhɪl/ pagórek
**gust of wind** /ˌgʌst əv 'wɪnd/ podmuch wiatru
**hatch** /hætʃ/ wykluwać się
**in captivity** /ɪn kæp'tɪvəti/ w niewoli
**irreparable damage** /ɪ'repərəbəl 'dæmɪdʒ/ nieodwracalne szkody
**leafy** /'liːfi/ liściasty, pełen zieleni
**litter** /'lɪtə/ zaśmiecać
**meadow** /'medəʊ/ łąka
**migration** /maɪ'greɪʃən/ migracja
**(have a) narrow escape** /(hæv ə) ˌnærəʊ ɪ'skeɪp/ uniknąć nieszczęścia o mały włos
**natural habitat** /ˌnætʃərəl 'hæbɪtæt/ środowisko naturalne
**on the loose** /ɒn ðə 'luːs/ na wolności
**orchard** /'ɔːtʃəd/ sad
**park warden** /ˌpɑːk 'wɔːdn/ strażnik w parku
**patch** /pætʃ/ fragment (terenu), skrawek ziemi
**plain** /pleɪn/ równina
**plastic waste** /ˌplæstɪk 'weɪst/ odpady z tworzyw sztucznych
**ploughed field** /ˌplaʊd 'fiːld/ zaorane pole
**predator** /'predətə/ drapieżnik
**prey** /preɪ/ ofiara, żer
**release into the wild** /rɪˌliːs ˌɪntə ðə 'waɪld/ wypuścić na wolność, uwolnić do środowiska naturalnego
**reunite** /ˌriːjuː'naɪt/ zjednoczyć, połączyć
**roam** /rəʊm/ włóczyć się, błąkać
**set free** /set friː/ uwolnić
**single-use plastics** /ˌsɪŋgəl juːs 'plæstɪks/ jednorazowe opakowania plastikowe
**stream** /striːm/ strumień
**tern** /tɜːn/ rybitwa
**thriving population** /ˌθraɪvɪŋ ˌpɒpjə'leɪʃən/ rozwijająca się populacja
**trapped** /træpt/ uwięziony, w pułapce
**trash** /træʃ/ śmieci, odpady

## 8.2 Grammar 4.58

**campsite** /'kæmpsaɪt/ kemping
**for a change** /fər ə 'tʃeɪndʒ/ dla odmiany
**lounge** /laʊndʒ/ siedzieć wygodnie, rozsiąść się
**raft** /rɑːft/ tratwa
**sunbed** /'sʌnbed/ leżak
**sunscreen** /'sʌnskriːn/ krem przeciwsłoneczny
**white water rafting** /ˌwaɪt ˌwɔːtə 'rɑːftɪŋ/ spływ górski

## 8.3 Listening 4.59

**adolescent** /ˌædə'lesənt/ nastoletni
**affectionate** /ə'fekʃənət/ czuły
**agile** /'ædʒaɪl/ zręczny, zwinny
**bird-brained** /'bɜːd ˌbreɪnd/ o ptasim móżdżku, głupawy
**bond** /bɒnd/ więź
**character trait** /'karəktə treɪt/ cecha charakteru
**competition** /ˌkɒmpə'tɪʃən/ rywalizacja
**competitive** /kəm'petətɪv/ lubiący współzawodnictwo
**conceive** /kən'siːv/ wyobrażać sobie, wymyślać
**deception** /dɪ'sepʃən/ oszustwo, podstęp
**deceptive** /dɪ'septɪv/ złudny, mylny, pozorny
**developed** /dɪ'veləpt/ rozwinięty
**domesticate** /də'mestəkeɪt/ udomowić
**doubt** /daʊt/ wątpliwość
**embrace** /ɪm'breɪs/ obejmować
**establish a community** /ɪˌstæblɪʃ ə kə'mjuːnəti/ zakładać wspólnotę/stado
**extend a territory** /ɪkˌstend ə 'terətəri/ powiększyć terytorium
**gentle** /'dʒentl/ łagodny
**hug** /hʌg/ przytulać
**loner** /'ləʊnə/ samotnik
**mindlessly** /'maɪndləsli/ bezmyślnie
**misconception** /ˌmɪskən'sepʃən/ błędne przekonanie
**notion** /'nəʊʃən/ idea, pomysł
**playful** /'pleɪfəl/ żywy, wesoły
**please** /pliːz/ zadowalać
**recognition skills** /ˌrekəg'nɪʃən ˌskɪlz/ umiejętności poznawcze
**reputable** /'repjətəbəl/ poważany, szanowany
**reputation** /ˌrepjə'teɪʃən/ reputacja, opinia
**resemblance** /rɪ'zembləns/ podobieństwo
**resemble** /rɪ'zembəl/ być podobnym, przypominać
**undervalued** /ˌʌndə'væljuːd/ niedoceniony
**wise** /waɪz/ mądry

## 8.4 Reading 4.60

**a storm is brewing** /ə stɔːm əz 'bruːwɪŋ/ zanosi się na burzę
**adrift** /ə'drɪft/ dryfujący
**aftermath** /'ɑːftəmæθ/ następstwa, pokłosie
**avalanche** /'ævəlɑːntʃ/ lawina
**battered** /'bætəd/ zniszczony, poturbowany
**be swept overboard** /bi ˌswept 'əʊvəbɔːd/ zmieciony z pokładu
**begin the ascent/descent** /bɪ'gɪn ðə ə'sent/dɪ'sent/ rozpocząć wspinaczkę/zejście (z góry)
**believable** /bə'liːvəbəl/ wiarygodny
**blind** /blaɪnd/ oślepić
**blizzard** /'blɪzəd/ zamieć śnieżna
**captivating** /'kæptəveɪtɪŋ/ wciągający, urzekający, fascynujący
**deforestation** /diːˌfɒrə'steɪʃən/ wylesianie, wycinka lasów
**disaster movie** /dɪ'zɑːstə ˌmuːvi/ film katastroficzny
**drought** /draʊt/ susza
**earthquake** /'ɜːθkweɪk/ trzęsienie ziemi
**electricity-generating** /ɪˌlek'trɪsəti ˌdʒenəreɪtɪŋ/ generujący energię
**extreme hunger** /ɪkˌstriːm 'hʌŋgə/ skrajny głód
**extreme poverty** /ɪkˌstriːm 'pɒvəti/ skrajne ubóstwo
**famine** /'fæmɪn/ klęska głodu
**fee** /fiː/ opłata, czesne
**gale-force winds** /ˌgeɪl fɔːs 'wɪndz/ wichury
**gripping tale** /ˌgrɪpɪŋ 'teɪl/ wciągająca opowieść
**harness** /'hɑːnəs/ okiełznać, wykorzystać
**harsh reminder** /ˌhɑːʃ rɪ'maɪndə/ brutalne przypomnienie
**hurricane** /'hʌrɪkən/ huragan
**life-threatening injuries** /ˌlaɪf ˌθretənɪŋ 'ɪndʒəriz/ urazy zagrażające życiu
**on a positive note** /ɒn ə 'pɒzətɪv ˌnəʊt/ w optymistycznym tonie
**on the edge of your seat** /ɒn ði 'edʒ əv jə ˌsiːt/ w napięciu
**overturn** /ˌəʊvə'tɜːn/ wywrócić się
**physically demanding** /'fɪzɪkli dɪ'mɑːndɪŋ/ wymagający fizycznie
**rough** /rʌf/ niedokładny, przybliżony
**severe weather conditions** /səˌvɪə 'weðə kənˌdɪʃənz/ trudne warunki pogodowe
**snowfall** /'snəʊfɔːl/ opady śniegu
**spare parts** /ˌspeə 'pɑːts/ części zamienne
**split up** /ˌsplɪt 'ʌp/ oddzielony od
**suffer agony** /ˌsʌfər 'ægəni/ cierpieć męki
**summit** /'sʌmɪt/ szczyt
**tsunami** /tsʊ'nɑːmi/ tsunami
**twist** /twɪst/ zwrot akcji
**water tank** /'wɔːtə ˌtæŋk/ zbiornik wody
**whiteout** /'waɪtaʊt/ śnieżyca, zamieć
**wildfire** /'waɪldfaɪə/ pożar lasu
**windmill** /'wɪndˌmɪl/ wiatrak, młyn

## 8.5 Grammar 4.61

**accusation** /ˌækjə'zeɪʃən/ oskarżenie
**carbon dioxide** /ˌkɑːbən daɪ'ɒksaɪd/ dwutlenek węgla
**devastating scene** /'devəsteɪtɪŋ ˌsiːn/ druzgocący widok
**flood** /flʌd/ powódź
**funding** /'fʌndɪŋ/ dofinansowanie
**greenhouse effect** /'griːnhaʊs ɪˌfekt/ efekt cieplarniany
**industrialisation** /ɪnˌdʌstriəlaɪ'zeɪʃən/ uprzemysłowienie
**ridiculous** /rɪ'dɪkjələs/ absurdalny, idiotyczny

## 8.6 Speaking 4.62

**astonishingly** /əs'tɒnɪʃɪŋli/ zadziwiająco
**astounding** /ə'staʊndɪŋ/ zdumiewający
**audience** /'ɔːdiəns/ widownia, publiczność
**awe-inspiring** /'ɔːr ɪnˌspaɪərɪŋ/ wzbudzający podziw
**cave/cavern** /keɪv/'kævən/ jaskinia



## WORD LIST ACTIVITIES

• Write word categories, e.g. *the weather, environmental issues, animal kingdom, world problems* on the board and ask students to contribute as many words from the list as possible.

128

**demolish** /dɪ'mɒlɪʃ/ zburzyć
**diameter** /daɪ'æmɪtə/ średnica
**drain** /dreɪn/ osuszyć, odprowadzić wodę
**miner** /'maɪnə/ górnik
**natural wonder** /ˌnætʃərəl 'wʌndə/ cud natury
**wonder** /'wʌndə/ zastanawiać się

## 8.7 Use of English 4.63

**antinuclear** /ˌæntɪ'nju:kliə/ przeciwjądrowy
**antisocial** /ˌæntɪ'səʊʃəl/ aspołeczny
**carbohydrates** /ˌkɑ:bəʊ'haɪdreɪts/ węglowodany
**comforting** /'kʌmfətɪŋ/ podnoszący na duchu
**curl up** /ˌkɜ:l 'ʌp/ zwinąć się
**disallow** /ˌdɪsə'laʊ/ nie pozwolić na
**disapprove** /ˌdɪsə'pru:v/ nie pochwalać
**disbelieve** /ˌdɪsbə'li:v/ nie dowierzać
**downturn** /'daʊntɜ:n/ spadek, tendencja zniżkowa
**hyperactive** /ˌhaɪpər'æktɪv/ nadaktywny, nadpobudliwy
**hypersensitive** /ˌhaɪpə'sensətɪv/ nadwrażliwy
**illegal** /ɪ'li:gəl/ nielegalny
**illiterate** /ɪ'lɪtərət/ niepiśmienny
**illogical** /ɪ'lɒdʒɪkəl/ nielogiczny
**immature** /ˌɪmə'tʃʊə/ niedojrzały
**improbable** /ɪm'prɒbəbəl/ nieprawdopodobny
**inadequate** /ɪn'ædəkwət/ nieodpowiedni
**incapable** /ɪn'keɪpəbəl/ nieudolny, nieporadny
**irrelevant** /ɪ'reləvənt/ nieistotny, nieważny
**irresponsible** /ˌɪrɪ'spɒnsəbəl/ nieodpowiedzialny
**misbehave** /ˌmɪsbɪ'heɪv/ źle się zachowywać
**misinformation** /ˌmɪsɪnfə'meɪʃən/ mylna informacja
**misjudge** /ˌmɪs'dʒʌdʒ/ niewłaściwie oceniać
**multicultural** /ˌmʌlti'kʌltʃərəl/ wielokulturowy
**multipurpose** /ˌmʌlti'pɜ:pəs/ wielozadaniowy, uniwersalny
**nap** /næp/ drzemka
**off-balance** /ˌɒf 'bæləns/ rozchwiany
**off-colour** /ˌɒf 'kʌlə/ nie w formie
**onstage** /ˌɒn'steɪdʒ/ sceniczny
**outdo** /aʊt'du:/ prześcignąć, przewyższyć
**outnumber** /aʊt'nʌmbə/ mieć przewagę liczebną
**overactive** /ˌəʊvər'æktɪv/ nadmiernie ruchliwy
**overestimate** /ˌəʊvər'estəmeɪt/ przecenić
**overpaid** /ˌəʊvə'peɪd/ zbyt wysoko opłacony
**post-match** /ˌpəʊst 'mætʃ/ pomeczowy
**pre-election** /ˌpri: ɪ'lekʃən/ przedwyborczy
**pre-storm** /ˌpri: 'stɔ:m/ przedburzowy
**pro-democracy** /ˌprəʊ dɪ'mɒkrəsi/ prodemokratyczny
**raindrop** /'reɪndrɒp/ kropla deszczu
**recall** /rɪ'kɔ:l/ przypominać sobie
**reconsider** /ˌri:kən'sɪdə/ na nowo rozważyć
**remarry** /ˌri:'mæri/ ponownie wziąć ślub
**self-awareness** /ˌself ə'weənəs/ samoświadomość
**self-esteem** /ˌself ɪ'sti:m/ poczucie własnej wartości
**self-obsessed** /ˌself əb'sest/ mający obsesję na punkcie własnej osoby
**sharpness** /'ʃɑ:pnəs/ ostrość
**substandard** /ˌsʌb'stændəd/ poniżej normy
**unable** /ʌn'eɪbəl/ niezdolny (do czegoś)
**unaware** /ˌʌnə'weə/ nieświadomy
**uncomfortable** /ʌn'kʌmftəbəl/ niewygodny
**uncontrollable** /ˌʌnkən'trəʊləbəl/ nie do opanowania, niepohamowany
**underestimate** /ˌʌndər'estɪmeɪt/ nie docenić
**understaffed** /ˌʌndə'stɑ:ft/ mający braki w personelu
**undo** /ʌn'du:/ rozwiązać, rozpiąć; cofnąć
**unemployment** /ˌʌnɪm'plɔɪmənt/ bezrobocie
**unsafe** /ˌʌn'seɪf/ niebezpieczny
**unusual** /ʌn'ju:ʒuəl/ niezwykły
**unwilling** /ʌn'wɪlɪŋ/ niechętny
**upturn** /'ʌptɜ:n/ poprawa, zmiana na lepsze
**violent** /'vaɪələnt/ agresywny

## 8.8 Writing 4.64

**coastline** /'kəʊstlaɪn/ linia brzegowa
**concession** /kən'seʃən/ przyzwolenie
**cultural heritage** /ˌkʌltʃərəl 'herətɪdʒ/ dziedzictwo kulturowe
**diverse landscape** /daɪˌvɜ:s 'lændskeɪp/ zróżnicowany krajobraz
**facilities** /fə'sɪlɪtiz/ udogodnienia
**lay eggs** /ˌleɪ 'egz/ składać jaja
**natural beauty** /ˌnætʃərəl 'bju:ti/ naturalne piękno
**nesting beach** /'nestɪŋ ˌbi:tʃ/ gniazdowisko na plaży
**speedboat** /'spi:dbəʊt/ motorówka
**sustainable tourism** /səˌsteɪnəbəl 'tʊərɪzəm/ turystyka uprawiana z dbałością o środowisko
**take priority** /ˌteɪk praɪ'ɒrəti/ mieć pierwszeństwo
**tourist resort** /'tʊərɪst rɪˌzɔ:t/ kurort turystyczny
**wildlife protection** /'waɪldlaɪf prəˌtekʃən/ ochrona środowiska



129

# FOCUS REVIEW 8

Wszystkie ćwiczenia wykonaj w zeszycie.

## SŁOWNICTWO I GRAMATYKA

**1 Które z podanych słów poprawnie uzupełniają zdania? Dwa słowa nie pasują do żadnej luki.**

ditch drought habitat meadow
orchard severe strong thriving

1 There was a small ___orchard___ at the back of our house where we'd pick apples in the autumn.
2 The car skidded on an icy road and ended up in a ___ditch___ , but thankfully no one was hurt.
3 It was amazing to see tigers in their natural ___habitat___ in India.
4 The village is in a remote mountain area and experiences some ___severe___ weather conditions.
5 The region is facing its worst ___drought___ in decades with no rain in months now.
6 Thanks to conservation efforts, there's now a ___thriving___ population of wildcats.

**2 Zastąp wyrażenia w nawiasach odpowiednimi słowami. Pierwsze litery brakujących słów zostały podane.**

1 The clearance of hundreds of trees has caused **i**rreparable (*impossible to repair*) damage to the forest.
2 There are less than a hundred animals in the wild and just a handful in **c**aptivity (*not in the wild*).
3 Despite its **r**esemblance (*being similar*) to a bat, this creature is actually a type of squirrel.
4 The packaging is **b**iodegradable (*capable of being decomposed*).
5 Many of the villagers live in extreme **p**overty (*being poor*) getting by on less than a dollar a day.
6 Raccoons are extremely **c**ompetitive (*that like to compete and win*) animals.

**3 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach.**

1 If only you sorted out/had sorted out (sort out) the recycling properly, I wouldn't have to waste time doing it!
2 It's high time you ___started___ (start) cycling to school. It's not too far.
3 If only the motorway had not been built (not build) near the nature reserve. It wouldn't have affected the local wildlife so much.
4 I'd rather you ___used___ (use) reusable bags while shopping instead of those plastic ones.
5 I wish my parents ___had asked___ (ask) me what breed of dog I wanted to get before buying me a poodle.

**4 Przekształć zdania, zachowując ich sens. Nie zmieniaj podanych fragmentów.**

1 Tim not only saw a school of dolphins, but he also spotted a whale.
Not only did Tim see a school of dolphins, but he also spotted a whale.
2 Claudia needs to mow the lawn before she goes on holiday.
What Claudia needs to do is (to) mow the lawn before she goes on holiday.
3 We have never experienced such cold weather while skiing.
Never have we experienced such cold weather while skiing.
4 Josh only recommended you should buy more organic food.
All Josh recommended was that you/Josh did was recommending that you should buy more organic food.

## ŚRODKI JĘZYKOWE

### Słowotwórstwo; tłumaczenie

**5 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.**

1 The country is struggling to deal with the outbreak of malaria due to ___inadequate___ healthcare facilities. **ADEQUATE**
2 Max was facing the other direction and was completely ___unaware___ of what was happening behind him. **AWARE**
3 Where a person comes from should be ___irrelevant___ ; what's important is whether they have the skills for the job. **RELEVANT**
4 We don't want to lose Sophia and have asked her to ___reconsider___ her decision to resign. **CONSIDER**
5 The company has been forced to close some shops due to a sharp ___downturn___ in sales. **TURN**
6 There have been complaints about vandalism and other ___antisocial___ behaviour. **SOCIAL**
7 He's a strict vegetarian and ___disapproves___ of keeping animals for meat. **APPROVE**
8 The clinic is severely ___understaffed___ with often only one or two nurses on duty. **STAFF**
9 The idea that space exploration has led to the loss of the ozone layer is a common ___misconception___ . **CONCEIVE**
10 The bird's north–south ___migration___ route is 3,000 miles from Canada to Southern Mexico. **MIGRATE**

**6 Przetłumacz na język angielski podane w nawiasach fragmenty, tak aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 Don't you agree that it is high time you started training (*najwyższa pora, abyś zaczął trenować*) your dog?
2 Never before have we seen (*przedtem nie widzieliśmy*) so many robins in our garden.
3 Pollution might be tightly controlled in one country whereas in another country (*podczas gdy w innym państwie*) regulations may be less strict.
4 Under no circumstances will you leave (*w żadnym razie nie wyjdziesz z*) home now. There is a tornado approaching, so we need to stay inside.
5 I wish I had listened to (*żałuję, że nie posłuchałem*) my brother when he told me not to swim in the river with such a strong current.
6 Having seen the effect (*Zobaczywszy efekt*) that this type of fishing can have on the sea floor, I believe it should be banned.
7 I wish I hadn't chosen (*szkoda, że wybrałem*) a presentation about endangered species. I'm struggling with the topic of acid rain.
8 Not only is farming physically demanding work (*rolnictwo to wymagająca fizycznie praca*), but it also involves early starts and long hours.



## EXTRA ACTIVITIES

- Photocopiable resource 56 Sentence translation (15 min.) pp. 301, 365
- Photocopiable resource 61 Word building (20 min.) pp. 302, 370
- Photocopiable resources 66–67 Translation (12 min.) pp. 303, 375–376

130

## CZYTANIE

### Dobieranie

**7 Przeczytaj cztery teksty na temat różnych stref roślinnych A–D oraz dotyczące ich pytania 1–6. Do każdego pytania dopasuj właściwy tekst. Do dwóch tekstów pasują po dwa pytania.**

**Which text mentions an environment where …**

1 young creatures are protected from potential harm? D
2 temperatures can change drastically in a short space of time? A
3 water levels fluctuate several times a day? D
4 a very wide range of species thrive? B
5 there are no distinct seasons? B
6 few plants and wildlife can endure severe conditions? C

A

**DESERTS**

Contrary to popular perception, temperature alone does not directly define whether an area of land is described as a desert. The key factor instead is rainfall, with desert areas averaging less than 254 millimetres of rain a year. There are, in fact, what are known as 'cold deserts', such as in the Antarctic, where temperatures can be below freezing. Even the hot, dry deserts we most typically think of, such as the Sahara, can experience very dramatic temperature drops at night. This is because the lack of cloud cover allows hot air to escape very quickly once the sun has set.

B

**RAINFORESTS**

As their name suggests, rainforests are found in areas with consistently high levels of rainfall, typically in tropical regions of the world around the equator. They may receive more than 2,000 millimetres of rain a year and with an average daily temperature of around 28 ºC, they are hot and humid. This climate is consistent all year round which creates the perfect habitat for an incredibly diverse range of plants and animals and makes them some of the most biodiverse environments on the planet.

C

**TUNDRAS**

One of the world's harshest environments are tundras, treeless ecosystems found in the Arctic and on the tops of mountains. These areas are very cold and windy with little rainfall, making it difficult for both plants and animals to survive. Most of the plants found on the tundra are very low-lying, growing in gaps in the rocks where they have some protection from the wind. The Arctic tundra is covered in snow for much of the year, with the soil below the surface permanently frozen. Tundra plants have a very short growing season of just fifty to sixty days during the short Arctic summer.

D

**MANGROVE FORESTS**

Mangrove forests are found in coastal areas around the world where trees and shrubs grow with their roots submerged in water that is a mix of freshwater and seawater. Mangrove forests are typically tidal, so water levels rise and fall twice a day. They play a vital role in preventing coastal erosion as well as providing a home to numerous species of fish, which use them as nurseries because the mass of roots creates a safe space for young fish away from the reach of larger predators.

## MÓWIENIE

**8 Pracując w parach, wykonajcie zadanie egzaminacyjne, a następnie odpowiedzcie na pytania.**

**Popatrz na zdjęcia A, B i C. Twoja szkoła organizuje akcję „Ratujmy naszą planetę". Przygotowujesz prezentację na rozpoczęcie tej akcji i chcesz wykorzystać jedno ze zdjęć. Masz trzy zdjęcia do wyboru.**

- Wybierz zdjęcie, które twoim zdaniem będzie najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.




1 What could be done to persuade people to recycle more?
2 How can you use social media to promote an environmentally-friendly lifestyle?
3 Is the work of environmental organisations effective? What makes you think so?
4 What are the advantages of living next to large green areas?

## PISANIE

### E-mail/List formalny

**9 Wykonaj zadanie egzaminacyjne.**

Jedno z czasopism przyrodniczych zamieściło apel do swoich czytelników o ograniczenie podróży samolotowych. Napisz list do redakcji tego czasopisma, w którym odniesiesz się do tego apelu. W liście wyraź swoją opinię na ten temat oraz zaproponuj inne działania mające na celu ograniczenie emisji $CO_2$.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*



## REFERENCES

MiniMatura writing assessment criteria
Matura speaking test assessment criteria

## EXTRA ACTIVITIES

Extra digital activities: Reading and Use of English Checkpoints

## NEXT CLASS

- Ask students to do Self-check 8.10, WB pp. 130–131, as homework.
- Ask students to prepare for Unit 8 MiniMatura and Matura speaking test 8: Testing Programme, Unit 8.
- Ask students to prepare for Cumulative test 4, Testing Programme, Unit 8.
- Ask students to prepare for the End-of-year Test: Testing Programme, End-of-year Test.

131

GRAMMAR 1.2

## Present and past habits

W języku angielskim do opisu przyzwyczajeń i charakterystycznych zachowań możemy użyć następujących form:

- czasów **Present Simple** lub **Past Simple**, kiedy opisujemy czynności lub stany powtarzające się obecnie lub w przeszłości:
  *When I **get** home, I **practise** the violin.* Kiedy wracam do domu, ćwiczę grę na skrzypcach.
  *My grandfather **picked** me **up** from school until I was ten.* Dopóki nie skończyłem dziesięciu lat, ze szkoły odbierał mnie dziadek.
- konstrukcji: ***used to* + bezokolicznik**, kiedy mówimy o stanach (np. z czasownikami *be, have, believe, like*) lub czynnościach, które powtarzały się w przeszłości. Konstrukcji tej nigdy nie używamy w odniesieniu do jednorazowych wydarzeń z przeszłości:
  *When I was at primary school, I **used to be** eager to learn.* Kiedy byłem w szkole podstawowej, byłem chętny do nauki.
  *I **didn't use to fall behind** with my schoolwork.* Nie miewałem zaległości w nauce.
  ***Did** you **use to like** Chemistry?* Czy lubiłeś chemię?
- konstrukcji: ***would* + bezokolicznik**, kiedy opisujemy powtarzające się, typowe dla danej osoby przeszłe zachowania lub czynności (ale nie stany):
  *Our Maths teacher **would give** us loads of homework.* Nasza nauczycielka matematyki zadawała nam mnóstwo pracy domowej.
- konstrukcji: ***will* + bezokolicznik**, kiedy opisujemy powtarzające się, typowe dla danej osoby obecne zachowania lub czynności (ale nie stany):
  *She**'ll watch** TV or **play** games all day.* Całymi dniami ogląda telewizję albo gra w gry.
  Uwaga! Czasowników *will/would* w tym znaczeniu raczej nie stosujemy w pytaniach.
- czasów **Present Continuous** lub **Past Continuous** z przysłówkiem ***always***, kiedy mówimy o stale powtarzających się zachowaniach, zwłaszcza takich, które budzą lub budziły w nas irytację:
  *She**'s always putting** things off.* Ona zawsze odkłada wszystko na później.
  *My neighbours **were always complaining** about the noise.* Moi sąsiedzi nieustannie narzekali na hałas.

**1 Choose the correct option.**

1 When Marek and I shared a room in a hall of residence, he *was always borrowing* / *will always borrow* my things without asking.
2 When I was a kid, I *would* / *used to* believe that my dad was a spy.
3 Did you ever *use to* / *used to* cheat in exams?
4 It's so annoying. She *will always lose* / *is always losing* her notebook.
5 Martha *would ask* / *was asking* the teacher plenty of questions after every lesson. She was very curious.
6 I always *forget* / *will forget* to bring a pen. Can I borrow one of yours?

**2 Complete the sentences with the correct form of the words in brackets. Add any other words if necessary.**

1 I had a kindergarten teacher who used to wear (use/wear) a flower in her hair.
2 Have you noticed our History teacher is always tapping (always/tap) his pen on the desk?
3 Our Maths teacher is really forgetful. Sometimes, she will set (will/set) us homework, but forget to collect it.
4 Years ago, teachers didn't use to have (not/use/have) the equipment they do now. There was just a blackboard.
5 At my secondary school, we used to watch videos on an old TV that was always breaking down/would always break down (always/break down).
6 When you were at school, did you use to have (use/have) a favourite teacher?

**3 Choose the correct option, A, B or C to complete the text.**

In every class, you get a mix of different personalities. There's generally one kid who's [1]___ the centre of attention. They [2]___ something completely inappropriate in the middle of a lesson so everyone laughs. Then there's the shy kid who [3]___ at the back of the class and [4]___ at their desk when the teacher asks a question. When I was at primary school, I found reading and writing quite difficult and I struggled to keep up with my classmates. I [5]___ much self-confidence. I [6]___ questions because I was convinced I'd get them wrong and look stupid. It seemed like the other kids [7]___ awards for something and I never did. That was until we started studying IT and I suddenly found the thing I was good at. Now I'm regularly top of the class ... at least in one subject anyway.

1 A used to be
(B) always trying to be
C always being
2 (A) 'll say
B 're saying
C said
3 A 's sitting
B is used to sitting
(C) sits
4 A would always look down
(B) is always looking down
C won't look down
5 (A) didn't use to have
B wouldn't have
C wasn't always having
6 (A) wouldn't answer
B wasn't answering
C 'm not used to answering
7 A used to always winning
(B) were always winning
C will win



132

1.5 GRAMMAR

## Verb patterns

### Składnia czasowników

Czasowniki występujące po innych czasownikach lub wyrażeniach czasownikowych mogą przybierać następujące formy:

- **czasownik + *to* + bezokolicznik**, np.: *agree, arrange, can't afford, decide, expect, intend, learn, manage, offer, prefer, refuse, seem, tend*:
  *I **decided to leave** school.* Zdecydowałem się rzucić szkołę.
- **czasownik + dopełnienie + *to* + bezokolicznik**, np.: *advise, allow, cause, enable, encourage, expect, force, remind, urge, warn (not)*:
  *Robert's mother **encouraged him to study** Law.* Mama Roberta zachęcała go, by studiował prawo.
- **czasownik + dopełnienie + bezokolicznik**, np.: *make, let*:
  *Do his parents **let him hang out** with his friends?* Czy rodzice pozwalają mu spędzać czas ze znajomymi?
- **czasownik + bezokolicznik z końcówką *-ing* (forma gerund)**, np.: *admit, avoid, can't help, can't stand, enjoy, fancy, imagine, keep, miss, practise, spend/waste time*:
  *I **can't stand wearing** a suit.* Nie cierpię nosić garnituru.

Po czasownikach *begin, continue, hate, intend, like, love, prefer, start* możemy użyć zarówno bezokolicznika z końcówką *-ing*, jak i bezokolicznika z *to*. Znaczenie pozostaje takie samo lub zmienia się bardzo nieznacznie:
*I **started playing** chess. I **started to play** chess.* Zacząłem grać w szachy.
*He **intends using** the website. He **intends to use** the website.* Zamierza wykorzystać tę stronę internetową.

### Składnia czasowników a zmiana znaczenia

Po niektórych czasownikach, takich jak ***remember***, ***forget***, ***stop*** i ***try***, znaczenie zdania zmienia się w zależności od tego, czy użyjemy po nich bezokolicznika z końcówką *-ing*, czy bezokolicznika z *to*:

*Jenny **remembers locking** the door.* Jenny pamięta, jak zamykała drzwi.
*Jenny **remembers to lock** the door.* Jenny pamięta, żeby zamykać drzwi.
*Dad'**ll forget giving** me the money.* Tata zapomni, że dał mi pieniądze.
*Dad'**ll forget to give** me the money.* Tata zapomni dać mi pieniądze.
*Liz **stopped drinking** coffee.* Liz przestała pić kawę.
*Liz **stopped to drink** some coffee.* Liz zatrzymała się, żeby napić się kawy.
*I **tried restarting** the computer, but it didn't help.* Próbowałem zrestartować komputer, ale to nic nie dało.
*I **tried to restart** the computer, but the command didn't work.* Próbowałem zrestartować komputer, ale komenda nie działała.

W przypadku czasowników takich jak ***feel***, ***hear***, ***see*** i ***watch*** bezokolicznika używamy, kiedy jesteśmy świadkami jakiejś czynności, słyszymy ją lub widzimy, natomiast formy z końcówką *-ing* – kiedy słyszymy, widzimy lub obserwujemy tylko jej fragment:

*I **saw** Mary **painting** a picture.* Widziałem, jak Mary malowała obraz. (obserwowałem ją w trakcie tej czynności, ale nie wiem, czy ją ukończyła)
*I **saw** Mary **paint** a picture.* Widziałem, jak Mary namalowała obraz. (obserwowałem całą czynność)

**1 Complete the second sentence so that it has a similar meaning to the first. Use no more than five words including the word in capitals.**

1 Are you looking for volunteers? You could put a poster up in the school. **TRIED**
Are you looking for volunteers? Have you tried putting up a poster in the school?
2 It's really important that you hand in your assignment on Friday. **FORGET**
You must not forget to hand in your assignment on Friday.
3 I told him that dropping Spanish was a bad idea. **ENCOURAGED**
I encouraged him not to drop Spanish.
4 Those boots are much too expensive for me to buy. **AFFORD**
I can't afford (to buy) those boots.
5 Janice doesn't go to dance classes any more. She quit two years ago. **STOPPED**
Janice stopped going to dance classes two years ago.
6 We watched the gardener when he planted some flowers in front of the building. They look great. **WATCHED**
We watched the gardener plant some flowers in front of the building. They look great.
7 Would John like to come to the concert on Sunday? **FANCY**
Does John fancy coming to the concert on Sunday?
8 Kuba has been forbidden from using his dad's computer. **ALLOWED**
Kuba isn't allowed to use his dad's computer.

**2 Complete the sentences with the correct form of the verbs in the box.**

add admire bring do drive eat fix learn splash wear

1 Thankfully, my sister's really practical and she managed to fix my bike for me.
2 When we arrived at the cabin, it was really dark, but luckily Sam had remembered to bring a torch.
3 When we're at the farm, my uncle sometimes lets me drive his old van around the fields.
4 I saw some people learning to kayak on the river and it looked really fun.
5 Of course you can use the bikes, but can you just remind everyone to wear helmets?
6 Everyone needs to wear plastic gloves to avoid splashing the cleaning liquid on their skin.
7 When we reach the top of the hill, we'll stop for a while by that wooden gate to admire the view.
8 Obviously, if you keep adding white paint to the mix, the colour will get lighter and lighter.
9 My mum makes me eat lots of fish because it's considered to be brain food.
10 Harry tends to do his homework at the last minute, which is why he isn't doing well at school.



133

1.7 USE OF ENGLISH

## Register – formal and informal language

**Styl formalny** jest używany w oficjalnych dokumentach, listach, mailach do osób, których dobrze nie znamy oraz formalnych zaproszeniach, a w języku mówionym w ogłoszeniach, prezentacjach i przemówieniach. **Stylu nieformalnego** użyjemy w prywatnej rozmowie, liście czy mailu do kolegi/koleżanki, notatce albo pocztówce. Styl formalny bądź nieformalny wyrażamy poprzez użycie odpowiednich struktur gramatycznych oraz dobór odpowiedniego słownictwa.

### Struktury gramatyczne

- W stylu formalnym używamy pełnych form czasownikowych, a w nieformalnym form skróconych:
  ***I am*** *contacting you …* / ***I'm*** *contacting you …* Kontaktuję się z Państwem / z Wami…
- W języku formalnym używamy pełnych form, a skróty używane są w języku nieformalnym:
  *Could you do it* ***as soon as possible****?* / *Could you do it* ***ASAP****?* Czy może Pan/Pani / Czy możesz zrobić to jak najszybciej?
- Styl formalny charakteryzuje się częstszym użyciem strony biernej oraz konstrukcji bezosobowych, a w nieformalnym używamy raczej strony czynnej oraz konstrukcji osobowych:
  *The dissertation* ***must be submitted*** *today. / You* ***must submit*** *the dissertation today.* Praca musi zostać oddana dziś. / Musisz oddać pracę dziś.
  ***It is said*** / ***They say*** *that spinach is healthy.* Mówi się / Mówią, że szpinak jest zdrowy.
- W stylu formalnym używamy pytań pośrednich, zaczynających się od takich wyrażeń jak:
  ***I was wondering …*** / ***Could you tell me …?*** / ***Do you happen to know …?*** Zastanawiałem się… / Czy możesz mi powiedzieć…? / Czy wiesz przypadkiem…?
- W stylu nieformalnym częściej używa się pytań bezpośrednich:
  ***I was wondering if there are*** *enough volunteers. /* ***Are there*** *enough volunteers?* Zastanawiałem się, czy jest wystarczająca liczba wolontariuszy. / Czy jest wystarczająca liczba wolontariuszy?

### Słownictwo

- Styl formalny cechuje użycie bardziej złożonych wyrażeń i rzeczowników abstrakcyjnych, a w stylu nieformalnym używamy prostych wyrażeń lub przymiotników, np.:
  ***employment opportunities / a chance to get a job*** (możliwość podjęcia pracy).
  ***Is happiness possible? / Is it possible to be happy?*** Czy szczęście jest możliwe? / Czy można być szczęśliwym?
- Wiele słów w stylu formalnym wywodzi się z języka łacińskiego, np. ***to depart***, ***to cease*** (odjechać, zatrzymać się), a w nieformalnym – z anglosaskiego, np. ***to go***, ***to stop*** (odjechać, zatrzymać się).
- W stylu formalnym używa się czasowników prostych, natomiast w nieformalnym – czasowników frazowych, np. ***appear*** / ***turn up*** (pojawić się).
- Cechą stylu formalnego są złożone wyrażenia przyimkowe, a nieformalnego – proste wyrażenia przyimkowe, np. ***in favour of / for*** (na rzecz / dla).
- Formalnymi łącznikami są słowa takie jak ***furthermore/ however*** (co więcej / jednakże). W języku nieformalnym użyjemy takich wyrażeń jak ***and/but*** (oraz/ale).

**1** **Complete the second, more informal sentence in each pair with the correct form of the phrasal verbs in the box.**

come along go into leave out put off take away

1 Tomorrow's meeting has been **postponed**.
We've put off tomorrow's meeting.
2 Do not **enter** the recording studio when the 'on air' light is illuminated.
You can't go into the recording studio if the 'on-air' light's on.
3 Kindly inform the centre in advance if you are unable to **attend** the workshop.
Can you please let us know if you can't come along to the workshop?
4 Applicants under the age of 18 should **omit** section 4.
If you're under 18, you can leave out section 4.
5 Bottled water may be **confiscated** by airport security.
If you try to take bottled water through security, they might take it away from you.

**2** **Choose the best option for the context.**

1 **An email to a friend**: *Who's coming to* / *Who is attending* the party?
2 **An official document**: *More info's* / *More information is* available via the school website.
3 **A job application**: *I'm really into* / *I especially enjoy* outdoor activities.
4 **A social media comment**: The whole thing just *isn't OK* / *is unacceptable* to me.
5 **A conversation**: Sorry, *I've got to go* / *I must leave* now, I'll call you later.
6 **An announcement at an event**: *There are toilets* / *Toilet facilities are located* near each exit gate.

**3** **Read the advertisement and use the information to complete the social media post. Use no more than two words for each gap.**

**Wildlife photography workshop**

A one-day photography workshop is being held at the zoo on 28 June with wildlife photographer, Mark Ellis. The event will consist of an introductory session during which Mark will introduce some of the key concepts in wildlife photography and demonstrate a number of techniques.

Then, participants will have the opportunity to photograph some of the zoo's animals. The workshop will conclude with a session during which Mark will critique participants' work.

This event is open to all those interested in wildlife photography. Special equipment is not required, but participants should bring their own camera or mobile device.

I've just spotted some info about a wildlife photography workshop. Fancy going? It's on 28/6 at the zoo with a top photographer. [1] There's an intro session in the morning where the guy will chat a bit about wildlife photography and [2] give us some tips. Then you get to go round the zoo and [3] take photos/pictures of the animals. And at the end, he'll take a [4] look at your shots. Anyone can go and you don't [5] need any fancy gear, just take your [6] phone/mobile or camera.



134

2.2 GRAMMAR

## Past Perfect Simple and Past Perfect Continuous

### Past Perfect Simple

Czasu **Past Perfect Simple** używamy:

- mówiąc o czynnościach, które miały miejsce przed określonym momentem w przeszłości (często wyrażonym w czasie Past Simple):
  *When I arrived at the reception, the bride's father **had** already **made** his speech.* Kiedy dotarłem na przyjęcie, ojciec panny młodej zdążył już wygłosić swoją mowę.
- mówiąc o stanach, które trwały przed określonym momentem w przeszłości:
  *When my parents got married, they **had known** each other for a year.* Kiedy moi rodzice się pobrali, znali się od roku.

### Past Perfect Continuous

Czasu **Past Perfect Continuous** używamy, mówiąc o czynnościach, które trwały do określonego momentu w przeszłości (lub zakończyły się krótko przed nim):
*The guests **had been waiting** in front of the church for an hour before the bus picked them up.* Goście czekali przed kościołem przez godzinę, zanim przyjechał po nich autokar.

| Zdania twierdzące (Affirmative) | | | Zdania przeczące (Negative) | | |
|---|---|---|---|---|---|
| I/You/ He/ She/ It/We/ They | 'd been (had been) | sleeping. | I/You/ He/ She/It/ We/ They | hadn't been (had not been) | sleeping. |
| **Pytania ogólne (*Yes/No* questions)** | | | **Krótkie odpowiedzi (Short answers)** | | |
| Had | I/you/ he/she/ it/we/ they | been sleeping? | Yes, I/you/he/she/it/we/they had.<br>No, I/you/he/she/it/we/they hadn't. | | |

| Pytania szczegółowe (*Wh-* questions) | | | | Pytania o podmiot (Subject questions) | | |
|---|---|---|---|---|---|---|
| How long | had | I/you/ he/she/ it/we/ they | been sleeping? | Who | had | been sleeping? |

### Past Perfect Simple a Past Perfect Continuous

Czasu **Past Perfect Simple** używamy:

- mówiąc o zakończonych czynnościach:
  *My father **had visited** his Scottish relatives twice when he finally went to live with them.* Mój ojciec odwiedził swoich szkockich krewnych dwukrotnie, zanim w końcu z nimi zamieszkał.
- mówiąc o stanach za pomocą czasowników statycznych, np.: *be, have, know, see, believe*:
  *I went to see the cathedral. I **had never seen** such a magnificent church. Zwiedziłem* katedrę. Nigdy wcześniej nie widziałem tak wspaniałego kościoła.

Czasu **Past Perfect Continuous** używamy, mówiąc o czynnościach, ale nie o stanach.
Większy nacisk kładziemy na czas trwania czynności niż na jej skutek:
*When they finally arrived, we'**d been discussing** the problem for two hours.* Kiedy się w końcu pojawili, już od dwóch godzin dyskutowaliśmy o problemie.
Jeśli w wypowiedzi pojawia się określenie czasu takie jak *before* lub *after*, użycie czasu Past Perfect Simple lub Past Perfect Continuous nie jest konieczne, ponieważ kolejność wydarzeń nie ulega wątpliwości:
*The children **went** to sleep **before** we came.* Dzieci poszły spać zanim przyszliśmy.

**1 Complete the sentences with the correct form of the verbs in brackets. Use the Past Perfect Simple or the Past Perfect Continuous.**

1 Robert watches a lot of French cinema, but fortunately he hadn't seen (not see) that film before. He loved it!
2 I didn't speak to Janet at the reception. By the time I arrived she had already left (already/leave).
3 It was such a shame. She had been decorating (decorate) the Christmas tree for about an hour before it fell over.
4 I was really tired. I had driven (drive) all the way there without stopping.
5 Gosia locked the cat in the wardrobe by mistake. The poor thing had been crying (cry) for ages before she finally let him out.
6 Barbara hadn't known (not know) that Alex was going to be at the party.
7 On the way to the airport, I realised that I had left (leave) my passport at home.
8 The streets were all wet because it had been raining (rain) heavily since the morning.

**2 Complete the text with the correct form of the verbs in the box.**

get on not get to know move out not share stay work

Last year, I moved to a new city to start a job with a big insurance company. I [1] had been working there for a couple of weeks when I met Natalie in the coffee shop one lunchtime. Up to that point, I [2] had been getting on OK with my job, but I [3] hadn't got to know many people. We immediately hit it off. We had lots of things in common and we were soon chatting away. I told her that I [4] had been staying in a hostel since I'd arrived and that I was looking for a place to live. Coincidentally, her previous flatmate [5] had moved out just a few days before, so she was looking for someone else to share with. I went to see the flat that evening and I moved in a few days later. I was a bit unsure at first because I [6] hadn't shared a flat with anyone before, but we got on really well and we soon became best friends.



135

2.5 GRAMMAR

## Relative clauses

### Zdania podrzędne definiujące:

- dostarczają informacji będących integralną częścią zdania (których pominięcie narusza jego sens) i nie są oddzielone przecinkami od zdania nadrzędnego,
- mogą rozpoczynać się od:
  - **who** lub **that**, jeżeli mówimy o ludziach:
    *Mrs Wilkes is the person **who/that** moved in yesterday.*
    Pani Wilkes jest osobą, która wprowadziła się wczoraj.
  - **which** lub **that**, jeżeli mówimy o rzeczach:
    *Would you like to see the house **which/that** is for sale?*
    Czy chciałbyś zobaczyć ten dom, który jest na sprzedaż?
  - **whose,** jeżeli mówimy o przynależności:
    *I know a girl **whose** parents own a yacht.*
    Znam dziewczynę, której rodzice mają jacht.
  - **where**, jeżeli mówimy o miejscach:
    *This is the place **where** my parents first met.*
    To jest miejsce, w którym poznali się moi rodzice.

W zdaniach podrzędnych definiujących możemy opuścić zaimek względny *who, which* lub *that*, jeżeli jest on dopełnieniem zdania nadrzędnego:
*He is the man **(who/that)** I want to marry.* On jest mężczyzną, którego chcę poślubić.
ALE: *This is the man **who/that** wants to marry me.* To jest mężczyzna, który chce mnie poślubić.

### Zdania podrzędne niedefiniujące:

- dostarczają dodatkowych informacji, bez których zdanie nadrzędne i tak zachowałoby sens, zawsze zawierają zaimek względny i są oddzielone przecinkami od zdania nadrzędnego,
- rozpoczynają się od tych samych zaimków względnych co zdania podrzędne definiujące, z wyjątkiem *that*:
  *My father, **who** lives in Montreal, couldn't come.* Mój ojciec, który mieszka w Montrealu, nie mógł przyjechać.
  *Joyce's new Lexus, **which** she bought in May, cost a fortune.* Nowy lexus Joyce, którego kupiła w maju, kosztował fortunę.
  *St Mary's Church, **where** we met, was built in 1645.* Kościół św. Marii, gdzie się spotkaliśmy, został zbudowany w 1645 r.
  *I bumped into Angus, **whose** brother is studying Medicine.* Spotkałem Angusa, którego brat studiuje medycynę.

Zdanie podrzędne niedefiniujące może również stanowić komentarz do zdania nadrzędnego. Rozpoczynamy je wtedy zaimkiem **which**:
*Tom was late for dinner, **which** made his mother furious.*
Tom spóźnił się na kolację, co rozzłościło jego matkę.

### Zdania podrzędne skrócone:

- zamiast zaimka względnego i czasownika zawierają formę present participle (strona czynna) lub past participle (strona bierna):
  *Elderly people **living** alone (= who live alone) should be in touch with a family member or friend every day.* Starsi ludzie mieszkający samotnie powinni być w codziennym kontakcie z członkiem rodziny lub znajomym.
  *Children **raised** (= who were raised) in a bilingual environment may begin to speak a little later.* Dzieci wychowane w środowisku dwujęzycznym mogą zacząć mówić trochę później.
- mogą być zarówno definiujące, jak i niedefiniujące:
  *Do you know the man **talking** (= who is talking) to Mr Schwartz?* Czy znasz mężczyznę, który rozmawia z panem Schwartzem? (zdanie podrzędne definiujące)
  *Rich people, **accustomed** (= who are accustomed) to luxurious living, will never understand poor people.* Bogaci ludzie, przyzwyczajeni do życia w luksusie, nigdy nie zrozumieją biednych. (zdanie podrzędne niedefiniujące)

**1 Choose the correct option, A, B or C to complete the sentences.**

1 Kim's the one _____ likes to be the centre of attention the whole time. That's her in the red dress.
(A) who B whom C which
2 There's a new magazine on the market _____ you how to play guitar.
A what teaches B teaches (C) teaching
3 Barbara is an only child, _____ a lot about her behaviour at times.
A explaining (B) which explains C that explains
4 Isn't this the same place _____ we saw on the way here?
A what (B) – C where
5 The wedding I went to, _____ was in Poznań, was actually very nice. And the bride was beautiful.
A where B that (C) which
6 According to some, children _____ to break rules become more independent thinkers.
(A) taught B teaching C that taught
7 That's the priest _____ conducted the wedding ceremony. Doesn't he look different in casual clothes?
A – (B) that C which

**2 Complete the second sentence so that it has a similar meaning to the first. Use the number of words shown in brackets.**

1 My older brother, who is studying in Australia, doesn't get home very often.
My older brother, studying in Australia , doesn't get home very often. (3)
2 Children who grow up with two languages at home find it easy to switch between them.
Children growing up with two languages at home find it easy to switch between them. (3)
3 Polish and French are the languages which were spoken by my family as I was growing up.
Polish and French are the languages spoken by our family as I was growing up. (4)
4 My mother, who was sent away to school at a young age, didn't have a close relationship with her parents.
My mother, sent away to school at a young age, didn't have a close relationship with her parents. (4)
5 My sister, who was diagnosed with dyslexia at school, went on to get a PhD in Physics.
My sister, diagnosed with dyslexia at school, went on to get a PhD in Physics. (3)



136

## Collocations

Kolokacja, czyli związek frazeologiczny, to bardzo często używane połączenie dwóch lub więcej słów w logicznie brzmiącą całość. Inaczej niż w przypadku idiomu sens kolokacji wynika ze znaczeń poszczególnych wyrazów. Przykładem kolokacji w języku polskim są odnieść zwycięstwo (a nie ~~ponieść zwycięstwo~~) lub mocna kawa (a nie ~~silna kawa~~).

Kolokacje możemy podzielić na słabe, czyli takie, w których jeden z wyrazów tworzy wiele różnych związków frazeologicznych z innymi, np. ***take a photo/notes/a break*** (robić zdjęcie/notatki/przerwę), oraz mocne, w których poszczególne słowa w danym związku frazeologicznym nie łączą się z wieloma innymi, np. ***common sense*** (zdrowy rozsądek). Związek frazeologiczny często tworzą więcej niż dwa słowa, np.:

***healthy lifestyle*** – zdrowy tryb życia
***lead a healthy lifestyle*** – prowadzić zdrowy tryb życia

Używanie właściwych związków frazeologicznych sprawia, że język, którego używamy, brzmi naturalnie.

**Rodzaje kolokacji:**

- **przymiotnik + rzeczownik**:
  *My brother has a **vivid imagination**.* Mój brat ma bujną wyobraźnię.
  *I only wear these earrings on **social occasions**.* Zakładam te kolczyki tylko na spotkania towarzyskie.
- **czasownik + rzeczownik**:
  *Try not to **lose touch** with your friends after high school.* Spróbuj nie stracić kontaktu z przyjaciółmi po skończeniu szkoły.
  *Make sure you **keep an eye** on Maggie.* Upewnij się, że przypilnujesz Maggie.
- **rzeczownik + czasownik**:
  *Be careful when the **doors open** so that you don't get hit.* Uważaj, gdy drzwi się otworzą, aby cię nie uderzyły.
  ***Snow has been falling** heavily recently.* Ostatnio intensywnie pada śnieg.
- **rzeczownik (*of/and/for*) + rzeczownik**:
  *Tim's **desire for knowledge** is impressive.* Pragnienie wiedzy Tima jest imponujące.
  *What's your **home town** like?* Jakie jest twoje miasto rodzinne?
- **czasownik + przymiotnik/liczebnik**:
  *Who **came first**?* Kto przybiegł pierwszy?
  *You **looked beautiful** at the prom.* Wyglądałaś pięknie w czasie studniówki.
- **przymiotnik + *and* + przymiotnik**:
  *The rooms looked **neat and tidy**.* Pokoje wyglądały bardzo schludnie.
  *We were told **loud and clear** what to do in an emergency.* Powiedziano nam jasno, co zrobić w sytuacji kryzysowej.
- **czasownik + przysłówek**:
  ***Hold tightly** onto me when you're going down those stairs.* Trzymaj się mnie mocno, kiedy będziesz schodził tymi schodami.
  *She **smiled politely**.* Uśmiechnęła się uprzejmie.
- **przysłówek + przymiotnik**:
  *We want to rent a **fully furnished** flat.* Chcemy wynająć w pełni umeblowane mieszkanie.
  *It's **perfectly normal** that you're afraid of the operation.* To zupełnie normalne, że boisz się operacji.

**1 Choose the correct option, A, B or C to complete the sentences.**

1 When I finally heard the news I just _____ into tears. It was such a relief.
A fell B broke (C) burst

2 Diana is _____ shy and she absolutely hates speaking in public.
A bitterly (B) painfully C perfectly

3 When the lights suddenly _____ , several people in the hall screamed.
(A) went out B switched off C closed down

4 Make sure you hold the fabric _____ in place while you stitch around the edges.
A clearly (B) tightly C strongly

5 If everyone's prepared to compromise, I'm sure we can _____ an agreement.
(A) reach B find C make

6 If they start talking about the competition, just _____ quiet and pretend you don't know anything.
A remain (B) keep C stay

7 The company expects _____ standards of all its staff, especially those dealing directly with customers.
(A) high B full C good

8 Joanna's always had a _____ imagination. It's no surprise she became a novelist.
A strong B creative (C) vivid

**2 Complete the text with the words in the box. There are two extra words.**

attention come interest leave neat
normal quiet smart spare strong

### Empty Nest Syndrome

When children [1] leave home to go off to university, many parents are looking forward to a [2] quiet life without all the noise and disruption of a houseful of teens. They dream about how easy it'll be to keep the house [3] neat and tidy at last. They plan to turn the kids' bedrooms into [4] spare rooms so that friends can come and visit. They can't wait to do things as a couple again without the kids being the centre of [5] attention .

But when the time comes and the house is suddenly quiet, it can [6] come as a bit of a shock. Many parents experience [7] strong feelings of loss. Others suffer anxiety about how their offspring are coping without them. All these emotions are perfectly [8] normal though and just part of adjusting to a new stage of life. There's even a name for it: Empty Nest Syndrome.



137

3.2 GRAMMAR

## Future forms including the Future Perfect Continuous

### Future Continuous

Czasu **Future Continuous** używamy:

- opisując czynności, które będą trwały w określonym momencie w przyszłości:
  *This time tomorrow we'**ll be flying** to the Maldives.* Jutro o tej porze będziemy lecieć na Malediwy.
- mówiąc o przyszłych zdarzeniach, które są nieuchronne lub mają charakter rutynowy:
  *I'**ll be going** to the supermarket after work.* Po pracy pójdę do supermarketu.
- formułując uprzejme pytania lub prośby:
  ***Will** you **be doing** the first aid course this month?* Czy będziesz chodzić na kurs pierwszej pomocy w tym miesiącu?
  ***Will** you **be using** your car tomorrow?* Czy będziesz używał jutro samochodu? (bo chciałbym go pożyczyć)

| Zdania twierdzące (Affirmative) | | | Zdania przeczące (Negative) | | |
|---|---|---|---|---|---|
| I/You/ He/She/ It/We/ They | 'll (will) | be sleeping. | I/You/ He/ She/ It/We/ They | won't (will not) | be sleeping. |

| Pytania ogólne (*Yes/No* questions) | | | Krótkie odpowiedzi (Short answers) |
|---|---|---|---|
| Will | I/you/ he/she/ it/we/ they | be sleeping? | Yes, I/you/he/she/it/we/they will.<br>No, I/you/he/she/it/we/they won't. |

| Pytania szczegółowe (*Wh-* questions) | | | | Pytania o podmiot (Subject questions) | | |
|---|---|---|---|---|---|---|
| How long | will | I/you/ he/she/ it/we/ they | be sleeping? | Who | will | be sleeping? |

### Future Perfect Simple

Czasu **Future Perfect Simple** używamy, mówiąc o czynnościach, które zakończą się przed określonym momentem w przyszłości:
*They **will have left** by 6 o'clock.* Wyjdą przed szóstą.

| Zdania twierdzące (Affirmative) | | | Zdania przeczące (Negative) | | |
|---|---|---|---|---|---|
| I/You/ He/She/ It/We/ They | 'll (will) | have finished by 10. | I/You/ He/She/ It/We/ They | won't (will not) | have finished by 10. |

| Pytania ogólne (*Yes/No* questions) | | | Krótkie odpowiedzi (Short answers) |
|---|---|---|---|
| Will | I/you/ he/she/ it/we/ they | have finished by 10? | Yes, I/you/he/she/it/we/they will.<br>No, I/you/he/she/it/we/they won't. |

| Pytania szczegółowe (*Wh-* questions) | | | | Pytania o podmiot (Subject questions) | | |
|---|---|---|---|---|---|---|
| When | will | I/you/ he/she/ it/we/ they | have finished? | Who | will | have finished by 10? |

### Future Perfect Continuous

Czasu **Future Perfect Continuous** używamy, mówiąc o czynnościach lub stanach, które w określonym momencie w przyszłości będą trwać już od pewnego czasu:
*By the end of the year, we **will have been living** in Toronto for eight years.* Przed końcem roku minie osiem lat, odkąd mieszkamy w Toronto.

| Zdania twierdzące (Affirmative) | | | Zdania przeczące (Negative) | | |
|---|---|---|---|---|---|
| I/You/ He/She/ It/We/ They | 'll (will) | have been working for 12 hours. | I/You/ He/ She/ It/We/ They | won't (will not) | have been working for 12 hours. |

| Pytania ogólne (*Yes/No* questions) | | | Krótkie odpowiedzi (Short answers) |
|---|---|---|---|
| Will | I/you/ he/ she/ it/we/ they | have been working for 12 hours? | Yes, I/you/he/she/it/we/ they will.<br>No, I/you/he/she/it/we/ they won't. |

| Pytania szczegółowe (*Wh-* questions) | | | | Pytania o podmiot (Subject questions) | | |
|---|---|---|---|---|---|---|
| How long | will | I/you/ he/she/ it/we/ they | have been working? | Who | will | have been working for 12 hours? |

Typowe określenia czasu używane w czasie Future Perfect Simple i Future Perfect Continuous:

- ***by 2030 / next month / next year*** (do roku 2030 / przyszłego miesiąca / przyszłego roku)
- ***by then*** (do tego czasu)
- ***by the time*** … (do czasu, gdy…)
- ***in two days' / three weeks' / one month's / ten years' time*** (za dwa dni / trzy tygodnie / miesiąc / dziesięć lat)

**1 Complete the sentences with the correct form of the verbs in brackets. Use the Future Continuous, the Future Perfect Simple or the Future Perfect Continuous.**

1 This time next week I will have been working/will have worked (work) here for three years. Doesn't time fly?
2 Robert can't meet us at 6 p.m. He won't have finished (not finish) his homework by then.
3 Will you have read (you/read) that book by Friday? I promised to lend it to Asia.
4 Magda will be visiting (visit) her grandfather tomorrow, so we can't meet for coffee like we usually do.
5 I will have been volunteering (volunteer) as a lifeguard for three years in a row after this summer.
6 This article says we won't be living (not live) in space for at least another 200 years.
7 Will you be collecting (you/collect) Paweł from the train station tomorrow or do I need to go?



138

3.5 GRAMMAR

## Quantifiers

| Określnik (Quantifier) | Rzeczowniki policzalne (Countable nouns) | Rzeczowniki niepoliczalne (Uncountable nouns) |
|---|---|---|
| każdy | **each/every**<br>***Each/Every** book costs 10 pounds.* | |
| wszystkie | **all**<br>***All the** books were quite cheap.*<br>***All the** furniture was quite cheap.* | |
| większość | **most**<br>***Most** books were quite cheap.*<br>***Most of the** furniture was quite cheap.* | |
| dużo (pytania i przeczenia) | **many**<br>*Have you got **many** books?*<br>*I haven't got **many** books.* | **much / a great deal of**<br>*Have you got **much / a great deal of** furniture?*<br>*I haven't got **much / a great deal of** furniture.* |
| dużo (zdania twierdzące) | **a lot of / lots of / loads of / plenty of**<br>*I've got **a lot of / lots of / loads of / plenty of** books.*<br>*I've got **a lot of / lots of / loads of / plenty of** furniture.* | |
| kilka, kilkanaście, trochę | **a number of / several / a few / a couple of**<br>*I've got **a number of / several / a few / a couple of** books.* | **a little**<br>*I've got **a little** furniture.* |
| | **some**<br>*I've got **some** books/furniture.* | |
| mało | **few**<br>*I've got very **few** books.* | **little**<br>*I've got **little** furniture.* |
| oba | **both**<br>***Both** these books are mine.* | |
| którykolwiek (z dwóch) | **either**<br>*You can buy **either** book.* | |
| żaden (z dwóch) | **neither**<br>***Neither** book was expensive.* | |
| nic, ani trochę, żaden | **no**<br>*I've got **no** books/furniture.*<br>**none of**<br>***None of** the books/furniture belongs to me.* | |

Następujących określeń ilości zawsze używamy z przyimkiem **of**: *a number of, a couple of, a great deal of, a lot of, lots of, loads of, plenty of, none of.*

Każdego z pozostałych określeń ilości (z wyjątkiem *no* i *every*) możemy użyć z przyimkiem *of*, jeśli wystąpi po nim zaimek osobowy lub rzeczownik poprzedzony zaimkiem (dzierżawczym lub wskazującym) albo przedimkiem określonym:

***Most** shops / **Most of the** shops were open.* Większość sklepów była otwarta.

*John spent **most of his** life on a farm.* John spędził większość życia na farmie.

***A few of us** took a taxi home.* Kilkoro z nas wróciło do domu taksówką.

**1 Choose the correct option, A, B or C to complete the sentences.**

1 I'm afraid only _____ people decided to come, so we won't be putting on the show.
(A) a few B little C few

2 I hear that _____ people are still unaware of the plans to build a multi-storey car park in the city centre.
A most of (B) most C none of

3 The head teacher said that _____ of the students that caused the fire will be allowed to go on the trip next week.
(A) none B no C very little

4 This flat has a slightly bigger living room than the other one, but I'm afraid _____ of them have cable TV.
A either B both (C) neither

5 Why is there only _____ water left? Barbara bought three bottles for the trip.
A any B a few (C) a little

6 Jenny can come in our car too – there's _____ of space.
(A) plenty B some C a couple

7 There's a great _____ of traffic on the roads today, so I'm going to take the underground to work.
A number B lot (C) deal

8 There are _____ vacant shops on the high street, which is a bad sign for the local economy.
A plenty (B) several C few

**2 Complete the sentences with the quantifiers in the box. There are three extra words.**

a couple all each either few little many much neither no none plenty some

1 There are two single beds in the spare room, but ___neither___ of them have sheets on them at the moment, I'm afraid.

2 You'll find ___plenty___ of cups and mugs in the cupboard above the kettle. There should be enough for everyone.

3 There isn't ___much___ space left in the wardrobe, but you could put a box of stuff under the bed.

4 We have a separate heating control in ___each___ room, so you can keep the rooms you use warm without wasting energy.

5 Modern kitchen appliances are pretty energy efficient and use very ___little___ electricity.

6 Annoyingly, there's ___no___ mobile signal inside the flat, so you have to go out on the balcony if you want to make a call.

7 When we got home, ___none___ of the lights were working. It turned out there was a power cut, so we had to find ___some___ candles.

8 We've only got ___a couple___ of chairs in the kitchen, so Magda and Jan took those and I brought in a stool from the other room.

9 There are two ways to get to the capital from the village and we can take ___either___ route.



139

## Determiners

### *Both*

Określnik ***both*** (oboje, obaj, obie, oba) używany jest, gdy mówimy o dwóch osobach lub rzeczach. *Both* można użyć z rzeczownikiem policzalnym lub zaimkiem:

***Both (of the) cities*** *are interesting.* Oba miasta są interesujące.

*I've visited* ***both of them****.* Odwiedziłem oba.

### *Each, every* i *all*

- Określniki ***each*** i ***every*** (każda, każdy, każde) występują z rzeczownikami w liczbie pojedynczej. *Each* odnosimy do dwóch lub więcej, a *every* do trzech lub więcej osób lub rzeczy:

  *The guide knows* ***each/every monument*** *in town.* Przewodnik zna każdy zabytek w mieście.

- Określniki ***every*** i ***all*** (ale nie *each*) mogą być użyte z przysłówkami *almost, nearly, practically*:

  *Kate has seen* ***nearly every*** *art gallery.* Kate widziała niemal każdą galerię sztuki.

- ***All*** (wszyscy, wszystkie) używamy z rzeczownikami w liczbie mnogiej lub z zaimkami. *All* odnosi się do trzech lub więcej osób lub rzeczy:

  ***All (of) the guidebooks*** *were interesting.* Wszystkie przewodniki były interesujące.

  ***All of them*** *were interesting.* Wszystkie były interesujące.

- Po określnikach *both, each (one), every one, all* wstawiamy ***of***, gdy występuje po nim zaimek osobowy lub rzeczownik w liczbie mnogiej poprzedzony zaimkiem (wskazującym lub dzierżawczym) albo przedimkiem określonym:

  ***Both maps*** *were useful.* Obie mapy były przydatne.

  ***Both of my maps*** *were useful.* Obie moje mapy były przydatne.

  ***Both of the maps*** *were useful.* Obie mapy były przydatne.

  ***Both of them*** *were useful.* Obie były przydatne.

### *All* i *whole*

Kiedy chcemy powiedzieć „cały/cała", używamy *all* lub *whole*.

- ***Whole*** używamy z rzeczownikami policzalnymi w liczbie pojedynczej:

  *I spent* ***a whole day*** *on the beach.* Spędziłem cały dzień na plaży.

- ***All*** używamy głównie z rzeczownikami niepoliczalnymi, a z policzalnymi, jeśli mówimy o czasie trwania danej czynności:

  ***All the accommodation*** *is booked.* Wszystkie miejsca są zarezerwowane.

  *He stayed there* ***all winter****.* Został tam całą zimę.

### *Another, other, the other(s)* i *the other ones*

- Określnik ***another*** oznacza „inny, jeszcze jeden". Używany jest z rzeczownikiem w liczbie pojedynczej lub z zaimkiem *one*:

  *Let's think about* ***another place*** *to meet.* Pomyślmy o innym miejscu spotkania.

  *I've already had a sandwich, so I don't want* ***another one****.* Już zjadłem kanapkę, więc nie chcę kolejnej.

- Określnik ***other*** oznacza „inni, inne". Używany jest z rzeczownikami lub z zaimkiem *ones*:

  *We need* ***other people*** *to help us.* Potrzebujemy innych osób, które nam pomogą.

  *These curtains are ugly. We need* ***other ones****.* Te zasłony są brzydkie. Potrzebujemy innych.

- ***The other*** to „drugi (z dwóch), pozostałe z (konkretnej liczby)". Tego określnika używamy z rzeczownikiem policzalnym lub zaimkiem *one/ones*:

  *I booked this hotel because* ***the other ones*** *are full.* Zarezerwowałem ten hotel, bo w innych nie ma miejsc.

  *Can you show me* ***the other side*** *of your hand?* Czy możesz mi pokazać drugą stronę dłoni?

- ***The others*** oznacza „pozostali, pozostałe" i występuje samodzielnie:

  *I can see some tourists from our group. Where are* ***the others****?* Widzę tylko niektórych turystów z naszej grupy. A gdzie są pozostali?

### *Each other* i *one another*

Tych określeń używamy, gdy opisujemy czynność wykonywaną wzajemnie przez dwie lub więcej osób:

*The tourists helped* ***each other / one another*** *with their bags.* Turyści pomogli sobie nawzajem z bagażami.

**1 Complete the second sentence so that it has a similar meaning to the first. Use the words in capitals.**

1 The biscuits are delicious. Do you mind if I have one more? **ANOTHER**
The biscuits are delicious. Do you mind if I have another one ?

2 The cottage isn't suitable for wheelchair users because the two bedrooms are located on the first floor. **BOTH**
The cottage isn't suitable for wheelchair users because both bedrooms are located on the first floor.

3 There's enough room at the dining table for all the family to eat together. **WHOLE**
There's enough room at the dining table for the whole family to eat together .

4 All the rooms in the hotel are unique and decorated in a different style. **EACH**
Each room in the hotel is/Each of the rooms in the hotel is unique and decorated in a different style.

5 The buses from the city centre to the castle leave at 20-minute intervals. **EVERY**
The buses from the city centre to the castle leave every 20 minutes .

**2 Complete the text with the words and phrases from the box. There are two extra options.**

all of another both of each each of every other others

## Unique stays

Have you ever dreamed of staying in a treehouse in the middle of the Black Forest? Or perhaps you'd like to fall asleep looking up at the stars high in the Arctic Circle from the comfort of a warm bed? Now you can. We offer the chance for you to stay in [1]both of these unique locations plus [2]other equally special places across Europe and beyond.

We have more than twenty unique holiday rentals, [3]each of them has their own special charms. There are cosy cabins hidden deep in the woods, glass cubes with 360° wilderness views and even a hut that rotates to follow the sun. We have properties in almost [4]every type of landscape imaginable; forest, mountains, coast, Arctic wilderness, even desert. [5]Each property sleeps 2–6 people and [6]all of them offer luxury accommodation.

**Visit our website to start your adventure now.**



140

## Question tags and reply questions

### Pytania rozłączne

Pytania rozłączne, czyli ***question tags***, to krótkie pytania dodawane na końcu zdania w celu uzyskania potwierdzenia od rozmówcy lub zadania pytania. Za ich polskie odpowiedniki można uznać słowa „prawda?", „nieprawdaż?" lub „dobrze?", umieszczone na końcu zdania:
*She's gorgeous,* ***isn't she****?* Ona jest olśniewająca, prawda?

*Question tags* stosowane w celu uzyskania potwierdzenia od rozmówcy mają intonację opadającą. *Question tags* stosowane w celu zadania pytania mają intonację wznoszącą.

Pytania rozłączne tworzymy za pomocą czasowników posiłkowych *be, have, do, will* lub modalnych, np. *can, should,* oraz zaimka osobowego odpowiadającego podmiotowi. Po zdaniu twierdzącym mają zwykle formę przeczącą, a po zdaniu przeczącym – twierdzącą.

**Zdanie twierdzące + pytanie rozłączne w formie przeczącej:**

*They made a formal complaint,* ***didn't they****?* Złożyli oficjalną skargę, prawda?

**Zdanie przeczące + pytanie rozłączne w formie twierdzącej:**

*Olivia can't swim,* ***can she****?* Olivia nie umie pływać, prawda?

**Inne formy pytań rozłącznych**

- W zdaniach z *I'm* pytaniem rozłącznym jest ***aren't I****?*:
  *I'm late,* ***aren't I****?* Jestem spóźniony, prawda?
- W zdaniach z *Let's* pytaniem rozłącznym jest ***shall we?***:
  *Let's meet later,* ***shall we****?* Spotkajmy się później, dobrze?
- Jeśli w zdaniu występują słowa zawierające negację, takie jak *no, nobody, never, rarely, seldom, hardly* i *barely,* w pytaniu rozłącznym używamy twierdzącej formy czasownika:
  *I hardly know you,* ***do I****?* Ledwo cię znam, prawda?
  *They never listen to you,* ***do they****?* Oni cię nigdy nie słuchają, prawda?
- W zdaniach rozkazujących twierdzących w pytaniach rozłącznych, w zależności od intencji, używamy *will, would, can/can't* lub *could,* a zdaniach rozkazujących przeczących pytaniem rozłącznym jest ***will you****?*:
  *Wait for me here,* ***will could you****?* Poczekaj tu na mnie, dobrze?
  *Don't spend too much,* ***will you****?* Nie wydawajcie za dużo, dobrze?
- W zdaniu, którego podmiotem jest zaimek *something* lub *nothing,* w pytaniu rozłącznym używamy zaimka ***it***. W przypadku *nothing* w pytaniu rozłącznym zawsze używamy twierdzącej formy czasownika:
  *Something is wrong,* ***isn't it****?* Coś jest nie tak, prawda?
  *Nothing can be done,* ***can it****?* Nic nie można zrobić, prawda?
- W zdaniu, którego podmiotem jest zaimek *everybody, everyone, no one* lub *nobody,* w pytaniu rozłącznym używamy zaimka ***they*** oraz czasownika w liczbie mnogiej. W przypadku *no one* i *nobody* w pytaniu rozłącznym zawsze używamy twierdzącej formy czasownika:
  *Everybody/Everyone will ask questions,* ***won't they****?* Wszyscy będą zadawać pytania, prawda?
  *Nobody / No one signed up for the dressmaking course,* ***did they****?* Nikt nie zapisał się na kurs krawiecki, prawda?
- W zdaniu, którego podmiotem jest zaimek *that,* w pytaniu rozłącznym używamy zaimka ***it***:
  *That's your new car over there,* ***isn't it****?* To twój nowy samochód, prawda?
- W zdaniach z *there is / there are* we wszystkich czasach zaimek ***there*** powtórzony jest w pytaniu rozłącznym:
  *There was a security alarm in the store,* ***wasn't there****?* W sklepie był alarm przeciwkradzieżowy, prawda?

### Pytania typu *reply questions*

Za pomocą pytań typu ***reply questions*** wyrażamy zainteresowanie wypowiedzią rozmówcy i dajemy mu do zrozumienia, że oczekujemy na więcej szczegółów. Za ich polskie odpowiedniki można uznać wyrażenia „O, naprawdę?" lub „Tak?".

**Zdanie twierdzące + *reply question* w formie twierdzącej:**

*'Your dad lent me some money.'* ***'Did he?'*** „Twój tata pożyczył mi trochę pieniędzy". „Naprawdę?"

**Zdanie przeczące + *reply question* w formie przeczącej:**

*'I don't buy shoes online.'* ***'Don't you?'*** „Nie kupuję butów w Internecie". „Naprawdę?"

**1 Complete the sentences with the correct question tag.**

1 You've forgotten to post my letters, __haven't you__ ?
2 I'm going to have to start again from the beginning, __aren't I__ ?
3 No matter what we do, nothing will change, __will it__ ?
4 Don't get lost, __will you__ ?
5 There will be no buses going to Woodside on New Year's Day, __will there__ ?
6 Everybody loves chocolate cake, __don't they__ ?
7 Nobody's in the changing room at the moment, __are they__ ?
8 Let's get something to eat first, __shall we__ ?

**2 Write the correct reply questions to complete the dialogues.**

1 **A:** I'm not going to the theatre tomorrow.
**B:** __Aren't you__ ?
2 **A:** My brother never buys anything online.
**B:** __Doesn't he__ ?
3 **A:** The shop on the corner sells bus tickets.
**B:** __Does it__ ?
4 **A:** You can't book a table in advance.
**B:** __Can't you__ ?
5 **A:** They don't allow you to take your own drinks into the stadium.
**B:** __Don't they__ ?
6 **A:** Most foreign films have subtitles.
**B:** __Do they__ ?



141

GRAMMAR 4.5

## Present and past modal structures

### Konstrukcje z czasownikami modalnymi w czasie teraźniejszym

Udzielając rad lub wyrażając konieczność albo jej brak, możemy użyć:

- czasowników modalnych ***should/shouldn't*** i ***ought to / oughtn't to*** (powinieneś / nie powinieneś):
  *You **should / ought to** eat more fruit and vegetables.* Powinieneś jeść więcej owoców i warzyw.
  *You **shouldn't / oughtn't to** spend so much money on clothes.* Nie powinieneś tyle wydawać na ubrania.
- czasownika modalnego ***must/mustn't*** (musisz / nie możesz, nie wolno ci):
  *You **must** try fish pedicure, it's really wonderful.* Musisz wypróbować rybny pedicure, jest naprawdę cudowny.
  *You **mustn't** spoil her.* Nie możesz jej rozpieszczać.
- czasownika ***need to / needn't*** (musisz, powinieneś / nie musisz):
  *You **need to** have the receipt if you want to return the dress.* Powinnaś mieć paragon, jeśli chcesz zwrócić sukienkę.
  *I can hear you, you **needn't** shout.* Słyszę pana, nie musi pan krzyczeć.
- konstrukcji ***had better / had better not*** (lepiej / lepiej nie):
  *You'**d better** check the price online before you buy a phone here.* Lepiej sprawdź ceny w Internecie, zanim kupisz tutaj telefon.
  *You'**d better not** be late.* Lepiej się nie spóźnij.

### Konstrukcje z czasownikami modalnymi w czasie przeszłym

- Aby powiedzieć, że coś było lub nie było konieczne w przeszłości, używamy ***had to / didn't have to*** (musiałem / nie musiałem):
  *Ella's car broke down, so she **had to** take a taxi.* Samochód Elli zepsuł się, więc musiała wziąć taksówkę.
  *Luckily, I **didn't have to** wait long.* Na szczęście nie musiałem długo czekać.
- Aby wyrazić żal lub krytykę, że coś zdarzyło się lub nie zdarzyło się w przeszłości, używamy konstrukcji ***ought (not) to / should (not) + have +* past participle** (powinien był / nie powinien był):
  *We **should have booked / ought to have booked** a different hotel. This one is terrible.* Powinniśmy byli zarezerwować inny hotel. Ten jest fatalny.
  *My parents **shouldn't have sold / oughtn't to have sold** their camper van.* Moi rodzice nie powinni byli sprzedawać swojego samochodu kempingowego.
- Aby powiedzieć, że jakaś czynność nie była konieczna w przeszłości, możemy też użyć konstrukcji ***didn't need to* + bezokolicznik** lub ***needn't + have +* past participle**. Konstrukcje te różnią się znaczeniem:
  *I **didn't need to cook** dinner for the children yesterday because they were away.* Nie musiałem wczoraj gotować dzieciom obiadu, bo wyjechały.
  *I **needn't have cooked** dinner for the children yesterday because they weren't hungry.* Niepotrzebnie wczoraj ugotowałem dzieciom obiad, bo nie były głodne.

Czasownik modalny ***must*** i konstrukcja ***had better*** nie występują w czasie przeszłym.

**1 Choose the correct option, A, B or C to complete the sentences.**

1 We got a travel card when we arrived in the city, so we _____ tickets every time we went on the metro.
(A) didn't have to buy B needn't have bought C shouldn't have bought

2 Of course, we _____ in the city centre. The car parks are ridiculously expensive.
A didn't have to park B needn't have parked (C) shouldn't have parked

3 We booked a table in advance, but when we arrived, the restaurant was fairly empty, so we _____ .
A didn't need to bother B mustn't have bothered (C) needn't have bothered

4 If you're going to be queuing for a long time, _____ some water with you. It's going to be a really hot day.
(A) you'd better take B you had to take C you needn't take

5 Legally, if the customers were under 16, the venue ought _____ sold them tickets without permission from an adult.
A to have not B not have (C) not to have

6 I bought a ticket for the bus, but I _____ it to anyone either when I got on or during the journey.
A needn't have shown (B) didn't need to show C shouldn't have shown

**2 Translate the words in brackets into English. Use present and past modal structures. Sometimes more than one answer is possible.**

1 You really shouldn't have told/oughtn't to have told (*nie powinnaś była powiedzieć*) her that I was leaving. I thought I could trust you not to say anything.
2 My train was cancelled, but fortunately I didn't have to wait (*nie musiałem czekać*) long for another.
3 It wasn't until they got to the auction that they realised they needn't have bought (*niepotrzebnie kupili*) tickets in advance. There were still plenty on sale on the door.
4 Apparently, Patrycja had to return (*musiała zwrócić*) the shoes the next day because the sole came off.
5 You had better apologise (*lepiej przeproś*) for the mistake. Simon was very upset.
6 I didn't realise we had to dress (*mieliśmy ubrać się*) smartly. No wonder they wouldn't let me in in these baggy jeans.
7 You really shouldn't/oughtn't to/needn't worry (*nie powinieneś się denerwować*) about the driving test. I'm sure you'll be fine.
8 I was really nervous before my job interview, but it turned out that I needn't have worried (*niepotrzebnie się martwiłem*). Everything went smoothly.
9 You had better not write (*Lepiej nie zapisuj*) your PIN number on your credit card.



142

## Modal expressions

Zamiast czasowników modalnych możemy też używać innych struktur. Pozwalają one wyrażać modalność w wypowiedziach, w których czasowniki modalne zwykle nie są używane (np. w czasie przeszłym, przyszłym czy wyrażeniach bezokolicznikowych):
*I **must** help him.* Muszę mu pomóc.
*I **had to / was obliged to** help him.* Musiałem mu pomóc.

### Prawdopodobieństwo

Czasowniki modalne: ***can***, ***can't***, ***could***, ***may***, ***might***, ***must*** oraz:

- ***be likely / be unlikely to do … / that*** – prawdopodobnie (nie):
  *Tim **is likely to sell** the house.* Tim pewnie sprzeda dom.
  *It **was unlikely that** Jenny's offer would win.* To było mało prawdopodobne, że oferta Jenny wygra.
- ***be bound to do*** … – na pewno / z pewnością:
  *You **are bound to feel nervous** before the auction.*
  Na pewno denerwujesz się przed aukcją.
- ***be sure to do*** … – na pewno / z pewnością:
  *She **is sure to pay** a lot if she wants to buy that flat.*
  Na pewno zapłaci dużo, jeśli chce kupić to mieszkanie.
- ***be certain to do*** … – na pewno / z pewnością:
  *The manager **is certain to ask** difficult questions.*
  Kierownik na pewno zada trudne pytania.

### Umiejętność

Czasowniki modalne: ***can***, ***can't***, ***could*** oraz:

- ***be able / unable to do*** … – być w stanie, nie być w stanie:
  *Zoe **was unable to open** a bank account.* Zoe nie zdołała otworzyć rachunku bankowego.
- ***manage to do*** … – zdołać, być w stanie:
  *Will you **manage to help** her?* Czy zdołasz jej pomóc?
- ***succeed in doing*** … – zdołać, być w stanie:
  *I **succeeded in exchanging** the trousers with no receipt.*
  Zdołałem wymienić spodnie bez paragonu.

### Pozwolenie

Czasowniki modalne ***can***, ***could***, ***may*** oraz:

- ***be allowed to do*** … – wolno (komuś) / mieć pozwolenie:
  ***Will** I **be allowed to join** the club?* Czy będzie mi wolno zapisać się do klubu?
- ***be permitted to do*** … – wolno (komuś) / mieć pozwolenie:
  *Students **were permitted to open** a charity shop.*
  Pozwolono studentom otworzyć sklep charytatywny.

### Zakaz

Czasowniki modalne ***can't***, ***couldn't***, ***may not***, ***shouldn't***, ***mustn't*** oraz:

- ***not be allowed to do*** … – nie mieć pozwolenia:
  *The school shop **isn't allowed to sell** any sweets.* Nie wolno sprzedawać słodyczy w szkolnym sklepiku.
- ***be forbidden to do*** … / ***from doing*** … – mieć zakaz:
  *Guests **are forbidden to use** the pool after 11 p.m.*
  Gościom nie wolno używać basenu po godzinie 23.
- ***be banned from doing*** … – mieć zakaz:
  *Students **were banned from taking** food into the room.*
  Uczniom zakazano wnosić jedzenie do sali.

### Obowiązek

Czasowniki modalne ***must*** i ***should*** oraz:

- ***have to do*** … – musieć:
  *You **have to pay** for extra luggage.* Musisz zapłacić za dodatkowy bagaż.
- ***need to do*** … – musieć, potrzebować:
  *We **need to borrow** money to go on a holiday.* Musimy pożyczyć pieniądze, aby pojechać na wakacje.
- ***ought to do*** … – powinno się:
  *Producers **ought to choose** names for their products carefully.* Producenci powinni ostrożnie dobierać nazwy dla swoich produktów.
  *Ought to* to czasownik „semi-modal" czyli w połowie modalny. Używany jest z bezokolicznikiem z *to*, co nie jest cechą czasowników modalnych, ale pod innymi względami zachowuje się jak czasownik modalny.
- ***be obliged to do*** … – być zobowiązanym:
  ***Is** he **obliged to pay** for the damage?* Czy on jest zobowiązany zapłacić za szkody?
- ***be required to do*** … – wymaga się:
  *They **are required to be** punctual.* Są zobowiązani do punktualnego przybycia.
- ***be supposed to do*** … – mieć coś zrobić / powinno się:
  *You **are supposed to sign** both copies.* Powinieneś podpisać obie kopie.
- ***be meant to do*** … – mieć coś zrobić / powinno się:
  *I **meant to text** you, but I forgot.* Miałem do ciebie wysłać wiadomość, ale zapomniałem.

**1 Complete the second sentence so that it has a similar meaning to the first. Use between three and five words including the words in capitals.**

1 Unfortunately, they didn't manage to meet their crowdfunding target. **SUCCEED**
Unfortunately, they didn't succeed in meeting their crowdfunding target.
2 The band's very popular, so the tickets will probably sell out quickly. **LIKELY**
The band's very popular, so the tickets are likely to sell out quickly.
3 You can't go into the backstage area without a security pass. **ALLOWED**
You aren't allowed to go into the backstage area without a security pass.
4 We couldn't get the book you wanted because it was out of stock. **MANAGE**
We didn't manage to get the book you wanted because it was out of stock.
5 The phone should come with a charger, but it wasn't in the box. **MEANT**
The phone is meant to come with a charger, but it wasn't in the box.
6 Alex can't train with the team because he insulted one of the instructors. **BANNED**
Alex has been/was/is banned from training with the team because he insulted one of the instructors.



143

GRAMMAR 5.2

## Reported Speech

W zdaniach w **mowie zależnej** zmianie ulega większość czasów gramatycznych w zdaniach oznajmujących i pytających, jednak tylko wtedy, gdy czasownik wprowadzający mowę zależną jest w czasie przeszłym (np. *He said …, She told me …, He asked …*). Jeśli czasownik wprowadzający mowę zależną występuje w czasie teraźniejszym (np. Present Simple lub Present Perfect), czas gramatyczny w przytaczanym zdaniu pozostaje bez zmian:

*'**I'm not satisfied** with your performance.' → The teacher **has said** she **is not satisfied** with my performance.*

„Nie jestem zadowolona z twoich osiągnięć". → Nauczycielka powiedziała, że nie jest zadowolona z moich osiągnięć.

*'**How** do you handle stress?' → She **wants to know** how I **handle** stress.*

„Jak radzi pan sobie ze stresem?" → Pyta, jak radzę sobie ze stresem.

Nawet wtedy, gdy czasownik wprowadzający mowę zależną jest w czasie przeszłym, w mowie zależnej bez zmian pozostają:

- czasowniki w czasie Past Perfect Simple i Continuous:
  *'Before my resignation I **had been working** on a large environmental project.' → The candidate told the interviewer that before his resignation he **had been working** on a large environmental project.*
  „Przed złożeniem rezygnacji pracowałem nad dużym projektem związanym z ochroną środowiska". → Kandydat powiedział osobie prowadzącej rozmowę, że przed złożeniem rezygnacji pracował nad dużym projektem związanym z ochroną środowiska.
- czasowniki modalne *would, should, could, might, must*:
  *'During the interview you **should** try to make eye contact.' → The advisor told me that during the interview you **should** try to make eye contact.* „Podczas rozmowy kwalifikacyjnej powinno się próbować nawiązywać kontakt wzrokowy". → Doradca powiedział mi, że podczas rozmowy kwalifikacyjnej powinno się próbować nawiązywać kontakt wzrokowy.
  *'We **must** all try harder.' → The manager said that we **must** all try harder.*
  „Musimy wszyscy bardziej się starać". → Kierownik powiedział, że wszyscy musimy bardziej się starać.

**1 Report the statements. Which statements DON'T move back one tense when reported?**

1 'You need to fill out an application form.'
She says (that) I/we need to fill out an application form . ✓
2 'Candidates must speak good English.'
The job advert said (that) candidates must speak good English . ✓
3 'I really want to improve my career prospects.'
Ben's told me (that) he really wants to improve his career prospects . ✓
4 'I'd like to express my interest in this vacant post.'
He said (that) he'd like to express his interest in that vacant post . ✓
5 'Magda hasn't really achieved her goals.'
Rob told me (that) Magda hadn't really achieved her goals .
6 'I had never had a job interview before.'
Paula said (that) she had never had a job interview before . ✓

**2 Report the questions and requests.**

1 'Can you wait here for a few minutes?'
She wants to know _____ .
2 'Please, sign in at reception when you arrive.'
They told me _____ .
3 'Have you already sent us a copy of your qualifications?'
She asked _____ .
4 'Log on to our website to update your contact details.'
The job agency has asked us _____ .
5 'Could you give me the report by noon today?'
John asked _____ .
6 'Will I need to wear a uniform?'
I asked the interviewer _____ .

**3 Choose the correct option, A, B or C to complete the dialogue.**

**Max:** How did your interview go?
**Nina:** I think it was OK, but I struggled with some of the questions.
**Max:** Like what?
**Nina:** Well, she asked me what [1] _____ .
**Max:** Oh, that's difficult. What did you say?
**Nina:** I said that I [2] _____ at speaking in public. I told her that I [3] _____ in front of a big group of people.
**Max:** That sounds OK. But do you need to speak in public for the job?
**Nina:** Not really. I asked her [4] _____ in front of people and she told me [5] _____ . She said that I might [6] _____ presentations in meetings occasionally, but she said that it [7] _____ in front of a lot of people.
**Max:** It was a good answer to the question, then. You were honest, but you didn't say [8] _____ a weakness that's going to affect your ability to do the job.

1 (A) my biggest weakness was B was my biggest weakness C is my biggest weakness
2 A haven't been very good B hadn't been very good (C) wasn't very good
3 A 've got nervous B 'd got nervous (C) got nervous
4 A if I need to speak B will I need to speak (C) whether I'd need to speak
5 A to not worry (B) not to worry C don't worry
6 A have needed to give (B) need to give C need to have given
7 A won't be B wouldn't have been (C) wouldn't be
8 A you've had (B) you had C you'd had

**4 Now write the conversation between Nina and the interviewer in Exercise 3.**

**Interviewer:** What's _____ ?
**Nina:** I _____ . _____ . _____ ?
**Interviewer:** _____ . _____ .

### Exercise 2

1 if/whether I/we can wait here/ there for a few minutes
2 to sign in at reception when I/we arrived
3 if/whether I/we had already sent them a copy of my/our qualifications
4 to log on to their website to update my/ our contact details
5 if/whether I/we could give him the report by noon that day/ me/us to give him the report by noon that day
6 if/whether I would need to wear a uniform

### Exercise 4

**Interviewer:** What's your biggest weakness?

**Nina:** I'm not very good at speaking in public. I get nervous in front of a big group of people. Will I need to speak in front of people?

**Interviewer:** Don't worry. You might need to give presentations in meetings occasionally, but it won't be in front of a lot of people.



144

5.5 GRAMMAR

## Reporting verbs

Zamiast czasowników *say* i *tell* do przytaczania wypowiedzi można użyć wielu innych czasowników w różnych konstrukcjach (przy czym ten sam czasownik może występować w kilku z nich).

### Czasowniki bez dopełnienia:

- **czasownik + *(that)* + przytaczane zdanie** (np.: *add, admit, agree, claim, complain, deny, explain, insist, promise, propose, recommend, regret, suggest*):
  *'I wasted a lot of money.'* → *Sue **complained** (that) she had wasted a lot of money.*
  „Straciłam dużo pieniędzy". → Sue narzekała, że straciła dużo pieniędzy.
- **czasownik + *(not) to* + bezokolicznik** (np.: *agree, claim, decide, offer, promise, refuse, threaten*):
  *'I'll hire two new employees.'* → *The manager **decided** to hire two new employees.*
  „Zatrudnię dwóch nowych pracowników". → Kierownik zdecydował się zatrudnić dwóch nowych pracowników.
- **czasownik + *(not) -ing*** (np.: *admit, deny, propose, recommend, regret, suggest*):
  *'I didn't take this money.'* → *The cashier **denied** taking that money.*
  „Nie wziąłem tych pieniędzy". → Kasjer zaprzeczył, że wziął te pieniądze.
- **czasownik + przyimek + *(not) -ing*** (np.: *apologise for, insist on, object to*):
  *'I'm sorry I was rude.'* → *I **apologised for** being rude.*
  „Przepraszam, że byłem nieuprzejmy". → Przeprosiłem za to, że byłem nieuprzejmy.

### Czasowniki z dopełnieniem:

- **czasownik + dopełnienie + *(that)* + przytaczane zdanie** (np.: *advise, assure, convince, inform, persuade, promise, remind, tell, warn*):
  *'The meeting will start in an hour.'* → *The secretary **reminded** them (that) the meeting would start in an hour.*
  „Spotkanie zaczyna się za godzinę". → Sekretarka przypomniała im, że spotkanie zaczyna się za godzinę.
- **czasownik + dopełnienie + *(not) to* + bezokolicznik** (np.: *advise, ask, beg, convince, encourage, invite, order, persuade, recommend, remind, tell, warn, urge*):
  *'You really should apply for this job.'* → *Everybody **encouraged** me to apply for that job.*
  „Naprawdę powinnaś ubiegać się o tę pracę". → Wszyscy zachęcali mnie, żebym ubiegała się o tę pracę.
- **czasownik + dopełnienie + przyimek + *(not) -ing*** (np.: *accuse sb of, blame sb for, criticise sb for, congratulate sb on, praise sb for, suspect sb of, thank sb for*):
  *'It's your fault that the car was damaged.'* → *Joe's boss **blames** him **for** damaging the car.*
  „To twoja wina, że samochód został uszkodzony". → Szefowa Joego wini go za uszkodzenie samochodu.

**1** **Complete the sentences with the correct form of the verbs in brackets. Use a preposition if necessary.**

1 She reminded me to fulfil (fulfil) my duties.
2 Jonathan suggested hiring/(that) I/we/they hire (hire) an interior designer.
3 She persuaded me not to step down (not step down).
4 I was blamed for causing (cause) unnecessary problems.
5 He threatened to tell (tell) the boss about my lack of experience.
6 She congratulated me on winning (win) first prize.
7 Would you advise me to do (do) a course in accountancy?
8 He is suspected of selling (sell) top-secret information.

**2** **Complete the text with the correct form of the reporting verbs in the box. There are two extra verbs.**

agree congratulate explain invite persuade promise suggest thank warn

Recently, my cousin asked me to help him sell his homemade cookies at a music festival. I wasn't very keen at first, but he [1] persuaded me to do it, saying it would probably only take a couple of hours. He [2] explained that he only had a few boxes of cookies to sell and that they'd sell really quickly. He also [3] promised/agreed to split the profits fifty-fifty. I [4] agreed/promised to help out, but I [5] warned him that I wouldn't stay longer than two or three hours. To my surprise, the cookies proved to be really popular and they sold out in just over an hour! My cousin was delighted and [6] thanked me for making his new business such a success. He's also [7] invited me to work with him again at the next festival.

**3** **Complete the sentences with the correct prepositions or write Ø if no preposition is needed.**

1 The company later apologised for misleading its customers.
2 Some people object to receiving marketing emails from companies.
3 The store denied Ø selling fake goods.
4 The manager thanked everyone for their hard work.
5 At least one person has admitted Ø/to using a fake ID to get into the venue.
6 He blamed problems with the IT system for missing the deadline.
7 Several experts have proposed Ø cutting the working day to just five hours.



145

5.7 USE OF ENGLISH

## Phrasal verbs – advanced points

### Trzyczęściowe czasowniki frazowe

Trzyczęściowe czasowniki frazowe najczęściej składają się z prostych czasowników oraz różnych przyimków/przysłówków:

*Tom **dropped out of** school after failing his exams.* Tom porzucił szkołę po tym, jak oblał egzaminy.

*You should **stand up for** what you believe in.* Powinieneś stawać w obronie tego, w co wierzysz.

*Kate couldn't **keep up with** other students.* Kate nie nadążała za pozostałymi uczniami.

Trzyczęściowe czasowniki frazowe są nierozdzielne. Dopełnienie, czy to w postaci rzeczownika, czy zaimka, musi wystąpić po całym czasowniku:

*We are sure to **come up against** a lot of opposition.* Z pewnością napotkamy wiele trudności.

~~*We are sure to **come up** a lot of opposition **against**.*~~

### Rzeczowniki i przymiotniki tworzone od czasowników frazowych

- **Rzeczowniki:**

  – **czasownik + przyimek/przysłówek**: *clear out* (sprzątać, czyścić) → *a clear-out* (generalne porządki), *let sb down* (zawieść, rozczarować) → *a letdown* (rozczarowanie), *warm sth up* (rozgrzać) → *a warm-up* (rozgrzewka), *burn out* (wypalić) → *burnout* (wypalenie zawodowe):

  *I had a **clear-out** because I needed more space for some new equipment.* Zrobiłem generalne porządki, ponieważ potrzebowałem więcej miejsca na nowe wyposażenie.

  *A friend of mine took a year out to avoid **burnout**.* Mój przyjaciel wziął roczny urlop, aby uniknąć wypalenia zawodowego.

  W utworzonych w ten sposób rzeczownikach akcent pada na czasownik.

  – **przyimek/przysłówek + czasownik**: *bring up* (wychowywać) → *upbringing* (wychowanie), *pour down* (lać) → *downpour* (ulewa), *set out* (rozpocząć) → *outset* (początek), *put in* (wkładać) → *input* (wkład):

  *Please, allow me to say a few words at the **outset**.* Pozwól mi, proszę, powiedzieć kilka słów na początku.

  *They had the greatest **input** into our company.* Oni mieli największy wkład w rozwój naszej firmy.

  W utworzonych w ten sposób rzeczownikach akcent pada na przyimek lub przysłówek.

- **Przymiotniki:**

  – **przyimek/przysłówek + czasownik + *-ing***: *put off* (budzić wstręt) → *off-putting* (odpychający), *lift up* (unieść) → *uplifting* (podnoszący na duchu), *stand out* (wyróżniać się) → *outstanding* (wyróżniający się):

  *Our teacher told us an **uplifting** story.* Nasz nauczyciel opowiedział nam podnoszącą na duchu historyjkę.

  *For such **outstanding** work, you deserve a pay rise.* Za tak wyróżniającą pracę należy się podwyżka.

  – **czasownik (past participle) + przyimek/przysłówek**: *run down* (wyczerpywać się) → *rundown* (zniszczony, podupadły), *build up* (rozbudować) → *built-up* (zabudowany), *wear out* (wyczerpać się) → *worn-out* (wyczerpany, zużyty):

  *You are driving through a **built-up** area.* Jedziesz po terenie zabudowanym.

*The boys grew up in this **run-down** building you see.* Chłopcy dorastali w tym zrujnowanym budynku.

Pamiętaj, aby każdorazowo sprawdzać w słowniku pisownię rzeczowników i przymiotników tworzonych od czasowników frazowych.

**1 Rewrite the sentences replacing the underlined verb with the correct form of a phrasal verb from the box. There is one extra verb.**

come up against | come up with | drop out of | get on with | get out of | look up to | put up with

1 You should not tolerate such working conditions. put up with
2 I try to avoid early shifts if I can. get out of
3 Two students quit the course. dropped out of
4 Of course we encountered problems, but we found ways to deal with them. came up against
5 We found an efficient way of dealing with applications. came up with
6 He's aware that young athletes admire him as a role model. look up to

**2 Complete the text with one word in each gap.**

Hanna did well at school, but she decided not to [1] go on to further education. Instead, she got a job in a local restaurant working in the kitchen. She got [2] on really well with her colleagues and loved working as part of a team. Although she didn't have any formal qualifications, she [3] made up for that with her enthusiasm and willingness to learn. Over the next few years, she first worked her way up to become a chef and eventually went on to run her own restaurant. She now goes into schools to talk about her career path. She explains that people looked [4] down on her because of her lack of education. She talks about how she had to stand up [5] for herself and prove her abilities.

**3 Complete the sentences using a noun or adjective form of the phrasal verb in brackets.**

1 The film was a bit of a letdown – not as good as I'd expected. (let down)
2 We got caught in a complete downpour without an umbrella. (pour down)
3 It's important that everyone knows what's involved from the outset (set out)
4 The smell is a bit off-putting , but it actually tastes really good. (put off)
5 The cupboard in my office is full of old paperwork, it needs a clear-out (clear out)
6 He grew up in a rather run-down neighbourhood. (run down)
7 She had a fairly traditional upbringing and education. (bring up)
8 Messi pulled a muscle during the warm-up and couldn't play. (warm up)



146

6.2 GRAMMAR

## Conditional clauses – alternatives to *if*

Zdania warunkowe stopnia zerowego, pierwszego, drugiego i trzeciego możemy budować, używając albo spójnika *if* (jeśli), albo następujących słów i konstrukcji:

- spójnika ***unless*** (jeśli nie, chyba że):
  *I won't tell you what happened **if** you **don't** promise to keep it secret.* → *I won't tell you what happened **unless** you promise to keep it secret.* Nie powiem ci, co się stało, chyba że obiecasz zachować to w tajemnicy.
- spójnika ***provided (that) / providing*** (pod warunkiem że):
  *You can go with us **if** you pay for your own meals.* → *You can go with us, **provided (that) / providing** you pay for your own meals.* Możesz pojechać z nami, pod warunkiem że zapłacisz za swoje posiłki.
- wyrażeń ***Imagine/Suppose/Supposing*** (w pytaniach):
  *If someone published a private email from you on Facebook, wouldn't you be mad?* → ***Imagine/Suppose/Supposing** someone published a private email from you on Facebook, wouldn't you be mad?* A gdyby tak ktoś zamieścił prywatny e-mail od ciebie na Facebooku – nie byłbyś wściekły?
- **inwersji**, którą stosujemy w języku oficjalnym, a której celem jest podkreślenie efektu retorycznego zdania. Możemy zastosować ją w zdaniach z czasownikami posiłkowymi *were* i *had*, przy czym czasownika *were* używamy również w pierwszej i trzeciej osobie liczby pojedynczej. Aby przekształcić zdanie warunkowe metodą inwersji, pomijamy *if*, a czasownik posiłkowy przestawiamy na początek zdania:
  *If it **were** my photograph, I would not let anyone publish it.* → ***Were** it my photograph, I would not let anyone publish it.* Gdyby to było moje zdjęcie, nie pozwoliłbym nikomu go opublikować.
  *If I **had considered** all the aspects carefully, I would probably have made the right decision.* → ***Had** I **considered** all the aspects carefully, I would probably have made the right decision.* Gdybym uważnie rozważył wszystkie aspekty, prawdopodobnie podjąłbym prawidłową decyzję.

Inwersję możemy również zastosować przy użyciu czasownika ***should*** w zdaniach warunkowych pierwszego stopnia, jeśli spełnienie postawionego w zdaniu warunku jest stosunkowo mało prawdopodobne. Przed zastosowaniem inwersji musimy przekształcić zdanie warunkowe w zdanie bardziej formalne z zastosowaniem konstrukcji: ***should* + bezokolicznik**, która zastępuje czasownik w czasie Present Simple. Dopiero później stosujemy inwersję, stawiając *should* na początku zdania i pomijając *If*:

*If you **are** dissatisfied with the product, you are entitled to a full refund.* (najmniej formalne) → *If you **should be** dissatisfied with the product, you are entitled to a full refund.* (bardziej formalne) → ***Should** you **be** dissatisfied with the product, you are entitled to a full refund.* (najbardziej formalne) Jeśli będą państwo niezadowoleni z produktu, mają państwo prawo do pełnego zwrotu pieniędzy.

Przy inwersji nie używamy skróconych form przeczących:
*If I **hadn't** told the police the truth, an innocent person would have been arrested* → ***Had** I **not** told the police the truth, an innocent person would have been arrested.* Gdybym nie powiedział policji prawdy, zostałaby aresztowana niewinna osoba.

**1 Choose the correct option.**

1 I won't help you *if* / *unless* you stop misleading me.
2 I'll lend you the book *providing* / *supposing* you give it back to me on Friday.
3 You would never have read the news story *unless* / *if* I hadn't sent you the link.
4 *Providing* / *Supposing* I refused to tamper with the picture, what would you do then?
5 *Imagine* / *Provided* you had your own TV show, what would it be about?
6 *Had I not* / *Hadn't I* distorted the truth, there would have been even more trouble.
7 *Should* / *If* you be unhappy with the portrait, you can always get a photo taken.

**2 Complete the second sentence so that it has a similar meaning to the first. Use no more than four words including the word in capitals.**

1 I don't generally believe a news story online if it isn't from a reputable source. **UNLESS**
I don't generally believe a news story online unless it is from a reputable source.
2 You can only use statistics in your essay if you state where they're from. **PROVIDED**
You can include statistics in your essay provided you state where they're from.
3 If a company used your image in an advert, what would you do? **SUPPOSE**
Suppose a company used your image in an advert, what would you do?
4 We won't publish someone's photo unless we get their permission first. **IF**
We will only publish someone's photo if we get their permission first.
5 If someone posted lies about you on social media, how would you feel? **IMAGINE**
Imagine someone posted lies about you on social media, how would you feel?
6 Everything should be OK unless it rains. **PROVIDING**
Everything should be OK providing it doesn't rain.

**3 Put the words in brackets in the correct order to complete the sentences.**

1 I'm sure that, were she here today (here/she/today/were), she'd be shocked by this behaviour.
2 Had you used (had/used/you) a stronger password, your account might not have been hacked.
3 Should customers need (customers/need/should) further help, there's a customer service desk in store.
4 Had someone not contacted (contacted/had/not/someone) the media, the story wouldn't have become public.
5 Were we to use (we/to/use/were) his real name in the story, he might be put in danger.
6 Don't hesitate to call me, should the same problem ever arise (arise/ever/problem/should/the same) again.



147

GRAMMAR 6.5

## Mixed conditionals

Konstrukcje występujące w zdaniach warunkowych drugiego i trzeciego stopnia można łączyć, tworząc zdania warunkowe mieszane typu pierwszego i drugiego.

### Zdania warunkowe mieszane typu pierwszego

***If* + Past Simple, *would / wouldn't have* + past participle**

Zdań tych używamy, spekulując o trwałych sytuacjach lub stanach, które mogły mieć określone skutki w przeszłości:
*If Sergio **didn't speak** English with an Italian accent, he **wouldn't have been recognised** then.* Gdyby Sergio nie mówił po angielsku z włoskim akcentem, nie zostałby wtedy rozpoznany. (a ponieważ mówi z akcentem, został rozpoznany)
*If I **was/were taller,** I **would have got** the main role in the school play a year ago.* Gdybym był wyższy, dostałbym główną rolę w szkolnym przedstawieniu rok temu. (ponieważ nie jestem wyższy, nie dostałem tej roli)
Uwaga! Czasownika *were* możemy używać w pierwszej i trzeciej osobie liczby pojedynczej.

### Zdania warunkowe mieszane typu drugiego

***If* + Past Perfect, *would / wouldn't* + bezokolicznik**

Zdań tych używamy, spekulując o sytuacjach, które mogły mieć miejsce w przeszłości, ale się nie zdarzyły i ma to określone skutki w chwili obecnej:

*Gina **wouldn't be** so unhappy now if she **hadn't changed** her job two years ago.* Gina nie byłaby teraz tak nieszczęśliwa, gdyby nie zmieniła pracy dwa lata temu. (Zmieniła pracę, więc teraz jest nieszczęśliwa.)

*If the police **had stopped** looking for him then, he **would be** a free man now.* Gdyby policja przestała go wówczas szukać, byłby teraz wolnym człowiekiem. (ale nie przestała, więc nie jest wolny)

Tak jak we wszystkich typach zdań warunkowych, również w zdaniach warunkowych mieszanych zamiast *would* możemy użyć *could, might* lub *should.*

**1 Match the sentence beginnings 1–6 with their endings a–f.**

1 If someone had proofread the article, e
2 She probably wouldn't have got it wrong b
3 If he wrote a bit more slowly, d
4 The text would be more natural a
5 If they checked their facts regularly, f
6 They could reach a wider audience c

a if they'd paid for a proper translator.
b if she was more willing to ask for advice.
c if they'd created an English version of their website.
d he might have made fewer spelling mistakes.
e it wouldn't contain so many errors.
f they'd have known the figures were out of date.

**2 Complete the sentences with the correct form of the verbs in brackets. Use mixed conditionals.**

1 If you hadn't moved (not move), the photo wouldn't be (not be) so blurred.
2 Jared would be (be) a much better actor today if he had taken (take) lessons when he was younger.
3 The paper wouldn't have reported (not report) the story if it didn't involve (not involve) a celebrity.
4 If you hadn't eaten (not eat) so much for dinner, you wouldn't feel (not feel) sick now.
5 She wouldn't be (not be) angry with you now if you had told (tell) her the truth this morning.
6 If Gina was/were (be) a better liar, they might have believed (might/believe) the story she told them.

**3 Choose the correct option, A, B or C to complete the text.**

Scrolling through your social media feed, it's easy to think that everyone's holidays are perfect. However, if those same people [1]_____ so selective about what they shared, the impression would be very different. For example, you see a shot of your friend sitting on a beach in the sun, but if they'd taken a picture a few hours earlier, it [2]_____ grey clouds. Or you see them alone looking out at a stunning view, but if they had turned the camera round just a few degrees, it [3]_____ crowds of other tourists. Personally, I like to have a more realistic record of my travels. If I had only captured the 'picture perfect' moments of my recent trip to Asia, I [4]_____ laugh at some of the disasters now. If I [5]_____ photographic evidence of me walking through water up to my knees when the monsoon rain arrived early, my friends just wouldn't believe my story.

1 (A) hadn't been B haven't been C wouldn't be
2 A will show (B) would show C will have shown
3 (A) would reveal B had revealed C reveals
4 A didn't (B) wouldn't be able to C wouldn't have been able to
5 (A) hadn't got B didn't get C haven't got

**4 Rewrite the two sentences as a single sentence using a mixed conditional.**

1 My dad threw away the receipt. I can't take the T-shirt back to the shop. **If my dad …**
2 Maria's not very tall. She couldn't become a professional basketball player. **If Maria …**
3 The editor didn't give me his contact details. I can't send him copies of the photos. **If the editor …**
4 The venue doesn't have good public transport links. Lots of people drove to the concert. **Fewer people …**
5 The signs at the airport aren't very clear. We got lost and missed our flight. **If the signs …**
6 The organiser didn't book tickets in advance. We're standing in this long queue. **We …**

**Exercise 4**

1 If my dad hadn't thrown away the receipt, I could take the T-shirt back to the shop.
2 If Maria was/were taller, she could/might have become a professional basketball player.
3 If the editor had given me his contact details, I could send him copies of the photos.
4 Fewer people would/might have driven to the concert if the venue had better public transport links.
5 If the signs at the airport were clearer/weren't so unclear, we wouldn't have got lost and missed our flight.
6 We wouldn't be standing in this long queue if the organiser had booked tickets in advance.



148

## Compound nouns and adjectives

### Rzeczowniki złożone

Rzeczowniki złożone zwykle składają się z dwóch słów. Pierwsze z nich opisuje lub modyfikuje drugie, np.: ***time travel*** – podróż w czasie, ***travel time*** – czas podróży.

- **rzeczownik + rzeczownik:**
  *We always watch a **news bulletin** first thing in the morning.* Zawsze rano oglądamy wiadomości telewizyjne.
- **przymiotnik + rzeczownik:**
  *Everybody should be interested at least a little bit in **foreign affairs**.* Każdy powinien choć trochę interesować się sprawami zagranicznymi.
- **czasownik z końcówką *-ing* + rzeczownik:**
  *Have you seen my **reading glasses**?* Widziałeś moje okulary do czytania?
- **przyimek + rzeczownik:**
  *Our local radio station is located on the **outskirts** of town.* Nasza lokalna stacja radiowa znajduje się na obrzeżach miasta.
- **rzeczownik utworzony od czasownika frazowego:**
  *Don't forget to ring me if you need any **backup**.* Nie zapomnij do mnie zadzwonić, jeśli będziesz potrzebował wsparcia.

Rzeczowniki złożone zapisujemy jako jedno słowo, dwa oddzielne słowa lub dwa słowa z łącznikiem.

### Przymiotniki złożone

- **liczebnik + rzeczownik:**
  *We were extremely tired after the **twenty-hour** flight to Australia.* Byliśmy bardzo zmęczeni dwudziestogodzinnym lotem do Australii.
- **przymiotnik + rzeczownik:**
  *The setting of the film is **present-day** London.* Sceneria filmu to współczesny Londyn.
- **rzeczownik + przymiotnik:**
  *The evening **blood-red** sun promises good weather the next day.* Wieczorne krwistoczerwone słońce to obietnica dobrej pogody następnego dnia.
- **rzeczownik/przymiotnik/przysłówek + imiesłów zakończony na *-ed* lub *-ing*:**
  *It was such a **heart-warming** message.* To była podnosząca na duchu wiadomość.
  *I got **tongue-tied** when I saw that so many people came to hear me speak.* Oniemiałem, gdy zobaczyłem, ile osób przyszło, by wysłuchać mojego wystąpienia.
- **czasownik + przyimek/przysłówek:**
  *Nowadays, there are a lot of **made-up** stories on social media.* W dzisiejszych czasach w mediach społecznościowych jest wiele zmyślonych opowieści.

Przymiotniki złożone zwykle zapisujemy z łącznikiem.

Niekiedy przymiotniki złożone składają się z więcej niż dwóch słów, np. ***fifteen-year-old*** (piętnastoletni), ***state-of-the-art*** (najnowocześniejszy).

Zwróć uwagę na to, że rzeczownik w przymiotniku złożonym występuje zwykle w liczbie pojedynczej:
***two-minute conversation*** NIE: ~~*two-minutes conversation*~~
***flat-footed*** NIE: ~~*flat-feeted*~~

**1 Complete the sentences with the words in the box. There is one extra word.**

actual affairs art breaking commercial present stop

1 People now learn about the latest breaking news via social media.
2 Our journalists cover both domestic news and foreign affairs.
3 People are fed up with the non-stop coverage of the elections.
4 They use state-of-the-art camera technology to capture the action.
5 After the commercial break, we'll hear from our reporter on the scene.
6 This ancient tradition is still practised in present-day Turkey.

**2 Replace the underlined phrase in the first sentence with an appropriate compound adjective in the second one.**

1 They've produced a video that lasts for five minutes.
They've produced a five-minute video.
2 We're using a name we made up to protect the woman's identity.
We're using a made-up name to protect the woman's identity.
3 People had to walk through water that was as high as their waist to get to safety.
People had to walk through waist-high water to get to safety.
4 The hospital has an emergency department that is open for twenty-four hours a day.
The hospital has a twenty-four-hour emergency department.
5 We've created a new online booking system that's very easy for people to use.
We've created a new user-friendly/easy-to-use online booking system.

**3 Choose the correct option.**

1 Ford, the US (*car company*)/ *company car*, is planning to open a factory in the town.
2 The job also comes with a *car company* / (*company car*) and private health insurance.
3 There's a jug of (*tap water*)/ *water tap* on the table or you can order mineral water.
4 There's an outside *tap water* / (*water tap*) we use to water the garden.
5 If (*time travel*)/ *travel time* were possible, I'd go back to Ancient Egypt.
6 The new high-speed rail link cuts *time travel* / (*travel time*) to two hours.
7 You turn off the main road and go down a small *roadside* / (*side road*).
8 A group of schoolchildren were standing by the (*roadside*)/ *side road* waiting for a bus.



149

7.2 GRAMMAR

## Advanced passive forms

### Strona bierna z czasownikami modalnymi

Strony biernej możemy użyć:

- z czasownikami modalnymi w czasie teraźniejszym **(czasownik modalny + *be* + past participle):**
  *The project **must be completed** by tomorrow.* Projekt musi zostać ukończony do jutra.
  *Mobile phones **may be used**.* Telefony komórkowe mogą być używane.
- z czasownikami modalnymi w czasie przeszłym **(czasownik modalny + *have been* + past participle)**, aby wyrazić przypuszczenia lub opinie dotyczące przeszłości:
  *The competition **should have been cancelled** after the accident.* Zawody powinny były zostać odwołane po wypadku. (ale tak się nie stało i były kontynuowane)
  *The server **couldn't have been repaired** properly yesterday.* Serwer na pewno nie został wczoraj prawidłowo naprawiony. (nadal nie działa tak, jak powinien)
  *Their Facebook profile **must have been removed** because I can no longer find it.* Ich profil na Facebooku musiał zostać usunięty, bo nie mogę go już znaleźć.

### Strona bierna z czasownikami przyjmującymi dwa dopełnienia

- Niektóre czasowniki, np. *ask, bring, buy, give, hand, offer, pay, promise, sell, send, show, teach, tell*, mogą przyjmować dwa dopełnienia – bliższe (najczęściej odpowiadające na pytanie „kogo? co?") i dalsze („komu? czemu?"):
  *They promised **a bonus and a pay rise*** (dopełnienie bliższe) to ***John*** (dopełnienie dalsze): Zaproponowali Johnowi premię i podwyżkę.
- W takim przypadku stronę bierną możemy utworzyć, zaczynając zdanie od dowolnego dopełnienia:
  *A bonus and a pay rise **were promised** to John.* (podmiotem zostało dopełnienie bliższe; nacisk położony jest na premię i podwyżkę)
  *John **was promised** a bonus and a pay rise.* (podmiotem zostało dopełnienie dalsze; nacisk położony jest na osobę)

### Czasownik + *-ing* oraz czasownik + *to* + bezokolicznik

- W przypadku czasowników i zwrotów, po których występuje inny czasownik z końcówką *-ing*, np. *be interested in, can't stand, don't mind, enjoy, get tired of, hate, like/dislike, love, miss*, stronę bierną tworzymy, używając konstrukcji: **czasownik/zwrot + *being* + past participle**:
  *My teacher **doesn't mind being asked** questions.* Moja nauczycielka nie ma nic przeciwko temu, by zadawano jej pytania.
  *I **got tired of being** constantly **criticised**.* Zmęczyło mnie bycie wiecznie krytykowanym.
- W przypadku czasowników i zwrotów, po których występuje *to* + inny czasownik w bezokoliczniku, np. *can't afford, choose, decide, hope, need, prefer, pretend, refuse, want, would like*, stronę bierną tworzymy, używając konstrukcji: **czasownik/zwrot + *to be* + past participle**:
  *Millions of people **hope to be cured** of the disease.* Miliony ludzi mają nadzieję na wyleczenie z choroby.
  *Your son will **need to be told** the truth.* Będzie trzeba powiedzieć twojemu synowi prawdę.

### Strona bierna konstrukcji *make sb do sth*

W zdaniach w stronie czynnej po czasowniku *make* używamy bezokolicznika bez *to*, natomiast w stronie biernej po czasowniku tym występuje bezokolicznik z *to*:
*My mother **made** me **clean** the kitchen.* Mama zmusiła mnie do posprzątania kuchni.
*I **was made to clean** the kitchen.* Zmuszono mnie do postrzątania kuchni.

**1 Complete the sentences with the correct forms of the verb *be* and the verbs in brackets.**

1 Your phone might have been/be set (set) to silent mode. Have a look in the settings.
2 These samples can't have been checked (check) properly. There are far too many errors.
3 The laptop must have been left (leave) on overnight. The battery's completely dead.
4 The volume can be adjusted (adjust) using the button on the side of the tablet.
5 All mobile devices should be switched (switch) to flight mode during the flight.

**2 Put the words in brackets in the correct order to complete the sentences.**

1 Hopefully, everyone has been sent an email (an email/been/everyone/has/sent) with a link to the video.
2 They claim they were made to sign (made/they/to/sign/were) the contract without reading it first.
3 Customers said they had not been offered any explanation (any/been/explanation/had/not/offered/they) for the delay.
4 Remember that laptops need to be removed from your bag (be/from/laptops/need/removed/to/your bag) at security.
5 The school had already been promised more money (already/been/had/more money/ promised/the school) for science equipment.
6 I should have been kept (been/have/I/kept/should) more up-to-date with what was going on.

**3 Complete the second sentence so that it has a similar meaning to the first. Use no more than four words including the word in capitals.**

1 It is a bad idea not to address all of the issues. **OUGHT**
All of the issues ought to be addressed.
2 Everybody could hear the music despite my closing the windows. **COULD**
The music could be heard despite my closing the windows.
3 She had shown me the password for the site the previous afternoon. **HAD**
I had been shown the password for the site the previous afternoon.
4 They said that I mustn't surf the Internet. **TOLD**
I was told not to surf the Internet.
5 I don't like it when someone orders me around. **BEING**
I dislike being ordered around.
6 The babysitter made the kids go to bed early. **MADE**
The kids were made to go to bed early.



150

7.5 GRAMMAR

## Passive reporting structures

Aby mówić o powszechnie panujących opiniach i poglądach, używamy czasowników takich jak: *agree, believe, claim, consider, estimate, expect, feel, hope, know, report, say, think, understand* w następujących konstrukcjach:

- ***it* + strona bierna** (czas teraźniejszy/przeszły) **+ *that***:
  *People claim that optimists live longer.* → ***It is claimed that*** *optimists live longer.* Twierdzi się, że optymiści żyją dłużej.
  *People believed that Mathematics was the link between God and the world.* → ***It was believed that*** *Mathematics was the link between God and the world.* Uważano, że matematyka jest ogniwem pomiędzy Bogiem a światem.
- **podmiot + strona bierna** (w czasie teraźniejszym lub przeszłym) **+ *to* + bezokolicznik**:
  *Computer scientists consider wearable technology to be the future of computing.* → ***Wearable technology is considered to be*** *the future of computing.* Technologia *wearable* uważana jest za przyszłość branży komputerowej.
  *Doctors knew that almonds protected against diabetes.* → ***Almonds were known to protect*** *against diabetes.* Wiadomo było, że migdały chronią przed cukrzycą.

W miejsce bezokolicznika możemy także użyć ***be* + present/ past participle**:
*They expect that over three million smartphones will be sold.* → ***Over three million smartphones are expected to be sold.*** Oczekuje się, że sprzedanych zostanie ponad trzy miliony smartfonów.
*People thought that the Ministry of Health was preparing new regulations.* → ***The Ministry of Health was thought to be preparing*** *new regulations.* Uważano, że ministerstwo zdrowia przygotowuje nowe przepisy.

- **podmiot + strona bierna** (w czasie teraźniejszym lub przeszłym) **+ *to have* + past participle** (jeżeli relacjonowany pogląd dotyczy sytuacji, która zdarzyła się wcześniej):
  *Experts estimate that the earthquake has killed more than 1,000 people.* → *The earthquake* ***is estimated to have killed*** *more than 1,000 people.* Szacuje się, że trzęsienie ziemi zabiło ponad tysiąc osób.
  *The press previously reported that the company's profit had reached £100 million.* → ***The company's profit was*** *previously* ***reported to have reached*** *£100 million.* Poprzednio informowano, że dochód przedsiębiorstwa osiągnął 100 milionów funtów.
- ***there* + strona bierna** (w czasie teraźniejszym lub przeszłym) **+ *to be*** (jeżeli relacjonowany pogląd dotyczy sytuacji aktualnej lub przyszłej):
  *Analysts expect that there will be a rise in the number of jobs offered.* → ***There is expected to be*** *a considerable rise in the number of jobs offered.* Spodziewany jest znaczny wzrost liczby oferowanych miejsc pracy.
- ***there* + strona bierna** (w czasie teraźniejszym lub przeszłym) **+ *to have been*** (jeżeli relacjonowany pogląd dotyczy sytuacji, która zdarzyła się wcześniej):
  *Historians think that there were over twenty inventors before Edison who invented various light sources.* → ***There are thought to have been*** *over twenty inventors before Edison who invented various light sources.* Sądzi się, że przed Edisonem było ponad dwudziestu wynalazców, którzy wynaleźli różnego rodzaju źródła światła.

**1 Rewrite the sentences using passive reporting structures.**

1 Many people consider Bob Dylan to be the most influential musician of the twentieth century.
Bob Dylan _____ .
2 In February, newspapers reported that crime levels were falling faster in Poland than in other EU countries.
It _____ .
3 Linguists expect that by 2050 another 7,000 languages will have disappeared.
It _____ .
4 Nutritionists say that salmon is one of the most nutrient-dense foods there is.
Salmon _____ .
5 Palaeontologists think there were over 500 different species of dinosaur.
There _____ .
6 Experts believe that 1.24 million people were killed in road traffic accidents in 2010.
Road traffic accidents _____ .
7 We now know that cats are able to produce about ninety different sounds more than dogs.
Cats _____ .

**2 Choose the correct option, A, B or C to complete the text.**

How safe are your passwords? In a recent study, 123456 [1]_____ the most commonly used password. In the study data, there [2]_____ more than 23 million rather unimaginative people using it. The equally easy-to-guess 'password' [3]_____ in the top five. Names of people, football teams and bands were popular because [4]_____ they're easy to remember. However, people who use well-known words or names as passwords [5]_____ themselves at high risk of being hacked. A string of three random words together [6]_____ a strong password that will best protect you from fraud.

1 A was found that it was
B is found to have been
C was found to be
2 A showed to have been
B was shown to be
C were shown to be
3 A was reported that it appeared
B was reported to appear
C is reported to be appearing
4 A it is thought that
B there were thought
C were thought that
5 A are said to be putting
B are said that they put
C are said to have been put
6 A it is considered that it makes
B is considered to be made
C is considered to make

**Exercise 1**

1 is considered to be the most influential musician of the twentieth century
2 was reported in February that crime levels were falling faster in Poland than in other EU countries
3 is expected that by 2050 another 7,000 languages will have disappeared
4 is said to be one of the most nutrient-dense foods there is
5 are thought to have been over 500 different species of dinosaur
6 are believed to have killed 1.24 million people in 2010
7 are now known to be able to produce about ninety different sounds more than dogs



151

7.7 USE OF ENGLISH

## Easily confused words

- **Wyrazy, które wyglądają lub brzmią podobnie, ale mają różne znaczenie, np.:**

***cite*** (cytować), ***site*** (miejsce), ***sight*** (widok)
***conscious*** (świadomy), ***conscientious*** (dokładny, sumienny)
***dessert*** (deser), ***desert*** (pustynia)
***late*** (późno, za późno), ***lately*** (ostatnio)
***principal*** (dyrektor szkoły), ***principle*** (zasada)
***proceed*** (kontynuować), ***precede*** (poprzedzać)
***sensible*** (rozsądny), ***sensitive*** (wrażliwy)
***weather*** (pogoda), ***whether*** (czy)

*The **principal** talked to the parents.* Dyrektor szkoły rozmawiał z rodzicami.
*The **principle** of being a vegetarian is not eating meat.* **Zasadą** bycia wegetarianinem jest niejedzenie mięsa.

- **Wyrazy, które wyglądają lub brzmią podobnie i mają podobne znaczenie (często należą do jednej rodziny słów), np.:**

***alike*** (podobny, jednakowy), ***likely*** (prawdopodobny)
***advise*** (radzić), ***advice*** (rada)
***alone*** (sam), ***lone*** (odludny, samotny), ***lonely*** (samotny)
***assure*** (zapewnić), ***ensure*** (upewnić się), ***insure*** (ubezpieczyć)
***breathe*** (oddychać), ***breath*** (oddech)
***dependant*** (osoba zależna, na utrzymaniu), ***dependent*** (niesamodzielny, zależny)
***economic*** (ekonomiczny = gospodarczy), ***economical*** (ekonomiczny = oszczędny)
***effect*** (efekt), ***affect*** (mieć wpływ)
***historical*** (historyczny = związany z historią), ***historic*** (historyczny = ważny w historii)
***lay*** (położyć), ***lie*** (leżeć)
***migrate*** (migrować), ***immigrate*** (imigrować), ***emigrate*** (emigrować)
***raise*** (podnosić, zwiększać), ***rise*** (podnosić się), ***arise*** (pojawiać się)

*Please, **lay** your phones on the desks.* Proszę, połóżcie telefony na ławkach.
*My grandfather likes to **lie** on the couch after lunch.* Mój dziadek lubi leżeć na kanapie po obiedzie.

- **Wyrazy, które wyglądają lub brzmią różnie, ale mają podobne znaczenie, np.:**

***after all*** (przecież, w końcu, jednak), ***finally*** (wreszcie, nareszcie, w końcu), ***lastly*** (w końcu, na koniec), ***eventually*** (ostatecznie, w końcu)
***comprise*** (składać się z), ***consist of*** (składać się z), ***include*** (zawierać)
***occasion*** (okazja = wydarzenie), ***opportunity*** (okazja = sposobność)
***After all**, it's simple.* W końcu (= przecież) to proste.
***Finally/Eventually**, he started the car.* W końcu (po długim czasie) uruchomił samochód.
***Finally/Lastly**, add some salt.* Na koniec dodaj sól.
*The course **comprises / consists of** a coursebook and a CD.* Kurs składa się z książki ucznia i płyty CD.
*The course **includes** a CD.* Kurs zawiera płytę CD.
*It was the only **opportunity**.* To była jedyna okazja.
*I bought it for a special **occasion**.* Kupiłem to na specjalną okazję.

- **Tak zwane *false friends* (fałszywi przyjaciele), czyli angielskie wyrazy, które wyglądają lub brzmią podobnie do polskich, ale mają inne znaczenie:**
– ***data*** to w języku polskim nie „data", tylko „dane":
*I lost all the **data**.* Straciłem wszystkie dane.
– „data" (termin) to ***date***:
*I'd like to fix the **date**.* Chciałbym ustalić termin.
– ***realise*** to nie „realizować", tylko „zdawać sobie sprawę":
*Do you **realise** how dangerous it is?* Czy zdajesz sobie sprawę, jakie to niebezpieczne?
– „realizować" to ***carry out***:
*We used to **carry out** a lot of experiments.* Przeprowadzaliśmy wiele eksperymentów.
– ***actually*** to nie „aktualnie", tylko „w rzeczywistości":
*This flat looks smaller, but **actually** is bigger.* Mieszkanie wygląda na mniejsze, ale w rzeczywistości jest większe.
– „aktualnie" to ***currently***:
*The company **currently** employs 1,000 people.* Firma aktualnie zatrudnia 1000 ludzi.

**1 Complete the sentences with the words in capitals.**

1 Maria works ___alone___ studying wildlife in Alaska. She admits to feeling ___lonely___ occasionally, but she loves her job. **ALONE / LONELY**
2 Of course, trains sometimes arrive a few minutes ___late___, but on some routes ___lately___, the delays have become extreme. **LATELY / LATE**
3 We ___advise___ people to bring warm clothes, but there are people who don't listen to ___advice___ and turn up in shorts. **ADVISE / ADVICE**
4 At first ___sight___ it looks just like an empty field, but it's actually the ___site___ of one of Europe's most significant battles. **SITE / SIGHT**
5 If any significant issues ___arise___, you should ___raise___ them with your manager later. **RAISE / ARISE**

**2 Complete the words in the text with the correct endings.**

### VOLUNTEER RESEARCHERS NEEDED

We can't live without water, but for those living in [1]desert regions with little or no rainfall, water is a constant challenge. What's more, these areas are typically more [2]sensitive to the effects of climate change. Communities here often have very limited access to clean water. Our project is looking to recruit hardworking, [3]conscientious volunteers to help design water filtering systems that are both effective and [4]economical to run. This would be ideal work experience for engineering students. Our research is entirely [5]dependent on charitable donations, so we aren't able to offer payment, but you'll gain valuable experience putting the engineering [6]principles you've studied into practice as well as making a really valuable contribution to this vital area of development.



152

8.2 GRAMMAR

## Unreal past and regrets – *wish, if only, it's time* and *would rather*

### Teraźniejszość i przyszłość

Aby wyrazić żal z powodu sytuacji, która obecnie trwa i wydaje się niemożliwa do zmiany, używamy konstrukcji ***wish* + Past Simple** lub ***If only* + Past Simple**:

*I **wish** I **knew** more about ecology.* Żałuję, że nie wiem więcej o ekologii.

*I **wish** oceans **weren't** used as rubbish tips.* Chciałbym, żeby oceany nie były używane jako wysypiska śmieci.

***If only** we **could** save sea animals from starvation.* Gdybyśmy tylko mogli ocalić zwierzęta morskie od śmierci głodowej.

***If only** I **didn't have to** work so much.* Szkoda, że muszę tyle pracować.

Do wyrażania opinii i życzeń odnoszących się do sytuacji i zdarzeń **w teraźniejszości i niedalekiej przyszłości** używamy konstrukcji ***It's (high) time* + Past Simple**:

***It's (high) time** people **stopped** driving cars in cities.* Najwyższy czas, by ludzie przestali jeździć samochodami w miastach.

***It's (high) time** we **started** sorting our rubbish.* Najwyższa pora, byśmy zaczęli sortować śmieci.

Mówiąc o preferencjach i życzeniach dotyczących zachowania innych osób w teraźniejszości lub przyszłości, używamy konstrukcji ***would rather* + Past Simple**:

*I'**d rather** we **switched** to organic fruit and vegetables.* Chciałabym, żebyśmy przestawili się na ekologiczne warzywa i owoce.

*My mum **would rather** I **studied** more.* Moja mama chciałaby, żebym więcej się uczył.

### Przeszłość

Wyrażając żal wobec sytuacji, które miały miejsce w przeszłości, używamy konstrukcji ***wish* + Past Perfect** lub ***If only* + Past Perfect**:

*I **wish** we **had done** more to prevent this tragedy.* Żałuję, że nie zrobiliśmy więcej, by zapobiec tej tragedii.

*My sister **wishes** we **hadn't moved** to this city, but I'm happy about it.* Moja siostra żałuje, że się przeprowadziliśmy do tego miasta, ale ja jestem z tego zadowolona.

***If only** the city council **hadn't reduced** the funds for environmental protection.* Wielka szkoda, że rada miasta zredukowała fundusze na ochronę środowiska.

***If only** I **had listened** to you when you said I shouldn't go on that expedition!* Gdybym tylko cię posłuchał, kiedy mówiłeś, że nie powinienem jechać na tę wyprawę!

**1 Choose the correct option.**

1 If only I *lost* / (*hadn't lost*) / *didn't lose* my camera on the beach.
2 It's high time we *stop* / (*stopped*) / *had stopped* dumping waste in the seas.
3 My back's all red. I wish I (*had*) / *did* / *would* put more sun cream on.
4 I'd rather she *couldn't* / (*didn't*) / *won't* go alone, to be honest.
5 If only I *hadn't to* / *had to* / (*didn't have to*) go camping. I hate sleeping in tents.
6 I wish you all (*knew*) / *had known* / *know* just how much effort I put into this trip.
7 If only I (*had seen*) / *saw* / *did see* her earlier. I'd have asked her to join us.

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

1 If only more people ___left___ (leave) a patch of their garden to grow wild, it would help wildlife.
2 So many products damage the environment. It's time consumers ___took___ (take) more interest in how the things they buy are made.
3 It's difficult to know what products contain. I'd rather companies ___labelled___ (label) them more clearly.
4 Some species are now at risk of extinction. I wish we ___had done___ (do) more to protect them earlier.
5 I wish supermarkets ___didn't sell___ (not sell) fruit and vegetables wrapped in plastic.
6 The new road blocks a migration route for animals. If only they ___had consulted___ (consult) wildlife experts, it could have been avoided.

**3 Complete the text with the correct form of the verbs in the box.**

do know not assume not fly switch warn

I love travelling, but lately I've become more conscious of my environmental footprint. When I look back on the amazing places I've visited, I have fond memories, but I also wish I [1] ___hadn't flown___ quite so many air miles. It's time more of us [2] ___switched___ to less polluting forms of transport. I've been trying to cut my air travel, but it's not always that easy. I wish big travel companies [3] ___didn't assume___ that everyone wants to fly. Of course, they don't offer other transport options, because they'd rather everyone [4] ___did___ the same to keep things simple. Researching different routes yourself can be fun, but it doesn't always work out. When I planned to take a ferry from Spain to Morocco last year, for example, I wish I [5] ___had known___ that it sometimes gets cancelled in bad weather. I got stuck in Cádiz for two days and missed the train I'd booked from Tangier to Marrakesh. If only someone [6] ___had warned___ me about possible delays, I'd have waited to buy my train ticket when I arrived.



153

8.5 GRAMMAR

## Emphasis – cleft sentences and inversion

Aby wzmocnić przekaz zdania, możemy użyć takich struktur jak zdania rozszczepione (*cleft sentences*) oraz inwersja.

### Zdania rozszczepione

Zdanie rozszczepione składa się z dwóch części i zazwyczaj rozpoczyna się od zaimków takich jak *what, it* lub *all*. Jego treść mogłaby z powodzeniem zostać zawarta w jednym zdaniu pojedynczym, jednak zostało ono rozbite na dwie części składowe dla podkreślenia wybranego elementu zdania, np. wykonawcy czynności, sprawcy zdarzenia, miejsca, pory, przyczyny:

*I love helping other people.* → ***What I really love doing is*** *helping other people.* Tym, co najbardziej lubię robić, jest pomaganie innym ludziom.

*The company covered up the issue.* → ***What the company did was (to) cover up*** *the issue.* Koncern zatuszował sprawę.

*I raised the subject of sewage being dumped into the river.* → ***It was me who raised*** *the subject of sewage being dumped into the river.* To ja poruszyłem temat odprowadzania ścieków do rzeki.

*We helped the flood victims clean up the debris.* → ***All we did was (to) help*** *the flood victims clean up the debris.* Pomogliśmy tylko ofiarom powodzi sprzątać odpady.

*You need love.* → ***All you need is*** *love.* Miłość to wszystko, czego człowiek potrzebuje.

### Inwersja

Inwersji z przysłówkami przeczącymi, np.: *never, rarely, seldom, hardly, barely, scarcely, no sooner,* lub zwrotami zawierającymi *no* lub *not*, np.: *under no circumstances, on no condition, on no account, at no time, in no way, not until, not only*, możemy użyć, jeśli wyrażenia te występują w pierwszej części zdania. Dokonujemy wtedy zmiany szyku wyrazów w zdaniu – zdanie twierdzące przyjmuje szyk i formę czasownika jak w zdaniu pytającym (**przysłówek przeczący / wyrażenie z *no* lub *not* + czasownik posiłkowy + podmiot**):

*He had never been so devastated.* → ***Never had he been*** *so devastated.* Nigdy wcześniej nie był tak zdruzgotany.

*We rarely hear about such powerful mother and child bond in animals.* → ***Rarely do we hear*** *about such powerful mother and child bonds in animals.* Rzadko słyszymy o tak silnej więzi matki z potomstwem u zwierząt.

*He had entered the house and the phone rang.* → ***No sooner had he entered*** *the house* ***than*** *the phone rang.* Ledwo wszedł do domu, gdy zadzwonił telefon.

*She not only survived the disaster, but she saved two other people as well.* → ***Not only did she survive*** *the disaster,* ***but*** *she saved two other people as well.* Nie tylko przeżyła katastrofę, lecz także uratowała dwoje innych ludzi.

*You are not permitted to leave the building under any circumstances.* → ***Under no circumstances are you*** *permitted to leave the building.* Pod żadnym pozorem nie wolno wam opuszczać budynku.

**1** **Match the sentence beginnings 1–6 with their endings a–f.**

1 The figure that surprised me d
2 What's happened in some countries a
3 Never have our rivers e
4 It's people in the hottest parts of the world b
5 Not only f
6 What many of us see as a basic necessity c

a is the population has migrated to cities putting pressure on resources.
b who are already experiencing water shortages.
c is becoming a luxury in some regions.
d was the amount of water wasted through leaking pipes.
e been under such pressure from human water use.
f is water scarce in these areas, but it's frequently contaminated.

**2** **Choose the correct option.**

1 *All* / (*It's*) / *What's* meat production that accounts for most of the world's agricultural land use, representing around 80 percent of farmland worldwide.
2 Not only *are* / *did* / (*do*) cattle take up land themselves, but farmland is also used to grow animal feed.
3 *It's* / (*What*) / *What's* many people find shocking is that huge areas of forest are being cleared just to grow grain to feed to cows.
4 In some parts of the world, what farmers *are doing* / (*are doing is*) / *do are* cutting down previously wildlife rich forests just to keep up with our demand for meat.
5 (*It's*) / *What's* / *What* this loss of habitat that especially concerns environmentalists.
6 With a growing population and changing eating habits, never before (*has demand for meat been*) / *has been demand for meat* / *is demand for meat* so high.

**3** **Rewrite the sentences changing the emphasis.**

1 Tess promised to help tidy up the garden.
It was Tess that/who promised to tidy up the garden/ the garden that Tess promised to tidy up .
2 We are only handing out leaflets in protest.
All we are doing is handing out leaflets in protest .
3 She has never been so disappointed by the results.
Never has she been so disappointed by the results .
4 You are not going out in that raging storm under any circumstances.
Under no circumstances are you going out in that raging storm .
5 The protestors started the violence.
What the protestors did was start the violence .
6 We rarely see such extreme temperatures at this time of year.
Rarely do we see such extreme temperatures at this time of year .
7 They had only just got back to the flat when they heard the news.
Hardly had they got back to the flat when they heard the news .
8 I don't believe in telling lies.
What I don't believe in is telling lies .



154

## Prefixes

### Przedrostki

Dodanie **przedrostka** do tematu danego wyrazu prowadzi do utworzenia nowych słów, np.: ***take*** – brać, ***retake*** – poprawiać (egzamin), ***overtake*** – wyprzedzać.

Najczęściej występujące przedrostki:

- ***un-***, ***in-***, ***dis-***, ***il-***, ***im-***, ***ir-*** zwykle dodajemy do przymiotników, nadając im znaczenie przeciwne.
  Przedrostek ***il-*** występuje przed przymiotnikami zaczynającymi się od ***l-***, ***ir-*** przed przymiotnikami zaczynającymi się od ***r-***, a ***im-*** przed przymiotnikami zaczynającymi się od ***m-*** lub ***p-***: ***unwilling*** – niechętny, ***incurable*** – nieuleczalny, ***disobedient*** – nieposłuszny, ***illegible*** – nieczytelny, ***immoral*** – niemoralny, ***impatient*** – niecierpliwy, ***irrelevant*** – nieistotny.
- ***un-***, ***dis-*** zwykle dodajemy do czasowników, nadając im znaczenie przeciwne: ***unlock*** – otworzyć, ***discontinue*** – zaprzestać
- ***re-*** oznacza „zrobić coś ponownie”: ***reapply*** – zgłaszać się ponownie, ***rebuild*** – odbudować
- ***hyper-*** oznacza „nad-, przesadnie”: ***hypertension*** – nadciśnienie, ***hypersensitive*** – nadwrażliwy
- ***mis-*** oznacza „źle, niewłaściwie, nieudolnie”: ***misunderstand*** – źle zrozumieć, ***misbehave*** – niewłaściwie się zachowywać, ***mismanagement*** – złe zarządzanie
- ***multi-*** oznacza „wielo-”: ***multilingual*** – wielojęzyczny, ***multitasking*** – wielozadaniowość
- ***on-/off-*** oznaczają „w danym miejscu” lub „poza danym miejscem”: ***onshore*** – na lądzie, ***offshore*** – na morzu, ***on-site*** – dostępny na miejscu, ***off-site*** – poza miejscem
- ***out-*** często dodawany jest do czasownika i oznacza „więcej, bardziej”: ***outlive*** – żyć dłużej niż, ***outnumber*** – przewyższać liczebnie
- ***over-/under-*** oznaczają „za dużo, nadmiernie / za mało, słabo”: ***overdeveloped*** – nadmiernie rozbudowany, ***underdeveloped*** – słabo rozwinięty, ***overweight*** – z nadwagą, ***underweight*** – z niedowagą
- ***anti-/pro-*** oznaczają „przeciw/za, pro-”: ***antisocial*** – aspołeczny, ***anti-ageing*** – przeciwzmarszczkowy, ***pro-family*** – prorodzinny, ***pro-ecological*** – proekologiczny
- ***pre-/post-*** oznaczają, że coś zdarzyło się przed lub po innym zdarzeniu: ***preschool*** – przedszkolny, ***pre-tax*** – przed opodatkowaniem, ***post-tax*** – po opodatkowaniu, ***post-match*** – pomeczowy
- ***self-*** oznacza „samodzielnie” lub „czynność skierowana na samego siebie”: ***self-control*** – panowanie nad sobą, ***self-portrait*** – autoportret
- ***sub-*** oznacza „poniżej” lub „gorszy”: ***sub-standard*** – poniżej standardów, ***sub-zero*** – poniżej zera
- ***up-/down-*** oznaczają „wzrost, poprawę” lub „spadek”: ***upturn*** – poprawa, tendencja zwyżkowa, ***downturn*** – spadek, zmiana na gorsze

**1 Complete the words in the sentences using an appropriate prefix.**

1 We can cut waste by reusing plastic bags and bottles rather than throwing them away.
2 The number of kids cycling to school has grown and they now outnumber those being dropped off by car.
3 It's hard to persuade people to leave their cars at home because they're unwilling to give up the convenience of driving.
4 There's been an upturn in demand for organic products as people become more eco-conscious.
5 In the winter, the area experiences heavy snow and sub-zero temperatures.
6 People are naturally impatient and they don't like having to wait for things.
7 We underestimated the number of people who might come and we soon ran out of chairs.
8 All the students took a pre-course test to decide which class they should join.

**2 Choose the correct option.**

1 The builders painted the room the wrong colour and they had to *undo* / (*redo*) the work.
2 Workers are asking for more money, complaining they're *overpaid* / (*underpaid*).
3 We have strict security to prevent the (*misuse*) / *reuse* of confidential information.
4 People get frustrated by politicians' (*inability*) / *disability* to give a direct answer.
5 The hall is a (*multi-purpose*) / *repurpose* space that can be used for all kinds of events.
6 The books are aimed at (*preschool*) / *post-school* children aged between three and five.
7 In private, she's quite shy; the complete opposite of her *off-stage* / (*on-stage*) personality.
8 A group of (*anti-nuclear*) / *pro-nuclear* activists were protesting against plans for a new power station.

**3 Complete the sentences using the correct form of the word given.**

1 Inspectors found the company had inadequate safety training for staff. **ADEQUATE**
2 It's a very multicultural community, with students from all over the world. **CULTURE**
3 The wildfires spread and quickly became uncontrollable. **CONTROLLABLE**
4 It seems improbable now that we'll get finished by the deadline. **PROBABLE**
5 His arguments are completely illogical and don't make any sense. **LOGICAL**
6 They were living in sub-standard conditions with no electricity or clean water. **STANDARD**
7 Such high levels of air pollution are clearly unsafe and need to be tackled urgently. **SAFE**
8 All kinds of wildlife are now treating this disused factory as a home. **USED**



155

## PREPOSITIONS IN PHRASES

### AT

**at all times** (7.7): *Children must be supervised at all times while in the park.*
**at arm's length** (6.4): *The first image taken in the same way as today, with the photographer holding the camera at arm's length, was in December 1920.*
**at first sight** (2.2): *When Steve met Sally, it was love at first sight.*
**at least** (4.1): *It will take at least three hours to get there.*
**at lunchtime** (1.2): *We couldn't stay in the classrooms at lunchtime – we had to go to the canteen.*
**at night** (3.1): *The town of Pontevedra comes alive at night and the atmosphere continues well into the early hours.*
**at risk** (5.3): *A lot of retail jobs are at risk.*
**at the age of** (1.4): *Chris built his first glider at the age of fifteen.*
**at the concert** (4.2): *What did Jamie say at the concert?*
**at the door** (4.2): *That's Jamie at the door, isn't it?*
**at the end** (3.7): *At the end, everybody burst into tears.*
**at the end of** (5.1, 8.4): *You're almost at the end of school and close to going on to further education./At the end of the film, she is eventually rescued by a Japanese boat.*
**at the auction house** (4.4): *When the painting came up for auction at the famous auction house, it sold for £1.04 million.*
**at the intersection** (5.4): *It is at the intersection between seemingly unrelated ideas that innovation often happens.*
**at the last minute** (4.3): *We nearly missed our flight – we got to the airport at the last minute.*
**at the main entrance** (4.2): *He said he'd meet me at the main entrance.*
**at the moment** (3.4): *Where is he living at the moment?*
**at the right price** (3.6): *We want to find the right flat at the right price.*
**at the risk of** (7.4): *Will you tell her the truth, even at the risk of offending her?*
**at the roundabout** (3.1): *Turn left at the first roundabout.*
**at the same level** (5.7): *Your arms should be at the same level as your desk.*
**at the shopping centre** (4.8): *I want to tell you about the incident that took place at the shopping centre.*
**at the town hall** (3.1): *Let's meet at the town hall.*
**at the traffic lights** (3.1): *She slowed down at the traffic lights by Sloane Street.*
**at the weekend** (3.2): *Who do you plan to see at the weekend?*

### FOR

**for a minute** (4.2): *Can you look after my coat for a minute?*
**for ages** (2.2): *I've had the same phone for ages. It's time to change it now.*
**for breakfast** (3.4): *I have cereal for breakfast.*
**for example/instance** (4.4, 1.3): *You can paint the rooms different colours – for instance, the bedroom could be yellow, the bathroom blue, etc.*
**for hours on end** (7.6): *My brother usually stares at the screen for hours on end.*
**for my 18th/last birthday** (3.7, 4.2): *For my 18th birthday, my parents took me on a trip to Greece.*
**for six months** (7.2): *What would happen in your home if all screens were banned for six months?*

### FROM

**from the start** (2.8): *Attract the reader's attention from the start.*

### IN

**in a hurry** (3.2): *You are always in such a hurry. Why don't you plan your days better?*
**in a pile** (3.5): *Why are your clothes in a pile in the middle of the room again?*
**in advance** (2.1): *Do I have to pay for the course in advance?*
**in an auction** (4.3): *Do you sometimes buy things in an online auction?*
**in charge of** (5.4): *Ed is in charge of promoting and reviewing gigs.*
**in (one's) class** (1.1, 8.7): *Your marks are good because you pay attention in class./In my class, all the students turn off their phones in school time.*
**in decline** (3.1): *It was a city in decline, polluted, with a lot of traffic accidents.*
**in detail** (5.1): *Can your grandma really recall her youth in detail?*
**in fact** (2.1): *Frank isn't a morning person. In fact, he loves sleeping long hours.*
**in many/some/certain cases** (7.1): *Young people avoid certain courses because in many cases they don't lead to an obvious career.*
**in order to** (3.8): *We sold our flat in order to buy a house in the suburbs.*
**in other words** (1.1): *Have you been living here all your life? In other words – 18 years?*
**in place of** (5.4): *In place of using an alarm clock, I had to ask mum to ring me at 6 a.m.*
**in return** (5.5): *Vikki's parents promised her a new computer and in return she agreed to take the dog for a walk twice a day for the next six months.*
**in spite of** (3.8): *In spite of the cost, many students prefer halls of residence.*
**in summer** (1.7): *In summer, the temperatures can be quite high in this region.*
**in ten minutes** (3.5): *How to tidy your room in ten minutes?*
**in terms of** (5.8): *It's a mistake to think of Alaska only in terms of how cold it is there.*
**in the twenty-first century** (5.4): *You are the one who will thrive in the twenty-first-century workplace.*
**in the age of** (6.4): *For the most part, taking a selfie is harmless fun and normal behaviour in the age of social media.*
**in the background** (7.2): *Whenever I do my homework, my computer is always bleeping away in the background.*
**in the bath** (7.5): *Archimedes made his most famous discovery in the bath.*
**in the city centre** (3.1): *I'm standing in the city centre and I can't hear any cars!*
**in the early hours of** (6.2): *We decided to set off in the early hours of the morning to avoid the rush hour traffic.*
**in the end** (4.8): *His story didn't make any sense and in the end he admitted that it wasn't true.*
**in the future** (2.8): *She told us never to return to her restaurant in the future.*
**in the passenger seat** (1.6): *I saw a middle-aged man sitting in the passenger seat of the car.*
**in the press** (7.1): *Don't believe everything you read in the press.*
**in the sales** (4.1): *I never manage to pick up a bargain in the sales.*
**in the same way** (3.8): *He prepares for a gig in the same way an athlete does for a big sporting event.*
**in the suburbs** (3.1): *Don't you get bored living out here in the suburbs?*
**in the wild** (3.4): *The programme focuses on animals' behaviour in the wild.*
**in time** (1.6): *We arrived at the concert just in time, which was very lucky considering the amount of traffic in the city centre.*
**in winter** (1.7): *The last tour starts at 2.30 p.m. in winter and 3.30 p.m. in summer.*

### INTO

**into the early hours** (3.1): *The town of Pontevedra comes alive at night and the atmosphere continues well into the early hours.*

### ON

**on arrival** (3.7): *On arrival yesterday, the visitors were given a guided tour of the movie set.*
**on average** (1.4): *Every American owns seven pairs of jeans on average.*
**on balance** (3.8): *On balance, there are pros and cons to remaining in the family home while at university.*
**on behalf of** (4.8): *I am writing on behalf of my friends.*
**on my way** (1.5): *I usually buy some sweets on my way home.*
**on purpose** (5.4): *You've destroyed my dress on purpose!*
**on social media** (5.7): *I'm so busy on social media that I can't get down to any serious school work.*
**on the border** (3.1): *My grandparents live in a market town on the border of England and Wales.*
**on the coast** (3.1): *I used to live in a small village on the coast.*
**on the ground** (3.4): *The communications system is controlled by staff on the ground.*
**on the outskirts** (3.1): *He opened underground car parks on the outskirts of the city.*
**on the website** (1.7): *We haven't found any reference to the latest projects on the company's website.*
**on time** (6.2): *Don't be late – you have to be there on time.*
**on top of** (2.8): *On top of everything else, we now have extra classes every Saturday morning.*

### TO

**to be honest** (1.6): *To be honest, I don't know what to advise you to do in this situation.*
**to my mind** (8.8): *To my mind, the benefits outweigh the drawbacks.*
**to your left** (1.6): *To your left, you can see a new extension.*

### UNDER

**under any circumstances** (4.7): *My parents are banned from using my phone under any circumstances.*
**under no circumstances** (8.5): *Under no circumstances are you allowed to enter the lab without my permission.*
**under pressure** (8.8): *The head teacher was under pressure to resign.*

### WITH

**with regard to** (5.8): *We need to reconsider our policy with regard to immigrants.*
**with sth in mind** (1.8): *With your recent conduct in mind, I feel you should resign from being the student representative.*

### WITHIN

**within 500 metres** (3.1): *There is a park within 500 metres of the school.*
**within easy reach** (3.1): *There is a play area within easy reach of our house.*
**within walking distance** (3.1): *He opened underground car parks within walking distance of the centre.*

### WITHOUT

**without (a) doubt** (4.8): *Without doubt, the worst part of the whole incident was being humiliated in front of everybody.*

## PREPOSITIONS AFTER NOUNS

**access to** (7.1): *Teenagers claim to need constant access to social media.*
**aptitude for** (7.1): *Ginny seems to have a real aptitude for painting.*
**complaint about** (4.8): *I'd like to make a complaint about the way we were treated.*
**cost of** (3.8): *In 2018/19, the average cost of renting a room in halls of residence in the UK was about £140 per week.*
**decline/drop/increase/rise in** (5.3): *There has been a sharp drop in the number of people commuting to work.*
**effect on** (2.3): *The accident had a terrible effect on Steve.*
**enthusiasm for** (5.8): *Considering her enthusiasm for the project, I'm sure we'll succeed.*
**excuse for** (3.5): *There is no excuse for an unmade bed.*
**experiment into** (1.4): *In the near future, we will be able to expand our knowledge through a series of experiments into brain structure and its function.*
**expert in** (7.1): *Jill is an expert in EU funding.*
**gift of** (5.1): *Single-minded people have the gift of extreme focus. They know how to avoid distractions.*
**home to** (8.6): *The ocean is home to over half of all living species.*
**impact on** (5.3): *Technology might have a positive impact on my job.*
**love of** (2.1): *John has a love of learning.*
**love of your life** (2.2): *Amelia never married because she had never forgotten Richard, who was the love of her life.*
**(be/fall) in love with** (2.3): *Sue is madly in love with Tim.*
**memory for** (1.3): *I have a good memory for numbers and faces.*
**network of** (3.1): *The city has a reliable network of buses.*
**point of view** (7.8): *Short stories are usually written from a first-person point of view.*
**range of** (5.4): *The travel agency offered a wide range of destinations to choose from.*
**reason for** (2.7): *Please give me your reasons for applying for a job here.*
**report on** (6.4): *She was sent a report on the floods in Bangladesh.*
**sense of** (2.7): *Have you got a sense of humour?*
**solution to** (5.4): *She often comes up with original solutions to problems at work.*
**sort of** (2.4): *What sort of ailments can this help?*
**thought of** (6.7): *The very thought of moving abroad brought me to tears.*
**thousands of** (4.3): *Every weekend thousands of people take their unwanted stuff to car boot sales.*
**time for** (5.7): *It's time for a radical shake-up of education in many regions of the world.*
**urge to** (1.4): *She felt an urge to paint, and overnight she became a talented abstract artist.*

## PREPOSITIONS AFTER VERBS

**accept into** (3.6): *I can't believe we've both been accepted into the same university!*
**accuse sb of** (4.8): *A member of your staff accused me of stealing.*
**add to** (2.8): *If you add the pressure of schoolwork to household duties, you have a recipe for disaster.*
**apologise for** (5.5): *Although Rachel apologised for her misbehaviour, I still can't forgive her.*
**apply for** (1.8): *Only six people applied for the post, which was quite disappointing.*
**associate with** (7.7): *Most people associate GPS with giving directions when driving.*
**benefit from** (5.3): *A large student population benefits from the city's vibrant nightlife.*
**bid for** (4.4): *You can log on to a website to bid for a bargain.*
**blame sb for** (5.5): *Why are you blaming my son for starting the fight?*
**burst with** (2.5): *First-borns tend to be bursting with confidence.*
**collaborate with** (7.1): *During the late seventies, he collaborated with the legendary Muddy Waters.*
**congratulate sb on** (5.5): *My supervisor congratulated me on passing the exams with flying colours.*
**consist of** (7.4): *Her diet mainly consists of fruit and vegetables.*
**contribute to** (7.5): *Scholars in ancient China contributed to the advancement of mathematics.*
**cope with** (3.4): *Bethany couldn't cope with the demands of employment on top of child-rearing and housework.*
**die from** (8.1): *A lot of animals died from starvation during the dry season.*
**focus on** (5.1): *In our test, we're going to focus on brain activity.*
**insist on** (5.5): *My granny always insists on feeding me with sweets.*

**interact with** (7.6): *We interact with today's machines mostly by pushing buttons.*
**judge by** (1.5): *Judging by the examiner's reaction, I don't think she'll pass her driving test.*
**lead to** (2.3): *Space exploration might lead to the discovery of other planets.*
**mistake sb/sth for** (6.3): *When looking at Banksy's mural on a garage in Wales, it is easy to mistake ash for snow.*
**name after** (7.1): *The baby was named after her maternal grandmother.*
**object to** (5.5): *The council objected to another shopping mall being built in the city.*
**opt for** (4.1): *We finally opted for the red paint in the kitchen.*
**pose for** (6.4): *Hannah looked so funny when she was posing for a selfie.*
**prevent sb/sth from** (8.4): *Fire fighters are trying to prevent the fire from spreading any further.*
**reason with** (4.8): *We tried to reason with the guard, but he wouldn't listen.*
**refer to/make reference to** (7.1): *In her books, she refers to her childhood.*
**report on** (6.7): *When are you going to report on the progress of the construction of the concert hall?*
**roar with** (2.7): *When was the last time you roared with laughter?*
**sail across** (3.2): *I admire my father who sailed across the Pacific when he was in his twenties.*
**search for** (8.4): *The fire brigade searched for the missing people, but they couldn't find anybody.*
**specialise in** (1.1): *Chris specialises in neurology.*
**stare at** (2.4): *Stop staring at me – I feel rather uncomfortable.*
**stick to** (5.4): *If you think your plan is good, then stick to it.*
**struggle to** (8.4): *Although the Kamkwamba family is struggling to survive, the parents do their best to focus on their children's education.*
**sue sb for** (5.5): *The customers decided to sue the supermarket for not paying attention to safety regulations.*
**suffer from** (7.4): *After falling off the horse, Dominic has been suffering from back pain.*
**transfer sth to** (4.2): *I've just transferred the money to your account so that you can buy yourself a new computer.*
**treat yourself to** (4.1): *Let's treat ourselves to some ice cream.*
**warn sb against** (7.3): *I warned you against buying a cheap laptop.*

## PREPOSITIONS AFTER ADJECTIVES

**accompanied by** (2.8): *Physical changes that happen during adolescence are often accompanied by emotional ones.*
**accustomed to** (2.5): *First-borns, who are accustomed to accepting rules, are better behaved at school.*
**attracted to** (2.3): *When Tom spoke to Pauline at our wedding, he was attracted to her straight away.*
**awash with/bombarded with** (6.1): *The Internet is awash with information that cannot be trusted.*
**beneficial to** (7.4): *Lots of bacteria are extremely useful and beneficial to our health.*
**concerned about** (4.2): *Some tourist destinations are concerned about more than just money.*
**connected with** (5.3): *There will be an increase in jobs connected with alternative energy.*
**consistent with** (6.4): *The results are consistent with earlier research.*
**credited with** (7.1): *She is credited with inventing the first computer algorithm.*
**curious about** (5.4): *A brainy person is curious about the world.*
**dependent on** (7.2): *We're all more and more dependent on technology in our lives.*
**familiar with** (8.6): *Are you familiar with the health and safety regulations in our factory?*
**fed up with** (5.7): *I've decided to give up social media (no, it's not a joke). I'm just completely fed up with it.*
**important to sb** (1.1): *Maintaining proper social relationships is very important to them.*
**incapable of** (1.3): *Rob was incapable of understanding how his wife felt.*
**included in** (3.8): *Is breakfast included in the price of the room?*
**interested in** (5.8): *Should students choose a degree based on what they are interested in?*
**invited to** (1.7): *You are invited to attend a reception in honour of the exchange group from Switzerland.*
**involved in** (2.6): *Our parents got really involved in the end-of-school play and they even made costumes.*
**obsessed with** (2.3): *Stop being so obsessed with cleanliness! A bit of dirt won't do any harm.*
**passionate about** (3.4): *Sally is passionate about music. She would like to be a conductor one day.*
**popular with** (3.1): *Why do you think fur is still popular with fashion designers and wealthy consumers?*
**relevant for** (5.3): *My brother has a hobby that has taught him skills that are relevant for his job.*
**short of** (5.8): *Young people tend to be short of money.*
**suited to** (5.4): *She explains how people like herself are suited to the modern workplace in three essential ways.*
**surrounded by** (8.8): *The whole island is surrounded by turquoise waters.*
**unaware of** (8.7): *Mike seems unaware of the trouble he's causing.*
**unprepared for** (6.2): *The pupils were unprepared for the questions that the teacher asked them.*
**useful for** (1.3): *Which method is most useful for memorising shopping lists?*
**welcome to** (7.7): *You're welcome to discuss the exhibition.*

## OTHER

**according to** (6.7): *According to recent figures, most students have part-time jobs.*
**after a while** (2.6): *We started talking and after a while I realised that we had met before.*
**after all** (7.7): *My mum received a phone call in which her boss told her that he couldn't extend her contract after all.*
**aged 15 to 29** (6.4): *'Youth' is defined as people aged 15 to 29.*
**all in all** (3.8): *All in all, I think experiments on animals should be banned.*
**around 100 years** (8.1): *Plastic has only existed for around 100 years, but it's everywhere.*
**as a result** (2.8): *As a result, whether it is playing sport or online games, we have time to enjoy ourselves.*
**as a result of** (7.8): *Frederic claimed that his eyes changed colour as a result of the traumas he had been through.*
**be of interest to sb** (1.1): *This course will be of interest to those working in the field of cultural studies.*
**be of the opinion** (5.8): *I'm of the opinion that public figures' private lives should not be reported in the papers.*
**by the time** (3.2): *By the time we go, I'll have been playing basketball for my school team for two years.*
**contrary to** (6.4): *Contrary to popular belief, a desert can be very cold.*
**date back to** (6.4): *The oldest existing selfie dates back to 1839 when photographer Robert Cornelius took a self-portrait photograph of himself.*
**due to** (7.4): *All the flights were cancelled due to bad weather.*
**instead of** (1.2): *Why don't you use honey instead of sugar?*
**one by one** (1.3): *You need to put the items in the basket carefully one by one.*
**out of the blue** (2.6): *It was going to be a nice day, but then it started raining out of the blue.*
**put your heart into sth** (5.1): *Identify what you're good at and then put your heart into doing those specific things.*
**regardless of** (2.8): *We'll go on the trip regardless of the weather.*
**so on** (1.3): *She was always disturbing her classmates and her homework was always late and so on.*
**thanks to** (3.4): *I managed to complete the project only thanks to your help.*

## PRZEDROSTKI

### Często używane przedrostki

| Przedrostek | Przykłady |
|---|---|
| **anti-** (=against) | anti-war, antisocial |
| **bi-** (=two) | bilingual |
| **co-** (=with, together) | co-worker, cooperate |
| **down-** (=become worse) | downturn |
| **ex-** (=former, before) | ex-partner, ex-boyfriend |
| **hyper-** (=extremely) | hyperactive, hypersensitive |
| **inter-** (=between) | international |
| **macro-** (=large) | macroeconomics |
| **micro-** (=extremely small) | micro-organism |
| **mis-** (=badly, wrongly) | mismanage, misbehave |
| **mono-** (=one) | monolingual |
| **multi-** (=many/several) | multicultural |
| **off-** (=not the case) | off-colour |
| **on-** (=the place where) | on-stage |
| **out-** (=better than) | outweigh |
| **over-** (=too much) | overpriced, overactive |
| **post-** (=after) | postwar |
| **pre-** (=before) | pre-owned |
| **pro-** (=in favour) | pro-fairness |
| **re-** (=again) | reunite, remarry |
| **self-** (=done to/by yourself) | self-employed, self-esteem |
| **semi-** (=half or partly) | semicircle |
| **sub-** (=under, below) | subway, sub-standard |
| **under-** (=not enough, below) | underpaid, underlying |
| **up-** (=increase or improve) | upturn |

### Przedrostki zmieniające znaczenie wyrazów na przeciwne

| Przedrostek | Przykłady |
|---|---|
| **de-** | deforestation |
| **dis-** | disappear, disapprove |
| **il-** | illiterate, illogical |
| **im-** | impatient, immature |
| **in-** | inauthentic, incapable |
| **ir-** | irrational, irregular |
| **non-** | non-biodegradable |
| **un-** | unsupervised, undo |

## PRZYROSTKI

### Przyrostki tworzące przysłówki

| Przyrostek | Przykłady |
|---|---|
| **-ly** | surprisingly |

### Przyrostki tworzące czasowniki

| Przyrostek | Przykłady |
|---|---|
| **-ise/-ize** (Am.E.) | familiarise, recognise |
| **-en** | deepen, frighten |
| **-ify** | justify, identify |
| **-ate** | domesticate, authenticate |

### Przyrostki tworzące rzeczowniki

| Przyrostek | Przykłady |
|---|---|
| **-ion/-tion/-sion** | explosion, illustration, conclusion |
| **-ance/-ence** | disappearance, violence |
| **-ism** | vandalism |
| **-ise** | expertise |
| **-ment** | recruitment, achievement |
| **-ness** | fairness, vastness |
| **-al** | approval, withdrawal |
| **-y** | honesty, recovery |
| **-cy** | accuracy, vacancy |
| **-ty/-ity** | stupidity, curiosity |
| **-dom** | freedom |
| **-hood** | adulthood, neighbourhood |
| **-ing** | handwriting, blessing |
| **-ful** | handful |
| **-ship** | leadership, apprenticeship |
| **-th** | strength, depth |
| **-age** | orphanage, marriage |
| **-ics** | economics |
| **-sis** | diagnosis, metamorphosis |
| **-ure** | pressure |
| **-er/-or** | campaigner, creator |
| **-ian** | mathematician |
| **-ist** | traditionalist, perfectionist |
| **-ive** | representative |
| **-ant/-ent** | applicant, adolescent |
| **-ee** | interviewee, nominee |

### Przyrostki tworzące przymiotniki

| Przyrostek | Przykłady |
|---|---|
| **-ic** | enthusiastic, iconic |
| **-able/-ible** | believable, accessible, |
| **-al** | environmental, emotional |
| **-ive** | productive, disruptive |
| **-ous** | courageous, studious |
| **-ing** | challenging |
| **-y** | leafy, brainy |
| **-ed** | injured, ragged |
| **-ate** | passionate |
| **-ful** | painful, faithful |
| **-less** | pointless, useless |
| **-ent/-ant** | persistent, ignorant |
| **-ly** | friendly |
| **-like** | childlike |
| **-ary** | revolutionary |
| **-ish** | selfish |

# IRREGULAR VERBS

| Infinitive | Past Simple | Past Participle | |
|---|---|---|---|
| **be** [biː] | **was/were** [wɒz/wɜː] | **been** [biːn] | być |
| **beat** [biːt] | **beat** [biːt] | **beaten** ['biːtn] | bić |
| **become** [bɪ'kʌm] | **became** [bɪ'keɪm] | **become** [bɪ'kʌm] | stać się |
| **begin** [bɪ'gɪn] | **began** [bɪ'gæn] | **begun** [bɪ'gʌn] | zacząć |
| **bite** [baɪt] | **bit** [bɪt] | **bitten** ['bɪtn] | ugryźć |
| **bleed** [bliːd] | **bled** [bled] | **bled** [bled] | krwawić |
| **blow** [bləʊ] | **blew** [bluː] | **blown** [bləʊn] | dmuchać |
| **break** [breɪk] | **broke** [brəʊk] | **broken** ['brəʊkən] | złamać |
| **bring** [brɪŋ] | **brought** [brɔːt] | **brought** [brɔːt] | przynieść |
| **broadcast** ['brɔːdkɑːst] | **broadcast** ['brɔːdkɑːst] | **broadcast** ['brɔːdkɑːst] | nadawać |
| **build** [bɪld] | **built** [bɪlt] | **built** [bɪlt] | budować |
| **burn** [bɜːn] | **burned** [bɜːnd]/ **burnt** [bɜːnt] | **burned** [bɜːnd]/ **burnt** [bɜːnt] | spalić |
| **burst** [bɜːst] | **burst** [bɜːst] | **burst** [bɜːst] | rozerwać |
| **buy** [baɪ] | **bought** [bɔːt] | **bought** [bɔːt] | kupować |
| **can** [kæn] | **could** [kʊd] | **been able to** [biːn 'eɪbl tə] | móc |
| **catch** [kætʃ] | **caught** [kɔːt] | **caught** [kɔːt] | złapać |
| **choose** [tʃuːz] | **chose** [tʃəʊz] | **chosen** ['tʃəʊzn] | wybrać |
| **come** [kʌm] | **came** [keɪm] | **come** [kʌm] | przyjść |
| **cost** [kɒst] | **cost** [kɒst] | **cost** [kɒst] | kosztować |
| **cut** [kʌt] | **cut** [kʌt] | **cut** [kʌt] | ciąć |
| **deal** [diːl] | **dealt** [delt] | **dealt** [delt] | mieć do czynienia |
| **dig** [dɪg] | **dug** [dʌg] | **dug** [dʌg] | kopać |
| **do** [duː] | **did** [dɪd] | **done** [dʌn] | zrobić |
| **draw** [drɔː] | **drew** [druː] | **drawn** [drɔːn] | rysować |
| **dream** [driːm] | **dreamed** [driːmd]/ **dreamt** [dremt] | **dreamed** [driːmd]/ **dreamt** [dremt] | marzyć |
| **drink** [drɪnk] | **drank** [drænk] | **drunk** [drʌnk] | pić |
| **drive** [draɪv] | **drove** [drəʊv] | **driven** ['drɪvn] | prowadzić samochód |
| **eat** [iːt] | **ate** [et] | **eaten** ['iːtn] | jeść |
| **fall** [fɔːl] | **fell** [fel] | **fallen** ['fɔːlən] | upaść |
| **feed** [fiːd] | **fed** [fed] | **fed** [fed] | karmić |
| **feel** [fiːl] | **felt** [felt] | **felt** [felt] | czuć |
| **fight** [faɪt] | **fought** [fɔːt] | **fought** [fɔːt] | walczyć |
| **find** [faɪnd] | **found** [faʊnd] | **found** [faʊnd] | znaleźć |
| **fit** [fɪt] | **fit** [fɪt] | **fit** [fɪt] | pasować |
| **fly** [flaɪ] | **flew** [fluː] | **flown** [fləʊn] | lecieć |
| **forget** [fə'get] | **forgot** [fə'gɒt] | **forgotten** [fə'gɒtn] | zapomnieć |
| **forgive** [fə'gɪv] | **forgave** [fə'geɪv] | **forgiven** [fə'gɪvən] | wybaczyć |
| **freeze** [friːz] | **froze** [frəʊz] | **frozen** ['frəʊzən] | zamrozić |
| **get** [get] | **got** [gɒt] | **got** [gɒt] | dostać |
| **give** [gɪv] | **gave** [geɪv] | **given** ['gɪvən] | dać |
| **go** [gəʊ] | **went** [went] | **gone/been** [gɒn/biːn] | iść, jechać |
| **grow** [grəʊ] | **grew** [gruː] | **grown** [grəʊn] | rosnąć |
| **hang** [hæŋ] | **hung** [hʌŋ] | **hung** [hʌŋ] | wisieć |
| **have** [hæv] | **had** [hæd] | **had** [hæd] | mieć |
| **hear** [hɪə] | **heard** [hɜːd] | **heard** [hɜːd] | słyszeć |
| **hide** [haɪd] | **hid** [hɪd] | **hidden** ['hɪdn] | chować |
| **hit** [hɪt] | **hit** [hɪt] | **hit** [hɪt] | uderzyć |
| **hold** [həʊld] | **held** [held] | **held** [held] | trzymać |
| **hurt** [hɜːt] | **hurt** [hɜːt] | **hurt** [hɜːt] | zranić |
| **keep** [kiːp] | **kept** [kept] | **kept** [kept] | trzymać |
| **know** [nəʊ] | **knew** [njuː] | **known** [nəʊn] | wiedzieć |
| **lead** [liːd] | **led** [led] | **led** [led] | prowadzić |
| **learn** [lɜːn] | **learned** [lɜːnd]/ **learnt** [lɜːnt] | **learned** [lɜːnd]/ **learnt** [lɜːnt] | uczyć się |
| **leave** [liːv] | **left** [left] | **left** [left] | opuścić |

| Infinitive | Past Simple | Past Participle | |
|---|---|---|---|
| **lend** [lend] | **lent** [lent] | **lent** [lent] | pożyczyć komuś |
| **let** [let] | **let** [let] | **let** [let] | pozwolić |
| **lie** [laɪ] | **lay** [leɪ] | **lain** [leɪn] | leżeć |
| **light** [laɪt] | **lit** [lɪt] | **lit** [lɪt] | zapalać |
| **lose** [luːz] | **lost** [lɒst] | **lost** [lɒst] | zgubić |
| **make** [meɪk] | **made** [meɪd] | **made** [meɪd] | zrobić |
| **mean** [miːn] | **meant** [ment] | **meant** [ment] | znaczyć |
| **meet** [miːt] | **met** [met] | **met** [met] | spotkać |
| **overtake** [ˌəʊvə'teɪk] | **overtook** [ˌəʊvə'tʊk] | **overtaken** [ˌəʊvə'teɪkən] | wyprzedzać |
| **pay** [peɪ] | **paid** [peɪd] | **paid** [peɪd] | płacić |
| **put** [pʊt] | **put** [pʊt] | **put** [pʊt] | położyć |
| **read** [riːd] | **read** [red] | **read** [red] | czytać |
| **ride** [raɪd] | **rode** [rəʊd] | **ridden** ['rɪdn] | jeździć na |
| **ring** [rɪŋ] | **rang** [ræŋ] | **rung** [rʌŋ] | dzwonić |
| **rise** [raɪz] | **rose** [rəʊz] | **risen** [rɪzən] | wznosić się, wschodzić |
| **run** [rʌn] | **ran** [ræn] | **run** [rʌn] | biegać |
| **say** [seɪ] | **said** [sed] | **said** [sed] | powiedzieć |
| **see** [siː] | **saw** [sɔː] | **seen** [siːn] | zobaczyć |
| **seek** [siːk] | **sought** [sɔːt] | **sought** [sɔːt] | poszukiwać |
| **sell** [sel] | **sold** [səʊld] | **sold** [səʊld] | sprzedać |
| **send** [send] | **sent** [sent] | **sent** [sent] | wysłać |
| **set** [set] | **set** [set] | **set** [set] | ustawić |
| **shake** [ʃeɪk] | **shook** [ʃʊk] | **shaken** [ʃeɪkən] | potrząsać |
| **shine** [ʃaɪn] | **shone** [ʃɒn] | **shone** [ʃɒn] | świecić |
| **show** [ʃəʊ] | **showed** [ʃəʊd] | **shown** [ʃəʊn] | pokazać |
| **shut** [ʃʌt] | **shut** [ʃʌt] | **shut** [ʃʌt] | zamknąć |
| **sing** [sɪŋ] | **sang** [sæŋ] | **sung** [sʌŋ] | śpiewać |
| **sit** [sɪt] | **sat** [sæt] | **sat** [sæt] | siedzieć |
| **sleep** [sliːp] | **slept** [slept] | **slept** [slept] | spać |
| **slide** [slaɪd] | **slid** [slɪd] | **slid** [slɪd] | ślizgać się |
| **smell** [smel] | **smelled** [smeld]/ **smelt** [smelt] | **smelled** [smeld]/ **smelt** [smelt] | pachnieć, wąchać |
| **speak** [spiːk] | **spoke** [spəʊk] | **spoken** ['spəʊkən] | mówić |
| **spend** [spend] | **spent** [spent] | **spent** [spent] | spędzać |
| **spill** [spɪl] | **spilled** [spɪld]/ **spilt** [spɪlt] | **spilled** [spɪld]/ **spilt** [spɪlt] | rozlać |
| **split** [splɪt] | **split** [splɪt] | **split** [splɪt] | rozdzielić (się) |
| **spread** [spred] | **spread** [spred] | **spread** [spred] | rozprzestrzeniać się, rozpowszechniać |
| **stand** [stænd] | **stood** [stʊd] | **stood** [stʊd] | stać |
| **steal** [stiːl] | **stole** [stəʊl] | **stolen** ['stəʊlən] | ukraść |
| **stick** [stɪk] | **stuck** [stʌk] | **stuck** [stʌk] | wychylić |
| **sting** [stɪŋ] | **stung** [stʌŋ] | **stung** [stʌŋ] | użądlić |
| **strike** [straɪk] | **struck** [strʌk] | **struck** [strʌk] | uderzyć |
| **swell** [swel] | **swelled** [sweld] | **swollen** ['swəʊlən] | spuchnąć |
| **swim** [swɪm] | **swam** [swæm] | **swum** [swʌm] | płynąć |
| **take** [teɪk] | **took** [tʊk] | **taken** ['teɪkən] | wziąć |
| **teach** [tiːtʃ] | **taught** [tɔːt] | **taught** [tɔːt] | uczyć |
| **tear** [teə] | **tore** [tɔː] | **torn** [tɔːn] | podrzeć |
| **tell** [tel] | **told** [təʊld] | **told** [təʊld] | powiedzieć |
| **think** [θɪŋk] | **thought** [θɔːt] | **thought** [θɔːt] | myśleć |
| **throw** [θrəʊ] | **threw** [θruː] | **thrown** [θrəʊn] | rzucać |
| **understand** [ˌʌndə'stænd] | **understood** [ˌʌndə'stʊd] | **understood** [ˌʌndə'stʊd] | rozumieć |
| **upset** [ʌp'set] | **upset** [ʌp'set] | **upset** [ʌp'set] | zasmucić |
| **wake** [weɪk] | **woke** [wəʊk] | **woken** ['wəʊkən] | obudzić się |
| **wear** [weə] | **wore** [wɔː] | **worn** [wɔːn] | nosić |
| **win** [wɪn] | **won** [wʌn] | **won** [wʌn] | wygrać |
| **write** [raɪt] | **wrote** [rəʊt] | **written** ['rɪtn] | pisać |

# CONTENTS


**Unit 1 Live and learn**

1.1 Vocabulary . . . 4
1.2 Grammar . . . 6
1.3 Listening Language Practice . . . 7
1.4 Reading . . . 8
1.5 Grammar . . . 10
1.6 Speaking . . . 11
1.7 Use of English . . . 12
1.8 Writing . . . 14
1.9 Video worksheets . . . 16
1.10 Self-check . . . 18

**Unit 2 Human nature**

2.1 Vocabulary . . . 20
2.2 Grammar . . . 22
2.3 Listening Language Practice . . . 23
2.4 Reading . . . 24
2.5 Grammar . . . 26
2.6 Speaking . . . 27
2.7 Use of English . . . 28
2.8 Writing . . . 30
2.9 Video worksheets . . . 32
2.10 Self-check . . . 34

**Unit 3 Living spaces**

3.1 Vocabulary . . . 36
3.2 Grammar . . . 38
3.3 Listening Language Practice . . . 39
3.4 Reading . . . 40
3.5 Grammar . . . 42
3.6 Speaking . . . 43
3.7 Use of English . . . 44
3.8 Writing . . . 46
3.9 Video worksheets . . . 48
3.10 Self-check . . . 50

**Unit 4 Shopping around**

4.1 Vocabulary . . . 52
4.2 Grammar . . . 54
4.3 Listening Language Practice . . . 55
4.4 Reading . . . 56
4.5 Grammar . . . 58
4.6 Speaking . . . 59
4.7 Use of English . . . 60
4.8 Writing . . . 62
4.9 Video worksheets . . . 64
4.10 Self-check . . . 66

**Unit 5 Off to work**

5.1 Vocabulary . . . 68
5.2 Grammar . . . 70
5.3 Listening Language Practice . . . 71
5.4 Reading . . . 72
5.5 Grammar . . . 74
5.6 Speaking . . . 75
5.7 Use of English . . . 76
5.8 Writing . . . 78
5.9 Video worksheets . . . 80
5.10 Self-check . . . 82

**Unit 6 A matter of fact**

6.1 Vocabulary . . . 84
6.2 Grammar . . . 86
6.3 Listening Language Practice . . . 87
6.4 Reading . . . 88
6.5 Grammar . . . 90
6.6 Speaking . . . 91
6.7 Use of English . . . 92
6.8 Writing . . . 94
6.9 Video worksheets . . . 96
6.10 Self-check . . . 98

**Unit 7 It's not rocket science!**

7.1 Vocabulary . . . 100
7.2 Grammar . . . 102
7.3 Listening Language Practice . . . 103
7.4 Reading . . . 104
7.5 Grammar . . . 106
7.6 Speaking . . . 107
7.7 Use of English . . . 108
7.8 Writing . . . 110
7.9 Video worksheets . . . 112
7.10 Self-check . . . 114

**Unit 8 Costing the earth**

8.1 Vocabulary . . . 116
8.2 Grammar . . . 118
8.3 Listening Language Practice . . . 119
8.4 Reading . . . 120
8.5 Grammar . . . 122
8.6 Speaking . . . 123
8.7 Use of English . . . 124
8.8 Writing . . . 126
8.9 Video worksheets . . . 128
8.10 Self-check . . . 130

**Słownictwo maturalne** . . . 132

**Słownictwo maturalne: zadania** . . . 148

**Phrasal verbs** . . . 159

**Focus 3 Grammar Review** . . . 161

**Grammar: Train and Try Again** . . . 173

**Bank zwrotów do wypowiedzi pisemnej** . . . 181

**Answer key: Self-check** . . . 187

**Answer key: Grammar Review** . . . 189

**Answer key: Train and Try Again** . . . 191


**Zadania oznaczone** ✓
**przygotowują do egzaminu maturalnego.**

# 1 Live and learn

## 1.1 VOCABULARY

Education • phrasal verbs
• describing teachers and students
• collocations

### SHOW WHAT YOU KNOW

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

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

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

Next year we're going to **t**ake our exams.
1 They get on well with everyone as they have good **p**eople skills.
2 I'm doing a **b**achelor's degree in Computer Science. After that, I'd like to do a master's degree.
3 Matt usually goes to lessons, but occasionally he **s**kips them in summer because he's crazy about cricket.
4 I think **f**urther education is important. I'd like to go to university.
5 She's done really well and had a **s**uccessful career as a teacher for over twenty years.

### FOCUS ON WORDS | Phrasal verbs

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

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

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

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




• Have a long-term plan. What do you want to go into after you finish your studies? Working towards a goal can inspire you to work hard now.
• Motivate yourself. If you find it hard to [1]settle down and study at home, then give yourself a treat *after* you finish. For example, listening to music or having a hot chocolate.
• Talk to your teachers and find out how you are doing. If you have [2]fallen behind the other students, ask for help to catch up.
• Make a study plan. Only [3]go on to the second task when you have finished the first, and so on. That way you will complete all your work.
• Take responsibility for your learning. If you have taken an exam or test and just [4]scraped through , then focus on how you can improve. Passing isn't enough, try to get good marks!
• Choose subjects you enjoy to [5]major in . You'll work harder if you like a subject – and be more likely to [6]give up on the subject if you hate it.

### FOCUS ON WORDS | Describing teachers and students

**5 Match the definitions with the words in the box.**

bully ~~disruptive~~ dyslexic gifted lenient self-disciplined strict swot

causing problems and preventing something from continuing in its usual way disruptive
1 having a natural ability to do things well gifted
2 not strict in the way you punish someone or the standards you expect lenient
3 able to make yourself do the things you know you have to do self-disciplined
4 someone who uses their strength or power to frighten or hurt someone weaker than them bully
5 someone who spends a lot of time studying and seems to have no other interests swot
6 expecting people to obey rules or do what you say strict
7 having a condition that makes it difficult to read or spell dyslexic



**6 Complete the text with the correct form of the words that describe teachers and students in Exercise 5.**

## HAVE YOUR SAY!

**Students say ...**



Our teachers are always telling people off, they should be more lenient ! I don't often get into trouble because I'm [1]self-disciplined and I always do my work. I'm not a [2] swot though; I don't spend all my time studying. But not everyone's like me. Teachers should help students develop their learning skills and critical thinking, not just tell us facts!



I really struggle with reading because I'm [3]dyslexic, but all my teachers have been brilliant! They've taught me different ways to improve my reading skills and supported my learning both at school and at home using online tools.

**Teachers say ...**



I'm quite a [4]strict teacher and I think pupils should do what they're told. It annoys me when [5]disruptive students interrupt, shout and mess around. I also dislike [6]bullies who threaten other students physically or verbally. I don't tolerate it in my classroom. I enjoy teaching all my students, but it's a real pleasure to teach [7]gifted students who make strong academic progress.

### FOCUS ON WORDS | Collocations

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

Hi Erin,

I'm really enjoying my philosophy course! I've attended all my lectures so far and I'm learning a lot. I'm glad I don't have to [1]give any lectures, though, I'd forget what to say ☺. I'm reading a lot too, it's a great way to deepen my [2]knowledge of the subject. I've chosen my option for this year – logic! I don't have to [3]sit an exam at the end of the course, but I have to write a long essay. I've also discovered I have a [4]passion for surfing and I'm going to [5]enrol on a course in summer. I know you love water sports – would this be of any [6]interest to you? We could do it together!

What about you? Have you finished writing your [7]dissertation yet? Do you still want to work in the [8]field of computer technology?

Oh, good news! My brother is still at school, he didn't get [9]expelled after all. In fact, he's really changed! He's studying hard now and he got a [10]scholarship to study in France for three months.

Write soon,

Karl

### SHOW WHAT YOU'VE LEARNT

**8 Choose the correct answers A–C.**

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

/10

# 1.2 GRAMMAR

Present and past habits

## SHOW WHAT YOU KNOW

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



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

1 Didn't you *use* to skip lessons occasionally when you were at school, Dad? ☐

2 The security guard does *not* unlock the school gates until exactly 7:30 a.m. ☑

3 Our Spanish teacher from primary school *would* only speak Polish in class. No wonder we didn't learn much! ☐

4 Lucy didn't *use* to get on with her brother, but things are better now that they are older. ☐

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

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

hang play put talk ~~tease~~

**Dad:** Why can't you two just get on with each other?
**Melanie:** Because he *'s always teasing* me. Why can't he just leave me alone?

1 **Alice:** Well, it's good to be studious, but Luke *'s always talking* about schoolwork. I don't think he has a social life at all.
**Max:** Yes, I can see how annoying he is.

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

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

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

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

**Educate Yourself**

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

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

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

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

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

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

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

1 Holly bites her nails constantly. **IS**
Holly *is always biting* her nails.

2 Ms Wilson, our neighbour, was very curious – she would always ask us a lot of questions. **TO**
Ms Wilson, our neighbour, *used to be* very curious – she would always ask us a lot of questions.

3 Stephen leaves everything until the last minute and then panics. **WILL**
Stephen *will leave* everything until the last minute and then panic.

4 We picked and ate fresh fruit from the garden when we were kids. **WOULD**
We *would pick and eat* fresh fruit from the garden when we were kids.

## SHOW WHAT YOU'VE LEARNT

**6 Choose the correct answers A–C.**

1 Naomi didn't __ to suffer from allergies when she lived in the countryside.
(A) use B used C would

2 Scott is not very bright. He __ raise his hand in class even when he has no idea of the answer.
A would B always (C) will

3 Whenever I stayed at Auntie Freda's, she __ always make pancakes for breakfast.
A will (B) would C used

4 __ you use to watch that funny show with the puppets? I can't remember its name now.
(A) Did B Would C Were

5 When they were younger, Ben and Jamie __ to walk to school together. Now Jamie drives.
A will (B) used C enjoyed

6 Summer holidays __ to last forever when I was in primary school.
A would B seem (C) used

/6



# 1.3 LISTENING LANGUAGE PRACTICE

Collocations • memory

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

*Extract from Student's Book recording* 1.9

**Speaker 1**

My earliest memory? (*have*) / *'m having* a vague memory of the Christmas before I was three, but I [1](*have*) / *had* very vivid memories of my third birthday party, and I can remember other events very clearly from when I was three years old. Some people say I must [2](*have*) / *had to* confused a memory with photos [3]*I'll see* / (*I've seen*) of the same events. But [4]*I'd* / (*I've*) asked my mum about it and she agrees that my memories are accurate. For some of them, there's no photographic evidence or anything that [5]*could* / (*could have*) jogged my memory, so I believe they're real.

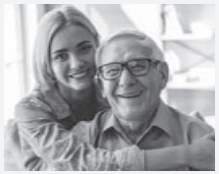
**2 Complete the extract from the recording with the words in the box. There are two extra words.**

confused jogged losing manages ~~memories~~ remember recall vague

*Extract from Student's Book recording* 1.9

**Speaker 2**

Most people in my family have rubbish *memories*, but my grandfather's amazing. He's not like other old people who are [1]*losing* their memory and get [2]*confused* – he's really switched on. He remembers dates and names and places. He can even [3]*recall* in detail events that happened 50 years ago – and he's 77! I'm 16 and I can't [4]*remember* what I did yesterday! I wish I had his memory – it would help me a lot in my exams. I asked him how he [5]*manages* to remember things so well, and he says it's because he drinks green tea!
I think it's because he reads a lot and stays active. He walks every day – he's much fitter than I am.



## REMEMBER THIS

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

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

back bear bell draw escape heart ~~slip~~

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

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

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

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

### FOCUS ON WORDS | Memory

**5 Complete the sentences with the words in the box.**

earliest ~~good~~ jogged lost photographic sieve vague vivid

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

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

# 1.4 READING

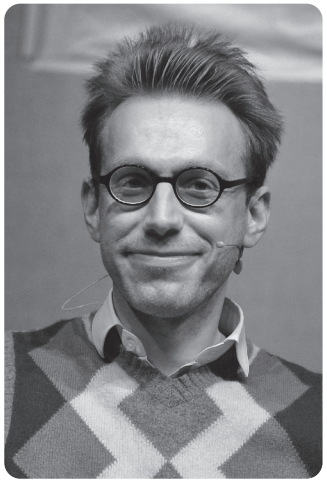
Daniel Tammet • collocations • expressions with *brain*

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

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

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

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



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

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

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

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

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

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

**GLOSSARY**

**texture** *(n)* = the way a surface or material feels when you touch it; faktura
**lumpy** *(adj)* = covered with or containing small solid pieces e.g. *a lumpy mattress*; chropowaty
**trace** *(v)* = copy a drawing by putting a very thin piece of paper over it and then drawing the lines you can see through the paper; kalkować
**grief** *(n)* = extreme sadness caused by the death of someone you love; żałoba
**long** *(v)* = want something very much, especially when it seems unlikely to happen; mieć wielką ochotę
**contradiction** *(n)* = a difference between two statements, beliefs or ideas that means they cannot both be true; sprzeczność



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

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

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

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

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

have make put read see take

*take* something for granted — f
1 *put* something to good use — e
2 *make* eye contact with someone — c
3 *have* an effect on someone — a
4 *read* someone's body language — d
5 *see* the big picture — b

a to influence someone to change their ideas or behaviour
b to understand the most important facts about a situation rather than the details
c to look directly into someone's eyes
d to understand physical communication such as gestures
e to make the most of something or use it to your advantage
f to expect something to be available all the time and forget that you are lucky to have it

**REMEMBER BETTER**

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

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

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

## FOCUS ON WORDS | Collocations

**5 Complete the collocations. The first letters are given.**

### Man in accident

Sam Green, 23, was **f***ound* unconscious in his car which had hit a tree in a storm. It is believed that during the crash he hit his head, causing him to [1]**l***ose* consciousness, and subsequently [2]**f***ell* into a coma. Doctors have confirmed that he [3]**r***egained* consciousness and [4]**c***ame* out of the coma a week later. Fortunately, Mr Green didn't [5]**s***uffer* any other injuries and he has now fully [6]**r***ecovered* and left hospital. Nobody knows how the accident happened – it will [7]**r***emain* a mystery.
Mr Green believes that his car might have been [8]**s***truck* by lightning as the engine suddenly stopped working, which is known to happen when lightning hits a vehicle.

**Learn with us!**
We have fully qualified tutors for all ages and subjects. Do you [9]**f***eel* the urge to [10]**a***cquire* a new skill or [11]**s***harpen* an old one? We have a teacher for you! Phone Jill on 0712 384576.

## FOCUS ON WORDS | Expressions with *brain*

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

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

# 1.5 GRAMMAR

Verb patterns

## SHOW WHAT YOU KNOW

**1 Tick the correct sentences. Sometimes both are correct.**

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

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

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

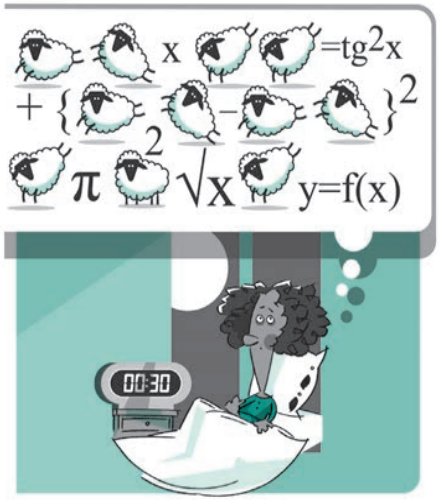
**3 ★★ Match the sentences with the correct meanings a or b.**

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

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

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

When I was little, I *remember falling* asleep as soon as my head hit the pillow most nights. I recall the comfort of [1]*hearing Mum and Dad talking* downstairs and how the faint sound of their voices used to send me to sleep almost immediately. These days, I find it a lot more difficult. To my mind, there is nothing more frustrating than lying in bed [2]*trying to get* to sleep. Sometimes, I can't [3]*stop thinking* about school and exams. I worry that I might have [4]*forgotten to do* some homework for one of my subjects or some other trivial thing. I [5]*tried counting* sheep once, but it didn't work. I ended up worrying about my Maths test the next day.




## SHOW WHAT YOU'VE LEARNT

**5 Find and correct the mistakes in the sentences.**

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

/6

GRAMMAR: Train and Try Again page 173



# 1.6 SPEAKING

Describing a photo

## BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

| Speculating about people | Przypuszczenia na temat osób |
|---|---|
| Based on …, I'd say he's/she's/it's … | Opierając się na…, powiedziałbym/powiedziałabym, że jest… |
| Judging by …, I (don't) think … | Wnioskując z…, (nie) sądzę… |
| It looks/seems as if/though … | Wygląda jakby… |
| He/She/It appears/doesn't appear to be … | Wydaje się / Nie wydaje się być… |
| The chances are (that) he's/she's/it's … | Możliwe, że jest… |
| **Showing certainty** | **Wyrażanie pewności** |
| Clearly, (there's a problem/something is wrong). | Najwyraźniej (jest tu jakiś problem / coś tu jest nie tak). |
| It's obvious/clear (from the expression on his/her face) that … | (Sądząc po wyrazie jego/jej twarzy), to oczywiste/jasne, że… |
| He/She/It is definitely/certainly (not) … | Zdecydowanie / Z pewnością (nie) jest… |
| **Showing uncertainty** | **Wyrażanie niepewności** |
| It's hard to be sure (whether/if …) | Trudno mieć pewność, czy… |
| It's not easy to say (whether/if …) | Nie jest łatwo stwierdzić, czy… |
| I can't really tell (whether/if …) | Nie jestem w stanie powiedzieć, czy… |
| **Speculating about the situation** | **Przypuszczenia na temat sytuacji** |
| He/She could/might have just + past participle *(recent past)* | Mógł/Mogła/Mogło dopiero co (np. wyjść.) / Możliwe, że dopiero co (np. wyszedł/wyszła). |
| He/She could/might be + *-ing (present)* | Być może (np. pracuje). |
| He/She could/might be about to + *infinitive (near future)* | Być może zaraz (np. wstanie). |

**1 Match the beginnings with the endings to make sentences.**

It's obvious (g)
1 It seems (e)
2 It appears as (d)
3 Based (a)
4 It's (b)
5 She might have (c)
6 It's hard (f)

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

**2 Choose the correct options to complete the text.**



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

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

1 **P***ersonally*, I think they should be able to inspire less sporty students to get involved. For this **r***eason*, I feel it is important to make PE lessons fun, and not too competitive.
2 To be **h***onest*, although I'd like to keep fitter, I don't have time. Walking to school is the only exercise I get.
3 Combat sports and motor sports, I suppose. In my [a]**o***pinion* though, if the people involved know the risks, then it's up to them if they want to put themselves in danger.
That's [b]**w***hy* I think campaigns to ban things like boxing or motorcycle racing are a bad idea.
4 Definitely 'doing'. I love sport and I [a]**i***ntend* to keep swimming and playing football until I'm old and grey. [b]**A***ctually*, I also enjoy watching sport, but if I had to choose, then 'doing'.

a Which sports do you think are the most dangerous? (3)
b Is regular exercise important to you? Why? Why not? (2)
c In your opinion, what characteristics should good PE teachers have? (1)
d Given the choice, do you prefer doing sport, watching sport, or no sport at all? (4)

# 1.7 USE OF ENGLISH

Register

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

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

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

accessible additional dressed ~~evaluated~~ graduated judging return unlikely

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

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

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

**University Library**
**Rules and regulations**

Access to the library

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

Borrowing books

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

Opening times

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

**Library**
**Important information for new students**

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

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

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



## SHOW WHAT YOU'VE LEARNT UNIT 1

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

A: Was Barry a gifted child?
B: I think so, but he was also rather lazy. He often fell *behind*, but always managed to catch up.
1 A: Who was your favourite teacher?
B: Mr Harrison. He taught us not to give *up* on anything important in life.
2 A: Why do you drink so much coffee on Wednesdays?
B: In *order* to stay awake during the History lecture! It's so boring.
3 A: Is it true that patients sometimes *come* out of a coma after months, even years?
B: It's not common, but it's definitely possible.
4 A: How did you travel to school, Dad?
B: Well, we lived in the suburbs, so I *used* to take the bus to school every day.
5 A: Have you managed to fix your computer yet?
B: Yes, it seems as *if/though* everything's in order!
6 A: Can you tell me something about your plans for the future?
B: I hope to work in the *field* of education and training one day.

**5 ★★ Choose the correct answers A–D.**

**Getting ideas**

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

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

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

| | A | B | C | D |
|---|---|---|---|---|
| | make | (B) get | come | learn |
| 1 | would | will | (C) used | was |
| 2 | jog | lose | (C) rack | work |
| 3 | (A) frustrated | thrilled | relieved | enthusiastic |
| 4 | think | to think | to thinking | (D) thinking |
| 5 | set off | hand in | catch up | (D) put off |
| 6 | skills | (B) mind | vision | consciousness |
| 7 | remind | search | familiarise | (D) memorise |

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

Look at this article. It *might be of interest to* (might/be/interest) you.
1 Jane's teacher *tried to convince her to change* (try/convince/she/change) her study routine, but she didn't listen.
2 My dad and his friend *were always causing trouble* (always/cause/trouble) at school and were often punished by the head teacher.
3 It's hard to say why the scientists in the photo look so excited, but they *might have just made* (might/just/make) a very important discovery.
4 I *can't help biting my nails* (not/help/bite/nail) when I'm really stressed.
5 When I was at primary school, pupils *used to stand up* (use/stand up) when a visitor came into the classroom.
6 It took Helen weeks *to recover from an/the injury* (recover/injury) she got in a PE lesson.

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

I didn't pack my lunch, so I paused at a small café and bought a tuna sandwich. **STOPPED**
I didn't pack my lunch, so I *stopped to buy* a tuna sandwich at a small café.
1 I can use my brother's tablet when he doesn't need it. **LETS**
My brother *lets me use* his tablet when he doesn't need it.
2 George struggled at school because he had a poor memory. **SIEVE**
George struggled at school because he had *a memory like a sieve* .
3 I think Daniel is responsible for organising this campaign. **BRAINS**
I think Daniel *is the brains behind* this campaign.
4 Doctors say people should walk for at least twenty minutes a day. **ADVISE**
Doctors *advise people to walk/advise walking* for at least twenty minutes a day.
5 Did you do science experiments with your previous teacher? **TO**
Did you *use to do* science experiments with your previous teacher?



# 1.8 WRITING

A CV and a covering email

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

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

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

dedicated member | excellent command | ~~experience~~ | proven ability | relevant knowledge | skills



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

**Personal profile**

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

**Skills and achievements**

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

**Education and qualifications**

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

**Employment history**

Summer 2017 Work experience: Aston Primary School summer camp
- [4] *dedicated member* of activities team (sports and crafts)
- [5] *relevant knowledge* of health and safety regulations and first aid

2015-2017 Assisting in coaching of local Under 10s football team

**Interests**

Skateboarding, computer programming, design and technology, film

**Referees**

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

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

**3 Choose the correct options.**

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

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

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

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

Use full sentences — b
1 Say why you are writing and — e
2 Give details about yourself and explain — c
3 Explain more about your — a
4 Mention availability for an interview and — d

a relevant skills and experience. Don't just repeat what's on your CV.
b and a variety of positive language.
c why you want the job.
d any attachments you are sending.
e which job you are applying for.

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

apply | attend | confident | consideration | experience | ~~passionate~~ | response | suited | welcome

I am an eighteen-year-old student and I am *passionate* about working with animals. — Tip 2
1 I have attached my CV for your *consideration* . — Tip 4
2 I feel *confident* I possess relevant skills and would be well *suited* to the position. — Tip 3
3 I am writing in *response* to your online advertisement for volunteers at an animal hospital. — Tip 1
4 I would be delighted to *attend* an interview at your convenience. — Tip 4
5 I would *welcome* the opportunity to work with professional vets. — Tip 2
6 I wish to *apply* for the position of sports coordinator. — Tip 1
7 Additionally, last summer I gained work *experience* at a local vet's. — Tip 3

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

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

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

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

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

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

Dear Mrs King,

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

I am a nineteen-year-old student and a keen athlete. [1] *b* I passionately believe in the benefits of sport for young people. I feel strongly that I would learn a lot from the experience of working with a successful organisation, such as Rees Sports Camps and would welcome this opportunity.

Last year, I was lucky enough to work as a volunteer on a sports programme in local primary schools. [2] *d* As part of my responsibilities, I coordinated a successful football tournament and sat in on planning meetings. I gained considerable work experience and feel confident I possess all the relevant skills and would be well-suited to the position.

I would be delighted to attend an interview at your convenience. [3] *a* Please do not hesitate to contact me if you require any further information.

Yours sincerely,

Robert Wilkinson

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

## SHOW WHAT YOU'VE LEARNT

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

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



## SHOW THAT YOU'VE CHECKED

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

**Mój list motywacyjny:**

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

## BBC Learning a new skill




### Before you watch

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

Learning how to …

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

**2 SPEAKING Discuss the questions.**

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

### While you watch

**3 1 Watch Chris (38) and Tahoe (8) learning how to juggle. Who is learning faster and why?** *Tahoe*

**4 1 Choose the correct options and decide whether the statements are true (T) or false (F). Then watch the video again and check your answers.**

1 Chris decides to up the ante by pitting himself *against* / *with* Tahoe. T
2 The *catch* / *trick* is that Tahoe is three decades younger than Chris. T
3 Scarves help to *find* / *form* a juggling network because they speed the process up. F
4 The practice stage is enjoyable. One step *onward* / *forward*, two steps back. F
5 Chris claims that he's not a *big* / *large* one for excuses, but he hasn't done enough practice. T
6 Chris is not impressed when he says to Tahoe: 'Give it your best *shot* / *throw*'. F
7 White matter fixes new brain pathways creating a sense of everything clicking into *point* / *place*. T

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

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

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

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

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

### After you watch

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

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





## FOCUS VLOG About daily routines

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

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



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

1 He/she used to have a structured routine.
2 He/she used to make their own breakfast.
3 He/she used to play football with friends.
4 He/she used to belong to an athletics club.
5 He/she used to go to dance classes.
6 He/she used to chill at home in the evenings.
7 He/she used to do stretches in the morning.
8 He/she used to drive around listening to music.

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

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

Aaron 2 8 | Hannah 4 6 | Harriet 1 | Natasha 5 7 | Nobuse 3

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

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

1 Hannah / with / Who / to / would / school / walk ? *Who would Hanna walk to school with? A friend.*
2 school / would / to / Aaron / How / get ? *How would Aaron get to school? By bus.*
3 use / Why / 'quite intense' / be / routine / Natasha's / to / daily / did ? *Why did Natasha's daily routine use to be 'quite intense'? Because she trained as a dancer, went to school in London and then had dance classes in the evening.*
4 eat / school / home / to / way / use / the / What / Nobuse / did / from / on ? *What did Nobuse use to eat on the way home from school? Chicken and chips.*
5 routine / structure / to / What / some / Harriet's / used / daily / give ? *What used to give Harriet's daily routine some structure? School routine.*

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

1 What would Hannah like to get back into? *Athletics.*
2 Why did Aaron use to drive around a lot? *Because there wasn't much to do.*
3 Why did Natasha use to see her friends much more? *Because of dance classes.*
4 What does Nobuse miss doing? *Hanging out with his friends and playing football.*
5 Why did Harriet use to get more things done? *Because she was made to do them.*

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

### Focus On Life Skills

Communication • Critical thinking

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

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

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

| Ways life is easier for teenagers now | Ways life was easier for teenagers in the past |
|---|---|
| | |

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

# 1.0 SELF-CHECK

## VOCABULARY AND GRAMMAR

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

brain coma conscious disrupt distance expel sharp strike

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

/5

**2 Choose the correct answers A–C.**

What profession do you want to go __ when you finish school?
A up (B) into C in
1 I'd like to work in the __ of engineering as a career.
A area (B) field C course
2 We'll never know the answer, it will __ a mystery.
(A) remain B solve C recover
3 When I was off school ill, I fell __ in my studies.
A back B off (C) behind
4 I have a really __ memory of my fifth birthday party. I can remember everything about it.
A vague B distant (C) vivid
5 Our Maths teacher is __ . He doesn't mind if we talk in class as long as we do our work.
(A) lenient B self-disciplined C strict

/5

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

My earliest **m**emory is moving house. I was only two years old.
1 I got a **s**cholarship to study at university, so I didn't have to pay to go.
2 He learns fast, he can **a**cquire new skills really easily.
3 I've nearly finished my university course. Now I just have to write my **d**issertation . It's supposed to be 10,000 words long!
4 When you study, it's a good idea to **m**ajor in the subject you love most.
5 He forgets everything you tell him. He's got a memory like a **s**ieve !

/5

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

He ~~would live~~ a long way from college in his first year, but now he lives 5 minutes away. used to live
1 When my sister was younger, she ~~will walk~~ around when she was studying. would walk
2 They ~~always were disturbing~~ other students, which was annoying. were always disturbing
3 I didn't ~~used~~ to enjoy science, but now I want to study it at university. use
4 Kate is always asking the teacher for extra homework. What a swot! correct
5 We ~~don't used~~ to pay attention in class, but now we do. didn't use

/5

**5 Complete the sentences using the prompts in brackets.**

The rain caused me to have (cause/me/have) an accident.
1 We decided to go (go) to the library to research our project.
2 His parents let him choose (let/he/choose) which subjects he wanted to study.
3 I usually avoid revising (avoid/revise) for exams until the last moment.
4 Can you remind your brother to give (remind/your brother/give) his homework to the teacher?
5 I can remember visiting (remember/visit) the London Eye. It was fun!

/5

**6 Choose the correct answers A–C.**

### In the family

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

A urge B interest (C) passion
1 A would be (B) used to be C used to
2 A to not going B not going (C) not to go
3 (A) doing B do C to do
4 A sit B attend (C) enrol
5 A to compare (B) comparing C compare

/5

**Total /30**

## USE OF ENGLISH

**7 Translate the Polish parts of the sentences.**

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

/5

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

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

/5



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

My parents said I could go to the party as long as I went with a friend.
**LET**
My parents let me go to the party as long as I went with a friend.
1 My teacher thought it would be a good idea for me to study Biology.
**ADVISED**
My teacher advised me to study Biology.
2 I didn't know how the accident had happened because I had no memory of my car hitting the tree.
**REMEMBER**
I didn't know how the accident had happened because I couldn't remember hitting the tree with my car.
3 When I was younger, I often read books all day.
**SPENT**
I often spent all day reading books when I was younger.
4 Tom messes around in class all the time. It's so annoying.
**ALWAYS**
Tom is always messing around in class. It's so annoying.
5 They were very keen students and would attend all the lectures, which is why they did well.
**USED**
They were very keen students and used to attend all the lectures, which is why they did well.

/5

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

### Tidy desk, better thinker?

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

/5

**Total /20**

# 2 Human nature

## 2.1 VOCABULARY

People • personality adjectives
• compound adjectives
• describing personality

### SHOW WHAT YOU KNOW

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

Gary sometimes says horrible things to people. He can be *unkind*. (KINDNESS)

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

### FOCUS ON WORDS | Personality adjectives

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

Tom's always careful to do things properly. He's very **t***horough*.

1 If someone tells me something, I believe them – why should I doubt them? I'm pretty **t***rusting* , I suppose.
2 My sister wants to write comedy shows for TV. I think she'd be perfect as she's very **w***itty* . She always makes everyone laugh!
3 He's really **m***oody* . He can go from annoyed to cheerful in an instant.
4 My parents are **a***ffectionate* people. They love giving hugs and I've always known they care about me.
5 I think I'm quite **p***erceptive* . I can tell when people are feeling sad or nervous, even if they try to hide it.

**3 Complete the text with the words in the box.**

daring insecure ~~intellectual~~ spontaneous tactful witty

**Tell us about you and your BFF! Why do you think you're friends?**



My best friend and I are complete opposites! For one thing, he loves studying and is always reading and doing research online because something fascinates him. I suppose he's quite *intellectual* – and I'm not! I don't mind a bit of homework, but I'd rather be out having fun with friends and meeting new people. When I go out, I'm quite [1]*spontaneous* , I don't think it's necessary to plan everything before you do it, I love the fact that I never quite know what I'm going to do or where I'll go. My friend likes to plan every detail, but the thing is, he's not that confident – he's a bit [2]*insecure* and worries all the time about making mistakes, even silly little ones, which is crazy because he's got a brain the size of China! Unlike me, he's not that keen on new experiences, I'll even have a go at tricky or adventurous things – I guess you could say I'm pretty [3]*daring* . He thinks before he says anything in case he upsets somebody and is very [4]*witty* and good with words. I'm not very [5]*tactful* , I seem to say the first thing that comes into my mind and I'm terrible at keeping secrets. Despite our differences, we get on incredibly well. I know he'll always be there for me if I've got a problem, and I'll do the same for him. That's why we're such good friends!

### FOCUS ON WORDS | Compound adjectives

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

back centred conscious critical headed ~~hearted~~ minded natured tempered willed

kind-*hearted*

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

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

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

1 A: What do you think about social media?
B: Well, it's got advantages and disadvantages. I mean, it's a great way of keeping in touch and it's fun, but it's easy to spend too long online.
A: You're very *fair-minded* , aren't you?

2 A: I wish I could be as *laid-back* as you. You never seem to be stressed out about anything, not even exams.
B: Well, doing yoga and getting enough sleep helps me stay calm.

3 A: You've eaten all the biscuits again and left the kitchen in a real mess. How can you be so *self-centred* ? I wish you'd think about the rest of us sometimes!
B: Sorry! I'll clear it up now.

4 A: Matt's great, isn't he? I was really upset after I'd had an argument and he took me out for coffee and just listened to me. He's one of the most *kind-hearted* people I know.
B: Definitely! He'll always help you if he can, and he's really generous, too.

5 A: I wish I was more confident. I never know what to say to people and I feel like they're going to think I'm boring.
B: Don't be so *self-critical* , you've got a great personality!

6 A: My brother lost his temper again! I don't know what's up with him – he seems to get angry really easily at the moment.
B: Really? Perhaps there's a reason he's so *short-tempered* . Have you asked if anything's wrong?

### FOCUS ON WORDS | Describing personality

**6 Find and correct the mistakes.**

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

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

### SHOW WHAT YOU'VE LEARNT

**7 Choose the correct answers A–C.**

**Personality survey**

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

**How would *you* describe yourself to a stranger?**

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

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

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

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

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

/10

# 2.2 GRAMMAR

Past Perfect Simple and Continuous

## SHOW WHAT YOU KNOW

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

Beth was embarrassed because she *had put on* (put on) — g

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

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

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

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

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

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

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

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

1 Avril's face was rather a funny green colour. She said she *had eaten* a whole tub of ice cream an hour earlier and [a]*had been feeling* rather sick ever since. When I asked why she [b]*had done* that, she said that she [c]*had failed* a test at school and needed cheering up. Clearly her plan [d]*hadn't worked* .

2 Jack [a]*had been cycling* to school for ten minutes when he noticed how quiet the streets were and finally realised it was Saturday. Why on earth [b]*had he set off* for school on a Saturday? It [c]*had been* a long and stressful week and he [d]*had been looking forward to* the weekend all week. His family were going to laugh when they found out what he [e]*had done* .

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

a When we finally landed, the plane *had been flying* (fly) for fourteen hours.
b When we finally landed, the plane *had flown* (fly) over 5,900 miles.

1 a Trevor *had been living* (live) in this town for 20 years before he found out that his next door neighbour used to be a famous actress.
b Trevor *had known* (know) his next door neighbour for twenty years before he found out she used to be a famous actress.

2 a Vladimir *had been sneaking* (sneak) out of the house secretly at night for months before he was finally caught.
b Earlier that night, Vladimir *had sneaked* (sneak) out of the house without waking his parents.

3 a The security guard *had been sleeping* (sleep) for hours when the office was broken into.
b The security guard was fired because he *had slept* (sleep) through the burglary.

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

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

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

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

## SHOW WHAT YOU'VE LEARNT

**5 Choose the most suitable tense to complete the sentences.**

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

/6



# 2.3 LISTENING LANGUAGE PRACTICE

Comparative expressions
• relationship phrases

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

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

*Extract from Student's Book recording* 1.25

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

**2 Choose the correct answers A–C.**

Love, it seems, is similar __ chocolate in certain ways.
(A) to B as C than

1 This new model of the phone has all the characteristics __ the old one, plus several exciting new innovations.
A from B that (C) of

2 __ many seventeen-year-olds, Monica couldn't wait to be eighteen.
A As (B) Like C Similar

3 As young adults come of age, they spend __ and more time thinking about romantic relationships.
A even B much (C) more

4 Every Christmas is __ like the last. Can't we do something different this year?
(A) just B similar C worse

5 If I had as much money __ them, I'd definitely give some of it to charity.
A than (B) as C to

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

### REMEMBER THIS

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

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

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

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

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

(nice/hotel, money)
*The nicer the hotel, the more money* you'll have to pay for a room.
1 (fast/car, petrol)
*The faster the car, the more petrol* it uses.
2 (long/hike, water)
*The longer the hike, the more water* you'll need to take with you.
3 (big/barbecue, sausages)
*The bigger the barbecue, the more sausages* we'll be able to cook.
4 (cute/puppy, chance)
*The cuter the puppy, the more chance* there is of finding it a good home.
5 (steep/ski slope, falls and injuries)
*The steeper the ski slope, the more falls and injuries* there are.



## FOCUS ON WORDS | Relationship phrases

**5 Choose the correct options.**

Have you ever *tripped* / *gone* / (*fallen*) for someone you'd just met?
1 John and Madeleine have been going (*out with*)/ *out to* / *up with* each other for two years.
2 Karen has *put* / (*split*)/ *finished* up with her boyfriend. She's moving to Australia and he didn't want to go.
3 If you find yourself becoming obsessed *to* / *for* / (*with*) social media, it's a good idea to have a break from sites or only go on them for a set time each day.
4 I was really *attached* / (*attracted*)/ *attractive* to him the moment I saw him. He had such a lovely smile!
5 Sam and Lisa are madly (*in love with*)/ *on love with* / *in love for* each other and they're getting married in May.

# 2.4 READING

Young adult fiction • word families • ways of looking

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

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

## TEENAGE BOOK FREAK

1



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

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

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

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

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

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

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

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

2

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

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

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

**GLOSSARY**

**dystopia** *(n)* – an imaginary place where life is extremely difficult and unfair things happen; antyutopia
**starve to death** *(verb phrase)* – die of hunger; umrzeć z głodu
**eternal youth** *(adj+ n)* – the mythical state of never growing old; wieczna młodość
**triumph over the odds** *(verb phrase)* – succeeding or winning in a very difficult situation; odnieść zwycięstwo na przekór wszystkiemu
**magnify** *(v)* – make larger; powiększać, wyolbrzymiać
**flawed** *(adj)* – having mistakes, weaknesses or damage; wadliwy
**patronising** *(adj)* – someone who is patronising talks to you in a way that shows you they think you are less intelligent or important than them; traktujący kogoś protekcjonalnie



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

1 Text 1
- A recommends a selection of dystopian novels.
- B attempts to explain the appeal of dystopian novels.
- C is critical of dystopian novels.
- D reviews a well-known dystopian novel.

2 Text 1 suggests that dystopian novels
- A are unsuitable for teenagers because they are too violent.
- B are often scarier than novels about vampires or werewolves.
- C can help teenage readers to put the problems of adolescence into perspective.
- D are an escape from the realities of teenage life.

3 The author mentions the character Katniss Everdeen as an example of
- A a new kind of female heroine.
- B a traditional female character.
- C a passive, well-behaved heroine.
- D a unique character in young adult fiction.

4 In Text 2, the quote 'Teenagers write stuff that is way darker and more hopeless than some of the published stories anyway' was intended as
- A a criticism of teenage authors.
- B an example of possible negative effects of reading dystopian novels.
- C praise for current teenage authors.
- D justification of the dark nature of dystopian novels intended for teenagers.

5 In both texts, it is suggested that
- A old taboos are being broken in new young adult fiction.
- B certain subjects are unsuitable for teenage readers.
- C realism is an important aspect of successful young adult fiction.
- D dystopian novels will eventually become unfashionable.

**REMEMBER BETTER**

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

**Complete the table with the correct forms.**

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

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

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

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

## FOCUS ON WORDS | Physical actions

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

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

I chewed my food slowly and then *swallowed* it.

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

## FOCUS ON WORDS | Ways of looking

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

gaze  glance  glimpse  peep  peer  stare

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

# 2.5 GRAMMAR

Relative clauses

## SHOW WHAT YOU KNOW

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

1 We didn't open all the gifts immediately.
- a The gifts which we opened immediately were left on a table in the restaurant. ✓
- b The gifts, which we opened immediately, were left on a table in the restaurant.

2 I have one cousin.
- a My cousin whose husband is from London got married in England.
- b My cousin, whose husband is from London, got married in England. ✓

3 All the guests danced.
- a The guests who danced all evening got a bit hot and sweaty.
- b The guests, who danced all evening, got a bit hot and sweaty. ✓

4 Not all the coffee was delicious.
- a The coffee which was served after dinner was delicious. ✓
- b The coffee, which was served after dinner, was delicious.

5 There are two village churches.
- a The village church where we got married is over 200 years old. ✓
- b The village church, where we got married, is over 200 years old.

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

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

During the Thai festival of Loy Krathong, floating paper lanterns are released into the night sky, e
1 Dad forgot my parents' wedding anniversary, a
2 Many Australians spend Christmas Day on the beach, c
3 Fazal isn't eating during the day because of the festival of Ramadan, d
4 My grandad gave me £100 when I graduated from university, b

a which didn't go down well with Mum.
b which was generous considering his only income is his pension.
c which seems strange to those of us celebrating in the cold European winter.
d which means he's very hungry by the time the sun finally sets.
e which is a truly spectacular sight.

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

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

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

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

## SHOW WHAT YOU'VE LEARNT

**6 Choose the correct options to complete the text.**

### What is Generation Z?

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

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

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

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

/6

GRAMMAR: Train and Try Again page 174



# 2.6 SPEAKING

Telling a personal anecdote

## BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

| | |
|---|---|
| **Introducing the anecdote** | **Rozpoczynanie anegdoty** |
| (Right, so) I'm going to tell you about (a great day out). | (No dobrze,) opowiem ci/wam o fantastycznym dniu spędzonym w… |
| (OK, so) this is a story about (a day I'll never forget). | (A zatem) jest to opowieść o (dniu, którego nigdy nie zapomnę). |
| This took place about (a month ago). | Wszystko wydarzyło się mniej więcej (miesiąc temu). |
| **Sequencing events in the anecdote** | **Kolejnośc wydarzeń w anegdocie** |
| As soon as/When/Just after (we got there, the sun came out). | Gdy tylko / Kiedy / Tuż po tym jak (tam przyjechaliśmy, wyszło słońce). |
| Initially/To begin with, (we were the only people there …) | Na początku / Z początku (byliśmy tam jedynymi osobami…) |
| As/While (we were sitting there …) | Gdy/Kiedy (tam siedzieliśmy…) |
| Suddenly/All of a sudden, (the weather changed). | Nagle/Zupełnie nagle (pogoda się zmieniła). |
| **Describing events vividly** | **Barwny opis wydarzeń** |
| Predictably/As expected, (other people soon started …) | Zgodnie z przewidywaniami/oczekiwaniami (inni wkrótce zaczęli…) |
| Unexpectedly/Out of the blue, (it started pouring with rain). | Niespodziewanie (zaczęło lać). |
| Luckily/Fortunately, (after it stopped raining, the sun came out again). | Na szczęście (gdy przestało padać, znów wyjrzało słońce). |
| **Finishing the anecdote** | **Kończenie anegdoty** |
| Without a doubt, it was (one of the best days I've had in ages). | Bez wątpienia to był (jeden z najlepszych dni, jakiego doświadczyłem/doświadczyłam od dłuższego czasu). |
| When I look back (on that day) now, I feel … | Kiedy myślę o tym dniu teraz z perspektywy czasu, czuję… |
| It turned out to be (an unforgettable day out). | Okazało się, że był to (niezapomniany dzień spędzony poza domem). |
| Strangely/Funnily enough, (the best days are often the ones you don't really plan). | Co dziwne/zabawne, okazuje się, że (najlepsze dni to często te, których się nie planowało). |

**1 Put the words in order to complete the sentences.**

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

**2 Match the sentences in Exercise 1 with their functions.**

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

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

enough fortunately initially just place predictably **story** unexpectedly without when

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

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

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

# 2.7 USE OF ENGLISH

Collocations

**1** ✓ ★ **Choose the correct answers A–D.**

## JUDGING PEOPLE

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

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

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

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

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

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

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

~~bitter~~ deep high painful perfect supreme

He must have been **very** disappointed when his application was rejected. *bitterly*

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



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

My parents taught me to share, so I didn't mind when my sisters __ with my toys.
His acting career started when he __ the part of a teenage boy in a popular TV series.
A took (B) played C had

1 There are __ bedrooms now that David's guests have left.
Their parents encouraged them to be __ spirits, which meant they were often in trouble at school.
A spare (B) free C unoccupied

2 During the storm, the lights went __ and the room was in complete darkness.
It is common for folk traditions to die __ when people move to the city.
A off B down (C) out

3 Our next full-time __ starts on February 3rd.
The price of the tour includes a three-___ meal in a local restaurant.
(A) course B dish C part

4 Regular exercise is an important part of a __ lifestyle.
Nuts and seeds are a great __ snack for your lunchbox.
(A) healthy B organic C vegetarian

5 Have you worked for an international __ before?
My brother is good __ . People enjoy spending time with him.
A firm B team (C) company

## SHOW WHAT YOU'VE LEARNT UNITS 1–2

**5** ★ **Choose the best options to complete the letter.**

Dear Professor Brown,

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

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

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

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

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

[9]*Best,* / (*Yours sincerely,*)
Raphael Morgenstern
Senior Editor

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

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

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

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

I haven't got enough money to go to the concert. **CAN'T**
I *can't afford to go* to the concert.

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

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

# Marry me!

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

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

# 2.8 WRITING

An article

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

anecdote ~~attention~~ define develop formal personal question summarising think

**Title:** attract the reader's *attention* by asking a [1]*question* , using rhyme or wordplay or [2]*summarising* the topic.
**Introduction:** should [3]*define* the topic and make the reader want to continue by asking a question, telling an [4]*anecdote* , or giving an interesting fact, statistic or quote.
**Main paragraphs:** [5]*develop* the topic and discuss the issues.
**Conclusion:** give your [6]*personal* opinion and leave the reader with something to [7]*think* about.
**Remember:** make your writing more [8]*formal* by avoiding informal phrases, colloquial language or contractions.

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

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

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

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



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

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

*A* followed by *C*
1 *B* followed by *F*
2 *H* followed by *D*
3 *G* followed by *E*

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

*B* followed by *F*

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

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

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

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

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

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

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

### This week's competition

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

## SHOW WHAT YOU'VE LEARNT

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

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

## SHOW THAT YOU'VE CHECKED

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

**Mój artykuł o przyjaźni:**

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

# Technology:

## controlled or in control?



Have you ever wondered why teens are so keen on technology? [1]*Growing up* / *Having grown up* with it, we are digital natives – people who are at ease with everything from the Internet to smartphones, apps and computer games. However, I can report that while technology plays a huge role in my life, I do not overuse it.

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

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

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

## BBC Nature or nurture?




### Before you watch

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

genes growing up apart identical twins
nature nurture upbringing

### While you watch

**2 5 Watch the video and check your ideas in Exercise 1.**

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

between born collection environment
experienced gathering nurture rare

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

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

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

**5 SPEAKING Whose upbringing, Mia's or Alexandra's, is the most similar to your own up to the age of six? Discuss with your partner.**

**6 5 Watch the third part of the video (02:18–04:10) with no sound. It shows the moment when Alexandra and Mia meet each other for the first time. Make notes about the following:** *Answer key – WB page 187*

- The feelings that Mia has just before Alexandra arrives.
- Their very first reaction to one another outside the house.
- The first thing they do when they get inside the house.

**7 5 SPEAKING Compare your notes. Then watch the video again with sound and check your ideas.** *Answer key – WB page 187*

**8 5 Watch the rest of the video (04:11–05:30) and notice Mia's mother's reflections about the following:**

- genetics
- her own role as a parent
- parental control

*Answer key – WB page 187*

**9 SPEAKING Discuss whether you agree with Mia's mother's reflections in Exercise 8.**

### After you watch

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

health intelligence life expectancy looks
musicality personality size sporting ability





## FOCUS VLOG About important people

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

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




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

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

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

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

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

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

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

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

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

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

### Focus On Life Skills

Critical thinking • Collaboration • Digital skills

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

**A good role model is someone who …**

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

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

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

## VOCABULARY AND GRAMMAR

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

attract crouch ~~fill~~ grip hesitate intellect mood perceive

John thinks everything he does is wonderful – I don't know why he's so *full* of himself.
1 Have you ever been really *attracted* to someone because you loved their personality?
2 Jamie loves learning and studying complex things. He's really *intellectual* .
3 Sandra *hesitated* for a few seconds before opening the door and entering the room.
4 I *crouched* down so I could see the object on the floor better.
5 I hadn't said anything, but Jake's pretty *perceptive* and he realised something had upset me.

/5

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

Being very **s***pontaneous*, Jan booked a holiday abroad and left the very next day!
1 He **g***lanced* quickly at the magazine cover and then put it down.
2 I **f***ell* for my husband the first time I met him. It was love at first sight!
3 The painting was amazing and I **g***azed* at it for a long time.
4 This was it! I **s***wallowed* nervously, but my mouth was very dry. I walked on stage to sing in front of hundreds of people.
5 When she tasted the coffee, she **g***rimaced* because she'd added salt instead of sugar.

/5

**3 Translate the Polish parts of the sentences.**

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

/5

**4 Choose the correct options.**

I didn't know J.K. Rowling *wrote* / *had written* / *had been writing* a new book. I only saw it in the shop last week.
1 By the time I arrived at the theatre, the play *already started* / *had already started* / *had already been starting*. I was late!
2 There was lots of snow on the ground because it *snowed* / *had snowed* / *had been snowing* all night long.
3 Although Dave *worked* / *had worked* / *had been working* hard all day, he still hadn't finished his report.
4 Last night, I *talked* / *had talked* / *had been talking* to my parents about my problem because it had been worrying me for weeks.
5 Diane *knew* / *had known* / *had been knowing* Matt for months before she started going out with him.

/5

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

My father, *who* was born in Scotland, has travelled all over the world.
1 I've got two friends *Ø* living in the same street as me.
2 My brother often invites friends round without asking, *which* is irritating.
3 I love writers *whose* books give you an understanding of people's characters and motivation.
4 My cousins are the people *Ø* I spend most time with, apart from my friends.
5 Children *Ø* brought up speaking two languages are better at solving problems.

/5

**6 Choose the correct answers A–C.**

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




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

/5

**Total /30**



## USE OF ENGLISH

**7 Complete each pair of sentences with the same word.**

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

/5

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

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

/5



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

I was tired because *I had been running* (I/run) for nearly an hour without stopping.
1 We set off a bit late and, by the time we finally arrived at the cinema, *the film had already started* (film/already/start).
2 Maria didn't know what to do because *she hadn't been listening* (she/not/listen) to the teacher for the last five minutes.
3 *I had known* (I/know) Jack's brother for years before I met Jack.
4 Yesterday Betty was happy because *she had won* (she/win) a prize the previous day.
5 When I went to Madrid on holiday, *I hadn't been learning* (I/not/learn) Spanish for long. Luckily, I somehow managed to make people understand me.

/5

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

### Top 5 things that make humans special

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

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

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

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

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

/5

**Total /20**

# 3 Living spaces

## 3.1 VOCABULARY

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

### SHOW WHAT YOU KNOW

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

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

**My Everyday Blog**

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

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

So what do you think? Comment below!

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

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

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

### FOCUS ON WORDS | Prepositions describing location

**2 Choose the correct options.**

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

### FOCUS ON WORDS | Describing places

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

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

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

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

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

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

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

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

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

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

| | A | B | C |
|---|---|---|---|
| 1 | (A) backstreets | B cities | C nightlife |
| 2 | A square | (B) urban | C neighbourhood |
| 3 | A urban | B building | (C) picturesque |
| 4 | A scenery | (B) development | C neighbourhood |
| 5 | (A) medieval | B shabby | C quaint |
| 6 | A delicious | B charming | (C) vibrant |

### FOCUS ON WORDS | Collocations and compound nouns

**5 Match the beginnings with the endings to make sentences.**

The city centre is great for biking because there are a lot of cycle (*f*)
1 There's a pedestrian (*c*)
2 In the old town, there are plenty of cobbled (*d*)
3 Bangkok isn't a quiet city, there's noise (*h*)
4 There isn't any on-street (*a*)
5 The town is surrounded by rolling (*g*)
6 When I go into the city centre, I leave my car in an underground (*b*)
7 I don't drive in the city because there's a reliable (*i*)
8 We live in the suburbs, so I have a short daily (*e*)

a parking where I live, so I leave my car at my parents' house.
b car park while I go shopping.
c zone where no cars are allowed.
d streets which make it picturesque.
e commute to my office in the city centre.
f lanes that you can use.
g hills where you can go hiking.
h pollution day and night.
i network of buses and trams.

**6 Complete the text with the words in the box.**

cobbled  lanes  network  on-street
rolling  ~~underground~~  zones

**WHERE ON EARTH?**

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

## York, England

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

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

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

### SHOW WHAT YOU'VE LEARNT

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

1 That book up there on the shelf is just out of my __ . Could you pass it to me?
School's not far away, it's within easy __ .
A access  B distance  (C) reach
2 The nightlife is great, but it creates a lot of noise __ .
In big cities, __ is a serious environmental problem.
A parking  (B) pollution  C contamination
3 There's a __ atmosphere in the town centre.
All the fishing boats on the island are painted __ colours.
(A) vibrant  B bustling  C picturesque
4 I use the train for my __ commute to work.
It's a __ newspaper, so there's a new edition every morning.
A short  B regular  (C) daily
5 There's a children's play area in our local __ that we often go to.
Let's leave the car in the new underground car __ while we have lunch.
A zone  B parking  (C) park

/5

**8 Find and correct the mistakes in the sentences.**

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

/5



# 3.2 GRAMMAR

Future forms including the Future Perfect Continuous

## SHOW WHAT YOU KNOW

**1 Choose the correct options.**

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

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

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

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

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

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

1

**GREENVALE SHOPPING CENTRE OPENING 1st JULY**

By / June / builders / finish / build
*By June, the builders will have finished building* the new shopping centre.
a In / July / people / shop
*In July, people will be shopping* there.
b By / Christmas / centre / operate
*By Christmas, the centre will have been operating* for six months.

2

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

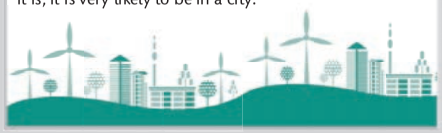
a At / 11 p.m. / first horror film / finish
*At 11 p.m., the first horror film will have finished.*
b By / midnight / audience / watch
*By midnight, the audience will be watching/will have watched* the second film.
c By / 4 a.m. / audience / sit in the cinema
*By 4 a.m., the audience will have been sitting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

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

### 2050 – Cities of the Future

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

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



## SHOW WHAT YOU'VE LEARNT

**5 Choose the correct answers A–C.**

1 By the end of this month, the Green Party __ for a greener city for four years.
A will have campaigned B will be campaigning
C will have been campaigning

2 If we don't repair the bridge now, by this time next year it __ down.
A will probably be falling B will probably have fallen
C will probably have been falling

3 I know you're stressed now, but remember this time next week you __ in a café in Paris.
A 'll have sat B 'll be sitting
C 'll have been sitting

4 Before she's thirty, Gia hopes she __ the house of her dreams.
A 'll have bought B 'll have been buying
C 'll be buying

5 Skydivers, listen up! In sixty seconds' time, you __ towards earth at nearly 200 mph.
A 'll be falling B 'll have fallen
C 'll have been falling

6 By Friday, I __ in this hospital bed for two weeks. If only I'd been more careful.
A 'll have lied B 'll have been lying
C 'll be lying

/6



# 3.3 LISTENING LANGUAGE PRACTICE

Prepositions • near antonyms • collocations and compound nouns

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

*Extract from Student's Book recording* 1.42

Part 1
Welcome to the Lifestyle Programme. Let's start with the shocking results ^of a recent survey: 35 percent British people do not know any their neighbours. Well, it's not a problem for residents Springhill co-housing project in the southwest England. Springhill is a new housing development thirty-five homes in a typical residential area.

*results of*
1 ***of** British people*
2 *any **of** their neighbours*
3 *residents **of** Springhill*
4 *the southwest **of** England*
5 *housing development **of** 35 homes*

**2 Match the adjectives with their definitions.**

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

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

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

*Extract from Student's Book recording* 1.42

Part 2
Residents have their own self-contained flats or houses and gardens, but share a common house for *communal* meals. The co-housing idea comes from Denmark where it is ¹*well-established* and according to the ²*latest* government housing figures, tens of thousands of Danish people live in this way. There is growing interest around the world in the model as a provider of ³*affordable*, sustainable social housing. Building materials are natural or recycled. Springhill is not only ⁴*sustainable* in building terms, but in human terms too, encouraging the ⁵*daily* social contact that we know is key to health and happiness.
We're sure there'll be a 100 percent improvement in ⁶*neighbourly* relations at Springhill.

### REMEMBER THIS

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

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

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

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

### REMEMBER BETTER

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

**Add more near antonyms for these adjectives from this unit.**

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

## FOCUS ON WORDS | Collocations and compound nouns

**5 Complete the sentences with the words in the box.**

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

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

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

# 3.4 READING

Tiny houses • describing houses • idiomatic expressions

**1 Read the text quickly and choose the best summary.**

The text aims

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

## Tiny houses

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

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

Tiny houses are also **considerably** cheaper to run than the average house, since energy bills are far lower. [2]*A* Although Amanda and Simon struggled to get rid of many of their possessions before moving to their tiny home, they found it had unexpected bonuses. 'Living more **minimally** gave us the financial freedom we sought and enabled us to **prioritise** better and set new personal goals. We grew as individuals,' they explain.

Others choose tiny living for environmental or well-being reasons and **shrinking** your home can have a huge impact on both. 'Our entire house was built using recycled materials,' Aleesha reveals, 'and contains fewer things to replace or repair. Our energy consumption has dropped by a **staggering** 98 percent. Because the house is small, we've found ourselves spending more time outdoors and are much fitter – physically and mentally.' [3]*E* Typical modern homes, in contrast, can make it tougher.



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



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

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



GLOSSARY

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

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



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

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

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

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

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

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

**5 Complete the sentences with the words in Exercise 4.**

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

### FOCUS ON WORDS | Describing houses

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

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



## The house where I was born

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

### FOCUS ON WORDS | Idiomatic expressions

**7 Complete the sentences. The first letters are given.**

When we were young, there were no rules. The children could run **w***ild*.
1 In tricky situations, you need to keep your **w***its* about you and think of solutions quickly.
2 We had a **h***airy* moment when the bedroom ceiling collapsed, but everyone got out safely.
3 I've always enjoyed my own **c***ompany* . Spending time by myself allows me to recharge my batteries.
4 Living in the country isn't everyone's cup of **t***ea* , but it's perfect for me.
5 It's always been **s***econd* nature to me to set my burglar alarm before going out. I can't believe I forgot yesterday.
6 People notice if you tell them to do things you never do. You need to practise what you **p***reach* .
7 When the house caught fire, Sandra kept a cool **h***ead* and called the emergency services. She didn't panic at all.

# 3.5 GRAMMAR

Quantifiers

## SHOW WHAT YOU KNOW

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

E: Let's start with a few personal questions. Tell me about the place where you live.

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

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

I know ~~plenty~~ people who grow tired of working in big companies and decide to quit their jobs and slow down. *plenty of*

1 A couple my friends are deep thinkers, which makes them interesting to talk to about life's ups and downs. *A couple **of** my friends*

2 Though normally confident, many the people on the stage that night were in fact very nervous. *many **of** the people*

3 Not all teenagers are eager to spend time with their friends at the weekends. _____

4 No exam will ever be as hard as the one you have to take at the end of this course. _____

5 Elsa's pen broke, but luckily none the ink spilled out into her handbag. *none **of** the ink*

6 Both rooms had been painted a shade of blue that reminded Hannah of her favourite flowers. _____

**3 ★★ Choose the correct answers A–C.**

### The Rise of Megacities

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

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

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

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

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

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

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

1 In my circle of friends, there are a number of only children and one set of twins.
**SEVERAL**
In my circle of friends, *there are several only children* and one set of twins.

2 I've got two rain jackets, so you can borrow whichever of them you like.
**EITHER**
I've got two rain jackets, *so you can borrow either of* them.

3 Every single person who attended agreed that the concert had been a once in a lifetime experience.
**ALL**
*All (of) the people who attended* agreed that the concert had been a once in a lifetime experience.

4 None of the students were late for the exam.
**STUDENT**
*Every student* was on time for the exam.

5 Not one animal was hurt during the making of this film.
**ANIMALS**
*No animals* were hurt during the making of this film.

## SHOW WHAT YOU'VE LEARNT

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

~~Number of people~~ commented on Lucy's new dress. *A number of people*

1 ~~Most of cafés~~ have free Wi-Fi these days. *Most cafés*

2 Helen paid more than forty euros for ~~some these~~ cactuses. *some of these*

3 ~~Each the puppies~~ has a different character. *Each of the puppies*

4 ~~All priests~~ attended the mass that Sunday. *All the priests/All of the priests*

5 Liam couldn't remember the names of ~~either of babies~~. *either of the babies*

6 I have little time for rude, self-centred people. *correct*

/6

GRAMMAR: Train and Try Again page 175



# 3.6 SPEAKING

Organising a place to live

## BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

| Suggesting a course of action | Proponowanie działań |
|---|---|
| What do you think about (+ *-ing*)? | Co myślisz/myślicie o…? |
| Maybe we ought to (just) … | Może powinniśmy/ powinnyśmy (po prostu / jedynie)… |
| What would you say if we (+ Past Simple)? | Co byś powiedział/ powiedziała / byście powiedzieli/powiedziały, gdybyśmy… |
| Given the choice, I'd rather …, and you? | Gdybym mógł/mogła wybierać, wolałbym/ wolałabym…, a ty/wy? |
| **Objecting** | **Wyrażanie sprzeciwu** |
| No way!/Absolutely not!/ You must be joking! (informal) | Nie ma mowy! / Zdecydowanie nie! / Chyba żartujesz?! (potocznie) |
| Fair? I think it's completely unfair. | Uczciwe? Myślę, że to całkowicie nieuczciwe. |
| (Well yeah, but) wouldn't it be better to …? | (Może i tak, ale) czy nie byłoby lepiej…? |
| I know/see what you mean/ what you're saying, but … | Wiem/Rozumiem, co masz na myśli / o czym mówisz, ale… |
| I'm not convinced (we'll be able to afford it/ that's a good idea/ that'll work). | Nie jestem przekonany/ przekonana, (czy będzie nas na to stać / czy to dobry pomysł / czy to się sprawdzi). |
| **Compromising** | **Osiąganie kompromisu** |
| If you agree to (pay more), I'll (take the smaller room). | Jeśli zgodzisz się (zapłacić więcej), (wezmę ten mniejszy pokój). |
| We could (split the cost/go halves/share). | Możemy (podzielić się kosztem / podzielić się po połowie). |
| Why don't we compromise/ meet halfway (and agree that …)? | A może by zawrzeć kompromis (i zgodzić na…) |
| I guess so./I suppose that could work. | Myślę, że tak. / Sądzę, że to mogłoby się sprawdzić. |
| OK, that seems like a fair compromise. | W porządku, to (rozwiązanie) brzmi jak uczciwa propozycja. |
| **Agreeing** | **Wyrażanie zgody** |
| True./Right./ Absolutely./Totally. | To prawda. / Racja. / Jak najbardziej. / Dokładnie tak. |
| You are absolutely right. | Masz zupełną rację. |
| I fully/completely agree. | W zupełności / Całkowicie się zgadzam. |
| OK, that's settled then. | Dobrze, zatem wszystko mamy ustalone. |

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

agree choice compromise convinced halfway joking know mean saying settled ~~think~~

What do you *think* about (+*ing*)? S
1 You must be *joking* ! O
2 Why don't we meet *halfway* and …? C
3 OK, that's *settled* then. A
4 Given the *choice* , I'd rather …, and you? S
5 I'm not *convinced* … O
6 I completely *agree* . A
7 OK, that seems like a fair *compromise* . C
8 I see what you're *saying* , but … O

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

**3 Complete the dialogues. The first letters are given.**

**Dialogue 1**

**Jacob:** **M***aybe* we **o***ught* to **j***ust* have a joint birthday party?
**Maddy:** [1]**N***o* **w***ay* ! Why have one party when we could have two?
**Jacob:** Well, I [2]**k***now* **w***hat* you **m***ean* , but I don't have much money. If we have a joint party, we [3]**c***ould* **s***plit/share* the cost.
**Maddy:** Well, I [4]**g***uess* so. So, what do you fancy doing?

**Dialogue 2**

**John:** What [5]**w***ould* you **s***ay* if we did some domestic chores this evening, Brandon?
**Brandon:** You are [6]**a***bsolutely* **r***ight* . The bathroom is disgusting and we haven't washed up for days.
**John:** Totally. [7]**I***f* **y***ou* **a***gree* to do the kitchen, I'll do the bathroom.
**Brandon:** Right. The only thing is we've only got three more episodes of *Game of Thrones* to watch to finish the series.
**John:** That's true. Well, [8]**w***hy* **d***on't* we **c***ompromise* and watch one episode while we have dinner and then do the chores?
**Brandon:** OK, [9]**t***hat's* **s***ettled* then … or we could watch two episodes, then clean up and save the last one for tomorrow.
**John:** Good idea. Or, maybe we could finish the series today and do the chores tomorrow.
**Brandon:** I [10]**f***ully* agree.
**John:** Shall I order pizza then?
**Brandon:** Great.



# 3.7 USE OF ENGLISH

Determiners

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

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

Tour guide: … and interestingly *each of the* city's three skyscrapers was built by the same company. Now, if you look to your right, you'll see …
Amber: Paige, this tour is so boring.
Paige: I know. Let's wait till they go round the corner, then we'll head for the shops instead!

1 Mary: Wow! Your nails are cool.
Lilly: Nice, huh? I've painted [a]*every one of them* a different colour.
Mary: Where did you get [b]*all the* different colours from?
Lilly: They were a present from my dad.

2 Ashley: There are two good films on television tonight, look.
Judd: I'm afraid I've already seen *both of them* .

3 John: Tom! [a]*The whole* house stinks of burnt dinner.
Tom: I know, I'm sorry. I opened [b]*every one of* the windows downstairs, but it didn't make much difference.

4 Val: Well, Bess had six puppies, but unfortunately one of them is very ill.
Bill: What a shame. Are [a]*the others* healthy?
Val: Well, [b]*one of them* is blind in one eye and [c]*another one* is very small, but apart from that they are OK.

5 Zoe: There are so many expensive designer shops here.
Reece: I know and *all of them* are empty. Most people can't afford to shop there.

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

I've read all the guide books on Berlin that were in the library.
I've read *every* guide book on Berlin that was in the library.

1 He's got bad cuts on each foot.
He's cut *both* his feet badly.

2 Did you eat all of the pizza?
Did you eat the *whole* pizza?

3 Give every child a red crayon.
Give a red crayon to *each* child.

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

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

**3 ★★ Choose the correct answers A–D.**

## GRAND DESIGNS

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

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

The 140 episodes have covered a wide range of projects, ranging from the amazing restoration of a ruined castle to the construction of a house built from shipping containers on farmland with breathtaking views. [5]___ these new properties are smart houses, and also use environmentally-friendly materials. Could YOUR dream home become a reality on this programme?

| | | |
|---|---|---|
| | A each other | B the other's |
| | C one another | (D) everyone else's |
| 1 | A Each | B Both |
| | (C) All | D Every |
| 2 | A for others | (B) themselves |
| | C both of them | D each other |
| 3 | (A) others | B the other |
| | C another | D the other ones |
| 4 | A all | (B) each |
| | C either | D both |
| 5 | A Both of | B Every |
| | C Each | (D) Many of |

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

1 Andy: There are only two direct trains to Aberdeen on Saturday mornings – at 9 and 11 o'clock. Which one do you want to take?
Beth: I don't mind. *Both of them* (*Oba z nich*) sound OK.
Andy: The first train is usually packed, so let's take *the other one* (*ten drugi*).

2 Carmen: Good to be home at last.
Daniel: Didn't you enjoy your holiday?
Carmen: The en suite room was great, but [a]*the whole* (*całe*) experience was a bit disappointing. The brochure promised exciting activities [b]*every/each day* (*każdego dnia*), but in fact, I spent a lot time by the outdoor pool, doing nothing.

3 Eddy: Before I hand in my assignments, I usually ask Lucy to check them for mistakes and I do the same with her essays in return.
Mia: It's a fantastic idea for friends to correct *each other's* (*swoje*) work.

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



## SHOW WHAT YOU'VE LEARNT UNITS 1–3

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

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

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

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

**YOUR COMMENTS**

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

1 The cottage is set in the picturesque English countryside as advertised, but there was no [a]*running* water for a day of our stay. We had to use a hand pump to get water for cooking or washing, [b]*which* was a major inconvenience!

2 The flat we stayed at had every household [a]*appliance* you can think of, including a dishwasher and a tumble dryer. It would be useful to have [b]*some/more* chairs in the living room, though.

3 I fell in love with the town at first sight. I grew up in a similar place, where everything was within [a]*walking* distance. We didn't even [b]*use* to have a car in those days.

4 I highly recommend Josh, [a]*who* was our guide last weekend. You'll [b]*roar* with laughter when you hear his jokes about famous historical figures.

5 The restaurant had a fantastic waterfront location, but we were bitterly [a]*disappointed* when the food arrived. We ordered two main dishes and [b]*neither* was tasty! We left hungry and angry!

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

bitter | equal | health | ~~important~~ | notify | other | permit | require

**The first months are difficult**

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

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

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

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

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

I haven't got enough money to go to the concert.
**CAN'T**
I *can't afford to go* to the concert.

1 I tested Anna and she tested me on the new vocabulary.
**OTHER**
Anna and I *tested each other* on the new vocabulary.

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

3 There was an airport strike and many tourists couldn't fly to Spain this morning.
**STOPPED**
An airport strike *stopped many tourists from flying* to Spain this morning.

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

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

6 Few people followed the expert's advice, as she didn't do what she advised others to do.
**PREACHED**
Few people followed the expert's advice, as she didn't really *practise what she preached* .

# 3.8 WRITING

A 'for and against' essay

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

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

(1)

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

(2)

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

(3) (4)

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

(5)

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

(6)



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

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

**REMEMBER THIS**

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

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

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

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

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

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

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

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

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

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

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

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

The idea of banning cars in cities is gaining popularity. Already, cities such as Copenhagen, Milan, Oslo and Madrid either have car-free centres or are working towards this goal. Even [1]though there are several potential drawbacks to pedestrian city centres, there are also numerous benefits.
One of the strongest [2]arguments for pedestrian city centres is that they are far healthier and safer for everybody – the air is cleaner, noise pollution falls and there are fewer accidents. [3]Similarly, banning cars encourages people to walk or cycle around the centre, so they get fitter. Yet another benefit is that shops and restaurants there attract more business, since it is easier and faster for people to get around and they are not stuck in endless traffic jams.
[4]Despite clear advantages, there are also considerable disadvantages. The first drawback is that you need to create and maintain a reliable network of public transport that is cheap and efficient and this requires serious funding. [5]Likewise, building 'park and ride'* facilities outside a city centre is costly and only moves the traffic problem to the outskirts – which most residents have chosen precisely to avoid traffic issues. Another [6]minus is that older people, the disabled and families with young children might struggle without a car.
On [7]balance, there are pros and cons to having pedestrian city centres. [8]Personally, I feel that having some car-free zones which are bike and pedestrian-friendly are the best solution, but it is not practical or desirable to ban cars entirely.

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



**SHOW WHAT YOU'VE LEARNT**

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



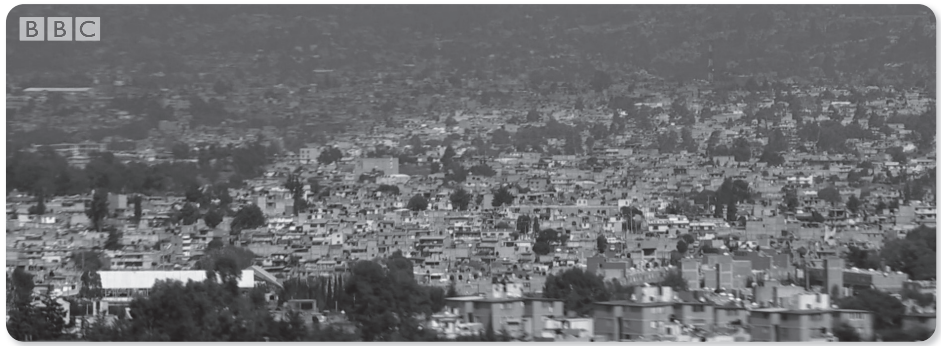
**SHOW THAT YOU'VE CHECKED**

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

**Moja rozprawka za i przeciw:**

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

## BBC Smog-free Mexico City




### Before you watch

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

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

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

Monday




Sunday




### While you watch

**3 9 Watch and check your ideas in Exercise 2.**
*Answer key – WB page 187*

**4 9 Match words 1–8 with words a–h to make phrases and collocations used in the commentary. Then watch the video again and check your answers.**

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

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

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

**6 9 Make a list of all the non-polluting means of transport you can use in a city. Then watch the video again and tick the ones you see.**
*In the video there are: a skateboard, bicycle, tricycle, roller skates, wheelchair, go-cart, bicycle trailers for baby and for dog, also walking/running – body-powered means of transport.*

**7 SPEAKING Discuss the questions.**

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

### After you watch

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

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





## FOCUS VLOG About dreams

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

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




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

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

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

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

Hannah Kat Lilee Lucy
Natasha Nick Nobuse

**In five years' time …**

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

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

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

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

### Focus On Life Skills

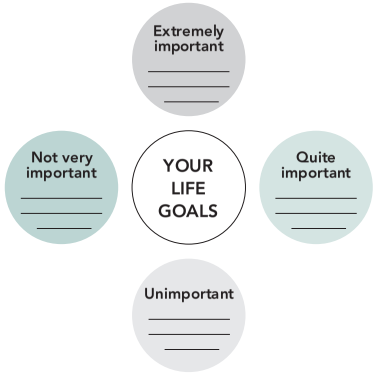
Communication • Critical thinking

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

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

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

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



# 3.10 SELF-CHECK

## VOCABULARY AND GRAMMAR

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

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

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

/5

**2 Complete the text with the correct prepositions.**

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



/5

**3 Choose the correct answers A–C.**

Is there any __ parking where you live?
A off-side (B) on-street C by-road

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

/5

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

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

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

/5

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

any ~~couple~~ deal either neither no none plenty

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

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

/5

**6 Choose the correct options.**

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

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

/5

**Total /30**

## USE OF ENGLISH

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

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

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

/5

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

Are there any underground car *parks* near here where I can leave the car?
The hundred largest public *parks* in the UK cover an area equivalent to almost 56,000 football pitches!

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

/5

**9 Translate the Polish parts of the sentences.**

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

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

/5

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



# Books, books, books

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

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

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

/5

**Total /20**

# 4 Shopping around

## 4.1 VOCABULARY

Shopping • phrasal verbs
• shopping collocations
• verb phrases

### SHOW WHAT YOU KNOW

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

**SHOP SHOP SHOP!**

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

If the p*rice* is low, I'll buy it, even if I don't need it. I can't resist a [1]b*argain*! I love going to the [2]s*ales* to see what I can [3]p*ick* up! I can never save any money.
@Sam23

I'm good with money. I look for things that are on [4]s*pecial* offer and I go to [5]c*harity* shops too. You can find brilliant second-hand stuff there. When it comes to shoes and boots I think it's worth paying a bit more – that way you can get something that's good [6]q*uality* that will [7]l*ast* for ages.
@shoppingboy

I'm not bothered by [8]f*ashion*. Who cares about being on trend? I have my own style. I love stuff from years ago, so I go to [9]v*intage* shops. You can get great [10]d*esigner* clothes in the best ones!
@old_style

I know it's superficial, but I buy things for the [11]b*rand* – I think people look at labels. Sometimes I manage to wait until things are [12]r*educed* so I don't spend so much, but not always.
@Alex929

### FOCUS ON WORDS | Phrasal verbs

**2 Complete the phrasal verbs in the sentences with the correct particles.**

Emily checked *up* on the best online sites before she bought anything.

1 Don't just buy something in the first place you go to; shop *around* a bit and make sure you get the best price.
2 Katia is going to a wedding next month, so she's looking *out* for some red shoes to go with her outfit.
3 We spend loads on eating out in restaurants. We've got to cut *down* on the amount we spend.
4 I ordered some shoes online, but they're too small, so I'm going to send them *back* and get a refund.
5 They hadn't been into the town centre for a while, but when they went, they saw that two new clothes shops had sprung *up* on the same street.
6 Matt wasn't sure if he wanted the suit, so the shop assistant agreed to put it *aside* for 24 hours to give him time to think about it.
7 Maxine is always happy to pay *out* for expensive sunglasses – I definitely wouldn't spend that much on them!

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

shopsafely.co.uk

**Free advice for careful consumers**

**Mobile phones**

If you are going to *pay out* for an expensive new phone, first [1]*check up* on the manufacturer's plans – they may be bringing out a new model soon. You should also [2]*shop around*, as prices vary between companies and your phone might be on special offer somewhere. Before you sign a contract for a new phone plan, [3]*look out for* any potential disadvantages, for example, do you have to stay with the same company for a year or longer? Could you get a cheaper deal if you [4]*cut down on* the number of messages you send? Finally, remember you can also look online for special offers. If you don't like the phone when it arrives, then [5]*send* it *back* immediately – the longer you wait, the more likely you will end up having to keep a phone you're not keen on.



### FOCUS ON WORDS | Shopping collocations

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

A: bargain, chain, ethical, impulse, local, ~~mass-produced~~, online, responsible

B: attitude, brands, prices, ~~products~~, purchases, shopping, store, values

things that are made cheaply and in big quantities using machines *mass-produced products*
1 things that you buy without planning to *impulse purchases*
2 one of a group of shops owned by the same company *chain store*
3 buying things from websites *online shopping*
4 when the cost of something is less than usual, or very low *bargain prices*
5 morally correct beliefs about what is right and wrong *ethical values*
6 products made in a particular region or area *local brands*
7 when your approach to things is sensible and can be trusted *responsible attitude*

**5 Complete the interview with the collocations in Exercise 4.**

A: Can I ask you some questions about shopping?
B: Sure.
A: Firstly, do you think it's important to support brands that promote *ethical values*?
B: Definitely. That's why I always buy fair trade products – they're environmentally friendly.
A: What about [1]*local brands*? Are there any businesses from round here that sell products made in this area?
B: I don't know of any. We mostly have high-street shops, you know, the usual [2]*chain stores*. That's why I think [3]*online shopping* is so great. There are lots of websites where you can buy cool stuff.
A: But don't you think the Internet encourages [4]*impulse purchases*? I mean, you just have to click and that's it. It's so easy to buy things you weren't intending to.
B: I guess so. I mean, I've definitely bought things I hadn't meant to.
A: Where do you shop for [5]*bargain prices*?
B: I think you get the best deals online, too. I don't do much shopping in town. The only things you can get there are the [6]*mass-produced products* that everyone buys. If you want something more individual, then you have to shop on the Internet.
A: Would you say you have a [7]*responsible attitude* to shopping and buying things?
B: I'd like to think so. I don't shop just because I've got money to spend. I buy stuff that I need.

### FOCUS ON WORDS | Verb phrases

**6 Choose the correct answers A–C.**

I'm saving up for my holiday, so I __ on a limited budget at the moment.
(A) am B have C put

1 When you're ready to pay, __ your PIN in the machine.
A type (B) enter C give

2 Some shops __ a bad reputation, but actually they're pretty good.
A give B do (C) have

3 You've worked really hard. You should __ yourself to something nice. It doesn't have to be expensive!
A pay B give (C) treat

4 There's a great market here on Sunday mornings. It's a brilliant place to __ bargain-hunting.
A find B look (C) go

5 It's important to __ local producers, so I tend to avoid shopping in supermarkets and chain stores.
(A) support B spend C buy

### REMEMBER BETTER

Na kartce papieru przygotuj listy produktów lub usług, za które niedawno zdarzyło ci się płacić. Zachowaj podział na podane poniżej kategorie, ale nie zapisuj ich nazw. Następnego dnia przeczytaj swoje listy i sprawdź, czy pamiętasz nazwy kategorii.

A product/service that you got for **a bargain price**.
A product/service that you **paid out** for.
A product/service you **shopped around** for.
A product/service which you found through **online shopping**.
A product/service that you got in **a chain store**.
A product that was **an impulse purchase**.

### SHOW WHAT YOU'VE LEARNT

**7 Read the text and complete each gap with one word.**

ECO SHOP

Home | Our story | Products | Promotion | Contact

## OUR STORY

Eco Shop is for people who have a responsible *attitude* to the planet.

Everything we sell is organic, recycled and environmentally friendly. Shoppers love our ethical [1]*values/products/goods*! Buying from our organic range can help you cut [2]*down* on the damage you do to the planet. Helping people to reduce this is one of our aims.

We also sell arts and crafts made by people from our area because we believe in [3]*supporting* local producers. All these items are hand-made, they are not [4]*mass-produced* products created in their thousands.

We started our online shop in 2015 and it has been a huge success. We have a guaranteed returns policy – we believe you should be able to send something [5]*back* for up to 30 days after a purchase if you don't like it. You can also cancel an order up to six hours after it has been made. After all, who hasn't made an [6]*impulse* purchase and regretted it later?

Eco Shop prices are very competitive, so if you are on a limited [7]*budget*, ours is the website for you. We also understand you may wish to [8]*shop* around. If you find the same item cheaper on another website, we'll refund the difference! It hasn't happened yet because we usually have fantastic, [9]*bargain* prices!

We also offer luxury items – why not treat [10]*yourself* to some hand-made body lotion or soap or one of our fabulous organic cotton or silk shirts?

/10

# 4.2 GRAMMAR

Question tags and reply questions

## SHOW WHAT YOU KNOW

**1 Complete the question tags and reply questions with the correct pronoun.**

I am your best friend, aren't *I* ?
1 You aren't well, are *you* ?
2 Dad is coming, isn't *he* ?
3 Stella and George weren't happy, were *they* ?
4 A: We want to go shopping.
B: Do *you* ?
5 A: The supermarket was closed.
B: Was *it* ?
6 A: You and I are going to have a serious talk.
B: Are *we* ?

**2 ★ Match statements 1–6 to the appropriate reply questions a–g.**

I love your new jeans. g
1 Kelly wanted to come shopping too. d
2 Leo has his haircut every three weeks. a
3 Fran was late again. b
4 The girls have all bought new sports gear. f
5 Mike and Marta are coming for dinner. c
6 It snowed half a metre here yesterday. e

a Does he?
b Was she?
c Are they?
d Did she?
e Did it?
f Have they?
g Do you?

**3 ★ ★ Choose the correct auxiliary verb to complete each question tag. Then add an appropriate reply question.**

A: We can pay by credit card, *can* / (*can't*) we? I don't have enough cash on me.
B: *Don't you* ? I've got some cash, so don't worry.
1 A: This isn't going to be enough money for a burger, [a](*is*) / *isn't* it? I'll have a hot dog instead.
B: [b]*Will you* ? Actually, that's a good idea. Make it two.
2 A: The players were tired, [a]*were* / (*weren't*) they? They were really slow in the second half.
B: [b]*Were they* ? I must say I didn't notice.
3 A: You won't be late, [a](*will*) / *won't* you? The Smiths are arriving at 5 o'clock.
B: [b]*Are they* ? Oh goodness. OK, I'll try to leave early.
4 A: I haven't been picked for Saturday's team, [a](*have*) / *haven't* I? That's it! I'm not coming to the training sessions anymore.
B: [b]*Aren't you* ? Then you'll never be picked.
5 A: They will pay their share, [a](*won't*) / *aren't* they? I can't afford to pay for everyone.
B: [b]*Can't you* ? I thought your dad gave you loads of money for Christmas.

**4 ★ ★ ★ Complete the tags with the appropriate auxiliary verbs, then use them in the dialogues.**

a Don't forget them, *will* you?
b Let's just go, *shall* we?
c Nothing bad happened, *did* it?
d That's Mandy's brother, *isn't* it?
e You do realise that it won't make much difference, *don't* you?
f Everybody enjoyed it, *didn't* they?
g That's a little bit dramatic, *isn't* it?

**Dialogue 1**

**Sasha:** Ralph, are you going to bring those reusable shopping bags? *a* I don't want to be responsible for filling the world with plastic shopping bags.
**Ralph:** OK, OK, got them. [1]*e* There's so much unnecessary packaging in our shopping anyway that a couple of plastic bags fewer won't change much.
**Sasha:** Ralph, it's that kind of attitude that will lead to the extinction of the human race.
**Ralph:** [2]*g*
**Sasha:** [3]*b*

**Dialogue 2**

**Mum:** How was the party, Adam? [4]*f*
**Adam:** Yeah, I think so. Well, nearly everybody. Elliot left early.
**Mum:** Did he? Elliot? [5]*d*
**Adam:** Yep, the elder one. He was fine at first and then suddenly he apologised, said he wasn't really in a party mood and left.
**Mum:** Did he? Why? [6]*c*
**Adam:** Not really. I don't think he was too happy that Emma and I were dancing together.
**Mum:** Ah-ha! Oh, poor Elliot. Young hearts break so easily. So Emma, huh?
**Adam:** Er … yeah, well I guess I should be getting on with my homework now, Mum.
**Mum:** Should you? Well, that's the first time I've ever heard you say that, Adam.

## SHOW WHAT YOU'VE LEARNT

**5 Find and correct the mistakes.**

She won't buy anything that doesn't cost a fortune, ~~won't~~ she? *will*
1 The pizza's ready. Take it out of the oven, ~~do you?~~ Sorry to ask, but I've got my hands full. *would you?*
2 Don't get ripped off, ~~do you?~~ *will you?*
3 Let's withdraw another 100 euros, ~~will we?~~ *shall we?*
4 Nothing broke when you dropped your bag, ~~was it?~~ *did it?*
5 A: They're going to splash out on a new car.
B: ~~Will they?~~ *Are they?*
6 That's Ella over there, ~~isn't she?~~ *isn't it?*

/6



# 4.3 LISTENING LANGUAGE PRACTICE

Chance • noun phrases

**1 Choose the correct answers A–C to complete the extract of the interview with Martin.**

*Extract from Student's Book recording* 2.15

**I:** So what kind of things do you get?
**M:** Well, there's an element __ chance when you buy a suitcase [1]__ you can't look inside before you bid for it. The better the suitcase, [2]__ more likely you are to find designer clothes. But you could be very unlucky with a high-quality bag and just find dirty socks – that's the chance you [3]__ . Luckily, the auctioneers open the bags and throw [4]__ anything horrible like food that's gone off or wet stuff that's gone mouldy. When you buy suitcases, you just get clothes. They take [5]__ electrical goods and shoes and they sell [6]__ in separate lots.
**I:** […] It's really surprising how many bags get lost!

| | A | B | C |
|---|---|---|---|
| | (A) of | B in | C to |
| 1 | A though | B that | (C) as |
| 2 | A how | (B) the | C it's |
| 3 | A have | B get | (C) take |
| 4 | (A) away | B up | C down |
| 5 | A off | (B) out | C over |
| 6 | A it | (B) those | C to |

## REMEMBER THIS

Rzeczownik *chance* ma różne znaczenia. Zależnie od kontekstu może opisywać m.in.

- przypadek
  *There's an element of **chance** when you buy a suitcase.*
- możliwość, że coś się zdarzy (zwykle coś pozytywnego)
  *There's a good **chance** the contents will be valuable.*
- okazję do zrobienia czegoś
  *I haven't had the **chance** to look in the suitcase yet.*
  *He missed the **chance** to make a lot of money.*

**2 Read REMEMBER THIS. Complete the collocations using the words in the box.**

even half ~~high~~ jump lifetime million slim stand take

**Chance (possibility)**
**a** *high* **/strong chance** – something is very likely to happen
**an** [1]*even* **/fifty-fifty chance** – an equal chance that something will or won't happen
**a** [2]*slim* **/remote chance** – something is not very likely to happen
**a one in a** [3]*million* **chance** – something is extremely unlikely to happen
**sb doesn't** [4]*stand* **a chance (of + *-ing*)** – it is not possible that sb will be able to do something
**sb is in with a chance (of + *-ing*)** – it is possible that sb will be able to do something

**Chance (opportunity)**
[5]*take* **a chance** – accept an opportunity [6]*jump* **at a chance** – eagerly take an opportunity
**the chance of a** [7]*lifetime* – a chance that sb will probably never have again
**now's your chance** – you have the opportunity to do something right now
**given** [8]*half* **a chance** – if there is any opportunity to do something

**3 Complete the sentences with words and phrases in Exercise 2. Change the form if necessary.**

Both the mother and the father have blonde hair, so there is a *high* chance the child will be fair too.
1 Make sure you lock the food away. *Given half a* chance, bears will enter the campsite and eat whatever they can find.
2 The Jamaican skier *doesn't stand* a chance of winning a medal, but he seems to be enjoying the event.
3 You could win millions! Don't miss *the chance of a lifetime* . Enter our competition right now.
4 Look, you said you wanted to talk to her. Well, there she is. *Now's your* chance.
5 Claire *jumped at* the chance to earn some extra cash babysitting for her neighbours.
6 Don't worry, there's only *a one in a million/a remote/a slim* chance that something will go wrong. You'll be fine.
7 There are only five kilometres to go in the race and Herriot is definitely *in with* a chance of winning if he keeps running at this pace.
8 We'd like to *take* this chance to thank you for everything you've done to help the orphanage.

## FOCUS ON WORDS | Noun phrases

**4 Complete the sentences with the words in the box.**

~~bag~~ belongings goods house market property sale stall

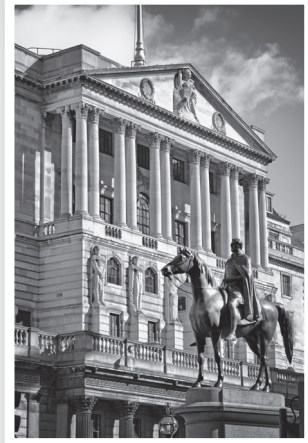
Have you ever lost a checked *bag* when you've flown somewhere?
1 Every Sunday morning there is a flea *market* near my house that sells second-hand clothes and furniture.
2 Do you know a good auction *house* ? We're considering selling some paintings and looking for recommendations.
3 If you can't find your coat, you should check in lost *property* . That's where everything people have left behind is put.
4 My aunt and uncle have a market *stall* where they sell some of the cheese, fruit and vegetables that they produce on their farm.
5 Go early if you want to find the best things at a car boot *sale* – or go at the end to get a bargain.
6 I don't have a problem with pre-owned *goods* , I rarely buy new things. Almost everything I own has had a previous life somewhere!
7 When you leave the train, be sure to take all your personal *belongings* with you.

# 4.4 READING

Banknotes • making and spending money • being rich and poor

**1 Read texts A–C quickly and choose the best title for each text.**

1 Money to burn? B
2 Can I pay with plastic? C
3 Have you got change for £100 million? A



## Text A

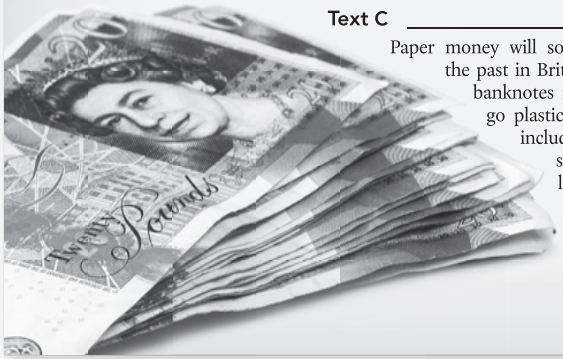
In Britain today, there are around three billion banknotes in circulation worth over 58 billion pounds. In 2013 alone, the Bank of England **issued** 760 million new banknotes and **destroyed** 845 million old ones. As well as the £5, £10, £20 and £50 notes commonly found in the nation's wallets and purses, there are just over 4,000 £1m and £100m notes – known as Giants and Titans – not in circulation, with a value of around £8bn. These are used internally by banks and are not legal tender*. Nevertheless, they are carefully locked away.

## Text B



The average paper banknote in Britain lasts around 6 months before it becomes damaged or worn and must be removed from circulation. In the UK, old notes used to be burnt, but in a move to be greener, the majority are now **shredded**, **compacted** and then used with other organic materials to **manufacture** agricultural compost. Between 1988 and 1992 at the site where this shredding takes place, £600,000 worth of notes that were intended for destruction were stolen by three couples who worked there. The couples managed to **sidestep** security controls and remove the notes from the site by **concealing** them in their underwear.

## Text C



Paper money will soon be a thing of the past in Britain as the Bank of England introduced plastic banknotes from 2016. Australia was the first country to go plastic in 1988, and more than 20 other countries including New Zealand, Mexico, and Canada have since **switched**. Plastic notes are highly durable*, lasting for around two years, or four times longer than the average paper note. Crucially*, plastic money is waterproof so it can survive washing machines, rainstorms and dips in the ocean. Although polymer notes are more expensive to produce, their durability makes them cheaper and more ecologically sound* over time.

**2 Match statements 1–4 with texts A–C. One text has two matching statements.**

1 More and more banks make their banknotes out of a new substance. C
2 Not all banknotes are available to the general public. A
3 Despite high production costs, new British banknotes will be more cost-efficient in the long run. C
4 The way banknotes are disposed of has changed. B

GLOSSARY

**legal tender** *(collocation)* – coins or banknotes that people can officially use to pay for things; środek płatniczy
**durable** *(adj)* – staying in good condition for a long time, even if used a lot; trwały, wytrzymały
**crucial** *(adj)* – extremely important because other things depend on it; kluczowy
**ecologically sound** *(collocation)* – environmentally friendly; przyjazny dla środowiska



**3 Read the texts again and answer the questions.**

1 Which two texts mention specific amounts of money? A & B
2 Which two texts mention environmental factors related to banknotes? B & C
3 Which two texts mention the destruction of old banknotes? A & B
4 Which two texts mention issues related to the security of banknotes? A & B
5 Which two texts mention banks? A & C
6 Which two texts mention the average lifespan of paper banknotes in the UK? B & C
7 Which is the only text to mention the future? C

**4 Underline the answers to the following questions in the texts.**

1 In which country were plastic banknotes first used? *Australia*
2 How are Giants and Titans kept secure? *they are carefully locked away*
3 What makes plastic banknotes more environmentally friendly than paper ones? *their durability*
4 For how long is the average British banknote in circulation? *6 months*
5 What do old banknotes in the UK eventually become? *agricultural compost*
6 What is the largest amount of money mentioned in the three texts? *58 billion pounds*

**5 Complete the definitions with the base forms of the verbs in bold in texts A–C.**

to damage something so badly that it no longer exists, or cannot be used or repaired – *destroy*
1 to cut or tear something into small, thin pieces e.g. paper, meat or cabbage – *shred*
2 to hide something carefully – *conceal*
3 to change from doing or using one thing to doing or using another – *switch*
4 to officially produce something such as new stamps, notes, passports or visas – *issue*
5 to press something together so that it becomes smaller or more solid – *compact*
6 to use machines to make goods or materials, usually in large numbers or amounts – *manufacture*
7 to avoid dealing with something difficult – *sidestep*

**6 Complete the sentences with the verbs in Exercise 5. Change the form if necessary.**

Many of Port-au-Prince's major buildings were *destroyed* in the earthquake that struck Haiti in 2010.
1 This salad is easy to make – first *shred* the cabbage, then add tomatoes, feta cheese and olive oil.
2 This year the Post Office is *issuing* Christmas stamps featuring pictures of snowflakes taken under a microscope.
3 This incredible scrapyard machine can *compact* a car into a cube that measures just 1 $m^3$.
4 The tiny town of Qiaotou in Eastern China *manufactures* 60 percent of the world's buttons and 80 percent of its zips.
5 In my opinion, this company offers the best sports equipment – you will never convince me to *switch* brands.
6 The Minister *sidestepped* any questions about him running for president in next year's election.
7 There are actually recorded cases of people attempting to escape from prison using tools that were sent to them *concealed* inside cakes.

## FOCUS ON WORDS | Making and spending money

**7 Complete the texts with the correct forms of the verbs in the box.**

bid come fundraise hold increase make (x2)

**Business consultant**
Contact us if you want to expand your business. We'll show you ways to *increase* your earnings and [1]*make* the profits you've always dreamed of.

***Skills for Life***
We are a charity that helps teenagers at risk learn new skills, and we need volunteers to help us [2]*fundraise*. All the money goes towards helping young people in need.

**Mystery buyer**
A mystery buyer recently paid over $2.2 million for a painting at an auction which [3]*was held* yesterday in New York. The buyer [4]*bid* for the painting by phone and art critics are speculating about their identity.

**SUCCESS STORIES**
The number of teenage entrepreneurs who have already [5]*made* a fortune is rising. Many have become millionaires before the age of twenty, showing that young people have what it takes to build a business.

**Sotheby's**
We are one of the most exclusive and famous auction houses in the world. To find out what is [6]*coming* up for auction, please consult our website.

## FOCUS ON WORDS | Being rich and poor

**8 Complete the second sentence so that it means the same as the first. Use the word in capitals.**

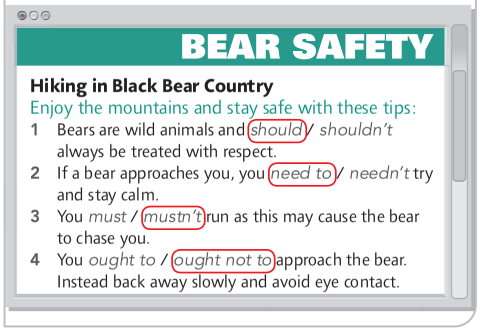
Simon's dad's got a lot of money.
**WELL**
Simon's dad's *well-off*.
1 Even though they've both got jobs, they never have enough money.
**SHORT**
Even though they've both got jobs, they're always *short of money*.
2 There is nothing more frustrating than wandering round the shops when you've got no money.
**BROKE**
There is nothing more frustrating than wandering round the shops when *you are broke*.
3 Robert works forty hours a week and still has only just enough money to buy the things he needs.
**ENDS**
Robert works forty hours a week and still struggles to *make ends meet*.
4 £120 for a pair of sunglasses?! Can you afford to spend so much on things you don't need?
**BURN**
£120 for a pair of sunglasses?! Have you got *money to burn*?
5 They hardly have enough food and money to live on.
**HAND**
They're living *from hand to mouth*.
6 The Smiths are incredibly wealthy.
**ROLLING**
The Smiths *are rolling in money*.
7 I've always wanted to be really rich.
**LOADED**
I've always wanted *to be loaded*.

# 4.5 GRAMMAR

Present and past modal structures

## SHOW WHAT YOU KNOW

**1 Choose the correct modal structure to complete the advice.**



**BEAR SAFETY**

**Hiking in Black Bear Country**

Enjoy the mountains and stay safe with these tips:

1 Bears are wild animals and *should* / *shouldn't* always be treated with respect.
2 If a bear approaches you, you *need to* / *needn't* try and stay calm.
3 You *must* / *mustn't* run as this may cause the bear to chase you.
4 You *ought to* / *ought not to* approach the bear. Instead back away slowly and avoid eye contact.

**2 ★ Cross out *to* where it is not necessary.**

Everyone should ~~to~~ benefit from money made through the sale of our country's oil.

1 Improvements in education and healthcare need to compensate for the high taxes we are paying. *correct*
2 You'd better ~~to~~ avoid the dark backstreets late at night unless you want to get into trouble.
3 If you have a sensitive stomach, you ought not to eat hot chillies. *correct*
4 Visitors simply must ~~to~~ experience the vibrant nightlife of Rio during the week of the carnival.
5 With our affordable design ideas, you needn't ~~to~~ spend a fortune to make your living room look stylish.
6 We ought to set off early in case there are traffic jams. *correct*

**3 ★★ Rewrite regrets 1–5 using the modal structures in brackets.**

**Deathbed Regrets**

A former nurse who looked after dying patients has listed the five most common deathbed regrets.

1 I didn't have the courage to live a life true to myself.
2 I worked too hard.
3 I didn't have the courage to express my feelings.
4 I lost touch with my friends.
5 I didn't let myself be happier.

1 I *should have had* (should) the courage to live a life true to myself.
2 I *ought not to have worked* (ought/not) so hard.
3 I *ought to have had* (ought) the courage to express my feelings.
4 I *should not have lost touch* (should/not) with my friends.
5 I *should have let* (should) myself be happier.

**4 ★★★ Complete the gapped sentences with appropriate modal structures so they have a similar meaning to the prompts.**

Why did you buy a big bottle of water? Denise already had one.
You *needn't have bought* a big bottle of water because Denise already had one.

1 Rod's luggage went missing, so it was necessary for him to go to the lost property office.
Rod's luggage went missing, so he *had to go* to the lost property office.
2 Helen wishes she hadn't spent a fortune on a new phone. She found her old one down the back of the sofa.
Helen *needn't have spent* a fortune on a new phone as she found her old one down the back of the sofa.
3 Luckily, someone handed in my wallet, so it wasn't necessary to cancel my bank card.
I *didn't need to cancel* my bank card because someone handed in my wallet.
4 Dad gave me his old ski goggles, so there was no need to bother wasting money on a new pair.
I *didn't need to bother* wasting money on a new pair of ski goggles because Dad gave me his old ones.
5 It would have been better not to spend so long shopping around as the first shop was the cheapest anyway.
We *needn't have spent* so long shopping around as the first shop was the cheapest anyway.
6 We didn't dress up smartly because it wasn't necessary. It was a very casual party.
We *didn't need to dress* up smartly because it was a very casual party.

## SHOW WHAT YOU'VE LEARNT

**5 Choose the correct options.**

1 Talent alone is not enough. Actors *need to have* / *needed to have* determination to make it in Hollywood.
2 Claire *needn't have walked* / *didn't have to walk* far before she found herself in a beautiful leafy neighbourhood.
3 Sarah *shouldn't have* / *didn't need to* put on a party two days before New Year's Eve. Hardly anyone came.
4 You *mustn't have* / *needn't have* bought milk. We like our coffee black.
5 You *ought not to have bid* / *ought not to bid* in the auction unless you have enough money to pay for it.
6 They *didn't need to* / *shouldn't* bother lighting candles or torches as the moonlight was so bright.

/6

GRAMMAR: Train and Try Again page 176



# 4.6 SPEAKING

Making and justifying choices

## BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

| Comparing and contrasting options | Porównywanie i zestawianie opcji |
|---|---|
| X (Going to the market) is …, but Y (shopping online) is … | X (Chodzenie na targ) jest…, ale Y (robienie zakupów przez Internet) jest… |
| X is the only one/option that … | X jest jedynym, który… / jest jedyną opcją, która… |
| When you compare the two/X and Y … | Gdy porównuje się oba / X z Y… |
| It is (much) more likely that … | Jest bardziej prawdopodobne, że… |
| X is definitely the cheaper/better/more suitable choice. | X to zdecydowanie najtańsza/najlepsza/ najodpowiedniejsza opcja. |
| **Choosing an option and justifying the choice** | **Wybór opcji i uzasadnianie decyzji** |
| That's why I'd opt for X. | Z tego powodu wybrałbym/wybrałabym X. |
| … and therefore, it's probably/clearly the best choice. | …i dlatego też prawdopodobnie/ewidentnie jest to najlepszy wybór. |
| The main/Another reason ((why) X would be my choice) is that … | Główny/Inny powód (wyboru X) jest taki, że… |
| I prefer X mainly/simply because … | Wolę X głównie / po prostu dlatego, że… |
| This option is (clearly) the most/least + adjective + because … | Ta opcja jest (zdecydowanie) najbardziej/najmniej + przymiotnik + ponieważ… |
| **Explaining reasons for rejecting other options** | **Podawanie powodów odrzucenia pozostałych opcji** |
| X might (require less effort), but I wouldn't choose it because … | X może (wymaga mniej wysiłku), ale nie wybrałbym/ wybrałabym go/jej, ponieważ… |
| X isn't the best choice if you consider … | X nie jest najlepszym wyborem pod względem… |
| The reason I wouldn't go for/pick/choose X is because … | Powodem, dla którego nie wybrałbym/wybrałabym / nie zdecydowałbym/ zdecydowałabym się na X jest… |

**1 Put the words in order to complete the sentences.**

only / is / option / that / the
X *is the only option that* teenagers would identify with.

1 choice / is definitely / suitable / because / the more
X *is definitely the more suitable choice because* it sells a wider range of goods.
2 why X / main / my choice / reason / would be
The *main reason why X would be my choice* is because, as far as I'm concerned, the design is more eye-catching.
3 much / that / more / is / likely
It *is much more likely that* young people would shop here.
4 the least / option / because / is clearly / suitable
This *is clearly the least suitable option because* it seems to be a store for children rather than young adults.
5 because / might be / but / choose it / cheaper, / I wouldn't
X *might be cheaper, but I wouldn't choose it because* it appears to be really poorly made.
6 choice / if / the best / you / isn't / consider
X *isn't the best choice if you consider* how long it will take to learn how to use it.

**2 Complete the dialogues. The first letters are given.**

**Dialogue 1**
**James:** Pizza or burger?
**Karen:** James, you just don't listen to me, do you?
**James:** What?
**Karen:** I told you I've decided to become a vegetarian.
**James:** Oh right, yes … And therefore …?
**Karen:** Therefore a burger probably isn't the best **c***hoice*.
**James:** Of course. So …?
**Karen:** So, pizza! That's why I'd **[1]p***refer* a pizza, James. You're so slow sometimes.

**Dialogue 2**
**Pete:** If I had a million euros, I'd buy a sports car.
**Ryan:** A sports car? Really? Sports cars are pretty common now, **[2]b***ut* speed boats or yachts really turn heads.
**Pete:** Well, it's not about showing off. I'd prefer a sports car **[3]s***imply* because it's far more practical. Imagine how quickly I could get to work every morning!
**Ryan:** Work? You already have a million euros in your pocket, remember?

**Dialogue 3**
**Leila:** Hey, Else. You look nice. Is that a new top? It's gorgeous.
**Else:** Thanks. Yeah, it is. I went shopping at the weekend. I love charity shops and second-hand shops.
**Leila:** Really? Well, I suppose it depends what you are looking for. There's a lot of rubbish, and they aren't always **[4]t***he* **b***est* **o***ption* if you consider how long you need to spend going through all the clothes to find something worth having.
**Else:** Well, to be honest, that's exactly **[5]w***hy* I'd **o***pt* **f***or* shopping there. I love searching for bargains. I've found some great designer stuff for just a few pounds.

# 4.7 USE OF ENGLISH

Modal expressions

**1 ★ Complete the sentences with the missing prepositions.**

At my school, students are allowed *to* express their opinions freely.

1 Students are forbidden *from* using their mobile phones during the exams.
2 The bakery closes early if they manage *to* sell most of the goods.
3 Under 18s were banned *from* watching that movie as it was too violent.
4 I didn't succeed *in* persuading my parents to buy me a new pair of trainers.
5 You ought *to* save almost all the money you earn if you want to buy a second-hand car.

**2 ★★ Write the meaning that the underlined modal verb expresses (*ability, obligation, probability, prohibition*). Then rewrite the sentence using the word in capitals.**

Students may call their teachers by their first name.
*permission* **PERMITTED**
*Students are permitted to call their teachers by their first name.*

1 You can save up to 90 percent if you buy a train ticket in advance. *probability* **LIKELY**
*You are likely to save up to 90 percent if you buy a train ticket in advance.*
2 Job applicants should tell the truth in their CVs. *obligation* **SUPPOSED**
*Job applicants are supposed to tell the truth in their CVs.*
3 Sorry, but I couldn't withdraw any money from the bank yesterday. *ability* **UNABLE**
*Sorry, but I was unable to withdraw any money from the bank yesterday.*
4 Students may not dye their hair bright colours. *prohibition* **ALLOWED**
*Students are not allowed to dye their hair bright colours.*

**3 ★★ Choose the correct answers A–C.**

Sarah was __ to take part in the auction because she wasn't eighteen.
(A) forbidden B allowed C bound

1 Kelly is __ to run out of money if she doesn't start earning a salary soon.
A unlikely (B) certain C required
2 If you have signed a contract, the company is __ to pay you as promised.
(A) obliged B permitted C unlikely
3 The price of seafood is __ to rise as fish shortages increase.
A required B permitted (C) sure
4 The bank is __ to lend you any more money until you pay your debts.
A meant (B) unable C forbidden
5 We __ selling everything we advertised on eBay.
A managed to (B) succeeded in C were able to

**4 ★★ Match the words in the box with the phrases in italics of a similar meaning.**

aren't able | bound | ~~forbidden~~ | obliged | permitted | supposed | unlikely

## Family Finance Focus

**How to survive … your first car boot sale**

Get there early. Sellers are often *forbidden* (*banned*) from setting up after a certain time – usually very early in the morning!

1 Take some cash. Sellers are usually *obliged* (*required*) to pay a small fee to the organisers.
2 Check what you can and can't sell. Rules differ. For example, sale of food is often not *permitted* (*allowed*).
3 Prepare plenty of change. You are *bound* (*certain*) to be presented with notes by customers.
4 Set realistic prices. It is *unlikely* (*not probable*) that customers will pay more than a few pounds for any single item.
5 Don't worry if you *aren't able* (*don't manage*) to sell everything – it's rare that anyone leaves with an empty car boot.
6 Don't take it too seriously – car boot sales are *supposed* (*meant*) to be fun!

**5 ★★★ Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use between two and five words in each gap.**

We are sorry to inform passengers that, due to weather conditions, we *are unlikely to arrive* (unlikely/arrive) on time.

1 Patients *have been banned from wearing* (ban/wear) outdoor shoes in the hospital building for a long time now.
2 Children under the age of twelve *are only permitted to use* (only/permit/use) the pool when accompanied by an adult.
3 Giant darts! Fun for all the family, folks! Win a pound for every target you *succeed in hitting* (succeed/hit).
4 New students *are required to report* (require/report) to the registration office before 4 p.m. today.
5 *Be sure to visit* (sure/visit) the gift shop and buy a souvenir before you head home.
6 In the morning, the trains are so crowded that sometimes people *are unable to board* (unable/board) them.



## SHOW WHAT YOU'VE LEARNT UNITS 1–4

**6 ★★ Choose the correct answers A–D.**

### A good example




Most people __ that a 'social business' is a contradiction. Surely, a business [1]__ the owners and not society. However, there is now a [2]__ of wonderful sandwich shops in Scotland which show that a business really can help society. It's called *Social Bite* and was launched by a couple, Josh Littlejohn and Alice Thompson in 2012, after Josh [3]__ a Nobel Prize winner talking about using businesses to help solve social problems. *Social Bite* has an excellent menu designed by a top chef and serves delicious coffee and food for a good [4]__.

Now this is the part [5]__ it gets interesting. Twenty-five percent of its employees used to be homeless and if the business makes [6]__, all the money goes to charity. In addition to this, customers can pay in advance for a meal for homeless people. At the moment, more than 100 homeless people receive a free meal every day through donations from customers. The owners have decided [7]__ anyone, including managers, more than seven times the salary of the lowest paid worker. Perhaps more businesses [8]__ follow this example.

(A) would think B thinks C used to think D are always thinking
1 A owes B saves (C) benefits D earns
2 A list (B) chain C range D store
3 A to hear (B) had heard C hearing D had been hearing
4 (A) price B cost C value D discount
5 A that B which C whose (D) where
6 A cash (B) a profit C earnings D a fortune
7 A not pay (B) not to pay C not paying D to not paying
8 (A) should B ought C must D had better

**7 ★★★ Translate the Polish parts of sentences.**

Why don't you go out and meet your friends instead of *wasting time watching* (*tracić czas na oglądanie*) TV?

1 Do you think your grandfather *will have retired* (*przejdzie na emeryturę*) by the time he is 65?
2 You *needn't have phoned/called* (*nie musiałeś dzwonić do*) Anne. I had already texted her to explain where we were meeting her.
3 My little brother has a nasty habit of dropping litter on the street, *which annoys me* (*co mnie denerwuje*) so much!
4 I'm really good at picking up bargains, *aren't I* (*nieprawdaż*)?
5 You really *should/ought to stop buying* (*powinieneś przestać kupować*) new clothes. Your wardrobe is full, but you always wear a T-shirt and jeans!

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

Tony spent all his pocket money and didn't want to go out at the weekend.
**ALREADY**
Tony didn't want to go out at the weekend because *he had already spent* all his pocket money.

1 We missed the bus and were unable to get to the shopping centre on time.
**MANAGE**
We missed the bus and *didn't manage to get* to the shopping centre on time.
2 I don't think I'll move to a different city next year.
**STILL**
I think *I will still be living* in the same city next year.
3 We wanted the party to be a nice surprise for Jimmy, but he didn't like it.
**MEANT**
The party *was meant to be* a nice surprise for Jimmy, but he didn't like it.
4 In those days, she worked as a waitress at the weekends, but she doesn't any more.
**TO**
In those days, she *used to work* as a waitress at the weekends.
5 The book attracted a lot of attention when it was first published in the UK.
**DEAL**
The book attracted *a great/good deal of* attention when it was first published in the UK.

**9 ★★★ Complete the text with one word in each gap.**

## Influences

Have you ever *stopped* to think what influences our decisions when we buy clothes? Is it what our friends are wearing or is it advertising on social media and TV? Personally, I [1]*have* to admit that I like to be fashionable and, in particular, I look out for trends that celebrities buy into. My parents think that I [2]*spend/waste* too much time looking at fashion blogs, but I don't agree. Of course, I don't have enough money to get expensive designer clothes, so I often wait and buy clothes on special [3]*offer* . Luckily, in my part-time job at the clothes shop [4]*where* I work, I get to see all the new clothes as soon as they come in. And working there enables me to get good discounts, too!

I guess you could say that the clothes in my wardrobe are quite stylish. But I also like clothes that are a [5]*bit/little* unusual. I believe that it's important to show your personality through what you wear. I have a passion [6]*for* clothes and want to study fashion design in London. I hope that I [7]*will* have started my own clothing line by the time I get a degree.

# 4.8 WRITING

A formal email

**1 Complete the advice using the words in the box. There are two extra words.**

begin complain happen ~~incident~~ informal narrative tenses reaction reply summarising

When writing a formal email describing an *incident* and making a complaint, [1]*begin* the introduction by saying why you are writing and end it by [2]*summarising* your complaint. In the main body of the email, use [3]*narrative tenses* to describe the incident you are complaining about and give your [4]*reaction* to it. In the closing paragraph, say what you would like to [5]*happen* , make a final statement and mention that you expect a [6]*reply* .

**2 Match the beginnings with the endings to make phrases.**

| | | | |
|---|---|---|---|
| | I am writing | g | a to reconsider your policies. |
| 1 | I am particularly | c | b to treat paying customers in this way. |
| 2 | Without doubt, | f | c upset because … |
| 3 | We urge you | a | d to contact you and complain … |
| 4 | It is simply unfair | b | e to your response. |
| 5 | We decided | d | f the worst part of the whole incident was … |
| 6 | I look forward | e | g to draw your attention to … |

**3 Complete the email with one word in each gap. The first letters are given.**

Dear Sir or Madam,

I am writing to make a f*ormal* c*omplaint* about an incident that [1]t*ook* pl*ace* earlier today at the Westgate Centre branch of your clothing store. I am extremely unhappy with the service I received.

I bought a top from the store last weekend, but when I got home, I discovered it had a hole in the sleeve that I had not noticed while I was trying it on. I had kept my receipt and so returned to the store this morning to exchange the top.

At the store, I [2]app*roached* one of the assistants (whose name was Lydia, according to her badge) and explained the situation. She looked at the hole and said there was no way it had been sold like that and [3]acc*used* me of making it myself! I tried to [4]rea*son* w*ith* her, but she would not listen. She said it was the customers' responsibility to check for damage before leaving the shop. To [5]m*ake* ma*tters* wo*rse* , she raised her voice and attracted the attention of several of the other customers in the store. In the end, I left the shop feeling absolutely [6]h*umiliated* , extremely annoyed and without a new top.



I trust you understand why I have [7]de*cided* to c*ontact* you and c*omplain* . I [8]a*sk* that you in*vestigate* the ma*tter* and that you replace my damaged top. It is [9]s*imply* unf*air* to tr*eat* paying customers in this way.

I [10]l*ook* fo*rward* to your re*ply/response* .

Yours faithfully,

Emma Jennings

**4 Complete the sentences with *so* or *such* + *a*, *an* or Ø *(no article).***

I have never been *so* embarrassed in my life.

1 I can't remember the last time I received *such* unfriendly service.
2 It is hard to believe that someone working in customer service could be *so* rude.
3 How can you charge nearly £20 for *such a* poor product?
4 To be honest, I have never had *such an* awful meal.
5 We had waited *so* long to be served that in the end we left the restaurant.

**5 Replace the underlined phrases in the sentences with the correct forms of the words in the box. Add any other necessary words.**

accuse behalf disappointment fact humiliated ~~threat~~ urge

When we said angrily that we would call the manager, the waiter told us to go ahead and said he didn't care. *threatened to*

1 The manager said we were guilty of trying to leave the restaurant without paying the bill. We couldn't believe it! *accused us of*
2 The restaurant was so disappointing that our celebration was ruined. *such a disappointment*
3 What is true is that the restaurant was half empty, so the kitchen can't have been as busy as the waiter claimed. *The fact is*
4 We strongly recommend that you reconsider your policies when it comes to reservations. *urge you to*
5 It was such a humiliating experience that we never want to eat there again. *We were so humiliated*
6 I am writing in the name of myself and my friends. *on behalf of*

**6 Read the task and the letter. Then complete the gaps with the correct form of the words in the box.**

approach complain discriminate ~~draw~~ humiliate investigate reason respond threaten

**You recently went to a sports centre with a friend to play tennis. While you were getting changed, you saw four adults making a mess in the changing room, but shortly after you started playing, a member of staff came up to you and your friend and claimed that you had done it. You and your friend were asked to leave. Write a letter of complaint of 200–250 words. In your letter explain what happened and say what you expect from the sports centre.**

Dear Sir or Madam,

I am writing *to draw* your attention to an incident that took place at the Harwood Sports Centre last Sunday. My friend and I were treated extremely badly by staff and it was such a [1]*humiliating* experience that we decided to contact you and make a formal [2]*complaint* .

Last Sunday, we had booked a tennis court at the sports centre and had just started playing when one of the staff [3]*approached* us. Her name was Karen (according to the badge she wore) and she accused us of making a mess in the changing rooms. When we tried [4]*to reason/reasoning* with her and explain that we weren't responsible, she asked us to leave. To make matters worse, she [5]*threatened* to ban us from using the sports centre again.

The truth is, the changing rooms were already in a terrible state when we arrived. We noticed a group of four adults there who were dropping rubbish and generally making a mess. When we mentioned this, Karen simply laughed and refused to believe us or even to check the CCTV. In the end, we left the sports centre without being able to play and feeling very annoyed.

We ask that you [6]*investigate* the matter and refund the money that we spent booking a tennis court and travelling to and from the sports centre. It is extremely unfair [7]*to discriminate* against young people in this way.

I look forward to your [8]*response* .

Yours faithfully,

Simon Redman

**7 Rewrite the sentences using *so* or *such* and make any other necessary changes.**

We were treated very badly. We decided to contact you.
*We were treated so badly that we decided to contact you.*

1 The experience was humiliating. We want to complain.
*The experience was so humiliating that we want to complain.*
2 We received terrible service. We won't be coming back to your restaurant.
*We received such terrible service that we won't be coming back to your restaurant.*
3 The waiters took a long time to bring the food. It was cold when it arrived.
*The waiters took such a long time to bring the food that it was cold when it arrived.*
4 It was unfair. We were annoyed.
*It was so unfair that we were annoyed./We were annoyed that it was so unfair.*

## SHOW WHAT YOU'VE LEARNT

**8 Ostatnia wizyta w restauracji była dla ciebie nieprzyjemnym doświadczeniem. Rozczarowały cię jakość podanych dań i niekulturalne zachowanie kelnera, który odmówił przyjęcia reklamacji. Napisz e-mail liczących 200–250 do kierownictwa restauracji, w którym:**

- opiszesz zaistniałą sytuację,
- przedstawisz, czego oczekujesz w ramach rekompensaty.



## SHOW THAT YOU'VE CHECKED

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

**Mój formalny e-mail ze skargą:**

- w pierwszy akapicie informuje, czego dotyczy skarga, ☐
- w dalszej części szczegółowo opisuje sytuację w restauracji, w tym zachowanie kelnera, oraz informuje o moich wrażeniach i uczuciach wywołanych przez to zdarzenie, ☐
- informuje, jakie są moje oczekiwania wobec kierownictwa restauracji, ☐
- w ostatnim akapicie potwierdza, że chcę otrzymać odpowiedź na skargę, ☐
- kończy się odpowiednim wyrażeniem formalnym (np. *Yours faithfully*), ☐
- został napisany językiem formalnym, więc nie używam w nim form skróconych, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 200–250 słów, ☐
- został starannie i czytelnie napisany. ☐

## BBC Young entrepreneurs




### Before you watch

**1** SPEAKING **You are going to watch a video about two young entrepreneurs. Discuss the questions.**

1 What sort of person do you think of when you read 'young entrepreneur'? Describe them.
2 What sort of industries do you think a young entrepreneur is most likely to go into?
3 Do you know any young entrepreneurs? Tell your partner about them.

**2 Imagine you have launched an exciting new business. How would you go about marketing your product?**

### While you watch

**3** 14 **Watch the video. Are any of the ideas you discussed in Exercises 1 and 2 included in the clip?**

**4** 14 **Complete the fact file about the two young entrepreneurs. Then watch the video again and check your answers.**

FACT FILE

| | | |
|---|---|---|
| Name | 1 *Hillary* | 6 *Georgia* |
| Age when she launched | 2 *10* | 7 *23* |
| Job | 3 *CEO of Minor Mynas* | 8 *Cake-maker* |
| Marketing strategy | 4 *Networking* | 9 *Instagram* |
| Help and inspiration | 5 *Nelson Mandela and her parents* | *Cara Delevingne* |

**5** 14 **Put the description of Minor Mynas in the correct order. Then watch the first part of the video (up to 01:04) and check your answers.**

a language. Minor Mynas provides a safe [4]
b Minor Mynas is an online educational platform [1]
c and make friends across borders. [6]
d in conversations and learn one another's [3]
e place for children to communicate, chat [5]
f that connects children so they can engage [2]

**6** 14 **Replace the underlined words and phrases in the questions with words and phrases in the box. Then answer the questions and watch the second part of the video (01:04–02:55) to check your answers.** *Answer key – WB page 187*

entrepreneurs get along
network profound think big

1 Why does Hillary think it's easier for kids to be friendly than adults? *get along*
2 What makes it easy to make connections in Hong Kong? *network*
3 What makes Hong Kong such a good place for people who start their own business? *entrepreneurs*
4 Who encouraged Hillary to have huge ambitions? *think big*
5 What did Nelson Mandela say that Hillary thinks is deep? *profound*

**7 Put the phrases into the correct order to explain how Georgia first launched and now runs her business. What is her recipe for success?**

- get orders [6]
- bake cakes [4]
- big boost [3]
- Cara Delevingne [1]
- upload more photos [8]
- Instagram tag [2]
- bake more cakes [7]
- upload photos [5]

**8** 14 **Watch the rest of the video (02:55–04:20) and check your ideas in Exercise 7.**

### After you watch

**9** SPEAKING **Look at some businesses young people make money on and add your own ideas. Discuss what you think each business does and whether or not it would be suitable for you and why.**

e-sport player meme creator
online reviewer social media influencer
vlogger YouTuber



## FOCUS VLOG About money

Do you usually pay with cash or card? What sort of things are you likely to pay for with cash?

What ways of paying are likely to become popular in the future?




**1** SPEAKING **Which of the following do people usually pay for by card or with cash in your country? Discuss. Then answer the questions.**

clothes coffee groceries hairdressers
public transport taxi tips

1 What are the advantages and disadvantages of paying by card or with cash?
2 What other ways of paying can you think of?
3 Which way of paying do you use most?

**2** 18 **Watch the first part of the video (up to 01:58) and complete the sentences with the names of the speakers in the box. Which speakers prefer cash to all other ways of paying?**

Kat Lilee Lucy Sam Shaelyn

1 *Shaelyn* thinks it's too easy to overspend with a card.
2 *Kat* uses cash for every day necessities.
3 *Lucy* only uses cash for tips.
4 *Lilee* uses a card except for paying her nail lady.
5 *Sam* prefers cash but can't always find an ATM.
*Kat and Shaelyn (and less strongly Sam)*

**3** 18 **Watch the rest of the video (1:59–3:18). Match the ways of paying the people think will be popular in the future with the explanations. Then watch the video again and check your answers.**

Sam: contactless [4]
Kat: a digital currency [5]
Lilee: phone-pay [1]
Shaelyn: e-wallets [2]
Lucy: contactless [3]

1 because it will be easy for people to leave the house and not have to take a bag or wallet.
2 because it saves people the hassle of having to go for currency exchange and carry loads of cash.
3 and maybe if they input that in other devices as well, that might become more popular too.
4 using a cellular device and a back-up – maybe a contactless card – if your phone dies.
5 but he/she personally hopes that people will stick to cash.

**4** SPEAKING **Discuss which predictions in Exercise 3 you agree with. Can you imagine a world without any cash at all?**

### Focus On Life Skills

Communication • Critical thinking

**5 Read the travel advice and discuss questions 1–3 with your partner.**

**Travel Advice**
**How much to tip in the USA**

| | |
|---|---|
| **Meal in a restaurant** | 15–20% of the bill |
| **Home delivery** | 10% of the order |
| **Toilet attendant** | 50c–$3 |
| **Hotel cleaner** | $2–5 a day |
| **Taxi** | 15–20% of the fare |
| **Hair, nails, etc.** | 15–20% of the price |

1 Is it common to leave a tip in your country in the places listed above?
2 How much do people usually tip?
3 Do you think tipping should be banned? Why?/ Why not?

# 4.10 SELF-CHECK

## VOCABULARY AND GRAMMAR

**1 Find and correct the mistakes. One sentence is correct.**

I'm going to ~~call~~ *bid* for that painting in the auction that's on next week. I hope I get it!

1 I can't understand why that restaurant has such a bad ~~response~~. Every time we've eaten there the food has been amazing! *reputation*
2 I'd like to get a new winter coat, but it has to be red. I'll look ~~up~~ for something suitable. *out*
3 There is a ~~fly~~ market in the city centre at the weekend. If you're lucky, you might find some jewellery you can afford. *flea*
4 When I've got a bit of extra money, I go bargain hunting at the local markets and then sell my purchases online to make a profit. *correct*
5 A number of small clothes shops closed down when a new ~~key~~ store opened last year. *chain*

/5

**2 Complete the sentences with the words in the box. There is one extra word.**

broke burn cost fortune ~~increase~~ shop support

Is changing your job the best way to *increase* your earnings? I think so – I've got two years' experience in this job, so I think I'll apply for something better paid.

1 They've made a *fortune* setting up beauty centres for pets. It's going so well they can afford to open three new sites.
2 We had to pay for some emergency repairs to our roof, so now we're completely *broke* .
3 If you want to encourage people to start new businesses in the area, you should *support* local producers.
4 Before you choose a new laptop, it's a good idea to *shop* around a bit so that you know what's available.
5 The Collins family must have money to *burn* if they go on luxury cruises three times a year.

/5

**3 Complete the text with the correct form of the words in brackets.**

**ME & SHOPPING**

I'm not *loaded* (LOAD). In fact, I sometimes find it hard to make [1]*ends* (END) meet – that's why I'm always careful with my money. I take excellent care of my personal [2]*belongings* (BELONG) so they last as long as possible. When I have to buy something, I take my time. I certainly avoid [3]*impulse* (IMPULSIVE) purchases as far as possible. My favourite thing is something I was fortunate enough to find in a car boot [4]*sale* (SELL). It's a beautiful carpet – it's fairly old, but it's excellent quality and it looks perfect in my bedroom. It's hand-made and I love that it's unlike most of the [5]*products* (PRODUCE) you find in the shops these days.

/5

**4 Complete the sentences with the correct forms of question tags and reply questions.**

A: How about having a picnic by the river?
B: Brilliant! Let's invite Greg and his girlfriend, *shall we*?

1 A: John seems to be having problems with his online shop.
B: *Does he*? I thought he was a real expert in IT.
2 A: Do you know that Phoebe is going to be the main photographer at Christie's wedding?
B: *Is she*? That sounds great.
3 A: My computer has broken down and I have to finish my Chemistry project by tomorrow.
B: Amy has got a new laptop, *hasn't she*? Let's find out if she's willing to lend you hers.
4 A: Don't forget to pay the electricity bill, *will you*?
B: Don't worry! I've already put it in my handbag.
5 A: I've inherited a house with an orchard, but I don't have a clue how to go about it, especially the garden.
B: Dan used to grow fruit and vegetables in his garden, *didn't he*? So maybe ask him for help.

/5

**5 Complete the sentences with the correct modal verbs and the correct forms of the verbs in brackets. In some sentences, more than one answer is possible.**

I think you *should keep* (keep) the receipt in case the tablet stops working and you want to get a refund.

1 We *didn't need to hire/didn't have to hire* (not/hire) a car at the airport because our friends picked us up and then lent us theirs.
2 We're in a theatre. You *mustn't use/can't use* (not/use) a mobile phone during the performance.
3 Camilla *shouldn't have kept/ought not to have kept* (not/keep) all her valuables in one place. If she had had them in different locations, the burglar wouldn't have found them so easily.
4 The Burtons *had to cancel* (cancel) their holiday at the last minute because Mr Burton fell seriously ill. The kids were so disappointed.
5 Diane *needn't have brought* (not/bring) so many outfits to the wedding. It was only a short reception.

/5

**6 Choose the correct options.**

You are not *able* / (*supposed*) to take more than three items into the changing room.

1 I think in the USA you are (*obliged*) / *allowed* to tip people like taxi drivers. It's expected of you.
2 You can't take a cat to a restaurant. You are *forbidden* / (*certain*) to be asked to leave it outside.
3 Kids under the age of ten are (*banned*) / *required* from entering the exhibition.
4 Matthew is (*unlikely*) / *meant* to be on time. He never is.
5 Would you believe that James *managed* / (*succeeded*) in getting a bank loan to buy a boat?

/5

**Total /30**

## USE OF ENGLISH

**7 Complete the text with one word in each gap.**

My most memorable visit to a market so far has been to La Boquería in Barcelona. As soon as I crossed the iron gates of the market, I was *approached* by a stallholder who saw my surprised face and said: 'You've never been here before, [1]*have* you? Come and taste some of my produce.' I treated [2]*myself* to some samples of his finest hams, cheeses and seafood. I learnt that many of Barcelona's top chefs buy their produce in the market because the food sold there is good value for money, so you don't have to pay [3]*out/much* to get high quality. I bought a few things, but regretted not buying more – I definitely [4]*should* have purchased some of the delicious ham, but I didn't.

So, you [5]*had* better plan a visit to La Boquería when you're next in Barcelona. I'm sure it'll be an amazing experience, not only for its incredible food but also for its unique atmosphere.

/5

**8 Complete the second sentence so that it has a similar meaning to the first. Use the word in capitals.**

I don't think Becca will join us for the weekend trip. She's down with flu and will probably not recover by then.
**UNLIKELY**
It *is unlikely that Becca will join* us for the weekend trip. She's down with flu and will probably not recover by then.

1 If I were you, I wouldn't spend so much money on clothes every month.
**HAD**
You *had better not spend* so much money on clothes every month.
2 He paid a deposit on the flat even though it wasn't necessary.
**PAID**
He *needn't have paid* a deposit on the flat.
3 It's a shame you didn't go to the party.
**OUGHT**
You *ought to have gone* to the party.
4 You can't park there for more than an hour.
**ALLOWED**
You *are not allowed to park* there for more than an hour.
5 I'm sure they'll go to Spain next summer – they always do.
**BOUND**
They *are bound to go* to Spain next summer – they always do.

/5

**9 Translate the Polish parts of the sentences.**

I managed to repair the sink myself. You *needn't have bothered* (*niepotrzebnie robiłeś sobie kłopot*).

1 I am older than you, *aren't I* (*nieprawdaż*)?
2 Mum has just offered to help us buy a flat, so we *needn't have used* (*niepotrzebnie wykorzystaliśmy*) our savings!
3 After making lots of noise in the café, *they are banned from* (*mają zakaz*) going there again.
4 You *had better phone/call* (*lepiej zadzwoń*) your boss now and say you might be late.
5 Jenny *should have bought/ought to have bought* (*powinna kupić*) a smaller coat. The one she bought was far too big.

/5

**10 Choose the correct answers A–D.**

### Hitting the jackpot




My friend Johnny had always dreamt of ___ a fortune, but every business he got involved in failed after a few months. It was harder and harder for him to [1]___ ends meet. One day, he decided to buy a lottery ticket to try his luck. To his utter amazement, he hit the jackpot and won several million pounds. He knew that such a large amount of money would [2]___ him to have a comfortable life for quite a few years. While picking up his prize, he was advised by a lawyer to keep quiet about it and put most of the money [3]___ and only spend a little. Of course, Johnny took no notice and told everyone about his win. Some of his family members regarded it as the chance of a lifetime to become a bit better off as well. They started begging him for money because they thought that since he was [4]___ in it, he should help them. He bought himself a car and gifts for all his family and friends. Very soon he realised that his prize was nearly gone. He tried to do something about it, but it was too late. When I last spoke to him, he told me that not listening to the lawyer's advice was a mistake and he [5]___ so much to begin with. Well, I agree. If only he had listened to the advice given to him when he was collecting the money …

| | | | | |
|---|---|---|---|---|
| | A do | B doing | (C) making | D make |
| 1 | A take | B get | (C) make | D have |
| 2 | (A) allow | B let | C oblige | D permit |
| 3 | A off | B back | C out | (D) aside |
| 4 | A falling | (B) rolling | C dropping | D earning |
| 5 | A didn't need to spend | | B must have spent | |
| | C shouldn't spend | | (D) ought not to have spent | |

/5

**Total /20**

# 5 Off to work

## 5.1 VOCABULARY

Work • expressions to do with work • phrasal verbs • adjectives from nouns

### SHOW WHAT YOU KNOW

**1 Complete the sentences with words in the box.**

badly-paid full-time ~~hard~~ manual office part-time well-paid voluntary

1 Being a farmer is *hard* work because it's physically challenging and you're outdoors a lot. It's *manual* work too – most things are done by hand.
2 I'm a nurse and I love what I do, but I don't earn much money because it's a *badly-paid* job.
3 Sam's got a *part-time* job. He only works from 9 a.m. to 1 p.m. every day. Two afternoons a week, he does *voluntary* work in a charity shop, which he doesn't get paid for. He likes helping others.
4 I never thought I'd do an *office* job, but I work as a secretary in an advertising agency.
5 Katie is the managing director of the company. It's a *well-paid* job and she earns a high salary.
6 Max has a *full-time* job, from 9 a.m. to 5 p.m. Monday to Friday, but he often works longer hours and at the weekend too.

### FOCUS ON WORDS | Expressions to do with work

**2 Choose the correct verbs and then match phrases 1–9 to definitions a–j.**

*think* / *do* / *achieve* for yourself — j
1 *say* / *speak* / *put* your mind — g
2 *improve* / *increase* / *extend* your output — a
3 *do* / *achieve* / *enter* a goal — i
4 *go* / *enter* / *reach* the job market — f
5 *get* / *work* / *reach* your full potential — c
6 *put* / *increase* / *enter* your heart into something — d
7 *do* / *reach* / *improve* your career prospects — h
8 *work* / *do* / *put* to a deadline — b
9 *think* / *work* / *do* something day in, day out — e

a do more work
b finish tasks by the necessary time
c be as good as you can possibly can
d make a lot of effort to do something
e do something over and over again for a long time
f become available to work
g say exactly what you think
h make your chances of getting a job better
i fulfil an objective
j consider facts and make your own decisions

**3 Complete the advert with the correct forms of the verbs in Exercise 2.**

**Dunham Advertising Agency**

Are you about to *enter* the job market? We're looking for a talented school-leaver to work in our office as assistant designer.

* Do you [1]*put* your heart into everything you do?
* Are you able to [2]*think* for yourself and plan your own work?
* Do you have opinions and [3]*speak* your mind?
* Are you able to organise your time, [4]*achieve* your goals and [5]*work* to tight deadlines?
* Can you [6]*do* something day in, day out and still remain enthusiastic and creative?
* Could you [7]*increase* your work output if necessary?

If you've answered 'yes' to the questions above and you're interested in [8]*improving* your career prospects and [9]*reaching* your full potential, then get in touch!

Contact Human Resources at Dunham Advertising Agency for an application form.

(Tel: 0171 111 2222; dunham-h-r@dunhamadvertising.mail)

**4 Complete the article with the missing words. The first letters are given.**

THINKING ABOUT A NEW JOB?

Before you a*pply* for a new job, there are many things you should consider.

- Are you prepared to work [1]l*ong* h*ours* or even weekends or do you want a typical 9 to 5 job?
- Does the job involve a long commute, and if so, will you be able to work [2]f*rom* h*ome* sometimes and not go into the office every day?
- What is the job environment like? Will you be working indoors? If you hate sitting inside, then you need to look for a job working [3]o*utdoors* instead.
- What exactly will you be required to do? For example, will you have to work with your [4]h*ands* to make or repair things, or do you need to sit and think at your desk?
- If you love travelling, will there be opportunities to work [5]a*broad* in an office in a different country?
- What is the company's reputation for looking after and keeping their employees like? Do people ever get [6]f*ired*? Has anyone in the company [7]r*esigned* from their job for any reason recently? Why?
- Do you really want to work [8]i*n* advertising/ technology/ teaching? Or would another field suit you better?

Make sure you've answered all those questions before you start looking for that dream job!



### FOCUS ON WORDS | Phrasal verbs

**5 Choose the correct answers A–C.**

It's no good, I can't put __ writing this report any longer. I'll start now.
A up B off C on

1 I don't have to send in the job application form until the end of the month, but I'm going to work __ completing it this week.
A towards B to C for
2 Stop messing about. It's time you __ down to writing your CV and looking for a part-time job.
A sat B put C got
3 Before I write my dissertation, I'm going to __ out each chapter, so I can plan my research.
A carry B burn C map
4 Max was exhausted, but he managed to keep __ the task until he'd finished and could present it to his boss.
A out B at C towards
5 Remember to take breaks while you're studying for your exams or you'll __ out!
A burn B carry C set
6 If you want to succeed, you should __ out your objectives and think about how to achieve each one. It will motivate you!
A set B put C keep
7 You can't rely on Jack, he never __ out half of what he says he'll do. He gives up when things get tough.
A works B puts C carries

**6 Complete the text with the correct form of the phrasal verbs in Exercise 5 so they have the same meaning as the verbs in brackets.**

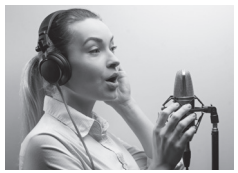
**Pop Gossip! All the latest juice on the stars!**

**Jarvis leaving No Direction**

Poly-fi Records have confirmed that Jarvis Harvey has *carried out* (done) his threat to resign as the lead singer of boy band No Direction. Reports say Harvey has [1]*burned/burnt out* (become ill from overwork) from touring and writing two albums in a year. However, he [2]*put off* (delayed) leaving until the end of the band's current UK tour. Harvey, who writes all the band's songs, struggled to finish the last album, but [3]*kept at* (continued to work on) it and now wants a complete break from music.

**New album for Bluster**

Katie Bluster has confirmed she will shortly release her long-awaited second album. Bluster [4]*mapped out* (planned in detail) the album months ago, but didn't [5]*get down to* (finally start) recording any songs until last month. She claims she has been [6]*working towards* (making progress with) this album for three years. Bluster has [7]*set out* (arranged) a strong marketing campaign for the album, so we can expect to be hearing her latest music everywhere soon!



### FOCUS ON WORDS | Adjectives from nouns

**7 Complete the sentences with the correct form of the words in the box.**

conscientiousness enthusiasm knowledge overwork punctuality purpose single-mindedness

Maria is really *knowledgeable* about history – you can ask her anything and she'll always know the answer.
1 Marek is one of the most *punctual* people I know. If you arrange to meet, he'll always arrive on time or early – I've never known him to be late.
2 When Jan gets an idea, that's all she thinks about. She's so *single-minded* about things.
3 I feel really *enthusiastic* about our new recycling project. I'm so interested in learning more about how to protect the environment!
4 Many doctors are *overworked* . They have to be in the hospital for such long hours with so few breaks, I don't know how they manage.
5 Steve doesn't like his job much, but he's *conscientious* , so he works carefully and doesn't forget to do anything.
6 I like to have clear aims of what I want to achieve and how I'm going to do it in my work, then I can be more *purposeful* at the office.

### SHOW WHAT YOU'VE LEARNT

**8 Choose the correct answers A–C.**

1 Polly always __ tasks, even if they are boring.
A keeps at B reaches C improves
2 I don't think I could do a job where I had to do the same thing __ , day out. I need to have lots of variety or I'd get bored.
A every day B time in C day in
3 When you're a journalist, it's important to be able to work to a/an __ because stories have to be ready very quickly.
A output B deadline C potential
4 If you carry on working at this rate, you'll burn __ ! You need to rest sometimes or your health will suffer.
A out B off C up
5 Olaf is really passionate about his work. He puts his __ into it.
A arms B head C heart
6 Daisy's teacher expressed concern about her always putting __ her homework until the last minute.
A in B off C on
7 If you aren't __ and arrive late at the office, the boss will give you a formal warning.
A overworked B single-minded C punctual
8 Once I've finished my science degree, I'll be entering the __ market. It's a scary thought!
A job B work C career
9 The company has taken on a huge IT project. We will have to __ achieving all the objectives bit by bit.
A work towards B set out C map out
10 Candidates for this job must be __ about current scientific research in tropical illnesses.
A conscientious B purposeful C knowledgeable

/10

# 5.2 GRAMMAR

Reported Speech

## SHOW WHAT YOU KNOW

**1 Complete the sentences with the verbs in the correct form.**

1 'I'm babysitting for my neighbours.'
She said she *was babysitting* for her neighbours.
2 'I work for my aunt.'
He told me he *worked* for his aunt.
3 'Dad's left the office.'
Mum said Dad *had left* the office.
4 'The doctor was on duty all night.'
They said the doctor *had been* on duty all night.

**2 ★ Choose the correct options to complete the dialogue.**

**Zuzu:** Welcome to Madam Zuzu's spiritual contacts. Who would you like to contact?
**Maud:** My poor departed husband, Derek, please.
**Zuzu:** I can feel a presence. Derek, are you there?
**Derek:** Yes, I'm standing next to Maud.
**Zuzu:** He says he (*is*) / *was* standing right next to you.
**Maud:** Ah! Oh, my goodness. Is he OK?
**Zuzu:** Derek, your wife is asking whether [1]*are you* / (*you are*) OK.
**Derek:** Tell her I'm fine. Tell her she should look behind the fridge for the missing key.
**Maud:** What did he say?
**Zuzu:** It was hard to tell. I think he said [2]*I am* / (*he was*) fine and you should [3](*look*) / *have looked* behind the fridge for the missing key.
**Maud:** Oh, I was wondering where that had got to.
**Derek:** Maud, don't forget to put the bin out on Thursday mornings. Tell her, please.
**Zuzu:** He said [4](*not to*) / *don't* forget to put the bin out on Thursday mornings.
**Maud:** I thought you'd stop telling me what to do after you died, Derek!
**Derek:** Tell her I love her.
**Zuzu:** He says he loves [5]*her* / (*you*).
**Maud:** Oh, he's so romantic! Tell him I love him too. Wait for me, Derek!
**Derek:** What was that? What did she say?
**Zuzu:** She says she [6](*loves*) / *loved* you too and [7](*to wait*) / *wait* for her. Oh, you two are just so sweet!
**Director:** CUT!!!! OK, that wasn't bad. Zuzu, can you do it once again, but be a bit more serious?



**3 ★★ Put the words in brackets in the correct order to report the questions.**

Could you draw up a shortlist?
They asked *us if we could draw up* (draw up/we/could/if/us) a shortlist.
1 Has the company filled the vacancy?
I asked *him whether the company had filled* (whether/him/filled/had/the company) the vacancy.
2 Do you have a sense of adventure?
She asked *me if I had* (me/I/had/if) a sense of adventure.
3 Did you both apply for the same job?
They asked *us whether we had both applied* (whether/had/applied/us/we/both) for the same job.

**4 ★★★ Report the comments. Only change the tenses if necessary.**

'We employed Tom last month.'
They said *they had employed Tom the month before*.
1 'The company has been attempting to target the youth market since last year.'
She told me *the company had been attempting to target the youth market since the year before* .
2 'Can I interview you here and now?'
He asked *whether/if he could interview me there and then* .
3 'I get a real sense of achievement from my job.'
She says *she gets a real sense of achievement from her job* .
4 'I might miss the meeting tomorrow.'
He said *he might miss the meeting the following day* .
5 'Wait here.'
She told me *to wait there* .
6 'Don't forget to renew your passport next month.'
She told me *not to forget to renew my passport the following month* .
7 'How long had you been campaigning for a change in the law?'
The presenter asked *how long I had been campaigning for a change in the law* .

## SHOW WHAT YOU'VE LEARNT

**5 Complete the gaps in the conversation to report the head teacher's speech.**

> Does everyone have a seat? OK, be quiet please! Good morning everyone. Last month, you all voted for a new student representative and I am pleased to announce that Philip Coen has been chosen. Some of you might not know Phillip very well, but I'm sure he will make a fine representative.

**Mel:** I missed the meeting. Tell me what happened.
**Sam:** The head teacher checked if everyone *had* a seat then asked us all [1]*to be* quiet.
**Mel:** OK, OK, but what was it about?
**Sam:** She said that [2]*the month before* all the students [3]*had voted* for a new representative …
**Mel:** I know that! Who won?
**Sam:** … and that Philip Coen [4]*had been chosen* .
**Mel:** Who? I didn't vote for him.
**Sam:** Well, she said that some of us [5]*might* not know Phillip very well, but he would make a fine representative.
**Mel:** Do you know him?
**Sam:** No, not really, but if the head teacher says he [6]*will* make a fine representative, then hopefully she's right.

/6



# 5.3 LISTENING LANGUAGE PRACTICE

Words connected with work
• phrases describing change

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

*Extract from Student's Book recording* 2.34

**P:** Dr Atkins, what do you think the world of work (*will*) / *is going to* look like ten years from now?
**DA:** Well, it certainly won't look the same as now. Technology now enables us [a](*to work*) / *working* anywhere and so there's been a steady rise in people working from home and a sharp drop in the number of people *commuting* to work.
**P:** As technology takes over tasks that people [b]*will do* / (*used to do*), what kind of skills will be useful for people in the future?
**DA:** People will have to focus on the kind of skills that [c]*must* / (*can't*) be done by a machine or a robot such as [1]*leadership* and management jobs or caring for other humans.
**P:** So you don't think that dentists and teachers should worry about their jobs just yet.
**DA:** No, definitely not. The need for jobs in the medical and teaching [2]*professions* will remain constant. Many of the traditional jobs will still be necessary ten or twenty years from now – we'll always need lawyers, politicians, firefighters and so on. And we [d](*mustn't*) / *won't* forget the [3]*creative industries* : we'll always need artists, writers and actors. I also think there will be a marked increase in jobs connected with alternative energy. […]
**P:** So which jobs do you think are at risk in the future?
**DA:** Um, I think there will be a gradual decline in jobs in retail – shop assistants [e](*aren't*) / *can't be* required in the days of online shopping. Any office jobs and factory jobs that [f]*could have been* / (*can be*) done by computers and robots will disappear.
**P:** Finally, can you name any [4]*job titles* that don't exist now and will in the future?
**DA:** I think we'll see jobs like body-part maker, robot mechanic and space [5]*tourist guide* . But I could be completely wrong!

**2 Match the words and phrases with the definitions.**

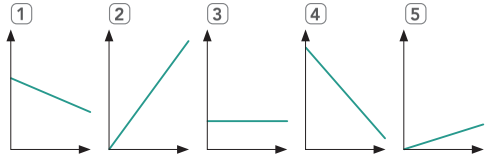
| | | | | | |
|---|---|---|---|---|---|
| | tourist guide | (e) | 3 | job title | (d) |
| 1 | professions | (f) | 4 | leadership | (a) |
| 2 | commuting | (b) | 5 | creative industries | (c) |

a the action of guiding a group of people or organisation
b the journey from home to a place of work and back again
c economic activities which involve making or generating objects and ideas
d a name that describes someone's professional position
e a person who is paid to show visitors around places of interest
f paid occupations that usually involve training and qualifications

**3 Complete the extract from the recording with the words and phrases in Exercise 2.**

## FOCUS ON WORDS | Phrases describing change

**4 Choose the correct options to complete sentences about the information in the graphs.**




1 There has been *an increase* / (*a drop*) in the number of young people out of work.
2 We're expecting a (*sharp*) / *steady* rise in the number of teenagers entering higher education.
3 The number of 17-year-olds who work part-time will remain (*constant*) / *marked*.
4 There has been a (*rapid*) / *gradual* decline in the number of Polish people moving to the UK.
5 A *steady* / (*growing*) number of secondary school students are seeking Saturday jobs.

**5 Complete the sentences with the words in the box so they describe the graphs in Exercise 4.**

gradual decline | marked increase | sharp drop | steady rise | unchanged

1 There has been a *gradual decline* in the number of young people out of work.
2 We're expecting a *marked increase* in the number of teenagers entering higher education.
3 The number of 17-year-olds who work part-time will remain *unchanged* .
4 There has been a *sharp drop* in the number of Polish people moving to the UK.
5 There has been a *steady rise* in the number of secondary school students seeking Saturday jobs.

## REMEMBER BETTER

W wyszukiwarce internetowej wpisz *infographics*, temat, który cię interesuje, oraz słowo *trends*, np. *infographics music trends*. Ćwicz wyrażenia z tej lekcji, opisując trendy widoczne na wykresach i diagramach, które znalazła wyszukiwarka.



# 5.4 READING

Young earners • choosing a career • verb–noun collocations

**1** **Read Text 1 quickly and choose the website news section that it should not appear in.**

1 Education news ☐
2 Technology news ☑
3 Business news ☐
4 Youth news ☐

**2** **Read Text 2 and choose two sections in Exercise 1 that it could appear in.** 3 & 4

**Text 1**

On Sunday afternoon, food delivery rider Jim Adams, 18, was rushed to hospital with a suspected broken leg. He'd been struck by a car while riding his bike. Despite his injury, Jim was most concerned about how he would support himself while unable to work. Jim, like many young adults, is a gig worker and was delivering an order when the accident happened.

A 'gig' is a paid piece of work that people do, especially if they are self-employed. Unlike regular employees, gig workers do not have benefits such as paid sick leave* and a minimum wage*. They have no job security, so their workload, and therefore their pay, is unpredictable. This makes budgeting impossible and means that gig workers can be exploited – when there are bills to pay, any job for any fee will do.



You might think such work conditions would put people off, but it's estimated that almost 25 percent of American workers are now employed in the gig economy and this is expected to rise. It's difficult to wrap your head around such a statistic. So what's the attraction? Well, there are plenty of people like Jim – a university student – whose circumstances don't allow them to work normal hours. They're not happy about their lack of rights, but they have no choice but to do this kind of job. Equally, there are students who choose gig work because of the freedom it gives them to make their own decisions about when to wake up, when to work and how much work to take on. For them, gig work is a great solution.

So is gig work worth it for young people? Well, it's convenient for students trying to balance work and study. It also helps to develop self-discipline* and a work ethic* which will stand them in good stead later in life. But there's a danger that, over time, the gig economy will normalise casual work and employment benefits will then become a thing of the past. And if you're injured on the job, like Jim was, bad luck … help won't be at hand. You'll be on your own.

**Text 2**

The days of the paper round, once a rite of passage into work for thousands of young people in the UK, appear to be numbered. Newsagents across the country, once inundated with schoolchildren keen to supplement their weekly income by delivering newspapers to homes, are now being forced to cut back because they cannot recruit enough paper boys and girls.



Stefan Wojciechowski, a representative of UK newsagents said: 'Kids don't want to do paper rounds anymore because of increasing pocket money.' This means '[…] there is no longer the incentive to get up at the crack of dawn and [trudge] through rain, sleet and snow. […] It's a shame because not only is a paper round good exercise, it is also a very good way of bridging the gap between school and work. Youngsters get a sense of a good work ethic, which is good preparation for the future, […] but it's no good if they are just getting pocket money from their parents instead of earning independently.'

With its early morning starts in all weathers, back-breaking bags and risk of dog attacks, the paper round has long been seen as a character-building introduction to work for many youngsters. However, the lack of children prepared to take on the job, as well as competition from supermarkets and online media, means that many rounds are being phased out.

GLOSSARY

**sick leave** *(n)* – time that you take off work because you are sick; zwolnienie lekarskie
**minimum wage** *(n)* – the lowest legal amount an employee can be paid; płaca minimalna
**self-discipline** *(n)* – the ability to control yourself and to make yourself work hard; samodyscyplina
**work ethic** *(n)* – a belief in the value of work; etyka zawodowa



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

1 The nature of gig work means that
(A) workers can be taken advantage of.
B some jobs are more dangerous than others.
C it is suitable for all kinds of employees.
D employers are responsible for workers' benefits.
2 Which is true about gig work?
A More and more workers are turning to it as a source of income.
B It is a popular choice with students.
(C) Workers are in complete control of their workday.
D Work is always available whenever you need it.
3 There is a risk that due to the gig economy
A more casual positions will become available.
B people will choose not to work in regular jobs.
C some workers may need to stop studying.
(D) there will be a decline in workers' rights.
4 Young people are not delivering newspapers these days because
A they are too busy with school work.
(B) they are getting regular income from other sources.
C of the health and safety risks involved.
D of the harsh weather in the UK.
5 Both texts mention
A the negative impacts of working while still studying.
B why earning independently is necessary for young people.
(C) how young people can benefit from working while still studying.
D how young people's attitudes to work have changed.

**4** **Read the texts again. Complete the sentences with one, two or three words in each gap.**

1 After being struck by a car and taken to hospital, Jim considered his loss of *income/earnings* to be of greater importance than his injury.
2 Almost a quarter of US employees are gig workers, but this figure will likely be *higher/rising* in the future.
3 When doing gig work, you can choose your *working hours*, which is a great solution for university students.
4 Paper rounds are *(gradually) disappearing/less popular* in the UK because children don't need to supplement the money they receive from their parents with additional income.
5 According to Stefan Wojciechowski, what is happening is unfortunate because paper rounds have *other benefits/advantages* for young people besides money.

**5** **Complete the collocations from the text with the correct prepositions. Then match them to definitions.**

wrap your head *around* sth (f)
1 stand you *in* good stead (e)
2 become a thing *of* the past (a)
3 help is *at* hand (c)
4 bridge the gap *between* sth and sth (b)
5 phase sth *out* (d)

a when an aspect of life no longer exists
b to reduce or get rid of the difference between two things
c close to you and easy to reach or access
d gradually stop using or providing something
e be useful or helpful to someone
f understand something because it is complex or makes no sense

**6** **Complete the sentences with the collocations in Exercise 5.**

How did he become so successful when he never studied? I just can't wrap *my head around* it.
1 When Steve set up his first business, he knew his parents' help was always *at hand*.
2 Get into the habit of saving money from an early age, as it will stand you *in good stead* later.
3 The company is *phasing out* the original version of its software after a rapid decline in sales.
4 The introduction of tablet computers helped to *bridge the gap between* smartphones and laptops.
5 After winning the lottery, their financial worries became *a thing of* the past.

## FOCUS ON WORDS | Choosing a career

**7** **Complete the emails with words and phrases related to choosing a career. The first letters are given.**

Hi Sara,

How are you? How's college? I'm about to do my final exams and then enter the job market! But how are you supposed to choose a **c**areer **p**ath at the age of 21? I don't fancy doing the same job for years, in fact I'd like to try a few different things. Maybe I'll look into [1]**j**ob-**s**haring or a position with [2]**f**lexitime, so I'm not working 9–5 every day. Being a [3]**p**art-**t**imer could work too. That way I could spend some time doing my hobbies every day too.

What about you? Have you applied for any jobs yet?

Tim

Hi Tim,

I'm fine thanks, busy revising at the moment!

Have you thought about seeing a [4]**c**ounsellor to get some [5]**c**areer **g**uidance? They should have useful advice about how to [6]**t**hrive in different career fields. You could also become a [7]**f**reelancer.

I know being self-employed sounds scary, but it could be just the solution and your living room could be your [8]**w**orkplace!

I found out yesterday I've got a job as a research assistant at college, so I'll be joining the [9]**w**orkforce all too soon!

Sara

## FOCUS ON WORDS | Verb–noun collocations

**8** **Complete the sentences with the correct form of the verbs in the box.**

be (x2) find focus have (x2) lack

My sister *has* a vocation – she's wanted to train as a vet since she was five years old.
1 I'm going to set up my own business because I want to *be* in charge.
2 Jack doesn't really know what he wants to do and *lacks* purpose at the moment.
3 Lucy finally *found* her niche last year when she got a job as a tour operator.
4 I was struggling in my role at the company last year as I didn't *focus* on my strengths.
5 If you're like me, you *are* wired differently from everyone else, but that can be an advantage.
6 I don't think everyone *has* one true calling, I think most people end up in their jobs by chance.

# 5.5 GRAMMAR

Reporting verbs

## SHOW WHAT YOU KNOW

**1 Complete the sentences with the correct form of the reporting verbs in the box.**

~~add~~ explain point out reply suggest

'Oh, and one more thing, I think Rachel is really spoilt.'
She *added* that she thought Rachel was really spoilt.

1 'Why don't we put on a surprise party for Nicky's birthday?'
Alex *suggested* putting on a surprise party for Nicky's birthday.

2 'The coffee machine isn't working because you've forgotten to put water in it.'
He *pointed out* that I had forgotten to put water in the coffee machine.

3 'Giving a speech at a wedding is easy. I'll tell you how. First, say something nice about the newlyweds, then propose a toast.'
My brother *explained* that first I should say something nice about the newlyweds then propose a toast.

4 **Me:** 'Who's got the gift?'
**Rhys:** 'I have.'
Rhys *replied* that he had the gift.

**2 ★ Choose the correct options to complete the sentences.**

The manager apologised for *be* / (*being*) late for the interview.

1 The company refused (*to pay*) / *that they would pay* overtime.
2 Ella begged (*them to give*) / *to give* her the job.
3 The boss promised (*that he would increase*) / *increasing* their salaries.
4 His wife accused him (*of*) / *that* caring more about his job than about her.
5 The interviewer suggested (*wearing*) / *to wear* smarter clothes to the second interview.

**3 ★★ Add a missing word to each sentence.**

Mr Jones thanked Kelly ^for^ babysitting so late and gave her an extra £10.

1 The sergeant ordered his men not *to* shoot unless they were shot at.
2 I begged her *not* to contact my parents, but she ignored me and called my mum.
3 Even though we've been friends for years, they haven't invited *us/me* to their wedding.
4 Taylor apologised *for* being so grumpy and explained that she was very tired.
5 I only had a couple of pounds, but thankfully the manager insisted *on* paying for my taxi home.
6 Jasmine didn't object *to* spicy food, as long as it wasn't ridiculously hot.

**4 ★★★ Complete the second sentence so that it reports the first. Use the words in capitals and change the time expressions as required. Sometimes more than one answer is possible.**

'Why don't we close the shop early today?'
**PROPOSE**
He *proposed closing the shop early that day*.

1 'Don't work for free.'
**ADVISE / US**
She *advised us not to work for free/advised us that we shouldn't work for free* .

2 'You got the job? Well done!'
**CONGRATULATE / ME**
They *congratulated me on getting the job* .

3 'Please, please visit us again next month.'
**URGE / HER**
We *urged her to visit us again the following month* .

4 'Remember to count the money tonight.'
**REMIND / THEM**
He *reminded them to count the money that night/ reminded them that they should count the money that night* .

5 'OK, I forgot to place the order yesterday.'
**ADMIT**
He *admitted forgetting to place the order the day before/admitted that he had forgotten to place the order the day before* .

## SHOW WHAT YOU'VE LEARNT

**5 Complete the text with the correct form of the words in brackets.**

### Legal Laughs

Take a look at these crazy real-life court cases. Do you think the lawyers managed to convince *the judges that they were right* (the judges/they/be/right)?

A surfer took another surfer to court after accusing him [1]*of taking* (take) his wave. The judge refused [2]*to continue* (continue) the case after deciding it was impossible to put a price on the 'pain and suffering' caused.

A woman sued a TV station and its weather forecaster for $1,000 after he assured viewers [3]*(that) the weather would be* (the weather/be) sunny and in fact it rained. The woman claimed [4]*the forecast had caused* (the forecast/cause) her to leave home lightly dressed and as a result she became ill.

A woman blamed [5]*an American supermarket chain for causing* (an American supermarket chain/cause) injuries to her feet when canned goods fell from a broken shopping bag. The woman's husband also tried to sue the supermarket chain. He suggested [6]*he had missed* (he/miss) his wife's 'comfort and attention' while she was recovering.



/6

GRAMMAR: Train and Try Again page 177



# 5.6 SPEAKING

Problem solving

## BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

| Talking about a problem | Identyfikowanie problemu |
|---|---|
| What's wrong/the matter? | W czym problem? |
| What's up (with it)? | Co się dzieje? |
| I seem/appear to have lost/ forgotten/broken … | Chyba zgubiłem/zgubiłam / zapomniałem/zapomniałam / złamałem/złamałam / rozbiłem/rozbiłam… |
| I haven't (got) a clue./I've no idea./I wish I knew. | Nie mam pojęcia. / Sam chciałbym / Sama chciałabym wiedzieć. |
| Every time I try to …, it … | Za każdym razem, kiedy próbuję/usiłuję…, on/ona/ono… |
| Perhaps there's something wrong/a problem with the … | Może coś jest nie tak z… |
| **Talking about a solution** | **Rozwiązywanie problemu** |
| Have you tried … + *-ing?* | Próbowałeś/Próbowałaś…? |
| It's worth a try/a go, I suppose. | Sądzę, że warto spróbować. |
| I doubt that'll work, but let's see. | Wątpię, żeby to zadziałało, ale zobaczmy. |
| Problem solved! | I po problemie! |
| No, that doesn't/didn't make any difference. | Nie, nic to nie zmienia/ zmieniło. |
| **Expressing annoyance** | **Okazywanie rozdrażnienia** |
| What are we supposed to do now? | No i co mamy teraz zrobić? |
| Why on earth did/didn't you …? | Czemu u licha…? |
| How should I know? | Skąd mam wiedzieć? |
| You should have checked/ asked first. | Powinieneś był / Powinnaś była najpierw sprawdzić/zapytać. |
| We should have thought about that earlier. | Powinniśmy byli pomyśleć o tym wcześniej. |

**1 Match the beginnings with the endings to make sentences.**

| | | | |
|---|---|---|---|
| | Every time I try to switch it on | (*h*) | a plugging it in to charge? |
| 1 | You should've | (*f*) | b solved! |
| 2 | Have you tried | (*a*) | c with it? |
| 3 | It doesn't | (*g*) | d wrong? |
| 4 | How should | (*e*) | e I know? |
| 5 | What's the matter | (*c*) | f thought about that earlier. |
| 6 | Problem | (*b*) | g make any difference. |
| 7 | What's | (*d*) | h it beeps and then nothing happens. |

**2 Complete the dialogue. The first letters are given.**

*Zack and Rob are university students sharing a small flat …*

**Zack:** What's up, buddy? How's it going?
**Rob:** Fine, until 10 minutes ago when the Internet went off.
**Zack:** Oh no. **W***hat's* **u***p* with it?
**Rob:** I've [1]**n***o* **i***dea* .
**Zack:** Perhaps [2]**t***here's* a **p***roblem* with the modem. [3]**H***ave* you **t***ried* switching it off, then switching it back on?
**Rob:** Of course! It didn't [4]**m***ake* any **d***ifference* .
**Zack:** How about the 'troubleshoot' function?
**Rob:** Ha! I [5]**d***oubt* that'll **w***ork* , but let's see. It says it is not possible to connect, please contact your service provider.
**Zack:** Well, we knew that.
**Rob:** Listen, you did pay the bill this month, right?
**Zack:** The bill? Oh, erm …
**Rob:** Zack! [6]**W***hy* on **e***arth* didn't you remember? What [7]**a***re* we **s***upposed* to do now?
**Zack:** Don't panic! I can go to the website and pay it right now.
**Rob:** Think about it for a second, Zack …

**3 Complete the dialogues with the words and phrases that appeared in the lesson.**

**Dialogue 1**

**Kate:** Hello, Mum? Help!
**Mum:** Kate? What's *wrong*?
**Kate:** Oh Mum, I need my jeans for tonight, but they are still wet and I can't get the dryer working.
**Mum:** Well, what's [1]*the matter* ?
**Kate:** How [2]*should I know* ? I've never even used it before.
**Mum:** Well, if you helped me more with the housework, you might know how to use it. I suggest you simply wear something else tonight.
**Kate:** Mum! Those jeans are the only thing that matches my new top.
**Mum:** Well, you [3]*should have thought* about that earlier. All you can do now is put them on the radiator.

**Dialogue 2**

**Ollie:** Hello, Computer World helpline. This is Ollie. How can I help?
**MB:** Yes, hello. This is Mr Brown. I've got a problem with the computer I bought from your shop just last week.
**Ollie:** OK, Mr Brown. What's wrong?
**MB:** Every [4]*time* I try to switch the thing on, it beeps and then nothing happens.
**Ollie:** OK, it sounds like an electrical problem. Perhaps the battery is flat. Have [5]*you tried* plugging it in to charge, Mr Brown?
**MB:** Well, Ollie, of course I have tried that, you know! But it doesn't [6]*make any difference* !
**Ollie:** I'm sorry Mr Brown, but I have to check everything. Forgive me for asking, but is the power cable actually plugged into the back of the computer?
**MB:** What? Of course it … Oh dear. Ollie, I think I owe you an apology.
**Ollie:** That's OK, Mr Brown. And are you able to switch it on now?
**MB:** Er … yes. Yes, that's it, problem [7]*solved* . Sorry, Ollie.
**Ollie:** No need to apologise. We are here to help.

# 5.7 USE OF ENGLISH

Phrasal verbs

**1 ★ Match the beginnings with the endings to make sentences.**

My boss looks down (b)
1 I'm tied up (i)
2 We've run out (d)
3 After dropping out (g)
4 I wouldn't put up (e)
5 We usually come up (f)
6 His leadership style grew out (c)
7 He sometimes tries to get out (a)
8 It's difficult for companies to keep up (h)

a of attending a dull weekly meeting with his boss.
b on anyone who doesn't have a university degree.
c of his own experiences of working for global companies.
d of paper, so I won't be able to print any documents today.
e with a colleague making negative comments about my work.
f with a lot of marketing ideas, but only show the client two or three.
g of college, he started his own company in his parents' garage.
h with modern work practices if employees are resistant to change.
i with work tonight, so I'll order some food online to eat at the office.

**2 ★★ Complete the sentences with phrasal verbs with *get* or *up*.**

1 **GET**
a Liam had a meeting in central London at noon, but then he had to get *back to* the office.
b I keep meaning to learn to web design, but I just don't get *round to* starting it.
c My brother doesn't earn very much, but he's happy in his job and he gets *on with* his boss well.
d My mother always knows when I am really ill and when I only want to get *out of* going to school.

2 **UP**
a My younger brother *looks* up *to* his Physics teacher as a role model.
b The company will probably *come* up *against* a lot of opposition once the plan to fire 200 workers is made public.
c If you don't *stand* up *for* your rights, nobody will defend them.
d When I oversleep, I usually skip breakfast in order to *make* up *for* the lost time and arrive at the office on time.

**3 ★★ Complete the sentences with the words in the box.**

clear-out downpour letdown off-putting ~~outset~~ run-down upbringing warm-up

It's no surprise that the team didn't do well this year, as the new coach had to deal with a lot of problems from the *outset*.
1 This used to be a *run-down* area, but it's changing quickly to become one of the city's most fashionable districts.
2 Each training session starts with a *warm-up* activity, so participants can revise what they learned the week before.
3 The *downpour* started a few minutes after I got to work, so luckily I didn't get wet.
4 It's a good idea to do a big *clean-out* of your wardrobe every year and get rid of things you no longer use.
5 Sometimes it's difficult to explain my cultural *upbringing* to people who grew up in a different country.
6 Please don't bring strong-smelling food into the office, as it might be *off-putting* for your colleagues.
7 His last business self-help book, *Working Better*, was a complete *letdown* – it didn't offer any new information.

**4 ★★★ Complete the text with the missing words. The first letters are given.**




A few years ago Mike Tilson completed secondary school and **w***ent* on to study law, just like his parents expected him to do. However, he wasn't a hard-working student and he [1]**d***ropped* out of university a few months later, a great [2]**l***etdown* for his parents. He took on some part-time jobs, but they were low-paid and monotonous. It was then that Mike [3]**c***ame* up with a brilliant business idea and asked his family for a loan to start up a company.

Mike's idea [4]**g***rew* out of his love for music. Having always loved performing, he now manages a group of singing waiters. They pretend to be normal waiters at events and celebrations, but then they burst into a song, much to the guests' surprise.

Mike has come up [5]**a***gainst* some problems with his business, but the company has still been very popular from the [6]**o***utset* . When asked why his idea has been so successful, he always says that it comes [7]**d***own* to hard work. Although he hardly ever sings himself these days, he is often tied up [8]**w***ith* work at the weekends as he needs to make sure everything is ready for the performances. 'It's brilliant to see people's faces when the waiters start singing!' he says.

## SHOW WHAT YOU'VE LEARNT UNITS 1–5

**5 ★ Complete the dialogues with one word in each gap.**

1 **A:** And then you *will* never guess what he said next. He [1]*told* her he hadn't been there at all …
**B:** Lily, sorry to interrupt. I don't want to be rude, but I have [2]*lots/plenty/loads* of work to do and I really [3]*must/should* get on with it.
2 **A:** What a day! I'm exhausted! Do you [4]*fancy* ordering a pizza and watching a movie?
**B:** Have you forgotten that you promised [5]*to* wash that huge pile of dishes in the kitchen or are you just trying to get [6]*out* of doing it?
**A:** No, of course not. I just don't feel like doing the washing-up today. And I can pay for the pizza.
**B:** Well, if you put it like that, I guess we can live with dirty pots for [7]*another* twenty-four hours. Double salami and cheese?
**A:** This is [8]*why* you're my best friend!

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

In my opinion, some bosses push their employees too hard.
**PRESSURE**
In my opinion, some bosses *put too much pressure on* their employees.
1 My colleague said it was a good idea for us to take a break.
**SUGGESTED**
My colleague *suggested that we (should)* take a break.
2 I didn't read the notice carefully. It was a mistake.
**SHOULD**
I *should have read* the notice carefully.
3 My doctor told me that I shouldn't spend too long at the computer every day.
**WARNED**
My doctor *warned me not to spend/warned me against spending* too long at the computer every day.
4 I don't think Marty will reply before Friday.
**LIKELY**
I don't think Marty *is likely to reply* before Friday.
5 House prices usually rise faster than salaries.
**TEND**
Salaries *tend to rise more slowly* than house prices.
6 I worked for two companies in London – both companies were in the city centre.
**EACH**
I worked for two companies in London – *each of them was* in the city centre.



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

When employees aren't given enough training, *mistakes are bound to happen* (mistake/bound/happen).
1 We *stopped receiving (such) expensive gifts* (stop/receive/expensive/gift) from Uncle Pete after he was made redundant.
2 The twins loved it when their big brother made up bedtime stories *in which they were the main* (which/they/be/main) characters.
3 I organised a surprise party for Jake's birthday, but he wasn't surprised at all. Somebody *must have told him* (must/tell/he) about it.
4 People *used to look* (use/look) up to him until he was convicted of stealing.
5 Fiona said she was sure *she had caught a cold* (she/catch/cold) from a man sneezing on the train last Friday.

**8 ★★★ Complete the text with the correct forms of the words in the box. There are two extra words.**

advice add different enthusiasm equal visit warn willing



### Stand up, sit down!

Doctors *advise* people to stand up and walk around for at least twenty minutes a day. However, many adults are [1]*unwilling* to change their routines, even though it is common knowledge that sitting down all day is bad for their health. They think they need to become more athletic to notice a [2]*difference* , which is not true.

Experts believe that healthy habits develop at a young age. For this reason, several primary schools in the UK have started to make physical activity a priority for their students and want them to move at every opportunity. For example, they have to stand up when a [3]*visitor* comes into the classroom or stand up and sit down at certain points during songs. A representative from one of the schools says that the children are very [4]*enthusiastic* about this new approach. He [5]*adds/added* that increased activity like this is also leading to better concentration and more highly motivated students.

Sounds like an excellent idea for all of us! You can start tomorrow by having a stroll at lunchtime.

# 5.8 WRITING

An opinion essay

**1 Complete the advice about writing an opinion essay with the words in the box. There are two extra words.**

aspects comment discuss examples issue ~~main opinion~~ opposing restate support ~~topic~~ understand

- In the **introduction**, introduce the *topic* and state your *main opinion*. Then say which points of view or [1]*aspects* you will discuss.
- In **paragraphs two and three**, [2]*discuss* different aspects of the issue and [3]*support* your main opinion. Expand the discussion by giving [4]*examples* .
- In **paragraph four**, acknowledge an [5]*opposing* opinion and say why you disagree with it.
- In the **conclusion**, [6]*restate* your main opinion and include a final [7]*comment* .

**2 Read the task and Sara's essay. In the essay, underline three words or phrases which express certainty and three words or phrases which describe consequences.**
*Express certainty: Undoubtedly, Undeniably, Without doubt*
*Describe consequences: … this could also lead to … , As a result … , the outcome of (working less) …*

**Many jobs have long working hours which lead to stress, burnout and a lack of work-life balance. At the same time, youth unemployment is increasing. In your opinion, should there be a four-day working week to tackle both these problems?**

**Write an opinion essay on this topic analysing the benefits of a four-day week for work-life balance and employment.**

**3 Match the beginnings with the endings to make sentences.**

To sum up, it is harder for young people — e
1 It is true that in some cases jobs are harder — g
2 When it comes to young people, — b
3 I am of the opinion that it is much harder to find — f
4 It is also important to consider this issue with regard to — a
5 Some people do not agree and feel that unemployment — d
6 All in all, entering the job market is tough for young people — c

a the effects of long-term unemployment on young people.
b competition for jobs tends to be stronger.
c and can seriously affect their motivation.
d does not seriously affect young people.
e to find a job today than it was in the past.
f employment during difficult economic times.
g to find now because of technological advancements.

**4 Cross out the option that is not correct. In one of the sentences, all the options are correct.**

1 The most obvious *result* / *choice* / *consequence* of unemployment among young people is lack of income.
2 The outcome of such a *choice* / *decision* / *situation* could be that it is even more difficult to find work.
3 Unemployment *triggers* / *leads to* / *results* low self-esteem in many young people.
4 As a *cause* / *result* / *consequence*, many young people cannot afford to move out of their parents' homes.
5 In some cases, unemployment can even *cause* / *outcome* / *result in* crime as young people find themselves desperate for money.

**King James School Students Speak Up!**

HOME | ARTICLES | FORUM | CONTACT

This month's winning opinion piece comes from Sara Stokes in class 10E – well done to Sara!

These days, many school-leavers are unable to find jobs and at the same time, many employees are overworked, stressed and working increasingly long hours. Personally, I believe that a four-day week would be a great solution that would benefit everyone in this situation. To explain the reasons for my view, it is my intention to explore this issue in terms of work-life balance and employment.

When it comes to productivity, studies show that most people perform best when working between 25–30 hours a week. A four-day week would take advantage of this and this could also lead to employees using their time more efficiently and increasing their output. Undoubtedly, staff would be less stressed and probably have a better work-life balance. As a result, they are likely to be more motivated and creative, so I am of the opinion that both employees and employers would benefit.

Another important aspect of this issue is employment. If people worked only four days a week, companies would employ more staff. Young people could then be offered part-time work or job-sharing with experienced staff. Undeniably, this would reduce unemployment among young people and give them valuable work experience to improve their career prospects. Without doubt, companies would also benefit from fresh new talents.

Some people disagree, and argue that a shorter working week would mean people earning less as they would be unable to work more if they wanted to. However, these issues could be solved. Employees could have the option to work overtime, or salaries could be guaranteed, to ensure a good standard of living.

All things considered, I think introducing a four-day week would have tremendous advantages. I would prefer to earn less and have a far better work-life balance, also knowing that I was helping to reduce unemployment. For me, the outcome of working less would mean I was a happier, more enthusiastic and hard-working employee.

Sara Stokes (10E)



**5 Read the task below. Complete the opinion essay with the words in the box.**

believe conclusion consider examine this issue in terms of no doubt ~~personally~~ result in while

**Many people think schools don't do enough to prepare young people for the world of work. In your opinion, should schools teach more practical and critical thinking skills and give career guidance, or is it better for them to focus on improving students' academic performance?**

**Write an opinion essay on this topic analysing the advantages or disadvantages of schools teaching work skills and giving career guidance.**

Many school-leavers struggle to get a job because businesses are reluctant to employ people they think have few useful skills and cannot think for themselves. *Personally*, I believe schools could do far more to prepare young people for the world of work, and that this should be one of the main purposes of education. To explain the reasons for this opinion, I will [1]*consider* the issue [2]*in terms of* the advantages of teaching work skills and giving career guidance.

When it comes to preparing for the workplace, there is [3]*no doubt* that learning practical and critical thinking skills is part of a good all-round education. Learning to prioritise tasks, cooperate in teams and work to a deadline are skills that students can equally well use with schoolwork. Teaching them at school could also [4]*result in* improved academic performance.

It is also important to [5]*examine this issue* with regard to career guidance. It is often the case that this advice is out-of-date, insufficient or non-existent and students would really benefit from learning more about how to evaluate and compare information on different careers and study paths.

[6]*While* some people say school standards have dropped in recent years, and using class time to prepare students for work takes valuable time away from studying subjects such as maths or languages, I [7]*believe* this time would be well-spent studying transferable life skills. They are just as useful in the classroom as in the workplace and beyond.

In [8]*conclusion* , I think learning practical and critical thinking skills at school and having better career guidance would be of enormous benefit to students, and not distract them from their learning. Personally, I have found studying these skills has increased my confidence and enabled me to make better-informed choices about my studies and career.



## SHOW WHAT YOU'VE LEARNT

**6 Coraz więcej młodych osób ma problem ze znalezieniem pracy po ukończeniu szkoły średniej lub studiów. Niektórzy uważają, że dobrym rozwiązaniem byłyby obowiązkowe praktyki zawodowe dla młodzieży. Napisz rozprawkę liczącą 200–250 słów, w której przedstawisz opinię na ten temat, z uwzględnieniem wpływu takich praktyk na rozwój osobisty młodych ludzi oraz na perspektywy ich kariery zawodowej.**



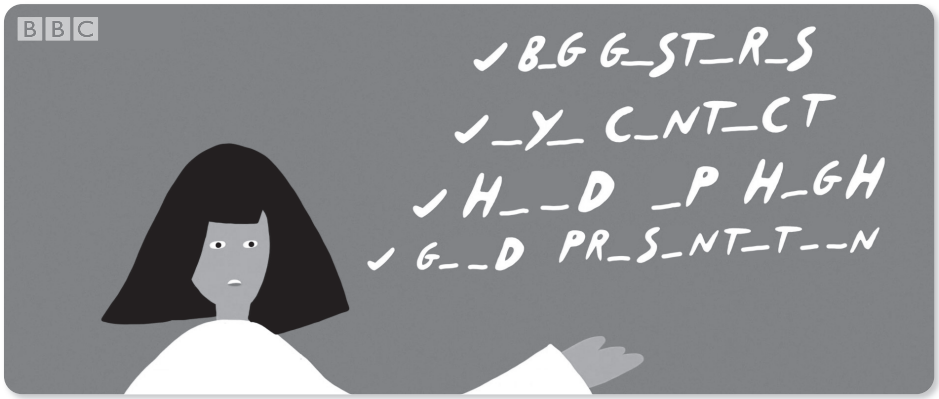
## SHOW THAT YOU'VE CHECKED

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

**Moja rozprawka z opinią:**

- rozpoczyna się akapitem, w którym przedstawiam swoją opinię na temat tego zagadnienia i wyjaśniam, jakie dwie kwestie zostaną omówione, ☐
- w kolejnych dwóch akapitach prezentuje oba aspekty zagadnienia wraz z popierającymi ją argumentami i przykładami, ☐
- w końcowym akapicie przedstawia podsumowanie mojego stanowiska, jednak wyrażone innymi słowami niż te we wstępie, i zawiera końcowy komentarz, ☐
- została napisana językiem formalnym, więc nie używam w niej form skróconych, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 200–250 słów, ☐
- została starannie i czytelnie napisana. ☐

## BBC Feeling like a leader




### Before you watch

**1 SPEAKING You are going to watch an animation video about leadership. Discuss the questions.**

1 Which leaders in your school, community, country or the world do you admire? Why?
2 What qualities do you think natural leaders have in common?
3 Are there things you can do to 'fake' leadership qualities?

**2 Complete the summary in the screenshot from the video about four ways to appear more like a leader.**

*big gestures* *eye contact* *head up high* *good presentation*

### While you watch

**3 19 Watch the video and check your answers in Exercise 2.**

**4 Match 1–8 with a–h to make phrases or expressions from the video. Use a dictionary if necessary.**

1 use expansive hand [e]
2 give [g]
3 look as [f]
4 have a profound [c]
5 project [b]
6 social [d]
7 take up more [h]
8 make [a]

a assumptions
b leadership qualities
c effect
d animals
e gestures
f if you own the place
g the impression
h room

**5 Complete the extracts from the commentary with the phrases and expressions in Exercise 4.**

1 … the bigger you are, the easier it is to *project leadership qualities* .
2 As *social animals* , we can *make assumptions* about a person from the way they look, and the way they behave.
3 If *you look as if you own the place* , people will think you do!
4 The way you present yourself has a really *profound effect* on the way you think about yourself.
5 If you use big gestures, you *take up more room* , and people get the idea that you're more powerful.
6 … politicians or religious preachers use huge *expansive hand gestures* and this *gives the impression* that these people are bigger than they actually are.

**6 19 Watch the video again and check your answers in Exercise 5.**

**7 SPEAKING Discuss how much you agree with the statements in Exercise 5.**

### After you watch

**8 SPEAKING Complete the sentence to best sum up the conclusion in the video. Then discuss whether you think it's possible for people to 'fake it till you make it'.**

If you act like a leader, …





## FOCUS VLOG About job interviews

Have you ever been to a job interview? What sort of questions did they ask you? What did you reply?



**1 SPEAKING Look at the interview questions in Exercise 2 and discuss questions 1–3.**

1 Which questions are easy/difficult?
2 Which questions are predictable/unexpected?
3 Which questions would you most/least like to answer?

**2 21 Watch the video and match the people with the questions they were asked. What sort of jobs do you think they were being interviewed for?**

1 Hannah [D] *type of job not mentioned*
2 Sam [A] *shop assistant in a camping store*
3 Kat [F] *some sort of office job*
4 Shaelyn [B] *a company selling environmentally-friendly products*
5 Harriet [E] *café job as a waitress*
6 Lilee [C] *a children's nanny*

A What do you know about the store? What can you bring to the table?

B Will you be able to help customers? Why are you fit for the job? Why do you want to work for our company?

C What experience do you have with kids? Do you have a car?

D Why do you want the job? What are your strengths and weaknesses?

E What is your previous experience working in foods?

F Are you willing to move for the job? Are you willing to work overtime? What is your favourite food? Are you willing to walk up the stairs?

**3 Answer the questions with the names of the speakers from Exercise 2.**

1 Who said he/she would always be there with a smile? *Shaelyn*
2 Who told the interviewer that he/she was a good team player? *Hannah*
3 Who said he/she was willing to work as hard as he/she possibly could? *Sam*
4 Who said he/she was used to kids because he/she was from a big family? *Lilee*
5 Who described how he/she had served foods in his/her previous job? *Harriet*
6 Who said he/she had been asked some strange questions? *Kat*
7 Who told the company that he/she thought they were ecologically-friendly? *Shaelyn*

**4 21 Watch the video again and check your answers in Exercise 3.**

**5 SPEAKING Have you ever had a job interview? What questions were you asked and how did you reply?**

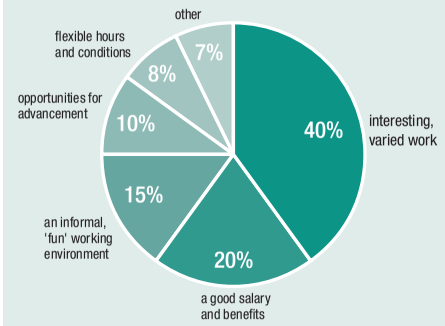
### Focus On Life Skills

Communication • Collaboration • Digital skills

**6 SPEAKING What would be important to you in a job? Discuss the list and add any other ideas you may have. Decide on your top three.**

- a good salary and benefits
- opportunities for advancement
- interesting, varied work
- competent, approachable managers
- a positive company culture and mission
- an informal, 'fun' working environment
- flexible hours and conditions

**7 Poll other students in your class on their top three. Make notes and count which aspects of work are most important for students. Calculate the percentage. Then use online tools to prepare a bar graph or pie chart to present the poll results.**



# 5.10 SELF-CHECK

## VOCABULARY AND GRAMMAR

**1 Complete the text with one word in each gap.**

**Time management at work**

How is it that some people manage to get a huge amount done during the working day, while others struggle to work to *deadlines* and get a job done? If you're serious about increasing your [1]*output* and achieving your long and short-term work [2]*goals*, you have to get organised. Here's how:

**#1** Write down a daily plan. It should be in detail, including breaks. Note down everything you have to do [3]*day* in, day out, as well as unexpected tasks, like a last-minute report.

**#2** Prioritise. Do your biggest and most important tasks first. Don't take on tasks that aren't part of your job. You might have to speak your [4]*mind* here and learn to say 'no'.

**#3** Love what you do. When you care about what you are doing and put your [5]*heart* into it, then you'll work faster and better.

/5

**2 Complete the sentences with the correct form of the phrasal verbs in the box. There is one extra verb.**

burn out | carry out | get down to | keep at | map out | put off | work towards

I've already got my career *mapped out*, so I know what I'll be doing next year, in five years and in 10 years' time.

1 Our office is going to *carry out* a survey related to the health and welfare of all company staff.
2 It's hardly surprising she *burned/burnt out*, she was working 14-hour-days and the weekends as well.
3 Tom's always talking about how much he dislikes his current job. It's high time he *got down to* looking for a new one!
4 Don't *put off* doing new tasks because they seem tricky. Making a start is always the hardest part.
5 I always admire sports stars. You really have to *keep at* training if you want to succeed.

/5

**3 Complete the sentences with the correct form of the words in the box.**

conscientiousness | enthusiasm | knowledge | overwork | punctuality | ~~single-mindedness~~

We require all staff at the health centre to be *single-minded* and hard-working.

1 The bus drivers have gone on strike due to their long hours. They're complaining about being *overworked*.
2 All the staff were *conscientious* about the new project and keen to start work on it.
3 Advertising is a creative industry where being *enthusiastic* about ideas doesn't work.
4 Being *punctual* is important in most jobs because being late means lost working time and less productivity.
5 Marie Curie didn't just know a lot about physics, she was extremely *knowledgeable* about chemistry too.

/5

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

Tim's tutor *told him to prepare his CV* (*powiedział mu, żeby przygotował swoje CV*) for the following Friday.

1 Leo asked me *how long I had been looking for* (*jak długo szukałam*) a job before I found one in the local newspaper.
2 Bob told her that *he was flying to Canada the next/following day* (*wylatuje do Kanady następnego dnia*) and left.
3 My parents *told my brother not to ask them* (*powiedzieli mojemu bratu, aby nie prosił ich*) for a loan any more.
4 Steve said that he *would have to buy* (*będzie musiał kupić*) at least two new suits if he was promoted.
5 The interviewer wanted to know *whether/if I was going to commute* (*czy zamierzam dojeżdżać*) to Leeds.

/5

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

'You must talk to the manager immediately!' Simon said to me. **URGED**
Simon *urged me to talk to the manager* immediately.

1 'No, Chris. I must prepare the draft copy of the contract myself,' the manager said. **INSIST**
The manager *insisted on preparing* the draft copy of the contract himself.
2 'Why don't we wear our new jumpers for the charity concert?' Nina said. **THAT**
Nina *suggested that we (should) wear* our new jumpers for the charity concert.
3 'We've been doing research for the new campaign since January,' Rob said. **EXPLAINED**
Rob *explained (that) they had been doing research* for the new campaign since January.
4 'I'm sorry. I can't get the report ready in time for the meeting.' Leo said to his boss. **FOR**
Leo *apologised for not being able to get* the report ready in time for the meeting.
5 'Don't forget, they're decorating the office soon,' Clare said to me. **REMINDED**
Clare *reminded me (that) they were decorating* the office soon.

/5

**6 Choose the correct answers A–C.**

**Worst mistakes at work**

Once, my boss told me __ a client in an office block in London. When I got there, the receptionist [1]__ how to get to the office, but I got the directions wrong. I opened a fire door on to the roof and it closed behind me, so I had to walk round the roof to find a way out. To my horror, I walked past a window only to see my colleagues and the client inside the room! The client suggested [2]__ to the door, but, in the end, they opened the window for me to climb in! Of course, I apologised [3]__ late and all the confusion. Luckily, the client found it funny and he assured [4]__ it wasn't a problem. We got the contract, and when I returned, my boss congratulated [5]__ making the meeting a success!

| | A | B | C |
|---|---|---|---|
| | visiting | to visit | that visit |
| 1 | (A) explained | suggested | insisted |
| 2 | A to go back | B that go back | (C) going back |
| 3 | A for to arrive | (B) for arriving | C that I arrived |
| 4 | A to me that | (B) me that | C that |
| 5 | (A) me on | B to me | C on |

/5

**Total /30**



## USE OF ENGLISH

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

'You need to rest at home,' the doctor said to me. **ADVISED**
The doctor *advised me to rest* at home.

1 'It wasn't me who broke the photocopier in the office,' Sally said. **DENIED**
Sally *denied breaking the photocopier* in the office.
2 It seems that I forgot to bring my CV. **HAVE**
I appear *to have forgotten (to bring)* my CV.
3 'Don't forget to turn off the lights,' the manager told me. **REMINDED**
The manager *reminded me to turn off* the lights before leaving the office.
4 Why didn't you ask first? **SHOULD**
You *should have asked first*.
5 It is my intention to explore this issue from the viewpoint of motivation. **TERMS**
I will explore this issue *in terms of motivation*.

/5

**8 Complete each pair of sentences with the same answer A–C.**

If you're a farmer, you need to be accustomed to __ work at all hours.
Jem failed the exam because it was extremely __ and covered things he hadn't revised.

(A) hard | B manual | C voluntary

1 I'm not enjoying the course. I think I might __ out of it.
You need to carry those boxes carefully or you'll __ one.
A retire | (B) drop | C keep
2 When are you going to __ round to painting the house? You've been putting it off for ages.
Lisa is nearly forty years older that Ella, but they __ on incredibly well. It's a pretty unusual friendship.
A come | B grow | (C) get
3 When you work freelance, it's good to have __ well-paid work that you do regularly.
There's been a __ increase in the number of unemployed young people.
A sharp | B marked | (C) steady
4 Before you choose a career __, you should look at all your options.
If you want a short-cut to the shops, you can walk along that __. It only takes a few minutes.
(A) path | B road | C way
5 I'm sorry to let you down by cancelling at the last moment, but I'll __ up for it, I promise.
If I have time later, I'm going to __ a cake for Joanna's birthday as a surprise.
A prepare | B cook | (C) make

/5

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

Lucia doesn't think the same way as anyone else I know, she *is wired differently* (be/wire/different).

1 He explained that he couldn't help me because *he was tied up* (he/tie) with an important project, but he promised to phone me soon.
2 I *thought (that) Ben would grow out* (think/Ben/grow) of these habits as he got older and more sensible, but if anything, they've got worse.
3 Mark doesn't know exactly what he wants to do, but we're confident *(that) he will find his niche* (he/find/niche) and get a job doing what he likes.
4 Sylvia will never reach her full potential unless she *steps out of her comfort zone* (step/comfort zone).
5 My parents keep reminding me to fill in the job application, but *I won't get down/round to* (I/not/get) it before the weekend.

/5

**10 Choose the correct answers A–D.**

I have always dreamt of working __ electronics, so when I graduated from university, I immediately got [1]__ to applying for jobs. I applied for one in a multinational corporation whose products mainly target young people. Many of my friends said that getting a post there [2]__ impossible because I was young and inexperienced. However, I wanted to prove them wrong, so I sent my CV together with a covering letter. To my surprise, I was invited to an interview.

The whole procedure took several days. Having been divided into several groups, we were given a number of tasks to complete to test our ability to [3]__ ourselves in stressful situations, work under pressure or within a set time. The task I enjoyed most was the one in which we had to design adverts and commercials promoting new products, but we were told [4]__ any electronic devices. We had to be really creative and resourceful.

I'd describe the selection process as nerve-racking and incredibly stressful. Although I didn't get the job, the experience helped me learn a lot about myself. It certainly didn't make me less [5]__ about working in electronics – I'm still determined to find the perfect job in the industry.

| | A | B | C | D |
|---|---|---|---|---|
| | on | (B) in | C at | D by |
| 1 | A out | B off | C up | (D) down |
| 2 | A will be | | (B) would be | |
| | C is going to be | | D had been | |
| 3 | A achieve | B reach | (C) think for | D work to |
| 4 | A don't use | B not use | C to not use | (D) not to use |
| 5 | (A) enthusiastic | | B conscientious | |
| | C overworked | | D knowledgeable | |

/5

**Total /20**

# 6 A matter of fact

## 6.1 VOCABULARY

The media • truth and falsehood
• adjective–noun collocations
• adverbs

### SHOW WHAT YOU KNOW

**1 Cross out the collocation that is not correct in each sentence.**

On the way to college, I listen to *podcasts* / *music streaming services* / ~~*social media posts*~~ / *the radio*.

1 Most evenings, I watch *online video clips* / ~~*news blogs*~~ / *reality TV* / *drama series*.
2 The best places to get news from are ~~*reality TV*~~ / *news apps* / *local newspapers* / *social media posts*.
3 Maria loves being up-to-date with what's going on in the world, so she often reads *celebrity Twitter feeds* / *newspaper editorials* / *news blogs* / ~~*drama series*~~ .
4 Sam's always online and *posts* / *retweets* / *shares* / ~~*feeds*~~ / *'likes'* lots of things. I don't know how he has time to work!

**2 Complete each gap with one word from Exercise 1.**

Which celebrity Twitter feeds do you follow?
My favourite is Ryan Reynolds. I often *retweet* what he posts, he's so funny.

1 My favourite TV drama *series* was *Game Of Thrones*. I used to write social *media* posts about it all the time.
2 My sister can't stand *reality* TV.
She thinks it's a waste of time watching people being themselves on a TV show.
3 Have you got any news *apps* on your phone or do you read news *blogs* written by independent journalists online?
4 I like knowing what's happening in my area, so I read the *local* newspaper every week.
5 We sometimes watch music video *clips* online, but usually use a music *streaming* service to download songs.
6 Do you ever *share* interesting things with your friends on social media?
7 Katia made a *podcast* recently about good books for teenagers. Over a hundred people have listened to it already.

### FOCUS ON WORDS | Truth and falsehood

**3 Complete the dialogue with the missing words. The first two letters are given.**

**Host:** Welcome to the programme. Each week on 'Why I decided to be a …' we talk to young people who have recently started their career and ask them to explain their choice. This week, Amy Jones is with us. She studied journalism and now works as a reporter. Amy, what attracted you to this career?

**Amy:** I wanted to be a journalist because I think it's important to give people authentic stories that don't **di***stort* the truth so they can form their own opinions. I'm afraid many news agencies these days [1]**mi***sinform* the public deliberately and they most likely have an [2]**ag***enda* when they do it. Sometimes, they even spread [3]**fa***ke* news or [4]**ta***mper* with photos to support what they write. [5]**Ma***nipulating* the media is more common than you would imagine. I think journalists have a responsibility to tell the truth, although I also think readers have a responsibility not to believe everything.

**Host:** Some interesting points there, Amy. So, what can newsreaders do about these issues?

**Amy:** Well, when you read any news story, you shouldn't take it at [6]**fa***ce* value. You should check the [7]**ac***curacy* , [8]**ev***aluate* the sources and, of course, double-check the [9]**fa***cts* yourself. Often when we read a news story, something bothers us about it, but we don't trust our [10]**in***stincts/intuition* . We should! If a story doesn't quite add up, chances are it isn't entirely true.

### FOCUS ON WORDS | Adjective–noun collocations

**4 Complete the pairs of sentences with the words in the box.**

~~basis~~ commitment feeling gain information source story

I watch the news on TV on a daily *basis*.
Do you tend to read newspapers on a regular *basis*?

1 The papers are awash with *information* about the elections.
I feel like I'm constantly being bombarded with *information* , but too little of it is about important issues such as climate change.
2 This paper has a clear *commitment* to telling the truth, we don't report fake news.
Is it possible to make a long-term *commitment* to truthful reporting?
3 Don't believe anything you read on that website, it doesn't use any reliable *source* of information or check facts carefully.
I was surprised there were incorrect facts in the editorial as that website is usually a reputable *source* of information.
4 The company made up the story for commercial *gain* , but they didn't make any money on it.
It's wrong to spread fake news for political *gain* . It should be illegal in my opinion.
5 I've got a gut *feeling* that this story isn't true.
Matt had a distinct *feeling* that the interview was going to be a disaster, and he was right!
6 Journalists are always looking for a newsworthy *story* that they can report on.
When I glanced at the headlines, there was an eye-catching *story* about the prime minister.

### FOCUS ON WORDS | Adverbs

**5 Choose the correct options.**

I almost got in an accident while I was cycling to work yesterday when a car turned *knowingly* / (*alarmingly*) close to me.

1 It is important to examine the facts in a situation (*critically*) / *deliberately* before deciding whether something is true or false.
2 Sara is a kind and thoughtful person. She would never *remarkably* / (*knowingly*) hurt or upset you.
3 In spite of the fact that the town's population has grown, it's a *critically* / (*remarkably*) peaceful place to live.
4 I've been following the news of the election *alarmingly* / (*closely*), because I want to know the results as soon as they are announced.
5 Max (*deliberately*) / *remarkably* broke his phone, hoping that he would get a new one from the company.

**6 Complete the sentences with the adverbial form of the words in the box.**

alarming close critical ~~deliberate~~ knowing remarkable

I was shocked because the politician *deliberately* lied about the facts. He chose to do it and everyone found out.

1 Always look at the facts *closely/critically* and don't just believe everything you hear.
2 Too many people can't recognise fake news and are becoming *alarmingly* misinformed. It's very worrying.
3 As a journalist, Sam has tight deadlines, but he's always *remarkably* relaxed about them. How can he be so calm?!
4 The ability to think *critically* is a necessary skill nowadays. You should first read the information, and then decide your own opinion.
5 I evaluate my sources carefully and I've never *knowingly* written anything false. I would never do that on purpose.




### SHOW WHAT YOU'VE LEARNT

**7 Choose the correct answers A–C.**

**News Not News**

**Can you spot fake news?**

Have you ever checked the __ of a story you've read? What made you suspect there was something wrong with it? The Internet is [1]__ with information about everything, but how good are you at spotting fake news? A study of nearly 5,000 people in America had some surprising results. It turns out that people who think the media is trying to [2]__ everyone were often the worst at spotting fake news. People with a negative attitude to the word 'news' often thought they needed the least help [3]__ sources to check if a story was true or not. In contrast, people who had a more positive view of the news were able to trust their [4]__ when it came to working out which were fake stories – 82 percent of them spotted the fake ones compared to 69 percent of those who felt more negative about the news. The other factor that helped people spot fake headlines was a higher level of education. The higher the level of education, the less likely people were to take a story at face value, and the more likely they were to think [5]__ about it.

| | A | B | C |
|---|---|---|---|
| | A value | (B) accuracy | C true |
| 1 | (A) awash | B full | C reliable |
| 2 | A distort | B spread | (C) mislead |
| 3 | (A) evaluating | B manipulating | C tampering |
| 4 | A feelings | B thoughts | (C) instincts |
| 5 | A remarkably | (B) critically | C alarmingly |

/5

**8 Find and correct the mistakes in the sentences.**

I read the newspaper on a regular ~~base~~, so I know what's happening around the globe. *basis*

1 When you look at the images, it's obvious someone has ~~tampered on~~ the photos. *tampered with*
2 Pay ~~closely~~ attention to what you read – so many stories distort the truth one way or another. *close*
3 They ran the story to make money, it was all about commercial ~~gaining~~, not the truth. *gain*
4 I couldn't help noticing the ~~catch-eye~~ story about a celebrity on the front page. *eye-catching*
5 I think that website has a political agenda, it's always publishing ~~alarmingly~~ stories about the government. *alarming stories*

/5

# 6.2 GRAMMAR

Conditional clauses – alternatives to *if*

## SHOW WHAT YOU KNOW

**1 Match the beginnings of the sentences with the endings and then choose the correct options.**

You'll miss the end of the film — e
1 If you read the instructions, — c
2 If you didn't know it was computer animation, — a
3 I wouldn't have believed it, — b
4 If Pinocchio tells the truth, — d

a you *wouldn't* / (*would*) believe it was real.
b if I (*hadn't*) / *had* seen it with my own eyes.
c you *won't* / (*'ll*) be able to do it yourself.
d his nose (*doesn't grow*) / *grows*.
e if you *stay* / (*don't stay*) awake.

**2 ★ Complete the sentences with *unless* or *provided/providing*.**

Don't invest in this risky business *unless* you are willing to lose all your savings.
1 Most cats will be perfectly OK on their own all day *provided/providing* you leave them some food.
2 Exams are unfair *unless* you can guarantee that no one cheats.
3 *Unless* the fish actually moves, it is virtually impossible to spot it because of its camouflage.
4 *Provided/Providing* you don't look too closely, you can't tell the watch is a fake.
5 Mike exaggerates, but he's good company *provided/providing* you take what he says with a pinch of salt.
6 It's impossible to look so wrinkle-free at the age of seventy-two *unless* you've had plastic surgery.

**3 ★★ Put the words in the correct order to complete the conditional questions.**

you/imagine/could/a superpower/choose
*Imagine you could choose a superpower*, which would you choose?
1 been/suppose/the Apollo moon landings/had/fake
*Suppose the Apollo moon landings had been fake*, could the space shuttle programme really have happened?
2 I/I/said/didn't want/university/to go to/supposing
*Supposing I said I didn't want to go to university*, what would you say?
3 imagine/have to/didn't/go to school/we/today
*Imagine we didn't have to go to school today*, what would we do instead?
4 you/been born/had/imagine/fifty years ago
*Imagine you had been born fifty years ago*, how might life be different?
5 you/imagine/any job/could have
*Imagine you could have any job*, what would you like to be?

**4 ★★ Match answers a–e to questions 1–5 in Exercise 3.**

a Well, to start with, there'd be no Internet or mobile phones. — 4
b I doubt it. The technology to build it wouldn't have existed. — 1
c We'd stay home and watch films all day. — 3
d I'd ask what you planned to do instead. — 2
e A brain surgeon. Or perhaps an astronaut. — 5

**5 ★★★ Rewrite the sentences using inversion to make them more formal.**

If I had taken what he said at face value, I would have made the wrong decision.
*Had I taken what he said at face value*, I would have made the wrong decision.
1 If I should not return, tell my family I love them.
*Should I not return*, tell my family I love them.
2 If Helen wasn't so two-faced, I'd ask for her opinion.
*Was/Were Helen not so two-faced*, I'd ask for her opinion.
3 If the announcement hadn't been so ill-timed, fewer people would have objected.
*Had the announcement not been so ill-timed*, fewer people would have objected.
4 If you should see Meredith, please give her our love.
*Should you see Meredith*, please give her our love.
5 If it wasn't summer, our journey through the mountains would be impossible.
*Were/Was it not summer*, our journey through the mountains would be impossible.

## SHOW WHAT YOU'VE LEARNT

**6 Complete the text using the words in the box. There are two extra words.**

had imagine not provided should supposing unless were would

*Supposing* you were asked to define reality, what would you say? [1]*Unless* something very strange happened during the night, your world is roughly the same today as it was when you went to sleep yesterday. You are still you, and the past remains unchanged. [2]*Had* you looked out of your window this morning, you would have seen the same view as last night and, [3]*provided* you didn't develop incredible powers of prediction as you slept, the future is still unknown, just as it was yesterday at this time. To put it another way, you woke up to reality.

However, [4]*were* you curious enough to ask a philosopher or scientist to define reality, you would probably get a rather more complicated answer. [5]*Imagine* it turned out that reality was actually an illusion, how [6]*would* you feel? Well, some deep thinkers believe exactly this and in his new book Professor Brian Sixsmith attempts to make their ideas accessible to the everyday reader.

/6



# 6.3 LISTENING LANGUAGE PRACTICE

Prepositions • verb patterns • collocations

**1 Complete the extract from the dialogue about Banksy with *about, for, on* or *through*. Sometimes more than one option is possible.**

*Extract from Student's Book recording* 3.2

**Alice:** What are you doing?
**Robert:** I'm trying to find some information *on* the Internet [1]*for* my art project. I've got to do an essay [2]*about* artists who raise ethical issues [3]*through* their work.
**Alice:** Ooh, that sounds interesting. I did a similar module [4]*on* my degree. You should write [5]*about* street artists like Banksy who make statements [6]*about* society [7]*through* graffiti.
**Robert:** I don't know much [8]*about* him. Do you?

**2 Complete the next part of the extract by choosing the correct verb forms.**

*Extract from Student's Book recording* 3.2

**Alice:** [...] He's been doing street art for 25 years, but I've no idea how old he was when he started. Actually it's amazing how he's managed [1]*staying* / (*to stay*) so enigmatic, but apparently his friends are really loyal and committed to helping him [2](*remain*) / *remaining* anonymous. I don't know much about his background – nobody does – but I can tell you about his murals and his painting techniques if you like.
**Robert:** Yes, that would be good.
**Alice:** OK, he started off with traditional painting onto walls and then later he started [3](*using*) / *use* stencils and spray cans to speed up the painting process. When you want your identity [4](*to remain*) / *remaining* a secret, you don't want to hang around the streets too long doing something illegal! I mean, he is committing an offence.
**Robert:** [...] Right. Let me just finish [5]*write* / (*writing*) that down. OK, so what's he trying [6](*to achieve*) / *achieving* with all this – what does he believe in?
**Alice:** Well, he's quite political – he calls himself an activist and he's against authority in general. He has strong beliefs about people and the way we live our lives. [...]
**Robert:** So what other issues is he most interested in?
**Alice:** He's anti-war, so some of his murals aim [7]*raising* / (*to raise*) awareness of the stupidity of war. [...]

### REMEMBER BETTER

Kiedy uczysz się nowych czasowników, próbuj zapamiętać, w jakiej formie może wystąpić po nich kolejny czasownik. Jeśli brakuje ci pewności, wróć do lekcji 1.5 i sekcji *Grammar Reference and Practice* w podręczniku lub sprawdź w dobrym słowniku jednojęzycznym.

**3 Complete the pairs of sentences with the correct forms of the words in capitals.**

**STUPID**
I think it's *stupid* to fork out 50 euros extra for the same pair of shoes in a different colour.
In the end, his *stupidity* cost him a severe injury and a lengthy prison sentence.
1 **FAIR**
To ensure [a]*fairness*, anyone found cheating during the exam will automatically be given a fail grade.
Do you really think it is [b]*fair* to steal someone's intellectual property?
2 **EQUAL**
The Earth belongs to everyone and all people on it should have [a]*equal* rights.
Denmark has an impressive record on gender [b]*equality*.
3 **ANONYMOUS**
This is an [a]*anonymous* vote, so please do not write your name on the voting paper.
To ensure [b]*anonymity*, the famous actor only walked through the city streets late at night.
4 **LOYAL**
One [a]*loyal* friend is worth a thousand acquaintances.
The next song I'd like to sing is about the importance of friendship and [b]*loyalty*.
5 **MYSTERY**
The disappearance of Malaysia Airlines fight 370 will remain a [a]*mystery* unless the wreckage is found.
The [b]*mysterious* disappearance of Lord Lucan, the aristocrat suspected of murder, has never been solved.

## FOCUS ON WORDS | Collocations

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

Don't give away any personal information online; always **p** *r o t e c t* your identity.
1 The **u** *n d e r l y i n g* message of the article was that social media spread fake news.
2 The journalist received the information from a source who wished to **r** *e m a i n* anonymous.
3 She claims she is innocent and that she didn't **c** *o m m i t* the offence.
4 You can use the media to **r** *a i s e* awareness about important issues.
5 A representative of the company will **m** *a k e* a statement today at a press conference.
6 He has **s** *t r o n g* beliefs about the way society should be and he won't change his mind.

# 6.4 READING

Is the news good for you?
- verbs and verb phrases
- photography

**1 Read the article and choose the best description.**

1 The text aims to persuade people to watch and read less news because it can have an impact on how you feel. ☐
2 The text aims to inform people about the potential negative effects of watching and reading the news and what you can do about this. ✓
3 The text aims to recommend the best way to read or watch the news so that you do not feel anxious or worried. ☐

## Is the news good for you?

Keeping up with what is happening in the world is generally seen as an essential part of being a well-informed and educated citizen. Watching, listening to or reading the news can satisfy our curiosity, make us think, help us make choices and even avoid danger. Or at least that was the common view until recently. However, people are increasingly wondering if staying up to date with what is going on is good for us.

The frequency, speed and way we access news has completely changed over the past few decades. Whereas previously most newspapers were published daily and TV and radio news broadcasts were limited, now we are constantly bombarded with news from all sides: we have 24-hour news channels, apps to notify us about stories of interest and social media that expose us to news whether we want to see it or not. Online newspapers are updated many times a day, with 'breaking news' posts that follow events in real time.

The content of news reports is almost always negative. Throughout history, our survival has depended on noticing threats and avoiding danger, so the human brain is hard-wired to seek out information that is frightening or alarming, a concept known as 'negativity bias'*. We pay more attention to negative things because that kept us alive in the past and this is reflected in the news we consume.

In addition, because people now use smartphones to record events live, the news we see has become far more graphic and shocking.

Recent studies have shown that our news habits have disadvantages for our physical and emotional health. In one survey, over 50 percent of Americans reported that the news caused them stress and anxiety, often causing tiredness or poor sleep. Research by psychology expert Graham Davey has also proved that watching terrible or sad news on TV can worsen people's moods and make them worry more about their own lives. Clearly, being exposed to this ever-increasing bad news can make us feel less positive and affect our health.

However, there are ways to counteract* this negativity. It is recommended that you limit the number of times you check the news to once or twice a day and avoid looking at news apps before bed in an effort to reduce the amount of negativity you are exposed to. If you notice your mood has changed after hearing or reading the news, try doing activities that improve mood such as exercising, listening to music or watching a funny video clip to make yourself feel better.

Several websites, podcasts and apps, such as DailyGood, the Good News Network and Positive News magazine offer an antidote* to the huge number of bad-news stories in the mainstream news. The Good News Network, for example, has over 20,000 positive news stories in addition to podcasts, showing that there is no lack of good news, but the media simply do not report it. Positive News was established to develop journalism that focuses on progress and solutions. Switching to these news sources could not only make us feel more positive about the world and ourselves, it could simply make us healthier.

While it is true that staying aware and informed is not a bad thing, it is evident that our news habits can have long-term effects on our health. We should not forget that we have a choice, not only about how much news we consume, but equally importantly about the kind of news we want to see.



GLOSSARY

**bias** *(n)* – an opinion about whether a person, group or idea which makes you treat them unfairly or differently; tendencyjność
**counteract** *(v)* – to reduce or prevent the bad effect of something by doing something that has the opposite effect; znosić, równoważyć
**antidote** *(n)* – a substance that stops the effect of poison, something that helps improve the effects of something bad or negative; antidotum, odtrutka

**2 Read the text again. Answer the questions in your notebook.** *Answer key – WB page 187*

1 What aspect of the news media has recently started to be questioned?
2 In what ways is news delivery different from how it used to be?
3 What reason for negative bias in the news coverage is given in the article?
4 What ways of neutralising the harmful effects of the news are advocated by the author of the article?
5 Why were DailyGood, the Good News Network and Positive News magazine created?
6 What is the point the author of the article is making in the last paragraph?

**3 Read the summary of the text and complete the gaps with one, two or threewords.**

Following the news used to be seen as a sign of being a well-educated person. Nowadays, however, people are concerned that it could be [1]*harmful/bad (for us)*. Today we are [2]*bombarded with/exposed to* far more news than in the past, even when we don't choose to be. Not only that, most stories are generally not good news. This is because humans have traditionally looked for danger and things that scare us in order to [3]*survive/keep alive*. In the modern world, this tendency has meant that newspapers and TV broadcasts tend to focus on negative events rather than positive ones. In addition, images and film clips in the news are [4]*more shocking* and visual than they used to be because people use phones to record events as they happen. The news can have serious effects on people's health, according to recent studies. To limit the negative effects of the news, you can reduce the number of times you read or watch it every day and avoid checking it before going to sleep. Mood-enhancing activities are also recommended, such as being [5]*physically active* or using music and amusing videos to cheer yourself up. Following positive news sources can also make people feel less negative and improve their health. We should remember that, while following the news is not necessarily bad in itself, we have control over [6]*the amount* and type of news – whether good or bad – that we read and watch.

**4 Read REMEMBER THIS and underline five examples of compound adjectives in the main reading text.**

REMEMBER THIS

Przymiotniki złożone można tworzyć z użyciem rzeczowników, przymiotników, czasowników i przysłówków. Gdy przymiotnik złożony stoi przed rzeczownikiem, zwykle zapisujemy go z łącznikiem (-).

Typowe rodzaje przymiotników złożonych:

- liczba/jednostka miary + rzeczownik, np. *24-hour, half-price,*
- przymiotnik + rzeczownik, np. *high-speed, low-calorie,*
- przymiotnik/przysłówek + imiesłów zakończony na *-ed/-ing*, np. *left-handed, slow-moving,*
- *self* + przymiotnik/rzeczownik, np. *self-employed, self-service.*

**5 Complete the sentences with the compound adjectives in REMEMBER THIS.**

If you need something late at night, there's a *24-hour* shop at the end of the road.
1 The Pendolino is a *high-speed* train which can travel at over 220 kph.
2 About 10 percent of the world's population is *left-handed* and only one in a hundred is naturally able to use both hands equally well.
3 We sat for ten minutes waiting for a waiter until we realised it was a *self-service* restaurant.
4 Don't miss the 50 percent reductions in our *half-price* Boxing Day sale.
5 One way to lose weight is by following a *low-calorie* diet.
6 Reports are coming in of *slow-moving* traffic on the M6 motorway between junctions 32 and 33.

## FOCUS ON WORDS | Verbs and verb phrases

**6 Complete the sentences with the correct form of the words in the box.**

become date gain have make ~~seek~~ shake trigger

Many people post selfies because they are *seeking* to feel part of a group.
1 The earliest mobile phone *dates* back to 1973, when the first call was made on April 3.
2 When did tablets and smartphones *become* mainstream?
3 Can addiction to smartphones really *trigger* serious illnesses and medical conditions?
4 I can't *shake* off the thought that I've forgotten to do something important. What could it be?
5 Ella's just *made* a ridiculous claim – she says she invented the word 'selfie'. Can you believe it?
6 Max *has* a terrible habit of playing with his mobile phone when he's out with his friends.
7 Phone apps using photo filters have steadily been *gaining* popularity. Everyone's using them now.

## FOCUS ON WORDS | Photography

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

### Using your camera

#### Getting that perfect shot

When it comes to **c***apturing* a memorable moment, we often end up taking [1]**s***naps* that don't do the occasion justice. Read on for some tips on improving the quality of your photos.

- Before you take a picture, make sure the subject is in [2]**f***ocus* – you want clear, [3]**s***harp* images, not [4]**b***lurred* ones where you can't see the details clearly.
- Make sure you choose the correct [5]**l***ens* – if you want to take close-ups then you need one that will allow you to [6]**z***oom* in and take a good picture.
- When taking photos of people, decide if you want them to [7]**p***ose* for the shot or if you are going to try and take the picture without them noticing so they look natural.
- Once you have your photos, remember you can [8]**c***rop* them, so for example you can just have a shot of someone's face instead of their whole body. You can also [9]**r***etouch* them to make the colours stronger or get rid of things you don't want.
- You can also [10]**a***irbrush* photos to remove elements you don't like, or change the colours in the picture.

Happy photographing!

# 6.5 GRAMMAR

Mixed conditionals

## SHOW WHAT YOU KNOW

**1 Match the conditional sentences to the meanings.**

1 If we wait for the sales, we'll probably get the same coat at a discounted price.
2 If you are fair-skinned, you get sunburnt more easily than someone with darker skin.
3 If she had kept the lemons in the fridge, they wouldn't have gone mouldy so quickly.
4 If I had to save all my money, I wouldn't have any fun at the weekend.

a a situation that is always true (b)
b a possible situation in the future (a)
c an imaginary situation in the present or future (d)
d an imaginary situation in the past (c)

**2 ★ Choose the correct options.**

1 If Diane hadn't had singing lessons last year, she wouldn't be in the band now.
Diane (had) / *didn't have* singing lessons last year.
She (*is*) / *isn't* in the band now.
2 If I enjoyed playing pool, I'd have met you at the pool hall last night.
I *enjoy* / (*don't enjoy*) playing pool.
I *did* / (*didn't*) meet you at the pool hall last night.
3 I wouldn't be able to afford to go on holiday if I'd forked out for a new laptop.
I *forked out* / (*didn't fork out*) for a new laptop.
I (*can*) / *can't* afford to go on holiday.
4 I might have asked Leah to dance if I wasn't so shy.
I (*am*) / *'m not* shy.
I *asked* / (*didn't ask*) Leah to dance.
5 If I didn't like you, I wouldn't have invited you to the party.
I (*like*) / *don't like* you.
I (*invited*) / *didn't invite* you to the party.

**3 ★★ Complete the dialogues with the correct form of the verb in brackets.**

**Kylie:** I could trust you if you *weren't* (not/be) so two-faced.
**Aaron:** Come on, Kylie! You know I didn't mean it. I was only joking.
1 **Alan:** If Mr Lancaster *liked* (like) football, he might not have given us homework for tonight.
**Vic:** I know. Doesn't he realise it's the cup final?
2 **Allie:** We wouldn't be in this situation now if you *had kept* (keep) quiet about what happened.
**Eric:** Well, it was your idea to skip class in the first place.
3 **Eve:** I *would have* (have) a D now too if I had copied your essay.
**Ben:** Oh come on, Eve! You only got a C, which is not much better.
4 **Anne:** If you weren't so sweet, I *would have left* (leave) you a long time ago.
**Matt:** Thanks a lot! Is that a compliment or a threat?

**4 ★★★ Complete the sentences to express imaginary conditions and results. Use short forms where possible.**

Harry had an accident – he's got his leg in plaster now.
If Harry *hadn't had an accident*, he *wouldn't have* his leg in plaster now.
1 The photograph was airbrushed – the actor looks ten years younger.
The actor *wouldn't look* ten years younger if the photograph *hadn't been airbrushed* .
2 Justine isn't eighteen – she can't apply for the vocal workshop without her parents' consent.
If Justine *was/were* eighteen, she *would be able to apply/would have applied* for the vocal workshop without her parents' consent.
3 Charles is scared of flying – we drove to the Alps.
We *wouldn't have driven* to the Alps if Charles *wasn't/weren't* scared of flying.
4 Nick had plastic surgery – he doesn't have a nasty scar any more.
Nick *would have* a nasty scar if he *hadn't had* plastic surgery.
5 Fran forgot her passport – she's not in Egypt now.
Fran *would be* in Egypt now if she *hadn't forgotten* her passport.




## SHOW WHAT YOU'VE LEARNT

**5 Translate the Polish parts of the sentences.**

1 If Helen wasn't so gregarious, *she wouldn't have met* (*nie spotkałaby*) a few of her friends.
2 *If Stewart had turned left* (*Gdyby Stewart skręcił w lewo*) at those traffic lights, he wouldn't be stuck in traffic.
3 If you had dressed in warmer clothes, *you wouldn't be ill now* (*nie bylibyście teraz chorzy*).
4 *If I had passed* (*Gdybym zdał*) that driving test, I wouldn't be on this bus.
5 *If he didn't have* (*Gdyby nie miał*) such good eyesight, he wouldn't have seen the thief's face in the dim light.
6 If she brushed her teeth properly, *Daisy wouldn't have spent so much* (*Daisy nie wydałaby tyle*) on dental treatment.

/6

GRAMMAR: Train and Try Again page 178



# 6.6 SPEAKING

Discussing ethical issues

## BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

| Beginning your answer | Rozpoczynanie wypowiedzi |
|---|---|
| I firmly believe/ I'm not convinced they do because … | Głęboko wierzę / Nie jestem przekonany, że oni… ponieważ… |
| One obvious/clear advantage/ disadvantage is that … | Jedną z oczywistych/wyraźnych zalet/wad jest to, że… |
| I think I'd emphasise/ explain that/how … | Myślę, że podkreśliłbym/ podkreśliłabym / wyjaśniłbym/ wyjaśniłabym, że/jak… |
| It's absolutely vital/quite important because … | Myślę, że jest to niezwykle istotne / bardzo ważne, ponieważ… |
| As well as (avoiding fur products), other (things that can help) include … | Poza (unikaniem produktów wykonanych z futra), inne (działania, które mogą pomóc) obejmują… |
| I think the main/one/ a significant reason is that … | Myślę, że głównym/ ważnym powodem / jednym z powodów jest to, że… |
| **Expressing opinions tentatively** | **Ostrożne wyrażanie opinii** |
| It could be argued that … | Istnieją przesłanki pozwalające na… |
| I don't feel particularly strongly about … | Nie mam zdecydowanej opinii w kwestii… |
| I don't have a strong opinion about … | Nie mam wyrobionego zdania na temat… |
| I suppose you could say that … | Sądzę, że można byłoby powiedzieć, iż… |

**1 Complete the statements with comment adverbials. The first letters are given.**

**Ob***viously*, freedom of speech applies to everyone including people whose views are generally disliked by the majority. (U)
1 **Fr***ankly* , I'm tired of hearing the same old arguments from pro-gun campaigners. (R)
2 **Sa***dly* , the government chose to ignore nearly half a million protesters. (W)
3 **Cl***early* , there is still a lot of work to be done to change people's attitudes. (U)
4 **Re***grettably* , the company cares more about making money than it does about protecting the environment. (W)

**2 Label the sentences in Exercise 1 with letters using the following categories:**

**U** – where the speaker is saying something they feel can easily be noticed or understood.
**R** – where the speaker is saying what they really think about something.
**W** – where the speaker is saying something they wish wasn't true.

**3 Put the words in order to complete statements 1–5, then match them with questions a–e.**

1 that / emphasise / I'd / think
I *think I'd emphasise that* the vast majority of it is vandalism and has no artistic content at all.
2 obvious / one / is / disadvantage / that
Well, *one obvious disadvantage is that* most people throw them away without reading.
3 important / I / quite / because / think
It's *quite important, I think, because* without the correct information, young people can't make sensible decisions.
4 other things / as / well / reducing their energy consumption, / include
As *well as reducing their energy consumption, other things include* avoiding wasting food and minimising car travel.
5 don't / a strong / about / have / opinion / I
To be honest, *I don't have a strong opinion about* that. This city has bigger problems to worry about than a few more shops.

a What would you say to those people who insist that graffiti is art? (1)
b What are the drawbacks of handing out leaflets to highlight ethical issues? (2)
c Don't you think it's terrible that they are building another shopping centre in the city? (5)
d How important is it to educate young people on the dangers of drugs? (3)
e What can the general public do to reduce their impact on the environment? (4)

**4 Complete the dialogue with the words in the box.**

advantage ~~argue~~ argued explain firmly obviously regrettably significant suppose

**P:** On today's 'My View' we are joined by Tom who believes that the UK voting age should be reduced from eighteen to sixteen. Tom, what would you say to those who might *argue* that the average sixteen-year-old is not wise enough to vote in a general election?
**T:** I think I'd [1]*explain* that in my view that is an unfair generalisation. It could be [2]*argued* that many of the people who are currently old enough to vote don't know enough to make an informed choice. [3]*Regrettably* , a significant number of voters make their decision based on what someone looks like or some other irrelevant detail.
**P:** And do you think a sixteen-year-old could make a more informed decision?
**T:** I [4]*firmly* believe they could. All UK teenagers attend citizenship classes now and they often know more about politics than older voters. [5]*Obviously* , young people are also affected by the decisions of policy makers. Remember that in the UK at the age of sixteen you can legally marry, work full time and join the armed forces.
**P:** And what other reasons are there in your opinion?
**T:** Well, I think one very [6]*significant* reason is that a sixteen-year-old who works full time has to pay taxes and therefore should have a say in how that money is spent. Another clear [7]*advantage* of lowering the age limit would be recognition that young people's opinions are important. I [8]*suppose* you could say that, at the moment, they simply feel completely excluded from politics.

# 6.7 USE OF ENGLISH

Compound nouns and adjectives

**1 ★ Cross out the word which does not form a collocation with the word in bold.**

| | | |
|---|---|---|
| | **24-hour** | *service / journey / ~~anchor~~* |
| 1 | **face** | *weather-beaten / sunburnt / ~~weatherproof~~* |
| 2 | **knee-high** | *water / ~~check~~ / socks* |
| 3 | **woman** | *thin-lipped / kind-hearted / ~~casual~~* |
| 4 | **news** | *~~affairs~~ / station / story* |
| 5 | **green** | *~~sky~~ / lime / screen* |

**2 ★ Complete the missing words. The first letters are given.**

We're still looking for a young, **c** u r l y-haired girl to star in the shampoo commercial.

1 The decision to sell the company was premature and ill-**a** d v i s e d . They've lost a lot of money.
2 I'd like to work as a translator or a copy **e** d i t o r for a well-known publisher.
3 For a blow-by-**b** l o w account of recent events and exclusive interviews, visit our website.
4 I can't decide between this **s** k y-blue dress and that lemon-yellow skirt. Which is better for a job interview?
5 When she looked through the window, she saw a tall, **b** r o a d-shouldered man standing at the door.

**3 ★★ Complete the text with the phrases in the box.**

24-hour high-quality mouth-watering ~~old-fashioned~~ snow-white state-of-the-art user-friendly

## Home Away from Home

### Six Reasons to Stay at the City Retreat Hotel

A great choice for travellers looking for modern, spacious rooms combined with *old-fashioned* luxury.

1 With our simple *user-friendly* app, you can book a room in just under one minute.
2 Our friendly staff at the *24-hour* reception desk are always ready to provide you with information about attractions in the area.
3 All rooms and suites feature *high-quality* furniture, including a queen-size bed, a leather sofa and a working desk.
4 Luxurious bathrooms provide fresh, *snow-white* towels and bathrobes, made with organic cotton.
5 If you want to burn some energy, try our indoor swimming pool or the *state-of-the-art* gym where a qualified personal trainer will prepare a workout for you.
6 The hotel's restaurant offers *mouth-watering* dishes, prepared by awarded chefs and made with local products.

**4 ★★ Find and correct the mistakes. Two sentences are correct.**

Most people don't pay attention to the old, ~~weather-bitten~~ building, but it's an important example of early 20th century architecture. *weather-beaten*

1 My father used to work for a ~~company car~~, but the factory closed when the economic crisis started a few years ago. *car company*
2 A ~~thirteen-years-old~~ boy is accused of making a phone call to airport security, which resulted in an emergency evacuation. *thirteen-year-old*
3 The advert promised a ~~state-of-the-play~~ laptop, but all I got was an old computer that shuts down unexpectedly. *state-of-the-art*
4 The programme lasts for two hours and twenty minutes, including commercial breaks. *correct*
5 With an extensive network of reports, the BBC and CNN can cover ~~broken~~ news from almost any part of the globe. *breaking*
6 Regular health checks can help you identify early symptoms of diseases before it's too late. *correct*
7 I don't believe Marcus could have done such a horrible thing – he's a ~~kindly-hearted~~ man. *kind-hearted*

**5 ★★★ Replace the words in bold with compound nouns or adjectives.**

The **person reading the news** finished the interview by apologising for getting the interviewee's name wrong. *newsreader*

1 I've never been interested in **the relationship between my country and other countries**. *foreign affairs*
2 Australian airlines hope to start **direct** flights from Sydney to London in a few years' time. *nonstop*
3 His ideas might sound a bit **unlikely** today, but I think it's exactly what'll happen. *far-fetched*
4 In the future, I want to work in the film industry and specialise in applying **cosmetics**. *make-up*
5 When the teacher pointed out my mistake, I was so embarrassed that I became **speechless**. *tongue-tied*



## SHOW WHAT YOU'VE LEARNT UNITS 1–6

**6 ★ Choose the correct options. Sometimes more than one option is correct.**

Recently (*a few*) / *a little* / (*a couple of*) famous fashion designers have decided not to use real furs in their collections.

1 Jason promised *calling* / (*to call*) / (*that he would call*) me as soon as he landed in London.
2 Don't forget to buy the newspaper tomorrow, *aren't you* / (*will you*) / *wouldn't you*?
3 How would your parents feel *imagine* / *unless* / (*if*) they found out you had lied to them about an important issue?
4 We have received this story from a person (*who*) / (*that*) / *whose* wants to remain anonymous.
5 If you *start* / *started* / (*had started*) doing some exercise to strengthen your muscles just after the injury, you wouldn't be in pain now.

**7 ★★ Choose the correct answers A–D.**

**Can success be predicted?**

Parents around the world __ about their children's future and would love to know [1]__ advance how well their daughter or son will do at school and later in life. Predicting a child's future is an almost impossible task, but for many years, the 'marshmallow test' used [2]__ considered one solution to this problem.

In the famous experiment, [3]__ was first conducted at Stanford University in the late 1960s, researchers gave small children one marshmallow and [4]__ to give them another one if they didn't eat it for fifteen minutes. Some years later, the authors of the study got in touch with the children again and found out that those who [5]__ their marshmallow were doing better at school and work.

However, a more recent study questions the findings of the experiment [6]__ at Stanford. It now seems that the 'marshmallow test' has little predictive value. In [7]__ cases, whether the child ate the marshmallow did not determine his or her future.

| | | |
|---|---|---|
| | A would worry | (B) often worry |
| | C have worried | D are always worrying |
| 1 | A at | B on |
| | C from | (D) in |
| 2 | (A) to be | B be |
| | C being | D been |
| 3 | A who | B what |
| | C whose | (D) which |
| 4 | A forgot | (B) promised |
| | C let | D forced |
| 5 | A hasn't eaten | B wouldn't have eaten |
| | (C) hadn't eaten | D weren't eating |
| 6 | A made up | (B) carried out |
| | C dealt with | D led to |
| 7 | A each | B any |
| | (C) most | D every |

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

## MEMORIES

Separating fact *from* fiction isn't always easy. I'm not talking about things like deciding what's true in news reports or stories, but something [1]*much* closer to home – our own memories. Our memories are [2]*such* a big part of the person we are that it's shocking to learn that some things that we remember vividly did not, [3]*in* fact, happen.

[4]*Had* my aunt not informed me otherwise, I would still believe that I personally witnessed our house on fire when I was about four. I [5]*can* still see the picture of the burning house in my mind, but I wasn't there! Apparently, I was on holiday with my aunt and uncle at the time. People had [6]*told* me so much about the fire that I had created my own memory of it. This has started me wondering how many more of our early memories are false. A scary thought! [7]*Unless* you check and cross-reference all those memories, who knows which ones the brain has made up itself?

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

Teenagers used to watch television more often in the past.
**WOULD**
Teenagers *would watch television* more often in the past.

1 I don't share news articles if I'm not absolutely sure that they're true.
**UNLESS**
I don't share news articles *unless I am absolutely sure* that they're true.

2 It is very likely that people will discover the truth even if you try to keep it a secret.
**BOUND**
People *are bound to discover* the truth even if you try to keep it a secret.

3 This book sold well because its author is an Internet celebrity.
**IF**
This book *would not have sold well if* its author weren't an Internet celebrity.

4 'Well done, Sarah! You've won the chess championship,' the man said.
**CONGRATULATED**
The man *congratulated Sarah on winning* the chess championship.

5 It was a mistake that the journalist didn't check the facts.
**SHOULD**
The journalist *should have checked* the facts.

# 6.8 WRITING

A review of a TV series

**1 Complete the tips with the words in the box.**

~~attract~~ characters director influences opinion plot recommendations summarise

**A review**

- In the introduction, use an interesting opening sentence to attract the reader's attention. Then give information such as the stars, [1]director and writer as well as details about the setting and obvious [2]influences on the show.
- In the main paragraphs, give more details about the [3]plot (the story) and the [4]characters (the people). Say what you liked and didn't like about it and present your [5]opinion using a variety of adjectives and modifiers.
- In the conclusion, [6]summarise your review and make any [7]recommendations .

**2 Read the tips again and decide in which part of a review you would find the following sentences: the introduction (*I*), main paragraphs (*MP*) or conclusion (*C*).**

In season one, the main character is murdered, and events are told in a series of flashbacks. MP

1 I would recommend this series to fans of mystery and drama for its clever plot. C
2 Although the show is average at best, the soundtrack is incredible. MP
3 Written by Eva Acorn, this show is influenced by films such as *X-Men* and *Superman*. I
4 All in all, the series offers a fresh, hilarious story about teenagers at high school. C
5 The performances by most of the cast are poor, with one exception. MP
6 The plot explores interesting themes such as poverty, education and friendship. MP
7 Prepare to be thrilled by this dark sci-fi drama. I
8 As far as I'm concerned, it's one of the best series around at the moment. I/C

**3 Read the webpage and answer the questions.**

1 What is the website about? *It is about TV shows.*
2 What do you have to do to enter the competition? *Write a review of a show you think everyone should watch.*

**THE BEST SHOWS ON TV**

TV series by genre | Read reviews | Competition Time

What TV shows would you recommend? Send us a review of an outstanding TV show that you think everyone should watch. The best reviews will be published on the website next month and the winner will receive a $50 prize.

**4 Read the model review and put paragraphs A–D in the correct order.**

[2] **A** The series tells the gripping story of Barry Allen, who becomes a 'metahuman' with the ability to move at super-human speed after being struck by lightning during a mysterious explosion. After his accident, Barry becomes 'the Flash' and dedicates his life to fighting crime. He travels back and forward in time as well as teaming up with other superheroes to fight villains and save those he loves. *The Flash* is now in its sixth season and the story remains far from [1]predictable .

[4] **B** In conclusion, *The Flash* is a highly original series that viewers will be talking about for years to come. From the [2]opening scene, it draws you in and you feel part of the story. I definitely [3]recommend it and look forward to next season's plot, which will no doubt be full of the usual [4]twists and turns that make the story so unforgettable.

[1] **C** Journey into an imaginary world with a crime-fighting superhero in the exciting drama series *The Flash*. This incredible show, developed by Greg Berlanti, Andrew Kreisberg and Geoff Johns, is heavily [5]influenced by comic book fiction. It combines action, mystery and science fiction to create a [6]well-reviewed show that, in my opinion, everyone should see.

[3] **D** The plot of *The Flash* [7]explores themes such as friendship, loyalty and time, particularly the consequences of trying to change the past or future. The story has terrifying and exciting moments that will have you sitting on the edge of your seat, but ultimately it is about human relationships.
The show doesn't depend heavily on special effects – the confident [8]performances of the cast are what make it successful. It is beautifully [9]shot and accompanied by an excellent soundtrack.

**5 Read the model text in Exercise 4 again and complete it with the words in the box.**

explores ~~gripping~~ influenced opening performances predictable recommend shot twists well-reviewed



**6 Complete each sentence with an appropriate adjective. Use the clues in brackets to help you.**

This show is hilarious (very funny) and will make you cry with laughter.

1 For me, the characters were unforgettable (impossible to forget) because they were so real.
2 Some critics said that the plot was far-fetched (hard to believe), but I actually thought it was quite realistic.
3 Be warned – this is a gripping (exciting) series that you won't want to stop watching.
4 There are no twists and turns in the plot, which is fairly predictable (easy to guess), but the series is beautifully shot.
5 The first episode takes a nostalgic (emotional about the past) look at life in a small town in the 1970s.
6 Some scenes in the series are absolutely terrifying (very frightening), so if you don't like horror films this is not for you.
7 Although the series was well-reviewed (liked by critics), I thought the special effects were low-quality and the acting was average at best.

**7 Read the task and complete the review with the words in the box.**

**Reviews wanted**
Do you know a good TV series from a bad one? Could you write a review that makes someone want to watch – or *not* watch – a series? We're looking for talented writers to create reviews of 200–250 words for our new website. We pay 30 euros for each review we publish.

cast concerned conclude ~~creators~~ drama enough plot scenes set soundtrack

## Glee

Enjoy a ride through high school and beyond with some incredible characters in Fox's musical series *Glee*. Series creators, Ryan Murphy, Brad Falchuk and Ian Brennan, have created a hilarious show about life for would-be music stars. As far as I'm [1]concerned , this well-reviewed comedy [2]drama is a must-watch series.

[3]Set in the fictional William McKinley High School, the story centres around teacher Will Schuester and his efforts to start and run a competition-winning choir, which school sports coach Sue Sylvester is determined to stop. The twists and turns of the [4]plot focus on the members of the choir and their problems with social issues, relationships and teamwork. It ran for six seasons, and from season four onwards it featured some stories about ex-choir members who had already left school.

*Glee* is a heart-warming series with a brilliant [5]soundtrack that mixes pop tunes with classic hits. The plot is a little far-fetched at times, but that's part of its charm, and it's definitely not predictable. It explores themes of friendship, ambition, fame and success for young people at high school and their struggles to find happiness after high school. The [6]cast give convincing performances and the musical routines are brilliantly put together.

To [7]conclude , *Glee* is an unforgettable series that is by turns funny and sad, and impossible to stop watching. From the opening [8]scenes , it becomes clear that this is a story that will make you think as well as laugh. I can't recommend it [9]enough for fans of music, drama and comedy and am sure it will still be popular in years to come.

## SHOW WHAT YOU'VE LEARNT

**8 Napisz artykuł liczący 200–250 słów o serialu, który niezbyt ci się spodobał. W artykule przedstaw główne wątki serialu oraz wyjaśnij, co – twoim zdaniem – należałoby zmienić, aby odniósł on większy sukces.**

## SHOW THAT YOU'VE CHECKED

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

**Mój artykuł z recenzją:**

- jest opatrzony tytułem, który przyciąga uwagę czytelnika, ☐
- we wstępie podtrzymuje zainteresowanie czytającego, podaje nazwę serialu i ogólnie wyraża moją opinię na jego temat, ☐
- w drugim akapicie podaje nieco informacji dotyczących fabuły i postaci, ☐
- w trzecim akapicie wyjaśnia, co mi się nie podobało, i zawiera propozycje innych rozwiązań, ☐
- w końcowym akapicie podsumowuje moją opinię i moje rekomendacje dla twórców serialu, ☐
- został napisany językiem formalnym lub neutralnym, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 200–250 słów, ☐
- został starannie i czytelnie napisany. ☐

## BBC Is social media killing creativity?




### Before you watch

**1** SPEAKING **Complete the sentences to make them true for you. Then compare with a partner.**

1 I carry my phone in … (e.g. my pocket, my bag)
2 I check my phone … (e.g. every 5 minutes, once a day)
3 My favourite social media app is … (e.g. Instagram, WhatsApp)

**2** SPEAKING **Discuss some of the questions asked in the video you are going to watch.**

1 Is the amount of time we spend on social media a problem?
*Can be, but it's complicated, as it depends on the person and the content.*
2 What are some of the ways that you and I can use social media in a better way?
*Be creative, discover your identity, but also protect your privacy.*
3 Is it true that creativity can actually be good for our health? *Yes*
4 Do you think that social media can be good for your creativity?
*Yes, it can be.*

### While you watch

**3** 25 **Watch the video and compare your ideas in Exercise 2 with the answers given in the video.**

**4** **Complete the table with some of the comments describing the use of phones in the video. What's the most important advantage/disadvantage of mobile phones for you?**

be very careful with your privacy  being creative
connectivity  easy to get addicted  low-quality content
makes you more mindful  scrolling through mindlessly
opened up so many new activities

| Advantages | Disadvantages |
|---|---|
| *being creative, connectivity, makes you more mindful, opened up so many new activities* | *be very careful with your privacy, easy to get addicted, low-quality content, scrolling through mindlessly* |

**5** **Look at the photos A–D of the four people in the video. Who …**

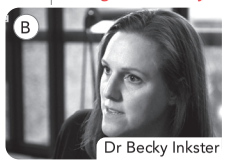
1 warns that you should educate yourself because you're the publisher of your own data? *B*
2 doesn't have to plan ahead to bring her phone with her, it's always with her? *C*
3 can't even count the number of times a day she's on social media? *A*
4 says creative activities can provide really targeted support for people with mental health conditions? *D*
5 admits that by nature she's sort of a lazy person? *C*
6 thinks social media has been fascinating with what it's done to creativity? *D*
7 is surprised to hear that art on prescription is available on the NHS already? *A*

**6** 25 **Watch the video again and check your answers in Exercise 5.**

### After you watch

**7** SPEAKING **Based on the video and your own ideas, discuss the question which is the title of this lesson: *Is social media killing creativity?* Use ideas and phrases from Exercise 4 and your own ideas.**














## FOCUS VLOG About time travel

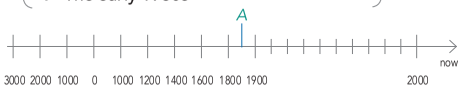
Imagine you could travel back in time. Which decade, century or era would you visit?

Suppose you could meet any famous person dead or alive, who would you like to meet?




**1** SPEAKING **Put the periods in the box on the time line. Discuss why people might want to visit those periods.**

A Dickensian period (mid-19th century)
B The 1980s
C Ancient Egypt
D The late 1930s/early 1940s
E The Middle Ages
F The early 1960s




**2** 27 **Watch the first part of the video (up to 02:30) and complete the table. Which periods would the people like to visit and why? Did the answers match any of your ideas in Exercise 1?**
*Answer key – WB page 187*

| | When – which decade, century or era? | Why? |
|---|---|---|
| Nick | *the late 1930s/ early 1940s* | *to see Spitfires and Lancasters flying* |
| Kat | | |
| Sam | | |
| Hassan | | |
| Luke | | |
| Ellie | | |

**3** SPEAKING **Discuss how much you know about the people in the photos. Who would you like to meet?**



Winston Churchill
1874–1965



Duke Ellington
1899–1974



Salvador Dali
1904–1989



Frank Sinatra
1915–1998



Mark Tremonti
1974–



Rafael Nadal
1986–

**4** 27 **Watch the rest of the video (02:31–04:21). Match each speaker with the person they would like to meet.**

1 Nick E  2 Kat C  3 Sam D  4 Hassan F
5 Luke A  6 Ellie B

**5** **Answer the questions.** *Answer key – WB page 187*

1 What would Nick like to ask Mark Tremonti?
2 How does Kat think Salvador Dali influenced modern art?
3 Why would Sam like to meet Frank Sinatra?
4 What does Hassan think of Rafa Nadal?
5 Which period does Luke want to ask Winston Churchill about?
6 What would Ellie like to know more about Duke Ellington?

**6** 27 **Watch the second part of the video (02:31–04:21) again and check your answers in Exercise 5.**

### Focus On Life Skills

Communication • Collaboration

**7** SPEAKING **Think about the history of your own country or the world. Discuss which period you would most like to visit and which person you would most like to meet.**

**8** **Prepare a short presentation about the period and the person you identified in Exercise 7.**

- Describe the period and say why you would like to visit it.
- Describe the person and say why you would like to meet them.
- Give as much detail as possible and include at least three phrases in the box.

Had I …  If I …  Imagine I …  Provided that …
Suppose I …  Were I to …

# 6.10 SELF-CHECK

## VOCABULARY AND GRAMMAR

**1 Choose the correct answers A–C.**

Many people who contact the police prefer to __ anonymous.
(A) remain B raise C protect

1 These days, we are __ with information on the Internet twenty-four hours a day.
A washed (B) bombarded C given

2 The image in the photo was __ because it was out of focus.
(A) blurred B posed C sharp

3 We are waiting for officials to __ a statement about the events.
A do B say (C) make

4 A lot of fake news is released for commercial __ .
A profit B money (C) gain

5 The picture is too big. Would you mind __ it slightly?
(A) cropping B airbrushing C retouching

/5

**2 Choose the correct options to complete the sentences.**

It's clear that you *take* / (*have*) / *make* an agenda in suggesting this because you want it to happen.

1 Do you think big businesses ever try to *tamper* / *double-check* / (*manipulate*) the media for financial reasons?
2 I have a distinct (*feeling*) / *thinking* / *knowing* that someone had tampered with the evidence. I'm sure Martin didn't steal anything.
3 The city council decided to (*look into*) / *come across* / *pick up* the way the mayor was spending public money.
4 When you write something, you should always *mislead* / (*evaluate*) / *distort* your sources.
5 I have very *big* / *underlying* / (*strong*) beliefs that the media shouldn't promote celebrity culture.

/5

**3 Match the beginnings with the endings to make sentences. There is one extra ending.**

It's definitely irresponsible to spread (g)
1 All in all, I'd say that the underlying (d)
2 They will investigate anyone who commits (f)
3 It seems the article is a deliberate attempt to distort (c)
4 You shouldn't take this story at face (a)
5 Many technology advances, such as mobile phones, have become (b)

a value because it might not be completely accurate.
b mainstream in recent years and they're everywhere now.
c the truth and mislead people into believing false information.
d message of the film is that it's never too late to take action.
e commitment that you will keep at all costs.
f an offence online or attempts to do so.
g fake news stories from the Internet.

/5

**4 Choose the correct answers A–C.**

__ you woken me up, we wouldn't have missed the flight.
(A) Had B Were C Should

1 __ you saw a UFO in your garden, what would you do?
A Providing B Supposed (C) Imagine

2 __ they not competent, they wouldn't have hired you.
(A) Were B Should C Had

3 I wouldn't have done it __ I knew it was worth trying.
A suppose B provided (C) unless

4 __ revealed his plans to Catherine, we wouldn't have had any idea what he was going to do.
A Leo had not (B) Had Leo not C Had not Leo

5 I'd be very happy to help you make a model of the solar system __ you prepare all the bits and pieces.
(A) provided B imagine C supposing

/5

**5 Complete the second sentence so that it has the same meaning as the first. Use mixed conditional sentences.**

Joshua published the article without consulting the chief editor, so he's in trouble now.
If Joshua *hadn't published the article without consulting the chief editor, he wouldn't be* in trouble now.

1 Mia stayed late because her boss was angry that she hadn't finished the report.
Mia *wouldn't have stayed late if her boss hadn't been angry* that she hadn't finished the report.
2 Pamela hasn't got a smartphone, and that's why she couldn't download the app.
If Pamela *had a smartphone, she could have* downloaded the app.
3 I am busy and that's why I didn't send you a reply.
If I *I weren't/wasn't busy, I would have sent you* a reply.
4 Neal studied acting, and that's why he's an actor now.
If Neal *hadn't studied acting, he wouldn't be* an actor now.
5 We were on holiday, that's why we didn't go to the party.
We *would have gone to the party if we hadn't been* on holiday.

/5

**6 Choose the correct options.**

**Is The Press Too Free?**

*Unless* / (*Imagine*) the press was controlled more, would this be a good thing? Comment below!

• The press needs to be free! If it wasn't free, journalists [1](*would*) / *did* only be able to write certain stories. Recently, a newspaper published an article criticising the latest environmental policies. If they hadn't published it, I [2]*knew* / (*wouldn't know*) so much about the problem now.

• Freedom of the press is fine as long as they don't encourage violence or crime. After an article about graffiti appeared in the local paper, some teenagers here decided to try it. They wouldn't have done that [3]*provided* / (*if*) they hadn't read about it.

• The press should be free, but journalists should be reported if they break the law. Too many stories now are badly-researched and contain incorrect facts. If they were better written, more people [4](*would read*) / *will read* them!

• Definitely not! The public wouldn't get to know many things if we didn't have freedom of the press. [5](*Had we*) / *We had* not had it over the years, many things would have been covered up from the public.

/5

**Total /30**



## USE OF ENGLISH

**7 Choose the correct options to complete the news headlines.**

(*Kind*) / *Cold*-hearted woman adopts seven abandoned puppies.

1 'These are (*made-up*) / *makeup* government claims, because they haven't checked the facts,' say experts.

2 'My fame was short-*faced* / (*lived*) – I should have won the competition,' complains X-Factor loser.

3 'Consumers ill-*hearted* / (*advised*) to borrow more money,' says finance minister.

4 'There will be a (*crack-down*) / *backup* on crime,' police chief promises.

5 *Story* / (*News*) anchor braves storm to report for TV station!

/5



**8 Translate the Polish parts of the sentences.**

*If you don't tackle this problem* (*Jeśli nie zmierzysz się z tym problemem*) now, it will be even more difficult to do in the future.

1 I'll lend you my bike *provided/providing (that) you return it* (*pod warunkiem, że go oddasz*) by tomorrow.
2 The car *was driving alarmingly close* (*jechał niepokojąco blisko*) to the wall.
3 I'm sure I'll recognise Maggie *unless she has changed* (*chyba że zmieniła się*) a lot since I last saw her fifteen years ago.
4 *Imagine you were going through* (*Wyobraź sobie, że przechodzisz przez*) a difficult time in your life, who would you confide in?
5 If Cathy weren't so self-centred, she *would have helped us* (*pomogłaby nam*) with the report which was supposed to be ready last week.

/5

**9 Complete the text with the correct form of the words from the box. There is one extra word.**

capture commit deliberate ~~fetch~~ offend popular read

### April Fool!

There is a tradition in Britain of newspapers publishing silly stories on April Fool's Day (April 1) as a joke for people to spot. People can usually spot them because they are far-*fetched*, but these days, when fake news is everywhere, it can be hard to tell which stories have been published [1]*deliberately* as a joke, and which are actually meant to mislead the public. In recent years, eating food on buses and trains has gained [2]*popularity*, so in 2019 when a story appeared about the British Transport Police (BTP) banning people from eating strong-smelling food on trains and buses, with fines of up to £2,000 for this [3]*offence*, the reaction was mixed. Some people thought it was breaking news and immediately started complaining – they wanted to carry on eating mouth-watering snacks while travelling, even if fellow passengers didn't like it. Others had a more positive reaction and thought this showed the BTP had a clear [4]*commitment* to improving the quality of passenger services. Finally, there were those that trusted their instincts and realised that this 'news story' was a joke. If other people [5]*had read* the story more carefully and double-checked facts, they wouldn't have been fooled!

/5

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

We won't take legal action *unless the company breaks* (unless/company/break) the contract with us.

1 *Suppose/Supposing she hadn't told us* (suppose/she/not/tell/we) the truth about the burglary at your house last winter, would you trust her now?
2 If you hadn't forgotten to pay the electricity bill, we *would not be sitting* (not/sit) in total darkness now.
3 She *would never have employed him* (never/employ/he) if he weren't a well-respected advisor.
4 They wouldn't believe your version of events *were you not honest with* (be/you/not/honest) them all the time.
5 If Caroline *has a habit of lying to people* (have/habit/lie) people, then she will never get on with anybody.

/5

**Total /20**

# 7 It's not rocket science!

## 7.1 VOCABULARY

Science • scientific research
• prepositions after verbs and nouns
• words in science

### SHOW WHAT YOU KNOW

**1 Complete the words in the encyclopaedia entries. The first parts of the missing words are given.**

Heinrich Schliemann was the German **arch***aeologist* who discovered Troy, the ancient city of Homer's *Iliad*.

Galileo Galilei, who was an early pioneer in the field of [1]**astro***nomy* , was influenced by the work of Nicolaus Copernicus.

The Herbarium at Kew Gardens in the UK contains an impressive collection of around seven million [2]**bot***anical* items.

[3]**Bio***logical* warfare is the deliberate use of bacteria and viruses to harm humans, animals or plants.

Kevlar, a synthetic fibre so strong that it can stop bullets, was invented by a Polish-American [4]**chem***ist* named Stephanie Kwolek.

The Greek [5]**math***ematician* Archimedes is supposed to have made an important discovery when he stepped into his bath, causing him to shout, 'Eureka!'

[6]**Phy***sics* is the scientific study of matter and energy and the effect that they have on each other.

### FOCUS ON WORDS | Scientific research

**2 Complete the text with the correct form of the verbs from the box.**

award coin gain ~~make~~ receive recognise see win

#### Stephen Hawking

On March 14, 2018, Stephen Hawking lost his long battle with motor neuron disease, and the world lost a scientist who had *made* an enormous contribution to our understanding of the universe.

Much has been written about Hawking. The scientific community [1]*recognised* his achievements at an early stage in his career. It was a surprisingly long career if you consider the disease that robbed him of speech and movement. For this reason, he [2]*won* the respect of people around the world for his extraordinary will to live, as well as his brilliant mind.

As a respected scientist, he was often asked for his views on many subjects. Concerning artificial intelligence, he [3]*saw* the potential and the benefits it could provide, but he was also worried that it could end the human race. Hawking [4]*gained* recognition for his work on black holes, which helped to prove the idea of a 'Big Bang' at the birth of the Universe. Interestingly, he was hoping Fred Hoyle, the scientist who had [5]*coined* the term 'Big Bang' in the 1940s, would be his PhD supervisor at the University of Cambridge in 1962, but this was not possible as Hoyle already had enough students under his supervision.

What surprises many people is the fact that Hawking was never [6]*awarded* a Nobel Prize. This is because theoretical scientific discoveries, like Hawking's, have to be established by data before they can be considered for a Nobel. It is impossible to see black holes with current telescopes.

As an icon of popular culture, Hawking [7]*received* many mentions in the press and also appeared on the TV series, such as *The Big Bang Theory*, *The Simpsons* and *Star Trek: The Next Generation*.

### FOCUS ON WORDS | Prepositions after verbs and nouns

**3 Match the beginnings of the sentences with the endings.**

She's an **expert** — g

1 Hippocrates is often **referred** — e
2 On this project, we are **collaborating** — d
3 Alexander Fleming is **credited** — f
4 If you **have an aptitude** — a
5 The Hubble Space Telescope was **named** — b
6 Only senior students **have access** — c

a **for** Maths, you can study Science or Engineering.
b **after** a famous American astronomer.
c **to** the department's specialised labs.
d **with** another team of scientists.
e **to** as the 'Father of Medicine'.
f **with** discovering penicillin, the first true antibiotic.
g **in** astrophysics and lectures at a university.

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

NASA scientists *have access to* top-secret information.

1 Scientists are people who *have an aptitude for* clear and logical thinking.
2 Many planets were *named after* gods and goddesses in Greek and Roman mythology.
3 Alessandro Volta is *credited with* developing the world's first battery.
4 After completing her university course, Lisa became an *expert in* computer engineering.
5 The word 'lunar' is an adjective that *refers to* the moon.
6 Fifteen countries *collaborate with* each other to maintain the International Space Station.

## Great Scientists



### FOCUS ON WORDS | Words in science

**5 Read the definitions and complete the puzzle with the words in science.**

1 a theory of physics about the relationship between space, time and energy
2 something you write using mathematical symbols to show that two amounts are the same
3 something such as hydrogen, oxygen, or aluminium
4 the smallest part of a substance that can be part of a chemical reaction
5 the central part of an atom
6 something that you think about and work out mathematically
7 a very small piece of matter that moves around the nucleus of an atom
8 when a substance produces powerful and harmful rays

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | [1]R | E | L | A | T | I | V | I | T | Y |
| | | | | | | | | | | | | | [2]E | Q | U | A | T | I | O | N |
| | | | | | | | | | | | | [3]E | L | E | M | E | N | T | | |
| | | | | | | | | | | | [4]A | T | O | M | | | | | | |
| | | | | | | | | | | | [5]N | U | C | L | E | U | S | | | |
| | | | | | | [6]C | A | L | C | U | L | A | T | I | O | N | | | | |
| | | | | | | | | | [7]E | L | E | C | T | R | O | N | | | | |
| [8]R | A | D | I | O | A | C | T | I | V | I | T | Y | | | | | | | | |

**6 Complete the extracts from the science books with the words in Exercise 5.**

Uranium is a silvery-grey metal with the symbol *U*. It is the 92nd element in the periodic table. A uranium [1]*atom* is made up of a [2]*nucleus* in the centre and a cloud of 92 [3]*electrons* around it. It was in a sample of uranium that [4]*radioactivity* was first discovered in 1896. It wasn't known at the time how dangerous it could be and that high levels of it, particularly from X-rays, can kill.

$E = mc^2$ is possibly the most famous [5]*equation* in science. Many people recognise it, even though they may not know what it means. It's a central part of Einstein's theory of [6]*relativity* . It states that energy (E) is mass (m) multiplied by the speed of light (c) squared. In other words, it expresses the relationship between these things.

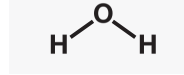
How fast something moves in a particular direction is known as its [7]*velocity* . In order to find it, you can do a [8]*calculation* . Here's an example: Usain Bolt's fastest time for the 100 metres race was 9.58 seconds. If the distance in metres is divided by time in seconds, the answer, or his velocity, is 10.43841 m/s.

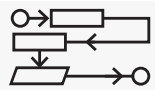


**7 Match the words with the symbols and diagrams.**

acid — g
1 algorithm — c
2 base — d
3 division — a
4 fraction — f
5 molecular structure — b
6 multiplication — e

a 42 ÷ 7

b 

c 

d pH 7.0

e 14 x 3

f ½

g pH 3.0

### SHOW WHAT YOU'VE LEARNT

**8 Choose the correct answers A–C.**

1 Nobel prizes are __ at ceremonies in Oslo and Stockholm.
**A** gained **B** received **C** awarded
2 Stella has an aptitude __ languages and can speak four fluently.
**A** in **B** for **C** with
3 A half and a quarter are both __ .
**A** fractions **B** equations **C** calculations
4 Tim Berners-Lee __ the term 'world wide web', or 'www'.
**A** coined **B** made **C** invented
5 Scientists from different countries often collaborate __ each other on projects.
**A** after **B** by **C** with
6 Unfortunately, her achievements were not __ until after her death.
**A** made **B** recognised **C** won
7 Isaac's parents are scientists and he was named __ Isaac Newton.
**A** at **B** for **C** after
8 Be careful when you do experiments with __ because you can get badly burnt.
**A** acids **B** bases **C** elements
9 He thinks he's become an expert __ coding, but actually, he isn't very good at it.
**A** at **B** in **C** with
10 He wants to study Chemistry and __ a valuable contribution to science.
**A** do **B** have **C** make

/10

# 7.2 GRAMMAR

Advanced passive forms

## SHOW WHAT YOU KNOW

**1 Complete the sentences with a passive form. Add *by* + agent if necessary.**

Luckily, someone showed me how to recover the file I had lost.
Luckily, I *was shown how to recover the file I had lost.*

1 The manufacturer creates these phone cases using a 3D printer.
These phone cases *are created using a 3D printer.*
2 Lodge Computers are designing the system.
The system *is being designed by Lodge Computers.*
3 By the end of the training session, we were using the software to solve a variety of problems.
By the end of the training session, the software *was being used to solve a variety of problems.*
4 Fifty percent of the students have completed the assignment.
The assignment *has been completed by fifty percent of the students.*
5 We will deliver your order within 48 hours.
Your order *will be delivered within 48 hours.*

**2 ★ Read the extract from a sci-fi novel and choose the correct options.**



The attack had come from nowhere. They were lucky to be alive. As the badly damaged craft [1] (*approached*) / *was being approached* its home planet, it became clear there was a major problem here too. The incoming ship ought to [2] *be* / (*have been*) contacted by the command centre by now, but so far no message [3] (*had been*) / *had* received. Even more worryingly, the spaceport's tracking laser should [4] *be* / (*have been*) switched on by the ground crew several minutes earlier, but the battered star cruiser was still [5] (*being*) / *going to be* controlled manually by the surviving crew.

Looking out of the forward viewing screen, no lights could [6] (*be*) / *have been* seen on the surface of the planet. What had happened down there? The growing realisation that their home planet may also [7] *be* / (*have been*) attacked filled the crew with horror. Their families! Their homes!

Just when it seemed that all hope [8] *lost* / (*was lost*), there was a crackle, then a faint voice from the communication system … 'Sorry number 6, we just popped out for a coffee and lost track of time. Is everything OK up there?'

**3 ★★ Complete the sentences and the questions with the correct passive form of the verbs in brackets.**

Are you aware that you risk *being fined* (fine) if you download files illegally?
1 Courtney hates *being told* (tell) to switch her phone off during mealtimes.
2 Tristan hopes *to be sent* (send) somewhere hot as part of the student exchange programme.
3 Now that I'm eighteen, I expect *to be treated* (treat) like an adult.
4 Some scientists worry about the world *being taken over* (take over) by intelligent machines.
5 Lee is keen to avoid *being asked* (ask) questions during lessons.
6 Stevie refuses *to be beaten* (beat) by a simple wooden puzzle!

**4 ★★★ Read the dialogue then complete the sentences below with the correct passive forms.**

**Harriet:** My parents sent me for riding lessons for my sixteenth birthday.
**Cynthia:** Riding lessons? Bah! My father is buying me a pony.
**Jim:** A pony? Well, my mum and dad are going to give me a horse for my birthday.
**Will:** A horse? My uncle has promised me a car when I'm sixteen! With some real horsepower!
**Brian:** Well, guys, listen to this. When I was sixteen, my fairy godmother offered me a unicorn she had taught to fly.
**Others:** A flying unicorn? No way! You're so lucky!
**Brian:** Guys … seriously?

Harriet *was sent for riding lessons* for her birthday.
1 A pony *is being bought* for Cynthia.
2 Jim *is going to be given* a horse.
3 Will *has been promised* a car when he's sixteen.
4 A unicorn *was offered to Brian* when he was sixteen.
5 The unicorn *had been taught* to fly by Brian's fairy godmother.

## SHOW WHAT YOU'VE LEARNT

**5 Complete the sentences with the correct form of the verb *be*.**

Henry finds it difficult to sit still and doesn't like *being* told what to do.
1 The sound of fireworks could *be* heard all across the town that night.
2 The computer system might *have been* damaged when lightning struck the office block.
3 The judge *was* shown all available evidence in court yesterday.
4 At the ceremony, medals *were* given to the heroic firefighters who had helped during the flood.
5 Will you agree *to be* examined by a medical professional?
6 The athlete enjoyed *being* massaged before competitions.

/6



# 7.3 LISTENING LANGUAGE PRACTICE

Phrases to describe products
• phrasal verbs

**1 Choose the correct answers A–C to complete the dialogue between Julie and a shop assistant.**

*Extract from Student's Book recording* 3.15

**SA:** Good afternoon. Can I help you?
**J:** Oh yes, I'm looking for a new laptop. I've got a budget __ £400. […]
**SA:** Well, you won't be looking at a top-of-the-range model for that amount, but I'm happy to come [1]__ with a few options. Let's start here. This one's a basic laptop with 4 GB of RAM and a terabyte of storage.
**J:** That sounds good.
**SA:** Well, compared with how computers [2]__ be, it's not bad. If you just want to stick to word processing and social networking, it's a waste of money buying a more powerful computer. But [3]__ you want to go in for gaming and download films and music, you can get a computer with 8 GB of RAM and an SSD hard drive for £450, that's just £50 [4]__ .
**J:** I [5]__ want to download films and music, but do I really need 8 GB of RAM?
**SA:** Well, you need to think about the future. If you want to edit photos and videos, it's well worth [6]__ a bit more. For just £50 you get double the RAM and SSD storage.
**J:** Hm, I'm not sure. I need to think it [7]__ .
**SA:** Of course. If it helps you to make a decision, I'll throw in a laptop bag with the more expensive model.

| | A | B | C |
|---|---|---|---|
| | A to | (B) of | C at |
| 1 | A out | B over | (C) up |
| 2 | A would | B could | (C) used to |
| 3 | (A) if | B whether | C when |
| 4 | A plus | (B) more | C over |
| 5 | A am | B won't | (C) do |
| 6 | (A) spending | B to spend | C spend |
| 7 | A again | (B) over | C about |

**2 Complete the examples in REMEMBER THIS with the adjectives from the extract.**

## REMEMBER THIS

Sprzedawcy używają różnorodnych przymiotników i rzeczowników, aby opisać cenę, jakość i inne cechy produktów, które oferują.

*A **state-of-the-art** camera can cost you several thousand pounds.*

*This one's a [a] basic laptop with 4 GB of RAM.*

*You won't be looking at a [b] top-of-the-range model for that amount.*

**3 Match the definitions with the words in the box.**

branded custom-made cutting-edge ~~entry-level~~ mid-range own brand premium user-friendly

| | | |
|---|---|---|
| | of a lower price/quality | *entry-level* |
| 1 | of a medium price/quality | *mid-range* |
| 2 | of a higher price/quality | *premium* |
| 3 | designed for a particular person | *custom-made* |
| 4 | produced by a recognised company | *branded* |
| 5 | produced and sold by a shop | *own brand* |
| 6 | using the latest design or technology | *cutting-edge* |
| 7 | easy to understand or operate | *user-friendly* |

**4 Complete the adverts with the most suitable words in Exercise 3.**

On a budget? Our *entry-level* laptops do all the basics for a very reasonable price.

With its [1] *user-friendly* design, the Talkon 101 makes keeping in touch as simple as 1, 2, 3.

If you are looking for the best sound money can buy, try our [2] *premium* range of speakers.

**Looking for quality at a reasonable price?**
This [3] *mid-range* phone is similar to the top-of-the-range handset, but it has a plastic case and a smaller screen.

Greenscreen's [4] *cutting-edge* projectors use the most up-to-date technology available.

**Pick Rico's [5] *own brand*** baked beans and save, save, **save!**

**Visit Regency Motors for your [6] *custom-made* motorbike. If it has to be uniquely yours, choose Regency.**

## FOCUS ON WORDS | Phrasal verbs

**5 Complete the sentences with the correct form of the phrasal verbs. There are two extra phrasal verbs.**

bring in carry out come out ~~figure out~~ get down to go in for talk into throw in wind up

I can't *figure out* how to use this camera.
1 He tried to *wind* me *up* by interrupting me, but I ignored him.
2 I don't *go in for* video games – I find them boring.
3 Our school is going to *bring in* new rules about using mobile phones.
4 The sales assistant managed to *talk* me *into* buying the most expensive computer.
5 Whenever a new smartphone *comes out* , people line up outside shops to buy it.
6 If you buy this printer, we'll *throw in* two black ink cartridges for free.

# 7.4 READING

Driverless cars • collocations to do with driving • medical conditions • word families

**1 Read the text and label paragraphs A–F with the headings below. There is one extra heading.**

| | | | |
|---|---|---|---|
| Cost | | Free time | C |
| Traffic | D | Parking | B |
| Environment | E | Safety | A |
| Freedom | F | | |

## FUTUREPROOF

### How driverless cars will change the world




A driverless car with a top speed of 60 mph has recently been revealed by a well-known tech firm. It may not look like it, but this machine and its successors are going to change your life. Today we explain how.

**A** No matter what we like to believe, humans are unfortunately no good at driving. The fact that 1.2 million people are killed every year on roads worldwide is a shocking and sad reminder of that. Unlike us, driverless cars will never drive drunk and will not be able to break the speed limit, take reckless* chances or race their mates away from traffic lights. They will never doze off*, lose concentration or send a text message from behind the wheel. Nor will they get angry, frustrated or competitive. In short, they will be a lot, lot safer than we are.

**B** Finding a place to park will no longer be our problem – our car will handle it for us. Once we arrive at our destination we will hop out at the front door and leave the car to park itself using its superior parking skills. Later, when we need it, we will be able to summon* it with our smartphone. No more parking tickets, no more multiple attempts at reverse parking and no more endlessly driving in circles looking for an empty parking space.

**C** Think how much of our time is wasted on driving. Those daily journeys to work or school soon add up to hundreds of hours a year. Sure, driving is occasionally enjoyable – the winding country road on a summer's day or the empty motorway late at night, for instance – but, unless you are a Formula 1 driver, the vast majority of the time you spend behind the wheel is likely to be tedious, and frustrating. Why not read a book, watch a film, or chat with family and friends and let the car drive itself instead?

**D** There are known to be approximately 7.5 billion people on our planet and it is estimated that well over a billion cars crowd our roads. For those who travel regularly on four wheels, it may sometimes seem that all of them are gathered in a never-ending traffic jam between where you are and where you need to be! Using sophisticated technology, driverless cars will be able to travel in convoys, centimetres apart, without the unnecessary braking that slows down traffic and creates jams.

**E** If we can solve congestion*, perhaps we won't need to continue digging up the country's green spaces to create huge eight-lane motorways which, in turn, encourage even more traffic. The impact of these huge roads on nature does not stop once their construction is complete, of course. Noise and light pollution seriously disturb animal populations and there is of course the danger to both animals and motorists of potential collisions. Not only could the reduction in congestion resulting from driverless cars save vast areas of our countryside, but also huge amounts of money. This money could then be spent on health, education and other more beneficial causes instead.

**F** One great plus of driverless cars is the freedom to travel that they will bring to those who cannot drive. It is unlikely that a driving licence will be required in order to operate a driverless car, so, theoretically, children could 'drive' themselves to karate practice, Sunday football or school, and Grandma could take herself to have her hair done on a Saturday morning! Provided that a trustworthy and secure system can be developed, the school run could become a thing of the past and parents could find themselves with an extra half hour of 'me-time' every morning.

The world's first large-scale test of driverless cars has already been carried out, but it will be some time before you can actually go to a car dealership and get your hands on one. There are many complex legal issues regarding their security, privacy and safety which need to be resolved first. However, it seems very likely that within our lifetime they will be a common and very welcome sight on our roads. In years to come, rather than saying 'I'm taking the car,' we may find ourselves saying 'The car is taking me!'

GLOSSARY

**reckless** *(adj)* – not caring or worrying about the possible dangerous results of your actions; lekkomyślny
**doze off** *(phr. v)* – to fall asleep, especially when you did not intend to; przysypiać
**summon** *(v)* – to order someone to come to a place; wzywać
**congestion** *(n)* – overcrowding on the road caused by too much traffic; tłok na drogach, zator



**2 Read the text again and choose the correct answers A–D.**

1 When compared to current cars, the author suggests that driverless cars will
A be better for people's health.
B lead to fewer driving-related deaths.
C save their owners large amounts of money.
D be as easy to use as a mobile phone.

2 When it comes to parking, driverless cars will
A always attempt to reverse when parking.
B use smartphone technology to find parking spaces.
C be better at parking than human drivers.
D continue driving in circles until they are able to find a parking space.

3 How will driverless cars help reduce traffic congestion?
A There will be fewer vehicles on the roads.
B They will make better use of road space.
C By using a sophisticated method of detecting and avoiding traffic jams.
D They will travel faster than current cars.

4 The author suggests that driverless cars
A could indirectly reduce the destruction of green areas.
B will require the construction of new motorways.
C are potentially dangerous for animals living near large roads.
D may lead to increased levels of pollution.

5 According to the article, driverless cars
A will soon be a common sight on the roads.
B will only be available once relevant laws have been agreed on.
C are already being used in some countries.
D are currently available at certain car dealerships.

6 The author's attitude to driverless cars can be summarised as follows.
A The advantages of driverless cars outweigh the disadvantages.
B Driverless cars will take all the pleasure out of driving.
C The world will be a better place thanks to driverless cars.
D Driverless cars should be treated with caution.

**3 Complete the collocations to do with driving with words from the article.**

drive after consuming alcohol – drive *drunk* / drunk driving
1 drive faster than the law permits – *break* the speed limit
2 driving a motor vehicle – *behind* the wheel
3 reversing into a parking space – *reverse* parking
4 driving round and round because you are lost or looking for a parking space – driving in *circles*
5 small countryside roads with lots of bends – *winding* country roads
6 very wide roads used to travel long distances – *eight-lane* motorways
7 a document that states you are legally qualified to drive – a driving *licence*
8 a regular car journey to take children to school or bring them home – the school *run*
9 a place where cars are sold – car *dealership*

**4 Complete the sentences with the most suitable collocations in Exercise 3 in the correct form.**

People are often caught *driving drunk / drunk driving* the next morning after a big party.
1 Finally, we made it! We've been *driving in circles* for half an hour looking for your house.
2 My handset connects with the car stereo and I can talk while I'm *behind the wheel* .
3 We need to see some official ID, please, your *diving licence* or passport.
4 I don't see the point in owning a huge 4x4 vehicle if the only driving you do is *the school run* twice a day.
5 What do you think of the new car? My dad helped me choose it from the local *car dealership* .
6 Some of these *winding country roads* are not wide enough for two cars to pass.
7 Do you know why I have stopped you, sir? No? Well, you were *breaking the speed limit* and drove past one of our speed cameras.
8 *Eight-lane motorways* are actually safer than smaller roads as there is room for faster vehicles to overtake slower traffic.
9 For me, *reverse parking* is definitely the hardest thing to master when you are learning to drive.

## FOCUS ON WORDS | Medical conditions

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

Too much junk food in your diet can lead to **o***besity* .
1 After Max lost his job, he suffered from **d***epression* for a while.
2 Ella got a chest **i***nfection* and had to take antibiotics for two weeks.
3 Some people can't eat peanuts because they have an **a***llergy* to them.
4 He became sick because his **i***mmune* **s***ystem* was very weak.
5 The child has difficulties in communicating due to **a***utism* .
6 There's too much sugar in her blood, so she's taking medication to control her **d***iabetes* .
7 He occasionally has trouble breathing because of his **a***sthma* , especially when he becomes stressed.

## FOCUS ON WORDS | Word families

**6 Choose the correct options.**

*Clean* / (*Cleanliness*) is very important in hospitals.
1 What are some of the (*medicinal*) / *medicine* uses of honey?
2 The patient's *respond* / (*response*) to the new treatment was very good.
3 It is *advice* / (*advisable*) not to go swimming after having a heavy meal.
4 All manufacturers must obey the government's new safety (*regulations*) / *regulatory*.
5 Radiation can be very *harm* / (*harmful*) to human health.
6 It would *beneficial* / (*benefit*) your health greatly to take up a sport and improve your diet.
7 Eating fruit is supposed to be good for your *digestion* / (*digestive*) system.

# 7.5 GRAMMAR

Passive reporting structures

## SHOW WHAT YOU KNOW

**1 Choose the most appropriate verbs to complete the sentences.**

1 The judge *expected* / *told* / *felt* that community service was more appropriate than a prison sentence in this case.
2 Scientists *think* / *know* / *regard* we are the only intelligent beings in this universe.
3 The police *understand* / *argue* / *believe* an escaped prisoner is hiding in his home village.
4 The IT managers *believed* / *agreed* / *thought* to meet again after the Christmas break.
5 I can't believe people *expect* / *know* / *feel* me not to be angry after the way I was treated.

**2 ★ Complete the radio news headlines with *it* or *there*.**



Welcome to the midday news on Radio RMN. Here are the headlines. *It* is thought that the Prime Minister will announce the date of the next general election later on today. [1]*There* is believed to be great pressure on her from members of her own party to go to the polls as soon as possible.

[2]*It* was announced at the International Climate Change Conference taking place in Rio this week that global pollution reduction targets are now unrealistic. [3]*It* was suggested by the chairman of the conference that the US and Russia are largely to blame by failing to meet their own countries' targets.

[4]*There* is reported to have been a major explosion at a power plant near Paris, the French capital. [5]*It* is not yet known how many people may have been killed or injured.

**3 ★★ Complete the rewritten sentences from Exercise 1 with the phrases in the box. There are two extra phrases.**

am expected to be | am expected not to be
it is thought that | it was agreed by | ~~it was felt that~~
there is believed to be | we are thought to be

*It was felt that* community service was more appropriate than a prison sentence in this case.
1 *It is thought that* we are the only intelligent beings in this universe.
2 *There is believed to be* an escaped prisoner hiding in his home village.
3 *It was agreed by* the IT managers to meet again after the Christmas break.
4 I can't believe I *am expected not to be* angry after the way I was treated.

**4 ★★★ Read Text 1 and complete Text 2 with passive reporting structures.**

**Text 1**

### Insomnia – a cultural history

Medical historians think that insomnia is a relatively modern problem. Of course, they know that medieval Europeans woke in the night frequently, but they don't believe they were particularly worried about it. These days, we understand there to be around 100 million Europeans who suffer from some kind of sleep disorder. Psychologists consider stress to be the most common reason that people find it difficult to sleep. Additionally, we think that eating too late in the evening causes many cases of sleeplessness. Some experts also say that changes in our living environment or work schedule can cause insomnia.



**Text 2**

*It is thought that* insomnia is a relatively modern problem. Of course, medieval Europeans [1]*are known to have woken* in the night frequently, but they [2]*are not believed to have been* particularly worried about it. These days [3]*there are understood to be/it is understood that there are* around 100 million Europeans who suffer from some kind of sleep disorder. Stress [4]*is considered to be* the most common reason that people find it difficult to sleep.
Additionally, [5]*it is thought that* many cases of sleeplessness are caused by eating too late in the evening. [6]*It's also said that* changes in our living environment or work schedule can cause insomnia.

## SHOW WHAT YOU'VE LEARNT

**5 Find and correct the mistakes.**

~~There~~ was agreed that the new handset was more attractive than the old one. *It*
1 It ~~has not~~ currently been known exactly how big the Internet is. *is not*
2 Some ~~companies thought~~ to have been using sophisticated hacking techniques to protect their interests. *companies are thought*
3 ~~There was known~~ to be several computer viruses within the system at the time. *There were known*
4 The troubled company ~~was understood that have~~ invested heavily in wearable technology. *was understood to have*
5 ~~People are said to be~~ many negative consequences of inactive lifestyles. *There are said to be*
6 The Saturn Explorer craft ~~is believed to passing~~ Mars as we speak. *is believed to be passing*

/6

GRAMMAR: Train and Try Again page 179



# 7.6 SPEAKING

Clarification

## BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

| | |
|---|---|
| **Signalling confusion** | **Sygnalizowanie dezorientacji** |
| Sorry, I'm not with you. | Przepraszam, ale straciłem/straciłam wątek. |
| I'm not sure I follow (you). | Chyba nie nadążam. |
| I'm afraid you've lost me there. | Przepraszam, ale zgubiłem/zgubiłam się. |
| I don't know what you mean by … | Nie wiem, co masz na myśli, mówiąc… |
| **Checking your understanding** | **Sprawdzanie rozumienia** |
| So, in other words … | A więc innymi słowy… |
| Are you saying …? | Czy chcesz powiedzieć…? |
| If I understand correctly, you mean …, right? | Jeśli dobrze rozumiem, masz na myśli…, czy tak? |
| **Giving clarification** | **Wyjaśnianie** |
| Yes, precisely/exactly. | Dokładnie tak. |
| Yes, (that's) pretty much (it). | W zasadzie tak. |
| No, that's not (quite) what I meant. | Nie, nie to (dokładnie) miałem/miałam na myśli. |
| What I meant was … | Chciałem/Chciałam powiedzieć… / Miałem/Miałam na myśli… |

**1 Choose the correct options to complete the phrases.**

So, in other *thoughts* / *ways* / *words*, … U
1 Sorry, I'm not *with* / *follow* / *understand* you. S
2 *What* / *How* / *That* I meant was … C
3 I'm not sure I *lost* / *follow* / *mean* (you). S
4 No, that's not (quite) what I *meant* / *knew* / *understood*. C
5 I'm afraid you've *meant* / *lost* / *known* me there. S
6 If I *understand* / *know* / *think* correctly, you mean …, right? U
7 I don't know what you *mean* / *saying* / *tell* by … S
8 Yes, *precise* / *precisely* / *precision*. C
9 Yes, (that's) *pretty* / *quite* / *almost* much (it). C
10 Are you *meaning* / *saying* / *following* …? U

**2 Mark the phrases in Exercise 1 as *S* for signalling confusion, *U* for checking your understanding or *C* for giving clarification.**



**3 Put the words in order to make phrases and then use them to complete the dialogues.**

1 A mean / you / what / know / I don't / by
*I don't know what you mean by*
B sure / I / I'm / follow / not / you
*I'm not sure I follow you*
C it / yes / exactly / that's *Yes, that's exactly it*

**Henry:** Make sure you save it on the thingy as well.
**Flora:** Er … *A* 'thingy'.
**Henry:** You know, on the … thingy! What is it called?
**Flora:** Do you mean the external hard drive?
**Henry:** [1]*C* ! The extra hand drive.
**Flora:** What? It's called an EXTERNAL HARD drive.
**Henry:** Yes, you said that.
**Flora:** But that's not what you said.
**Henry:** Er … [2]*B* any more.
**Flora:** Henry, you said … Oh, never mind.

2 A meant / I / was / what *What I meant was*
B you / saying / are *Are you saying*
C quite / not / meant / that's / I / what
*That's not quite what I meant*
D with / I'm / you / not *I'm not with you*

**Lucas:** What's up, Mum?
**Mum:** The computer, look.
**Lucas:** Oh no. It's the BSOD.
**Mum:** Sorry, [3]*D* .
**Lucas:** The BSOD. The blue screen of death!
**Mum:** Er … so the computer has died?
**Lucas:** Probably not. That's just what they call it.
**Mum:** So what should I do?
**Lucas:** Just reboot it.
**Mum:** Do what? [4]*B* I should … hit it?
**Lucas:** What? No, Mum, [5]*C* . Please don't hit it. [6]*A* restart it.
**Mum:** Ah-ha! OK, I see … how do I do that?

3 A it / that's / much / pretty *that's pretty much it*
B lost / there / afraid / me / I'm / you've
*I'm afraid you've lost me there*
C understand / I / correctly / you / if / mean
*If I understand correctly, you mean*
D other / words / in *in other words*

**Kim:** Are you coming to my New Year's Eve party?
**Ally:** Yes, I am.
**Kim:** Good. Can't wait to see you ☺
**Ally:** So, [7]*D* , you want us to start the year together?
**Kim:** Yes, [8]*A* ☺ You're my best friend! I want to mug you at midnight.
**Ally:** Er what? … [9]*B* , Kim. [10]*C* 'hug' right?
**Kim:** Oh no! Stupid auto-correct. Yes, hug.
**Ally:** That sounds much better! ☺

# 7.7 USE OF ENGLISH

Easily confused words

**1 ★ Choose the correct answers A–C.**

If I were on a __ island, I wouldn't survive for long. I wouldn't have anything to eat!
A deserted B dessert C desert

1 Have you been to the gym __ ? There is some new weight training equipment.
A later B late C lately

2 We can't let Grandma spend New Year's Eve __ . We'll cook dinner and invite her over.
A lone B alone C lonely

3 Since I lost weight, these trousers have become far too __ . I need to buy a new pair.
A lose B loose C loser

4 Please don't interrupt the teacher. __ your hand if you would like to ask a question.
A Raise B Rise C Arise

5 The exam __ of four written papers and an oral test. You will take all parts of the exam on the same day.
A comprises B includes C consists

6 The __ reason you are here is … Happy birthday! I hope you like your surprise.
A really B present C actual

**2 ★★ Complete the words with the missing letters.**

A: Can I give you some **advi**ce that might help you to swim faster?
B: Yes, please. I've been ¹**pract**ising , but …
A: Well that's good; ²'**practi**ce makes perfect' they say, but I think you are lifting your head too high when you ³**breat**he . It's ⁴**a**ffecting the way your body moves through the water by slowing you down.
B: OK, so what would you ⁵**ad**vise me to do instead?
A: Well, perhaps try taking a ⁶**breat**h just as your lips break the surface of the water. I guarantee you'll notice a positive ⁷**e**ffect immediately.
B: OK, thanks a lot!



**3 ★★ Choose the correct options.**

What's today's (date) / *data*? Is it the first of October?

1 The government will introduce major (economic) / *economical* reforms before the next election.
2 Today will be remembered as a (historic) / *historical* day by all those interested in space exploration.
3 The patient is no longer *conscientious* / (conscious) and his heart rate is dropping rapidly.
4 The King's Day celebration in Amsterdam is a truly memorable *opportunity* / (occasion) for all involved.
5 It's impossible to get my homework done with these (continual) / *continuous* interruptions.

**4 ★★ Replace the expressions in bold with the words in the box.**

~~actually~~ complement compliment currently eventually fantastic possibly

I pretend I enjoy our family meals, but **in fact** I'd rather eat watching TV. *actually*

1 **At the moment**, I'm reading a collection of short stories by an American writer. *Currently*
2 In your opinion, does this red top **go well with** those orange trousers? *complement*
3 **In the end**, you'll get the hang of driving; it just takes time. *Eventually*
4 Couldn't you just **say something nice about** me for once, instead of your constant criticism? *compliment*
5 My first bungee jump was a **great** experience. I'd highly recommend it. *fantastic*
6 Could you **maybe** lend us your sat-nav for the weekend, Dad? *possibly*

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

advise depend economy ~~invent~~ late practice see sure

Satellite Navigation is not a recent *invention* by any means, as the first portable navigation system became available in the Netherlands in 2004. However, since then the cost of purchasing one has decreased considerably and today it's possible to find a device at a very ¹*economical* price. It's no surprise that more and more drivers decide to follow the step-by-step instructions they hear, without having to check the map.

For me, the popularity of sat-nav systems is further proof that we are becoming too ²*dependent* on technology. In the past, most people were able to read maps, but ³*lately* , I think most people have lost this ability. What is even more worrying is the fact that some people seem to be losing their common sense too.

Every summer I read articles about people who got into trouble because they had blindly followed the ⁴*advice* of their sat-nav, for example, the tourists who drove their rental car into the ocean just because their device told them to drive ahead. Driving requires focus – you can't lose ⁵*sight* of where you're going. Road and traffic signs are just as important as your sat-nav.



## SHOW WHAT YOU'VE LEARNT UNITS 1–7

**6 ★★ Complete the text with the correct form of the words in brackets.**

### Robots in the kitchen

It's very rare that a week can pass without some new *technological* (TECHNOLOGY) advance making the headlines, and ¹*lately* (LATE) a kitchen robot has been appearing in the news. At a technology fair last month, the world's first robo-chef was announced.

A top chef has been working with a robotics engineering company to ²*ensure* (SURE) that the machine can measure and add ingredients and cook a meal like an expert professional. In ³*reality* (REAL), the robo-chef is a pair of metal arms which have been programmed to copy a real chef's ⁴*movements* (MOVE) when mixing, stirring etc., so that it can cook perfect meals again and again.

An obvious ⁵*disadvantage* (ADVANTAGE) of the robo-chef is that, unlike a real person, it cannot taste the food it cooks! However, a good result might be a ⁶*reduction* (REDUCE) in the number of repetitive injuries that chefs can suffer from.

Will the robo-chef revolutionise cooking? As this branch of science progresses over the next decade, robots will ⁷*undeniably* (DENY) invade our kitchens to some extent. But, at the current cost of £10,000, today's robo-chef is ⁸*unlikely* (LIKE) to be found in the average household just yet.

**7 ★★ Complete the second sentence so that it has a similar meaning to the first. Use the word in capitals.**

'I didn't copy any answers from Janet,' he said. **DENIED**
He *denied copying any answers* from Janet.

1 An American scientist has been given this award for the first time ever. **TO**
This award *has been given to* an American scientist for the first time ever.
2 We've arranged to meet Paula at the conference venue. **ARE**
We *are meeting Paula* at the conference venue.
3 If the engineer hadn't made a mistake in the algorithm, he wouldn't have made a great discovery. **UNLESS**
The engineer wouldn't have made a great discovery *unless he had made* a mistake in the algorithm.
4 'Next week we will learn about numbers in other cultures,' explained the teacher. **THE**
The teacher explained that *the following week they/ the students would learn* about numbers in other cultures.
5 Why didn't you pay attention to the experiment in Science class? **OUGHT**
You *ought to have paid* attention to the experiment in Science class.
6 It is believed that Columbus was born in Liguria, in Italy. **TO**
Columbus *is believed to have been* born in Liguria, in Italy.

**8 ★★ Choose the correct answers A–D.**

### We're watching you!

Parents constantly worry about their children and their concerns __ once the child is old enough to drive. Teenagers ¹__ to have the freedom to go where they want, but should their driving still be monitored when they have passed their driving test? A new app has been developed to allow parents to ²__ an eye on their teenagers' driving habits and location even when they are not with them. It's linked to a ³__ which is installed in the car and allows parents ⁴__ to all types of information, from the speed of the car, how often and hard the driver brakes, to how far the car has travelled and where it's been. ⁵__ parents see it as a way to reduce accidents, but as you can imagine, not all teens welcome the idea ⁶__ and are concerned about privacy issues. It's possible they ⁷__ into having the system, as it can considerably reduce the cost of insurance. However, I would have been appalled ⁸__ my parents ever suggested anything similar!

| | | | | |
|---|---|---|---|---|
| | A raise | (B) increase | C develop | D progress |
| 1 | A look up | (B) can't wait | C look forward | D can't stand |
| 2 | A meet | B make | (C) keep | D get |
| 3 | A drive | (B) device | C screen | D data |
| 4 | (A) access | B connection | C view | D control |
| 5 | A Much | B Plenty | C Each | (D) Most |
| 6 | A to follow | | B to be followed | |
| | C of following | | (D) of being followed | |
| 7 | (A) may be talked | | B will never be talked | |
| | C must have been talked | | D might have been talked | |
| 8 | (A) had | B should | C were | D would |

**9 ★★★ Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use between two and five words in each gap.**

We *have just run out of* (just/run) an important chemical at the lab, which means we can't carry out any more experiments this week.

1 I *won't have graduated from university* (not/graduate) university by the end of next year.
2 If I weren't so busy at school, *I would definitely have looked/I would have definitely looked* (I/definitely/look) for a part-time job a long time ago.
3 When her photos appeared in a gossip magazine, the actress *blamed her mother for leaking* (blame/mother/leak) them to the press.
4 It's important that you get on well with *the people (who/that) you work* (people/you/work) with.
5 When I went to university, my uncle asked me a lot of questions and *wanted to know if/whether students* (want/know/student) still had lectures with Professor Green.
6 All participants of the reality show *were made to hand over* (make/hand over) their mobile phones and personal items when it started.

# 7.8 WRITING

A narrative

**1 Decide where these features go in a narrative. Write *B* for the beginning, *M* for the middle or *E* for the end.**

Use a variety of verbs to report speech. M
1 Write about a lesson learned. E
2 Use a dramatic opening sentence. B
3 Use narrative tenses to describe the action. M
4 Write about a twist. E
5 Use very short sentences to add drama. M
6 Give characters a voice with direct speech. M
7 Say where and when the story takes place. B

**2 Read the story quickly. How would you describe the tone?**

*Scary/Full of suspense with a humorous ending*

**3 Read the story and match the underlined sentences to features 1–7 in Exercise 1. Write the numbers in the boxes next to each sentence.**

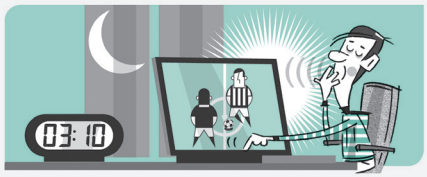
Jake looked at the screen in shock and rubbed his eyes. 2

[a]It was late and he was in his room, playing his favourite football game. 7 He really shouldn't have been doing that – he needed to be up early the next day to attend a lecture. 'Never mind,' thought Jake, and kept playing.

He had just scored a goal when the game suddenly stopped. [b]What was worse, the screen had gone black. 3 'Well, that's annoying,' sighed Jake. He hoped the computer wasn't broken. Not being very good with technology, he wasn't sure what to do. As it was nearly 2 a.m., he decided to go to bed. 'I'll deal with it in the morning,' he thought. He put on his pyjamas and turned off the light. But, closing his eyes, he heard something. Voices? [c]Jake was terrified! 5 He was sure someone was in his room!

Now the voices were louder! [d]'Wake him up!' someone yelled. 6 'Throw water on him,' giggled another. 'What the …?' gasped Jake. He turned on the light and … froze! Standing in the room were the players from the game. 'What … what's happening?' Jake whispered. 'There's nothing wrong with your computer. Just restart it!' said one of them. 'We want to play!'

Was he dreaming? Was he going crazy? 'Um … sure, just a second,' replied Jake. He restarted the computer and loaded the game. 'OK, it's ready,' he said, looking up from the keyboard. But they were gone! [e]And there, on the screen, were the players! 4 [f]'I really need to stop gaming at night,' Jake said to himself and went to bed. 1




**4 Choose the correct options.**

Lionel *got* / *was getting* into bed when a weird noise stopped him.
1 Jackie took out her keys and *unlocked* / *was unlocking* the front door.
2 It was strange. He *never came across* / *had never come across* anything like it before.
3 He read the note again, but it *didn't make* / *hadn't made* any sense.
4 They *looked* / *were looking* for someone, but they wouldn't say who.
5 Max *wasn't working* / *hadn't been working* there long when he found a little red book.
6 She said that she *can't* / *couldn't* remember where she'd bought the ring.
7 He began yelling and said he *will* / *would* never go back there again.

**5 Complete the sentences with the correct form of the verb in brackets.**

She wondered where she *had seen* (see) the strange blue liquid before.
1 The sun *was shining* (shine) and the birds were singing, but Lucy felt no happiness that day.
2 First, they shook the box and then, curious about its contents, they *opened* (open) it.
3 The adults *weren't watching* (not/watch) as one boy, and then another, walked into the cave.
4 They *had been walking* (walk) for miles when they saw a house in the distance.
5 After typing in his question, an answer *appeared* (appear) on the screen, 'Get out!'
6 *Was it hiding* (it/hide) behind the door? He couldn't be sure, but he was too scared to look.
7 The creature was terrifying, but Jo stayed calm and she *didn't panic* (not/panic).
8 They *hadn't seen* (not/see) such a strange object before and decided to examine it.

**6 Choose the correct options.**

William *gasped* / *snapped* when a ghostly face appeared at the window.
1 She *yelled* / *whispered* because she didn't want to be heard.
2 They *screamed* / *giggled* in terror and ran out of the house.
3 He was *yelling* / *sighing* my name, but I didn't hear a thing.
4 She was *giggling* / *sobbing*, so it was obvious she was very sad.
5 He *snapped* / *sighed* at the children because they refused to keep quiet.
6 I *screamed* / *sighed* in relief when they returned home and were safe.
7 We could hear them *giggling* / *snapping* as they looked at the funny old photos.

**7 Read the story in Exercise 8 and put the events in the correct order.**

A Robbie went in search of a place that he could explore. 3
B Robbie was bored because he had nothing to do. 1
C Robbie had a terrifying experience. 4
D Robbie was told about an interesting place. 2

**8 Read the task and the story. Then add inverted commas, commas, full stops, question marks or exclamation marks where necessary in the second and third paragraphs.**

**Write a narrative of 200–250 words about a strange event. Write when and where the narrative takes place, and who the main characters are. Decide what happens and how the story ends.**



**1**

'What a boring day!' sighed Robbie, sitting in the lobby of his hotel. He'd been looking forward to his holiday on the island, but it wasn't much fun there on his own. He'd already explored the place by jet pack the previous day. As he flew over the beaches and the villages, he live-streamed it to his sister back in the UK.

**2**

He picked up a brochure about a cave. 'You should visit it,' suggested the owner, who knew the island well. 'What is there to see?' asked Robbie. 'There are strange wall paintings and some writing in a language no one understands,' he replied. 'Wow!' said Robbie. Suddenly, he was interested. He was studying ancient languages at university and was excited by the idea of the mysterious writing. He decided to go the next day.

**3**

Early in the morning, Robbie set off. After hiking up a mountain, he eventually found the entrance to the cave. As he approached, he saw a young woman there. 'Hi. Have you been inside yet?' he asked her. 'Why are you here?' she snapped. Robbie was shocked. 'Err ... umm ... I just want to see the cave,' he said. 'Go away!' she yelled at him. 'This is my home and I have come back after many centuries,' she continued.

**4**

Centuries? What was she talking about? Robbie looked at her closely then and realised she had live snakes instead of hair! 'You're a monster!' he gasped. He turned and ran like the wind down the mountain. Robbie left the island that day, but sometimes he wonders what would have happened if he'd stayed.

**9 Choose the correct answers A–C.**

He didn't know how they __ escape from the locked room.
(A) would B will C can
1 'Hurry up! We __ time,' shouted Max.
A waste (B) 're wasting C 'd wasted
2 They __ all day and were hopelessly lost.
A could walk B have walked (C) had been walking
3 I asked him about the old house and he __ me not to go there.
(A) warned B was warning C had warned
4 Hearing the scream, he broke down the door and __ inside.
A was rushing B had rushed (C) rushed
5 She told them she was terrified, but they __ .
(A) weren't listening B haven't listened
C hadn't listened
6 'Where __ the treasure?' Leila yelled at them, but they refused to reveal its location.
A had you hidden (B) have you hidden
C were you hiding

## SHOW WHAT YOU'VE LEARNT

**10 Popularne czasopismo dla młodzieży ogłosiło konkurs na najciekawszy artykuł o niespodziewanych spotkaniach w okolicznościach budzących grozę. Napisz artykuł liczący 200–250 słów, w którym zrelacjonujesz niespodziewane spotkanie oraz opiszesz obecne relacje uczestników tego spotkania.**

## SHOW THAT YOU'VE CHECKED

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

**Mój artykuł o wydarzeniu:**

- jest opatrzony tytułem, który przyciąga uwagę czytelnika, ☐
- we wstępie podtrzymuje zainteresowanie czytającego, informuje go o czasie i miejscu akcji oraz wprowadza bohaterów, ☐
- zawiera opis wydarzeń, w którym użyto różnych czasów przeszłych oraz zdań w mowie zależnej i niezależnej, ☐
- uwzględnia krótkie zdania, które sprawiają, że akcja jest bardziej wartka, oraz wyrażenia odwołujące się do różnych zmysłów, ☐
- opisuje obecne relacje osób uczestniczących w spotkaniu, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 200–250 słów, ☐
- został starannie i czytelnie napisany. ☐

## BBC Blowing in the wind




### Before you watch

**1** SPEAKING **Discuss what kind of renewable sources of energy are most common where you live (wind power, solar panels, hydropower, etc.).**

**2** **Do the quiz and compare your answers with a partner.**

### While you watch

**3** 29 **Watch the video and check your answers in Exercise 2.**

**4** **Complete the extracts from the commentary with the words in the box. There are two extra words.**

constant engineering nightmare offshore platform skilled turbine wind

1 If you want to harness enough *wind* energy to power a town or city, you need to go where the wind is at its strongest.
2 The largest *offshore* wind farm in the world is here in Britain.
3 Getting these monsters out here presents a whole host of *engineering* challenges.
4 The unpredictable weather conditions and *constant* threat of stormy weather makes this an extremely difficult construction site.
5 It's an incredibly *skilled* operation, but they make it look so easy.
6 It's just quite awe-inspiring seeing how enormous these *turbine* blades are.

### TODAY'S QUICK QUIZ
**Wind Power Points**

1 The largest offshore wind farm in the world is in **Britain** / **Denmark** / **China**.
2 The wind farm is built **1** / **10** / **20** miles from the coast (**1.6** / **16** / **32** km).
3 It takes **12** / **24** / **48** hours to construct one turbine in the sea.
4 A wind turbine is **50** / **100** / **120** metres wide.
5 A single wind turbine can power **30** / **300** / **3,000** houses.

**5** **Put the the description of the ship in the correct order.**

| | | |
|---|---|---|
| a | stilts to make a stable | 7 |
| b | With everything constantly moving, the wind | 1 |
| c | solid to work from a solid | 3 |
| d | platform standing on the | 8 |
| e | turbines are on board. | 11 |
| f | base, and this is the solution. A huge | 4 |
| g | going and the waves going, you need somewhere | 2 |
| h | parts necessary to build the giant | 10 |
| i | of the water and stand on giant | 6 |
| j | ship called Discovery. It can lift completely out | 5 |
| k | seabed. All of the different | 9 |

**6** 29 **Watch the video again and check your answers to Exercises 4 and 5.**

### After you watch

**7** SPEAKING **What are the advantages and disadvantages of being a wind turbine engineer or a TV presenter like Dallas Campbell? What special qualities would you need for each job?**





## FOCUS VLOG About science and technology

What kind of technology would you like to be developed in the future?

What technology should be provided free for everyone?




**1** SPEAKING **Discuss the questions.**

1 Would you call yourself technology-dependent, not into technology at all or something in between?
2 What technology makes your life better?
3 What technology would you like to be developed in the future?

**2** 31 **Watch the first part of the video (up to 01:54). Does anyone mention your ideas from Exercise 1?**

**3** 31 **Complete as much of the table as you can from memory. Then watch the first part of the video (up to 01:54) again and complete your answers.**
*Answer key – WB page 187*

| | Technology | Reason |
|---|---|---|
| Lilee | electric cars | |
| Luke | teleportation | |
| Sam | solar batteries | |
| Nick | digital musical instruments | |
| Nobuse | virtual learning | |

**4** 31 **Watch the rest of the video (01:55–02:27). What technology do the speakers think should be provided free for everyone?**

**Lilee:** *access to electricity (light/heat)*
**Luke:** *expensive medical technology*
**Sam:** *universal access to the Internet*
**Nick:** *tablets*
**Nobuse:** *online education*

**5** SPEAKING **Put the answers in Exercise 4 in order of importance for society from 1 to 5 (1 being the most imporant). Compare with a partner.**

### Focus On Life Skills
Communication • Critical thinking • Digital skills

**6** **Read a list of tips to pass on to young people when using the Internet. Discuss what you think each tip means. Then read the explanations below.**

1 Sharing isn't always caring
2 A lasting impression
3 Remember the human
4 True or False?
5 Don't believe the hype

### THE FIVE GOLDEN RULES OF NETIQUETTE

**Sharing isn't always caring**
Ask your friends for permission before you post photos of them on social media. They may not like the way they look or come across.

**A lasting impression**
If you're sending a message or email to someone, think about how you come across. CAPITAL LETTERS or **bold** can look aggressive. Too many emojis and exclamation marks can look childish or silly. Check spelling and punctuation if it's a formal email.

**Remember the human**
Think before you post. Never post unkind comments on other people's photos and posts, including celebrities and other famous people. They're human too.

**True or false?**
Be careful not to share fake news. Check that something is factually correct and from a reputable source before you share it.

**Don't believe the hype**
If social media makes you feel that everyone's having more fun and a better lifestyle than you, remember that it's easy to give the impression that life is perfect by choosing photos cleverly. But it's not real life.

**7** SPEAKING **Discuss whether you agree with the rules of netiquette. Is there anything you would add or change?**

# 7.10 SELF-CHECK

## VOCABULARY AND GRAMMAR

**1 Choose the most suitable options.**

We can really *find* / *make* / *see* the true potential of wind and solar farms in this country.

1 The American continent was *suggested* / *called* / *named* after the Italian explorer Amerigo Vespucci.
2 Although Elena had done all the research, one of her colleagues was credited *with* / *by* / *for* the discovery.
3 A Czech writer named Karel Čapek *made* / *coined* / *discovered* the term 'robot' in a play he wrote in 1920.
4 She was very proud when she *received* / *gained* / *recognised* a mention in the press for her work on the project.
5 You don't need to become an expert *at* / *in* / *for* environmental science to realise the planet is in trouble.

/5

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

This **a**lgorith**m** is easy to follow as it only has four steps.

1 Charles Darwin made a huge **c**ontribution to biology and the science of evolution.
2 In his talk on radioactive elements, the chemist made **r**eference to the work of Marie Curie.
3 Here is a diagram of the **m**olecular structure of water – as you can see, it's quite a simple substance.
4 My department at the university would like to **c**ollaborate with other scientists on this project.
5 Henry doesn't have much of an **a**ptitude for languages, but he's very good at Maths.

/5

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

bring in | come out | go in for | talk into | throw in | ~~wind up~~

My brother *winds* me *up* all the time and it's really annoying!

1 Because I bought the most expensive phone, the salesman *threw in* a free case.
2 I can't wait for the next Jason Bourne film to *come out* . I've loved all of them so far.
3 Alex doesn't *go in for* physical sports. He prefers to play games like chess.
4 Unless the government decides to *bring in* tougher laws against pollution, air quality won't improve.
5 My friend *talked* me *into* going to the science museum with him, and I actually enjoyed it.

/5

**4 Correct the underlined parts of the sentences.**

The physicist believed that the theory couldn't tested *couldn't be tested* without more data.

1 I enjoyed to be showing *being shown* the new computer lab by my colleagues yesterday.
2 All children need to encourage *to be encouraged* by their parents and teachers to reach their full potential.
3 Aristotle know to write *was known to have written* on a wide range of topics, but many of his texts have been lost.
4 More girls estimate to study *are estimated to be studying* science and engineering now than ever before.
5 It could argue *could be argued that* the wheel was the most important invention of all.

/5

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

This type of photocopier needs *to be serviced* (service) after about 10,000 copies.

1 My sister hates *being forced* (force) to limit her hours in front of a computer to two a day.
2 The battery should *have been charged* (charge) last night, but now it's flat and we can't use the equipment.
3 Before the screen went blank, I accidentally opened a strange email which I *had been sent* (send).
4 New solar panels are going *to be installed* (install) tomorrow to make our house more energy efficient.
5 Maria gets very tired of *being criticised* (criticise) by her parents for her choice of career.

/5

**6 Complete the second sentence so that it has the same meaning as the first.**

It is believed that Aristarchus presented the earliest model of the universe with the Sun at the centre.
Aristarchus *is believed to have presented* the earliest model of the universe with the Sun at the centre.

1 In the past, people thought that computers would never become popular and widely available.
In the past, it *was thought that* computers would never become popular and widely available.
2 Many say that Einstein had problems at school because of his reluctance to learn everything by heart.
Einstein *is said to have had* problems at school because of his reluctance to learn everything by heart.
3 According to the latest estimate, last year over 200 pupils aged 13–16 failed Maths in our town.
Last year there *were estimated to be* over 200 pupils aged 13–16 that failed Maths in our town.
4 Doctors claim that obesity causes depression.
Obesity *is claimed to cause* depression.
5 It is known that penicillin revolutionised medicine.
Penicillin *is known to have revolutionised* medicine.

/5

**Total /30**

## USE OF ENGLISH

**7 Choose the correct answers A–D.**

For a coachload of kids from a __ primary school, it was supposed [1]__ a pleasant day trip to a newly-opened theme park. Unfortunately, the journey turned out to be an unpleasant lesson for everybody, but especially for the driver, who relied on his sat-nav to [2]__ the shortest route.

As a result, the kids and their teachers [3]__ found themselves stuck between two walls for nearly three hours since the driver's sat-nav had sent his vehicle down an impassable country lane. It took over two hours for the fire brigade to free the coach and its passengers, who [4]__ to be quite anxious by then.

It seems that although the system has many advantages and provides information about one's exact location, distance and best routes, it is still more [5]__ to just use your own judgement.

| | | |
|---|---|---|
| | A local | B regional |
| | C country | D areal |
| 1 | A to being | B to have been |
| | C had been | D have been |
| 2 | A bring in | B wind up |
| | C go in for | D figure out |
| 3 | A actually | B likely |
| | C lately | D after all |
| 4 | A have been reported | B were reported |
| | C have reported | D were being reporting |
| 5 | A conscious | B conscientious |
| | C sensible | D sensitive |

/5

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

*Is English still spoken* (English/still/speak) by the largest number of people in the world? Or is it Chinese?

1 Alan Turing, a famous cryptologist, was *was expected not to reveal* (expect/not/reveal) any details of his work on Enigma during World War II.
2 I know that the conference is today. But where (it/hold) *is it being held* ?
3 At least fifteen people (know/apply) *are known to have applied* for the post of manager of IT department so far.
4 Emily *can't stand being reminded* (not/stand/remind) to switch off the equipment every single night.
5 I can't believe how silly I was! Last week, I *was talked into buying* (talk/buy) an all-in-one piece of equipment that was supposed to be very efficient, but is actually useless.

/5

**9 Complete the text with the correct form of the words in brackets.**

### To spy or not to spy?

It's a question that most parents *eventually* (EVENTUAL) ask themselves when it comes to monitoring their kids' texts, emails or posts on social networking sites. Some parents are so concerned about their children's activities that they unplug the Internet router at a certain time in the evening to [1]*regulate* (REGULAR) screen time or demand access to their kids' messages and social media accounts. But does this approach have a [2]*beneficial* (BENEFIT) effect on the relationships between parents and their children?

School psychologists generally believe that restricting and monitoring technology isn't [3]*harmful* (HARM) to the parent-child relationship if there is a set of rules for everybody to follow. They agree that both parents and children should respect each other's [4]*privacy* (PRIVATE), but at the same time it might be a good idea to place a computer in a family area and occasionally talk about potential dangers connected with the Internet. Obviously, with rapid [5]*technological* (TECHNOLOGY) progress and children being incredibly savvy about it, adults need to keep up-to-date with any new gadgets or ways of communicating that the kids might want to use.

Parents definitely need to know what kids are doing and viewing online, but on the other hand, they should be discreet and trust that their kids know what's right and what's wrong.

/5

**10 Translate the Polish parts of the sentences.**

Listen! The winner of the photo competition *is just being announced* (*jest właśnie ogłaszany*) by the headmaster now!

1 Steve Jobs *is said to have designed* (*mówi się, że* [Steve Jobs] *zaprojektował*) one of the most powerful and yet beautiful computers.
2 Every year, several new products *are sold to the employees* (*są sprzedawane pracownikom*) at a discount.
3 I *would prefer not to be informed/would rather not be informed* (*wolałbym nie być informowany*) about changes in the programme of our meetings just before they take place.
4 Most teenagers *can't stand being controlled* (*nie znoszą, jak się je kontroluje*) all the time, especially when it comes to texting and browsing the Internet.
5 Before we make a decision about what to invest in, it's *advisable/recommended to establish* (*wskazane jest ustalić*) what gadgets teenagers are currently into.

/5

**Total /20**

# 8 Costing the earth

## 8.1 VOCABULARY

Nature • environmental issues • landscapes • animals

### SHOW WHAT YOU KNOW

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



Every country aims to create **ec**onomic **gr**owth because it brings more jobs and better living conditions for its population. However, this kind of development is often bad news for the environment. For example, when more factories are built, there is more employment, but air pollution from manufacturing leads to [1]**gl**obal **wa**rming, a phenomenon that is increasing temperatures around the world. This [2]**cl**imate **ch**ange causes problems for farmers because when it's hotter and there isn't enough rain, [3]**wa**ter **sh**ortages mean animals have nothing to drink and food crops die. In addition, warmer temperatures destroy areas where animals live and we now have many [4]**en**dangered **sp**ecies that could die out completely.

There needs to be a balance between economic growth and protecting the environment. Governments should invest in [5]**re**newable **en**ergy such as wind farms and make it affordable for homes and businesses to install [6]**so**lar **pa**nels on roofs. Some countries make sure all homes have [7]**re**cycling **bi**ns for their household waste, too. Glass, paper and aluminium can be reused, which is great for the environment.

### FOCUS ON WORDS | Environmental issues

**2 Match the two statements. Use the words in bold to help you.**

Try to avoid buying **single-use plastics**. (f)

1 It's important that all of our waste is **biodegradable**. (d)
2 **Contamination** of the air by dangerous gases is a serious problem. (a)
3 People who don't believe in climate change think **eco-warriors** are wrong. (c)
4 Our actions are doing **irreparable damage** to the Earth. (e)
5 Removing just one species from the **food chain** destroys the whole system. (b)

a That's why we need to find different forms of energy for our cars.
b So if smaller fish die, larger ones will starve, and so on.
c However, who else is fighting to protect the natural world?
d Otherwise, we can't get rid of it and it's with us forever.
e For instance, polar bears could die out if Arctic ice melts due to global warming.
f Instead, use glass, paper or aluminium containers that can be recycled.

**3 Complete the text with the words in bold in Exercise 2.**

One of the biggest threats to the quality of the natural environment is *single-use plastic* such as drinks bottles, bags, straws and packaging. Unlike paper packaging, plastic is not [1]*biodegradable*, so it stays on the ground and in the oceans for many, many years and causes [2]*contamination* of land and water.

When plastic is in the ocean, sea creatures mistake it for food, eat it and die. These deaths affect the [3]*food chain* in terrible ways as it means there is less for other animals to eat. We should produce less plastic and get rid of plastic waste more responsibly to stop the [4]*irreparable damage* that it causes. It isn't enough for us to depend on [5]*eco-warriors* to fight for the environment. Everyone has a duty to protect the planet.

### FOCUS ON WORDS | Landscapes

**4 Complete the missing words. The first letters are given.**

A **d***itch* can be at the side of a road or a field, and it holds or carries away water.

1 A **s***tream* is a small narrow river.
2 A **p***lain* is a large flat area of land with very few trees on it.
3 A **b***uilt-up* **a***rea* has many homes, roads and businesses.
4 An **o***rchard* is an area of land where fruit trees are grown.
5 A **f***oothill* is at the bottom of a mountain.
6 A **m***eadow* is an area of land which has grass and flowers in it.

**5 Complete the email with the words in the box.**

built-up area | ditch | ~~foothills~~ | meadow | orchard | plain | ploughed field | stream

To: Emily

From: Anna

Hi Emily,

We're having a great time. I didn't think I'd enjoy hiking, but I've changed my mind! We're staying in a village in the *foothills* of the mountains. It's far away from any [1]*built-up area*, so it's nice and quiet. Our accommodation is on a farm and it's such a pretty place.

On our first day, the farmer showed us around. First, he took us to the [2]*orchard* where we picked cherries from the trees. The following day, we had a picnic in a [3]*meadow* with soft grass and colourful wildflowers. After we ate, Andy and Lou decided to play football. Bad idea! The ball rolled into a grassy [4]*ditch* and when Andy went to get it, he slipped on the grass and hurt his foot. Luckily, it wasn't serious, but the next day he couldn't hike with us.

Do you like the photo I've attached? That's the view from my room. The [5]*ploughed field* belongs to the farmer. He got it ready yesterday and he's going to grow some vegetables there. Nearby you can see a [6]*stream* – the water is so clear that you can drink it!

Today we're going hiking again. There's a flat [7]*plain* not far from here and Andy won't have any problems walking there. So, I'd better get my boots on and join the others!

Bye for now,

Anna

### FOCUS ON WORDS | Animals

**6 Complete the biologist's notes with the words in the box. There are two extra words.**

breeding grounds | extinction | hatch | ~~in captivity~~ | migration | natural habitat | on the loose | release into the wild | thriving populations

| | |
|---|---|
| **Common name:** | Loggerhead Sea Turtle |
| **Scientific name:** | *Caretta caretta* |
| **Lives for:** | 50+ years in the wild, 33+ years *in captivity* |
| **Body length:** | around 90 cm |
| **Weight:** | 70–170 kg |
| [1]*Natural habitat*: | Oceans all around the world, except in the coldest seas |
| **Diet:** | Clams, crabs, mussels; also some softer foods including jellyfish, fish and seaweed |
| [2]*Migration*: | Every two or three years they may travel over 12,000 km |
| [3]*Breeding grounds*: | They return to the same beach where they were born to lay their eggs. It takes 46–80 days for the eggs to [4]*hatch*, depending on the temperature. |
| **Threat of** [5]*extinction*: | Numbers are declining and there are no [6]*thriving populations*. Considered to be an endangered species due to capture in fishing equipment, water pollution, plastic waste and destruction of beaches by development. |

**7 Choose the correct options.**

Scientists release animals into the *loose* / *wild* if they believe that they can survive there.

1 Areas that are *thriving* / *breeding* grounds for animals should be protected.
2 When just a few members of a species are left, the only way to save them is to keep them in *captivity* / *the wild*, where they will be safe.
3 It's our fault that some species are facing *migration* / *extinction* and could disappear forever.
4 As soon as they *hatch* / *release*, baby loggerhead turtles head towards the sea.
5 A lion has escaped from the zoo and is *in* / *on* the loose in the city!
6 It's amazing how far some animals travel during their *migration* / *population* from one place to another.
7 The Amazon jungle is the *wild* / *natural* habitat of thousands of plant and animal species.
8 There used to be a *breeding* / *thriving* population of dodos on Mauritius, but the species died out.

### SHOW WHAT YOU'VE LEARNT

**8 Choose the correct answers A–C.**

1 I like to imagine that animals feel great happiness when they are released into the __ .
A captivity B habitat C wild
2 In the past, farmers had to dig their __ by hand, but now they use tractors to plough them.
A fields B plains C meadows
3 __ is the worst thing that can happen to any plant or animal species on the planet.
A Extinction B Breeding C Migration
4 Brightly coloured flowers filled the __ and we saw deer eating the grass.
A ditch B meadow C stream
5 The fence around the field broke during the storm and now the cows are __ the loose.
A at B in C on
6 __ plastics have created huge 'garbage patches' in the Pacific Ocean.
A Only-time B Single-use C Once-used
7 Global warming has caused __ to fish populations, which are dying in great numbers.
A endangered species B climate change C irreparable damage
8 A __ chain shows what each living thing eats, and how energy is passed from creature to creature.
A species B diet C food
9 In __ areas, there are many homes as well as services such as schools and hospitals.
A ploughed B built-up C thriving
10 Unless the energy we use is clean and __ , we will continue to pollute the planet and damage life.
A renewable B biodegradable C recycled

/10

# 8.2 GRAMMAR

Unreal past and regrets – *wish, if only, it's time* and *would rather*

## SHOW WHAT YOU KNOW

**1 Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple or *would*.**

I wish I *had* (have) a longer attention span but, I … Oh, er sorry, what was I saying?
1 If only there *were/was* (be) a pill people could take to get rid of serious illnesses quickly.
2 Sarah wishes her friends *wouldn't upload* (not/upload) photos of her to social media sites without asking first.
3 I wish I *didn't suffer* (not/suffer) from insomnia before tests and exams.
4 If only my parents *would buy* (buy) a sat-nav, we might not get lost so often.

**2 ★ Choose the correct options to explain the meaning of each sentence in italics.**

1 *If only I had taken on the new role at work.*
The speaker *did* / (*didn't*) take on the new role at work.
2 *I wish the living expenses in this city weren't so high.*
The living expenses in the speaker's city (*are*) / *aren't* high.
3 *I wish I'd performed better at the interview.*
The speaker *did* / (*didn't*) perform well at the interview.
4 *If only my job wasn't so monotonous.*
The speaker's job (*is*) / *isn't* monotonous.
5 *I wish my contract hadn't expired.*
The speaker's contract (*has*) / *hasn't* expired.

**3 ★★ Complete the second sentence so that it has a similar meaning to the first.**

I think you should go home now.
It's time *you went home*.
1 I would like you to drive instead of me today.
I'd rather you *drove (instead of me)* today.
2 I really should have set my alarm for 6 a.m. instead of 7 a.m.
If only *I had set* my alarm an hour earlier.
3 You haven't bought your girlfriend flowers for at least six months.
It's high time *you bought your girlfriend* flowers.
4 I regret that I didn't learn to swim when I was a child.
I wish I *had learned/learnt to swim* when I was a child.
5 I'd prefer not to sit at the table right next to the entrance.
I'd rather *not sit* at the table right next to the entrance.

## REMEMBER THIS

Wyrażenie ~~*I wish I would*~~ jest niepoprawne. Zamiast *would* użyj czasownika *could*.

*I wish I ~~would~~ could stay a bit longer.*

**4 ★★ Change the underlined words so that the tense is correct in the second sentence.**

If only I was more outgoing.
If only I *had been more outgoing* when I was at school.
1 I wish I could go on holiday.
I wish I *had been able to go on holiday/could have gone on holiday* last summer.
2 If only we lived in a big city now.
If only we *had lived in a big city* when we were children.
3 I wish I hadn't lived alone at university.
I wish I *didn't live alone* now.
4 If only I hadn't been so tired that night.
If only I *weren't/wasn't so tired* now.

**5 ★★★ Complete the messages with the correct form of the words in the box.**

begin | can | ~~explore~~ | invest | make | spend

If you love the sea, then **Ocean Fans** is the website for you.

**Sea not space – jellyfish99 writes:**



It's high time we *explored* the world's oceans more thoroughly. Amazingly, 95 percent of our waters remain unseen by human eyes. I would rather governments [1]*invested* in this than in developing weapons, for example. I wish we [2]*could* concentrate on learning more about what is here on Earth and how to preserve it. The answer to many of our environmental problems could lie beneath the waves – if only we [3]*made/could make* the effort to look.

**1 Reply – ocotboy8 writes:**

I couldn't agree more, jellyfish99. I wish we [4]*had spent* the billions it took to fight the wars of recent years on preserving the planet and its oceans instead. If only we [5]*had begun* developing clean energy alternatives earlier, the Earth might now be in a much better state.

## SHOW WHAT YOU'VE LEARNT

**6 Find and correct the mistakes.**

I wish you ~~are~~ nicer to me. *were*
1 If only you ~~remembered~~ to lock the car properly last night. *had remembered*
2 It's ~~highly time~~ you started taking responsibility for your actions. *high time*
3 I wish I ~~would~~ remember what Tom said he wanted for his birthday. *could*
4 I'd rather ~~of stayed~~ at home than spend two hours in a traffic jam. *have stayed*
5 I wish it ~~is~~ Christmas already – I need a break! *was/were*
6 If only you ~~had liked~~ seaweed, we could go for sushi now. *liked*

/6



# 8.3 LISTENING LANGUAGE PRACTICE

Interview about intelligent animals • word building

**1 Complete the interview with Dr Matthews with the appropriate form of the words in brackets.**

*Extracts from Student's Book recording* 3.35

**P:** Welcome to Animal World, the series in which we examine animals' *behaviour* (BEHAVE) in their [1]*natural* (NATURE) habitats. This week, we're turning our attention to some of the smartest animals on the planet. Here to deliver today's three-minute lecture is wildlife expert and animal rights [2]*campaigner* (CAMPAIGN) Dr Roger Matthews. Thank you, Dr Matthews.

**DM:** Thank you. When you think of intelligent animals, no doubt chimpanzees come to mind. Chimpanzees share ninety-eight percent of the same genes as humans and they resemble humans in many ways. […] They experience adolescence and develop [3]*powerful* (POWER) mother and child bonds. They are also similar to humans in that they attack and kill rival gangs of chimpanzees when they want to extend their territory.

The notion of chimpanzees being aggressive is pretty [4]*shocking* (SHOCK), but it's even harder to imagine dolphins being anything other than affectionate, [5]*playful* (PLAY) and intelligent. Dolphins are undoubtedly [6]*extremely* (EXTREME) intelligent. They have large brains and a number of things in common with humans and chimpanzees. […] Also like humans, they are totally [7]*dependent* (DEPEND) on their parents during [8]*childhood* (CHILD). But they're also good at defending themselves and can be quite competitive, even [9]*aggressive* (AGGRESSION), particularly when they want to keep other males away from a female.

But I'd like to move nearer to home and consider farm animals. Which do you think are the least intelligent: cows maybe, or sheep? It's true that sheep have a reputation for being stupid because they [10]*mindlessly* (MIND) follow the crowd and frankly, they don't look very bright. However, scientific research shows that they've been seriously undervalued. […]

## REMEMBER THIS

Wyraz *mind* występuje w wielu często używanych kolokacjach z czasownikami i przymiotnikami oraz w licznych przydatnych wyrażeniach, np.:

*When you think of intelligent animals, no doubt chimpanzees* ***come to mind****.* (czasownik + *mind*)
*Despite his physical disabilities, Stephen Hawking had one of the most* ***brilliant minds*** *of his generation.* (przymiotnik + *mind*)
***There is no doubt in my mind*** *that you are the right person for the job.* (wyrażenie z *mind*)

**2 Read REMEMBER THIS. Complete the collocations using the words in the box.**

back | closed | enquiring | fresh | ~~lose~~ | on | out of

*lose* your mind – become crazy
1 get sb or sth *out of* your mind – stop thinking about somebody or something
2 a *closed* mind – with very fixed opinions; unwilling to change your ideas
3 an *enquiring* mind – curious, wanting to find out new things
4 at the *back* of your mind – used when you are aware of something, but not you don't really want to think about it
5 sth is *fresh* in sb's mind – someone remembers something clearly
6 sth is *on* sb's mind – someone worries about something or thinks about it a lot

**3 Complete the sentences with the words and phrases in Exercise 2. Change the form if necessary.**

At the *back* of John's mind, he had a strange feeling he'd been to this house before.
1 I will clearly *lose* my mind if you keep asking me about your birthday surprise over again!
2 With yesterday's fall *fresh* in his mind, Tim skied slowly and carefully.
3 *Enquiring* minds are always hungry for knowledge.
4 Jenny couldn't sleep because she had the next day's exam *on* her mind.
5 Kelly couldn't get the eccentric physicist she had met that morning *out of* her mind.
6 The politician complained that the voters had *closed* minds when it came to the new environmental laws.

## FOCUS ON WORDS | Word building

**4 Complete the sentences with the correct form of the word in brackets.**

It is commonly believed that owls are wise, but appearances can be *deceptive* (DECEPTION).
1 There is a strong *resemblance* (RESEMBLE) between donkeys and horses, but donkeys have longer ears.
2 It is a *misconception* (CONCEIVE) to think that English bulldogs are aggressive – they're really very friendly.
3 Any dog owner will tell you that dogs are *undoubtedly* (DOUBT) more loyal than cats.
4 *Competition* (COMPETITIVE) for food and water can be observed between a lot of different species.
5 Animal charities do great work and their contribution should not be *undervalued* (VALUE).
6 Anita is a volunteer for a *reputable* (REPUTATION) organisation that aims to protect natural habitats.
7 Are *adolescent* (ADOLESCENCE) chimpanzees as playful as baby ones?

# 8.4 READING

Endangered species
- severe weather and natural disasters
- collocations

**1 Read the texts. What is the common topic of all four?**

1 Population ☐
2 Extinction ✓
3 Large creatures ☐



**A** The Tasmanian devil is found on the island of Tasmania, but it once had thriving populations on the Australian mainland* too, where it was widespread. The devil's extinction there 3,000 years ago was likely due to increasingly dry conditions with little rain to support plant and animal life. The Tasmanian population survived because of the wetter conditions and also because the dingo – a native* Australian wild dog – was unable to reach the island and hunt the Tasmanian devil.

Early European settlers* considered Tasmanian devils a danger to their farm animals and, in 1830, a plan was introduced to remove them from the island. For over 100 years, devils were caught and killed, and their extinction was imminent. But the population recovered after a 1941 law began to protect them. For over fifty years, all was well, until a disease epidemic* had a severe impact on the population, causing it to shrink considerably. The Tasmanian devil is now an endangered species, and as the disease cannot be cured, there are serious concerns about its continued survival.

## Earth News

**B** The world's largest bee, thought to be extinct, has been discovered by scientists in a group of Indonesian islands. Now, there is some hope for the survival of the species. However, it is threatened by deforestation – the region where the bees live lost seven percent of its trees between 2001 and 2017.

Part of the funding for the expedition* to find the bee was provided by Global Wildlife Conservation. In 2017, this organisation began a worldwide search for twenty-five species that have been 'lost' for at least a decade, including a pink-headed duck and a tree kangaroo.

Though it is an exciting discovery, scientists worry that there may be a new threat. In 2018, a sample of the bee was sold on eBay for $9,100. They are concerned that people may attempt to find the bees for profit. To protect them, the exact location of the discovery has not been revealed. The team plans to return to the island to do more research soon.



**C**

**Prehistoric Giant Revealed**



An enormous species of dinosaur, which weighed more than a Boeing 737, has been found by scientists, who claim the beast was so large it would have 'feared nothing'. Named *Dreadnoughtus Schrani*, after the dreadnought battleships of the early twentieth century, the herbivore would have done little other than eat in order to support its vast* body. Measurements of its fossilised bones suggest that the long-extinct creature measured twenty-six metres in length and weighed about sixty-five tonnes.

The ancient remains unearthed in Argentina represent by far the most complete skeleton ever recovered of a super-massive herbivore from a group known as the titanosaurs. Although partial skeletons of potentially larger cousins have previously been found, the find makes *Dreadnoughtus* the largest land animal for which a body size can be accurately estimated. Examination of the 77-million-year-old specimen* suggests it may not even have been fully grown at the time it died.

**D** The red squirrel has been almost entirely driven out of almost all of England and Wales after the introduction of the grey squirrel from North America in the nineteenth century. Environmentalists and nature lovers are calling for a nationwide reduction in the number of grey squirrels in order to prevent the total extinction of the native red. There are estimated to be just 15,000 reds left in England, compared to a massive 2.5 million grey squirrels. Although experts once believed that the aggressive grey squirrel was able to out-compete the gentler red in the battle for food and habitats, many are now convinced that the decisive factor in their disappearance was actually a viral-like infection carried by the greys and passed on to the reds. The virus is probably responsible for the decline of the red squirrel over a long period of time and now the race is on to see whether environmental groups and scientists can save what remains of the population.



GLOSSARY

**mainland** *(n)* – the largest part of a country separate from the islands around it; stały ląd, kontynent
**native** *(adj)* – plants or animals that are from a particular area and were not brought there; rodzimy
**settler** *(n)* – a person who goes to live in a new country or colony; osadnik
**epidemic** *(n)* – a disease that affects a large number of people/animals and spreads quickly; epidemia, plaga
**expedition** *(n)* – a journey made for a particular purpose; wyprawa
**vast** *(adj)* – extremely large; ogromny
**specimen** *(n)* – a single plant or animal which is an example of a particular species; okaz



**2 Match statements 1–9 with texts A–D. You can choose each text more than once.**

This text ...
explains the impact of the introduction of a foreign species. D
1 reports the discovery of a record-breaking extinct species. C
2 gives an example of a link between climate and extinction. A
3 talks about the man-made destruction of a natural habitat. B
4 explains what has happened to two groups of the same species. D
5 talks about a misconception concerning a threatened species. D
6 explains the meaning of a species' name. C
7 explains that a rival species is responsible for the problem in question. D
8 talks about a species that has faced extinction twice. A
9 reports on a selfish reason to find a particular species. B

**3 Read the texts again. Answer the questions in your notebook.** *Answer key – WB page 187*

1 Why did the Tasmanian devil die out on the Australian mainland?
2 According to the article, what does the future hold for the Tasmanian devil?
3 What mission of Global Wildlife Conservation is mentioned in Text B?
4 What might be a threat to the survival of the world's largest bee apart from deforestation?
5 What did *Dreadnoughtus Schrani* mainly occupy itself with?
6 How is the find in Argentina different from other finds of titanosaurs?
7 What was originally assumed to be the cause of the red squirrel decline in the UK?
8 What does the survival of the red squirrel depend on?

**4 Match the words with underlined opposites in the texts. Use a dictionary if necessary.**

| | |
|---|---|
| eventual/distant | *imminent* |
| 1 local/limited | *widespread* |
| 2 whole | *partial* |
| 3 tiny/minuscule | *enormous* |
| 4 slight/mild | *severe* |
| 5 hidden | *revealed* |
| 6 carnivore | *herbivore* |
| 7 grow | *shrink* |
| 8 modern/recent | *ancient* |

**5 Match the words in Exercise 4 with the definitions.**

| | |
|---|---|
| happening after a long period of time | *eventual* |
| 1 existing or happening in many places | *widespread* |
| 2 serious or extreme | *severe* |
| 3 extremely small | *minuscule/tiny* |
| 4 meat eater | *carnivore* |
| 5 incomplete or unfinished | *partial* |
| 6 become smaller | *shrink* |
| 7 from long ago | *ancient* |
| 8 not hidden | *revealed* |

## FOCUS ON WORDS | Severe weather and natural disasters

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

Between 1981 and 1984, Africa suffered a deadly **d***rought* with over a million lives lost to the dry conditions.
1 The Galveston **h***urricane* of 1900, with wind speeds of up to 235 kph, was the deadliest natural disaster in the history of the United States.
2 Most **w***ildfires* are due to human carelessness, such as throwing away cigarettes.
3 Severe weather has been affecting the country's transport networks for days, bringing ice, **b***lizzards* and strong winds.
4 Residents of the city were woken by shaking buildings as a level 5.3 **e***arthquake* hit, causing widespread damage.
5 Locals and tourists on the island ran to higher ground following an urgent warning that a **t***sunami* was approaching.
6 Trees were brought down and roofs were ripped from buildings as **g***ale*-**f***orce* **w***inds* tore through the area.
7 Search teams are trying to locate skiers who have been missing since the **a***valanche* happened.

## FOCUS ON WORDS | Collocations

**7 Complete the sentences with the words in the box.**

agony ascent conditions ~~demanding~~ injuries note overboard poverty storm tale

Cross-country skiing is a physically *demanding* activity for only the fittest of athletes.
1 The sailor was swept *overboard* by a massive wave and was rescued by the rest of the crew.
2 I highly recommend this book. It's a gripping *tale* of survival in the jungle.
3 When the climbers began their *ascent* , they were all looking forward to reaching the top of the mountain.
4 The long drought destroyed the village's crops and the people faced extreme *poverty* .
5 It's a sad story, but it ends on a positive *note* when the animals are rescued.
6 This winter has been unusually hard. Unfortunately, the severe weather *conditions* will continue.
7 The cyclist suffered life-threatening *injuries* when he was hit by a car while riding.
8 The captain of the ferry boat decided not to sail because a *storm* was brewing.
9 Can you imagine the *agony* suffered by the parents before their children were safely found?

# 8.5 GRAMMAR

Emphasis – cleft sentences and inversion

## SHOW WHAT YOU KNOW

**1 Complete the sentences with the words and phrases in the box.**

absolutely  at all  on earth  ~~own~~
so  the question is

It's your *own* fault you are busy now. You should have done more work last week.

1 If you don't do any exercise *at all* , I'm not surprised you feel unwell so often.
2 I'm sorry I was *so* rude to you. I've had a difficult day.
3 *The question is* , are you going to do it again?
4 I don't know why *on earth* you didn't call me first to check.
5 I am *absolutely* convinced she is telling the truth.

**2 ★ Complete the text with phrases a–f.**

### The Rosetta Mission

*d* such an exciting space project as the Rosetta mission. Just in case you missed the news. [1]*f* land a spacecraft on a comet travelling at 24,600 miles per hour 511 million km from Earth. [2]*b* an opportunity to study a comet in such detail. [3]*c* the journey to the comet take ten years, but it cost over a billion pounds. [4]*e* the unimaginably distant comet is only 2.5 miles wide. Scientists have compared the task to trying to land on a speeding bullet. [5]*a* remind us how advanced science has really become.

a It's these kinds of achievements that
b Never before has there been
c Not only did
d Rarely has there been
e What is most amazing is that
f What scientists managed to do was

**3 ★★ Choose the correct options.**

What *was happened* / (*happened was*) that I forgot to log out of Facebook and Jo posted this comment.

1 Never (*have I*) / *I have* been so humiliated in all my life.
2 (*It's*) / *What's* people like him that should be given the most responsible tasks.
3 What I find most unbelievable *that is* / (*is that*) no one saw Becky leaving the party.
4 All (*we are*) / *are we* saying is please give us a chance to explain what happened.
5 What (*he did was*) / *did he was* wander around the streets hoping he would recognise his hotel.
6 Rarely *the temperatures have* / (*have the temperatures*) fallen so low in September.
7 Not only (*do you*) / *you do* ask me for a lot of money, but you lie about why you really need it.

**4 ★★★ Rewrite the story using the words in brackets.**

Ryan lost track of time. (happened)
*What happened was that Ryan lost track of time.*

1 He was distracted by a documentary about a man snowboarding on an iceberg. (it) *It was a documentary about a man snowboarding on an iceberg that distracted him./that he was distracted by.*
2 The film crew flew out to the North Atlantic by helicopter. (did) *What the film crew did was fly out to the North Atlantic by helicopter.*
3 They dropped the man onto the top of the huge iceberg. (happened) *What happened was they dropped the man onto the top of the huge iceberg.*
4 The man only rode down it for about half a minute, but the shots were amazing. (all) *All the man did was ride down it for about half a minute, but the shots were amazing.*
5 Ryan hadn't ever seen anyone snowboarding in such an unusual place. (never) *Never (before) had Ryan seen anyone snowboarding in such an unusual place.*
6 He found the effort that the whole team went to most impressive. (what) *What he found most impressive was the effort that the whole team went to.*



## SHOW WHAT YOU'VE LEARNT

**5 Choose the correct answers A–C.**

1 __ cheapest holiday they had ever been on, but also the best.
A Not was it only the  B It was only not
(C) Not only was it

2 __ identify stress as a major cause of insomnia.
(A) What they did was  B It's what they did that
C What happened was

3 __ I liked her old hairstyle better and next thing she was in tears.
A Rarely had I  (B) All I said was  C Not only did

4 __ boys like him who break young girls' hearts.
A What's  B What  (C) It's

5 Rarely ___ visit their grandparents, and then only for a very short time.
A they do  (B) do they  C are they

6 __ was the coffee and cake they served during the break.
(A) What I liked most  B What liked I most
C What most I liked

/6

GRAMMAR: Train and Try Again page 180



# 8.6 SPEAKING

Giving a presentation

## BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

| | |
|---|---|
| **Introducing the topic** | **Przedstawianie tematu** |
| Have you ever thought about/considered/wondered how/why/what, etc. …? | Czy myśleliście kiedykolwiek o tym / zastanawialiście się kiedykolwiek, jak/dlaczego/co itd. …? |
| During my/this presentation, I plan to tell you about … | Podczas mojej/tej prezentacji zamierzam opowiedzieć wam o… |
| You may be wondering why I've chosen to talk about … today. Well, let me explain … | Być może zastanawiacie się, dlaczego zdecydowałam się opowiedzieć dziś o… Pozwólcie, że wyjaśnię… |
| **Introducing familiar information** | **Przedstawianie informacji znanych słuchaczom** |
| We are (probably) all familiar with … | Wszyscy (zapewne) wiemy/znamy… |
| You may be aware that … | Bardzo możliwe, że wiecie… |
| You may already know that … | Bardzo możliwe, że już wiecie, iż… |
| Perhaps you have heard of/about … | Być może słyszeliście o… |
| **Introducing surprising information** | **Przedstawianie zaskakujących informacji** |
| Most people aren't aware/don't realise that … | Większość osób nie jest świadomych / nie zdaje sobie sprawy z tego, że… |
| Did you know that …? | Czy wiedzieliście, że…? |
| You might not know that … | Być może nie wiecie, że… |
| **Finishing your presentation** | **Kończenie prezentacji** |
| OK, that's all from me. | I to tyle ode mnie. |
| Thank you for listening. | Dziękuję za uwagę. |
| I hope you found the presentation interesting. | Mam nadzieję, że prezentacja była ciekawa. |
| If anyone has any questions, please feel free to ask now. | Jeśli ktoś ma jakieś pytania, bardzo proszę o ich zadawanie. |

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

contact  forget  invite  involved  notes
~~speed~~  stand  questions

Speak with a clear voice at a natural *speed* .

1 Make eye *contact* with the audience.
2 Ask the audience questions to keep them *involved* .
3 Have some *notes* with you, but don't read them.
4 If you *forget* something, keep going. Nobody knows what you were planning to say anyway!
5 When you finish, thank the audience for listening and *invite* questions.

**2 Put the words in order to complete the extracts from presentations. Then match them to the next thing that is said.**

you / how / ever / about / thought / have
*Have you ever thought about how* your mobile phone actually works? (f)

1 why / to talk about / you / wondering / I've chosen / may / be *You may be wondering why I've chosen to talk about* British electronic music today. Well, let me explain … (d)
2 probably / all / are / familiar / we / with *We are probably all familiar with* the Apollo moon landing of 1969. (a)
3 that / might / know / not / you *You might not know that* , according to astronauts returning from space walks, space smells like 'hot metal'. (e)
4 all / from / that's / me *That's all from me* . Thank you all for listening. (b)
5 to ask now / feel free / please / questions / any / anyone / has / if *If anyone has any questions, please feel free to ask now* . (c)

a Some of you may also know that certain groups believe the whole mission was faked.
b I hope you have learnt a few new things about your own amazing brain today.
c Thanks for an interesting presentation. I want to ask what your personal opinion on music piracy is.
d Many of the most influential electronic musicians of the last thirty years actually come from the UK.
e The odour has also been compared to frying steak.
f How is it possible that this little machine in your pocket can connect you with any place or person in the world?

**3 Put the extracts from the beginning and the ending of a presentation in a logical order.**

**Beginning**

a Have you ever tried holding your breath for more than a minute? It's not easy, is it? Well, today (1)
b but did you know that the world record holder is able to hold his breath for almost ten minutes? (5)
c get going. Now, perhaps some of you have heard of an extreme sport called free diving. (3)
d I plan to explain how we can all train ourselves to easily hold our breath for longer. So, let's (2)
e You may be aware that free divers are able to stay under water for several minutes at a time, (4)

**Ending**

a OK everyone, that's (1)
b please feel free to do so now. (6)
c for listening, and I hope (3)
d If you would like to ask any questions (5)
e all from me. I'd like to thank you (2)
f that you found the presentation interesting. (4)

# 8.7 USE OF ENGLISH

Prefixes

**1 ★ Form opposites by adding correct prefixes.**

dis- il- im- in- ir- un-

*il*legal

1 *ir*regular
2 *im*possible
3 *un*able
4 *dis*agree
5 *dis*believe
6 *ir*responsible
7 *il*literate
8 *in*accurate
9 *un*conscious
10 *im*mature

**2 ★★ Complete the definitions with words formed by adding prefixes to the words in capitals.**

after the WAR — *post-war*
1 the opposite of ALLOW — *disallow*
2 having many COLOURS — *multi-coloured*
3 BEHAVE badly — *misbehave*
4 PAID too little — *underpaid*
5 in favour of DEMOCRACY — *pro-democracy/ pro-democratic*
6 WORK too much — *overwork*
7 against NUCLEAR — *anti-nuclear*
8 before the ELECTION — *pre-election*
9 extremely SENSITIVE — *hypersensitive*
10 not PERFECT — *imperfect*

**3 ★★★ Complete the words in bold with the correct prefixes.**

The effects of the drought seem to have been *under***estimated** – the current situation is much worse than we initially thought.
1 If you insist on behaving so *ir***responsibly**, David, it is impossible for me to treat you like an adult.
2 My aunt remained *un***married** for forty-five years before she finally met John and they decided to become husband and wife.
3 If you *under***cook** meat, there is a risk that dangerous bacteria are left in the areas that don't get hot.
4 Warning: Your anti-virus programme has been *dis***abled** and your computer could be at risk.
5 The government has been criticised by environmental organisations for being *un***willing** to spend more on protecting marine wildlife.
6 Are you sure this is a reliable website? In my opinion, the author is just spreading *mis***information** to attract more readers.



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

Refugees who have entered the country *illegally* (LEGAL) are currently treated as criminals.
1 With the correct training techniques, even the most *disobedient* (OBEY) dogs can be taught to behave.
2 Our English teacher says my essay will have to be *rewritten* (WRITE) because he can't read my handwriting.
3 I *misunderstood* (UNDERSTAND) the care instructions for my shirt and shrank it in the washing machine.
4 I managed to delete most of the unnecessary apps that came *pre-installed* (INSTALL) on my phone.
5 If there is even the smallest *imperfection* (PERFECT) in one of our products, this software will detect it.
6 Speaking no fewer than five languages, Pierre is truly *multilingual* (LINGUAL).
7 If you suffer from skin problems, try our new *anti-acne* (ACNE) face wash for instant results.
8 Our neighbour's cat is so skinny that I think they must be *underfeeding* (FEED) it.
9 This paragraph of your essay is completely *irrelevant* (RELEVANT), so I think you should delete it.

**5 ★★★ Complete the comments with the correct form of the words in brackets.**

**Is it too late to stop climate change now? What's your opinion?**

Some people think that with global warming the climate in their country will improve, but this is extremely unlikely. The weather will probably be more *unpredictable* (PREDICT) and more extreme, with little rain and winds strong enough to [1]*overturn* (TURN) cars. We might have to [2]*rebuild* (BUILD) our homes so such winds cannot destroy their roofs.

[3]*Renewable* (NEW) energy sources, such as solar or wind power, simply cannot produce enough power to meet our current needs. Now we have become accustomed to having air-conditioning and central heating, nobody wants to live without them in [4]*substandard* (STANDARD) conditions, so we'll probably keep burning fossil fuels for a long time.

It's obvious that our lifestyle is causing [5]*irreparable* (REPAIR) damage to wildlife and the environment cannot recover fast enough. Do you need more proof? Well, have a look at the number of [6]*endangered* (DANGER) species. Soon the list of extinct animals will have become much longer.



## SHOW WHAT YOU'VE LEARNT UNITS 1–8

**6 ★ Choose the correct answers A–C.**

I'm sick and tired of __ in traffic every single morning.
A stick B was stuck C being stuck
1 Rarely __ such a beautiful sunset – the colours were spectacular.
A had I seen B I had seen C seen I had
2 Don't forget to buy some sugar-free biscuits for Dan, __ ?
A do you B can you C will you
3 The expedition would have been a success if we __ better for the extreme weather conditions.
A prepared B have prepared C had prepared
4 Some dog owners don't understand that chewing and barking is __ normal behaviour for dogs.
A deeply B supremely C perfectly
5 Helen __ to comment on the rumour her cousin was spreading about her.
A urged B declined C denied

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

Having spent a few weeks working outdoors, he was tanned.
**BEEN**
He was tanned because he *had been working* outdoors for a few weeks.
1 Please don't eat anything in here.
**RATHER**
I *would rather you didn't* eat anything in here.
2 I'm tired this morning because I worked very late last night.
**IF**
I wouldn't be so tired this morning *if I hadn't worked* very late last night.
3 They studied a herd of elephants in the wild.
**DID**
What *they did was study* a herd of elephants in the wild.
4 I intend to start my own design company before I'm thirty years old.
**HAVE**
By the time I'm thirty years old, I *will have started* my own design company.
5 They think that the explosion was caused by a gas leak.
**THOUGHT**
The explosion *is thought to have been* caused by a gas leak.
6 We stayed at the best hotel and it was very cheap!
**ONLY**
Not *only did we stay* at the best hotel, but it was very cheap too.

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



### Do chimps smile?

Being able to laugh and smile is important when it *comes* to communication between human beings and this ability is thought to [1]*have* developed more than five millions years ago. Smiling is a complicated procedure and involves [2]*lots/plenty* of facial movements. Humans can smile both silently and when we laugh, and this is one of the things [3]*which/that* set us apart from other animals. However, research now tells us that chimps and humans laugh and smile in a very similar way. Scientists [4]*used* to think that, although chimps laughed when they were playing, they didn't smile silently at [5]*each* other like we do. Recent studies analysed the facial impressions of forty-six different chimps from several wild colonies. The results showed very subtle changes in the chimps' facial movements, which compare to human silent smiles. [6]*What* this implies is that, like us, chimps use smiling as a communication tool. Scientific research continues [7]*to* provide us with evidence that chimps and humans have a lot more [8]*in* common than anyone had ever thought!

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

Your sister didn't finish the project on time because she *spent too long looking for* (spend/long/look) information online.
1 My brother's thinking of changing his job because he *can't stand being criticised* (not/stand/criticise) by his boss.
2 She *should have complained to* (should/complain) the waiter when she realised there was a mistake on the bill. Now it's too late.
3 The beach won't become clean *unless everyone stops dropping* (unless/everyone/stop/drop) litter.
4 There are two famous trees in this forest – *both are thought to be* (both/think/be) at least 500 years old.
5 I *wish we hadn't lived* (wish/we/not/live) so far from the seaside when I was a child.
6 My parents *insisted on taking me* (insist/take/I) to hospital after I was stung by a bee.

# 8.8 WRITING

A letter to an editor

**1 Change the underlined words and phrases to make the introduction to a letter to an editor more formal. There may be more than one way to do this.**

[1]Hi there,
[2]I'm [3]getting in touch after reading the article in your [4]paper last Thursday about the positive effects of tourism on a country's economy. I [5]want to tell you that tourism can do terrible damage to the environment and areas of natural beauty.

1 Dear Editor / Dear Sir or Madam
2 I am
3 contacting you/writing to you
4 newspaper
5 would like to point out

**2 Match the advice on achieving a formal style to your corrections in Exercise 1.**

Begin with a formal greeting. 1
a Avoid contractions. (e.g. *can't, he's, should've*, etc.) 2
b Avoid informal language. (e.g. thanks = *thank you*) 4 & 5
c Avoid overusing phrasal verbs and colloquial expressions. (e.g. carry on = *continue*) 3

**3 Choose the correct options to complete the rest of the letter in Exercise 1.**

*Having recently spent* / *I have recently* spent a week on holiday in a resort town, I have personally seen the effects of development for tourism. As [1]*the* / *a* result, more and more high-rise hotels have been built. In addition, roads, an airport, shops and restaurants support the increased demands for transport and services. The outcome [2]*of* / *with* such development is that beautiful landscapes and natural habitats have become irreparably damaged.

There is [3]*no* / *without a* doubt that tourist facilities consume massive amounts of water and electricity. At a time when global warming is making the planet hotter and drier, water resources should not be wasted, as this could [4]*result* / *lead* to shortages. Furthermore, burning fossil fuels to generate electricity contributes to global warming. Unless hotels and businesses use renewable energy, they add to this ever-growing problem.

Holidays are now [5]*so* / *such an* affordable that record numbers of people are travelling and the negative impacts of tourism can only become worse. To my mind, [6]*in spite of* / *even though* tourism has led to economic growth, it has also played a major role in the destruction of the environment and will continue to do so in the future.

Yours faithfully,

Dean Robertson

**4 Complete the sentences with the words in the box.**

although as being despite having in so such without

*As* a consequence of global warming, sea levels are rising and coastal areas are in danger.
1 Climate change is *such* a terrible threat that we need global cooperation to fight it.
2 *Having* gathered all of my old newspapers and magazines, I put them into the recycling bin.
3 The people of the village are very generous, *despite* the fact that they have very little.
4 *Being* an important part of the food chain, bees must be protected so that they can continue to pollinate plants.
5 Our responses to the climate crisis are *so* inadequate that I wonder how long it will be before humans can no longer live on Earth.
6 The use of solar panels results *in* lower energy costs for homes and businesses.
7 *Without* a doubt, a great deal is being done by zoos to protect endangered species.
8 *Although* the conditions were dangerous, the climbers continued their ascent of the mountain.

**5 Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets.**

Because holidays are very affordable, more people are travelling. (so)
Holidays *are so affordable that* more people are travelling.
1 People are forbidden to wash their cars because there is a serious water shortage. (such)
*There is such a serious water shortage that* people are forbidden to wash their cars.
2 The beach is a breeding ground for turtles, but a bar has been built there. (even)
A bar has been built on the beach *even though it is a breeding ground for turtles* .
3 You can't deny that climate change is caused by global warming. (leads)
You can't deny that *global warming leads to climate change* .
4 Although there was a severe drought, the farmer's animals survived. (spite)
The farmer's animals survived *in spite of a severe drought/in spite of the fact that there was a severe drought* .
5 The decision means that the trees will not be cut down. (result)
*The result of the decision is that* the trees will not be cut down.
6 Areas of natural beauty will definitely be protected from development by new laws. (doubt)
*Without (a) doubt, new laws* will protect areas of natural beauty from development.
7 There was an earthquake and half the village was destroyed. (consequence)
There was an earthquake. *As a consequence, half the village was destroyed* .

**6 Choose the correct options to complete the sentences.**

Some habitats have been destroyed, *whereas* / *nevertheless* others have not.
1 It is wrong to keep animals in captivity. *That said* / *Saying that*, zoos do an important job.
2 *Actually* / *While* some species have disappeared, many others have survived.
3 It may seem too late to save the planet, *nevertheless* / *whereas* we must try.
4 In spite of the hunters in the area, the tiger *yet* / *actually* managed to escape.
5 Many people object to zoos. *While* / *Having said* this, they remain major attractions.
6 Solar energy can solve many problems, *yet* / *actually* not enough people are using it.
7 Some solutions are not perfect; *even so* / *while*, they are better than doing nothing.

**7 Read the task and the letter. Then complete the letter with the words in the box.**

actually nevertheless that said whereas ~~while~~ yet

**The Daily Sentinel Environment Section**

We would like our readers' views on zoos.
- Do you think it is wrong to keep animals in zoos?
- Are there any good reasons to keep animals in captivity?

Send your letters to the editor.

Dear Sir or Madam,

I am writing to you in response to your request for views about zoos. *While* I understand that keeping animals in captivity can be cruel, I would like to point out that for many species, zoos [1]*actually* offer their only hope for survival.

Having been a volunteer at a zoo, I have personally seen how they work to protect endangered species. Animals in the wild face many dangers, [2]*whereas* wildlife in captivity is safe from threats that can lead to extinction. One of these is the loss of natural habitats. With nowhere to live or breed, species cannot survive. Another danger is disease, which can spread quickly and greatly reduce a population. Hunters are also a threat, [3]*yet* despite this, they continue to kill for profit in many places.

Zoos often play a very important role in saving a species from extinction. Experts in different fields can contribute to our knowledge of animal habits and behaviour and help zoos create breeding programmes. Whenever possible, bred animals are released back into the wild, where they are monitored. [4]*That said*, not all programmes are successful, but they are worth trying.

It may be considered wrong to keep animals in zoos, [5]*nevertheless*, it is undeniable that zoos provide a safe place for animals to live and breed. Perhaps more importantly, they give endangered species a chance to survive. To my mind, zoos have become increasingly necessary as natural habitats are destroyed and more species become extinct.

Yours faithfully,

Emma Dixon

## SHOW WHAT YOU'VE LEARNT

**8 Redakcja anglojęzycznej gazety zaprosiła swoich czytelników do przedstawienia opinii na temat zmian klimatycznych zachodzących w świecie. Napisz list do redakcji liczący 200–250 słów, w którym:**
- wyjaśnisz, jak poważny jest – według ciebie – ten problem,
- zaproponujesz działania mające na celu ograniczenie negatywnego wpływu zmian klimatycznych na środowisko naturalne.

## SHOW THAT YOU'VE CHECKED

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

**Mój list do redakcji:**

- rozpoczyna się formalnym zwrotem, np. *Dear Editor,* ☐
- w pierwszy akapicie informuje, dlaczego piszę, i ogólnie przedstawia moje stanowisko, ☐
- w kolejnych akapitach zbiera argumenty popierające stanowisko przedstawione we wstępie wraz z przykładami i proponuje konkretne działania, ☐
- w końcowym akapicie przedstawia podsumowanie mojej opinii, ☐
- kończy się odpowiednim wyrażeniem formalnym (np. *Yours faithfully*), ☐
- został napisany językiem formalnym, więc nie używam w nim form skróconych, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 200–250 słów, ☐
- został starannie i czytelnie napisany. ☐



## BBC The Global Seed Vault




### Before you watch

**1 SPEAKING Look at the screenshots from the video and discuss the questions.**

1 What is the Global Seed Vault?
*A project to store and preserve all the world's seed varieties.*
2 Where is it located and why?
*Located in the Arctic mountains of Norway because it is very safe.*
3 Why do we need it? What is it for?
*To protect seed varieties from climate change.*

### While you watch

**2 35 Watch the video and check your ideas in Exercise 1.**

**3 35 Complete the sentences with the numbers in the box. Then watch the video again and check your answers.**

4000 12 130 -20 800,000 250 800

1 The average temperature inside the vault is *-20* degrees Celsius.
2 Some seeds will survive for *4,000* years.
3 Most food comes from just *12* varieties of plants.
4 The Seed Vault is only *800* miles from the North Pole.
5 There are more than *800,000* plastic packets stored in the vault.
6 The Seed Vault is cut *250* metres deep into the permafrost.
7 The vault is *130* metres above sea level.

**4 SPEAKING Discuss the questions about the video.**

1 Why was the vault built in this **remote, isolated and hostile terrain**?
*Because it is the safest place on Earth.*
2 Why was the construction of the vault **a major achievement** for Norway?
*Because it was a difficult project.*
3 Why is the box of seeds carried by the scientists referred to as '**precious**'?
*Because it needs to be taken great care of.*
4 Why would the vault survive if global warming melted all the **ice caps**?
*Because it's 130 metres above sea level.*
5 Why does the employee refer to the pharaohs and their pyramids?
*Because they built them to last 4,000 years – same time that the seeds will survive.*
6 Why does the video show images of **drought, flooding** and **industrial-scale farming**?
*Because these are the threats to food.*
7 Why is the **Seed Vault** considered to be a 'global insurance policy'?
*Because it guarantees the survival of food.*

**5 Complete the gaps with the appropriate words in bold in Exercise 4. Then complete the sentences to make them true for you.**

1 My most *precious* possession is …
2 A *major* achievement in my life is …
3 The most remote, hostile *terrain* I've ever experienced is …
4 The worst *drought* or flooding in my country was …
5 If all the ice *caps* melted, my country would …
6 I think the Global *Seed* Vault is …

**6 SPEAKING Compare and discuss your sentences in Exercise 5.**

### After you watch

**7 SPEAKING The Global Seed Vault is a project to store and preserve seeds 'just in case'. Discuss what else you think the world should store and preserve 'just in case'.**





## FOCUS VLOG About regrets

Is there anything you wish you had or hadn't done when you were younger?

How would you like your life to be different from what it is right now?




**1 SPEAKING Complete the two sentences and compare with a partner. Do you share similar wishes and regrets?**

When I was younger, I wish I had …

When I was younger, I wish I hadn't …

**2 37 Watch the first part of the video (up to 01:51) and complete the first column of the table.**
*Answer key – WB page 187*

| | As a child … | Wishes he/she … |
|---|---|---|
| Lilee | *did dancing* | *had done ice skating* |
| Hannah | | |
| Nick | | |
| Shaelyn | | |
| Kat | | |
| Harriet | | |

**3 37 Complete as much of the second column of the table as you can from memory. Then watch the first part of the video (up to 01:51) again and check your answers. Did the answers match any of our ideas in Exercise 1?**

**4 37 Watch the rest of the video (01:52–03:09). Who do you think is happiest with their life? Who would like to change where they live?**
*Lilee, Kat and Harriet wouldn't change anything.*
*Lilee's probably the most enthusiastic.*
*Shaelyn would like to live in a warm place like Mexico.*

**5 37 Complete the quotes with appropriate prepositions. Then watch the second part of the video (01:52–03:09) again and check your answers.**

1 Lilee: I've got some great friends that I've made *along* the way with my travels.
2 Hannah: I would like to have my friends *from* England living in Sydney so everyone is together.
3 Nick: I'm very happy with what I have and the people that I have *in* my life.
4 Shaelyn: I wish I lived *in* , say, Mexico because it has the sea and the surf.
5 Kat: I think that all my mistakes and choices I made, I made *for* a reason.
6 Harriet: I'm actually really happy *with* the way my life is now.

**6 SPEAKING Whose answer do you agree with most? Compare with a partner.**

### Focus On Life Skills

Communication • Collaboration

**7 Take five minutes to do the 'gratitude exercise' below.**

- Write down the name of someone in your life who you're grateful to, and why.
- Write down the name of someone in your past who changed your life for the better and explain how.
- Write down three things that have gone well today and explain why.

**8 SPEAKING Compare your answers and discuss the benefits of feeling grateful. Use the phrases below or your own ideas.**

I'm grateful to … because …
If it wasn't/hadn't been for him/her …
What he/she did was …
Not only was he/she …
What I really admire …
It's … that really makes me feel …

# 8.10 SELF-CHECK

## VOCABULARY AND GRAMMAR

**1 Choose the correct options to complete the text.**

Dear Editor,

I am writing to express my concern about the air and water pollution and the natural *ground* / *habitat* / *plain* of the animals living in the area.

Firstly, it must be emphasised that factories continue to release high levels of dangerous gases into the atmosphere and the [1] *extinction* / *migration* / *contamination* is terrible. Once in the air, the gases react with water molecules and fall onto the ground in the form of acid rain. This rain can destroy farmers' crops and kill fruit trees in the [2] *meadows* / *orchards* / *foothills*. We must stop this before it causes [3] *irreparable* / *reputable* / *undervalued* damage.

Another serious problem is the [4] *single-use* / *once-used* / *only-time* plastic which has found its way into our river. This has killed many fish disrupting the food [5] *species* / *connection* / *chain* and it must stop!

I hope that all these problems can be solved promptly.

Yours faithfully,

Michael Preston

/5

**2 Complete the sentences with the phrases in the box.**

breeding ground | built-up areas | extreme hunger | ploughed fields | thriving population | ~~water shortages~~

Due to the drought, there are serious *water shortages* in the area which have affected crops and animals.

1 The farmer spent all day in the sun preparing the land for growing crops and, by evening, the *ploughed fields* were ready.
2 The river water in this remote area is so clean that there is a *thriving population* of fish.
3 Most job opportunities are in cities and other *built-up areas* , so many people must live and work there.
4 So little food is grown in the area that the people suffer from *extreme hunger* and something must be done to help them.
5 There are strict laws to protect the *breeding ground* of the turtle so that it may continue to lay eggs there.

/5

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

Residents in the local villages have been told to stay indoors while a tiger is on the **l** *o o s e* .

1 Trees were brought down by **g** *a l e*-**f** *o r c e* winds and many roads were blocked during the storm.
2 A sailor was swept **o** *v e r b o a r d* by huge waves, but luckily, he was saved by a rescue team.
3 I wonder how animals feel when they are kept in **c** *a p t i v i t y* and aren't allowed to be free.
4 The surfer sustained life-threatening **i** *n j u r i e s* when he was attacked by a shark.
5 When zoos or other animal organisations release animals into the **w** *i l d* , they monitor them.

/5

**4 Complete the sentences with the correct form of the verbs in brackets.**

I wish Joe *didn't bring* (not/bring) stray animals home. Instead, he should ring an animal shelter.

1 In my opinion, it's high time the factory *stopped* (stop) polluting our city. Actually, it should be closed down.
2 If only you *hadn't thrown out* (not/throw out) the old books. They could have all been recycled.
3 I'd rather Maria *planted* (plant) more roses in the front garden this spring. They'll look really nice.
4 David wishes he *hadn't sold* (not/sell) his tent because he can't go camping now.
5 Don't you wish you *had installed* (install) solar panels when you built your new house?

/5

**5 Find and correct the mistakes in the sentences.**

We had to decide what to do at the weekend.
And it was the dog show ~~what~~ we chose in the end. *that/which*

1 Under ~~any~~ circumstances are you allowed to leave your children unattended at the zoo. *no*
2 ~~Not~~ before have we experienced worse weather conditions on our skiing holiday than last winter. *Never*
3 It's not serious. ~~All~~ happened was that Kim forgot to ask someone to water her plants while she was away. That's why she is upset. *What*
4 ~~There~~ was James who rescued the cat. He's an animal lover and does all he can to help them. *It*
5 Not only have you left all the lights on, ~~and~~ you've also forgotten to turn the TV off. *but*

/5

**6 Complete the sentences with one word in each gap.**

What an awful day it is today! If only it *wasn't* so cold and wet.

1 Island holidays are nice, but I'd *rather* we went hiking in the countryside like we did last summer.
2 I wish I *could* volunteer to help at the local animal shelter, but I'm too busy these days.
3 *What* I find annoying is that the local council provides so few recycling bins.
4 *It* is the air pollution that I'm worried about.
5 *Never* have I read a more gripping tale! You really must read it when you get the chance.

/5

**Total /30**

## USE OF ENGLISH

**7 Complete the text with the correct form of the words in brackets.**

### Watch out – a bear!

For years, Kate and I used to go camping by a lake not too far from where we lived. But last year, we both thought we should *reconsider* (CONSIDER) and go on a journey further afield. We chose to spend a fortnight in a tent in the Sequoia National Park, which is famous for its amazing trees and black bears.

When we arrived at the campsite, we were warned about an [1] *unusually* (USUAL) high number of black bears in the area. It was explained to us that the bears are [2] *hypersensitive* (SENSITIVE) to food smells and that we should hide food in the boot of our car or a metal box on the site. We were also told not to behave [3] *irresponsibly* (RESPONSIBLE) and to avoid certain paths. We didn't take the instructions that seriously, but we tried to follow the ranger's advice. For the next two weeks everything went smoothly, with no bears in sight. We felt safe and it seemed [4] *improbable* (PROBABLE) that we would come across any bears. We had a great time hiking and enjoying nature.

However, on the last night, we suddenly heard a bear roar right outside our tent. At first, I was so shocked that I was completely [5] *incapable* (CAPABLE) of moving or thinking. I wished I had paid more attention to the ranger's advice about what you're supposed to do in this situation. Then I remembered to throw a jumper in the air and make a lot of noise. A ranger heard the bear as well and he came to our rescue. It was the most terrifying experience ever.

/5

**8 Choose the correct answers A–D.**

According to the National Weather Service, we can expect severe weather ___ , with a very dry and hot summer this year. Therefore, a number of warnings are being issued.
First of all, expect southern parts of the country to suffer serious [1] ___ because rainfall has been the lowest ever in that region. [2] ___ have we seen such dryness in recent decades. It will definitely have a substantial impact on the ecosystem and agriculture, [3] ___ in the affected region, but the rest of the country too. Experts are very concerned. [4] ___ worrying them in particular is that a large number of young animals may die because of possible starvation. Dry weather is also likely to contribute to a greater incidence of wildfires because they can easily spread to other areas. [5] ___ the emergency services can do now is to monitor those forests which are rarely visited and not very well-documented. People are requested to notify the police or fire brigades about any visible smoke.

A expressions B situations C changes D conditions

| | A | B | C | D |
|---|---|---|---|---|
| 1 | hurricanes | (B) drought | blizzards | tsunamis |
| 2 | Not | Hardly | None | (D) Rarely |
| 3 | (A) not only | if only | although | in addition |
| 4 | It's | There's | (C) What's | That's |
| 5 | Despite | (B) All | Though | However |

/5

**9 Translate the Polish parts of the sentences.**

*What they wanted to present to us* (*To co chcieli nam zaprezentować*) was actually a revolutionary idea on how to save energy.

1 *If only our hens laid/would lay* (*Gdyby tylko nasze kury składały*) more eggs, we would be able to have omelettes for breakfast every morning.
2 What a terrible wildfire; *never have I seen* (*nigdy nie widziałem*) so much destruction.
3 I think it's *high time the government limited* (*najwyższa pora, aby rząd ograniczył*) tourism in areas of outstanding beauty because it's causing too much damage.
4 *Not only did Matt reject* (*Matt nie tylko odrzucił*) my proposal to raise money for the animal shelter, he also suggested ending all of our support.
5 During our visit to the zoo, my daughter decided that pandas are *so loveable/adorable that she wanted* (*są tak rozkoszne, że chciała*) me to get her one right away.

/5

**10 Complete the second sentence so that it has a similar meaning to the first. Use the words in capitals, but do not change their form.**

Despite leaving early in the morning, we didn't get very far because of a traffic jam.
**THOUGH**
Even *though we left* early in the morning, we didn't get very far because of a traffic jam.

1 Mark needs to feed the baby gorilla first thing in the morning.
**WHAT**
*What Mark needs to do* is feed the baby gorilla first thing in the morning.
2 We regret we didn't preserve the nesting areas by the river.
**WISH**
We *wish we had preserved* the nesting areas by the river.
3 I would like you to think about the problems of living in a remote place before you move there.
**RATHER**
I *would rather you thought* about the problems of living in a remote place before you move there.
4 It's a pity we can't join you on your expedition to Greenland. It sounds very interesting.
**ONLY**
If *only we could join you* on your expedition to Greenland. It sounds very interesting.
5 We have never dumped any rubbish in the forest.
**WE**
Never *(before) have we dumped* any rubbish in the forest.

/5

**Total /20**

# People Człowiek

## Life stages / Okresy życia

**adolescence** wiek dojrzewania
**adolescent** nastoletni
**come of age** dorosnąć, osiągnąć pełnoletniość
**earliest memory** najwcześniejsze wspomnienie
**elderly** starszy
**grow out of** wyrastać z czegoś; być spowodowanym czymś
**have a clear memory of** pamiętać coś wyraźnie
**have a distant memory of** mieć odległe wspomnienie (czegoś)
**have a vague memory of** mieć mgliste wspomnienie (czegoś)
**have a vivid memory of** mieć żywe wspomnienie (czegoś)
**life expectancy** średnia długość życia
**turn eighteen** skończyć osiemnaście lat
**upbringing** wychowanie

## Character features
## Cechy charakteru

**(be) full of oneself** zarozumiały
**adventurous** śmiały, odważny
**affectionate** uczuciowy, czuły
**agile** zręczny, zwinny
**agreeable** miły, ciepły
**argumentative** kłótliwy
**attentive** troszczący się, uważny
**bird-brained** o ptasim móżdżku, głupawy
**brainy** bystry, uzdolniony
**bursting with confidence** przejawiający ogromną pewność siebie
**carefree** beztroski
**cautious** ostrożny
**character trait** cecha charakteru
**clumsy** niezdarny
**competitive** lubiący współzawodnictwo
**conscientious** skrupulatny, sumienny
**daring** odważny, śmiały
**determined** zdeterminowany
**enterprising** przedsiębiorczy
**enthusiastic** pełen entuzjazmu
**fair-minded** sprawiedliwy, bezstronny
**flake** osoba ekscentryczna, osoba szalona
**free spirit** wolny duch, osoba, która żyje, jak chce
**genial** sympatyczny, miły
**gentle** łagodny
**good-natured** łagodny, dobroduszny
**highly intelligent** bardzo inteligentny
**honest** uczciwy, szczery
**hopeless** beznadziejny
**humble** skromny, pełen pokory
**hyperactive** nadaktywny, nadpobudliwy
**hypersensitive** nadwrażliwy
**imaginative** pomysłowy, o bujnej wyobraźni
**immature** niedojrzały
**insecure** bez wiary w siebie, niepewny
**intellectual** intelektualista
**irresponsible** nieodpowiedzialny
**kind-hearted** życzliwy, o dobrym sercu
**laid-back** wyluzowany, niefrasobliwy
**level-headed** opanowany, zrównoważony
**loner** samotnik
**modest** skromny
**moody** humorzasty, kapryśny
**neat and tidy** uporządkowany
**neurotic** neurotyczny, znerwicowany
**overactive** nadmiernie ruchliwy
**painfully shy** nieśmiały do bólu
**pay attention to detail** zwracać uwagę na szczegóły
**perceptive** wnikliwy, spostrzegawczy
**perfectly normal** całkowicie normalny, zupełnie zwyczajny
**personality** osobowość
**playful** żywy, wesoły
**protective** opiekuńczy
**punctual** punktualny
**reliable** godny zaufania, wiarygodny
**reputable** poważany, szanowany
**self-centred** egocentryczny
**self-conscious** skrępowany, nieśmiały
**self-critical** krytyczny wobec siebie
**self-obsessed** mający obsesję na punkcie własnej osoby
**sense of humour** poczucie humoru
**sensible** sensowny, rozsądny
**sensitive** wrażliwy
**short-tempered** wybuchowy, porywczy
**single-minded** wytrwały, zdeterminowany
**slob** niechluj
**sociable** towarzyski
**spontaneous** spontaniczny
**strong-willed** zdeterminowany, o silnym charakterze
**supportive** pomocny, wspierający
**supremely confident** niezwykle pewny siebie
**tactful** taktowny, grzeczny
**the life and soul of the party** dusza towarzystwa
**thorough** dokładny, skrupulatny
**trusting** ufny
**vivid imagination** bujna wyobraźnia
**weakness** słabość
**well-behaved** grzeczny, dobrze wychowany
**wise** mądry
**witty** bystry, błyskotliwy, dowcipny

## Feelings and emotions
## Uczucia i emocje

**agonizing** pełen bólu i cierpienia
**alarming** alarmujący
**alarmingly** alarmująco, zatrważająco
**annoying** irytujący
**appeal to** apelować
**appear** wydawać się
**astonishingly** zadziwiająco
**astonishment** zdumienie, zdziwienie
**astounding** zdumiewający
**attract sb's attention** przyciągnąć czyjąś uwagę
**awe-inspiring** wzbudzający podziw
**based on** sądząc po czymś
**be concerned about** martwić się o
**be the centre of attention** być w centrum uwagi
**bitterly disappointed** głęboko rozczarowany
**bloodcurdling** mrożący krew w żyłach
**brighten** rozweselać się, rozpogadzać
**burst into tears** wybuchnąć płaczem
**can't be bothered to do sth** nie mieć ochoty, żeby coś zrobić
**captivating** wciągający, urzekający, fascynujący
**certainly** z pewnością
**certainty** pewność
**clearly** ewidentnie, najwyraźniej
**comforting** podnoszący na duchu
**compassionate** pełen współczucia
**complain about** skarżyć się na
**confused** zdezorientowany
**convinced** przekonany
**cope with** radzić sobie z
**deceptively** złudnie, zwodniczo
**deeply depressed** w głębokiej depresji
**deeply disappointed** głęboko rozczarowany
**definitely** zdecydowanie
**delight** zachwyt, przyjemność
**delighted** zadowolony
**desirable** pożądany
**develop a desire** nabrać ochoty
**disgusting** obrzydliwy
**distinct feeling** wyraźne/nieodparte przeczucie
**doubt** wątpliwość
**draw sb's attention to** zwrócić czyjąś uwagę na
**embarrassing** żenujący
**embarrassment** zażenowanie, zakłopotanie
**envy** zazdrość
**experience** doświadczać
**expression** wyraz twarzy
**fancy** mieć ochotę, chcieć czegoś
**feel an urge** odrzuć pragnienie, odczuć ochotę
**feel left out** czuć się wykluczonym
**feel offended** poczuć się urażonym
**feel strongly about sth** traktować coś bardzo poważnie, wierzyć w coś głęboko
**firmly** stanowczo, pewnie
**frankly** szczerze
**funnily** dziwnie, śmiesznie
**get an urge** poczuć potrzebę, poczuć chęć
**gut feeling** przeczucie
**hard to be sure** trudno powiedzieć
**have a hairy moment** przeżyć stresujące/przerażające chwile
**have a laugh** dobrze się bawić, pośmiać się
**heartwarming** podnoszący na duchu, radujący
**hideous** paskudny, okropny
**humiliated** poniżony
**incidentally** przypadkowo, nawiasem mówiąc
**irresistible** nieodparty
**it's a pity/it's a shame** to szkoda
**judging by** sądząc po czymś
**keep a cool head** zachować zimną krew
**keep your wits about you** zachować przytomność umysłu
**kick back** zrelaksować się, wyluzować
**knowing** intencjonalny
**larger than life** imponujący
**letdown** rozczarowanie
**look miserable** wyglądać na nieszczęśliwego
**lose your temper** stracić panowanie nad sobą
**make an impression** zrobić wrażenie
**make sb feel at ease** sprawiać, że ktoś czuje się swobodnie
**memorable** godny zapamiętania
**mind-blowing** zadziwiający, szokujący
**miraculous** cudowny
**obvious** oczywisty
**obviously** najwyraźniej
**off-balance** rozchwiany
**off-colour** nie w formie
**off-putting** odpychający
**on a positive note** w optymistycznym tonie
**on the edge of your seat** w napięciu
**ordeal** męka, gehenna
**out of the blue** nagle
**overnight** nagle, z dnia na dzień
**overreaction** przesadna reakcja
**overwhelmed** przytłoczony
**piercing** przeszywający
**please** zadowalać
**predictably** zgodnie z przewidywaniem
**regrettably** niestety
**relieved** odczuwający ulgę
**remarkable** wybitny, niezwykły
**remarkably** niezwykle, wybitnie
**ridiculous** absurdalny, idiotyczny
**risky** ryzykowny
**roar with laughter** ryczeć ze śmiechu
**roller coaster ride** jazda bez trzymanki (o zmieniającej się często sytuacji)
**scary** straszny
**self-doubt** zwątpienie w siebie
**smile politely** grzecznie się uśmiechać
**steadily** uważnie, bacznie
**strong feeling** silne uczucie
**suffer agony** cierpieć męki
**tempting** kuszący
**thrilled** podekscytowany
**treat yourself to** zafundować sobie coś
**tremulous** drżący
**trust your instincts** zaufać swoim przeczuciom/instynktowi
**unaware** nieświadomy
**uncertainty** brak pewności
**uncharacteristically** nietypowo
**uncomfortable** niewygodny
**unearthly** nieludzki
**unexpectedly** niespodziewanie
**unwanted** niechciany
**unwilling** niechętny
**upset** zmartwiony, wytrącony z równowagi
**violent** agresywny
**wind sb up** drażnić, irytować kogoś
**worn out** zmęczony, wykończony

## Appearance
## Wygląd zewnętrzny

**alike** taki sam, podobny
**broad-shouldered** barczysty
**contorted** skrzywiony
**curly-haired** o kręconych włosach
**cute** śliczny, uroczy
**decent** ubrany (tu: nie nagi)
**defect** defekt, wada
**differ** różnić się
**duck-face** dzióbek (ułożenie ust przy pozowaniu do zdjęć)
**dye your hair** farbować włosy
**faint** słaby, nikły
**flat-footed** z płaskostopiem
**glamorous** wytworny, elegancki
**long-legged** długonogi
**resemblance** podobieństwo
**resemble** być podobnym, przypominać
**rosy-cheeked** o różowych policzkach
**shaggy** rozczochrany, kudłaty
**slobbery** zaśliniony
**solidly built** dobrze zbudowany
**sunburnt** spalony słońcem
**thin-lipped** o wąskich, zaciśniętych ustach
**unkempt** potargany, nieuczesany
**weather-beaten** ogorzały od pogody, zahartowany

## Body parts / Części ciała

**at arm's length** na długość ramienia
**breath** oddech
**cell** komórka
**chest** klatka piersiowa
**developed** rozwinięty
**digestive system** układ trawienny
**facial** dotyczący twarzy
**fingerprint** odcisk palca
**from the corner of your eye** kątem oka
**gut** jelito
**handedness** naturalna tendencja do używania jednej ręki częściej niż drugiej
**hemisphere** półkula
**immune system** system odpornościowy
**knuckle** kłykieć
**left-handed** leworęczny
**left-hander** osoba leworęczna
**nerve cell** komórka nerwowa
**nervous system** system nerwowy
**respiratory system** układ oddechowy
**sight** wzrok
**waist-high** do pasa

## Physical and mental actions
## Ciało i umysł

**acknowledge** przyznać, uznać
**add** dodać
**adjust** poprawiać, dopasować
**adrift** dryfujący
**approach** podejść, zbliżyć się
**arise** pojawiać się, nadarzać (o okazji)
**assume** przypuszczać, zakładać
**assure** zapewniać, gwarantować
**bend** schylić się, zgiąć
**bother** starać się; fatygować; martwić się
**break off** oderwać się, ułamać
**bring about** spowodować, wywołać
**burst into flames** stanąć w płomieniach
**chase** gonić, ścigać
**check up on** sprawdzić
**comprise** zawierać
**conceive** wyobrażać sobie, wymyślać
**confirm** potwierdzić
**crouch down** kucnąć
**curl up** zwinąć się
**cut down on** ograniczyć, zredukować
**dash** biec szybko
**declare** oznajmiać, oświadczać
**demolish** zburzyć , rozebrać (budynek)
**determine** określić
**drag** ciągnąć, wlec
**embrace** obejmować
**emerge** wyłonić się, pojawić
**emphasise** podkreślić
**ensure** zagwarantować

**explain** wytłumaczyć
**flicker across** przemknąć przez/po, mignąć
**flinch** wzdrygać się
**float** unosić się (w powietrzu lub na wodzie)
**float away** odlatywać
**gasp** westchnąć gwałtownie
**gather** zebrać
**gaze** wpatrywać się
**get hold of** zdobyć, złapać
**get the message** zrozumieć, załapać
**giggle** chichotać
**give a wave** pomachać
**glance** spojrzeć, rzucić okiem
**glimpse** zerknąć, mignąć
**grimace** skrzywić się
**grip** chwytać, ściskać
**have a go** spróbować
**have sth on the brain** stale o czymś myśleć
**hesitate** wahać się
**hold sth up** trzymać coś w górze
**hug** przytulać
**identify** identyfikować, rozpoznawać
**ignite** zapłonąć, zająć się ogniem
**include** zawierać
**insist** upierać się, nalegać
**intend to** mieć zamiar
**knock sb out** pozbawić kogoś przytomności, znokautować
**leap out** wyskoczyć
**let out a groan** wydać jęk
**look out for** szukać, wypatrywać
**manipulate** sterować, manewrować
**overturn** wywrócić
**peep** podglądać
**peer** przyglądać się bacznie
**permit** pozwalać
**position** umieszczać
**precede** poprzedzać
**push through** przepychać się
**put sb in a head-lock** założyć komuś chwyt zapaśniczy
**rack your brains** łamać sobie głowę
**raise** wznosić, podnosić
**recall** przypominać sobie
**reckon** sądzić, myśleć
**reconsider** przemyśleć, rozważyć ponownie
**reinforce** wzmacniać, wspierać
**reject** odrzucać
**reveal** ujawnić
**rise** rosnąć
**roam** włóczyć się, błąkać
**scream** krzyczeć
**seek** szukać, zabiegać o
**shake sth off** pozbyć się czegoś
**shrug your shoulders** wzruszyć ramionami
**sigh** westchnąć
**skip** pomijać, unikać
**slip down** zsunąć się
**snap** powiedzieć ostro, warknąć
**sob** szlochać
**spill** rozlać
**spot** dostrzegać, zauważać
**squirt** wytryskać
**stare** gapić się
**stiffen** zesztywnieć
**straighten** wyprostować
**substitute** zastąpić
**suggest** sugerować
**swallow** przełykać
**swap** wymienić, zamienić
**take effort** wymagać wysiłku
**take sth into account** brać coś pod uwagę
**tangled up** zaplątany
**tilt** przechylać
**tousle** poczochrać/potargać (włosy)
**trigger** powodować, wywoływać
**twist your mouth** wykrzywić usta
**undo** rozwiązać, rozpiąć; cofnąć
**whisper** szeptać
**wink** puścić oczko
**wonder** zastanawiać się
**yell** wrzeszczeć

## Clothes and accessories
### Ubrania i akcesoria

**blood-red** krwistoczerwony
**bracelet** bransoletka
**charcoal-grey** grafitowy, ciemnoszary
**collarless** bez kołnierzyka
**fashionable** modny
**frill** falbanka
**garment** odzież, strój
**lemon-yellow** koloru cytrynowego
**lime-green** koloru limonkowego
**loose** luźny
**nut-brown** koloru orzechowego
**old-fashioned** staromodny
**on trend** modny
**ornament** ozdoba
**personal belongings** przedmioty osobiste
**scrubs** kitel
**second-hand clothes** używane ubrania
**sky-blue** błękitny
**snow-white** śnieżnobiały
**sportswear** odzież sportowa
**streetwear** moda uliczna
**stripe** pasek, prążek
**synthetic fabric** tkanina syntetyczna
**vibrant colour** żywy kolor

## Skills and interests
### Umiejętności i zainteresowania

**acquire a skill** nabyć umiejętność
**be of interest to** być interesującym dla
**be passionate about** pasjonować się (czymś)
**be the brains behind sth** być mózgiem czegoś
**become an expert in** zostać ekspertem w (jakiejś dziedzinie)
**bowling alley** kręgielnia
**capable of doing sth** zdolny do czegoś, będący w stanie coś zrobić
**carve wood** rzeźbić w drewnie
**catch the bug** złapać bakcyla
**competent user of** zaawansowany użytkownik
**curious about** ciekawy (czegoś)
**enable** umożliwić
**excellent command of** doskonała znajomość czegoś
**focus on your strengths** skupić się na swoich mocnych stronach
**get the hang of** zrozumieć, załapać, jak coś się robi
**go in for** lubić coś robić
**have a passion for** pasjonować się czymś
**have an aptitude for** mieć talent do
**have no clue** nie mieć pojęcia
**inclined towards** skłonny do
**it's worth a try** warto spróbować
**jack of all trades, master of none** ktoś, kto potrafi wiele rzeczy, ale w żadnej nie jest ekspertem
**multipotentialite** multipotencjalista, ktoś o wielu zainteresowaniach i zdolnościach
**natural inclination** naturalna skłonność
**not be everyone's cup of tea** nie być dla każdego, nie być czymś, co wszyscy polubią
**perception** widzenie, postrzeganie
**pick up a new skill** nabyć nową umiejętność
**polymath** człowiek wszechstronnie uzdolniony, człowiek renesansu
**proven ability to** udokumentowana znajomość czegoś
**range of interests** obszar zainteresowań
**recognition skills** umiejętności poznawcze
**sharpen a skill** szlifować umiejętność
**sharpness** ostrość
**step out of your comfort zone** wyjść ze swojej strefy komfortu
**take sth up** zainteresować się czymś; podjąć się zadania
**tend to do sth** mieć skłonność do robienia czegoś
**think outside the box** myśleć twórczo, myśleć kreatywnie
**thrive** prosperować, odnosić sukcesy
**transferable skills** uniwersalne umiejętności
**valuable** cenny
**well suited** odpowiedni, dopasowany
**well-developed** rozwinięty, rozbudowany





## Sense of identity
### Poczucie tożsamości

**background** pochodzenie
**be/become second nature to sb** być/stać się czyjąś drugą naturą
**broad accent** wyraźny, silny akcent
**identity** tożsamość
**privacy** prywatność
**sense of community** poczucie wspólnoty
**tribe** plemię

## Personal values
### Osobisty system wartości

**achieve a goal** osiągnąć cel
**balance** równoważyć
**choice** wybór
**common sense** zdrowy rozsądek
**confidently** z pewnością siebie, z przekonaniem
**conscientiousness** sumienność
**enthusiasm** entuzjazm
**equally important** równie ważny
**ethical values** wartości etyczne
**face a challenge** stawiać czoła wyzwaniu
**for the common good** dla dobra ogółu
**generosity** szczodrość
**genuine** prawdziwy, autentyczny
**in equal measure** w równym stopniu
**justify** uzasadniać
**lack purpose** nie mieć celu
**loud and clear** głośno i wyraźnie
**meaning of life** sens życia
**meet the requirements** spełniać wymagania
**miss an opportunity** przepuścić okazję
**on balance** po rozważeniu wszystkich kwestii
**on second thoughts** po namyśle
**opt for** wybierać coś, decydować się na
**outweigh** przeważać, mieć przewagę
**pleasure** przyjemność
**pluck up the courage** zebrać się na odwagę
**poorly** kiepsko, słabo
**practise what you preach** żyć zgodnie z głoszonymi zasadami
**pros and cons** za i przeciw, wady i zalety
**punctuality** punktualność
**purpose** cel
**purposeful** zdecydowany, stanowczy
**put a lot of effort into** włożyć wiele wysiłku w
**put your heart into sth** włożyć w coś serce, starać się
**quiet life** spokojne życie
**reach your full potential** osiągnąć pełnię swoich możliwości
**responsible attitude** odpowiedzialna postawa
**responsibly** odpowiedzialnie
**self-awareness** samoświadomość
**self-esteem** poczucie własnej wartości
**self-sacrifice** poświęcenie się
**set high standards** wyznaczać wysokie standardy
**single-mindedness** determinacja
**speak your mind** wypowiadać swoje zdanie
**strong belief** silne przekonanie
**take on a challenge** podjąć wyzwanie
**think for yourself** myśleć samodzielnie
**unconditional** bezwarunkowy

# Home
## Miejsce zamieszkania

## Home and vicinity
### Dom i jego okolica

**at the town hall** w ratuszu
**bachelor pad** kawalerka
**built-up area** obszar zabudowany
**bustling** tętniący życiem
**cobbled street** brukowana ulica
**co-housing** życie we wspólnocie mieszkaniowej
**communal house** wspólny dom
**convenient** wygodny, praktyczny
**crack** szpara, pęknięcie
**cramped** zatłoczony, ciasny
**demolish** zburzyć, rozebrać (budynek)
**domestic chore** obowiązek domowy, praca domowa
**drainage system** system odpływowy, kanalizacja
**fence** płot
**flourish** rozkwitać, prosperować
**get a facelift** przejść modernizację
**halfway across town** przez pół miasta
**hall of residence** akademik
**home town** rodzinne miasto
**homeowner** właściciel domu
**household** gospodarstwo domowe
**household rules** zasady obowiązujące w domu
**housing development** osiedle mieszkaniowe
**in decline** podupadający
**in the city centre** w centrum miasta
**in the park** w parku
**in the suburbs** na przedmieściach
**multi-storey car park** parking wielopoziomowy
**on the outskirts** na obrzeżach miasta
**pull down** zburzyć, rozebrać (budynek)
**quaint** urokliwy
**reliable network** niezawodna sieć (np. transportu publicznego)
**rent** czynsz
**rental price** koszt wynajmu
**resident** mieszkaniec
**residential area** dzielnica mieszkaniowa
**run-down** zniszczony, w złym stanie
**second home** drugi dom, np. na lato
**self-contained flat** samodzielne mieszkanie, z łazienką, kuchnią i osobnym wejściem
**shabby** zaniedbany, odrapany
**site** miejsce, teren
**smart house** inteligentny dom, dom wykorzystujący technologię
**smooth** gładki
**snug** przytulny, zaciszny
**social housing** mieszkania socjalne
**tarmac** asfalt
**tower block** wieżowiec
**underground car park** podziemny parking
**urban** miejski
**urban development** urbanizacja, rozwój urbanistyczny
**vibrant** pełen energii, tętniący życiem
**within 500 metres** w odległości 500 metrów
**within easy reach** w bliskiej odległości, w pobliżu
**within walking distance** w odległości krótkiego spaceru

## Rooms, furniture and equipment / Pomieszczenia i wyposażenie domu

**basement** piwnica
**bin bag** worek na śmieci
**blanket** koc
**bric-a-brac** bibeloty
**central heating** centralne ogrzewanie
**chopping board** deska do krojenia
**cleaning solution** środek czyszczący
**cleanliness** czystość
**clear-out** generalne porządki
**clutter** graty, rupiecie
**cushioned** wyłożony poduszkami
**damp** wilgotny
**domestic** domowy
**draughty** pełen przeciągów
**drawer** szuflada
**en suite bathroom** prywatna łazienka przylegająca do pokoju

**fireplace** kominek
**fitted kitchen** kuchnia na wymiar
**footrest** podnóżek
**furnished** umeblowany
**glow** blask
**go out** zgasnąć
**household appliance** sprzęt gospodarstwa domowego
**keyhole** dziurka od klucza
**kitchen facilities** pomieszczenie kuchenne; wyposażenie
**laundry basket** kosz na pranie
**light fixture** oprawa oświetleniowa
**lock** zamek
**mantelpiece** półka nad kominkiem
**peaceful** spokojny
**pile** sterta, stos
**running water** bieżąca woda
**sanitation** urządzenia sanitarne, kanalizacja
**share a room** dzielić pokój
**sheepskin** barania skóra
**solar panel** panel słoneczny
**spacious** przestronny
**spare room** pokój gościnny
**spotless** idealnie czysty
**surface** powierzchnia
**tasteful** elegancki, w dobrym guście
**trunk** kufer
**wood burner** kominek opalany drewnem
**wool throw** wełniana narzuta

# Education
# Edukacja

## Educational system
## System oświaty

**academic training** wykształcenie akademickie
**drop out of** porzucić coś
**drop-out** osoba, która porzuciła naukę
**educationalist** pedagog, metodyk
**fee** opłata, czesne
**get a degree** zdobyć tytuł naukowy
**get a scholarship** otrzymać stypendium naukowe
**get expelled (from school)** zostać wydalonym (ze szkoły)
**graduate** absolwent; kończyć studia, uzyskać dyplom uczelni
**illiterate** niepiśmienny
**kindergarten** przedszkole
**major in** studiować, specjalizować się w
**preschooler** przedszkolak
**scholar** uczony
**school-leaver** absolwent
**supervisor** przełożony; promotor naukowy
**write a dissertation** pisać pracę dyplomową

## School life and learning
## Życie szkoły i uczenie się

**accessible** przystępny
**accurately** dokładnie, precyzyjnie
**acquire** nabyć, zdobyć
**announcement** ogłoszenie
**assembly hall** aula
**association** skojarzenie
**attend a lecture** przyjść na wykład, wziąć udział w wykładzie
**attend a workshop** brać udział w warsztatach
**be up to your eyes in** mieć czegoś po uszy, być czymś bardzo zajętym
**brainstorm** robić burzę mózgów, zastanawiać się nad
**cite** cytować
**come up against** napotykać trudności, zmagać się z czymś
**come up with** wpaść na coś, wymyślić
**consist of** składać się z
**core** główny, najważniejszy
**counsellor** doradca, psycholog szkolny
**deepen your knowledge** pogłębiać wiedzę
**design** projektowanie
**disruptive** zakłócający spokój
**disturb** przeszkadzać
**dyslexic** dyslektyczny, cierpiący na dysleksję
**engaging** wciągający, zachęcający
**enrol on a course** zapisać się na kurs
**enter a competition** wystartować w zawodach/konkursie
**excel in** osiągać w czymś znakomite wyniki, wyróżniać się w czymś
**exchange student** student uczestniczący w wymianie
**exchange trip** wymiana studencka
**fall behind** mieć zaległości
**fidget** wiercić się
**full-time course** kurs, zajęcia w pełnym wymiarze godzin
**get out of** uniknąć czegoś
**get round to** zabrać się do czegoś
**get top marks** dostawać najlepsze oceny
**gifted** utalentowany, uzdolniony
**give a lecture** wygłosić wykład
**give a speech** wygłosić przemowę
**give up on** zrezygnować z, przestać w kogoś wierzyć
**go into** zacząć się czymś zajmować
**go on to** przejść do robienia czegoś
**hand in** wręczyć, oddać (zadanie domowe)
**handwriting** charakter pisma
**have a brainwave** doznać olśnienia
**have a day off** mieć dzień wolny (np. od szkoły, od pracy)
**have a good memory for** mieć dobrą pamięć do
**have a love of learning** mieć zamiłowanie do nauki
**have a memory like a sieve** mieć słabą pamięć
**have a photographic memory** mieć pamięć fotograficzną
**have a terrible memory for** mieć słabą pamięć do
**have an impact on** mieć wpływ na
**improve your memory** poprawiać pamięć
**in a nutshell** w skrócie
**keen to do sth** chętny do zrobienia czegoś
**keep quiet** być cicho
**keep up with** dorównywać komuś
**learning disorder** trudności w uczeniu się
**leave sth out** pominąć coś
**lenient** pobłażliwy, łagodny
**level of commitment** stopień zaangażowania
**make up** wymyślić, zmyślić
**memorise** nauczyć się na pamięć
**mess up** zepsuć; pomylić się
**narrative** opowiadanie
**omit** pominąć coś
**pay attention in class** uważać na lekcji
**postpone** odłożyć, przełożyć na później
**put sth off** odkładać coś na później
**recall** przypominać sobie
**require** prosić o
**run a seminar** prowadzić seminarium
**scrape through** przebrnąć, przejść przez coś z trudem
**self-disciplined** zdyscyplinowany
**settle down** uspokoić się, ustabilizować się
**sit an exam** zdawać, pisać egzamin
**strict** surowy, wymagający
**succeed in** udać się; osiągnąć sukces
**swot** kujon
**visualise** wizualizować

# Work Praca

## Jobs / Zawody oraz związane z nimi czynności i obowiązki

**attendance in the office** obecność w biurze
**be in charge** zarządzać czymś, mieć kontrolę
**butcher** rzeźnik
**childcare** opieka nad dziećmi
**coordinate** koordynować
**copy editor** redaktor, korektor
**entrepreneur** przedsiębiorca
**financial advisor** doradca finansowy
**have a vocation** mieć powołanie do czegoś





**have one true calling** mieć jedno prawdziwe powołanie
**lead a team** kierować zespołem
**minder** opiekun
**miner** górnik
**novelist** powieściopisarz
**number theorist** naukowiec zajmujący się teorią liczb
**nun** zakonnica
**park warden** strażnik w parku
**screenwriter** scenarzysta
**security guard** ochroniarz
**supervise** nadzorować
**supervisor** przełożony; promotor naukowy
**work in the field of** zajmować się jakąś dziedziną

## Career / Kariera zawodowa

**approval** akceptacja, uznanie
**at a rapid rate** bardzo szybko
**be suited to** nadawać się do
**be wired differently** mieć inną konstrukcję, różnić się
**burn out** wypalić się zawodowo
**career guidance** doradztwo zawodowe
**career path** ścieżka kariery
**carry out** przeprowadzać, realizować, wykonywać
**combine** łączyć
**commit to** poświęcić się, zaangażować się
**considerable** znaczny, niemały
**dedicated member of** oddany członek, zaangażowany członek
**diversity** różnorodność
**do an apprenticeship** odbywać praktykę zawodową
**find your niche** znaleźć miejsce dla siebie, znaleźć swoją niszę
**fulfil an objective** osiągnąć cel
**gain work experience** zdobyć doświadczenie zawodowe
**get down to** zabrać się za
**goal** cel
**high-powered job** praca na prestiżowym stanowisku
**improve your career prospects** polepszać swoje perspektywy zawodowe
**intersection** miejsce przecięcia, skrzyżowanie
**keep at** pracować nad
**keep your options open** pozostawić sobie możliwość wyboru
**knowledge** wiedza
**knowledgeable** mądry, znający się na czymś dobrze
**leadership skills** zdolności kierownicze
**make a successful living** odnieść sukces zawodowy
**map sth out** rozplanować coś
**objective** cel
**on a day-to-day basis** na co dzień
**outline** naszkicować, zrobić plan, zrobić zarys
**practical experience of** praktyczne doświadczenie w jakiejś dziedzinie
**pursue a career** rozwijać karierę zawodową
**quitter** ktoś niewytrwały, kto zbyt łatwo się poddaje
**reflect the need** odzwierciedlać potrzebę
**set sth out** rozłożyć coś, rozstawić; przedstawić
**settle on** zdecydować się na, wybrać
**stick to** trzymać się (czegoś)
**trainee** praktykant, stażysta
**unrelated** niepowiązany
**welcome an opportunity** skorzystać z możliwości, chcieć skorzystać z okazji
**work placement** staż, praktyka zawodowa

## Working conditions and employment
## Warunki pracy i zatrudnienie

**adaptable** potrafiący się dostosować
**apply for a position** ubiegać się o stanowisko
**at your convenience** w dogodnym dla ciebie/Pana/Pani momencie
**be at risk** być zagrożonym
**be constant/unchanged** być niezmiennym
**be tied up with** być zajętym czymś
**benefit** korzystać; korzyść, pożytek
**commute to work** dojeżdżać do pracy
**commuter** osoba dojeżdżająca do pracy
**company car** samochód służbowy
**covering letter** list motywacyjny
**daily commute** codzienny dojazd (do pracy/szkoły)
**distracted** rozkojarzony
**do sth day in, day out** robić coś codziennie, robić coś bez przerwy
**employment policy** polityka zatrudnienia
**employment possibilities** możliwości zatrudnienia
**enter the job market** wejść na rynek pracy
**flexitime/flexible working** elastyczny czas pracy
**freelancer** wolny strzelec
**fulfilling** dający satysfakcję
**handle sb** radzić sobie z kimś
**health and safety regulations** przepisy BHP
**improve your career prospects** polepszać swoje perspektywy zawodowe
**in response to** w odpowiedzi na
**increase your output** zwiększyć swoją wydajność
**interview** rozmowa kwalifikacyjna
**job-sharing** dzielenie się pracą, dzielenie się etatem
**lucrative** dochodowy
**meet deadlines** dotrzymywać terminów
**overpaid** zbyt wysoko opłacony
**overwork** przepracowanie
**overworked** przepracowany
**part-time job** praca w niepełnym wymiarze godzin
**part-timer** pracownik na niepełnym etacie
**pressure** presja
**recruit** rekrutować
**references** referencje, list polecający
**rejection** odmowa, odrzucenie
**relevant** właściwy, odpowiedni
**replace** zastąpić
**require** prosić o
**rigid** sztywny, niezmienny
**secure** pewny, bezpieczny
**self-employment** samozatrudnienie, własna działalność gospodarcza
**sit in** być obecnym
**skilled** wykwalifikowany
**split the work** podzielić pracę
**stable** stały, stabilny
**staff** personel
**staff entrance** wejście dla personelu
**struggle to do sth** zmagać się, starać się coś zrobić
**summer job** praca wakacyjna
**take sth over** przejąć coś, zdobyć coś
**tedious** żmudny, monotonny
**time management** zarządzanie czasem
**to-do list** lista zadań, lista spraw do załatwienia
**understaffed** mający braki w personelu
**unemployment** bezrobocie
**volunteer** pracować jako wolontariusz
**work alongside** współpracować z
**work flexibly** mieć elastyczny czas pracy
**work to a deadline** pracować zgodnie z harmonogramem
**work towards** pracować dążąc do osiągnięcia celu
**workforce** siła robocza, pracownicy
**workplace** miejsce pracy

# Family and social life
## Życie prywatne

### Family and friends
#### Rodzina, znajomi i przyjaciele

**casual acquaintance** przelotna znajomość
**dependant** osoba zależna, na czyimś utrzymaniu
**dependent** zależny, niesamodzielny
**family counselling** terapia rodzinna
**family ties** więzy rodzinne
**firstborn** pierworodny
**flatmate** współlokator
**get-together** spotkanie towarzyskie
**have a baby** urodzić dziecko
**host family** rodzina goszcząca
**in honour of** na czyjąś cześć
**neighbourly** życzliwy, sąsiedzki
**on behalf** w imieniu
**reception** przyjęcie
**sibling** rodzeństwo
**soulmate** bratnia dusza
**spoilt** rozpuszczony, rozpieszczony
**welcome party** przyjęcie powitalne

### Relationships
#### Relacje międzyludzkie

**adore** uwielbiać, wielbić
**alone** sam
**appreciate** docenić
**be attracted to** lubić, czuć pociąg do
**be madly in love with** być szaleńczo zakochanym w
**be obsessed with** mieć obsesję (na czyimś punkcie)
**bond** więź
**boss sb around** kierować kimś, rozkazywać komuś
**bring sb up** wychowywać kogoś
**common** powszechny, częsty
**competition** rywalizacja
**drift apart** oddalać się od drugiej osoby (w relacji)
**fall for** zakochać się, zadurzyć się w
**fall in love with** zakochać się w
**fancy** podkochiwać się w
**find common ground** znaleźć wspólny język
**get on with** dogadywać się z, mieć dobre relacje
**go out with** spotykać się z, być w związku
**good company** dobre towarzystwo
**gossip** plotkować
**have nothing in common** nie mieć nic wspólnego
**heartbreak** zawód miłosny, żal, smutek
**heartbroken** zrozpaczony, ze złamanym sercem
**hold sb's attention** skupić czyjąś uwagę
**interact with sb** nawiązać kontakt, komunikować się z kimś
**late** zmarły
**leave sb behind** zostawić kogoś w tyle, opuścić kogoś
**like-minded** o podobnych upodobaniach
**lone** samotny, odludny
**lonely** samotny
**long-distance relationship** związek na odległość
**look down on** patrzeć z góry, gardzić kimś
**look up to** patrzeć na kogoś z podziwem, szanować
**lose touch** stracić kontakt z kimś
**love at first sight** miłość od pierwszego wejrzenia
**make up for** zrekompensować, wynagrodzić
**propose to sb** oświadczyć się komuś
**refuse** odmówić
**relationship** związek
**rely on** polegać na
**remain** pozostać
**remarry** ponownie wziąć ślub
**reputation** reputacja, opinia
**see sb** spotykać się z, chodzić na randki
**separate from sb** żyć w separacji
**share an interest** mieć wspólne zainteresowania
**split up with** zerwać z
**talk sb into** namówić kogoś na
**turn sb down** odrzucić kogoś
**undivided attention** pełnia uwagi
**widowed** owdowiały
**worship** wielbić, ubóstwiać

### Everyday activities
#### Czynności życia codziennego

**alteration** zmiana, przeróbka
**answer the phone** odebrać telefon
**be up to sth** być w stanie, być na siłach coś zrobić
**early hours** wczesne godziny
**greet** witać
**hang around** kręcić się po jakimś miejscu, spędzać gdzieś czas
**hang out** spędzać czas
**have a shower** brać prysznic
**hold** urządzać przyjęcie, urządzać spotkanie
**lay** kłaść, położyć
**lie** leżeć
**lose** stracić, zgubić
**maintain order** zachować porządek
**make an effort** postarać się coś zrobić
**nap** drzemka
**on a daily basis** codziennie
**on a regular basis** regularnie
**oversleep** zaspać
**party** imprezować
**rinse** spłukać
**run out of** nie mieć już czegoś, wyczerpać
**sleep badly** źle spać
**small talk** pogawędka, rozmowa na błahe tematy
**speak up** wypowiadać się (w jakiejś sprawie)
**turn up** pojawić się

### Conflicts and problems
#### Konflikty i problemy

**abandon** porzucić, opuścić
**accusation** oskarżenie
**accuse sb of** oskarżyć kogoś o
**address** zająć się (sprawą)
**agree** zgadzać się
**argue for/against sth** argumentować za czymś/przeciw czemuś
**assure** zapewniać, gwarantować
**beg** błagać
**blame** obwiniać
**claim** twierdzić
**clarification** wyjaśnienie
**compromise** iść na kompromis
**confusion** zamieszanie; dezorientacja
**convincing** przekonujący
**course of action** kierunek działania
**deal with** zajmować się czymś
**demand** żądanie
**deny** zaprzeczać, odmawiać
**disallow** nie pozwolić na
**disapprove** nie pochwalać
**disbelieve** nie dowierzać
**dismiss sb as** odrzucić, lekceważyć kogoś z jakiegoś powodu
**downside/drawback** minus, wada
**equally** jednocześnie; w równym stopniu
**excuse** wymówka
**figure sth out** zrozumieć, rozwiązać problem
**gender-based stereotype** stereotyp dotyczący płci
**get yourself into** wplątać się w
**have a narrow escape** uniknąć nieszczęścia o mały włos
**ill-advised** nierozważny, nierozsądny
**interfere** przeszkadzać, kolidować
**jog your memory** odświeżyć sobie pamięć
**kick sb out** wyrzucić kogoś, pozbyć się kogoś
**meet halfway** pójść na kompromis
**mindlessly** bezmyślnie
**misbehave** źle się zachowywać





**misconception** błędne przekonanie
**misjudge** niewłaściwie oceniać
**neglected** zaniedbany, opuszczony
**nightmare** koszmar
**object** sprzeciwić się
**on purpose** specjalnie, celowo
**outdo** prześcignąć, przewyższyć
**overestimate** przecenić
**put up with** znosić coś
**reach an agreement** osiągnąć porozumienie, dogadać się
**reason with** przekonywać
**reconsider** przemyśleć, rozważyć ponownie
**relax the rules** zmienić zasady na łagodniejsze
**reprimand** skarcić, udzielić nagany
**solution** rozwiązanie
**solve a problem** rozwiązać problem
**stand up for** bronić
**tackle a problem** stawić czoła problemowi
**take a chance** zaryzykować, podjąć ryzyko
**tell sb off** skarcić, udzielić nagany
**threaten** grozić
**treat sb unfairly** traktować kogoś niesprawiedliwie
**unable** niezdolny (do czegoś)
**underestimate** nie docenić
**undervalued** niedoceniony
**urge sb to do sth** nakłaniać kogoś do robienia czegoś
**voluntarily** dobrowolnie
**witness** być świadkiem
**work things out** rozwiązać problem, dogadać się z kimś

# Food Żywienie

### Meals and their preparation
#### Posiłki i ich przygotowanie

**carbohydrates** węglowodany
**dessert** deser
**ginger lemonade** napój imbirowy
**jar** słoik
**leftover** pozostały
**mouth-watering** apetyczny, rozpływający się w ustach
**raw** surowy
**refreshments** przekąski, napoje
**rotten food** zepsute jedzenie
**stale** nieświeży, czerstwy

### Eating habits
#### Nawyki żywieniowe

**fussy eater** wybredny przy jedzeniu
**inn** gospoda
**locally grown** uprawiany lokalnie, w okolicy
**nutrition** odżywianie
**starving** bardzo głodny

# Shopping and services
## Zakupy i usługi

### Selling and purchasing
#### Sprzedawanie i kupowanie

**affordable** w przystępnej cenie
**antiques market** targ staroci
**auction house** dom aukcyjny
**average** średni
**bar code** kod kreskowy
**bargain price** okazyjna cena
**bid** oferta kupna (na aukcji)
**bid for sth (in an auction)** licytować na aukcji, składać ofertę kupna
**car boot sale** giełda staroci, giełdy rzeczy używanych
**chain store** sklep należący do sieci, sieciówka
**come up for auction** wystawić na aukcji
**delivery** dostawa
**enter your PIN** wprowadzić kod PIN
**exchange** wymienić
**fetch** osiągnąć wartość/cenę
**flea market** pchli targ
**get a discount** dostać zniżkę
**go bargain-hunting** polować na okazje
**high street** główna ulica handlowa w mieście
**hold an auction** organizować aukcję
**impulse purchase** zakup robiony pod wpływem impulsu, emocji
**in advance** z wyprzedzeniem, z góry
**in demand** poszukiwany, chciany
**market stall** stragan, stoisko na targu
**money-off voucher/coupon** voucher/kupon obniżający cenę
**online auction** aukcja internetowa
**online shopping** zakupy robione w Internecie
**open-air market** targ na świeżym powietrzu
**order sth online** zamówić coś w Internecie
**pay out** zapłacić za coś, wydać pieniądze
**pick-up** odbiór (np. przesyłki)
**place a bid** złożyć ofertę
**pre-owned goods** przedmioty z drugiej ręki
**price range** zakres cenowy
**put sth aside** odłożyć coś na bok
**put sth up for sale** wystawić coś na sprzedaż
**reasonably-priced** w rozsądnej cenie
**receipt** paragon
**reduced** zredukowany, ograniczony
**reduction in the price** obniżenie ceny
**resell** odsprzedać
**retail** sprzedaż detaliczna
**send sth back** odesłać coś
**shop around** rozglądać się po sklepach i porównywać (np. produkty lub ceny)
**shop locally** robić zakupy lokalnie
**split the cost** podzielić się kosztami
**stallholder** właściciel straganu
**stock of** zapas
**sufficient** wystarczający
**take sth back** oddać (np. coś do sklepu)
**throw sth in** dołożyć, dodać coś
**used goods trade** handel używanymi rzeczami
**value** wartość
**winning bid** najwyższa oferta

### Advertising
#### Promocja i reklama

**consumer behaviour** zachowanie konsumentów
**eye-catching** wpadający w oko, efektowny
**hyped** rozreklamowany
**label** marka, metka
**latest** najnowszy, ostatni
**leaflet** ulotka
**limited edition** limitowana edycja

### Finance / Finanse

**a penny saved is a penny earned** ziarnko do ziarnka, zbierze się miarka
**afford to do sth** móc sobie na coś pozwolić (finansowo)
**allowance** kieszonkowe
**average cost** średni koszt
**be broke** być spłukanym, bez grosza
**be loaded** być bardzo bogatym
**be on a limited budget** mieć ograniczony budżet
**be rolling in money** spać na pieniądzach
**be short of money** mieć mało pieniędzy
**be well-off** być zamożnym, być dobrze sytuowanym
**bills** rachunki
**charge royalties** otrzymywać tantiemy
**disadvantaged** w niekorzystnej sytuacji; ubogi, pokrzywdzony
**disposable income** pieniądze, przychód do wydania
**economic** ekonomiczny, opłacalny
**economical** oszczędny
**financial support** wsparcie finansowe
**find it hard to make ends meet** ledwo wiązać koniec z końcem
**fund** finansować
**funding** dofinansowanie
**gain** osiągnąć, zyskać

**go halves** podzielić się pół na pół
**guidance** wskazówki, doradztwo
**have money to burn** mieć forsy jak lodu
**increase (your) earnings** zwiększyć dochody/zyski
**interest on a loan** odsetki od pożyczki
**live from hand to mouth** klepać biedę
**luxurious** luksusowy
**make a fortune** zbić fortunę
**make a profit** osiągnąć zysk
**make money** zarabiać pieniądze
**open a bank account** otworzyć konto bankowe
**pocket money** kieszonkowe
**profitable** opłacalny, dochodowy
**save for a rainy day** oszczędzać na czarną godzinę
**save up for** oszczędzać na
**savings account** konto oszczędnościowe
**sum of money** suma pieniędzy
**transfer money** przelać pieniądze
**waste money** marnować pieniądze
**winnings** wygrana

## Travelling and tourism Podróżowanie i turystyka

### Sightseeing, trips and excursions Zwiedzanie i wycieczki

**ancient** starożytny, bardzo stary
**armour** zbroja, pancerz
**battered** zniszczony, poturbowany
**be swept overboard** zmieciony z pokładu
**begin the ascent/descent** rozpocząć wspinaczkę/zejście (z góry)
**blazing** płonący
**campsite** kemping
**canvas camp bed** łóżko polowe pokryte płótnem
**checked bag** bagaż rejestrowany
**cultural heritage** dziedzictwo kulturowe
**custom** zwyczaj, tradycja
**destination** cel podróży
**embark on** rozpoczynać coś, wyruszać
**enjoy your own company** dobrze się czuć samemu, we własnym towarzystwie
**facilities** udogodnienia
**famed for** słynący z
**flint and steel** krzesiwo (z krzemienia i kawałka stali)
**guided tour** zwiedzanie z przewodnikiem
**historic** historyczny (bardzo ważny, mający długą historię)
**historical** historyczny (dotyczący przeszłości)
**inaccessible** niedostępny, nieosiągalny
**kit** ekwipunek, zestaw
**look up directions** szukać wskazówek, szukać drogi
**lost property** zgubiona własność
**lounge** siedzieć wygodnie, rozsiąść się
**medieval** średniowieczny
**natural beauty** naturalne piękno
**on the border** na granicy
**on the coast** na wybrzeżu
**path** ścieżka, droga
**picturesque** malowniczy
**popular with** popularny wśród
**remote** odległy
**route** trasa
**run wild** biegać samopas, biegać bez kontroli
**set off** wyruszyć w podróż
**shrine** świątynia
**sunbed** leżak
**supplies** zaopatrzenie, prowiant
**tourist resort** kurort turystyczny
**tourist spot** atrakcja turystyczna
**unclaimed** nieodebrany (np. bagaż)
**voyage of a lifetime** rejs życia

### Means of transport / Środki transportu i korzystanie z nich

**boot** bagażnik samochodowy
**commercial aircraft** samoloty komercyjne
**delivery truck** samochód dostawczy
**dock** dokować, przybijać do portu
**flat tyre** przebita opona
**fuel** paliwo
**moped** skuter
**submarine** łódź podwodna

### Traffic / Ruch uliczny

**at the roundabout** na rondzie
**at the traffic lights** na światłach
**cycle lane** ścieżka rowerowa
**exit** zjazd z autostrady
**motorway** autostrada
**on-street parking** parkowanie na ulicy
**pedestrian** pieszy
**pedestrian zone** deptak, strefa dla pieszych
**pedestrianisation** zamknięcie dla ruchu kołowego (np. ulicy)
**pull out** wjechać na drogę
**speedboat** motorówka
**turn around** zawrócić

## Culture Kultura

### Artists and their work Twórcy i ich dzieła

**cult following** grono wiernych fanów
**entertainer** artysta rozrywkowy
**exhibition** wystawa, pokaz
**form a band** założyć zespół muzyczny
**music industry** przemysł muzyczny
**paintbrush** pędzel do malowania
**stencil** szablon do odrysowania, wzór

### Film, theatre, books Film, teatr, książki

**audience** widownia, publiczność
**box-office success** sukces kasowy
**come out** zostać opublikowanym
**disaster movie** film katastroficzny
**fictional character** fikcyjny bohater
**genre** gatunek filmowy
**gripping tale** wciągająca opowieść
**hero** bohater
**movie set** plan filmowy
**onstage** sceniczny
**opening scene** scena otwierająca
**passage** fragment
**plot** fabuła
**rehearse** robić próbę, ćwiczyć
**screen** ekran
**shoot** sesja filmowa lub zdjęciowa
**soundtrack** ścieżka dźwiękowa
**spoiler** informacja zdradzająca zakończenie (np. filmu)
**stage** scena
**subtitles** napisy dialogowe
**twists and turns** zwroty akcji
**villain** czarny charakter, złoczyńca

### Media / Media

**accurate** dokładny, precyzyjny
**airbrush** retuszować
**awash with information** zalewany informacjami
**background** tło
**backup** wsparcie
**believable** wiarygodny
**binge-watch** oglądać bez opamiętania (np. kilka odcinków serialu z rzędu)
**blow-by-blow** szczegółowy
**blurred** niewyraźny, rozmazany
**bombarded with information** bombardowany informacjami
**breaking news** wiadomość z ostatniej chwili
**broadcast** transmitować, nadawać
**capture a memorable moment** uchwycić niezapomnianą chwilę
**check the accuracy** sprawdzić prawdziwość
**clear commitment** jasne zobowiązanie





**close** bliski
**closely** blisko
**commercial break** przerwa na reklamę
**critical** krytyczny
**critically** krytycznie
**crop images** kadrować, przycinać zdjęcia
**deliberate** celowy
**deliberately** celowo
**distort the truth** zniekształcać prawdę
**double-check facts** dwukrotnie sprawdzać fakty
**evaluate sources** oceniać źródła
**examine sth closely** sprawdzać coś dokładnie
**eye-catching story** historia przyciągająca uwagę
**fact-checker** osoba weryfikująca fakty
**fake news** nieprawdziwe informacje
**falsehood** fałsz
**far-fetched** przesadzony, naciągany
**green screen** zielone tło (technika obróbki filmu lub zdjęcia, w której jednolite tło zmieniane jest komputerowo na dowolny obraz)
**have an agenda** mieć ukryty cel
**high-quality** wysokiej jakości
**in focus/out of focus** ostre/nieostre (zdjęcie)
**inaccurate** niedokładny
**invent a story** zmyślić historię
**knowingly** rozmyślnie, celowo
**lens** obiektyw
**made-up** zmyślony
**manipulate the media** manipulować mediami
**mislead/misinform people** wprowadzać ludzi w błąd
**misleading** wprowadzający w błąd, mylący
**morning show** poranny program
**news anchor** prezenter wiadomości
**news station** telewizja informacyjna
**news story** temat wiadomości
**newsreader** prezenter wiadomości
**newsworthy story** historia warta opublikowania
**nonstop** bez przerwy
**not take a story at face value** nie zakładać prawdziwości historii
**on air** na żywo, na antenie
**overview** przegląd
**pose for a photo** pozować do zdjęcia
**post a video** opublikować klip wideo, np. w Internecie
**present-day** aktualny, dzisiejszy
**print-based media** media drukowane
**question facts** kwestionować fakty
**reliable/reputable source** wiarygodne źródło
**report on** raportować, informować o
**retouch images** retuszować zdjęcia
**sharp** ostry, wyraźny
**snap a selfie** zrobić/pstryknąć selfie
**spread fake news** rozpowszechniać nieprawdziwe informacje
**superimpose** nakładać (jeden obraz na drugi)
**take a shot/snap** zrobić zdjęcie
**tamper with photos** manipulować przy zdjęciach
**zoom in/zoom out** powiększyć/pomniejszyć

### Description / Opis

**appeal** podobać się
**appealing** atrakcyjny, kuszący
**average** średni
**dark** mroczny
**date back to** pochodzić z jakiegoś okresu, sięgać (czasów)
**geometric pattern** wzór geometryczny
**gripping** wciągający, porywający
**heavily influenced** pod silnym wpływem
**hilarious** zabawny
**minimalist** minimalistyczny
**nostalgic** nostalgiczny
**origin** pochodzenie
**originate** pochodzić
**predictable** przewidywalny
**terrifying** przerażający
**unforgettable** niezapomniany
**well-reviewed** dobrze oceniony, z dobrymi recenzjami
**youth culture** kultura młodzieżowa

## Sport Sport

### Doing sports Uprawianie sportów

**physically demanding** wymagający fizycznie
**post-match** pomeczowy
**raft** tratwa
**warm-up** rozgrzewka
**white water rafting** spływ górski

## Health Zdrowie

### Lifestyle / Styl życia

**accustomed to** przyzwyczajony do
**carer** opiekun
**develop a habit** wykształcić nawyk
**harmful** szkodliwy
**harmless** niegroźny, nieszkodliwy
**have a habit of** mieć nawyk
**healthy lifestyle** zdrowy tryb życia
**nasty habit** paskudny zwyczaj
**strike a balance** znaleźć równowagę, złoty środek
**sunscreen** krem przeciwsłoneczny

### Illnesses, symptoms and treatment / Choroby, ich objawy i leczenie

**addiction** uzależnienie
**advice** porada
**advisable** wskazany, stosowny
**advise** udzielać rad
**allergy** alergia
**apply** zastosować
**archaea** archeony (jednokomórkowce podobne do bakterii)
**asthma** astma
**autism** autyzm
**bang on the head** uderzenie w głowę
**be found unconscious** zostać znalezionym nieprzytomnym
**be hit/struck by lightning** zostać porażonym piorunem
**be left unconscious** być nieprzytomnym
**beneficial** korzystny, mający dobry wpływ
**blind** oślepić
**body dysmorphic disorder** dysmorfofobia, zaburzenie psychiczne, polegające na bardzo krytycznym ocenianiu własnej urody
**boost** poprawiać, pobudzać
**brain damage** uszkodzenie mózgu
**breathe** oddychać
**come out of a coma** obudzić się ze śpiączki
**compensate for** rekompensować (coś)
**condition** dolegliwość, choroba
**deaf** niesłyszący
**dental patient** pacjent dentysty
**depression** depresja
**diabetes** cukrzyca
**digest** trawić
**digestion** trawienie
**disability** niepełnosprawność
**disabled** niepełnosprawny
**exposed** narażony, odsłonięty
**exposure** narażenie, wystawienie, ekspozycja
**fall into a coma** zapaść w śpiączkę
**feeble** słaby
**fight off** zwalczyć
**first-aid course** kurs pierwszej pomocy
**fungi** grzyby
**genetic factor** czynnik genetyczny
**germ** zarazek, drobnoustrój
**harm** krzywda; krzywdzić
**health check** badanie lekarskie
**infection** infekcja
**instant** natychmiastowy
**irritant** czynnik drażniący
**life-threatening injuries** urazy zagrażające życiu
**lose consciousness** stracić przytomność
**lose your memory** stracić pamięć
**lung condition** choroba płuc
**medicate** leczyć, podawać lekarstwa

**medicinal** leczniczy
**medicine** lek
**mental health problem/condition** zaburzenie psychiczne
**microbe** mikrob, drobnoustrój
**microbiome** mikrobiom
**neurotransmitter** neuroprzekaźnik
**nurture** żywić
**nutrients** składniki odżywcze
**obesity** otyłość
**operating theatre** sala operacyjna
**pathogen** patogen, czynnik chorobotwórczy
**perform an operation** przeprowadzić operację
**pollen allergy** alergia na pyłki
**range of movement** zakres ruchu
**rash** wysypka
**recover from an injury** powracać do zdrowia po urazie
**regain consciousness** odzyskać przytomność
**regulate** regulować
**regulation** regulacja
**regulatory** regulujący
**respond** reagować
**response** reakcja, odpowiedź
**responsive** wrażliwy na coś
**risk of infection** ryzyko infekcji
**robotic surgeon** robot chirurgiczny
**routinely** rutynowo, stale
**rub** wcierać
**saliva** ślina
**sanitiser** płyn dezynfekujący
**savant syndrome** zespół sawanta (stan, gdy osoba upośledzona wykazuje niezwykłe umiejętności)
**strengthen** wzmacniać
**suffer an injury** doznać urazu, zostać rannym
**surgical unit** mechanizm operujący
**thoroughly** dokładnie
**treat** leczyć
**unhurt** bez obrażeń, zdrowy
**vision** wzrok
**wheelchair** wózek inwalidzki

## Science and technology
## Nauka i technika

### Using technical devices and IT technology / Korzystanie z urządzeń i technologii IT

**battery** akumulator
**bleep** pikać, piszczeć (o urządzeniach elektronicznych)
**chart** wytyczać, nakreślać
**diameter** średnica
**fully-automated** w pełni automatyczny
**image editing software** oprogramowanie do edycji zdjęć
**locate** lokalizować
**measure** mierzyć
**payphone** automat telefoniczny
**provider** dostawca
**receiver** odbiornik
**remote** zdalnie sterowany
**sat-nav** nawigacja satelitarna
**shredder** niszczarka
**spare parts** części zamienne
**state-of-the-art** bardzo nowoczesny
**storage** pamięć (w komputerze)
**store** przechowywać, magazynować
**switch sth on/off** włączyć/wyłączyć coś
**take sth apart** rozebrać coś na części
**telephone exchange** centrala telefoniczna
**top-of-the-range** najwyższej klasy
**unlock** odblokować
**user-friendly** przyjazny dla użytkownika
**voice command** polecenie głosowe
**voice recognition** rozpoznawanie mowy
**unplug** odłączyć
**wire** przewód, kabel
**word processing** edycja tekstu

### Scientific discoveries
### Odkrycia naukowe

**account for** tłumaczyć coś
**acid** kwas
**addition** dodawanie
**advance** postępować
**advance/advancement** postęp, rozwój
**affect** mieć wpływ
**algorithm** algorytm
**applied science** nauki stosowane
**artificial intelligence** sztuczna inteligencja
**atom** atom
**award a prize** przyznać nagrodę
**base** zasada (chemiczna)
**be made up of** składać się z
**breakthrough** przełom
**calculation** kalkulacja, obliczenie
**carry out research** przeprowadzać badania naukowe
**chemical composition** skład chemiczny
**coin a term** ukuć termin
**collaborate with** współpracować z
**collect** zbierać, kolekcjonować
**complex** złożony
**credit sb with** przypisywać komuś (coś)
**decompose** rozkładać się
**derived** pochodny, pochodzący
**detach** oddzielać
**division** dzielenie
**electron** elektron
**element** pierwiastek chemiczny
**equation** równanie
**essential** niezbędny
**essential part** istotna część
**essentials** podstawy
**even number** liczba parzysta
**exact** dokładny, precyzyjny
**examine/explore an issue** badać, zgłębiać temat
**excessive** nadmierny
**exclusively** wyłącznie
**fellow scientists** koledzy naukowcy
**fossil** skamieniałość
**fraction** ułamek
**gain recognition** zdobyć uznanie
**hidden away** schowany, ukryty
**illogical** nielogiczny
**in terms of** pod względem, pod kątem czegoś
**intention** zamiar, intencja
**invent** wynaleźć
**lead to** prowadzić do
**limited** ograniczony
**linked back to** powiązany z
**make a contribution** przyczynić się, wnieść wkład w coś
**make reference to** odnieść się, nawiązać do
**medical advances** postępy w medycynie
**molecular structure** struktura molekularna
**multiplication** mnożenie
**name sth after sb** nazwać coś na czyjąś cześć
**nucleus** jądro atomu
**numeral** cyfra
**odd number** liczba nieparzysta
**outcome** wynik, rezultat
**outer space** przestrzeń kosmiczna
**periodic table** układ okresowy pierwiastków
**periodically** okresowo
**principle** zasada, reguła
**question** kwestionować, wątpić
**radiation** promieniowanie
**radioactivity** promieniotwórczość
**receive a mention** zostać wyróżnionym
**recognise an achievement** docenić osiągnięcie
**relativity** względność
**release** uwalniać
**remain a mystery** pozostawać zagadką
**remarkable** wybitny, niezwykły
**rough** niedokładny, przybliżony
**see the potential** dostrzegać potencjał
**solve a mystery** rozwiązać zagadkę
**source of gravity** źródło grawitacji
**stimulating** pobudzający do myślenia, inspirujący
**subtraction** odejmowanie
**survey** badanie, ankieta
**theory of relativity** teoria względności
**undeniably/undoubtedly** niewątpliwie





**undervalued** niedoceniony
**unlimited** nieograniczony
**velocity** prędkość
**viewpoint** punkt widzenia, stanowisko
**volume** objętość
**win the respect** zdobyć szacunek
**with regard to** w stosunku do, wobec

## The natural world
## Świat przyrody

### Landscape / Krajobraz

**cave/cavern** jaskinia
**coastline** linia brzegowa
**countryside** teren wiejski
**current** prąd rzeczny/morski
**deep sea** głębokie morze
**desert** pustynia
**diverse landscape** zróżnicowany krajobraz
**foothill** pagórek
**ice cap** pokrywa lodowa
**leafy** liściasty, pełen zieleni
**meadow** łąka
**natural wonder** cud natury
**orchard** sad
**patch** fragment (terenu), skrawek ziemi
**plain** równina
**ploughed field** zaorane pole
**rolling hills** łagodnie pofałdowane wzgórza
**soil** gleba, ziemia
**spark** iskra
**stream** strumień
**summit** szczyt
**wilderness** dzicz, pustkowie

### Plants and animals
### Rośliny i zwierzęta

**animal cruelty** okrucieństwo wobec zwierząt
**animal rights** prawa zwierząt
**breeding ground** lęgowisko
**bush** krzak
**domesticate** udomowić
**establish a community** zakładać wspólnotę/stado
**extend a territory** powiększyć terytorium
**extinct** wymarły
**extinction** wyginięcie
**food chain** łańcuch pokarmowy
**grow in number** wzrastać
**hatch** wykluwać się
**in captivity** w niewoli
**lay eggs** składać jaja
**marine reptile** gad morski
**migrate** migrować
**migration** migracja
**natural habitat** środowisko naturalne
**nesting beach** gniazdowisko na plaży
**on the loose** na wolności
**predator** drapieżnik
**prey** ofiara, żer
**release into the wild** wypuścić na wolność, uwolnić do środowiska naturalnego
**reunite** zjednoczyć, połączyć
**set free** uwolnić
**tern** rybitwa
**thorny** kolczasty, ciernisty
**thriving population** rozwijająca się populacja
**trapped** uwięziony, w pułapce
**treatment of animals** traktowanie zwierząt
**tweet** ćwierkać

### The weather / Pogoda

**a storm is brewing** zanosi się na burzę
**blizzard** zamieć śnieżna
**downpour** ulewa
**gale-force winds** wichury
**gust of wind** podmuch wiatru
**hurricane** huragan
**pour with rain** lać jak z cebra
**pre-storm** przedburzowy
**raindrop** kropla deszczu
**rainfall** opady deszczu
**severe weather conditions** trudne warunki pogodowe
**snowfall** opady śniegu
**weatherproof** odporny na warunki atmosferyczne
**whiteout** śnieżyca, zamieć

### Environmental protection
### Ochrona środowiska naturalnego

**alternative energy** energia alternatywna
**biodegradable** biodegradowalny
**biodiversity** zróżnicowanie biologiczne
**carbon dioxide** dwutlenek węgla
**carbon emission** emisja dwutlenku węgla
**contamination** zanieczyszczenie
**creature** stworzenie
**deforestation** wylesianie, wycinka lasów
**discard** wyrzucić, pozbyć się
**ditch** rów
**do harm** robić krzywdę
**drain** osuszyć, odprowadzić wodę
**eco-warrior** bojownik ruchu ekologicznego
**electricity-generating** generujący energię
**emission** emisja, wydzielanie
**environmental impact** wpływ na środowisko
**fumes** spaliny
**fur** futro
**fur trade** handel futrami
**greenhouse effect** efekt cieplarniany
**harness** okiełznać, wykorzystać
**irreparable damage** nieodwracalne szkody
**litter** zaśmiecać
**noise pollution** zagrożenie hałasem
**plastic waste** odpady z tworzyw sztucznych
**polluter** truciciel
**preserve** zachować, chronić
**single-use plastics** jednorazowe opakowania plastikowe
**sustainable** zgodny z zasadami zrównoważonego rozwoju
**sustainable tourism** turystyka uprawiana z dbałością o środowisko
**textile waste** odpady włókiennicze
**trash** śmieci, odpady
**water tank** zbiornik wody
**wildlife protection** ochrona środowiska
**wind turbine** turbina wiatrowa
**windmill** wiatrak, młyn

### Natural disasters
### Klęski żywiołowe

**avalanche** lawina
**drought** susza
**earthquake** trzęsienie ziemi
**flood** powódź
**tsunami** tsunami
**wildfire** pożar lasu

## State and society
## Państwo i społeczeństwo

### Social events and phenomena / Wydarzenia i zjawiska społeczne

**acceptance speech** przemówienie, wystąpienie przy przyjęciu nagrody
**annual** coroczny
**anonymity** anonimowość
**authenticate** uwierzytelniać
**awareness-raising campaign** kampania zwiększająca świadomość
**become mainstream** stać się powszechnym, stać się codziennym
**cause** cel, sprawa
**civilian** cywilny
**come down to** sprowadzać się do czegoś
**community** środowisko
**conscious** świadomy
**consist of** składać się z
**contribute to** przyczyniać się do, mieć wkład w

**data** dane
**date** data
**donate** przekazać datek, ofiarować
**effect** efekt, skutek
**emigrate** emigrować
**engage with** zaangażować się w
**equality** równość
**ethical issue** kwestia etyczna
**eventually** ostatecznie, w końcu
**fairness** sprawiedliwość
**for the sake of** dla dobra, przez wzgląd na
**fundraise for charity** zbierać pieniądze na cele dobroczynne
**gain popularity** zyskać popularność
**general public** ogół społeczeństwa
**hand out leaflets** rozdawać ulotki
**immigrate** imigrować
**insure** ubezpieczać
**involvement** udział, zaangażowanie
**long-term commitment** długoterminowe zobowiązanie
**make a claim** stwierdzić, ogłosić
**make a difference** mieć znaczenie, sprawiać różnicę
**make a statement** przekazać ideę; stworzyć wrażenie
**make your point** wyrazić swoją opinię
**member of the public** obywatel
**multicultural** wielokulturowy
**multipurpose** wielozadaniowy, uniwersalny
**occasion** okazja, wydarzenie
**outnumber** mieć przewagę liczebną
**peaceful protest** pokojowy protest
**peacefully** pokojowo
**petition** petycja
**principal** zasadniczy, najważniejszy; dyrektor
**proceed** kontynuować, przechodzić dalej
**promote awareness** promować świadomość
**protect your identity** chronić swoją tożsamość
**protest march** marsz protestacyjny
**protestor** protestujący
**public figure** osoba publiczna
**raise awareness** zwiększać świadomość
**raise money** zbierać pieniądze
**recognised** uznany, ceniony
**refer to** nawiązywać
**remain anonymous** pozostać anonimowym
**security** bezpieczeństwo
**step in** wkroczyć
**time-consuming** czasochłonny
**unconfirmed rumour** niepotwierdzone plotki
**underlying message** zasadnicze przesłanie
**unusual** niezwykły
**upturn** poprawa, zmiana na lepsze

## The problems of the modern world / Problemy współczesnego świata

**aftermath** następstwa, pokłosie
**antinuclear** przeciwjądrowy
**antisocial** aspołeczny
**ban** zakazać
**break the law** złamać prawo
**bully** prześladowca, osoba znęcająca się nad innymi
**commit an offence** popełnić wykroczenie
**crack down on** rozprawiać się, wprowadzać porządek
**crackdown on** walka z
**deception** oszustwo, podstęp
**deceptive** złudny, mylny, pozorny
**devastating scene** druzgocący widok
**discriminate against sb** dyskryminować kogoś
**downturn** spadek, tendencja zniżkowa
**extreme poverty** skrajne ubóstwo
**famine** klęska głodu
**fine sb** dać komuś mandat, nałożyć karę finansową
**gender gap** różnice dzielące płcie
**go missing** zaginąć
**harsh reminder** brutalne przypomnienie
**have access to** mieć dostęp do
**human trafficking** handel ludźmi
**illegal** nielegalny
**improbable** nieprawdopodobny
**inadequate** nieodpowiedni
**incapable** nieudolny, nieporadny
**incident** zajście, incydent
**injustice** niesprawiedliwość
**irrelevant** nieistotny, nieważny
**limit** ograniczyć
**make a complaint** złożyć zażalenie, zgłosić reklamację
**misinformation** mylna informacja
**offence** wykroczenie
**offender** sprawca, przestępca
**out of reach** poza zasięgiem
**prevent from** zapobiec czemuś
**receive criticism** być krytykowanym
**replace** zastąpić
**robbery** kradzież, rabunek
**run low on sth** posiadać niewiele czegoś
**security measures** środki bezpieczeństwa
**short-lived** krótkotrwały
**substandard** poniżej normy
**sue sb** złożyć pozew sądowy przeciwko komuś
**take advantage of** wykorzystać
**take notice of** zauważyć, wziąć pod uwagę
**take priority** mieć pierwszeństwo
**take sb to court** podać kogoś do sądu
**theft** kradzież
**throw-away society** społeczeństwo charakteryzujące się filozofią wyrzucania przedmiotów po jednorazowym użyciu
**uncontrollable** nie do opanowania, niepohamowany
**unheard-of** nieznany, niespotykany

## Politics and economy Polityka i gospodarka

**available** osiągalny, dostępny
**be on the rise** wzrastać
**bring in** wprowadzać, przedstawiać
**business empire** imperium biznesowe
**car company** firma motoryzacyjna
**clothing industry** przemysł odzieżowy
**decreasing** malejący
**double** podwoić
**figure** liczba, statystyka, dane
**for commercial gain** w celu osiągnięcia korzyści finansowych
**for political gain** w celach politycznych
**foreign affairs** sprawy międzynarodowe
**generate** generować, produkować
**gradual drop/decline in** stopniowy spadek
**gradual rise/increase in** stopniowy wzrost
**growing number** rosnąca liczba
**have a bad reputation** mieć złą opinię
**headquarters** główna siedziba
**increasing** rosnący
**industrialisation** uprzemysłowienie
**lifetime supply** dożywotni zapas
**local brands** lokalne marki
**management** zarządzanie
**marked rise/increase in** wyraźny wzrost
**mass-produced product** wyrób masowej produkcji
**provide** dostarczać, zapewniać
**rapid drop/decline in** gwałtowny spadek
**remain constant/unchanged** utrzymać się na stałym poziomie
**sharp drop/decline in** wyraźny spadek
**sharp rise/increase in** wyraźny wzrost
**spring up** pojawiać się
**steady drop/decline in** ciągły/regularny spadek
**steady rise/increase in** ciągły/regularny wzrost
**support local producers** wspierać lokalnych producentów
**take off** nabrać tempa, odnieść sukces
**target** wybierać za cel, kierować do (np. reklamę, produkt)
**vital** niezbędny
**withdraw** wycofać





## Authorities / Władze

**authority** władza, autorytet
**mayor** burmistrz
**policy** zasady, polityka
**pre-election** przedwyborczy
**pro-democracy** prodemokratyczny

# English-speaking countries and Poland Wiedza o krajach anglojęzycznych oraz o Polsce

**Ada Lovelace** (1815–1852) angielska matematyczka, córka poety lorda Byrona, brała udział w pracach C. Babbage'a nad pierwszym komputerem, zwanym *maszyną analityczną*; bywa uznawana za pierwszą w historii programistkę
**Bangor University** Uniwersytet w Bangor, w Walii, założony w 1884 roku
**Banksy** brytyjski anonimowy artysta *street artu*; tworzy w przestrzeni miejskiej, wykorzystuje technikę szablonową, w swoich pracach najczęściej komentuje bieżące problemy społeczne i polityczne
**Barbara Kingsolver** (ur. 1955) amerykańska powieściopisarka, eseistka i poetka; w Polsce wydano jej powieść „Lot motyla" (*Flight Behaviour*)
**BBC** *British Broadcasting Corporation*; brytyjski publiczny nadawca radia i telewizji
**Beefeaters** popularne określenie strażników twierdzy Tower w Londynie, oficjalnie *Yeomen Warders*
**Bernard Silver** (1924–1963) amerykański inżynier, wraz z J. Woodlandem opracował pierwszy kod kreskowy
**Bilbo Baggins** postać fikcyjna, główny bohater powieści „Hobbit, czyli tam i z powrotem" J.R.R. Tolkiena
**Bill Gates** (ur. 1955) amerykański programista komputerowy i przedsiębiorca, założyciel firmy Microsoft, należy do najbogatszych ludzi na świecie; znany z działalności dobroczynnej poprzez Fundację Billa i Melindy Gatesów
**Birmingham** drugie pod względem liczby ludności miasto w Wielkiej Brytanii, położone w regionie West Midlands w Anglii, w przeszłości głównie miasto przemysłowe, obecnie także ważny ośrodek kulturalny i akademicki
**Brian Acton** (ur. 1972) amerykański programista i przedsiębiorca, współtwórca aplikacji WhatsApp
**Britney Spears** (ur. 1981) amerykańska piosenkarka
**Byron Company** założony w 1892 roku i działający do dziś zakład fotograficzny na Manhattanie w Nowym Jorku; tysiące zdjęć fotografów zakładu przechowywanych jest w kolekcjach Muzeum Miejskiego w Nowym Jorku, które dokumentuje historię miasta
**Camden Town** dzielnica w północnej części Londynu, znana z niezwykłych sklepów odzieżowych, klubów nocnych, a także słynnych bazarów, do których należy Camden Lock
**Cape Town** Kapsztad – najstarsze i największe miasto w RPA, w pobliżu Przylądka Dobrej Nadziei, u podnóża Góry Stołowej (*Table Mountain*), siedziba parlamentu RPA
**Captain America** postać fikcyjna, superbohater z komiksów „Kapitan Ameryka" wydawanych przez amerykańskie wydawnictwo Marvel Comics
**Charles Babbage** (1791–1871) brytyjski matematyk i wynalazca, autor projektów maszyn liczących, w tym maszyny analitycznej uważanej za prototyp dzisiejszych komputerów
**Charles Dickens** (1812–1870) angielski powieściopisarz, najpopularniejszy brytyjski autor dziewiętnastego wieku, którego twórczość cieszy się popularnością również dziś; jego książki przedstawiają życie w wiktoriańskiej Anglii, szczególnie trudny los ludzi biednych i dzieci; najbardziej znane utwory Dickensa to powieści „Klub Pickwicka" (*The Pickwick Papers*), „Dawid Copperfield" (*David Copperfield*), „Oliver Twist" (*Oliver Twist*), „Wielkie nadzieje" (*Great Expectations*), nowela „Opowieść wigilijna" (*A Christmas Carol*), „Opowieść o dwóch miastach" (*A Tale of Two Cities*)
**Chiwetel Ejiofor** (ur. 1977) brytyjski aktor i reżyser, znany z roli Karla Mordo w filmie „Doktor Strange" (*Doctor Strange*); w filmie „O chłopcu, który ujarzmił wiatr" (*The Boy Who Harnessed The Wind*) w potrójnej roli scenarzysty, reżysera i aktora
**Daniel Radcliffe** (ur. 1989) brytyjski aktor, znany z tytułowej roli w serii filmów o Harrym Potterze
**Desmond Morris** (ur. 1928) brytyjski zoolog i antropolog, autor wielu popularnonaukowych programów telewizyjnych oraz publikacji książkowych o zachowaniu ludzi i zwierząt, m.in. „Nagiej małpy" (*The Naked Ape*)
**Donna Strickland** (ur. 1959) kanadyjska fizyczka, laureatka Nagrody Nobla w dziedzinie fizyki w 2018 roku
**Dorothy Hodgkin** (1910–1994) angielska biochemiczka, laureatka Nagrody Nobla w dziedzinie chemii w 1964 roku
**Ebenezer Howard** (1850–1928) twórca koncepcji miasta ogrodu (*garden city*); próbą realizacji tej koncepcji była budowa dwóch miast, Letchworth (1903) i Welwyn (1919)
**Ed Yong** (ur. 1981) brytyjski pisarz i dziennikarz naukowy, autor bloga popularnonaukowego *Not Exactly Rocket Science*, artykułów publikowanych m.in. w *National Geographic*, *New Scientist* i *Nature* oraz wydanej także w Polsce książki „Mikrobiom" (*I Contain Multitudes: The Microbes Within Us and a Grander View of Life*)
**Essex** hrabstwo w Anglii, położone na wschód od Londynu, nad Morzem Północnym
**Ewan McGregor** (ur. 1971) szkocki aktor, znany z roli młodego Obi-Wana Kenobiego w trzech pierwszych częściach sagi „Gwiezdne wojny"; inne jego filmy to m.in. „Płytki grób" (*Shallow Grave*), „Trainspotting", „Moulin Rouge", „Autor widmo" (*The Ghost Writer*), „Niemożliwe" (*The Impossible*)
**George Laurer** (1925–2019) inżynier w firmie IBM; w 1973 roku opracował *Universal Product Code*, czyli kod kreskowy w formie, jaką dziś znamy; jego praca była rozwinięciem pomysłów Silvera i Woodlanda

***Girl with Balloon*** seria murali stworzonych przez Banksy'ego w Londynie, przedstawiających dziewczynkę wyciągającą rękę w kierunku czerwonego balonika w kształcie serca, unoszonego przez wiatr

**Grace Hopper** (1906–1992) amerykańska informatyczka i matematyczka, jedna z pierwszych programistek, wywarła duży wpływ na rozwój informatyki, służyła w marynarce wojennej USA

**Harry Potter** postać fikcyjna, główny bohater serii książek brytyjskiej pisarki J.K. Rowling oraz ich ekranizacji

**IBM** duże międzynarodowe przedsiębiorstwo branży informatycznej z siedzibą w USA; producent sprzętu i oprogramowania, zwłaszcza dla użytkowników biznesowych

**James Bond** Agent 007, postać fikcyjna, bohater powieści Iana Fleminga, agent brytyjskich służb specjalnych, popularny głównie dzięki licznym ekranizacjom przygód; w rolę Bonda wcielali się m.in. Sean Connery, Pierce Brosnan i Daniel Craig

**Jan Koum** (ur. 1976) ukraińsko-amerykański programista i przedsiębiorca, współtwórca aplikacji WhatsApp

**Jocelyn Bell Burnell** (ur. 1943) brytyjska astrofizyczka, jako pierwsza zaobserwowała pulsar; za to odkrycie szefom zespołu, w którym pracowała, przyznano Nagrodę Nobla w dziedzinie fizyki, ją samą natomiast pominięto, co wzbudziło wiele kontrowersji

**Joe Woodland** (1921–2012) amerykański wynalazca, wraz z B. Silverem opracował pierwszy kod kreskowy

**John Gray** (ur. 1951) amerykański terapeuta par i pisarz, autor poradników, w tym sprzedanego w milionach egzemplarzy na całym świecie „Mężczyźni są z Marsa, kobiety z Wenus" (*Men Are from Mars, Women Are from Venus*)

**Jojo Moyes** (ur. 1969) brytyjska dziennikarka i autorka wydawanych również w Polsce powieści dla kobiet

**Ken Robinson** (ur. 1950) brytyjski pisarz, mówca, specjalista i doradca w zakresie rozwoju kreatywności i edukacji kulturalnej, współpracujący z organizacjami rządowymi i pozarządowymi; jego prezentacja TED (*Do Schools Kill Creativity?*) należy do najczęściej oglądanych wykładów TED w historii

**Liverpool** miasto w północno-zachodniej Anglii, nad rzeką Mersey; tu powstał i zaczął koncertować zespół *The Beatles*; jest siedzibą dwóch znanych klubów piłkarskich: Liverpool FC i Everton FC

**Manhattan** okręg Nowego Jorku oraz wyspa położona pomiędzy rzeką Hudson a cieśniną East River

**Marie Curie** (1867–1934) Maria Skłodowska-Curie – polska fizyczka i chemiczka; badała radioaktywność, odkryła dwa pierwiastki radioaktywne polon i rad (wraz z mężem Pierre'em Curie); otrzymała dwie Nagrody Nobla

**Mark Twain** (1835–1910) amerykański pisarz, autor „Przygód Tomka Sawyera" (*The Adventures of Tom Sawyer*) i „Przygód Hucka Finna" (*The Adventures of Huckleberry Finn*); jego prawdziwe nazwisko to Samuel Longhorne Clemens

**Mary Anning** (1799–1847) jedna z pierwszych brytyjskich paleontolożek i zbieraczek skamieniałości

**Meryl Streep** (ur. 1949) amerykańska aktorka, wszechstronnie utalentowana i często uznawana za jedną z najlepszych aktorek swego pokolenia; wielokrotnie nominowana do Oscara, którego otrzymała trzy razy za role w filmach: „Sprawa Kramerów" (*Kramer vs. Kramer*), „Wybór Zofii" (*Sophie's Choice*) i „Żelazna Dama" (*The Iron Lady*)

**Naomi Watts** (ur. 1968) brytyjska aktorka i producentka filmowa, nominowana do Oscara za role w filmach „21 gramów" (*21 Grams*) i „Niemożliwe" (*The Impossible*)

**Notting Hill** zamożna dzielnica Londynu, słynąca z kolorowych ulicznych parad Notting Hill Carnival, które odbywają się co roku w sierpniu, oraz ulicznego targu Portobello Road Market

**Oxford** Oksford – miasto położone nad Tamizą w południowej Anglii, siedziba Uniwersytetu Oksfordzkiego, najstarszego anglojęzycznego uniwersytetu na świecie; ze względu na wspaniale zachowaną architekturę miasta, szczególnie budynki uniwersyteckie, bardzo często możemy je oglądać w produkcjach filmowych

**Paris Hilton** (ur. 1981) amerykańska celebrytka, aktorka i piosenkarka

**Portobello Road Market** targ uliczny na Portobello Road w Londynie, w soboty – targ staroci

**Rob Knight** (ur. 1976) naukowiec pochodzący z Nowej Zelandii, zajmuje się mikrobiomem; współautor wydanych także w Polsce książek „Brud jest zdrowszy niż myślisz" (*Dirt is good*) i „Na tropie mikrobiomu" (*Follow Your Gut*)

**Robert Cornelius** (1809–1893) amerykański pionier fotografii i producent lamp; jego autoportret wykonany w 1839 roku uważany jest za pierwsze zachowane selfie

**Robert Pattinson** (ur. 1986) brytyjski aktor filmowy i teatralny, znany z roli w filmie „Zmierzch" (*Twilight*)

**Ronald Reagan** (1911–2004) prezydent Stanów Zjednoczonych w latach 1981–1989 z nominacji Partii Republikańskiej; wcześniej aktor filmowy i gubernator Kalifornii; w czasie prezydentury wspierał ruchy antykomunistyczne na świecie, w tym polską Solidarność

**Rosalind Franklin** (1920–1958) brytyjska chemiczka, biofizyczka i krystalografka; prowadziła prace nad promieniowaniem rentgenowskim, badała strukturę DNA

**Sheffield** miasto w północnej Anglii, znane z wyrobów metalowych, głównie produkcji narzędzi i sztućców; miasto akademickie; siedziba dwóch klubów piłkarskich

**Stephen King** (ur. 1947) amerykański pisarz, twórca głównie literatury grozy, autor m.in. powieści „Lśnienie" (*The Shining*) czy „Miasteczko Salem" (*Salem's Lot*), ale też „Zielona mila" (*The Green Mile*); laureat licznych nagród literackich; na podstawie jego twórczości powstało wiele filmów i seriali





**Steven Spielberg** (ur. 1946) amerykański reżyser, scenarzysta i producent filmowy, należący do najpopularniejszych w historii filmu; zdobywca Oscara za filmy „Lista Schindlera" (*Schindler's List*) i „Szeregowiec Ryan" (*Saving Private Ryan*); inne jego filmy to „Szczęki" (*Jaws*), „Poszukiwacze zaginionej Arki" (*Raiders of the Lost Ark*), „E.T." (*E.T. the Extra-Terrestrial*), „Park Jurajski" (*Jurassic Park*); współzałożyciel wytwórni filmowej *DreamWorks*

**Table Mountain** Góra Stołowa – wznosząca się nad Kapsztadem w RPA, symbol tego miasta

**TED** *Technology, Entertainment and Design* – konferencje naukowe służące wymianie idei wartych propagowania (*ideas worth spreading*); wystąpienia mają formę krótkich prelekcji i są udostępniane za darmo w Internecie

**The Appalachian Mountains** Appalachy – pasmo górskie w północno-wschodniej części Ameryki Północnej

**The Ceremony of the Keys** tradycyjny rytuał otwierania i zamykania głównych bram twierdzy Tower w Londynie; wieczorna część zaczyna się codziennie o 21.53 i przebiega zgodnie z niezmienionym od wieków ceremoniałem; mówi się, że przez siedem wieków jej obowiązywania ceremonia została zakłócona tylko raz – w grudniu 1940 roku, gdy na Tower zrzucono bombę

**The Duffer Brothers** Matt i Ross Duffer – amerykańscy twórcy telewizyjni, reżyserzy i producenci, autorzy serialu *Stranger Things*

***The Hobbit*** „Hobbit, czyli tam i z powrotem" – popularna, także wśród dorosłych, powieść fantasy dla dzieci autorstwa J.R.R. Tolkiena; akcja rozgrywa się w świecie Śródziemia i przedstawia przygody hobbita Bilbo Bagginsa; jej kontynuacją jest powieść „Władca Pierścieni" (*The Lord of the Rings*)

**The Tower of London** twierdza w Londynie, nad Tamizą, zbudowana w XI wieku; w przeszłości siedziba królów Anglii oraz więzienie, obecnie muzeum obejmujące skarbiec, w którym przechowywane są klejnoty królewskie (*Crown Jewels*); strażnicy twierdzy opiekują się też zamieszkującymi tam krukami - legenda mówi, że jeśli kruki odlecą, królestwo brytyjskie upadnie

**The US Department of Defense** Departament Obrony Stanów Zjednoczonych – resort administracji USA nadzorujący siły zbrojne

**The World Health Organisation** Światowa Organizacja Zdrowia – organizacja międzynarodowa działająca w ramach ONZ, zajmująca się ochroną zdrowia

**Tim Berners-Lee** (ur. 1955) brytyjski informatyk, twórca sieci World Wide Web (WWW), udostępnionej bezpłatnie w 1991 roku; od 1994 roku dyrektor konsorcjum W3C, obecnie profesor na Uniwersytecie Oksfordzkim oraz w Instytucie Technologii Massachusetts (MIT)

**University of California San Diego** Uniwersytet Kalifornijski w San Diego, należący do dziesięciu uniwersytetów wchodzących w skład Uniwersytetu Kalifornijskiego, znany szczególnie z osiągnięć w dziedzinie nauk ścisłych

**Will Smith** (ur. 1968) amerykański aktor filmowy i piosenkarz; wystąpił m.in. w filmach „Dzień Niepodległości" (*Independence Day*) i „Faceci w czerni" (*Men in Black*)

**Winston Churchill** (1874–1965) brytyjski polityk, dwukrotnie premier rządu – w czasie drugiej wojny światowej oraz w latach 1951–55; znany ze swych przemówień w czasie wojny, nadawanych przez radio, w których zagrzewał Brytyjczyków do walki i podtrzymywał ich wiarę w zwycięstwo; laureat literackiej Nagrody Nobla; w 2002 roku uznany za najwybitniejszego Brytyjczyka wszech czasów w plebiscycie BBC

## CZŁOWIEK

**1 Complete the text with the words from the box. There are three extra words.**

background blood-red ~~childhood~~ coffee elderly frills garment jack master memory passionate second-hand soul star tea upbringing

I remember my *childhood* well. My parents were both musicians, so I don't think I had a standard [1]*upbringing* . I was raised by music. My earliest [2]*memory* is of my mother singing while I was eating my lunch. I wasn't the same as other kids my age. Their parents seemed [3]*elderly* and boring, while mine were glamorous musicians, who took me to gigs. Even their clothes were amazing. They were both from a poor [4]*background* and didn't have much money, so everything they wore was [5]*second-hand* . Nevertheless, they looked like pop stars. I remember when they came to school once to talk to the principal; my mother was dressed in a very smart, [6]*blood-red* dress and my dad was wearing a collarless shirt with [7]*frills* on the sleeves. Their music wasn't everyone's cup of [8]*tea* , but they were so talented. They could play anything, and my dad was a real [9]*jack* of all trades. I suppose I take after him in that respect, but I'm more the [10]*master* of none. My parents were always the life and [11]*soul* of the party, but they always had time for me as well. I think it's fair to say that my love for music grew out of these experiences. They taught me to be [12]*passionate* , something I didn't feel I was learning at school.

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

I have a vivid **m** *e m o r y* of falling off the swing and breaking my arm.

1 My sister is so good at music and she knows it. She's bursting with **c** *o n f i d e n c e* .
2 In dangerous situations, it's important that you keep a cool **h** *e a d* and make good decisions.
3 My aunt is so funny. She literally makes me roar with **l** *a u g h t e r* .
4 My mother hates it when she asks me a question and I just shrug my **s** *h o u l d e r s* .
5 I'm doing a revision test, and I'm really racking my **b** *r a i n s* for the answers.
6 I know I need to push myself and step out of my comfort **z** *o n e* .
7 I love my best friend, but he is a bit annoying at parties. He always has to be the **c** *e n t r e* of attention.
8 That lecture was so interesting. I was on the **e** *d g e* of my seat.

**3 Choose the correct answers A–D.**

I hate meeting up with Tara. She's not very __ , so I always have to sit by myself for ages.
(A) punctual B supportive C sociable D trusting

1 My brother is so __ . He'd say black was white if it meant he could disagree with me.
A attentive (B) argumentative C competitive D perceptive

2 My friend is always falling over. She's so __ .
A genial B daring C cautious (D) clumsy

3 Tom is lovely. He's just so kind and __ . You can't not like him.
A enterprising B short-tempered (C) good-natured D conscientious

4 I really like hanging out with Bob. He's so __ nothing bothers him.
A bird-brained B single-minded C strong-willed (D) laid-back

5 I love Sarah, but she is __ shy and quiet. It's so hard to have a conversation with her.
A perfectly B highly (C) painfully D bitterly

6 My brother is such a __ . He never cleans up after himself.
A flake (B) slob C loner D free spirit

7 I don't come from a very __ family. We never hug and I've never seen my parents kiss.
(A) affectionate B gentle C kind-hearted D sensitive

8 You can't say anything to my mother without her taking offence. She is __ .
A hyperactive (B) hypersensitive C humble D honest

9 She's kind, funny and beautiful, but she just keeps talking about all of her faults. She's so __ .
A self-conscious B self-centred C self-obsessed (D) self-critical

10 He's very detail-focused and can help with every aspect of the project. He's really __ .
A moody (B) thorough C witty D tactful

**4 Match the words in boxes A and B to make eight compound adjectives.**

A

curly ~~fair~~ good level nut self thin well

B

behaved brown haired headed lipped ~~minded~~ natured obsessed

*fair-minded, curly-haired good-natured level-headed nut-brown self-obsessed thin-lipped well-behaved*





**5 Complete the text with the correct form of the words from the box.**

astonish aware clear dare feel ~~final~~ firm hair imagine risk

Stephen was *finally* home. He came in and shut the door [1]*firmly* behind him. Weird … it was not locked. His mum always complained about him not locking the door – this time it had [2]*clearly* been her that had forgotten. He went into the kitchen to get something to eat. He could hear his mother upstairs, but she was [3]*unaware* he had returned. 'She must be back from doing the shopping already,' he thought. He opened the fridge, but the shelves were practically empty. Weird. If she was still out doing the shopping, who was upstairs? 'It's only my vivid [4]*imagination* ,' he thought. 'Maybe I've watched too many movies?' She could have decided not to do the shopping today. Maybe she was just cleaning the wardrobe? Or doing that big clear-out she'd promised to do? But that was a lot of 'maybes' and he had a gut [5]*feeling* that it wasn't her. The question was: what should he do now? He could leave by the front door again, but that was too [6]*risky* . Whoever it is might hear him. 'I'm not so [7]*daring* ,' he thought. He eventually came to a decision. He took his phone and, trying to keep his voice steady, he called the police. Then he hid in the toilet. They arrived within minutes and caught the man trying to steal everything they owned. As they put him into the car, there was a look of [8]*astonishment* on his face. He couldn't believe they had caught him. When they drove off, Stephen thought that this had been one of those [9]*hairy* moments he would never forget.

**6 Are the statements true (T) or false (F)? Correct the false statements.** *Answer key – WB page 187*

If you glance at something, you look at it for a long time. (F)
1 If you caught a glimpse of something, you only saw it for a moment. (T)
2 When you hesitate, you do something immediately. (F)
3 You sob when you are happy and full of joy. (F)
4 When you peep, everyone knows you are looking. (F)
5 When you swallow, you make a movement as if something is going down your throat. (T)
6 When you whisper, you speak clearly and loudly. (F)
7 When you grip something, you hold it lightly. (F)
8 Yelling involves speaking quietly and calmly. (F)
9 A wink is when you close one eye and open it again quickly. (T)
10 You giggle when you are sad and things are not going well. (F)
11 You flinch when you think someone or something might hit you. (T)
12 You might gasp if you hear some shocking news. (T)

## MIEJSCE ZAMIESZKANIA

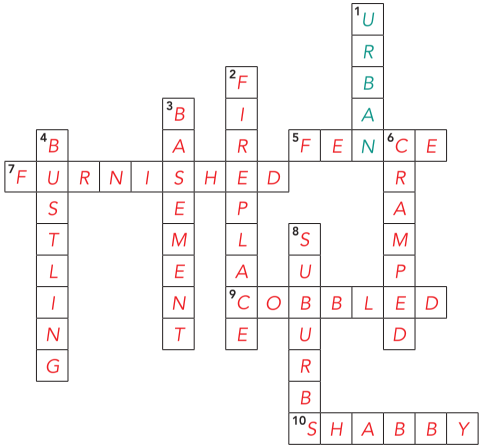
**1 Find the words in the text that match the definitions below.**

She walked into her new house; it was a bit run-down, so there was a lot to do if she was going to turn it into a home. First of all, it was freezing; the high ceilings and old windows meant that it was quite draughty. Those windows also made her worry about damp, the walls did feel quite cold and a little wet. She'd definitely need new windows and perhaps a wood burner to heat the place up. That would give it the right atmosphere. For now, she would just have to do some cleaning. She'd brought a bucket full of cleaning solutions, but first she was going to give the house a good clear-out, as the previous owners had left a lot of their old clutter behind. She tested the taps, at least there was running water; nothing else seemed to work. The lock on the door was broken and the old solar panels the previous people had installed no longer seemed to create any electricity at all. 'Don't worry,' she thought to herself. 'By the time I'm finished with it, it will be absolutely spotless.'

Adjective: in a poor state, that needs fixing *run-down*
1 Adjective: the windows and doors are not of a high quality and allow a cold air to enter the house *draughty*
2 Noun: a heater that is fuelled by wood *wood burner*
3 Noun: liquids for cleaning the house *cleaning solutions*
4 Noun: a collection of untidy things *clutter*
5 Noun: water that comes from a tap *running water*
6 Noun: you put a key in this to keep a door shut *lock*
7 Noun: these are usually on the roof of a house and turn sunlight into electricity *solar panels*
8 Adjective: completely tidy and clean *spotless*



**2 Do the crossword.**



**Down**
1 related to cities or in a city (e.g. area, development)
2 a special place in a wall of a room where you can make fire
3 a room in a building that is under the level of the ground
4 full of activity, busy (e.g. market square)
6 that doesn't have enough space (e.g. about a room)
8 an area where people live which is away from the centre of a town or city

**Across**
5 a wooden or metal structure between two properties
7 containing furniture
9 paved with large stones that are difficult to walk on
10 in poor condition due to lack of care

**3 Choose the correct answers A–D.**

He turned up the __ . It was starting to get a bit cold now that the summer was over.
A fireplace B central heating
C glow D household appliance

1 Her husband was a slob. He never put his dirty clothes in the __ .
A laundry basket B pile
C spare room D trunk

2 He couldn't find his keys. He was sure he had left them in the __ . He opened it, but there was nothing there.
A mantlepiece B keyhole
C bin bag D drawer

3 She took a wool throw and pulled it on. She hated staying in her mother's old and __ house.
A snug B draughty
C spacious D cushioned

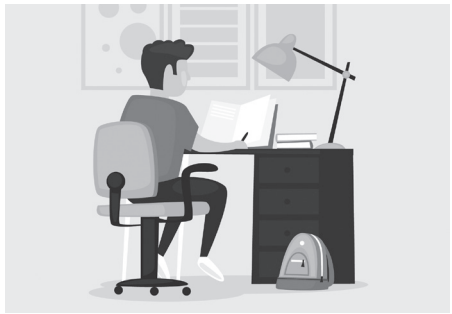
4 She had piles of clothes everywhere. She needed to have a __ and get rid of some of it.
A blanket B clear-out
C sanitation D cleaning solution

5 She opened her wedding present. 'Great!' she thought. 'Another kitchen __ I don't need.'
A appliance B fence
C facility D drawer

6 The house came with a(n) __ kitchen. It had all the appliances you could want, including an oven and a fridge-freezer.
A en suite B spare
C fitted D self-contained

7 There was a warm glow coming from the __ . It made the house feel like a home.
A keyhole B fireplace C basement D light fixture

8 There were a lot of poorer people in the area, so the government decided to build some more __ housing.
A multi-storey B development
C communal D social



## EDUKACJA

**1 Match 1–8 with a–i to make phrases.**

give c — a an exam
1 deepen i — b attention
2 enrol d — c a lecture
3 hand f — d on a course
4 pay b — e off writing an essay
5 put e — f in your homework
6 scrape g — g through my final exams
7 sit a — h up with the rest of the class
8 keep h — i my knowledge

**2 Complete the sentences with five of the phrases in Exercise 1 in the correct forms.**

My teacher *gave us a lecture* on the environment last week. It was very interesting.
1 I know I have to *pay attention* in class, but sometimes I get distracted, especially if I am tired.
2 Biology and Chemistry are my favourite subjects. I even watch videos on these topics in my free time. I think it's good to *deepen my knowledge* in areas I'm interested in.
3 I *handed in my homework* two weeks ago, but the teacher hasn't checked it yet. I'm a bit angry: I spent the whole weekend on it!
4 I haven't done any studying lately. I'm quite smart though, so if I'm lucky I might *scrape through my final exams* .
5 I missed a lot of important lessons when I broke my leg, but I've been studying hard so I can *keep up with the rest of the class* .





**3 Complete the text with the words from the box. There are three extra words.**

degree dissertation drop out ~~education~~ enrol exchange student fees graduate kindergarten major pre-schoolers scholarship school-leavers supervisor swot

In the US, children usually start their *education* at the age of five when they join [1] *kindergarten* . Before this, they would be known as [2] *preschoolers* .
There are twelve grades in the US and they are divided into three schools: elementary school, middle school and high school. Students usually [3] *graduate* from high school when they are 17 or 18 years old. However, some students may choose to [4] *drop out* and start work before that point.

After graduating, many will apply to universities to continue their education. Unfortunately, as school [5] *fees* are quite high in the US, some people may not be able to receive a higher education. Students who cannot afford university may choose to apply for a [6] *scholarship* , but they will need to study hard and be a bit of a [7] *swot* if they hope to be accepted.

At university, students will choose a subject to [8] *major* in. This is the subject that they will write a [9] *dissertation* in. This large essay will serve as their final test and will take them much of their final year. Luckily, they are not alone and will have a [10] *supervisor* who can help them along the way. If they pass, they will receive a [11] *degree* and then it's time to find a job.

**4 Choose the correct options to complete the dialogue.**

Did you hear about Tony?

No, what happened?

He *got expelled* / *dropped out* from university for cheating.

Seriously? That's crazy. Why did he do that? He always [1] *gets top marks* / *falls behind* in his tests. He's such a [2] *a swot* / *an educationalist*!

I know. He has a good memory [3] *for* / *to* facts, so he didn't need to cheat, but he did.

Wow, he's really [4] *messed up* / *let it out*. I always thought he'd [5] *go on to* / *go into* graduate with a great degree.

Yeah, I know. Maybe they will be [6] *lenient* / *strict* with him and let him back in.

It will be too late. He'll miss the final exam. Hopefully, if he speaks to his supervisor, they will be able to come up [7] *with* / *against* a solution.

Well, they might let him retake the exam this year, but he will definitely have to pay [8] *a fee* / *attention*. It won't be free this time.

## PRACA

**1 Complete the email with the words from the box. There are four extra words.**

apprenticeship basis ~~copy editor~~ deadline experience field interview novelist objective part-time placement position references self-employment suited

Dear Sir / Madam,

I am writing to apply for the position of *copy editor* in your publishing house which was advertised online.

I have worked in the [1] *field* of writing for many years, first as a published [2] *novelist* and later as a screenwriter. I feel I'm perfectly [3] *suited* for this job because I've been writing and editing texts on a day-to-day [4] *basis* . I have worked as a freelancer for many years, but now I would prefer to move to a more stable [5] *position* .
The advertisement also appealed to me as it said it was a [6] *part-time* job, which would mean I could continue screenwriting in my spare time as well.

Having gained considerable [7] *experience* as a writer and a screenwriter, I'm both creative and conscientious. I'm also good at time management and I can work to a [8] *deadline* .

Please find attached my CV. I am available for an [9] *interview* either in person or by video call any day this week between the hours of 9 and 5. Should you require [10] *references* or any further information, please do not hesitate to contact me.

Yours faithfully,
John Denver

**2 Match the words with the definitions.**

increase your output h
1 employment policy c
2 flexitime l
3 diversity a
4 career path b
5 burn out f
6 find your niche i
7 keep your options open d
8 freelancer j
9 lucrative k
10 tedious g
11 quitter e

a variety
b a series of jobs in the same profession
c rules and regulations for employee and employer rights
d not commit to one job
e someone who often leaves positions; who doesn't finish what they started
f become physically or emotionally tired because of overwork
g boring
h produce more products or services
i find the job that suits you perfectly
j a person who is self-employed
k producing a lot of profit
l work hours that are not fixed

**3 Choose the correct options.**

Radio 1 has a brand new competition. We would like to come into your *rooms* / *offices* and provide lunch and drinks for your whole team. To enter the competition, leave a comment below telling us why you love your job.

**Deirdre:** I work with children, so my job is extremely [1] *fulfilling* / *considerable*. Every day when I go home, I know I've made a difference. I can see it in their smiles.

**John:** I'm [2] *a trainee* / *an apprenticeship* in an office. What I love about my job is that my boss treats us all equally.

**Jo:** I love my daily [3] *commuter* / *commute* to work. I work from home, so it's only a few short steps to my desk. LOL!

**Anna:** My job allows us to do [4] *it day in, day out* / *job-sharing*, which is great for me as I am a new mother.

**Vic:** I [5] *work part-time* / *volunteer* at a charity, so I don't get paid, but I love my job anyway because my co-workers are the best.

**Jen:** Ugh, I don't love my job. I HATE my job. We are [6] *overworked* / *overpaid* and I struggle to pay my bills. We are under a lot of [7] *workforce* / *pressure* to meet our deadlines, but they never congratulate us when we do. It's terrible! I don't want to win the competition.

**James:** @Jen, my [8] *job market* / *workplace* is the same. We constantly have to work harder and harder to increase our output, but there are no [9] *benefits* / *goals*.

## ŻYCIE PRYWATNE

**1 Complete the phrasal verbs connected with relationships with the correct prepositions.**

bring somebody up – educate, raise (e.g. a child)
1 get on with somebody – have a good relationship with somebody
2 look down on somebody – think that you are better than somebody
3 split up with somebody – finish a relationship with somebody (e.g. boyfriend or girlfriend)
4 put up with somebody – tolerate somebody even though they annoy you
5 tell somebody off – speak angrily to somebody because they have done something wrong
6 look up to somebody – admire somebody
7 go out with somebody – have a romantic relationship with somebody
8 turn somebody down – refuse (e.g. an offer, an invitation)
9 hang out with somebody – spend time with somebody socially
10 stand up for somebody – defend somebody

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

A: Are you and Anna dating?
B: No, no. She's just a casual **a**cquaintance. Not even a good friend.

1
A: Are you going to see Tony again?
B: Yes, I think so. He's really good **c**ompany . I just enjoy being around him. We have a lot in common.
A: Yes, you do share an **i**nterest in photography.
B: Exactly. So much to talk about.

2
A: Where are you staying when you go on your course in London? A hotel?
B: No, my parents have organised a **h**ost family. They seem really nice and they make you meals every day, which is great because I can't cook.

3
A: Are you listening to me, Mark?
B: Of course. You have my **u**ndivided attention.

4
A: Do you have any plans for the weekend?
B: Nothing much. I think I'll just **h**ang around my area. There's an event on in the park, so I might go there. You?
A: Oh we're throwing a **w**elcome party for John. He's just moved into our flat.

5
A: You should go out with Jo. She really likes you.
B: I don't know. What if we don't get on well?
A: Go on, take a **c**hance ! What have you got to lose?
B: But I don't know anything about her.
A: Oh, I'm sure if you talk to her for long enough, you can find some **c**ommon ground.

**3 Complete the text with the words from the box.**

drift apart fancied fell for ~~fell in love with~~ firstborn have a baby long-distance relationship love at first sight proposed

I met your mother when we were very young. We were at university together and I *fell in love with* her immediately. I would like to say that it was [1] *love at first sight* for her as well, but unfortunately, it took her a little bit longer to decide she [2] *fancied* me. We were good friends though and that was enough.
Eventually, she agreed to go out with me, so I took her to a restaurant and then we went for a romantic walk in the park. I think that was when she [3] *fell for* me.
We stayed together all through university, but then she was offered a job in London. We talked about having a [4] *long-distance relationship* , but we were worried we might [5] *drift apart* . Fortunately, it worked well. She eventually moved back here and I [6] *proposed* to her.
We got married a year later, and then we decided to [7] *have a baby* . That was you, our [8] *firstborn* daughter.
And we've never been happier.





## ŻYWIENIE

**1 Are the statements true (T) or false (F)? Correct the false statements.**

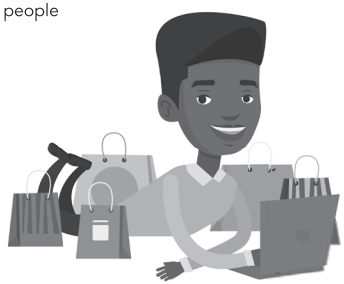
You usually eat your dessert after your starter. F
1 Eggs and fish contain a lot of carbohydrates. F
*No, they contain high levels of protein.*
2 Buying locally grown food is good for the environment. T
3 If food is rotten, it's safe to eat it. F
*No, you should put it in the bin. It's dangerous to eat.*
4 A fussy eater is happy to eat anything. F
*No, they choose their food carefully and don't like to try new things.*
5 If you are starving, you are extremely hungry. T
6 An inn is similar to a pub. T
7 Jam usually comes in a jar. T
8 If food is mouth-watering, it's disgusting. F
*No, mouth-watering food is delicious.*
9 Raw chicken is safe to eat. F
*No, it is incredibly dangerous. You can get food poisoning.*

## ZAKUPY I USŁUGI

**1 Match the words with the definitions.**

online shopping d
1 flea market c
2 high street h
3 online auction i
4 open-air market b
5 chain store g
6 antiques market f
7 car boot sale a
8 auction house e

a an outdoor market where people can sell their unwanted goods (usually from the backs of their cars)
b a public market outside where you can buy fresh locally grown food and other goods
c a street market selling second-hand goods, e.g. old books, cutlery, old CDs, clothes
d buying goods on a website
e a company that allows you to bid in person against other people for items, e.g. works of art
f a market where you can buy old, valuable goods, e.g. furniture
g a series of shops with one owner in which they sell the same goods
h the main street of a town where you will find most of the shops
i when you bid for items on a website against other people



**2 Complete the sentences with the correct form of the verbs in the box. There are three extra verbs.**

afford ~~be~~ burn have live meet make need open save transfer want waste

John has no money. He *is* absolutely broke.
1 I'd love to go on holiday this year, but I had to pay for my wedding, so I just can't *afford* to go.
2 Jo got her bonus and now she's buying presents for everyone. She has money to *burn* .
3 My son has just turned two, so we went and *opened* a bank account for him. We put in a little every month, just to *save* for a rainy day.
4 I never buy bottles of water. I hate *wasting* money when I can get it for free from the tap.
5 Did you hear the news? Tony sold his online company. He's *made* a lot of money on this deal.
6 A lot of families in the UK are earning the minimum wage. They barely have enough food to live. They are *living* from hand to mouth.
7 Since I lost my job, I've been finding it hard to make ends *meet* . By the end of the month, I have to borrow money to pay my rent.
8 Jenny, can you *transfer* some money to my account? I have to pay the bills.

**3 Complete the text with the correct form of the words in brackets.**

**Saving starts early – 10 hot saving tips for teens**

You might think your pocket money is never enough. But no matter how big your monthly or weekly *allowance* (ALLOW) is, you can still save a little money. Here's how:

- Buy a piggy bank or find an old jar and label it 'savings'. Put one third of your pocket money inside, and if you have a summer job, one third of your [1] *earnings* (EARN).
- If you get money from your parents for new trousers, or a mobile phone, look for [2] *reductions* (REDUCE) in the prices.
- If you get something you don't like as a present, [3] *exchange* (CHANGE) it for something you need.
- If you want to buy something extremely expensive, like the latest [4] *limited* (LIMIT) edition trainers, stop and consider if it's worth it. Is it [5] *affordable* (AFFORD)? That is: wouldn't it cost you too much?
- Avoid impulse purchases. Marketing specialists studying consumer [6] *behaviour* (BEHAVE) know that most of what we buy we don't really need. It's just a question of advertising it well.
- Be [7] *economical* (ECONOMY). Look for cheaper train tickets, offers, sales. Do you really need this coffee? Can't you drink one at home?
- If you see a deal in the supermarket, e.g. three for the price of two, ask yourself, does it make [8] *financial* (FINANCE) sense? You only needed one, so why pay for two?

## PODRÓŻOWANIE I TURYSTYKA

**1 Complete the text with the words from the box. There are two extra words.**

beauty camp campsite coast company ~~cruises~~ destinations directions facilities path tourist

Oh my goodness! What a pack of lies. I went on one of these Caribbean *cruises* with my family last year, and it was an absolute disaster.
They mentioned making new friends. Well, unfortunately, everyone on the cruise was incredibly rude, including the staff. I suppose if you enjoy your own [1]*company*, this might be the holiday for you. The [2]*facilities* on board were terrible, the pool was always dirty and the rooms were small and cramped.
The films they offered on board were ancient. When we got to our 'family' room, there were only three beds for four of us so my son had to sleep on a [3]*camp* bed they brought in.
It felt like being in a tent on a [4]*campsite*. We probably should have had a camping holiday; it would have been much cheaper!
And then we got to one of the 'ports', one of the 'picturesque' [5]*destinations* we had been promised. Well, it was a tiny dock on the [6]*coast* of some island I'd never heard of with a dirt [7]*path* that led up to a few little cafés and restaurants and nothing else.
So much for taking in the local culture! We tried to look up [8]*directions* to a nearby village, but there was no Wi-Fi on board, which did not make my 10-year-old son very happy.
My advice? Just stay at home and clean the house, it would be more relaxing than this!

**2 Complete the text with the missing words. The first and last letters are given.**

**ADVENTURE OF A LIFETIME!**

Are you tired of the hustle and bustle of everyday life? Are you ready for the **v** *o y a g* **e** of a lifetime? Why not [1]**e** *m b a r* **k** on a cruise around the Caribbean, [2]**f** *a m e* **d** for its clear seas and beautiful beaches? Along the way, you can stop at various ports and have a [3]**g** *u i d e* **d** tour of the city or just go and visit the [4]**h** *i s t o r i* **c** sites yourselves to take in their [5]**c** *u l t u r a* **l** heritage. If that's not your thing, you can visit the local [6]**t** *o u r i s* **t** spots or just sit on a [7]**s** *u n b e* **d** by the pool, making new friends and looking out at the [8]**p** *i c t u r e s q u* **e** scenery and watching the world go by. Whatever holiday you're looking for, you'll find it with Caribbean Cruises.

**3 Complete the dialogue with the correct prepositions.**

Hi, I think I'm going to be late. I'm stuck *in* traffic.

Oh no! What's up? I've only just set [1]*off*, so I won't be on time, either.

There's been an accident [2]*on* the motorway.

What happened? John and I are just [3]*at* the roundabout in the city centre. He's meeting a friend, so agreed to drop me off on the way. Should we turn [4]*around/back* now?

We were [5]*at* the traffic lights waiting to get onto the motorway and a moped pulled [6]*out* in front of us and went through the lights. I think you should keep on going, they might have sorted it out by the time you get there.

That's crazy. Mopeds aren't supposed to go there. Did they crash?

Yeah, but it wasn't bad. Everyone is fine, but it stopped traffic until the police arrived. At least you're running late too.

Yes, I'll ring the restaurant and tell them we will be another half an hour.

Thanks. Can you ask if they have [7]*on*-street parking available there?

I know they don't, but there is some parking down the road. It's [8]*within* walking distance of the restaurant so I usually park there.

Perfect. OK, I'll see you when you get there. Don't forget, this is a fancy restaurant. I hope you've dressed up.

Don't worry. I've got my heels [9]*in* the boot. LOL! See you soon.

## KULTURA

**1 Match the words in boxes A and B to make common collocations related to media.**

A

~~post~~ mislead out of crop morning double-check print-based news take a story

B

~~a video~~ anchor facts at face value show focus media people images

*post a video, mislead the people, out of focus, crop images, morning show, double-check facts, print-based media, news anchor, take a story at face value*





**2 Choose the correct answers A–D.**

The story was totally __ and we soon realised it was just fake news.
A believable (B) unbelievable
C believably D unbelievably

1 The celebrity sued the newspaper. She claimed the facts were totally __ .
(A) inaccurate B accurate
C inaccurately D accurately

2 They always listened to him because he was a __ source.
A disreputable (B) reliable
C well-reviewed D made-up

3 The photographer managed to capture the __ moment of the two politicians shaking hands for the first time in decades.
(A) memorable B gripping
C catching D reliable

4 His actions were __ . He listened in on the phone conversation and printed it in his newspaper.
A fictional B average (C) deliberate D appealing

5 It was a __ newspaper, but this one time, they printed the lies that led to the impeachment.
A fake B misleading
C newsworthy (D) reputable

6 It was a clearly __ story and it was obvious that none of it was true.
A high-quality (B) made-up
C out-of-focus D accurate

7 To increase their viewing numbers, they printed the article and __ their readers on purpose.
(A) misinformed B distorted
C blurred D bombarded

8 The story was __ and people were talking about it for years to come.
A forgettable B unknowing
C knowing (D) unforgettable

**3 Choose the correct options to complete the text.**

**SUPERHERO SUCCESS**

It's finally (*come* / *gone*) out and early [1](*audiences* / *characters*) are not disappointed. This is the most hotly anticipated blockbuster of the summer and let me tell you, it promises to be an absolute box-office [2](*success* / *disaster*). Watch out though, if you keep reading, [3](*subtitles* / *spoilers*) will follow. You've been warned.

The opening [4](*scene* / *stage*) sets the tone for the entire movie. Everyone's favourite hero suffers his greatest defeat yet, which causes him to retreat to his homeworld, where he must face the truth that he is not the most powerful being in the universe. The [5](*genre* / *plot*) revolves around this acceptance and his redemption. But don't worry, while this film is definitely [6](*darker* / *blacker*) and more character-driven than its prequel, there is plenty of action and numerous [7](*twists and turns* / *passages*), which make for quite a [8](*gripping* / *predictable*) tale. The real treat of this second instalment in the trilogy, however, is that the [9](*villain* / *hero*) is finally revealed and we are not disappointed. She will be a formidable enemy for the finale.

On top of amazing writing, acting and direction, this film also features an incredibly powerful [10](*soundtrack* / *movie set*). Set in the 90s, the music is heavily influenced by all of the [11](*nostalgic* / *hilarious*) classics, which really help to place us in that period.

This film is not to be missed. Go forth and watch!

## SPORT

**1 Are the statements true (T) or false (F)? Correct the false statements.** *Answer key – WB page 187*

Whitewater rafting is done on a cruise ship. F
1 If a sport is physically demanding, you need to be quite fit. T
2 A raft is a large boat. F
3 Post-match discussions usually happen before a match. F
4 You do a warm-up during a game of tennis. F

## ZDROWIE

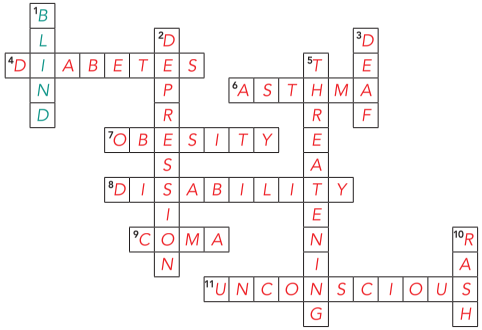
**1 Match 1–8 to a–i to make phrases.**

| | | | |
|---|---|---|---|
| perform | *i* | a | unconscious |
| 1 fight | *c* | b | your memory |
| 2 fall into | *g* | c | off an illness |
| 3 hit/struck by | *f* | d | on someone |
| 4 risk | *h* | e | a disease |
| 5 be found | *a* | f | lightning |
| 6 treat | *e* | g | a coma |
| 7 operate | *d* | h | of infection |
| 8 regain/lose | *b* | i | an operation |

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

A: My father has an **u** *n h e a l t h y* lifestyle. He has a [1]**h** *a b i t* of sunbathing without any [2]**s** *u n s c r e e n*. He says the sun is good for him and he needs to soak up its nutrients, which I think is just an excuse because he likes to look good.
B: Oh no, that is a [3]**n** *a s t y* habit. I mean, I like to tan, but I think you need to strike a [4]**b** *a l a n c e* between safety and beauty.
A: I completely agree. I think he has a bit of an [5]**a** *d d i c t i o n* though. He just can't stop. He knows how [6]**h** *a r m f u l* it can be, but he does it anyway.
B: You should send him for a health [7]**c** *h e c k*. He might listen if he hears it from a doctor.

**3 Do the crossword.**



Across
4 __ is a condition that requires you to take insulin.
6 __ is a breathing issue that is usually linked to allergies (e.g. to pets, dust or smoke).
7 __ is the condition of being dangerously overweight.
8 A __ limits a person's movements or senses.
9 A serious accident can cause you to fall into a __ and not wake up for a period of time.
11 He got hit in the head and was found __ .

Down
1 When you cannot see, you are __ .
2 If you feel extremely sad, you might suffer from __ .
3 If you cannot hear, you are __ .
5 A very serious injury that could result in death would be called a life-__ injury.
10 Red marks on your skin, usually because of an allergy, are called a __ .

## NAUKA I TECHNIKA

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

The scientists were shocked. The rock's chemical *composition* (COMPOSE) did not seem to be from this planet.
1 The *invention* (INVENT) of the Internet has changed the world completely.
2 The problem with baby wipes is that they can take up to two hundred years to *decompose* (COMPOSE).
3 It is important that doctors carry out thorough *examinations* (EXAMINE). Otherwise they might miss something.
4 *Radioactivity* (RADIOACTIVE) is the giving off of radiation.
5 Scientists have made great *advancements* (ADVANCE) in the fight against cancer.
6 He works in *applied* (APPLY) sciences, but was originally a medical doctor.
7 Marie Curie gained worldwide *recognition* (RECOGNISE) for her work.
8 He was awarded a Nobel Prize because he made a huge *contribution* (CONTRIBUTE) to medicine.

**2 Complete the text with the words from the box. There are two extra words.**

battery break image locate parts range sat-nav smartphone store storage switch take unplug

### The Payphone is Dead, Long Live the Smartphone!

Gone are the days of searching through your pocket for some spare change to make a phone call in the street, hoping to catch your friend before they leave the house.

The latest *smartphone* from the Pear Company has been released and it's a winner in all areas.

Lost on the long drive home at night? Don't worry, this phone has in-built [1]*sat-nav* to help you find your way.

Unhappy with the photo you took last night? Worry not, it comes equipped with [2]*image* editing software to help you remove those red eyes. And you can make as many different versions as you like because this phone lets you [3]*store* up to 240 GB.

Lost your tablet? Not an issue. This phone can help you [4]*locate* any of your devices.

Forgot to [5]*unplug* the charger and worried your house will burn down? Worry no more, you can [6]*switch* off any plug socket in your house remotely as long as it's linked to your phone.

This truly is a top-of-the-[7]*range* phone. With all of these features you would expect the [8]*battery* life to suffer, but thankfully that is not the case. It lasts a full twenty-four hours without needing a charge. And, if you do need to replace it, this phone is fully customizable, meaning you can [9]*take* it apart and buy spare [10]*parts* easily online.

**3 Match the words with the definitions.**

fossil e

| | | | | | |
|---|---|---|---|---|---|
| 1 | acid | b | 5 | algorithm | a |
| 2 | velocity | g | 6 | electron | d |
| 3 | nucleus | i | 7 | breakthrough | f |
| 4 | outcome | c | 8 | viewpoint | h |

a a set of rules to help in solving a calculation
b chemical substance with a pH of less than seven
c the result, consequence of a process
d it moves around the nucleus
e a shape or shell of an animal (e.g. a dinosaur) that has been preserved in rock for a long time
f a new and very important discovery
g the speed something is moving
h a particular way of thinking about a problem
i the centre of an atom





## ŚWIAT PRZYRODY

**1 Choose the correct answers A–D.**

His house was located on the __ , so they went fishing regularly.
(A) coast B deep sea C countryside D seaside
1 In Devon, in the south-west of England, you can find __ full of apple trees.
A meadows (B) orchards C plains D bushes
2 In springtime, you can see all sorts of birds collecting sticks and mud, and __ in the trees.
A rolling B draining (C) nesting D migrating
3 In the winter months, many birds will leave Britain. They will __ to warmer climates and return later in the year.
(A) migrate B domesticate C release D establish
4 Foxes are a common __ found in the UK. They often hunt birds and smaller animals like rats and mice.
A prey (B) predator C reptile D tern
5 When eggs __ , the mother will always be there to feed her babies.
A lay B tweet C set (D) hatch
6 When you reach the __ , you will have a beautiful view of the countryside.
A stream B current (C) summit D soil
7 The __ landscape in the UK means that you can see a lot of different types of wildlife.
A rolling (B) diverse C ploughed D leafy
8 His family had owned this __ of land for centuries and he was delighted to give it to his son.
(A) patch B foothill C coastline D desert

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

**Looking to become** the next eco-w a r r i o r ?

Check out these top tips for reducing your environmental [1]**i** m p a c t .

- Reduce your carbon [2]**e** m i s s i o n s by walking or cycling instead of driving.
- Don't buy any clothes that are made from real [3]**f** u r . Save the animals!
- [4]**P** l a s t i c waste is one of the biggest issues. Try finding more [5]**s** u s t a i n a b l e options. For example, use paper bags or get a bamboo toothbrush.
- Reduce your water usage, for example take a short shower not a bath and get a water [6]**t** a n k for your back garden and use rain water for your plants.
- Fossil fuels are destroying our planet. Try out [7]**a** l t e r n a t i v e energy. These days you can get wind energy created by wind [8]**t** u r b i n e s or install solar panels on a roof.

**3 Are the statements true (T) or false (F)? Correct the false sentences.**

Downpour means light rain. F
1 A hurricane is a storm with violent wind. T
2 Gale-force winds are very light. F
*No, these winds are strong and can cause damage.*
3 If a storm is brewing, it has happened recently. F
*No, it will be coming very soon.*
4 If something is waterproof, it is OK to take it in the swimming pool. T
5 A whiteout is when there has been a light dusting of snow. F
*No, this is a blizzard and there is so much snow that it's hard to see.*
6 An earthquake is when the wind gathers dust into a dust cloud. F
*No, an earthquake causes the ground to shake.*
7 A gust of wind is a sudden heavy wind. T
8 Drought means there is a lot of water. F
*No, it means there is a lack of water because it has not rained.*

## PAŃSTWO I SPOŁECZEŃSTWO

**1 Complete the dialogue with the words from the box. There are two extra words.**

awareness charity commitment difference figures fundraising identities leaflets members peaceful statement

A: The world is being destroyed and it's our job as young people to do something about it. We need to make a *difference*.
B: I know, but what can we do? We need public [1]*figures* to help us, like actors or politicians. We're just teenagers. We can't do anything.
A: Oh, but we can. We can raise [2]*awareness* through a protest.
B: A protest? We could get in trouble.
A: Not if it was a [3]*peaceful* protest.
B: That's true! We could stand outside the supermarket and protest against plastic bags. And maybe we would get [4]*members* of the public to donate, just normal people as they come out of the shop.
A: Yes, but what effect will that have? I think if we're collecting money, we should fundraise for a [5]*charity* . An organised group with a specific cause.
B: That's a good idea. There are many that work to reduce plastic.
A: Yes, it's a great idea. We could make posters for our protest and hand out [6]*leaflets* to let people know of the dangers. We will have to do this every weekend if we want to make a difference. This is a long-term [7]*commitment* . Are you ready?
B: Yes! This is brilliant. Let's get started. I'll buy the masks.
A: Masks!!! Why?
B: To protect our [8]*identities* .
A: Maybe I'll just do this by myself …

**2 Choose the correct options to complete the sentences.**

The minister for (foreign) / *abroad* affairs travelled to China to discuss a new trade deal.

1 There has been a sharp (increase) / *decrease* in the levels of crime in many areas because of cuts to the police budget.
2 New problems are springing (up) / *down* all over the world. As soon as one is finished with, the next arises.
3 We need to support our local (producers) / *makers* of fruit and vegetable.
4 There is a *gaining* / (growing) number of politicians discussing fake news, which is extremely worrying.
5 Some politicians sell stories about their rivals to the media for *commercial* / (political) gain.
6 The clothing *company* / (industry) as a whole needs to make some drastic changes and ensure their workers are being paid fairly.

**3 Match the words with the definitions.**

extreme poverty [e]

1 famine [g]
2 gender gap [c]
3 human trafficking [a]
4 throw-away society [d]
5 misinformation [f]
6 riot [b]
7 robbery [i]
8 antisocial behaviour [h]

a the practice of illegally transporting people from one country to another and exploiting them
b a violent disturbance by a crowd
c the difference between how men and women are treated (e.g. in pay)
d a consumerist society, constantly replacing and buying new products instead of repairing them
e a condition characterised by severe deprivation of basic human needs (e.g. food, health, education)
f false information intended to keep the truth away from the public
g extreme lack of food leading to starvation and death
h behaviour which is violent or harmful to other people in a society
i the crime of stealing money or other things from a bank or shop often using violence

## WIEDZA O KRAJACH ANGLOJĘZYCZNYCH ORAZ O POLSCE

**1 Are the statements true (T) or false (F)? Correct the false statements.**

The Appalachian Mountains are in central Europe. [F]

1 Manhattan is an island in the UK. [F]
*No, it is an island in the US.*
2 Essex and Sheffield are both located in Scotland. [F]
*No, they are both in England.*
3 The Beatles are from Manchester. [F]
*No, they are from Liverpool.*
4 Notting Hill is quite a poor area in London. [F]
*No, Notting Hill is known for being well-off.*
5 Portobello Road Market is quite a good place to buy antiques. [T]
6 Hobbiton is in Australia. [F]
*No, it's in New Zealand.*
7 Bangor is a small university town in Wales. [T]
8 Oxford is a city on the River Thames. [T]

**2 Match the people with the descriptions.**

James Bond [g]

1 Captain America [c]
2 Jojo Moyes [f]
3 Rosalind Franklin [d]
4 Meryl Streep [b]
5 Robert Pattinson [a]
6 Stephen King [e]

a a British actor, famous for his role in *Twilight*
b a US film actress, known for her versatility, often described as the best actress of her generation
c an imaginary character, a superhero of American comic books published by Marvel Comics
d a British chemist who contributed to the discovery of the molecular structure of DNA
e a popular US writer of frightening stories
f a British journalist and author of romantic novels
g also called 007, a fictional character in novels by Ian Fleming

**3 Choose the correct answer to complete the sentences.**

Ada Lovelace worked on the 'Analytical Engine' together with __ .
A Jan Koum (B) Charles Babbage

1 Mary Anning was a __ .
(A) palaeontologist B historian
2 Ewan McGregor and Naomi Watts are actors in the film __ .
A *Everest* (B) *The Impossible*
3 Joe Woodland created the first __ .
(A) bar code B QR code
4 *The Hobbit* was written by __ .
(A) J.R.R. Tolkien B Stephen King
5 One of Banksy's murals is called __ .
(A) *Girl with Balloon* B *Girl with a Pearl Earring*
6 Ebenezer Howard started a movement which influenced the development of two cities. It was called __ .
A the garden wall movement
(B) the garden city movement
7 The actor who played Harry Potter is __ .
A Daniel Day-Lewis (B) Daniel Radcliffe
8 The actor known for his skills in martial arts was __ .
(A) Bruce Lee B Bruce Banner

**4 Write the correct answers below.**

This is a borough in London where you can buy unusual clothes. *Camden Town*

1 This is the largest city in South Africa. *Cape Town*
2 This is the name of the guards at the Tower of London. *Beefeaters*
3 She was an English mathematician and daughter of Lord Byron. *Ada Lovelace*
4 He is the lead character of *The Hobbit*. *Bilbo Baggins*
5 This is the traditional ceremony of locking the Tower of London. *The Ceremony of the Keys*
6 This is a famous Netflix series created by the Duffer Brothers. *Stranger Things*
7 She was a Polish scientist famous for her work on radioactivity. *Marie Curie*
8 He was an actor and later became president of the US. *Ronald Reagan*

**back sth up** (6.7) – wspierać: *The police officers are backed up by extra teams of people at the weekend.*

**be caught up in sth** (8.4) – znaleźć się w centrum: *A Spanish family were caught up in the tsunami.*

**be tied up (with sth)** (5.7) – być zajętym: *Mr Baker can't see you now. He's tied up.*

**boss sb around** (2.5) – komenderować: *Stop bossing me around! I'm not your servant!*

**break down** (5.6) – zepsuć się: *The car broke down in the middle of nowhere.*

**break in** (7.8) – włamywać się: *Just as they were breaking in, Robert appeared at the bottom of the stairs.*

**bring sth about** (1.4) – powodować: *A bang on the head has brought about changes in personality.*

**bring in sth** (7.3) – wprowadzić: *The police are going to bring in new security measures.*

**bring sb up** (2.5, 5.7) – wychowywać: *Parents who are bringing up their first child tend to be extremely protective.*

**burn out** (5.1) – wypalać się: *It's a high-pressure job and you could burn out young.*

**carry out** (5.1) – przeprowadzić: *The local newspaper carried out a survey on people's attitude to the council's policies.*

**catch up with sb/sth** (3.4) – nadrobić zaległości: *I use my mobile every few weeks to catch up with friends.*

**check up on sth** (4.1) – sprawdzić: *Dustin called me to check up on some facts.*

**clean sth up** (3.8) – doprowadzić do porządku: *It took us ages to clean up the house after the party.*

**clear out** (5.7) – opróżnić, posprzątać: *I need to clear out all the junk in my bedroom.*

**come along** (1.7) – przyjść: *Make sure all your staff come along to the meeting.*

**come down to** (5.7) – sprowadzać się do: *It all comes down to money in the end.*

**come out** (2.6) – wychodzić: *After it stopped raining, the sun came out again.*

**come out of sth** (1.4) – wyjść z: *Great news! Pete has come out of a coma.*

**come out of sth** (6.4) – wywodzić się z: *The term 'selfie' comes out of the Australian habit of adding 'ie' at the end of words.*

**come over** (4.8) – przyjść: *You can come over any time you like.*

**come up** (5.2) – pojawić się: *Don't worry, something better might come up.*

**come up against sb/sth** (5.7) – spotkać się z: *He came up against bullying from other boys and often got into trouble.*

**come up with sth** (2.1) – wymyślić: *We still haven't come up with a name for our band.*

**crack down on sth** (6.7) – wziąć się ostro za: *The government wants to crack down on terrorism.*

**curl up** (8.7) – zwinąć się w kłębek: *Lynn curled up on the bed and fell asleep.*

**cut down on** (4.1) – ograniczyć: *You should cut down on the amount of chocolate you eat.*

**deal with sb/sth** (6.7) – poradzić sobie z: *I can't deal with so many problems at once.*

**drift apart** (2.2) – oddalić się od siebie: *When John moved to another city, they drifted apart.*

**drop out of sth** (5.7) – wycofać się, wylecieć: *If I dropped out of college, my parents would never forgive me.*

**embark on sth** (3.2) – rozpocząć: *Phil left the band to embark on a solo career.*

**end up** (4.3) – trafić gdzieś, wylądować: *Lost luggage will eventually end up on a market stall.*

**fall behind (with sth)** (1.1) – mieć zaległości: *You can go away at the weekend, but make sure you don't fall behind with your homework.*

**fall for sb** (2.3) – zakochać się: *The moment Tom saw Julie, he fell for her.*

**fall out (with sb)** (8.7) – kłócić się: *Do you often fall out with your brothers and sisters?*

**figure sth out** (7.3) – zrozumieć: *The couple couldn't figure out which way to go.*

**find sth out** (4.4) – dowiedzieć się: *I'd like to find out what people think of me.*

**get down to sth** (5.1) – zabrać się do: *Let's get down to work.*

**get on with sb** (2.4) – dogadywać się z: *I have always got on well with boys.*

**get on with sth** (5.1) – zabierać się do: *I need to get on with my project now.*

**get out of sth** (5.7) – wymigać się od: *How do you always manage to get out of cleaning the bathroom?*

**get round to** (5.7) – zabrać się do: *I need to go to the library, but I haven't got round to it yet.*

**give away** (4.7) – rozdawać, oddawać: *He managed to acquire shopping worth £500 for 4p, giving it all away to a charity.*

**give sth up** (5.7) – rzucić coś: *I've given up sweets.*

**give up on sb** (1.1) – spisać na straty: *The teachers gave up on him.*

**go back** (2.7) – wrócić: *I'll never go back to living in a tower block.*

**go for sth** (4.1) – wybrać coś: *I wouldn't go for a bracelet because I don't like wearing jewellery.*

**go into** (1.1) – zająć się: *Vivian wants to go into teaching.*

**go in for** (7.3) – interesować się: *I've never gone in for modern art.*

**go off** (4.8) – włączyć się (o alarmie): *The thief ran away when the security alarm went off.*

**go on** (2.8) – trwać: *Remember when you were little and school summer holidays seemed to go on forever?*

**go on to** (1.1) – przejść do robienia czegoś: *You're keen to go on to higher education.*

**go out** (2.7) – gasnąć: *Lights go out here at 11 p.m.*

**go out with sb** (2.3) – spotykać się z: *Sheila's parents don't let her go out with Tim.*

**grow out of** (5.7) – wyrosnąć, powstać z czegoś: *This app grew out of the simple idea that it's good to let people know if you're available.*

**grow up** (1.7) – dorastać: *I grew up in a rural area.*

**hand sth in** (1.2) – oddawać: *I always try to hand in my homework on time.*

**hand sth out** (6.6) – rozdawać: *We need somebody to hand out invitations to the exhibition.*

**hang on** (5.6) – poczekać: *Hang on, I'm not ready yet.*

**hang out (with sb)** (4.8) – spędzać czas: *He usually hangs out with friends.*

**hear from sb** (8.8) – mieć wiadomości od, wysłuchać: *Have you heard from Jane since she moved to another town?*

**help sb out** (6.7) – służyć pomocą: *This loan will help us out.*

**keep at sth** (5.1) – kontynuować: *I know it's hard, but keep at it! Don't give up!*

**keep up with sb** (5.7) – nadążać: *Davey isn't keeping up with the rest of the class in reading.*

**kick back** (7.6) – odprężyć się: *On Friday nights, I like to kick back and listen to some relaxing music.*

**kick sb out** (4.8) – wyrzucić z: *Eve's parents kicked her out because she didn't want to contribute to the housework.*

**knock sb out** (1.4) – nokautować: *Ali knocked out his opponent in the fifth round.*

**leave sth out** (1.7) – pominąć coś: *You can leave out question 7.*

**let sb down** (5.7) – zawieść: *I dropped out of college and let down my family.*

**log on** (4.3) – zalogować: *You need a password to log on.*

**look after** (3.4) – opiekować się: *I'd like to see more people look after the land.*

**look back on sth** (2.6) – wspominać: *One day you'll look back on adolescence as the best time of your life.*

**look down on sb** (5.7) – patrzeć z góry: *Kate looks down on everybody who doesn't have a university degree.*

**look for** (5.2) – szukać: *You're exactly the person we're looking for.*

**look forward to sth** (6.7) – cieszyć się na: *I'm looking forward to going away during the summer holidays.*

**look out for sth** (4.1) – wypatrywać: *Can you look out for a red handbag when you go shopping next?*

**look up to sb** (5.7) – podziwiać: *Mary looks up to her older sister who is an authority for her.*

**major in sth** (1.1) – specjalizować się w: *He majored in psychology.*

**make up for sth** (5.7) – zrekompensować: *Jack lacks experience, but he makes up for it with hard work.*

**map sth out** (5.1) – planować: *Her parents have already mapped out her future.*

**meet up (with sb)** (2.2) – spotkać się (z): *I'd like to meet up with you this afternoon.*

**pass through** (4.4) – przechodzić: *Shortly after it was sold, the painting began to pass through a shredder hidden in the frame.*

**pay sb/sth back** (6.2) – spłacić: *Lend me $200 today and I promise to pay it back next week.*

**pay out for sth** (4.1) – wyłożyć: *I paid out a lot of money for that car.*

**pick sth up** (5.1) – posiąść (np. nowe umiejętności): *We picked up new surfing skills during our summer camp.*

**pick up sth** (4.1) – kupić, zdobyć: *I never manage to pick up a bargain in the sales.*

**point sth out** (8.8) – zauważyć: *The chairman pointed out that we haven't made much profit in the last few months.*

**pour down** (5.7) – lać (o deszczu): *The rain started to pour down.*

**pull down** (1.7) – burzyć, rozbierać: *They are pulling down the old hall next week.*

**pull out** (1.6) – wyjechać na drogę: *Unfortunately, a car suddenly pulled out in front of me and we collided.*

**put sth aside** (4.1) – odkładać: *Ask the shop assistant to put the T-shirt aside while you think about it.*

**put sth off** (5.1) – odkładać na później: *Never put off until tomorrow what you have to do today.*

**put up with sb/sth** (5.7) – znosić, wytrzymywać: *I don't know how you put up with all that noise.*

**rely on sb/sth** (3.4) – polegać na, zdawać się na: *You can always rely on us for help.*

**run sth down** (5.7) – wyczerpać (się); zniszczyć: *Don't leave it switched on – you'll run down the batteries.*

**run out of sth** (5.7) – skończyć się, wyczerpać: *We ran out of money halfway through our holiday.*

**save up** (4.7) – oszczędzać: *I've been saving up for months to buy this bike.*

**scrape through** (1.1) – przebrnąć, przejść przez coś z trudem: *I managed to scrape through the exam.*

**send sth back** (4.1) – odesłać: *She sent back the form immediately.*

**set off for** (1.2) – wyruszyć do: *Mum usually makes me have something for breakfast before I set off for school.*

**set off** (3.2) – wyruszyć: *We need to set off now if you want to do some shopping before catching a train.*

**set sth out** (5.1) – ustalić: *Set out your objectives.*

**settle down** (1.1) – wyciszyć się, odnaleźć się (w jakimś środowisku): *After an exhausting day, I needed to settle down and just be quiet for an hour or so.*

**shake sth off** (6.4) – pozbyć się: *I can't seem to shake off this cold.*

**shine through** (8.4) – przejawiać się, być wyraźnie widocznym: *The film tells a captivating true story in which survival, society, family ties and human kindness all shine through.*

**shop around** (4.1) – rozglądać się, porównywać towary: *It's a good idea to shop around before buying a new laptop.*

**show up** (6.7) – być widocznym: *If you wear a green top, it doesn't show up against a green background and you appear as a floating head.*

**sit in** (1.8) – być obecnym: *I sat in on staff meetings and coordinated a very successful sports day.*

**split up (with sb)** (2.3) – rozstać się (z): *I split up with my boyfriend last week.*

**spring up** (4.1) – pojawiać się, wyrastać jak grzyby po deszczu: *Fast-food restaurants are springing up all over town.*

**stand up for sth** (5.7) – ująć się za: *It's time we stood up for our rights.*

**step in** (4.4) – wkroczyć: *The referee stepped in and stopped the fight.*

**sum up** (5.8) – podsumować: *His gesture summed up the situation.*

**switch sth off** (1.5) – wyłączyć: *Please, switch off your mobile phones in lessons.*

**switch sth on** (5.6) – włączyć: *I tried to switch the washing machine on, but it didn't work.*

**take sth away** (1.7) – odebrać: *Turn off your mobile phones, otherwise we will take them away from you.*

**take sth back** (4.5) – oddać, odesłać: *I took the jeans back because they were too tight.*

**take off** (5.7) – nabierać rozpędu (o karierze/firmie): *My brother wanted to close down his business, but then it suddenly started taking off.*

**take sth on** (4.4) – wziąć na siebie: *I've taken on a challenge to run a marathon.*

**take sth up** (7.2) – zainteresować się: *My brother took up music seriously.*

**talk sb into sth/doing sth** (7.3) – przekonać kogoś do: *Luke was happy when he talked me into buying a sat-nav.*

**tell sb off** (1.7) – skarcić, udzielić nagany: *Our neighbour told us off for being loud in the garden.*

**throw sth away** (8.1) – wyrzucić: *Do you still want this newspaper or can I throw it away?*

**throw in** (7.3) – dorzucić: *Since I'm buying such an expensive computer, maybe you could throw something in for free.*

**throw sb out** (4.8) – wyrzucić: *The bouncer noticed some underage girls in the club, so he threw them out.*

**turn sb/sth down** (5.7) – odrzucić: *They offered me the job, but I turned it down because I decided to set up my own business.*

**turn sth off** (7.2) – wyłączyć: *My laptop froze, so I had to turn it off and on again.*

**turn out** (6.7) – okazać się: *It turned out Mike and I had the same hobbies.*

**turn up** (2.7) – pojawić się: *Lots of fans turned up at Mark's graduation concert. There was hardly a seat left.*

**wake sb up** (6.2) – obudzić: *Please wake me up early tomorrow. I don't want to oversleep because I've got an important exam.*

**warm up** (5.7) – rozgrzewać się, podgrzewać: *I can warm up the soup if you want.*

**wind sb up** (7.3) – irytować: *You're constantly winding me up by telling me what to do.*

**work sth out** (5.5) – rozwiązać (problemy): *We need to work out how to get home from here.*

**work towards** (5.1) – pracować nad: *Work towards finishing the job before you leave.*

**zoom in (on sth)** (6.4) – przybliżyć: *Please, zoom in on those people over there.*

**zoom out** (6.4) – oddalić: *The camera zoomed out and everything looked smaller.*





## Czasy teraźniejsze

### Present Simple

Czasu **Present Simple** używamy:

- gdy mówimy o czynnościach powtarzających się regularnie:

  *I always **drive** to work.*

- gdy mówimy o stanach i niezmiennych sytuacjach:

  *The chef **doesn't come** from Italy.*

- z czasownikami wyrażającymi emocje (np. *hate, like, love*), lub opisującymi procesy myślowe (np. *believe, know, need, prefer, remember, seem, think, understand, want*) oraz wrażenia zmysłowe (np. *feel, hear, see*):

  ***Do** you **prefer** Indian or Chinese food?*

### Present Continuous

Czasu **Present Continuous** używamy, gdy mówimy:

- o czynnościach mających miejsce w momencie mówienia o nich:

  *Most of the guests **are sitting** on the outdoor patio at the moment.*

- o sytuacjach tymczasowych:

  *I'**m working** at Tuco's bar during the summer break.*

### Present Perfect Simple

Czasu **Present Perfect Simple** używamy, gdy mówimy o czynnościach i wydarzeniach, które:

- zakończyły się w przeszłości, a ich skutki nadal trwają (nie wiemy, kiedy dokładnie miały miejsce, lub nie jest to ważne):

  *I'**ve made** coffee. Would you like some?*

- rozpoczęły się w przeszłości i nadal trwają:

  *How long **have** you **owned** this restaurant?*

### Present Perfect Continuous

Czasu **Present Perfect Continuous** używamy, gdy mówimy o czynnościach, które:

- rozpoczęły się w przeszłości i nadal trwają:

  *Zoe **has been sleeping** since two o'clock.*

- trwały przez pewien czas (i możliwe, że ciągle trwają), a ich skutki są nadal widoczne:

  *I'm tired because I'**ve been cleaning** the house all day.*

### Present Perfect Simple vs Present Perfect Continuous

Czasu **Present Perfect Continuous** używamy, aby położyć większy nacisk na trwanie czynności (która mogła się zakończyć lub trwa nadal):

*I'**ve been baking** biscuits all morning.*

Czasu **Present Perfect Simple** używamy, aby większy nacisk położyć na skutek czynności:

*I'**ve baked** two hundred biscuits.*

**1 Complete the dialogues with the correct form of the verbs in brackets.**

1 **A:** I *'m following* (follow) the seafood diet at the moment.
**B:** The seafood diet? I [a]*'ve never heard* (never/hear) of that one.
**A:** It's pretty easy really. Whenever I [b]*see* (see) food, I [c]*eat* (eat) it.

2 **A:** What [a]*are you doing* (you/do), Julia?
**B:** I [b]*'m making* (make) some lunch for us, Dave. It shouldn't be long. [c]*Do you think* (you/think) these eggs will be hard-boiled yet?
**A:** Well, I don't know. How long [d]*have you been boiling* (you/boil) them for?
**B:** About an hour.
**A:** An hour? I [e]*think* (think) they might be done, yes. In fact, we might have trouble eating them unless you've got a hammer!

**2 Make questions using an appropriate present tense.**

you / ever / try / Thai food?
*Have you ever tried Thai food*?

1 food prices / go up / at the moment?
*Are food prices going up at the moment* ?
2 you / ever / cut your finger / preparing food?
*Have you ever cut your finger preparing food* ?
3 How often / you / cook a meal / for the family?
*How often do you cook a meal for the family* ?
4 How long / you / go to this school?
*How long have you been going to this school* ?
5 How long / you / know your best friend?
*How long have you known your best friend* ?

**3 Complete the sentences and questions with the correct form of the verbs in brackets.**

She *goes* (go) for a run a few times a week, but she *'s thinking* (think) of giving it up.

1 I *think* (think) this coffee *tastes* (taste) bitter. I *don't like* (not/like) it.
2 My grandma *bakes* (bake) a lot. She *'s probably making* (probably/make) a cake right now.
3 My dad *doesn't see* (not/see) why young people *love* (love) fast food so much.
4 What *are you looking* (you/look) for? *Have you lost* (you/lose) your glasses again?
5 I *'ve been doing* (do) some cooking all morning. That's why it *smells* (smell) of onions here!

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

What *do you think* (*uważasz*) about buying this software?

1 Guess what! I *'ve become* (*zostałem*) a vegetarian since we last met.
2 Ken *doesn't cook* (*nie gotuje*) every evening because sometimes he doesn't get home until 9 p.m.
3 Shelly and Nick *aren't working* (*nie pracują*) today because they've both got food poisoning.
4 Excuse me, waiter. We *'ve been waiting* (*czekamy*) for our desserts for half an hour now.
5 You're out of breath. *Have you been running* (*Biegałeś*)?

**5 Complete the sentences with the correct form of the verbs in the box.**

| | | | |
|---|---|---|---|
| ~~cook~~ | not/make | not/see | prefer |
| read | take | think | write |

I'm really tired. I *'ve been cooking* all day.

1 I *haven't seen* Margaret recently. How is she?
2 She *thinks* she'd like the steak, but she *hasn't made* up her mind yet.
3 My daughter *has been reading* a lot about Mexico lately. That's where she wants to go on her holiday, I guess.
4 I'm watching my weight, so I *prefer* a vegetarian diet at the moment.
5 The meeting *is taking* place upstairs today because of the flood damage on the ground floor.
6 Margaret *has written* all the reports. Can you take them up to Mr Jones?

## Czasy przeszłe

### Past Simple

Czasu **Past Simple** używamy, gdy mówimy:

- o czynnościach i wydarzeniach, które rozpoczęły się i zakończyły w przeszłości. Często też określamy, kiedy zdarzenia miały miejsce:

  *We **bought** this house in 2013.*
- o wydarzeniach następujących po sobie:

  *Messi **kicked** the ball, and it **flew** into the net.*

### Past Continuous

Czasu **Past Continuous** używamy:

- gdy mówimy o czynnościach, które trwały w określonym momencie w przeszłości:

  *'What **were** you **doing** at eight yesterday evening?'*

  *'I **was watching** a football game on TV.'*
- gdy mówimy o czynnościach trwających w przeszłości, podczas których nastąpiły inne, krótsze zdarzenia (które wyrażamy w czasie Past Simple):

  *While she **was skiing** down the slope, another skier **crashed** into her.*
- gdy opisujemy tło dla innych wydarzeń:

  *On the day of the match, the sun **was shining**, and a light breeze **was blowing**.*

### Past Perfect Simple

Czasu **Past Perfect Simple** używamy, gdy mówimy o czynnościach, które miały miejsce przed określonym momentem w przeszłości lub inną czynnością przeszłą. Wówczas czas Past Perfect Simple wskazuje, że dana czynność poprzedzała inne czynności wyrażone w czasie Past Simple:

*The party **had finished** by midnight.*

*Owen **had scored** two goals before the coach **decided** to substitute him.*

**1 Complete the sentences and questions with the correct form of the verbs in brackets.**

I went ice-skating last weekend – it was the first time I *had tried* (try) it.

1 Sheila *came* (come) home and *locked* (lock) herself in her room.
2 I couldn't open the door because I *had left* (leave) my keys at home.
3 Sorry, we *were talking* (talk) about something else. Could you repeat that, please?
4 I broke a bone once. I *was riding* (ride) my bike and crashed into a tree.
5 *Had he ever coached* (he/ever/coach) a basketball team before he took on the school team?

**2 Complete the text with the correct form of the verbs in brackets.**

Yesterday, two British climbers *completed* (complete) one of the most difficult climbing routes in the world. Over 4 million people [1]*were watching* (watch) live on the Internet when the brave pair [2]*reached* (reach) the top of 'Old Major', a rock face in Yellowstone National Park. By the time they completed their adventure, they [3]*had climbed* (climb) over 900 metres through all kinds of weather. Luckily, there were no weather problems yesterday – the sun [4]*was shining* (shine) brightly when the exhausted climbers finally [5]*pulled* (pull) themselves over the top of the rock face at exactly 15.37.

**3 Complete the sentences with the correct past forms of the verbs in the box.**

| | | | |
|---|---|---|---|
| make | never beat | not/bring | |
| score | ~~skate~~ | train | watch |

Tom slipped on the ice and broke his leg when he *was skating*.

1 It was 2–2. Then Joe *scored* the winning goal in injury time.
2 We fell asleep while we *were watching* a film.
3 Beth couldn't do PE because she *hadn't brought* her PE kit.
4 Jack was ecstatic. He *had never beaten* his brother before.
5 Tess didn't realise she *had made* so many mistakes!
6 Lucy *was training* for a triathlon when she twisted her ankle.

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

It *was snowing* (*padał śnieg*) heavily when the marathon began.

1 We got stuck in traffic on the way to the game and, by the time we got there, our team *had already scored* (*już zdobyła*) three baskets.
2 *Did you remember* (*Pamiętałeś*) to take an extra racket for Tom yesterday?
3 *Were you watching* (*Oglądałeś*) when the rider fell off his horse? It *looked* (*wyglądało*) pretty painful.
4 The golfer who missed the vital shot *threw* (*rzucił*) his club into the lake.
5 We weren't allowed in the pool because we *had forgotten* (*zapomnieliśmy*) our swimming caps.
6 The goalkeeper *wasn't concentrating* (*nie koncentrował się*) when the attacking player suddenly took a shot.

**5 Complete the extract from a successful football player's biography with the correct past form of the verbs in the box.**

| | | | |
|---|---|---|---|
| ~~do~~ | like | look forward to | |
| not/understand | score | study | win |

I've always been a very competitive person. At school, I *did* a lot of athletics, and later while I [1]*was studying* at university, I played football on the first team. I was never truly satisfied unless I was the one who [2]*scored* the goals. It wasn't enough to beat the opponent, I had to be the absolute best at whatever I did. By the time I was twenty-three, I [3]*had won* awards and I [4]*was looking forward to* a successful football career. To be honest, not many people [5]*liked* me because of my attitude, but I couldn't help it at that time. If I had been more mature, I would have realised that winning wasn't the most important thing in life. I [6]*didn't understand* then why other people were satisfied with keeping fit or going cycling, or even just throwing a ball around for fun, but now I do.

**6 Make sentences and questions using an appropriate past tense.**

We / meet / long before / we / start / high school.
*We had met long before we started high school.*

1 I / not know / how to make a cake / when / I / be ten.
*I didn't know how to make a cake when I was ten.*
2 it / rain / when / you / go to school?
*Was it raining when you were going to school?*
3 by the time / we / arrive / at the party / everyone / already / leave.
*By the time we arrived at the party, everyone had already left.*
4 We / talk about her / when / she / call.
*We were talking about her when she called.*
5 She / never feel / so happy / before / she / meet him.
*She had never felt so happy before she met him.*

## Wyrażanie przyszłości

### Present Simple

Czasu **Present Simple** używamy w odniesieniu do przyszłości, gdy mówimy o wydarzeniach, których termin wynika z zewnętrznych ustaleń (np. rozkłady jazdy, plany lekcji, terminy świąt):

*Lunch break **starts** at 12.30 and **finishes** at 13.30.*

*What time **does** our train **leave**?*

### Present Continuous

Czasu **Present Continuous** używamy w odniesieniu do przyszłości, gdy mówimy o sprecyzowanych planach, których czas realizacji jest już zwykle określony:

*I'**m leaving** tomorrow, so I can't go to the cinema with you.*

### *be going to*

Konstrukcji ***be going to*** + **bezokolicznik** używamy, gdy mówimy o:

- zamiarach i planach, które mogą ulec zmianie:

  *What **are** you **going to prepare** for lunch?*
- przewidywaniach dotyczących przyszłości, które wynikają z tego, co w danej chwili wiemy i widzimy:

  *Look at the time! We'**re not going to get** to the station on time.*

### Future Simple

Formy ***will*** + **bezokolicznik** używamy, gdy mówimy o:

- spontanicznych decyzjach podejmowanych w momencie mówienia:

  *Wait for me! I'**ll help** you with the shopping.*
- przewidywaniach, które wynikają z naszych opinii, intuicji lub doświadczenia:

  *You can borrow my dictionary, but **I'll** probably **need** it back next week.*

  *Do you think Poland **will beat** Italy?*

Formy ***shall*** używamy w pytaniach z zaimkami ***I*** oraz ***we***, gdy oferujemy pomoc lub wyrażamy sugestie i propozycje:

*These bags look heavy. **Shall** I **carry** them for you?*

***Shall** we **have** a barbecue this evening?*

### Future Continuous

Czasu **Future Continuous** używamy, gdy mówimy o czynnościach, które będą trwały w określonym momencie w przyszłości:

*We **will be making** a cake at 5 p.m.*

### Future Perfect

Czasu **Future Perfect** używamy, gdy mówimy o czynnościach lub sytuacjach, które zakończą się przed określonym momentem w przyszłości:

*I **will have cooked** all the dishes by 3 o'clock.*

FOCUS 3 GRAMMAR REVIEW

### Zdanie czasowe dotyczące przyszłości

Mówiąc o przyszłości, w zdaniach złożonych używamy czasu **Present Simple** po następujących wyrażeniach:

- ***if*** (jeśli) → ***If*** *you* ***don't have*** *breakfast at home, you will feel hungry very soon.*
- ***when*** (gdy/kiedy) → *We will cook the pasta* ***when*** *Luigi* ***arrives****.*
- ***unless*** (jeżeli nie / chyba że) → *You won't lose weight* ***unless*** *you* ***eat*** *fruit and vegetables every day.*
- ***before*** (przed/zanim) → *I'll brush my teeth* ***before*** *I* ***go*** *to bed.*
- ***after*** (po / (po tym) jak) → *We'll have some coffee* ***after*** *we* ***get*** *back home.*
- ***until*** (aż / dopóki nie) → *I'll wait for you* ***until*** *you* ***finish****.*
- ***as soon as*** (gdy tylko / jak tylko) → *I'll call you* ***as soon as*** *I* ***finish****.*
- ***as long as*** (pod warunkiem że / jeśli tylko) → *I'll make breakfast* ***as long as*** *you* ***do*** *the washing-up.*

**1 Match the sentences with their functions.**

I think I'll go for a walk today. j
1 Jill loves cooking and she's going to become a chef. f
2 Will you show me how to use the new oven? i
3 We have Biology class every Monday at 11. d
4 The students will have received their results by Friday. b
5 The planet will become warmer in the future. g
6 Dad's so tired that he's going to fall asleep on the sofa. c
7 Shall we go out for dinner tonight? e
8 I'll be meeting Sam at the station at 2 o'clock. a
9 We're going away next weekend. h

a an action in progress at a future time
b an event that will happen before a specific future time
c a prediction based on evidence
d a scheduled event based on a timetable
e a suggestion
f an intention
g a prediction
h a future plan or arrangement
i a request
j a decision taken at the moment of speaking

**2 Choose the correct options.**

Hang on a minute. I *get* / *'ll get* my jacket and then we can leave.
1 Tom *will have left* / *will be leaving* by 3 p.m. tomorrow.
2 Technology *will make* / *will be making* life easier in the future.
3 Josh and Kate *are returning* / *will return* from their holiday tomorrow.
4 *Shall* / *Will* I make you a cup of tea, Grandma?
5 Slow down! You *'re going to have* / *'re having* an accident!
6 Don't forget to meet Jim at the station; his train *will arrive* / *arrives* at 3.45 p.m.
7 *Do they finish* / *Will they have finished* painting their house by next week?

**3 Choose the correct answers A–C.**

By this time tomorrow, he __ for Scotland.
A will have left B will be leaving C is leaving
1 On Sunday at 12 o'clock, I __ my friends in the country.
A will visit B will have visited C will be visiting
2 By the time we get to the stadium, the match __ .
A will start B will have started
C is going to start
3 I __ you tomorrow at school.
A will see B see C will be seeing
4 We __ Stan at the café at 2.30 today.
A meet B are meeting C will meet
5 Where __ for your summer holiday this year?
A are you going to go B do you go
C shall you go
6 You must be hungry. __ you a sandwich?
A Am I going to make B Will I be making
C Shall I make
7 Look at those dark clouds. It __ soon.
A rains B is going to rain C is raining
8 I promise I __ out too late.
A won't be staying B am not going to stay
C won't stay

**4 Read Ben's schedule for university tomorrow. Then complete the sentences with the Future Continuous or the Future Perfect form of the verbs in brackets.**

| | | | |
|---|---|---|---|
| *8.00* | *leave the house* | *1.00* | *have lunch* |
| *8.30* | *arrive at university* | *2.00* | *lab experiment* |
| *9.00* | *lecture starts* | *5.00* | *leave lab* |
| *11.00* | *lecture finishes* | *5.30* | *arrive home* |

By 8.15, he *will have left* (leave) the house.
1 At 8.45, he *will be waiting* (wait) for the lecture to start.
2 By 9.15, the lecture *will have started* (start).
3 At 10.30, he *will be sitting* (sit) in the lecture hall.
4 By 2.00, he *will have eaten* (eat) his lunch.
5 At 3.00, he *will be doing* (do) a lab experiment.
6 By 5.15, he *will have finished* (finish) the experiment.
7 By 6.00, he *will have arrived* (arrive) home.

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

Our coach thinks we *will win* (win) the match, but I'm not so sure.
1 This time next month, he *will be sailing* (sail) in the Mediterranean.
2 When *do* your music lessons *start* (start)?
3 We *are going to go* (go) to the concert on Friday, but we haven't bought tickets yet.
4 I *am having* (have) a dinner party tomorrow night, so I need to go shopping today.
5 The phone's ringing; I *will answer* (answer) it.
6 *Shall* I *bring* (bring) you the newspaper, Dad?
7 The Smiths *won't have moved* (not/move) into their new house by the summer.
8 Don't walk to the station; I *will drive* (drive) you there.

**6 Correct the mistakes in bold.**

If you **will work** hard, you'll do well in your exams. *work*
1 Look at Sally! She **will be winning** the race! *is going to win*
2 Do you think humans **shall ever live** on other planets? *will ever live*
3 Tomorrow, we **will be having** a picnic in the park. *are going to have*
4 The film **is starting** at 6.30, so let's meet outside the cinema at 6.15. *starts*
5 I **will go** swimming tomorrow morning. Why don't you come with me? *am going*
6 This time next year, I **study** at university. *will be studying*
7 I'll buy the cinema tickets, as long as you **will pay** for dinner. *pay*
8 By the time I finish this novel, I **will be reading** three other books. *will have read*

**7 Complete the second sentence so that it means the same as the first. Use the word in capitals.**

What's your prediction for the World Cup?
**WIN**
Who do you think *will win* the World Cup?
1 I'm going to the beach tomorrow and I'm going to play volleyball.
**WHEN**
I'm going to play volleyball *when I go* to the beach tomorrow.
2 Hurry up or we'll get to the stadium after the match starts.
**WILL**
Hurry up or, by the time we get to the stadium, the match *will have started* .
3 You must speak to your teacher before you can leave.
**UNTIL**
You can't leave *until you speak* to your teacher.
4 Their party is on Saturday night.
**HAVING**
They *are having a/their party* on Saturday night.
5 I'm going to play tennis at 6, so I can't meet you then.
**PLAYING**
I can't meet you at 6 because I *will be playing* tennis then.
6 After you cook the pasta, serve it immediately.
**SOON**
You must serve the pasta *as soon as you cook* it.
7 What are your plans for the summer?
**DO**
What *are you going to do* in the summer?
8 If you don't want to go out tomorrow night, we won't.
**UNLESS**
We won't go out tomorrow night *unless you want* to.

### Zdania warunkowe pierwszego, drugiego i trzeciego stopnia; *wish* oraz *if only*

#### Zdania warunkowe pierwszego stopnia

- Zdań warunkowych pierwszego stopnia (***if*** **+ Present Simple,** ***will/could/might*** **+ bezokolicznik**) używamy, gdy mówimy o zdarzeniach z teraźniejszości lub przyszłości, które mogą nastąpić, jeśli zaistnieją określone warunki:

  *If you* ***leave*** *a message, they'****ll call*** *you back.*

  *You* ***might get lost*** *unless you* ***take*** *a map with you.*

#### Zdania warunkowe drugiego stopnia

- Zdań warunkowych drugiego stopnia (***if*** **+ Past Simple,** ***would/could/might*** **+ bezokolicznik**) używamy, gdy mówimy o obecnych lub przyszłych sytuacjach lub stanach, których zmiana jest niemożliwa lub bardzo nieprawdopodobna:

  ***Would*** *you* ***tell*** *him the truth if he* ***asked*** *you?*

  *I'm sure you* ***could do*** *that if I* ***showed*** *you how.*

#### Zdania warunkowe trzeciego stopnia

- Zdań warunkowych trzeciego stopnia (***if*** **+ Past Perfect,** ***would have*** **+ past participle**) używamy, gdy mówimy o sytuacjach, które mogły mieć miejsce w przeszłości, ale nigdy się nie zdarzyły.

  *If you* ***had accepted*** *my help, you* ***would have avoided*** *a lot of trouble.*

#### *wish* oraz *if only*

- Konstrukcji ***wish/if only*** + **Past Simple** używamy, aby wyrazić żal, że coś ma miejsce lub nie ma miejsca w chwili obecnej:

  *John* ***wishes*** *he* ***didn't have to*** *sell the house.*

  ***If only*** *I* ***could*** *help you.*

- Konstrukcji ***wish/if only*** + ***would*** + **bezokolicznik** używamy, aby wyrazić życzenie, by obecna trudna lub uciążliwa sytuacja się zmieniła. Zwykle są to sytuacje, na które nie mamy wpływu:

  *I* ***wish*** *they'****d stop*** *playing loud music in the evenings.*

  ***If only*** *you'****d come back*** *earlier.*

- Wyrażenie ***if only*** wyraża żal silniej niż czasownik ***wish***.

**1 Complete the sentences with the correct form of the verbs or phrases in the box.**

buy explode know not/behave see sit

Careful! If you shake up the lemonade, it *'ll explode* when you open it.
1 Three hours with nothing to eat! I *would have bought* a sandwich for the journey if there'd been time.
2 Kids in horror films are silly. If I *saw* an old house in the woods, I wouldn't go anywhere near it.
3 If I *had known* how difficult this book was going to be, I wouldn't have started it in the first place.
4 The cat's shy, but he will come to you if you *sit* still and keep quiet.
5 If you really respected me, you *wouldn't behave* so horribly towards me all the time.

**2 Write sentences with *wish* or *if only* to show that you would like the situations or behaviour to be different.**

I don't live abroad.
*I wish/If only I lived abroad.*

1 I can't read music.
*I wish/If only I could read music.*
2 My sister doesn't help around the house.
*I wish/If only my sister would help around the house.*
3 My dad has to work very long hours.
*I wish/If only my dad didn't have to work very long hours.*
4 My sister doesn't let me use her laptop.
*I wish/If only my sister would let me use her laptop.*
5 My brother is very annoying.
*I wish/If only my brother weren't/wasn't annoying.*
6 My mum always embarrasses me in front of visitors.
*I wish/If only my mum wouldn't embarrass me in front of visitors.*

**3 Complete the second sentence to show you would like the situation or behaviour to be different.**

My parents are so strict.
If only my parents *weren't* so strict.

1 Mum makes such a fuss if I'm slightly late.
If only *Mum wouldn't make* such a fuss when I'm slightly late.
2 I don't have a photographic memory.
If only *I had* a photographic memory, I wouldn't need to do any revision.
3 My girlfriend hasn't called me yet today.
I wish *my girlfriend would call* me before bedtime.
4 There is no snow in the mountains.
If only *there was/were* snow in the mountains, we could go skiing.
5 I don't want to be here. I'd rather be anywhere else.
I wish *I wasn't/weren't* here. I'd rather be anywhere else instead.
6 Kerry taps her pen on the desk. It's annoying.
I wish *Kerry wouldn't tap* her pen on the desk. It's annoying.

**4 Complete the sentences with the correct form of the verbs in brackets.**

I can't go out now. If I *don't help* (not/help) my mother around the house, she *won't let* (not/let) me use the Internet tomorrow.

1 If I *could meet* (can/meet) anyone, dead or alive, I *would choose* (choose) to meet John Lennon.
2 I'm a big fan of opera. I wish my boyfriend *loved* (love) opera too.
3 You *would never have been able* (never/be able) to buy a new laptop last year if I *hadn't lent* (not/lend) you the money.
4 I'd love to visit Barcelona one day. If only I *could afford* (can/afford) to go.
5 Jane's little brother is so spoilt. If you *don't give* (not/give) him what he wants, he *gets/will get* (get) really angry.
6 If you *were* (be) a teacher, *would you accept* (you/accept) friend requests from your students on Facebook?
7 Jake has a scooter, but he wishes he *had* (have) a motorbike.

**5 Make sentences using correct verb forms.**

My grandma died when she was seventy. I / wish / she / live to be eighty. *I wish she had lived to be eighty.*

1 I don't understand what he's saying. if / I / know Arabic / I / talk to him. *If I knew Arabic, I'd talk to him* .
2 She can't do it herself. If only / I know / how to help her. *If only I knew how to help her* .
3 if / the weather in Poland / be better / last year / we / not go abroad on holiday. *If the weather in Poland had been better last year, we wouldn't have gone abroad on holiday* .
4 you / ask her to dance / if / she / come to your party tomorrow? *Will you ask her to dance if she comes to your party tomorrow?* .
5 he / wish / his sister / not come into his room all the time. *He wishes his sister wouldn't come into his room all the time* .
6 she / not be late every day / if / she / live closer. *She wouldn't be late every day if she lived closer* .

## Czasowniki modalne – wyrażanie przypuszczeń

- Aby wyrazić przypuszczenia dotyczące sytuacji w teraźniejszości lub w przyszłości, używamy czasowników modalnych ***must/might/may/could/might not/may not/can't*** + **bezokolicznik**.
- Aby wyrazić przypuszczenia dotyczące sytuacji z przeszłości, używamy czasowników modalnych ***must/might/may/could/might not/may not/can't + have + past participle.***

***must***

- Czasownik ***must*** wyraża bardzo silnie przekonanie (graniczące z pewnością), że coś jest lub było prawdą:

*There **must be** something wrong with the engine.*

*She **must have made** a mistake in her calculations.*

***might/may/could***

- Czasowniki ***might, may*** i ***could*** wyrażają słabe przypuszczenie, że coś jest, będzie lub było możliwe lub prawdopodobne:

*This **might/may/could be** the article I'm looking for.*

*Some people say that life on Earth **might/may/could have originated** from another planet.*

- Czasowniki ***might not*** i ***may not*** wyrażają przypuszczenie, że coś nie ma, nie będzie miało lub nie miało miejsca:

*Life on other planets **might not/may not** exist at all.*

*Here are some facts you **may not/might not have heard** about.*

***can't/couldn't***

- Czasowniki ***can't/couldn't*** wyrażają bardzo silnie przekonanie (graniczące z pewnością), że coś nie ma lub nie miało miejsca:

*He **can't be** English; his accent is too strong.*

*This book **can't/couldn't have been written** by an expert.*



**1 Complete the second sentence so that it means the same as the first.**

It's possible space exploration will lead to the discovery of other life forms.
Space exploration *might lead* to the discovery of other life forms.

1 I'm sure he's very intelligent.
He *must be* very intelligent.
2 I don't know if all the explorers understood the significance of their discoveries.
Many explorers *may/might not have understood* the significance of their discoveries.
3 I'm sure early computer analysts didn't imagine how important the Internet would become.
Early computer analysts *can't/couldn't have imagined* how important the Internet would become.
4 I'm sure that documentary was very interesting.
That documentary *must have been* very interesting.

**2 Rewrite the sentences. Use the words in capitals.**

I'm sure it isn't true that your cousin saw a UFO land on the school football field. **CAN'T**
*Your cousin can't have seen a UFO land on the school football field.*

1 It is possible that human beings will visit the Moon again one day. **MAY**
*Human beings may visit the Moon again one day.*
2 I am sure it's true that there is life somewhere else in the universe. **BE**
*There must be life somewhere else in the universe.*
3 It is possible that life arrived on Earth when an asteroid crashed into the planet. **HAVE**
*Life could/might/may have arrived on Earth when an asteroid crashed into the planet.*
4 It's possible we didn't land on the Moon in 1969. **MIGHT**
*We might not have landed on the Moon in 1969.*

**3 Complete the sentences with an appropriate modal structure and the verb in brackets. Sometimes more than one answer is possible.**

They *can't have come* (not/come) this way because there are no footprints in the snow.

1 All the other passengers got off, but Vicky wasn't there. She *must/might/may/could have missed* (miss) the train.
2 Derek still isn't here. I suppose he *might/may/could have got* (get) stuck in traffic.
3 We *can't be* (not/be) there yet. It's 400 km away, and we only left home ninety minutes ago.
4 I *might/may/could arrive* (arrive) late if the traffic is bad, so please start without me if I'm not there by nine.
5 I know you are worried that the parcel has got lost, but they *might/may not even have posted* (not/even/post) it yet.
6 Diane's shoes are still here, so she *can't/couldn't have left* (not/leave) yet.

**4 Think of alternatives for the underlined verb structures. Use *can't, could, may, might* and *must* and an infinitive or perfect infinitive. Use each modal verb once.**

According to a recent UK survey, many people still believe that aliens *may/might/could have visited* (have possibly visited) Earth. When people report sightings of Unidentified Flying Objects (UFOs), they usually describe strange lights and shapes. Other people say aliens [1] *can't/couldn't have approached* (definitely haven't approached) our planet because otherwise there would be some proof. They believe that all 'sightings' of UFOs [2] *must be* (are definitely) either natural weather events or man-made, i.e. aircraft, Chinese lanterns or even hoaxes.
But certain government officials think that aliens [3] *may/might/could have been* (have possibly been) to Earth for military reconnaissance, scientific research or tourism and [4] *may/might/could continue* (will possibly continue) to do so in future.

**5 Rewrite the comments using the verbs in capitals.**

I'm sure you're very pleased.
**MUST**
*You must be very pleased.*

1 It's possible that she is in her room.
**MIGHT**
*She might be in her room.*
2 I'm sure she isn't that old.
**CAN'T**
*She can't be that old.*
3 It's possible that he hasn't received it yet.
**MAY NOT**
*He may not have received it yet.*
4 I'm certain you left it at home.
**MUST**
*You must have left it at home.*
5 I'm sure you're not serious.
**CAN'T**
*You can't be serious.*
6 It's possible that you don't want to hear this.
**MIGHT NOT**
*You might not want to hear this.*
7 It's possible that they overheard what we said.
**COULD**
*They could have overheard what we said.*

## Mowa zależna

### Zdania oznajmujące

W mowie zależnej przytaczamy wypowiedzi za pomocą ***say*** i ***tell*** lub innych czasowników oraz słowa ***that***, które można pominąć. Czasownik ***tell*** wymaga dopełnienia (np. *me*):

*'I bought a bunch of flowers for my wife.' → He **said / told me (that)** he had bought a bunch of flowers for his wife.*

W zdaniach w mowie zależnej zamianie ulegają:

- czasy – według następującego schematu:

| Mowa niezależna (Direct Speech) | Mowa zależna (Reported Speech) |
|---|---|
| **Present Simple**<br>Rose: 'I do the shopping at weekends.' | **Past Simple**<br>Rose said (that) she did the shopping at weekends. |
| **Present Continuous**<br>Rose: 'I am doing the shopping.' | **Past Continuous**<br>Rose said (that) she was doing the shopping. |
| **Present Perfect**<br>Rose: 'I have already done the shopping.' | **Past Perfect**<br>Rose said (that) she had already done the shopping. |
| **Past Simple**<br>Rose: 'I didn't do the shopping this morning.' | **Past Perfect**<br>Rose said (that) she hadn't done the shopping that morning. |
| **Past Perfect**<br>Rose: 'I hadn't done any shopping before the party.' | **Past Perfect**<br>Rose said (that) she hadn't done any shopping before the party. |
| ***can/can't***<br>Rose: 'I can't do the shopping.' | ***could/couldn't***<br>Rose said (that) she couldn't do the shopping. |
| ***will/won't***<br>Rose: 'I won't do the shopping on my own.' | ***would/wouldn't***<br>Rose said (that) she wouldn't do the shopping on her own. |
| ***be going to***<br>Rose: 'I'm going to do the shopping on Saturday.' | ***was/were going to***<br>Rose said (that) she was going to do the shopping on Saturday. |

- okoliczniki czasu i miejsca (w zależności od kontekstu):

| Mowa niezależna (Direct Speech) | Mowa zależna (Reported Speech) |
|---|---|
| now | at that time/then |
| today | that day |
| tonight | that night |
| yesterday | the day before/the previous day |
| two hours ago | two hours earlier/before |
| tomorrow | the next day/the following day |
| here | there |

- zaimki wskazujące, osobowe oraz zaimki i przymiotniki dzierżawcze (zależnie od kontekstu):

| Mowa niezależna (Direct Speech) | Mowa zależna (Reported Speech) |
|---|---|
| this/these | that/those |
| I/we | he/she/they |
| me/us | him/her/them |
| my | his/her |
| our | their |

### Pytania

Aby przytoczyć pytania w mowie zależnej, używamy czasownika ***ask*** lub czasowników i wyrażeń o podobnym znaczeniu, np. ***enquire, wanted to know***. Zmieniamy te same elementy co w zdaniach oznajmujących (np. czasy, zaimki, okoliczniki czasu i miejsca). Przytaczane pytanie przyjmuje szyk zdania oznajmującego (podmiot przed orzeczeniem).

- Aby przytoczyć pytania ogólne, stosujemy ***if*** lub ***whether***:

  *'**Can** I speak to the manager?' → The customer asked **if/whether** he **could** speak to the manager.*

  *'**Will** you talk to Jen tonight?' → I asked him **if/whether** he **would talk** to Jen that night.*

- Aby przytoczyć pytania szczegółowe, zachowujemy użyty w nich zaimek pytający (np. *what, who, how, where, when*):

  *'**How many** bottles of cola **did** you **buy**?' → I asked my son **how many** bottles of cola he **had bought**.*

  *'**When are** you **coming** back?' → Dorothy wanted to know **when** I **was coming** back.*

### Polecenia

Aby przytoczyć polecenia w mowie zależnej, używamy czasownika ***ask, tell*** lub czasowników i wyrażeń o podobnym znaczeniu, rzeczownika lub zaimka osobowego oraz konstrukcji ***(not) + to + bezokolicznik***:

*'Please refund my money.' → The customer **asked** the manager **to refund** his money.*

*'**Don't apply** the cream more than twice a day.' → The shop assistant **advised** the customer **not to apply** the cream more than twice a day.*



FOCUS 3 GRAMMAR REVIEW

**1 Read the article about advertising slogans. Rewrite the journalist's notes with one word in each gap.**

### Do products live up to their advertising claims?

*By Monica Smith*

I asked three people if they ever bought those products and whether they believed their claims. Here are their reactions.

**1 This cream will make you look ten years younger.**

One woman said that she'd started using anti-ageing cream a few months before, but she knew that it would require more than a cream to keep her young.

**2 This chocolate spread is a healthy breakfast for children.**

A mother said that her children loved chocolate spread. She said that she had hidden the jar away because it was full of sugar and fat. She asked me when they were going to invent healthy chocolate!

**3 You can avoid colds and flu if you use our mouthwash every day.**

One man I spoke to was a doctor. He told me that it was impossible for a mouthwash to prevent illness. He told me not to believe everything I read in adverts.

1 Questions: *Do* you ever buy *these* products? *Do* you believe their claims?
2 Woman: I *started* using anti-ageing cream a few months *ago* , but I know that it *will* require more than a cream to keep *me* young.
3 Mother: *My* children *love* chocolate spread. I *have* hidden it away because it *is* full of sugar and fat. When *are* they going to invent healthy chocolate?
4 Doctor: It *is* impossible for a mouthwash to prevent illness. *Don't* believe everything you read in adverts.

**2 Rewrite the direct speech as reported speech.**

'I'll meet you at half past two tomorrow.'
I remember she said *(that) she would meet me at half past two the next/following day*.

1 'The manager will be here tomorrow if you could come back then.'
The assistant said *(that) the manager would be there the following/next day if I could come back then* .
2 'The advertising executives are arriving tonight.'
It was last Thursday morning that she said *(that) the advertising executives were arriving that night* .
3 'I saw the new advert on TV for the first time today.'
He told us *(that) he had seen the new advert on TV for the first time that day* .
4 'They are going to open the new branch of their coffee shop next week.'
Three weeks ago, the staff member told me *(that) they were going to open the new branch of their coffee shop the following/next week* .
5 'I'm sorry, but your doctor's appointment for today has been cancelled.'
The receptionist called me and told me *(that) she was sorry, but my doctor's appointment for that day had been cancelled* .
6 'I can't promise anything right now.'
She said *(that) she couldn't promise anything right then* .

**3 Report the questions and imperatives.**

'Did you buy the product because you saw the advert?'
They asked me if *I had bought the product because I had seen the advert* .
1 'Taste the drink and then describe the flavour.'
She asked me *to taste the drink and then describe the flavour* .
2 'Would you like to try our service for free for a month?'
He asked me *if/whether I would like to try their service for free for a month* .
3 'Contact us and let us know what you think.'
They told me *to contact them and let them know what I thought* .
4 'Have you ever thought of trying a different brand of lipstick?'
They asked me *if/whether I had ever thought of trying a different brand of lipstick* .
5 'Don't forget to take one pill before breakfast and the other one before bed.'
The pharmacist told me *not to forget to take one pill before breakfast and the other one before bed* .
6 'Who is going to pay for the damage to my computer?'
She asked *who was going to pay for the damage to her computer* .

**4 Complete the reported statements, questions and imperatives.**

'Our bus left two hours ago,' they told us.
They told us *(that) their bus had left two hours earlier/before* .
1 'Are you from this part of town?' the stranger asked Greg.
The stranger asked Greg *if/whether he was from that part of town* .
2 'Do you like going to the cinema?' asked Pauline.
Pauline asked me *if/whether I liked going to the cinema* .
3 'Please don't play in the kitchen,' Barbara told the children.
Barbara told the children *not to play in the kitchen* .
4 'You need to get the assignment back to me by 4 p.m. tomorrow,' said Mr Roberts.
Mr Roberts said *(that) I/we needed to get the assignment back to him by 4 p.m. the following/next day* .
5 'Pick me up some of my special toothpaste from the chemist's,' asked Sylvia.
Sylvia asked me *to pick her up some of her special toothpaste from the chemist's* .
6 'I have never bought anything because of an advertisement,' said Patrick.
Patrick said *(that) he had never bought anything because of an advertisement* .
7 'Is your sister going to visit us this weekend?', asked Vanessa.
Vanessa asked *if/whether my/our sister was going to visit us that weekend* .
8 'Will you be so kind as to show me this photo?', asked Mrs Brown.
Mrs Brown asked *if/whether I would be so kind as to show her that photo* .

FOCUS 3 GRAMMAR REVIEW

## Strona bierna; konstrukcja *have something done*

### Strona bierna

- Stronę bierną stosujemy, gdy bardziej interesuje nas sama czynność niż to, kto ją wykonuje:

  *The presidential election* ***will be held*** *in July.*
- Jeśli jednak chcemy wspomnieć o wykonawcy czynności, używamy ***by***:

  *The telephone* ***was invented*** *in 1876* ***by*** *Alexander Graham Bell.*
- Stronę bierną w poszczególnych czasach gramatycznych tworzymy za pomocą odpowiedniej formy czasownika to be oraz trzeciej formy czasownika głównego (**past participle**).

| | |
|---|---|
| Present Simple | *Coffee* ***is grown*** *and* ***exported*** *by over fifty developing countries.* |
| Present Continuous | *The report* ***is*** *still* ***being examined****.* |
| Past Simple | *When* ***was*** *the Willis Tower* ***built****?* |
| Past Continuous | *At 11 p.m., the suspect* ***was*** *still* ***being questioned****.* |
| Present Perfect | *A new community centre* ***has*** *just* ***been opened*** *in my town.* |
| Past Perfect | *I found out that my application* ***hadn't been accepted****.* |
| *will* | *Over 1,000 companies* ***will be affected*** *by the new regulations.* |
| *be going to* | *You* ***'re going to be informed*** *about the results by email.* |

### *have something done*

Konstrukcji ***have*** **+ dopełnienie + trzecia forma czasownika (*past participle*)** używamy, gdy mówimy o czynnościach, które zostały dla kogoś wykonane przez inną osobę (najczęściej przez specjalistę lub fachowca):

*After the burglary the Jacksons* ***changed*** *their locks.* (zrobili to sami)

*After the burglary the Jacksons* ***had*** *their locks* ***changed****.* (zatrudnili specjalistę)

| | |
|---|---|
| Present Simple | *We* ***have*** *the office* ***cleaned*** *twice a week.* |
| Present Continuous | *Why* ***are*** *you* ***having*** *your windows* ***replaced****?* |
| Past Simple | *We* ***had*** *all the installations* ***checked****.* |
| Past Continuous | *Last year in June, my neighbours* ***were having*** *their house* ***painted****.* |
| Present Perfect | ***Have*** *you ever* ***had*** *your nails* ***done****?* |
| *will* | *When* ***will*** *you* ***have*** *your tyres* ***changed****?* |
| *be going to* | *I* ***'m going to have*** *a burglar alarm* ***installed****.* |

Zwykle zamiast ***have*** możemy również użyć czasownika ***get***:

*We* ***had*** *the documents* ***translated****. = We* ***got*** *the documents* ***translated****.*

**1 Complete the passive sentences. Use *by* + agent if necessary.**

They have never searched me at the airport.
I *have never been searched* at the airport.

1 Nobody will ask for my opinion, anyway.
I *won't be asked* for my opinion, anyway.

2 After his first English lesson, his teacher told him that he spoke with an American accent.
After his first English lesson, he *was told (by his teacher)* that he spoke with an American accent.

3 Today in the café, they added milk to my cup of tea.
Today in the café, milk *was added* to my cup of tea.

4 My parents sent me to the USA for the summer to learn English.
I *was sent to the USA (by my parents)* for the summer to learn English.

5 My American friend is meeting me at the airport in New York.
I *am being met (by my American friend)* at the airport in New York.

6 People will always remember me as the only American in my school.
I *will always be remembered* as the only American in my school.

7 When they were painting the walls, they found this hole.
This hole *was found* when the walls *were being painted* .

8 They are going to post our letters soon.
Our letters *are going to be posted* soon.

**2 Read some trivia facts about the USA and the UK. Rewrite the sentences in the passive, using *by* only if it is necessary.**

Most people think that Christopher Columbus discovered America.
*Most people think that America was discovered by Christopher Columbus.*

1 Every year in the USA, judges send around 60,000 teenagers to prison.
*Every year in the USA, around 60,000 teenagers are sent to prison.*

2 In 1811 in Britain, parents named nearly a quarter of all girls Mary.
*In 1811 in Britain, nearly a quarter of all girls were named Mary.*

3 People in the UK drink more tea than in any other country.
*More tea is drunk by people in the UK than in any other country.*

4 French people built the Statue of Liberty in France.
*The Statue of Liberty was built in France.*

**3 Translate the Polish parts of the sentences.**

*Will he be invited* (*Czy on będzie zaproszony*) to their wedding?

1 My purse *has just been stolen* (*właśnie została skradziona*)!

2 The new shopping centre *won't be built* (*nie zostanie wybudowane*) until 2022.

3 I was in the office when the windows *were being cleaned* (*były myte*).

4 I'm afraid your computer *hasn't been repaired* (*nie został naprawiony*) yet.

5 Whose documents *are being printed* (*są drukowane*) at the moment?

6 When *were they told* (*powiedziano im*) that they were going to be fired?

7 New magazines *are ordered* (*są zamawiane*) every month.

8 Who *was this film directed* (*ten film był wyreżyserowany*) by?

**4 Rewrite the sentences and questions using the correct form of *have something done*.**

The millionaire built a ski-lift in his back garden.
The millionaire *had a ski-lift built* in his back garden.

1 Have you fixed your phone yet, Peter?
Have you *had your phone fixed yet* , Peter?

2 George doesn't cut his hair very often.
George *doesn't have his hair cut* very often.

3 Lena didn't whiten her teeth because it was too expensive.
Lena *didn't have her teeth whitened* because it was too expensive.

4 Liam is removing the tattoo next week.
Liam *is having the tattoo removed* next week.

5 Aneta cut her hair extremely short last summer.
Aneta *had her hair cut* extremely short last summer.

**5 Write questions from the prompts. Use the structure *have something done*.**

Have you ever / repair / a bicycle?
*Have you ever had a bicycle repaired?*

1 When did you last / test / your eyes?
*When did you last have your eyes tested?*

2 Will you ever / colour / your hair?
*Will you ever have your hair coloured?*

3 Are you going to / redecorate / your bedroom?
*Are you going to have your bedroom redecorated?*

4 Have you / pierce / your ears?
*Have you had your ears pierced?*

5 When did you last / take / a passport photo?
*When did you last have a passport photo taken?*

## Przedimki

### Przedimek *a/an*

Przedimka ***a/an*** używamy przed rzeczownikami policzalnymi w liczbie pojedynczej:

- gdy wspominamy o kimś lub o czymś po raz pierwszy:

  *There is* ***a*** *piano in the school hall.*
- gdy mówimy o jednej z wielu osób lub rzeczy:

  *I need* ***a*** *new laptop.*
- kiedy chcemy powiedzieć, jaki zawód ktoś wykonuje:

  *Brad is* ***an*** *actor.*
- w wyrażeniach z czasownikiem *have* (np. *have a chat / a walk / a sleep / a talk / a think*):

  *Let's have* ***a*** *look around.*
- w wyrażeniach dotyczących czasu, częstotliwości, szybkości oraz ceny za sztukę:

  *twice* ***a*** *year*

  *100 miles* ***an*** *hour*

  *£1.50* ***a*** *kilo*

### Przedimek *the*

Przedimka ***the*** używamy przed rzeczownikami w liczbie pojedynczej i mnogiej oraz przed rzeczownikami niepoliczalnymi:

- gdy wspominamy o kimś lub o czymś po raz kolejny:

  *There is a piano in the school hall.* ***The*** *piano is very old.*
- gdy nasz rozmówca orientuje się, o jaką rzecz lub osobę chodzi:

  *Let's go to* ***the*** *restaurant we went to last week.*
- przed nazwami rzeczy lub osób jedynych w swoim rodzaju:

  ***The*** *sun sets at 7 p.m.*

  *Who is* ***the*** *music director of La Scala?*
- przed rzeczownikami *theatre*, *cinema* i *radio*:

  *I love going to* ***the*** *theatre.*

  *I heard it on* ***the*** *radio today.*
- przed porami dnia *morning*, *afternoon* i *evening* (ale nie przed słowem *noon*):

  *Let's watch a DVD in* ***the*** *evening.*
- przed nazwami instrumentów muzycznych, gdy mówimy, że ktoś na nich gra:

  *Jane plays* ***the*** *flute and* ***the*** *trumpet.*
- przed przymiotnikami w stopniu najwyższym:

  ***the*** *most famous*
- przed liczebnikami porządkowymi:

  ***the*** *third*
- przed wybranymi nazwami państw (jeśli nazwa jest w liczbie mnogiej lub zawiera rzeczownik pospolity):

  ***the*** *Netherlands*

  ***the*** *United States*

  ***the*** *United Kingdom*

  ***the*** *Czech Republic*

- przed nazwami pasm górskich, rzek, mórz, oceanów, archipelagów i pustyń:
  ***the** Himalayas*
  ***the** Thames*
  ***the** Red Sea*
  ***the** Bahamas*
  ***the** Sahara*

**Brak przedimka *(zero article)***

Przedimka nie używamy:

- w zdaniach o charakterze stwierdzeń ogólnych przed rzeczownikami niepoliczalnymi lub rzeczownikami policzalnymi w liczbie mnogiej:
  ***Music** is very important in my life.*
  *Pete loves **ice cream**.*
  ***Pop stars** are often demanding and self-centred.*
- przed nazwami posiłków:
  *Let's have **dinner**.*
- przed nazwami kontynentów, większości państw, miast (wyjątek: *The Hague*), jezior, pojedynczych wysp i pojedynczych gór:
  *Europe*
  *Great Britain*
  *Manchester*
  *Lake Superior*
  *Easter Island*
  *Mount Everest*

**1 Find and correct the mistakes. There is one mistake in each sentence.**

Would you like to buy a programme for ~~festival~~?
the festival

1 My favourite place in the city is the park. It's ~~a place~~ where I met my girlfriend.
the place
2 I dream of becoming ~~the famous actor~~ one day.
a famous actor
3 For ~~a lunch~~ today, we are having lasagne and green salad.
Ø lunch
4 I don't have enough change to pay the parking fee. Do you have ~~the pound coin~~?
a pound coin
5 ~~Swimming pool~~ in our town is old and scary.
The swimming pool
6 Is this ~~only music~~ you've got on your phone? Don't you have anything else?
the only music

**2 Complete the text with *a/an*, *the* or *Ø* (no article).**

## PRE-SHOW RITUALS

In theatres all over Ø London, artists are getting ready to perform. Most of them are too nervous to have [1] Ø dinner before the show, so how do they spend the few hours before the show begins? Here, three performers talk about their pre-show rituals.

**TINIE TEMPAH is [2]a singer.**

He prepares for a gig in the same way [3]an athlete gets ready for [4]a big event. About an hour before the gig, he does a lot of stretching. Sometimes he has [5]a massage.

**STEPHEN MANGAN is [6]an actor.**

After six months of doing the same show eight times [7]a week, [8]the biggest challenge is getting himself into exactly the same mental state every night. He comes to [9]the theatre, and sometimes he doesn't want to be there. But the fact that people are waiting to see him is [10]a great motivating factor.

**SARA PASCOE is a comedian.**

She always gets nervous before a gig. She looks at [11]the script, and tries not to think about the things that could go horribly wrong. She tells herself [12]Ø positive things.

**3 Complete the sentences with *a/an*, *the* or *Ø* (no article).**

I'm going to the cinema tomorrow. Would you like to come?

1 Did you know that the smallest village is Poland is Luboszów? There are only two inhabitants!
2 I just saw a cat with really short, silvery fur. Is that what they call a Russian Blue?
3 What time do you want to have Ø lunch?
4 I've decided I'm going to have a haircut. I'm tired of having long hair.
5 Isn't he the actor that's in that new soap opera?
6 Did you know that the capital of Ø Canada is Ottawa?
7 It's the third time you have been late this week.





## 1.2 Present and past habits
## 1.5 Verb patterns

**1 Complete the second sentence using the word in capitals so that it has a similar meaning to the first.**

1 When she was a child, they would take her to the local park every Sunday. **USED**
When she was a child, they used to take her to the local park every Sunday .
2 Sophie never allowed her children to stay up late during the week. **WOULD**
Sophie would never/not allow her children to stay up late during the week .
3 Did you enjoy going to school when you were younger? **USE**
Did you use to enjoy going to school when you were younger ?
4 Thanks to the new computer lab, we can take part in IT competitions for schools. **ENABLES**
The new computer lab enables us to take part in IT competitions for schools .
5 Jenny has an irritating habit of chewing gum in class. **ALWAYS**
Jenny is always chewing gum in class .
6 Remind me to call the vet. **FORGET**
Don't let me forget to call the vet .
7 Why can't you make him tell the truth? **FORCE**
Why can't you force him to tell the truth ?
8 'You should start a new hobby, Ms Dodgson,' the doctor said. **ADVISED**
The doctor advised Ms Dodgson to start a new hobby .

## Summative Practice Unit 1

**2 Complete the text with the correct form of the verbs in brackets.**

A lazy wolf lived in a jungle. There was a small lake near his house where other animals [1]came/would come (come) to drink fresh water. The wolf [2]was always sitting (always/sit) nearby, hoping [3]to get (get) fresh food easily. This really annoyed the animals, but there was no other pond. One day, the wolf found a dead bull. 'What good luck!' he thought. While he [4]was eating (eat) the bull, he [5]realised(realise) that another animal might pass by. The wolf fancied [6]eating (eat) the bull all by himself and because he refused [7]to share (share) his meal, he began [8]chewing/to chew (chew) on the meat more quickly.

Because he [9]was eating (eat) so fast, he didn't notice a small bone. This got stuck deep in his throat and was really painful. 'Ooooh, this hurts! What now?' thought the wolf. Luckily, he remembered that a crane lived nearby and so he [10]found (find) the crane and begged him to remove the bone. 'I [11]will give (give) you a present if you help me,' he promised.

The crane was a friendly creature and told the wolf [12]to open (open) his jaws wide. The crane reached into the wolf's mouth and with its long beak managed [13]to pull (pull) the bone free. The wolf was relieved, but when the crane asked for his present he responded: 'I don't remember [14]promising (promise) anything.'

'You said that if I removed the bone, you [15]would give (give) me a present,' said the crane with obvious disappointment.

The wolf, who [16]had already begun (already/begin) walking away, stopped [17]to say (say): 'You put your head into my mouth and are still alive. Is that not a present?'

The crane at that moment decided [18]not to help (not/help) any other creatures in the future.

**3 Find and correct the mistakes. There may be more than one mistake in a sentence.**

1 When Joe was in college, he ~~was used to~~ study hard.
used to
2 Last year, he ~~used to study~~ very hard.
studied
3 We can't ~~afford buy~~ a new car right now.
afford to buy
4 During the meeting, we stopped ~~calling~~ Ms Thomson: we didn't want to waste time ~~to discuss~~ things we didn't know anything about.
to call, discussing
5 Did she ~~used~~ to fall behind with her homework?
use
6 Kate couldn't log in because she ~~forgot~~ the password.
had forgotten
7 If your boyfriend ~~would forget~~ your birthday, ~~will~~ you make a big fuss?
forgot, would
8 The clock must ~~be stopped~~. It's six o'clock now!
have stopped

**4 Read the jokes and choose the correct options.**

1 **Q:** What *are you getting* / *do you get* when you cross fish and an elephant? **A:** Swimming trunks.
2 **Q:** Why did the traffic light turn red? **A:** You *will* / *would* too if you *had to* / *have to* change in the middle of the street!
3 **Q:** Why do seagulls fly over the sea? **A:** Because if they *flow* / *flew* over the bay they *would be* / *will be* bagels!
4 **Q:** Which is *the longer* / *longest* word in *the* / – dictionary? **A:** 'Smiles', because there is – / *a* mile between each 's'!
5 **Q:** Why did Johnny have the clock *threw* / *thrown* out of the window? **A:** Because he wanted to see time *to fly* / *fly*!

**5 Complete the sentences with the correct form of the words in brackets. Make any changes necessary, but do not change the order of the words.**

1 We used to have a swim (use/have/swim) at least once a day when we were at the seaside.
2 Lily gave up her job because she couldn't stand working in (not/stand/work) an office.
3 Can you remember to pay the fine (remember/pay/fine) today, please?
4 Why are you always complaining about (you/always/complain) food? Next time I'd like you to make dinner.
5 I'm sure Bill didn't intend to hurt (not/intend/hurt) you when he talked to you like that.
6 Do you know if Sue has finished tidying up? I saw her cleaning the floor (see/she/clean/floor) an hour ago, and I'm not sure if she can talk to me right now.

## 2.2 Past Perfect Simple and Continuous
## 2.5 Relative clauses

**1 Complete the sentences with one word in each gap.**

1 At last week's party, she met people she *had* not seen for ages.
2 Paul hadn't *been* sleeping for long when he heard a terrible noise.
3 When he finally proposed to Jane, they *had* been going out for three years.
4 We were embarrassed to admit we had *not/never* heard that name before.
5 She lost touch with her best friend, *which* made her really sad.
6 That's the dog *which/that* bit the child.
7 My neighbour, *whose* husband is Dutch, moved to Holland last week.

## Summative Practice Units 1–2

**2 Find and correct the mistakes.**

1 Before meeting Phil, that idea ~~has never come~~ to my mind.
*had never come*
2 She ~~was trying~~ to call John for some time when she realised she was dialling the wrong number.
*had been trying*
3 Ally and Mark split up, ~~what~~ surprised everybody.
*which*
4 Would you recognise the man ~~stopping~~ you?
*who/that stopped*
5 In August 2011, I ~~used to live~~ in Boston.
*lived*
6 Children ~~bringing up~~ in large families tend to be more independent.
*brought up/who are brought up*
7 Unfortunately, Dave failed ~~passing~~ his driving test.
*to pass*

**3 Choose the correct options.**

Despite record rainfall, one young couple didn't let the bad weather [1]*to stop / stopping / (stop)* their wedding plans.

A young Chinese couple who [2]*(had been planning) / planned / was planning* a large ceremony with up to 300 guests were bitterly disappointed when only ten people [3]*were turning up / had turned up / (turned up)*. The severe weather conditions [4]*whose / (that) / what* made travelling so dangerous in the Xinxiang region meant that most guests [5]*(were unable to) / had been unable to / were not used* to attend.

The bride and groom, however, [6]*were not deciding to / had not decided to / (decided not to)* postpone the wedding. The bride announced on a popular social media platform that the only important thing was to have her groom present, [7]*(which) / that / what* made thousands of people respond.

People [8]*(impressed) / who impressed / impressing* with her declaration sent emotional messages citing the value of true love.

Not everybody was so positive, though. Some comments [9]*had attacked / (attacked) / had been attacking* the many guests who failed to attend the couple's wedding. Indeed, many posts encouraged [10]*having / them having / (them to have)* a 'proper wedding.'

**4 Complete the sentences with one word in each gap.**

1 We got to the top after we'd *been* walking for hours.
2 She was really thirsty. She *had* not drunk anything since lunch.
3 This is the person *who/that* we got the news from.
4 Mr Dawson's letter, *which* arrived this morning, is on your desk.
5 My neighbour's children are *always* playing loud music when they're alone.
6 Did they *use* to love sleeping late at the weekend when they were students?
7 When my little sister was younger, she *would* cry every time she lost in a game.

**5 Complete the second sentence using the word in capitals so that it has a similar meaning to the first.**

1 We had to wait for over one hour before the bride finally arrived. **WAITING**
We *had been waiting* for over one hour when the bride finally arrived.
2 I wasn't invited to the wedding reception by anybody. That's why I didn't go. **HAD**
I didn't go to the wedding reception because nobody *had invited me to* go.
3 I have a sister who is married to a French man. **MY**
The man *(that) my sister is married* to is French.
4 I found it really annoying that Kate was showering James with praise. **ANNOYED**
Kate was showering James with praise, *which really annoyed* me.
5 Janet won't ever forget the first time she met Simon. **NEVER**
Janet *will never forget meeting* Simon for the first time.
6 We were late for the wedding because we stopped and bought some flowers. **BUY**
We were late for the wedding because *we stopped to buy* some flowers.
7 My parents complain all the time about the way I dress. **ALWAYS**
My parents *are always complaining about* the way I dress.

**6 Translate the Polish parts of the sentences.**

1 When he arrived home, the phone was ringing.
It *had probably been ringing for* (*prawdopodobnie dzwonił od*) some time.
2 They had only met a few days before. And yet it was as if *they had known each other* (*znali się*) for ages.
3 My neighbour, *whose son is a firefighter* (*którego syn jest strażakiem*), agreed to help me.
4 Last year her best friend refused to attend her birthday party, *which made her feel* (*co sprawiło, że poczuła się*) sad.
5 You are always arriving late!
I *can't stand waiting for you* (*nie znoszę czekać na ciebie*) every time!
6 George denied eating the chocolate even though his sister *had seen him eat it/saw him eat it* (*widziała, jak ją zjadł*).
7 *The man playing the piano* (*Mężczyzna grający na pianinie*) is my dad.





## 3.2 Future forms including the Future Perfect Continuous
## 3.5 Quantifiers

**1 Match the beginnings with the endings to make sentences.**

| | | |
|---|---|---|
| 1 | She hopes she will have | c |
| 2 | This time next year, they will | g |
| 3 | By 8 p.m., we will have | h |
| 4 | Will you have | f |
| 5 | Should I be worried if most of my friends | d |
| 6 | Every house on that street | b |
| 7 | She said goodbye to each | a |
| 8 | She always says goodbye to all | e |
| 9 | There are a few apples left – | j |
| 10 | There are only few bananas left – | i |

a student as they left the room.
b looks quite the same.
c already built her own house by the time she is forty-five.
d have girlfriends and I don't?
e of the students as they leave the room.
f finished your work by the deadline?
g have opened the shopping mall.
h been working on our school project for four hours!
i we'd better go and buy some.
j I don't think we need to buy any today.

## Summative Practice Units 1–3

**2 Choose the correct options.**

1 *None of the / (Neither) / All* parent is coming to the school meeting.
2 *All / (Every) / Both* student receives a certificate.
3 You can call me at work at 8 a.m. I *(will have arrived) / will be arriving / will arrive* at the office by 8.
4 This is the town *that / which / (where)* he would spend his summer holidays.
5 I *('ll still be working) / 'll have been working / 'll have worked* in the garden when you arrive, so I may not hear the doorbell. Just let yourself in, will you?
6 How long *will they be building / will they have built / (will they have been building)* the sports centre by the end of year? It should be ready now!
7 My parents didn't immediately agree *let / letting / (to let)* me go on holiday with my friends.
8 She *was waiting / (had been waiting) / waited* for almost an hour when she was finally served some food.
9 By the end of June, I *(will have been saving) / will be saving / will have saved* for a new bike for five months.
10 Plans *making / (made) / which made* in a hurry may prove not to be well-thought-out.

**3 Complete the text with the words and phrases in the box.**

a little both deal of every few great deal had been is little most most of much number of was where which (x2)

Tea is consumed in [1]*every* country around the globe. But did you know that [2]*most of* it is drank in India?

Indian tea [3]*was* initially grown only for export purposes. In fact, very [4]*little* of it was actually consumed in India meaning that very [5]*few* locals enjoyed the results of their hard work. Once production increased and prices became affordable, however, a large [6]*number of* Indians too began drinking the tea which they [7]*had been* producing for a long time. And like the British, they served their teas with [8]*a little* milk and sugar – not a [9]*great deal*, but just enough to make the bitter liquid smoother to drink.

Over time, however, the Indians' natural inclination was to seek a brew [10]*which* was inspired by their own Eastern tastes. Masala chai was created and was brewed to be [11]*much* stronger and milkier than the tea [12]*most* of us are familiar with. As well as being so strong, it is also made with great amounts of sugar, [13]*which* results in a vastly thicker consistency.

Expert masala chai makers may even add a good [14]*deal of* ginger to the mix and then finish it off with crushed cardamoms, cinnamon or even chilli pepper for extra spice. There are now plenty of places over the whole of India [15]*where* this tasty brew [16]*is* served. Indeed, Indians and tourists [17]*both* enjoy this increasingly popular sweet and spicy tea.

**4 Complete the sentences with the correct form of the words in brackets. Make any changes necessary, but do not change the order of the words.**

1 *Will you be going* (you/go) to the shop later today? Can you buy some milk, please?
2 After they had finished playing, Jenny *encouraged her niece to put* (encourage/she/niece/put) all her toys in the box.
3 By the time they leave for Mars, she *will have been training for ten years* (train/ten/year).
4 *None of us will have moved* (none/we/move) out of our parents' homes by then.
5 I don't know if we *will have finished the whole book* (finish/whole/book) by next Friday.
6 *Several people living in* (several/people/live) our neighbourhood are planning to sell their houses.
7 They *had been waiting at the door* (wait/door) for half an hour, but the shop had not yet opened.
8 Most students are going home for Christmas, so this time next week only very *few of us will be staying* (few/we/stay) on campus.
9 *There is/are a number of things* (there/be/number/thing) you need to consider before choosing a college.
10 Her weird behaviour has been attracting *a great deal of attention* (great/deal/attention) recently.

## 4.2 Question tags and reply questions
## 4.5 Present and past modal structures

**1 Choose the correct options.**

1 When the party was over, she realised she *didn't need to cook* / *didn't have to cook* / *needn't have cooked* so much food as most of it was untouched.
2 No one saw him, *did he* / *did they* / *didn't they*?
3 It's never too late, *isn't it* / *has it* / *is it*?
4 It was his day off yesterday. That's why he *didn't need to get up* / *shouldn't get up* / *needn't have got up* early.
5 You *needn't have called* / *had better not call* / *didn't have to call* him after 10 p.m. He'll have gone to bed.
6 **A:** My parents never let me go to concerts.
**B:** *Don't they* / *Do they* / *Did they*? What a shame!
7 There's no homework for tomorrow, *is there* / *has there* / *isn't there*?
8 My sister *ought to* / *had better* / *had to* go to bed early because she had an exam the next day.

## Summative Practice Units 1–4

**2 Find and correct the mistakes.**

1 You had ~~not better~~ spend so much on sweets.
*better not*
2 We ~~must~~ go to the doctor's last night because my sister had a terrible rash.
*had to*
3 There were lots of people in front of the theatre last night, ~~weren't they~~?
*weren't there*
4 Do you have ~~others~~ types of sandwiches?
*other*
5 There's only ~~few~~ furniture in the house.
*a little*
6 By then, ~~they'll be~~ shopping for five hours.
*they'll have been*
7 This is an online course ~~which teaching~~ you how to play chess.
*teaching/which teaches/that teaches*
8 Can you imagine ~~to spend~~ the whole afternoon with him?
*spending*

**3 Match the beginnings with the endings to make sentences.**

1 I find it very annoying that [f]
2 She can't stand [c]
3 I liked the lecture, [g]
4 She will have [e]
5 Apart from golf, he has very few [a]
6 Everyone will be asked to say something, [d]
7 I think you shouldn't [b]

a hobbies and interests.
b have said anything to Sally.
c wearing a school uniform.
d won't they?
e been studying Japanese for three years at the end of August.
f he's always telling the same joke.
g which I found useful and really thought-provoking.

**4 Choose the correct options.**

1 He *would* / *used to* love doing all kinds of sports when he was younger. He doesn't seem *to do* / *doing* any exercise now.
2 **A:** Which pair of jeans did you buy, the black one or the blue one?
**B:** *Both.* / *All.* Luckily, *either* / *neither* of them was expensive.
3 There's *none of* / *no* excuse for being dishonest, is *there* / *it*?
4 We decided to go to the same restaurant that John *had been to it* / *had been to*.
5 Mum, *will you be using* / *will you have used* your laptop this evening? I have online homework to do.
6 **A:** She ate *all* / *the whole* cake.
**B:** *Didn't* / *Did* she? It was huge!
7 You have hardly ever talked to him, *have you* / *haven't you*?
8 She had forgotten *buying* / *to buy* the envelope for the letter she had to send.

**5 Complete the sentences with one word in each gap.**

1 When Josh joined the team he had *been* working on the project for some time, *which* meant he didn't *have/need* to waste time being trained.
2 Before accepting that position I was rather worried as it meant *plenty/lots* of responsibility and hard work. But soon after I *had* begun working with *the* others, I realised I needn't *have* worried too much.
3 They were looking *forward* to leaving for California. That was the journey they *had* been planning for ages.
4 He *had* given up going out with friends for some time, *which* made his parents worry.
5 When travelling abroad, they *are/were* always complaining about food.
6 Why do you keep *asking* him that question? You ought *to* know he's not the right person to answer it.

**6 Translate the Polish parts of the sentences.**

1 Are you looking for your son? That's him over there, *isn't it* (*czyż nie*)?
2 I didn't use *to like getting up* (*lubiłem wstawać*) early to go to school when I was a kid.
3 He *had forgotten the names of both* (*zapomniał imiona obu*) girls, but he could remember meeting them before.
4 Thank you for this beautiful vase, but you *needn't have spent* (*nie musiałeś wydać*) so much.
5 You've got a cold, haven't you? You *had better not go out* (*lepiej nie wychodź*) today at all.
6 I think that by 10 o'clock they *will have left* (*już wyjadą*) for the seaside.





## 5.2 Reported Speech
## 5.5 Reporting verbs

**1 Complete the second sentence so that it has the same meaning as the first.**

1 'I didn't break the glass. Gill did it!' said Michael.
Michael denied *breaking the glass* and accused Gill *of doing that* .
2 'Why didn't you tell me that you had been fired?' Sam asked Lucy.
Sam asked Lucy why *she hadn't told him that she had been fired* .
3 'Are you happy with the final score?' my mother wanted to know.
My mother wanted to know *if/whether I was happy with the final score* .
4 'You mustn't be late,' my dad warned me.
My dad warned me *me not to be late* .
5 'We might be late for dinner tonight,' they said.
They informed me *they might be late for dinner that night* .
6 'Did you go to the interview last week?' Tracy asked Sonia.
Tracy asked Sonia *if/whether she had been to the interview the week before* .
7 'Could I borrow your mobile, Bill?' asked Sue.
Sue asked Bill *if/whether she could borrow his mobile/ to lend her his mobile* .

## Summative Practice Units 1–5

**2 Complete the text with one word in each gap.**

### Dog helps boy lost in mountains stay alive

A 14-year-old boy [1]*who* got lost in the Sierra Madre Oriental mountain range spent nearly two days surviving in the wilderness before rescuers [2]*managed* to locate him. Fortunately for Juan, a Labrador Retriever by the name of Max, a wandering dog he [3]*had* only met a short time before, refused [4]*to* leave him alone during his traumatic ordeal.

Juan Heriberto Trevino, from Galeana, Mexico, had become separated from his summer camp group [5]*when/after* he went in search of firewood. Although he had assured the camp leaders [6]*that* he would be careful, he accidentally slipped and fell down the mountainside.

After recovering from his fall, it took Juan only a [7]*little/short* time to realise that his new friend Max had followed him down into the ravine. As night time fell, the boy took cover under a tree and cuddled the dog to stay warm. Although he admitted [8]*being/feeling* pretty frightened at the time, the presence of the dog also convinced [9]*him* that he would eventually be safe.

When the pair was eventually located by a search party forty-four hours later, the authorities claimed the role of the dog had [10]*been/proved* vital in helping the boy survive the cold night temperatures.

**3 Choose the correct options.**

My first (and only ever!) job interview was about six months ago. It was only for part-time work in a local music store, but I remember [1]*to spend* / *spend* / *spending* hours getting ready for it. Obviously, I was a little nervous as I [2]*was hoping* / *had been hoping* / *had hoped* to get the job. I'm a bit of an amateur photographer and I [3]*saved up* / *had saved up* / *was saving up* for a new camera at the time. There was a school photography competition that term, [4]*what* / *that* / *which* I was really keen to take part in and show my talents off.

Anyway, my parents [5]*advised* / *convinced* / *recommended* me not to dress up too smartly, but I believed that I knew better. I sometimes think I [6]*should have listened* / *didn't need to listen* / *must have listened* to them because I felt a little over-dressed when I arrived. And when the manager came out wearing jeans and a T-shirt, I nearly died. I explained to him that I [7]*didn't expect* / *hadn't been expecting* / *wasn't expecting* an informal meeting. Fortunately, he was really cool and he [8]*criticised* / *congratulated* / *praised* me for making an effort.

This time next week, I [9]*will work* / *will have been working* / *will be working* there for half a year. Oh, and I bought my camera and came first in the school competition – so everything [10]*was working out* / *had worked out* / *worked out* really well in the end.

**4 Find and correct the mistakes. There may be more than one mistake in a sentence.**

1 He told him that he was ill and that was why he ~~can't~~ come to work the following day.
*couldn't*
2 The clerk asked ~~what was her email address~~.
*what her email address was*
3 He used ~~to travelling~~ a lot when he was younger. He doesn't ~~seem do~~ that now.
*to travel, seem to do*
4 You ~~ought not have taken~~ up this post.
*ought not to have taken*
5 We decided to go to the same restaurant that John ~~had been to it~~.
*had been to*

**5 Complete the second sentence so that it has a similar meaning to the first. Use the words in capitals.**

1 Martin's parents said they wouldn't pay for his studies. **REFUSED**
Martin's parents *refused to pay for his studies* .
2 His two flatmates didn't blame him for losing the keys. **NEITHER**
*Neither of his flatmates blamed him* for losing the keys.
3 Sooner or later everybody argues with the boss, isn't that right? **THEY**
Sooner or later everybody argues with the boss, *don't they* ?
4 Her contract expires in June. **BY**
Her contract *will have expired by* June.
5 I've seen him several times, but I can't remember his name. **NUMBER**
I've seen him *a number of times* , but I can't remember his name.

## 6.2 Conditional clauses – alternatives to *if*
## 6.5 Mixed conditionals

**1 Choose the correct options.**

1 If she (*didn't have*) / *doesn't have* / *won't have* so much to do, she would have gone to the beach with her friends.
2 He *won't come* / *hadn't come* / (*wouldn't have come*) by bus if he could drive.
3 We *might go* / (*might have gone*) / *would go* for a walk yesterday if it hadn't been raining.
4 If I *would be* / (*were*) / *am* in her shoes, I wouldn't have resigned from this job.
5 (*Imagine*) / *Unless* / *Providing* you were going to dinner with your favourite actor, how would you feel?
6 If you had gone to bed earlier, you *weren't* / *would be* / (*wouldn't be*) so exhausted today.
7 He *won't still be* / (*wouldn't still be*) / *weren't still be* jobless if he'd answered that ad.
8 If *you remembered* / *you'd have remembered* / (*you'd remembered*) to bring a map, we wouldn't be lost now.
9 (*Unless*) / *If* / *When* Tom fails the test again, he will get his driving licence next month.
10 *Should she let me know* / *Would she have let me know* / (*Had she let me know*), I would have met her at the station.

## Summative Practice Units 1–6

**2 Complete the text with one word in each gap.**

### How two apples explained the effects of bullying

When one teacher decided to tackle bullying in her school, very [1]*few* people would have imagined that she could present the physical and emotional damage it causes via a couple [2]*of* mouth-watering apples.

Rosie Dutton, from Tamworth, brought the juicy red apples into the classroom and the children quickly agreed [3]*that* they would be delicious to eat. What Rosie failed to tell them at this point, however, was that she [4]*had* dropped one of the apples on the floor and it was badly bruised.

When the teacher held the dropped apple up for all to see and described it as disgusting and nasty the children were confused. She then encouraged [5]*them* to pass the apple around the class and to abuse it, [6]*which* the majority of children began to do: Aren't you ugly? You taste horrible, [7]*don't* you? One girl, however, objected to [8]*saying* unkind things like her classmates.

Rosie then passed [9]*the* other apple around and the children in the class this time [10]*were* urged to show kindness and say compassionate things to the apple. Rosie then held up [11]*both/each* of the apples and recalled the positive and negative things the children had said. But both apples looked alike.

What Rosie did then was intended [12]*to* bring about a sharp moment of realisation to the class of young pupils.
She cut the apples open.

Rosie drew the children's attention to how the abused apple was all damaged inside. She explained: people [13]*who/that* are bullied feel terrible, but we often don't see the damage.
We wouldn't know how much pain we have caused the apple [14]*unless* we looked on the inside.

**3 Choose the correct options.**

### Coffee is good – but how good?

[1]*Unless* / (*Suppose*) / *Provided* you woke up in the morning to discover you were out of coffee. Would you immediately run to the shops?

Many people claim that coffee is the only thing [2]*who* / – / (*that*) gets their bodies working and their minds functioning every morning. For [3]*another* / *the other* / (*others*), it's a loyal friend essential in helping to make it through the day.

Fortunately, for those of us that can't get enough of this bitter-tasting bean, it has [4](*many*) / *few* / *plenty* beneficial effects on our health too. Back in 2006, for example, one research project [5]*assured* / (*suggested*) / *urged* that drinking just one cup of coffee a day could prevent a certain liver disease.

A later study revealed that people who drank between three and five cups of coffee a day greatly reduced the chances [6](*of*) / – / *to* developing Alzheimer's or dementia. Furthermore, neurological studies [7](*insist*) / *convince* / *warn* that drinking coffee can also prevent depression.

If you prefer [8]*to not drink* / *drinking* / (*not to drink*) coffee, however, don't worry. Because, in fact, you [9]*shouldn't* / (*don't have to*) / *mustn't* even drink it to feel the effects. Scientists now believe that the smell of the hot drink itself has positive influence on brain activity.

So, [10]*unless* / (*providing*) / *imagine* you don't need to go to sleep anytime soon, I'd recommend grabbing a coffee right now!

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

1 If you hadn't hung around the park all afternoon, you *would be watching the programme* (*oglądałbyś program*) now instead of doing your homework.
2 If Stephen wasn't so shy, he *may have won/might have won* (*być może wygrałby*) the school talent show last week.
3 Sam didn't tell me he *might not come* (*może nie przyjdzie*) to dinner.
4 You *had better call/phone Jill* (*lepiej zadzwoń do Jill*) and beg her to help us.
5 There's nothing I can do here, *is there* (*nieprawdaż*)?
6 *Most of my friends were* (*Większość moich przyjaciół była*) on holiday, so I didn't invite them to my party.
7 By the time we get to the concert hall, they *will have been playing for* (*będą grali od*) an hour!
8 *How long had they been playing* (*Jak długo grali*) that game before they realised it was so late?





## 7.2 Advanced passive forms
## 7.5 Passive reporting structures

**1 Rewrite the sentences in the passive.**

1 The teacher made us switch off our mobiles. *We were made to switch off our mobiles (by the teacher).*
2 Nobody can solve that problem.
*That problem can't be solved.*
3 Have they sent the letter to Ms Johnson?
*Has Ms Johnson been sent the letter?/Has the letter been sent to Ms Johnson?*
4 They will have given her the news by now.
*She will have been given the news by now./The news will have been given to her by now.*
5 The police must have already caught the robber. *The robber must have already been caught (by the police).*
6 People say that prices have risen dramatically.
*Prices are said to have risen dramatically.*
7 I hate people asking my age.
*I hate being asked my age.*
8 She wanted them to invite her to the party.
*She wanted to be invited to the party.*
9 People expect the chairman to resign next week.
*The chairman is expected to resign next week.*
10 Experts are suggesting that the situation won't improve. *It is being suggested (that) the situation won't improve.*

## Summative Practice Units 1–7

**2 Choose the correct options.**

### Solo yachtswoman missing

Air-sea rescuers, who [1] *had been searching* / *were searching* / (*have been searching*) for missing yachtswoman Mary Unwin, have finally managed [2]*to have found* / (*to find*) / *to be found* remains of a boat off the coast of Cornwall.

The wreckage, which is thought [3]*of being* / (*to be*) / *it was* Mary's yacht, [4](*was found*) / *is found* / *found* close to Sennen Cove.

Coastguards [5](*admitted*) / *informed* / *assured* that they were amazed to discover that the highly experienced yachtswoman [6](*had decided*) / *had been deciding* / *was deciding* to launch in what [7]*was describing* / *was being described* / (*had been described*) as 'treacherous' weather.

The police agree that Unwin [8]*needn't have* / (*shouldn't have*) / *didn't have to* set sail in such dangerous conditions. Indeed, the alarm [9]*raised* / (*was raised*) / *has been raised* barely twenty-six hours after Unwin's vessel [10](*left*) / *was left* / *was leaving* port.

Mary Unwin, [11](*who*) / – / *that* was sailing solo on a 200 km trip along the Atlantic coast, is still to be found. Official reports state that investigations [12]*are carried on* / (*are being carried on*) / *were carried on* and coastguards are [13](*warning*) / *insisting* / *suggesting* sailors to be more responsible.

The harsh reality is that if Unwin [14]*didn't launch* / (*hadn't launched*) / *wouldn't launch* in such dangerous weather, she [15]*couldn't be* / *won't be* / (*wouldn't be*) missing now. In fact, coastguards advise anyone who [16]*will have sailed* / *will have been sailing* / (*will be sailing*) in the next few days to consider delaying their departure.

**3 Find and correct the mistakes.**

1 They ~~were questioning~~ by the police immediately after the accident.
*were questioned*
2 The opportunity should not have been ~~given them~~.
*given to them*
3 Must all the lessons ~~made~~ available online?
*be made*
4 The Prime Minister ~~has thought~~ to be planning a trip to the flooded area.
*is thought*
5 If he ~~wouldn't have taken~~ the medicine, he would still be sick.
*hadn't taken*
6 How long had they ~~been marrying~~ when they bought a new house?
*been married*

**4 Complete the text using the words in brackets. Add any other words as necessary.**

### The low-fat plate

If you [1]*fancy losing* (fancy/lose) a little weight, but are like me and [2]*can't stand being told* (not/stand/tell) by weight loss experts to change your diet, what are you going to do? Well, inventors from Thailand [3]*claim to have come up* (claim/come up) with just the thing you and I need.

The AbsorbPlate, which [4]*was invented/has been invented* (invent) by an advertising agency in collaboration with the Thai government, [5]*promises to remove* (promise/remove) excessive grease from food – while you eat!

The people behind the unique plate [6]*insist that meals can be reduced* (insist/meals/can/reduce) by up to 30 calories simply by serving them on the AbsorbPlate. And while the inventors admit it won't remove all of the fat from your meal, they do boast that some of it at least [7]*will have been removed* (remove) by the time you finish eating.

How does it work? Quite simply in fact. The plate has hundreds of holes which collect fat from the food which is [8]*being eaten/to be eaten* (eat). It has been compared to the way in which a sponge or kitchen towel works.

Unfortunately, this unique product [9]*is not expected to enter* (not/expect/enter) the market any time soon. For now, its makers [10]*urge us to limit* (urge/we/limit) our fat intake in more traditional ways.

**5 Translate the Polish parts of the sentences.**

1 *It is said* (*Mówi się, że*) many car accidents have been caused by sat-nav errors recently.
2 If I weren't so lazy, I *would have prepared a better* (*przygotowałbym lepszą*) presentation for my teacher last week.
3 You won't be allowed to take part in the meeting *unless you learn* (*chyba że nauczysz się*) to respect the rules.
4 Donald and John were sad that Gina had left without speaking to *either of them* (*żadnym z nich*).
5 I was asked *if/whether I had ever taken part* (*czy kiedykolwiek brałem udział*) in a job interview before that.
6 You *should have told* (*powinieneś powiedzieć*) them the whole truth when they asked you.

## 8.2 Unreal past and regrets
## 8.5 Emphasis – cleft sentences and inversion

**1 Complete the second sentence so that it has the same meaning as the first.**

1 My brother wanted success.
What my brother *wanted was success* .
2 I don't want you to keep annoying her.
I'd rather you *stopped annoying her/didn't annoy her anymore/didn't keep annoying her* .
3 We've never seen such careless work.
Never *have we seen such careless work* .
4 He never seemed to realise how important the discussion was.
At no time *did he seem to realise how important the discussion was* .
5 This must not leak out to the press.
Under no circumstances *must this leak out to the press* .
6 She only wants to know your time of arrival.
All she *wants to know is your time of arrival* .
7 I shouldn't have gone on that trip with them.
I wish *I hadn't gone on that trip with them* .
8 Julia is sad because she forgot to invite Richard to her birthday party.
If only Julia *had invited/hadn't forgotten to invite Richard to her birthday party* .
9 It's a pity that camera is so expensive.
I wish *that camera wasn't/weren't so expensive / that camera was/were cheaper / that camera was/were less expensive* .

## Summative Practice Units 1–8

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

accepting all does didn't hadn't should to accept whole would

1 *Should* I be late, start without me.
2 Rarely *does* it rain so much in one day.
3 Can we afford not *to accept* their offer?
4 I can't imagine *accepting* his invitation.
5 He said he *would* finish the report on time.
6 Peter did an amazing job on that project, *didn't* he?
7 If only we *hadn't* missed the performance.
8 I spent the *whole* evening lying on the sofa and calling *all* my friends.

**3 Complete the second sentence using the word in capitals so that it has a similar meaning to the first.**

1 I advise you to take your cat to a vet. **BETTER**
You *had better take your cat to a vet* .
2 I'm sure somebody stole my keys. **MUST**
My keys *must have been stolen* .
3 The President is opening the new hospital tomorrow afternoon. **OPENED**
The new hospital *is being opened tomorrow afternoon (by the President)* .
4 What a shame. There is no coffee left! **WISH**
I *wish there was/were some coffee left* .
5 Get out immediately, or I will call the police. **UNLESS**
I'll call *the police unless you get out immediately* .
6 People think that Harry did it on purpose. **THOUGHT**
Harry is *thought to have done it on purpose* .

**4 Choose the correct options.**

### Small changes make a difference

Below are a number of small changes you [1] *should* / *ought* / *better* make in order to be more environmentally friendly.

We all want to contribute to saving the planet on [2] *that* / *where* / *which* we live, but this can often appear like too much hard work. Furthermore, one person's efforts [3] *are often thought* / *often think* / *don't often think* not to be important. It's exactly [4] *that kind of* / *those kinds of* / *kind of these* comments, I would argue, that prevent us from making a bigger positive impact. So, what can we do?

**Recycling food waste**

You [5] *don't have to* / *can't* / *shouldn't* live in the countryside to make compost. Composting, which means [6] *to recycle* / *recycling* / *recycle* food waste back into the ecosystem, is possible even if you don't have [7] *little* / *much* / *few* space in your garden.

**Eco-friendly packaging**

If you must buy products in packaging, [8] *you check* / *you'll check* / *check* the label and opt for those [9] *made* / *who were made* / *which made* from recyclable resources.

**Take your own shopping bag**

The Great Pacific Garbage Patch, also [10] *knows* / *is known* / *known* as the Pacific Trash Vortex, is a major threat to [11] *a* / *–* / *the* sea life. If more people had gone shopping with a reusable bag, we [12] *wouldn't be* / *couldn't have been* / *won't be* responsible for creating the world's largest floating rubbish dump.

**5 Complete the sentences with the correct form of the words in brackets. Make any changes necessary, but do not change the order of the words.**

1 *Never before had they realised (that)* (never/before/they/realise) the problem was so serious.
2 It's high time *something was/were done* (something/be/do) for the environment in this area too.
3 The tornado *is said to have caused* (be/say/cause) a lot of damage in the last few hours.
4 Factories contaminating the environment *must be given* (must/give) heavy fines.
5 He wouldn't be able to play basketball so well if he *hadn't started when he was* (not/start/when/he/be) still a schoolboy.
6 After what we did, he *threatened never to talk/threatened to never talk* (threaten/never/talk) to us again.
7 We *didn't need to tell him* (not/need/tell/he) because John had already done it.
8 *All we need to be healthy is* (all/we/need/be/healthy/be) a clean environment.





## Accepting suggestions
### Przyjmowanie propozycji

**That sounds fantastic!** Brzmi rewelacyjnie!
**I'd love to (go).** Z przyjemnością (pójdę).
**Well, it's worth a try.** Cóż, warto spróbować.
**I suppose it'll work.** Myślę, że to dobry pomysł / dobre rozwiązanie.

## Agreeing with opinions
### Zgadzanie się z opinią

**I (completely) agree that/with …** (Całkowicie) Zgadzam się, że… / Zgadzam się z...
**I couldn't agree more that/with …** Lepiej niż… bym tego nie ujął/ujęła.
**That's fine with me.** Moim zdaniem, może być.
**I think so too.** Też tak myślę.
**I agree it is true that …** Zgadzam się, że prawdą jest, iż…
**I am of the same/a similar opinion because …** Mam takie samo / podobne zdanie, gdyż…
**He's absolutely right.** Całkowicie się z nim zgadzam.
**He has a point.** Ma trochę racji.

## Apologising
### Przepraszanie

**Informal phrases** / Zwroty nieformalne

**I'm really sorry (that) …** Bardzo mi przykro, że…
**Sorry for bothering you.** Przepraszam, że zawracałem/zawracałam Ci głowę.
**Sorry to bother you.** Przepraszam, że Cię niepokoję.
**Sorry for any trouble.** Przepraszam za kłopot.
**Sorry I didn't write earlier, but I …** Przepraszam, że nie pisałem/pisałam wcześniej, ale…
**Sorry I haven't written for so long./Sorry for not writing for so long.** Przepraszam, że tak długo nie pisałem/pisałam.
**I'm writing to tell you how sorry I am (to … about …).** Piszę, aby Ci powiedzieć, że jest mi bardzo przykro (z powodu…).
**It will never happen again.** To się nigdy więcej nie powtórzy.

**Formal phrases** / Zwroty formalne

**I apologise for …** Przepraszam za...
**Please accept my apology …** Proszę przyjąć moje przeprosiny…

## Article Artykuł

**Introduction** / Wstęp

**Did you know that …?** Czy wiedziałeś/wiedziałaś, że…?
**Have you ever wondered why/how …?** Czy zastanawiałeś/zastanawiałaś się kiedyś, dlaczego/jak…?
**What would you do if …?** Co byś zrobił/zrobiła, gdyby…?

**Introducing opinions** / Wyrażanie opinii

**It seems/appears that …** Wydaje się, że…
**It would seem/appear that …** Wydawałoby się, że…
**It is believed/recognised that …** Uważa się, że…
**There is little/no doubt that …** Nie ma wątpliwości, że…
**There is some doubt …** Są pewne wątpliwości…
**People often believe that …** Ludzie często wierzą, że…
**Some people say that …** Niektórzy ludzie mówią, że…

**Cause and result** / Przyczyna i skutek

**In such countries, financial difficulties are common, so people have fewer children.** W tych krajach ludzie często mają problemy finansowe, więc mają mniej potomstwa.
**People spend most of their time online today. As a result/Consequently, many people are losing the ability to tell fantasy from the reality.** W dzisiejszych czasach ludzie spędzają większość czasu w Internecie. W rezultacie dużo osób traci umiejętność odróżniania fantazji od rzeczywistości.
**Before the era of antibiotics, more soldiers died due to/because of disease than were killed in action.** Zanim nadeszła era antybiotyków, więcej żołnierzy umierało z powodu chorób, niż ginęło podczas walki.

**Introducing opposing opinion** / Wprowadzanie przeciwnego zdania

**On the one hand, the park is extremely popular with elderly people, but on the other (hand), they are not the ones who buy tickets.** Z jednej strony park jest niezwykle popularny wśród osób w podeszłym wieku, ale z drugiej to nie oni kupują bilety.
**Some people feel it is wrong for advertising to be aimed specifically at children, while/whereas others do not share this view.** Niektórzy uważają, że kierowanie reklam do dzieci to zły pomysł, podczas gdy inni nie podzielają ich zdania.
**Mark was not an exceptionally talented man, nevertheless/nonetheless he applied for the job and, to everyone's surprise, was offered the post in the IT department.** Mark nigdy nie był szczególnie utalentowany, jednak ubiegał się o pracę i, ku zaskoczeniu wszystkich, zaoferowano mu stanowisko w dziale IT.
**However, many people say that action should be taken straight away.** Jednak wiele osób mówi, że trzeba działać natychmiast.
**Even though/Although many residents support the mayor and his policy, he also has many enemies.** Chociaż wielu mieszkańców popiera burmistrza i jego politykę, ma on także wielu wrogów.
**In spite of/Despite winning in the local election, his real ambition was to work for one of the EU institutions.** Chociaż wygrał w lokalnych wyborach, jego prawdziwą ambicją była praca w jednej z instytucji Unii Europejskiej.
**But all this may be about to change.** Ale wszystko to może ulec zmianie.

**Ending** / Zakończenie

**What will the future of … be?** Jaka będzie przyszłość…?
**What are (Mark's) plans?** Jakie są plany (Marka)?
**Let's hope (they succeed).** Miejmy nadzieję, że (im się uda).
**Hopefully, …** Miejmy nadzieję, że…
**For those reasons, I am with those who think …** Z tych powodów zgadzam się z tymi, którzy twierdzą…
**Perhaps in the future …** Być może w przyszłości…

## Closing formulas: emails and letters
## Zwroty pożegnalne: e-maile i listy

**Informal phrases** / Zwroty nieformalne

**Bye for now/See you!** Do zobaczenia!
**Love,/Take care!/All the best,** Uściski! / Trzymaj się! / Wszystkiego dobrego!

**Neutral phrases** / Zwroty neutralne

**Best wishes,** Pozdrawiam serdecznie
**Regards,** Pozdrawiam

**Formal phrases** / Zwroty formalne

**(Z wyrażeniami: Dear Mr/Mrs/Miss/Ms Brennon) Yours sincerely,** Z poważaniem
**(Z wyrażeniami: Dear Sir or Madam/Editor) Yours faithfully,** Z wyrazami szacunku / Z poważaniem

## Complaining Składanie reklamacji

**Describing problems** / Opisywanie problemów

**I wish to express my strong dissatisfaction with …** Chciałbym/Chciałabym wyrazić swoje niezadowolenie z…
**I am writing to complain about …** Piszę, aby złożyć zażalenie dotyczące / reklamację dotyczącą…
**I'm afraid I have to make a complaint.** Niestety muszę złożyć zażalenie/reklamację.
**I am writing to express my concerns about …** Piszę, aby wyrazić swoje obawy dotyczące…
**I would like to complain about …** Chciałbym/Chciałabym złożyć zażalenie/reklamację, dotyczące/dotyczącą…

**Suggesting solutions** / Sugerowanie rozwiązań problemów

**One possible way to solve this problem is to …** Jednym z możliwych sposobów rozwiązania tego problemu jest…
**An alternative solution to this issue is …** Alternatywnym rozwiązaniem tej kwestii jest…

## Declining suggestions
## Odrzucanie propozycji

**It doesn't sound very good.** To nie brzmi szczególnie atrakcyjnie.
**I don't think I fancy it.** Nie mam na to ochoty.
**I'm sorry, but I can't join you.** Przykro mi, nie mogę przyłączyć się do Ciebie/Was / (przyjść).
**I'm not really into …** Nie przepadam za…
**I've got some doubts about it.** Mam co do tego pewne wątpliwości.
**I don't see how it could work.** Nie jestem przekonany/przekonana.
**Actually, I would prefer not to.** Tak naprawdę to wolałbym/wolałabym nie (iść).

## Describing a person Opisywanie osoby

**The first thing you notice about (him/her) is …** Pierwszą rzeczą, którą się zauważa, jest jego/jej…
**He/She is special for a number of reasons.** Jest wyjątkowy/wyjątkowa z kilku powodów.
**He/She is the kind of person who …** Jest osobą, która…
**The most unusual/interesting person I've ever met is …** Najbardziej niezwykłą osobą, którą kiedykolwiek spotkałem/spotkałam, jest…
**Height** / Wzrost: **of medium height, tall, fairly short, long-legged** średniego wzrostu, wysoki/wysoka, dość niski/niska, długonogi/długonoga
**Build** / Budowa ciała: **muscular, well-built, overweight, skinny, slim, thin** muskularny/muskularna, dobrze zbudowany/zbudowana, z nadwagą, bardzo chudy/chuda, szczupły/szczupła, chudy/chuda
**Age** / Wiek: **in his/her teens, middle-aged, in his/her late forties, elderly** nastoletni/nastoletnia, w średnim wieku, ponad czterdziestoletni/czterdziestoletnia, w podeszłym wieku
**Facial features** / Cechy twarzy: **round, oval, freckles, dimples, scar, mole, wrinkled, almond-shaped eyes, pale, tanned, a crooked nose, moustache, beard** okrągła, owalna, piegi, dołeczki, blizna, brodawka, pomarszczona, oczy w kształcie migdałów, blada, opalona, garbaty nos, wąsy, broda
**Hair** / Włosy: **balding, short, shoulder-length, long, wavy, curly, thick** łysiejący/łysiejąca, krótkie, do ramion, długie, falujące, kręcone, grube
**She dresses casually/smartly/well/in black/fashionably.** Ubiera się niezobowiązująco / elegancko / dobrze / na czarno / modnie.
**He always wears scruffy/stylish clothes.** Zawsze ma na sobie wymięte/stylowe ubrania.

## Describing an object
## Opisywanie przedmiotu

**It is/was …** Jest/Był/Była/Było…
**Size** / Rozmiar: **huge/tiny/35 cm x 25 cm big** wielki/wielka / maleńki/maleńka / miał/miała wymiary 35 na 25 cm
**Shape** / Kształt: **round/rectangular/square/narrow** okrągły/okrągła / prostokątny/prostokątna / kwadratowy/kwadratowa / wąski/wąska
**Colour** / Kolor: **white/red and brown/light/dark green** biały/biała / czerwono-brązowy/czerwono-brązowa / jasno-/ciemnozielony / jasno-/ciemnozielona
**Material** / Materiał: **made of leather/plastic/linen** skórzany/skórzana / plastikowy/plastikowa / lniany/lniana
**Age** / Wiek: **new/young/old/six years old/modern/ancient** nowy/nowa / młody/młoda / stary/stara / sześcioletni/sześcioletnia / nowoczesny/nowoczesna / antyczny/antyczna
**It has/had (two handles/a leather strap/a blue cover/two pockets/short sleeves).** Ma/Miał/Miała (dwa uchwyty / skórzany pasek / niebieską pokrywkę / dwie kieszenie / krótkie rękawy).



BANK ZWROTÓW DO WYPOWIEDZI PISEMNEJ

## Disagreeing with an opinion
## Niezgadzanie się z opinią

**I disagree that/with …/I don't agree that/with …** Nie zgadzam się, że… / Nie zgadzam się z…
**I am totally against …** Jestem całkowicie przeciwny/przeciwna…
**I see what you mean, but …** Rozumiem, co masz na myśli, ale…
**I see your point of view, but …** Rozumiem Twój punkt widzenia, ale…
**I'm afraid I can't agree with …** Przykro mi, ale nie mogę zgodzić się z…
**I'm not convinced about/that …** Nie jestem przekonany/przekonana co do…
**I don't think it's the best solution …** Nie sądzę, żeby to było najlepsze rozwiązanie.
**I must say I do not agree/strongly disagree with …** Muszę stwierdzić, że (zupełnie) się nie zgadzam z…
**I am of a different/the opposite opinion because …** Jestem innego/przeciwnego zdania, ponieważ…
**Contrary to popular belief …** Wbrew powszechnej opinii…

## Ending an email / a letter
## Kończenie e-maila / listu

**Informal phrases** / Zwroty nieformalne

**It was good to hear from you.** Miło było otrzymać wieści od Ciebie.
**Email me soon.** Napisz szybko.
**I'd better get going./I must go now./Got to go now./I must be going now.** Muszę kończyć.
**Bye for now.** Na razie.
**Looking forward to your news/to hearing from you again.** Czekam niecierpliwie na wieści / kolejny e-mail / kolejny list od Ciebie.
**Say hello to …** Pozdrów…
**Give my love/my regards to (everyone at home).** Uściskaj / Pozdrów (wszystkich domowników).
**Have a nice (trip).** Miłej (podróży).
**See you (soon/in the summer).** Do zobaczenia (wkrótce/latem).
**Write soon.** Napisz szybko.
**Keep in touch!** Pozostańmy w kontakcie!

**Neutral phrases** / Zwroty neutralne

**I look forward to hearing from you/your reply.** Czekam na informacje od Ciebie/Pana/Pani / Twoją/Pana/Pani odpowiedź.
**I hope to hear from you soon.** Mam nadzieję na szybką odpowiedź.

**Formal phrases** / Zwroty formalne

**I look forward to your prompt response/reply.** Mam nadzieję na szybką odpowiedź z Państwa strony.
**I wonder what other readers think about …** Jestem ciekawy/ciekawa, co inni czytelnicy sądzą o…
**I hope you will publish more articles about this problem.** Mam nadzieję, że opublikujecie / opublikują Państwo kolejne artykuły na ten temat.
**I would be grateful if you could publish my letter.** Będę wdzięczny/wdzięczna za opublikowanie mojego listu.

## Expressing doubt
## Wyrażanie wątpliwości

**I have read the advert/about your services and/but I am not quite sure if …** Przeczytałem/Przeczytałam ogłoszenie / o Państwa usługach, jednak nie jestem pewny/pewna, czy…
**I cannot understand if …** Nie bardzo rozumiem, czy…
**It is not clear to me if …** Nie jest dla mnie jasne, czy…

## Expressing interest
## Wyrażanie zainteresowania

**I am interested in …/I have been looking for …** Jestem zainteresowany/zainteresowana… / Poszukuję…
**I am planning to … and that is why I found this advertisement/offer/text interesting/important.** Planuję… i z tego powodu zainteresowałem/zainteresowałam się tym ogłoszeniem / tą ofertą / tym tekstem. Uznałem/Uznałam je/ją/go za ważny/ważną.
**I was very interested in your … (article/editorial/presentation).** Zainteresowałem/Zainteresowałam się Państwa artykułem (wstępnym) / prezentacją.

## Expressing opinion Wyrażanie opinii

**I believe/think/feel (that) …** Wierzę/Myślę/Czuję, że…
**I really/do believe …** Naprawdę wierzę, że…
**In my opinion/view, …** Moim zdaniem…
**From my point of view,/The way I see it, …** Według mnie…
**It seems/appears to me (that) …** Wydaje mi się, że…
**To my mind, …** Moim zdaniem…
**My opinion is that …** Moim zdaniem…
**As far as I am concerned, …** Jeśli o mnie chodzi, to…
**To be honest, …** Szczerze mówiąc…
**People often claim that …** Ludzie często twierdzą, że…
**Some people argue that …** Niektórzy ludzie są zdania, że…

## Expressing preferences
## Wyrażanie preferencji

**I really enjoy/like/love … because …** Bardzo lubię / Uwielbiam…, ponieważ…
**I prefer … to …** Wolę… niż…
**I'd like to …/I hope to …** Chciałbym/Chciałabym… / Mam nadzieję, że…
**… is great because …** …jest rewelacyjny/rewelacyjna, ponieważ…
**I find … boring/dull.** Moim zdaniem… jest nudny/nudna / nieciekawy/nieciekawa.
**I don't like/I can't stand/I really hate …** Nie lubię / Nie znoszę / Naprawdę nienawidzę…
**It's not really my thing.** To nie moja bajka. / To nie leży w kręgu moich zainteresowań.

## For and against / Opinion essay
### Rozprawka „za i przeciw" / wyrażająca opinię

**Introduction – for and against essay** /
Wstęp – rozprawka „za i przeciw"

**What are the arguments for and against this idea?** Jakie są argumenty za takim pomysłem i przeciw niemu?
**What are the benefits and drawbacks of such a solution?** Jakie są zalety i wady takiego rozwiązania?
**What are the advantages and disadvantages of …?** Jakie są dobre i złe strony…?
**This idea can be said to have both advantages and disadvantages.** Taki pomysł ma zarówno dobre, jak i złe strony.
**Let us consider the advantages and disadvantages of …** Zastanówmy się nad dobrymi i złymi stronami…

**Introduction – opinion essay** /
Wstęp – rozprawka wyrażająca opinię

**Personally, I believe (that) …** Uważam, że…
**In my opinion,/To my mind, …** Moim zdaniem…
**In this essay, I am going to argue that …** W tej rozprawce będę dowodzić, że…
**(Today) Many people believe that …** Dużo osób (dzisiaj) uważa, że…
**Let me explain why I agree with this view.** Pozwólcie, że wytłumaczę, dlaczego zgadzam się z takim poglądem.

**Introducing various points of view** /
Wprowadzanie różnych punktów widzenia

**The first (dis)advantage for (the young adult) is …** Pierwszym (nie)korzystnym dla młodych ludzi czynnikiem jest…
**From the (teachers') point of view …** Z punktu widzenia (nauczycieli)…

**Giving arguments** / Przytaczanie argumentów

**First and foremost, …** Po pierwsze i najważniejsze…
**One (dis)advantage is that …** Jedną z zalet/wad jest…
**It is also often hoped that (the event) will …** Często (również) ma się nadzieję na to, że (to wydarzenie)…
**It is also important/vital to consider …** Ważne jest również rozważenie…
**Another benefit/drawback is that …** Kolejną zaletą/wadą jest…
**Another downside is the …** Kolejnym minusem jest…

**Expressing your own opinion** / Wyrażanie własnej opinii

**In my opinion,/To my mind,/In my view, (the advantages outweigh the disadvantages).** Moim zdaniem (zalety przeważają nad wadami).
**As far as I am concerned, …** Jeśli o mnie chodzi…

**Conclusion** / Zakończenie

**In conclusion,/To conclude,/To sum up,/All in all,/ On balance,/On the whole, …** Podsumowując / W podsumowaniu…
**All things considered,/Taking everything into account, …** Po rozważeniu/podsumowaniu wszystkiego…
**For all these reasons, I am convinced that …** Z tego powodu, jestem przekonany/przekonana, że…

## Giving advice Udzielanie rad

**You should/ought to …** Powinieneś/Powinnaś…
**You'd better …** Lepiej by było, gdybyś…
**If I were you, I would …** Gdybym był/była na Twoim miejscu, to (zrobiłbym/zrobiłabym tak)…
**It might be a good idea (for you) to …** Dobrym pomysłem mogłoby być, (abyś)…
**Why don't you …?** A może (spróbujesz)…?
**Have you thought of/about …?** Myślałeś/Myślałaś o…?
**It's better (not) to do …** Lepiej (nie) zrobić…
**Make sure that …** Upewnij się, że…
**Remember (not) to do …** Pamiętaj, aby (nie) zrobić…
**It's (not) worth (doing) …** Warto zrobić… / Nie warto robić…
**I (don't) think it's a good idea.** Wydaje mi się, że to (nie) jest dobry pomysł.
**I don't think you should …** Sądzę, że nie powinieneś/ powinnaś…

## Giving examples Podawanie przykładów

**For example,/For instance, …** Na przykład…
**Like …/Such as …** Takie jak…
**Especially/In particular/Particularly …** Szczególnie / W szczególności…

## Giving reasons for opinions
### Uzasadnianie opinii

**I think so because …** Jestem tego zdania, ponieważ…
**In fact,/Actually, …** Właściwie / W zasadzie…
**The reason why I believe so is …** Powodem, dla którego tak myślę, jest…

## Introduction: emails and letters
### Wstęp: e-maile i listy

**Informal phrases** / Zwroty nieformalne

**It was good to hear from you.** Miło było otrzymać wieści od Ciebie.
**I hope you're doing well/you're fine/you're OK.** Mam nadzieję, że masz się dobrze / że u Ciebie wszystko dobrze / w porządku.
**How are you (doing)?** Jak się masz? / Co u Ciebie?
**I'm writing to tell you …** Piszę, aby Ci powiedzieć, że…
**Thanks for your letter.** Dzięki za list.
**I wonder if you remember/have heard …** Ciekawy/ Ciekawa jestem, czy pamiętasz / słyszałeś/słyszałaś…
**I wanted to tell you about …** Chciałem/Chciałam Ci powiedzieć, że…

**Neutral and formal phrases** / Zwroty neutralne i formalne

**I am writing in order to …** Piszę, aby…
**I am writing to thank you for …** Piszę, aby Ci/Pani/Panu podziękować za…
**I would like to express my …** Chciałbym/Chciałabym wyrazić mój/moją/moje…
**I am writing in connection with … (the article/editorial/ report) …** Piszę w związku z artykułem (wstępnym) / sprawozdaniem…



BANK ZWROTÓW DO WYPOWIEDZI PISEMNEJ

**I have just read … (the article) titled … in Saturday's paper/last month's edition of …** Przeczytałem/ Przeczytałam niedawno / w sobotniej gazecie / w wydaniu… z zeszłego miesiąca (artykuł) zatytułowany…
**I am writing to ask/enquire about …** Piszę, aby zapytać o… / uzyskać informacje na temat…
**I read/found your advertisement in … and would like to …** Przeczytałem/Przeczytałam / Znalazłem/ Znalazłam Państwa ogłoszenie w… i chciałbym/ chciałabym…

## Listing arguments
### Przedstawianie argumentów

**First argument** / Pierwszy argument

**First of all, …** Przede wszystkim…
**First/Firstly, …** Po pierwsze…
**To begin with, …** Na wstępie…
**The main/major argument in support of … is that …** Głównym/Podstawowym argumentem przemawiającym za… jest to, że…
**On the one hand,/On the other hand, …** Z jednej strony / Z drugiej strony…
**One argument in favour of … is that …** Jednym z argumentów przemawiających na korzyść… jest to, że…

**Successive arguments** / Kolejne argumenty

**Secondly, …** Po drugie…
**Thirdly, …** Po trzecie…
**Then/Next, …** Następnie…
**Another (dis)advantage is that …** Kolejną zaletą/wadą jest to, że…
**In addition,/Additionally, …** Dodatkowo…
**Also, …** Także…
**Apart from this, …** Oprócz tego…
**Moreover,/What is more,/Furthermore, …** Co więcej…
**Most importantly, …** Co najważniejsze…

**Last argument** / Ostatni argument

**Finally, …** W końcu…
**Last, but not least, …** Ostatnim, choć nie najmniej ważnym (argumentem) jest fakt, że…

## Making recommendations
### Rekomendowanie

**Positive opinion** / Pozytywna ocena

**You'll love it!** (Jestem pewien/pewna, że) Będzie Ci się bardzo podobać!
**If you like love stories, you should definitely read it.** Jeśli lubisz książki o miłości, zdecydowanie powinieneś/ powinnaś to przeczytać.
**It is a must!** Musisz to przeczytać/zobaczyć!
**I think it's worth reading because …** Uważam, że warto ją przeczytać, ponieważ…
**I was impressed by …** Duże wrażenie zrobił/zrobiła na mnie…
**I couldn't put it down.** Nie mogłem/mogłam się od niego/niej oderwać.
**It's a classic./It's a masterpiece of its kind.** To klasyka. / To arcydzieło jedyne w swoim rodzaju.
**The plot is believable/entertaining/thought-provoking.** Fabuła jest wiarygodna / zapewnia rozrywkę / zmusza do myślenia.
**It's a highly entertaining read.** To naprawdę zajmująca lektura.
**It will change the way you see …** Zmieni sposób Twojego myślenia o…
**If I were you, I wouldn't hesitate to …** Na Twoim miejscu nie wahałbym/wahałabym się i…
**I highly recommend (reading it).** Gorąco polecam (lekturę tej książki).
**I recommend it to everyone.** Polecam go/ją każdemu.

**Negative opinion** / Negatywna ocena

**One weakness (of the book/film) is that …** Słabą stroną książki/filmu jest to, że…
**It is rather long/boring/confusing/slow.** (o filmie/akcji) Jest dość długi/długa / nudny/nudna / zagmatwany/ zagmatwana / powolny/powolna.
**The cast is awful/unconvincing.** Obsada jest fatalna / mało przekonująca.
**The script is dull.** Scenariusz jest nudny.
**It is poorly/badly written.** Został/Została słabo/źle napisany/napisana.

**Adjectives** / Przymiotniki

**Positive** / Pozytywne: **brilliant/spectacular/striking/ impressive/powerful/convincing** świetny / fantastyczny / uderzający / robiący wrażenie / mocny / przekonujący
**Negative** / Negatywne: **violent/predictable/ unconvincing/far-fetched/dull/bland/disappointing** pełen przemocy / przewidywalny / nieprzekonujący / naciągany / nudny / bez charakteru / rozczarowujący
**Neutral** / Neutralne: **slow/sentimental/serious** wolny / sentymentalny / poważny

## Making suggestions Proponowanie

**I think I should …** Myślę, że powinienem…
**Perhaps we could …** Może moglibyśmy/mogłybyśmy…
**What do you think about …?** Co myślisz o…?
**What about …?/How about …?** A może by…?
**How do you feel about …?** Co Ty na to, żeby…?
**Would you like me to …?** Czy chciałbyś/chciałabyś, żebym…?
**Why don't we (go) …?** A może (pójdziemy)…?
**Let's (go to) …** Chodźmy do…
**Shall we (go) …?** Pójdziemy do…?
**Do you fancy (going to the cinema)?** Czy masz ochotę (pójść do kina)?
**I (would) suggest/recommend organising …** Myślę, że powinieneś/powinnaś / powinni Państwo zorganizować…
**You should pay more attention to …** Powinieneś/ Powinnaś / Powinni Państwo zwrócić większą uwagę na…
**It would be a good idea to …** Dobrym pomysłem byłoby/byłaby/byłby…

## Making requests Wyrażanie próśb

### Informal phrases / Zwroty nieformalne

**Can you …, please?/Could you …?** Czy mógłbyś/mogłabyś...?
**Do you think you could …?** Czy myślisz, że mógłbyś/mogłabyś...?
**Let me know if you can (come).** Daj znać, czy mógłbyś/mogłabyś (przyjść).
**Could you tell me …?** Czy mógłbyś/mogłabyś mi powiedzieć...?

### Neutral phrases / Zwroty neutralne

**Would it be possible for you to …?** Czy byłoby możliwe, abyś / aby Pan/Pani...
**I'd be grateful if you could …** Byłbym wdzięczny / Byłabym wdzięczna, jeśli mógłbyś/mogłabyś / mógłby Pan / mogłaby Pani…
**I wonder if I could ask you to/for …** Czy mógłbym/mogłabym poprosić Cię/Pana/Panią o...
**I'm writing to ask for your help/advice …** Piszę, aby prosić Cię/Panią/Pana o pomoc/radę…

## Review Recenzja

### Introduction / Wprowadzenie

**The film/book tells the story of …** Film/książka opowiada historię…
**The film/story is set in …** Akcja filmu/opowiadania rozgrywa się w…
**The book/novel was written by …** Książka/powieść została napisana przez…
**The film is directed by …** Film został wyreżyserowany przez…
**It is a comedy/horror film/love story.** To komedia/horror/romans.
**This well-written/informative/fascinating book …** Ta dobrze napisana / pouczająca / fascynująca książka…
**It is based on real events/on a true story/on a book.** Jest oparty/oparta na prawdziwych wydarzeniach / na prawdziwej historii / na książce.
**It has been made into a film.** Na jej podstawie nakręcono film.

### Plot description / Opis fabuły

**The story concerns/begins/is about …** Historia dotyczy / zaczyna się… / Jest to historia…
**The plot is (rather) boring/thrilling.** Fabuła jest (dość) nudna/porywająca.
**The plot has an unexpected twist.** Fabuła zawiera nieoczekiwany zwrot akcji.
**The plot focuses on …** Fabuła koncentruje się na…
**The film reaches a dramatic climax …** Punktem kulminacyjnym filmu jest…

## Starting an email / a letter Rozpoczynanie e-maila / listu

### Informal phrases / Zwroty nieformalne

**Dear Margaret,** Droga Margaret!
**Hi Anne,** Cześć, Aniu!

### Neutral and formal phrases / Zwroty neutralne i formalne

**Dear Mr and Mrs Edwards,** Szanowni Państwo!
**Dear Miss/Ms Brennon,** Szanowna Pani!
**Dear Mr Brennon,** Szanowny Panie!
**Dear Sir or Madam,** Szanowni Państwo!
**Dear Editor,** Szanowny Panie! / Szanowna Pani!

## Telling a story Relacjonowanie zdarzeń

**It all happened some time ago.** Wszystko wydarzyło się jakiś czas temu.
**It all started when …** Wszystko zaczęło się, gdy…
**It was three years ago.** To było trzy lata temu.
**No sooner had we … than …** Ledwie…, gdy…
**While I (was playing), …** Kiedy (bawiłem/bawiłam się / grałem/grałam)…
**Just as I was watching …** Dokładnie kiedy oglądałem/oglądałam…
**As soon as …** Gdy tylko…
**First, …** Najpierw…
**Then, …** Potem…
**Finally, …** W końcu…
**After a little while, …** Po krótkiej chwili…
**Suddenly,/All of a sudden, …** Nagle…
**Unfortunately, …** Niestety…
**Fortunately, …** Na szczęście…
**It was the best/worst time ever.** To był najlepszy/najgorszy czas/moment w moim życiu.
**We had a great/awful time when we were …** Przeżyliśmy/przeżyłyśmy fantastyczne/koszmarne chwile, gdy byliśmy/byłyśmy...
**I'll never forget …** Nigdy nie zapomnę…

## Thanking Wyrażanie podziękowań

### Informal phrases / Zwroty nieformalne

**I'm writing to thank you for …** Piszę, aby Ci podziękować za...
**Thank you so much.** Bardzo Ci dziękuję.
**It was so/really/very kind of you to …** To było niezwykle/bardzo uprzejme z Twojej strony, że...

### Neutral phrases / Zwroty neutralne

**I really appreciate your help.** Naprawdę doceniam Twoją/Pana/Pani pomoc.
**Thank you for sending it back to me.** Dziękuję za jego/jej odesłanie.
**I am really grateful for your help.** Jestem niezwykle wdzięczny/wdzięczna za Twoją/Pana/Pani pomoc.
**It's very kind of you.** To bardzo uprzejme z Twojej/Pana/Pani strony.
**I hope it's not too much trouble for you.** Mam nadzieję, że nie sprawi Ci/Panu/Pani to kłopotu.
**Thank you for doing me a favour.** Dziękuję za przysługę.

### 2.9 VIDEO WORKSHEETS

**BBC: Nature or nurture?**

Exercises 6 and 7

Mia's feelings before Alexandra arrives: Really excited.
First reaction: Shy, but they can't take their eyes off one another. They both look to their parents.
First thing they do inside: They go straight upstairs, get changed and start playing in the pool.

Exercises 8

She realises that genetics plays a big role in who they are.
She wonders how much control she really has.
She thinks she should help Mia become who Mia wants to be, rather than who she wants Mia to be.

### 3.9 VIDEO WORKSHEETS

Exercise 3

On weekdays the streets are extremely busy. There are 'traffic-free Sundays' when cars are banned from the city centre and only pollution-free means of transport are allowed.

### 4.9 VIDEO WORKSHEETS

**BBC: Young entrepreneurs**

Exercise 6

1 Because they don't worry about race, gender and other stereotypes.
2 The fact the it's quite a small city.
3 It's quite a small city, there's a very close and supportive entrepreneur community, so it's easy to meet a lot of people and make connections.
4 Her parents.
5 That is you speak in somebody's language you are speaking to their heart (rather than their brain).

### 6.4 READING

Exercise 2

1 Whether keeping up with the news is good for us/people.
2 It's faster, available more often (nonstop) and provided through many different channels.
3 People want to hear/pay more attention to negative information as their life throughout history depended on noticing and reacting to threats and dangerous situations.
4 Reducing the amount of times we check the news, avoiding looking at news apps before going to bed, doing some activities that improve mood after watching the news.
5 To show that there is a lot of good news (not reported by the mainstream media), to develop journalism that focuses on progress and solutions.
6 We/People can choose/are in control of what kind and how much news we want to see.

### 6.9 VIDEO WORKSHEET

**Focus Vlog**

Exercise 2

Kat: early 1960s, to see how her grandmother dealt with the same problems Kat has
Sam: Ancient Babylon or Egypt, to see the desert setting
Hassan: the Middle Ages, to see how people lived without technology
Luke: Dickensian period in England, to understand the very different circumstances in which people lived
Ellie: the 1980s, a good decade for music

Exercise 5

1 How he started his career and what his path through his music was.
2 He changed it. He was incredible.
3 Because he's a huge fan of his music and the 1950s and 1940s culture in America in general.
4 He's his huge fan and is inspired by him.
5 The period during the Second World War, in which Churchill led the UK and Europe to victory over Germany.
6 How he got so far in his musical career.

### 7.9 VIDEO WORKSHEET

**Focus Vlog**

Exercise 3

Lilee: cool, great for environment
Luke: easier to travel
Sam: could solve the world's energy crisis problems
Nick: interesting what kind of sounds you could get from them
Nobuse: more engaging and fun, more in tune with the modern-day students

### 8.4 READING

Exercise 3

1 Probably because of dry conditions.
2 It's not likely to survive.
3 To find/re-discover 25 'lost' species, including the largest bee, a pink-headed duck and a tree kangaroo.
4 People may try to find the bees to sell them for profit.
5 Eating (plants).
6 The most complete skeleton has been recovered; the find makes Dreadnoughtus the largest land animal for which a body size can be accurately estimated.
7 It was believed that more aggressive grey squirrels outcompeted red squirrels in the battle for food and habitats.
8 It depends on whether environmentalists succeed in their call for a nationwide reduction in the number of grey squirrels.

### 8.9 VIDEO WORKSHEET

**Focus Vlog**

Exercise 2

Lilee: did dancing; had done ice skating
Hannah: didn't learn a language; had learnt a language when she was younger
Nick: was a troublemaker at school; had paid more attention at school
Shaelyn: did theatre studies (love playing, read plays, learnt scripts); hadn't given up theatre
Kat: didn't know what she wanted to do; had known what she wanted to do and hadn't been afraid to pursue it
Harriet: didn't learn a musical instrument; had learnt a musical instrument when she was a child

### SŁOWNICTWO MATURALNE

**CZŁOWIEK**

Exercise 6

2 If you hesitate, you wait before you do something.
3 You sob when you are sad.
4 When you peep, you look at someone/something in secret.
6 When you whisper, your voice is low and quiet.
7 When you grip something, you hold it tightly.
8 Yelling is like shouting.
10 You giggle when something is funny.

**SPORT**

Exercise 1

2 A raft is a small boat, usually used in rivers.
3 They always happen after the match.
4 You do a warm-up before the match.

# Culture notes

## Unit 1 Live and learn

### 1.1 Vocabulary

**Google** is an Internet search engine. It allows you to search all the websites on the Internet to find information using key words and phrases. It was started in 1998 by Larry Page and Sergey Brin, two American students who wanted to organise the world's information and make it easy to use. By 2000, Google was the world's largest search engine. It has approximately over one billion search requests every day and we now often use the verb 'to google' when we mean to look something up on the Internet.

### 1.2 Grammar

**Gillian Lynne** (1926–2018) was a legendary British ballet dancer, choreographer and a director. She was renowned for the choreography of such successful Broadway shows as *Cats and The Phantom of the Opera*. At the age of eighty-eight, in recognition of her lifetime artistic achievements, she received the honour of Dame Commander of the Order of the British Empire.

**Ken Robinson** (b. 1950) is a British author and speaker whose main area of interest is education in the arts and through the arts. His best-known books are *Out of Our Minds: Learning to be Creative* and *The Element: How Finding Your Passion Changes Everything*, in which he analyses the success of popular artists such as Paul McCartney, Meg Ryan or Gillian Lynne. Sir Ken Robinson advises different organisations and governments on using art in education. He is a charismatic speaker and often gives talks at TED conferences.

### 1.3 Listening

**Socrates** (circa 470–399 BC) was a Greek philosopher. His thoughts and ideas are known to us through the writings of his students (notably Plato), as he left no texts of his own. He is believed to be behind the so-called Socratic method of inquiry (described e.g. in Plato's *Socratic Dialogues).* Each problem would be analysed through a series of questions and answers. Socrates applied this technique to moral concepts (e.g. justice). He is also seen as the precursor of Stoicism.

### 1.4 Reading

As of 2020, **Tim Berners-Lee** (b. 1955) has been working, among other places, at the University of Oxford and the Massachusetts Institute of Technology. He has received many awards for his pioneering work, including that of Knight Commander of the Most Excellent Order of the British Empire (KBE).

### 1.5 Grammar

**Prince William** (The Duke of Cambridge) (b. 1982) is the elder son of Charles, Prince of Wales and grandchild to Queen Elizabeth II. He is second in line to the British throne.

**Paul McCartney** (b. 1945) is an ex-member of the pop group The Beatles, and since the band broke up in 1970, has pursued a solo musical career. He is also a keen environmentalist. His daughter, Stella McCartney, is a well-known fashion designer.

**Diego Maradona** (b. 1960) is a retired Argentinian footballer, considered by many one of the best footballers of all time, and known for his special dribbling technique. He started playing football as a child, but the height of his fame came in the 1980s. After retiring as a player, he started coaching football teams.

**Bart Simpson** is a fictional character in the satirical cartoon *The Simpsons,* which was first broadcast in 1989 and has been on air ever since. In the animation, Bart is ten years old, the eldest child of Homer and Marge, and a troublesome child.

**Rafael 'Rafa' Nadal** (b. 1986) is a prize-winning Spanish tennis player. He is considered one of the best tennis players in history and is often called the King of Clay because of his exceptional skills on clay courts. Among many other records he holds, Rafael Nadal is the only tennis player who has won a single Grand Slam tournament nine times. He is also the 2008 Olympic gold medallist in singles.

**Leonardo da Vinci** (1452–1519) was a versatile Italian artist, scientist and inventor, regarded as one of the most gifted and influential Renaissance men. He is mostly known for his paintings such *as The Last Supper* and the *Mona Lisa*, to name but a few. Leonardo da Vinci is famous for his engineering projects and visionary inventions, including flying machines.

**Mahatma Gandhi** (1869–1948) was the leader of Indian independence movement and one of the founders of the modern Indian state, often referred to as the 'father of the nation'. He is known for using non-violent methods to achieve his political goals. Gandhi was born in India, into a well-off family. He studied law in London and worked as a lawyer in South Africa, where he first involved himself in civil rights movements. He continued his work as an activist after returning to India in 1915. Gandhi was assassinated by a Hindu nationalist, only half a year after India gained independence from Britain.

**Albert Einstein** (1879–1955) was a theoretical physicist and philosopher of science. He is most famous for developing the theory of relativity. He was born in Germany and studied physics and mathematics in Zurich. He became a lecturer at Bern University first and then a full professor at the Charles Ferdinand University in Prague in 1911. He moved to America in 1933 and became an American citizen in 1940. He won the Nobel Prize in Physics in 1921. He wrote over 300 scientific papers and 150 non-scientific ones. He also had a love of music and played the piano and violin.

**Winston Churchill** (1874–1965) was a British politician and an artist. He was the UK Prime Minister during the last five years of World War II, playing a crucial role in the wartime world politics. He became prime minister again in 1951 and retired in April 1955 because of ill health. As well as being an influential politician, Winston Churchill was also a painter and a writer. In 1953 he was awarded the Nobel Prize in Literature.

**Marie Curie** (born Maria Skłodowska) (1867–1934) was a Polish-French chemist and physicist, known for her research on radioactivity and the discovery of two radioactive elements, polonium and radium. In 1891 Marie Curie left Poland for Paris to study at the Sorbonne, where she continued her scientific work throughout her life and became the first woman professor in the history of the university. She was also the first woman to win a Nobel Prize, and the first person with two Nobel Prizes in different disciplines, the first in physics (in 1903) and the other one in chemistry (in 1911). She was awarded the 1903 Nobel Prize together with her husband Pierre Curie and Henri Becquerel.

**Barack Obama** (b. 1961) became the forty-fourth US President and the first black president in 2008. He was re-elected for a second term as president in 2012. In 2009 he won the Nobel Peace Prize. He is known for reforming health care laws and for working to end US military involvement abroad.

## 1.8 Writing

**GCSE** (General Certificate of Secondary Education) exams are taken by pupils finishing their secondary education in England, Wales and Northern Ireland. The examinations include a number of subjects, such as English, Mathematics, Science, foreign languages and Humanities. They used to be graded A to G, but the new grading runs from 9 to 1, with 9 the highest grade.

# Unit 2 Human nature

## 2.2 Grammar

**Facebook** is a social networking website founded in 2004 by Mark Zuckerberg. You can join for free and after you create your personal profile you can upload photos and videos and keep in touch with your contacts by posting messages on their wall (a virtual bulletin board) or sending private messages which are similar to emails. You can also post your status updates (a microblogging feature) and comment on your contacts' photos. There are now over 2.6 billion active members.

## 2.4 Reading

Following the success of ***Me Before You***, **Jojo Moyes** (b. 1969) wrote several other novels, including two sequels to *Me Before You*: *After You* and *Still Me*. They feature the same protagonist, Louisa Clark, as in her bestseller. The film adaptation of *Me Before You* came out in 2016, and starred Emilia Clarke and Sam Claflin in the leading roles.

## 2.8 Writing

**John Gray** (b. 1951) is an American author and a personal relationship counsellor. He made his name as the author of the famous self-help book *Men Are from Mars, Women Are from Venus,* published in 1992. With millions of copies sold, the book is one of the best-selling non-fiction books in history. It aims at explaining problems in relationships between men and women through characteristic tendencies in each gender. Despite huge commercial success, *Men Are from Mars, Women Are from Venus* did not receive much recognition among academics, who often maintain that it is rather simplistic and largely stereotypical. All Gray's later books grew out of his bestseller and pivot around the same theme of relationships and personal growth.

# Unit 3 Living spaces

## 3.1 Vocabulary

**Norwich** is a city located in Norfolk, around 160 kilometres north-east of London. Although it does still contain many old, medieval buildings, the city was heavily bombarded during World War II, and many areas were completely redeveloped between 1960 and 1970. It is one of the most popular tourist destinations in the UK, and has been listed among the 'Best Places To Live' in 2018.

**Pontevedra** is located in Galicia in Spain. The city centre was pedestrianised in 1999; motorised transport in these areas is only available for residents or services, and in 2010, the speed limit for motor vehicles was reduced to thirty kilometres per hour. It is estimated that most transport in the city centre is made on foot. Pontevedra is also considered one of the best cycling cities in the world. All these measures have made it possible to reduce the city's $CO_2$ fossil fuel emissions.

## 3.3 Listening

**The Freedom Ship** is the name of a floating city project, put forward in the late 1990s. It would be a series of huge barges, connected to each other into a 1,317-metre-long ship-like complex. It would consist of apartments for 50,000 residents and any facilities a modern city can offer, such as schools, shops, hotels, a hospital and a rooftop airport. Although the Freedom Ship would be continuously travelling around the world, it would not be a cruise liner. Its main aim is to create a unique place to live for the world's first mobile community.

## 3.4 Reading

The **Isle of Skye** is the largest island in the Inner Hebrides off the west coast of Scotland, and the second largest island in Scotland. It is known for its unusual rocky landscape and has been featured in many science-fiction or fantasy films (e.g. *Stardust* and *Prometheus*).

A **tipi** is a traditional conical tent, historically used by some groups of Native Americans.

## 3.5 Grammar

**Wi-Fi** is a set of standards for radio-based wireless networks which allow compatible devices to connect to network access points without cables or wires. The Wi-Fi logo is issued by the Wi-Fi Alliance, a non-profit organisation that promotes Wi-Fi technology and certifies that devices and products are compliant with Wi-Fi standards. Wi-Fi is considered to be an abbreviation for Wireless Fidelity.

## 3.7 Use of English

***The Hobbit, or There and Back Again*** is a 1937 fantasy novel for children, written by J. R. R. Tolkien. It forms an introduction to the characters and Middle-earth universe featured in the *Lord of the Rings* trilogy. The main protagonist of the book is the hobbit Bilbo Baggins, from **Hobbiton,** a village in the Shire, a region of Middle-earth based on England. **Hobbits** are human-like entities who are usually only around one metre tall and live in houses built like rabbit-holes in the ground or hillsides. *The Hobbit* film series consists of three movies (even though the book was only one volume), and was filmed between 2011 and 2013 in New Zealand. Hobbiton was re-created for film purposes on a farm near Matamata, and after filming ended, the local government decided to keep the set as a tourist attraction.

***Mamma Mia!*** is a 2008 film based on a musical centred around the songs of ABBA, a Swedish pop group most popular in the 1970s. Meryl Streep stars in the main role as Donna, a hotel owner and single mother, whose daughter is about to get married. The other main actors include Pierce Brosnan and Julie Walters. Most of the outdoor scenes were filmed in Greece, with the church of Agios Ioannis Kastri on Skopelos acting as the wedding location. The 2018 sequel *Mamma Mia! Here We Go Again* was filmed in several places, among them the Croatian island of Vis.

# Unit 4 Shopping around

## 4.3 Listening

**The Camden Market** refers to a group of markets in Camden Town, an inner city district of London. The neighbourhood is famous for its alternative lifestyle, which has shaped the character of the market. The Camden Market is mainly made up of stalls selling hand-made crafts and clothes as well as international fast-food. It is one of London's biggest attractions, with about 100,000 visitors every weekend.

**eBay** refers to the commercial website, eBay.com, owned by an American multinational corporation. It is an online auction and shopping site, allowing its users to buy and sell a wide range of products and services. eBay operates in over thirty countries worldwide.

**Notting Hill** is a district in west London. It is famous for its multicultural character and the Notting Hill Carnival, organised every summer since 1966. It is also the place where the famous Portobello Market is held. The market takes place every Saturday in Portobello Road, a narrow street in Notting Hill stretching for over three kilometres, and specialises in antiques and second-hand goods. It dates from the 19th century, when it was a fresh-food market. These days there are some fruit and vegetable stalls there too, but they are greatly outnumbered by antique dealers.

## 4.4 Reading

**Justin Timberlake** (b. 1981) is an American pop singer and actor. He is a former member of the boy band NSYNC, and has released five solo studio albums. His filmography includes *The Social Network* (2010) and *Wonder Wheel* (2017).

**French toast** is typically eaten for breakfast, and usually consists of stale bread soaked in milk and egg, then fried and served with, e.g. fresh fruit.

As of 2020, **Queen Elizabeth II** (b. 1926) is the longest-reigning British monarch, having succeeded to the throne in 1952. She is known to be a fan of tea.

The ***Girl with Balloon*** is a series of murals created by Banksy and started in 2002. The first one appeared on Waterloo Bridge. There have also been several printed versions of the work, which are currently very valuable.

The **Children in Need** telethon is one of the three most popular televised charity events (alongside Red Nose Day and Sport Relief) in Britain, but the only one run by the BBC. It takes place once a year in November. Since 1985, the event's mascot has been a yellow teddy bear with a bandana over its eye, called Pudsey Bear.

# Unit 5 Off to work

## 5.1 Vocabulary

**Brian Tracy** (b. 1944) is the author of over seventy self-help manuals and the founder of a counselling company. *Eat That Frog!* is one of his best known books. Its title comes from a quote attributed to Mark Twain: 'If it's your job to eat a frog, it's best to do it first thing in the morning. And if it's your job to eat two frogs, it's best to eat the biggest one first.'

## 5.4 Reading

**Emilie Wapnick** (b. 1984) is a Canadian writer and career coach, the author of *How to Be Everything: A Guide for Those Who (Still) Don't Know What They Want to Be When They Grow Up.* In 2010 she founded Puttylike, a website targeted at multipotentialites, to help people of many interests develop their careers and lives.

**TED Conferences LLC** is a media organisation, which posts **TED Talks** (speeches given at annual conferences) free of charge online, calling them 'ideas worth spreading'. The topics cover many issues, from science to culture. TED speakers have included, among others, Jane Goodall, Gordon Brown, Bill Gates and Naomi Klein.

## 5.7 Use of English

**WhatsApp** is a messaging service through which users can make voice or video calls, send text messages and videos, as well as share data. It is the primary means of communication in, e.g. Brazil and India. The service was launched in 2009 and purchased by Facebook in 2014. Both **Jan Koum** and **Brian Acton** continued to work for WhatsApp for several years after its purchase.

# Unit 6 A matter of fact

## 6.3 Listening

**Banksy** is an elusive British artist, film director and a political activist. He is known for his provocative, satirical graffiti and other kinds of street art. He has placed his works in visible places in different cities all over the world. Through his art Banksy comments on important political and social issues. He works anonymously and has never revealed his true identity. It is speculated that his secrecy may result from the illegal character of graffiti.

## 6.4 Reading

**Britney Spears** (b. 1981) is an American pop singer and dancer. She started her career as a child, and reached fame with her hit debut album … *Baby One More Time* in 1999, which continues to be one of the best-selling albums of all time. As of 2020, she has released nine studio albums.

**Paris Hilton** (b. 1981) is an American businesswoman, socialite and great-granddaughter of the founder of Hilton Hotels. She has also worked as a model and starred in many films and television programmes, including reality shows.

**Robert Cornelius** (1809–1893) is seen as a pioneer of photography, although he was primarily a lamp manufacturer, continuing his father's business, and later dealing in gas and lighting. He also operated two of the first photographic studios in the USA (in the 1840s). His 1839 self-portrait is also believed to be the first human photographic portrait taken in America.

**Anastasia Romanova** (Grand Duchess Anastasia Nikolaevna of Russia) (1901–1918) was the youngest daughter of Tsar Nicholas II of Russia. She was killed together with the rest of her family after the Russian Revolution, although for many years after the assassination there were rumours of her survival.

## 6.5 Grammar

**Daniel Radcliffe (**b. 1989) is an English actor, mainly known for playing the title character in the *Harry Potter* film series. The director of *Harry Potter and the Philosopher's Stone* cast Radcliffe when he was eleven. He continued playing Harry Potter throughout the whole series for over ten years. Harry Potter is the main character in a fantasy series written by the British author J.K. Rowling. He is a young wizard and a student of Hogwarts School of Witchcraft and Wizardry, who tries to conquer the villain character, the Dark wizard Lord Voldemort. Harry Potter's adventures constitute the focus of the whole series, which consists of seven books: *Harry Potter and the Philosopher's Stone, Harry Potter and the Chamber of Secrets, Harry Potter and the Prisoner of Azkaban, Harry Potter and the Goblet of Fire, Harry Potter and the Order of the Phoenix, Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*. The series was an enormous commercial success, with over 400 million copies sold worldwide. All the books in the series have been made into films and Harry Potter has become a valuable brand name.

**Robert Pattinson** (b. 1986) is an English actor who was born in London. He is most famous for his role as **Edward Cullen** in The Twilight Saga. He was also in *Harry Potter and the Goblet of Fire*. When he was younger he used to be a model. He is also a musician and a song-writer; he plays both the piano and guitar. He sang one of his own songs, *Never Think*, on the Twilight soundtrack.

**The *Twilight* Saga** is a series of fantasy romance films for young adults based on the novels by Stephenie Meyer. The films are about a teenage girl called Bella Swan (played by Kristen Stewart) who falls in love with a vampire called Edward Cullen (played by Robert Pattinson). There are five films in the Saga: *Twilight, New Moon, Eclipse, Breaking Dawn Part I* and *Breaking Dawn Part II*.

## 6.8 Writing

***Stranger Things*** is an American science-fiction drama available on the Netflix streaming platform. The story centres around a group of children living in the fictional town of Hawkins in the early 1980s and a nearby research lab, in which strange things seem to be happening. As of 2020, it consisted of three seasons, but more are planned.

# Unit 7 It's not rocket science!

## 7.1 Vocabulary

**Charles Babbage** (1791–1871) was a British mathematician and computing pioneer, who was also interested in astronomy, philosophy and code breaking. He worked for many years on several calculating machines, most of which were unfinished in his lifetime. The most complex was called the Analytical Engine, which was meant to process instruction cards and include a memory unit.

**Ada Lovelace** (Augusta Ada King, Countess of Lovelace) (1815–1852) worked with Babbage on his Analytical Engine. Although she is often credited as the first computer programmer, some historians and scientists claim that she only wrote down Babbage's ideas (their co-operation began when she translated an article on the Analytical Engine from French into English). Apart from mathematics, she was interested in science and neurology.

**Mary Anning** (1799–1847) was a palaeontologist from the seaside village of Lyme Regis in Dorset, England. Her family ran a business finding and selling fossils to tourists, which Mary eventually took over. She was self-educated. Many of her fossils provided crucial informational about prehistoric life.

Apart from her work on the DNA, **Rosalind Franklin** (1920–1958) worked on the structure of ribonucleic acid, viruses (e.g. polio) and coal.

Since the 1970s, **Jocelyn Bell Burnell** (b. 1943) has received many awards for her contributions to science, including the Special Breakthrough Prize in Fundamental Physics in 2018. She decided to contribute the award (£2.3 million) to help aspiring physics researchers who are female, from minority groups and/or refugees.

**Dorothy Hodgkin** (1910–1994) was a British chemist, recognised for her achievements in structural biology. Apart from penicillin and vitamin $B_{12}$, she worked on the structure of insulin and steroids.

**Dmitri Ivanovich Mendeleev** (1834–1907) was a Russian chemist, who is often referred to as 'the Father of the Periodic Table'. He came up with the way of classifying chemical elements when working as a teacher at St. Petersburg University and writing a textbook for his students. He received recognition for his work all over Europe, and was considered for the 1906 Nobel Prize in Chemistry, but lost to Henri Moissan.

## 7.2 Grammar

**Bill Gates** (b. 1955) is a successful American entrepreneur, philanthropist and inventor. He is best known for being the co-founder of Microsoft. According to the Forbes list, he has been ranked as one of the richest people in the world since 1995. In 2015 his fortune was estimated at almost eighty billion dollars. In 2000 Gates established the Bill & Melinda Gates Foundation, through which he has donated substantial funds to charitable organisations and various research programs. Gates is also the author of two books: *The Road Ahead* and *Business @ the Speed of Thought*.

The American company **Apple** designs and sells consumer electronics, computer software and computers. It is most famous for Mac computers, the iPod music player, the iPhone and the iPad tablet computer. It was founded in 1976 by Steve Jobs, Steve Wozniak and Ronald Wayne.

**YouTube** is a popular video-sharing website started in 2005 by Steve Chen, Chad Hurley and Jawed Karim. People upload video clips to share with others. Some TV companies also upload clips. In 2006 the website was bought by Google.

**The Nobel Prize** refers to a set of the most prestigious international awards for great achievements in various categories. The prizes were established by the Swedish inventor Alfred Nobel in his will in 1895. Since 1901 the prizes have been awarded in the following categories: physics, chemistry, medicine, literature and peace. In 1968 the Central Bank of Sweden established a related award in economics, called the Nobel Memorial Prize in Economic Sciences. All the prizes are presented in Stockholm, Sweden, with the exception of the Nobel Peace Prize, which is awarded in Oslo, the capital of Norway

## 7.4 Reading

***I Contain Multitudes: The Microbes Within Us and a Grander View of Life*** is a 2016 book by Ed Yong, a science writer and journalist, which describes the relations between microbes and animals in an interesting and engaging way.

## 7.5 Grammar

**Pythagoras** (circa 570–circa 495 BC) was a Greek mathematician and philosopher. He is famous for developing the Pythagorean Theorem, which states that in every right-angled triangle the square built on the longest side has the same area as the two squares built on the other sides put together.

**Archimedes** (circa 287–circa 212 BC) was a Greek mathematician and inventor. Despite sparse information about his life, he is often considered the greatest mathematician in antiquity, whose work contributed a lot to the development of geometry. However, Archimedes is mostly known for discovering Archimedes' Principle, one of the basic rules of hydrostatics. It states that a body immersed in a fluid apparently loses as much of its weight as the weight of the fluid displaced. Archimedes was a great engineer too. He built defensive war machines to protect Syracuse, the Greek city in Sicily, where he lived.

**The Maya people** are diverse ethnic groups from Central America who speak the Mayan languages. They are native inhabitants of southern Mexico, Guatemala, Belize and Honduras. The ancestors of the Maya people created the Maya civilisation, one of the finest pre-Columbian cultures of city-states, which flourished in the Yucatan Peninsula in the first millennium of the modern era. There were eight million Maya people living in the region before the arrival of Europeans in the 15th century. These days the Maya population is estimated at seven million.

## 7.6 Speaking

**Mario** is a Nintendo video game character, created by Shigeru Miyamoto. Mario is an Italian plumber living in the Mushroom Kingdom. His main goal is to rescue Princess Peach from the hands of a villain named Bowser. Mario first appeared in the early 1980s and has been in over 200 games since then, as well as numerous TV shows, films and comics.

**Minecraft** is video game released in 2009. In its core version the game consists in moving around in a world made of 3D cubes and breaking them up to build new constructions. The cubes represent various materials which the player gathers and uses to create new structures. The world consists of different types of terrain such as deserts, mountains, forests or seas. There are several game modes in which the player has different options and goals.

## 7.7 Use of English

**Global Positioning System (GPS)** is a space-based satellite navigation system. It provides location and time information anywhere in the world with sufficient GPS satellites. It is maintained by the United States government and is freely available to anyone with a GPS receiver. It is commonly used in car navigation systems but also has many commercial and military uses. It has been in operation since 1993 and uses more than twenty-four satellites in various orbits around the globe. Other countries such as Japan, Russia, India and China are now developing their own GPS systems. The European Union is also developing the Galileo positioning system.

# Unit 8 Costing the earth

## 8.4 Reading

Over fifteen years after the 1983 events shown in Adrift, **Tami Oldham Ashcraft** (b. 1960) described her ordeal in a book entitled *Red Sky in Mourning: A True Story of Love, Loss and Survival at Sea*. When she was found by a Japanese boat, she had almost reached Hawaii. Richard Sharp's body was never recovered from the sea. Oldham suffered for several years from side-effects from the head injuries she sustained during the storm, but she continues to sail.

**Ewan McGregor** (b. 1971) is a Scottish actor and director, known for his roles in, e.g. *Trainspotting, Moulin Rouge* and *Christopher Robin*. He has been involved in charity work for many years, serving, e.g. as an ambassador to UNICEF UK.

**Naomi Watts** (b. 1968) is a British actress who moved to Australia as a teenager and first starred in Australian TV series. Her breakthrough came after playing the lead role in *Mulholland Drive* (2001). Other notable films include *King Kong, The Impossible, Birdman* and *21 Grams*.

**Chiwetel Ejiofor** (b. 1977) is a British stage and film actor. His best-known films include *Love Actually, Inside Man, Kinky Boots* and *12 Years a Slave*, for which he received many awards.

**Juan Antonio Bayona** (b. 1975) is a Spanish film director. *The Impossible* is his fourth feature film. More recent projects include the fifth *Jurassic Park* movie: *Jurassic World: Fallen Kingdom* (2018).

## 8.6 Speaking

**Wolin** is a Polish island near the border between Poland and Germany. Most of the area is covered in forest and hills. A large part of the island belongs to Wolin National Park.

**Wieliczka** is a disused salt mine near Krakow in southern Poland, which was in operation from medieval times until the beginning of this century. It is featured on the UNESCO list of World Heritage Sites and is also a Polish Historic Monument, attracting over one million tourists every year.

**The Giant Crystal Cave** is a cave in Naica, a mining town in the north of Mexico. It is part of a working lead, zinc and silver mine. The cave is famous for enormous gypsum crystals, some of the world's largest crystals ever discovered. The biggest specimen weighs fifty-five tonnes and it is twelve metres long. The cave lies 300 metres below the surface and is difficult to explore due to the inside temperature reaching up to 58 degrees Celsius and extremely high humidity.

**Ha Long Bay** is located in north-eastern Vietnam, near the mouth of the Bach Dang river, covering an area of 1,553 square kilometres. It is famous for its spectacular scenery and, as such, is one of the biggest tourist attractions in East Asia. There are over 1,600 limestone islands and islets, which make a unique seascape, created in a process of erosion over millions of years. Ha Long Bay was designated a UNESCO World Heritage site in 1994.

**Cape Town** is the second largest city in South Africa, with 3.7 million people living in the metropolitan area. Its population constitutes one of the world's most multicultural cities. Cape Town is located on the shore of Table Bay, on the Atlantic Coast, near the southernmost tip of the African continent. It is a famous tourist destination thanks to its beautiful harbour and two scenic landmarks: Table Mountain and Cape Point. Cape Town was founded by the Dutch in 1652 as a supply station for Dutch merchant ships and soon became the economic hub of the region. It is now the second biggest economic centre in South Africa. As its legislative capital, it is the seat of the National Parliament.

**Table Mountain** is the 1,084-metre landmark mountain which overlooks the South African city of Cape Town. As its name suggests, the flat top of the mountain resembles a table top. The top is almost three kilometres long and has steep, vertical cliffs at the edges. Table Mountain is part of the Table Mountain National Park and it is a famous tourist destinations. It can be easily reached by cableway, but it also attracts hikers thanks to a network of over 550 walks.

## 8.8 Writing

**Zakynthos** is a Greek island, located in the Ionian Sea. It is a popular holiday destination, famous for its picturesque 123-kilometre-long coastline. Since 1999 it has been the site of the National Marine Park of Zakynthos, located in the southern part of the island. The Park is famous for the Bay of Laganas and its beaches that serve the loggerhead sea turtle as nesting grounds. The loggerhead sea turtle is the biggest hard-shell turtle in the world. The average adult measures about ninety centimetres and weighs 135 kilograms, but specimens twice as long as this, weighing almost half a tonne, have also been found. The loggerhead inhabits all the world's oceans and the Mediterranean Sea. It is considered an endangered species. Its population, estimated at 200,000, has decreased due to industrial fishing nets, its slow reproduction rate and the loss of nesting beaches.

**The Masai Mara National Reserve** is a wildlife reserve, located in south-west Kenya, on the border with Tanzania. It adjoins the Serengeti National Park in Tanzania, with which it forms Africa's most diverse and fascinating eco-system. The whole area is famous for the Great Migration, the world's largest mammal migration, in which countless herds of gnus (also called wildebeests), zebras and Thomson's gazelles move to and fro between the Masai Mara and the Serengeti on a yearly cycle. Africa's big cats – the lion, the cheetah and the leopard – can be found in the Masai Mara in relatively big numbers. There are also elephants, buffaloes, black rhinoceroses, hippopotamuses and Nile crocodiles. The unique and rich wildlife attracts many tourists, making the reserve the most popular safari destination in Africa.

**Punta Tombo** is a peninsula located on the Atlantic coast of Argentina. It is three kilometres long and 600 metres wide and it is famous for being the nesting site of Magellanic penguins. They arrive in Punta Tombo between September and April to lay their eggs and look after their offspring. It is one of the world's largest penguin colonies, and also one of the most accessible and as such it attracts about 100,000 visitors every year.

**Białowieża National Park** is a national park in eastern Poland known for one of the last primeval forest areas in Europe and the largest population of the European bison. The oldest part of the forest is a UNESCO World Heritage site.

# Student's Book audioscript

## Unit 1 Live and learn

### 1.1 Vocabulary

**1.2 Exercises 5 and 6, page 5**

**D = Daughter F = Father**

**D:** Hi Dad, sorry I'm late, what are you looking at?
**F:** I'm reading a website called *Degree courses you didn't know existed*. You should read it.
**D:** Sounds like fun. Yeah, I've been thinking about what I should apply for at university.
**F:** Well, you've put so much effort into your end of school exams. You can look forward to dropping the subjects you don't like and focusing on something you love.
**D:** Is that how it was for you, Dad?
**F:** No, not really. You're much more gifted academically than I was … and self-disciplined!
**D:** You make me sound like a swot! I just like studying.
**F:** You are a swot compared with me. I struggled a lot at school. I just couldn't settle down in class – I was really disruptive. In fact, I nearly got expelled a few times.
**D:** No! You haven't told me this before!
**F:** No, but now that you're leaving school, I can tell you about all the times I got into trouble. But it was different back then. Our teachers were extremely strict. In fact, some of them were real bullies, and if you had a problem you couldn't talk to them – not like now. If you weren't a good student, the teachers just gave up on you.
**D:** So why weren't you a good student? You're really clever!
**F:** Ha ha ha, thank you. I didn't know then, but I was dyslexic. I still am, but I've learned how to deal with it and it's not a problem. But I fell behind at school and only scraped through my exams.
**D:** So how did you get such a good job?
**F:** Oh, that's another story. Right now we're supposed to be talking about you and the university course that's going to set you up for a great future! How about this one? A surfing degree in Plymouth – now that looks like fun!
**D:** Ha ha, surfing! Very funny …

### 1.2 Grammar

**1.6 Exercise 2, page 6**

**M = Man W = Woman**

**M:** What are you reading?
**W:** Oh, this? It's a book about people who become successful because they do what they love doing.
**M:** Oh, that sounds good. What sort of thing?
**W:** Well, I'm just reading about a famous ballet dancer called Gillian Lynne. When she was a little girl, her teachers at school complained that she didn't pay attention and was always fidgeting and disturbing her classmates. So her mother arranged for her to see a psychologist to find out what her problem was.
**M:** Oh right.
**W:** Anyway, the psychologist talked to the girl's mother, and then he put some music on the radio and left Gillian on her own in his office. He told the mother to watch Gillian through a window and as soon as they left the room, the little girl got up and started dancing.
**M:** Ah, that's so clever!
**W:** I know – the psychologist realised that Gillian didn't have a problem, she just had a gift for dancing.
**M:** So what did the mother do?
**W:** She sent her daughter to a dance school and Gillian ended up being a famous ballet dancer and choreographer.
**M:** Wow, that's a great story.

**1.7 Focus Vlog, page 6**

**A = Aaron Han = Hannah Har = Harriet**
**Na = Natasha No = Nobuse V = Vlogger**

**P:** Hello everyone and welcome back to my vlog. Now the other day I bumped into an old school friend and it brought back so many memories. Horrible school lunches, countless missed school buses and most importantly, just hours and hours spent purely on having fun, listening to music, gossiping and just hanging out doing nothing special together.
So today I'm going to be asking people about their teenage years and how their lives have changed since then.
What was your daily routine when you were younger and how does it compare to now?
**Han:** So when I was a teenager, I was at school – high school, obviously. So I would get up in the morning, have some breakfast. I'd walk to my friend's house, and then we'd walk to school. We'd have school obviously from nine to three and then I'd walk home. And then, yeah, just chill at home in the evenings. That was Monday to Friday. And then my routine on the weekends would be to see my friends in the city, catch up. And my routine now is I guess quite similar. I'm based in Sydney. I will go to work for eight thirty, again have some breakfast, do my work, go, um, have lunch, go for a little workout or a run, come home, do some yoga in the evenings, and the same again, catching up with friends on weekends.
**A:** Well, when I was a teenager, I would wake up very early, I would make myself breakfast, I would get ready, I would take the bus to school. Now since I'm living in France, I wake up a little bit later, um, I still actually do not eat breakfast any more, and I go to school around twelve. That's about my daily routine until about five o'clock. Come home, relax, possibly read a book, just kinda leisure activities.
**Na:** My daily routine is quite drastically different actually, um, so when I was a kid I'd get up at about six o'clock and 'cause I trained as a dancer I would get up and do my stretches in the morning. Then I would go off to school in London, have a full day of school, get on a train back home, go to dance classes until about nine o'clock at night and then I'd go to bed, so it was quite intense. And then today – I'll just tell you my day today. I got up

at about eleven thirty – I had a lie-in – met a friend and I'm going to go to work at five o'clock. So, it's quite relaxing in comparison.

**No:** I used to go to school and after school I'd hang out with my friends, get some chicken and chips, and get home before five. And then I used to do homework, which was every day from six to seven, and go to sleep and start again. Nowadays, I just … I'm self-employed so now I just work through my own routine and whatever call sheet or time I get and, if not that I just go to the gym, work out, have some green tea, some daily exercises and stuff like that.

**Har:** When I was younger, I used to go to school, so my routine used to be a lot more structured – so getting up early, lessons, homework, dinner, things like that. Whereas now I don't have a routine as much as I used to.

**P:** What did you use to do when you were younger that you miss doing now?

**Han:** I miss athletics. I used to be part of an athletics club which, um, sadly I gave up. So that would be nice to get back into.

**A:** When I was a teenager, I used to drive around a lot. There wasn't much to do where I lived – I lived in the countryside. So we would drive around a lot and listen to music, and there was a lot of freedom, so we got to listen to loud music, discover a lot of things, drive in the countryside, so yeah I miss doing that.

**Na:** When I was younger, I used to see my friends a lot more 'cause we used to dance together. So I'd see them every single day. And now I very rarely see them. 'Cause of life … Life gets in the way.

**No:** I used to hang out with my friends and play football every day after school. But now because of age and work and life it's just now … just doesn't happen anymore, so, I guess that's what I miss doing.

**Har:** It's going to sound strange, but I actually miss doing homework and having an organised structure. Because at least when I was being made to do things, I actually got things done. Whereas now I'm just sort of very lazy.

**P:** So how about you guys? How was your life different when you were younger? And what do you miss about it?

## 1.3 Listening

**1.9 Exercises 4 and 6, page 7**

**S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3 S4 = Speaker 4**

**1**

**S1:** My earliest memory? I have a vague memory of the Christmas before I was three, but I have very vivid memories of my third birthday party, and I can remember other events very clearly from when I was three years old. Some people say I must have confused a memory with photos I've seen of the same events. But I've asked my mum about it and she agrees that my memories are accurate. For some of them, there's no photographic evidence or anything that could have jogged my memory, so I believe they're real.

**2**

**S2:** Most people in my family have rubbish memories, but my grandfather's amazing. He's not like other old people who are losing their memory and get confused – he's really switched on. He remembers dates and names and places. He can even recall in detail events that happened fifty years ago – and he's seventy-seven! I'm sixteen and I can't remember what I did yesterday! I wish I had his memory – it would help me a lot in my exams. I asked him how he manages to remember things so well, and he says it's because he drinks green tea! I think it's because he reads a lot and stays active. He walks every day – he's much fitter than I am.

**3**

**S3:** I've read that a lot of innocent people get convicted of crimes they didn't commit because a witness has identified them wrongly. That's terrible. Apparently, it's hard for most people to remember someone's face correctly, especially if you only see them for a few brief moments. I think I'd be really good at recognising criminals, and I'm sure I wouldn't choose the wrong person in an identity parade because I never forget a face. I only have to see someone once, and I can remember them in detail. I just wish I had an equally good memory for names.

**4**

**S4:** I saw a documentary last night about a boy who can't forget anything about his life in the past. He can tell you exactly what he was doing on a date and at a time in the past – and he can tell you details like what he was wearing, what he ate, what the weather was like. So you can say 'What did you do for your fifteenth birthday?' and he can remember everything about it. He's the only one in his family with a memory like that. In fact, they said he has a very rare condition – it has a name, but I can't remember it. I've got a memory like a sieve!

## 1.4 Reading

**1.13 Exercise 2, page 8**

**1**

This is fiction. Brain size and intelligence are unrelated. It has more to do with the strength of the neuron networks in your brain – the stronger they are the smarter you are.

**1**

This is fact, although some experts might say that it depends on how you define 'a thought'. Whatever the actual number, we humans clearly do a lot of thinking.

**3**

Correct. A brain doesn't get used up like the data storage on your smartphone. Brain power is enormous! You don't have to worry about running out of space in your lifetime.

**4**

Fact. When you are awake, the one hundred billion neurons in the brain make enough electricity to run a light bulb. Crazy!

**5**

This is a complete myth. The way the brain works is extremely complicated, but most of it is being used most of the time

## 1.5 Grammar

**1.17 Exercises 1 and 2, page 10**

**Part one**

What do Barack Obama, Prince William, Paul McCartney, Diego Maradona and Bart Simpson have in common? They're all left-handed. In fact, ten percent of the world's population is left-handed, and I'm one of them. I have no idea why I use my left hand or what causes someone to be left-handed, but according to studies, it's a combination of genes and the environment that make someone use one hand rather than the other.

In left-handed people, the right hemisphere of the brain is dominant. This means left-handers tend to be creative and visual thinkers. You would therefore expect to find more left-handers working in music, the arts and media in general. Dominance of the right hemisphere also enables left-handers to be better at 3D perception, so it's no surprise that a high proportion of left-handers decide to become architects.

Left-handers have good coordination too, which may explain why a greater number manage to pass their driving test first time. There is also a high percentage of lefties in the world of sport. Tennis champion Rafa Nadal is naturally right-handed, but he has chosen to play tennis with his left hand. He keeps winning, so it's a decision that seems to have worked out well for him.

## 1.6 Speaking

**1.20 Exercises 6 and 7, page 11**

Personally, I think it's absolutely vital. Actually, I'm having lessons at the moment and I intend to take my test next year. My family and I live on the outskirts of the city and it takes me ages to get to the centre on the bus for school, or to meet my friends. Driving into the city would be so much more convenient, so for this reason I feel it's really important that I learn.

## Focus Review 1

**1.21 Exercise 8, page 19**

**S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3 S4 = Speaker 4**

**1**

**S1:** I was beginning to fall behind in Biology class, so I decided to go along to the local Science centre where they were advertising some free workshops. I'm really interested in Science, but the lessons in school are pretty dull, and the teacher doesn't seem very motivated, but dropping out's not an option. At the centre though, things are very different, much more hands-on, and the instructor is really supportive. He actually voted my last project as the best in the group, which makes me want to work even harder. And, the funny thing is, my marks at school have actually started to improve as a result.

**2**

**S2:** I'm really into science fiction and was curious about what a course on creative writing would involve. One thing I didn't expect was that the course would be so demanding, and I've already fallen behind a little. I'm not sure what the tutor will say if I don't catch up on the work that's due. I mean, it's free and we're all there voluntarily – even the tutor I believe – so I doubt I'll be asked to quit the course. I've never been the most hard-working person, and the other students in class strike me as being rather studious, so I know I can't put off doing the work indefinitely.

**3**

**S3:** I've always wanted to do a Drama course, so when the opportunity came up to do one nearby, I jumped at the chance. The tutor's great and the other students on the course all seem very self-motivated, which I guess is important on a free course such as this, otherwise you just wouldn't go, right? I plan to go on and study Drama at university and I dream of one day making a living out of being on stage. Naturally, I'm keen to soak up as much knowledge as I can in the hope that this will help me improve my acting skills.

**4**

**S4:** My high school grades in Art are fine, but I just wanted to try some new approaches and was looking for inspiration. I was a little worried initially as I've never been a very sociable person, but everybody at the art club struck me as being really open. The tutor came across as being very hard-working and focused – which I wasn't expecting as you hear about these volunteer teachers being a bit unmotivated. The next assignment, painting or sketching something about our earliest memory, is rather challenging, but I've got lots of ideas and I'm feeling really creative again!

# Unit 2 Human nature

## 2.3 Listening

**1.25 Exercises 2 and 3, page 23**

**N = Neuroscientist P = Presenter**

**P:** Welcome to Saturday Science. We are very fortunate to have with us in the studio today Ruby Niverton, who is a neuroscientist. Ruby, recently you've been involved in a study of the brain and, in particular, which part of the brain is used for different emotions.

**N:** Yes, that's right. We have collected a lot of data about the changes in the brain that are caused by strong feelings.

**P:** Now, we associate love with the heart, but you would say that love is a chemical reaction, wouldn't you?

**N:** Ha ha, yes, I probably would. In fact, love is a powerful neurological condition. When you fall for someone, it's similar to hunger or thirst, but more permanent.

**P:** Hmm. That's not a very romantic image.

**N:** Well, no, but it's fascinating. In fact, romantic love has all the characteristics of addiction. At the beginning, you're just attracted to somebody. Then you start going out with them and before you know it, you've fallen in love. You focus on the person, you obsessively think about them and you will take enormous risks to win this person that you're obsessed with. Also, like an addict, you need to see them more and more.

**P:** I see. So your study has found evidence for those feelings in the brain. Can you tell us a little bit about how you did that?

**N:** Well, we searched for people to put in a brain scanner – we wanted people who were madly in love. We wanted people who couldn't stop thinking about their sweetheart. Then we put them into the brain scanner and showed photographs of their sweetheart

and photographs of people they didn't know. Then we could compare the activity in the brain.

**P:** And did you find what you were looking for?

**N:** Oh, yes. First, there's an area deep in the centre of the brain – it's a primitive part of the brain which developed sixty-five million years ago. It's at the base of the brain, which is associated with wanting and motivation. The more passionate the love, the more activity there was in that area. We also found activity in a second area of the brain that becomes active when people eat chocolate! Chocolate can be addictive, just like romantic love!

**P:** And what happens when someone is rejected? Does the activity in those areas of the brain stop?

**N:** Unfortunately for the broken-hearted, no. The obsession can get worse when you're rejected. We put people into the brain scanner just after their partner had split up with them, and we found that there was as much activity, or even more, than when they were in love.

**P:** Can I ask you a personal question?

**N:** Ha ha, you can ask!

**P:** All this science and looking at brains – has it put you off romantic love? I mean, can you fall in love or do you just keep thinking about what it's doing to your brain?

**N:** Oh no, not at all. Love is more powerful than that. I might try to resist, but it wouldn't work!

## 2.5 Grammar

**1.32 Focus Vlog, page 26**

**A = Aaron Han = Hannah Has = Hassan**
**L = Lilee P = Presenter S = Shaelyn**

**P:** Hello everyone and welcome back to my vlog. Now, it's my first month of living on my own after moving out of my family home and it's been great. No one cares about how long I spend in the bathroom or how much mess I make. But it has made me realise how important my family is to me and how much of an impact they've had on my life. So today I'm going to be asking people about their families, and what they've learnt from them. Could you tell me about a family member or a friend you look up to?

**L:** I really look up to my mum because she's very independent and she was quite young when she had me, but she moved out of home and she handled everything really well and she brought me up all on her own. And I feel like I've turned out OK. So it really inspires me to be mature and responsible and make good decisions.

**Has:** I look up to my cousin who is a successful painter because he's following his dreams, and that inspires me to follow mine as well.

**Han:** My sister who's with me here today. She is my role model. She's very kind-hearted and honest and I, er, she's taught me a lot in life.

**A:** I look up to my great-grandmother. She was the first woman pilot in West Virginia. Um, she also was the first one to leave West Virginia out of the family and so it was her first time exploring the world and that was a really big deal but, er, she became secretary to two presidents and she had a very very, er, beneficial career for her. Um, so, um, yeah, today she retires in Florida and lives a very happy life on a river and, er, very educated – has two doctorates so, very intelligent, very … very, um, all around excellent woman.

**S:** I look up to my older brother who pursued football when he was younger. He moved from Canada to the UK and I'm doing the same now, pursuing acting in the UK and I can always phone him back home and he's always able to encourage me to keep going.

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

**L:** My grandma is probably the one person who's really had an impact on me. She was a politician through the 70s and 80s when many women weren't in powerful positions and she always told me to stand up for what I believe in and to be who I want to be and not worry about what anyone else thought about it.

**Has:** I've learnt how to do laundry from my aunt, which has helped me a lot since I've moved out from home and now I live on my own.

**Han:** I would say my current roommate who I met almost two years ago. So she's like a new friend I'd say. Um, she's very good at being communicative and showing emotions, which I think is a very good and important factor in life. So that's what I've learnt from her.

**A:** My friend Alex told me that small leaks sink big ships. So what that basically means is guard well against the little things and don't let them don't let them sink you or your or your voyage or wherever you're going. And the same can be applied to finances as well. You know, buying small things here and there adds up very quick.

**S:** My grandfather taught me how to be independent, which has helped me since moving to the UK from Canada, to feel like I can stand on my own two feet and to feel like I can do anything even if I'm far away from my family.

**P:** Is there anyone you look up to? What have you learnt from them? Let me know in the comments.

## 2.6 Speaking

**1.33 Exercises 4 and 5, page 27**

OK, a memorable day out. Hmm, let's see. Right, so I'm going to tell you about a great day out I had at the local lake. This took place about a month ago, on a Saturday, and I had been working really hard studying after school in the evenings and at weekends. I hadn't been out for weeks and I felt like I really needed a break. So I called my friend Lisa and we decided we would take a picnic and go to the lake not far from our village. The weather wasn't great, but we went anyway and as soon as we got there, the sun came out. Initially, we were the only people there, but it's a popular spot and, as expected, other people soon started arriving. As we were sitting there on our blanket, another group of teenagers came and sat down right next to us. They were really friendly and we chatted for a bit, then someone got a bat and ball out. All of a sudden, the weather changed and, out of the blue, it started pouring with rain. We were going to go, and then someone said we might as well go for a swim as we were wet anyway.

Swimming in the rain was fantastic and fortunately, after it stopped raining, the sun came out again and we ended

up staying all afternoon. Eventually, the evening came and it started to get cold so we headed home. Without a doubt, it was one of the best days I've had in ages and a welcome break from studying. We're planning to meet our new friends again as soon as we've finished our exams. Funnily enough, the best days are often the ones you don't really plan.

## 2.7 Use of English

**1.35 Exercise 5, page 29**

**D = Dave L = Lisa**

**D:** Hi Lisa.
**L:** Hi Dave. Have you got a minute?
**D:** Sure.
**L:** I want to ask you about your friend Martin – he's applied for my spare room.
**D:** Oh yes, we study together, but he's just a casual acquaintance rather than a close friend.
**L:** OK. What's he like?
**D:** Um, I'd say he's a bit of a free spirit – he's very independent and sure of himself. But he's good company on a night out, very popular.
**L:** You mean he's loud?
**D:** No, not at all. He's supremely confident and highly intelligent. He was top of our course last year.
**L:** Wow. Does he have a lot of friends?
**D:** Yes, as I said, he's popular and really kind. Last year there was a girl in our year who was deeply depressed and he helped her a lot.
**L:** Oh, he sounds like a nice guy. Anything else you can tell me?
**D:** No, I'd say he's perfectly normal. Oh, and he plays the trumpet really well!

## Focus Review 2

**1.36 Exercise 8, page 35**

**A = Adam P = Presenter**

**P:** Good afternoon and welcome to today's show. Continuing our theme on family, today I'm talking to Adam Martins, a psychologist, expert on twins and a twin himself. Welcome to the studio.
**A:** Good afternoon.
**P:** Let's kick off by asking the question which I'm sure all the people at home are most keen to know. There's a common belief that twins share some sort of unexplained mental or spiritual connection. It's an intriguing idea, but is there any truth behind it?
**A:** Well, there have been many reported cases which suggest that twins – especially identical twins – share some kind of psychic connection, can feel each other's pain or sense when the other twin is in danger, for example. There are stories of twins who gave birth to baby daughters on the same day, at the exact same time, and even twins who were separated at birth, but reunited decades later to find that they both married spouses with the same first and surnames. Psychic powers have never been scientifically proven to exist, and psychic twins are no exception. However, as we move away from science toward anecdotal evidence, we find many intriguing parallels in the lives of twins.
**P:** You're a fraternal twin. Have you personally experienced something like this? If so, what happened and what was the reaction?
**A:** I can recall quite vividly when my sister and I were fifteen, our teacher asked us to draw a picture of a scene from a book. Although we were sitting on opposite sides of the room, we had somehow managed to draw very similar images. The teacher was so taken aback she had to get the teacher from next door and tell her what had happened.
**P:** Incredible. And is it difficult being a twin?
**A:** In many ways, it's no harder than being a regular sibling or an only child, but a number of twins do report a higher degree of competitiveness – a greater need to be the centre of attention. Twins that were dressed alike when younger or were encouraged to do similar things often feel the need to over-accentuate their differences in order to maintain a sense of themselves as individuals – which is by far the most common problem reported by twins. Unfortunately, such competition between twins often starts early with the major source of competition being for parental attention. Later in life, however, twins tend to develop different interests in order to avoid such competitive situations which can create friction between them.
**P:** How does a twin go about establishing a greater sense of self?
**A:** Some twins will often make concerted efforts to study different subjects, go to different universities, or study or work in different countries. Emotionally, it's not easy. But we can't escape our genes, and most research suggests that it is our DNA which is responsible for our psychological characteristics rather than the physical environment in which we find ourselves. Which brings us back to why many twins, even those that have been separated at birth, somehow find themselves attracted to similar professions, becoming obsessed by similar hobbies or simply find it impossible to be different from their brother or sister.
**P:** It's fascinating stuff, but I'm afraid we have to leave it there. Thank you for coming in today Adam. Tomorrow's topic in our series on the family looks at ways of coping with the generation gap …

# Unit 3 Living spaces

## 3.1 Vocabulary

**1.37 Exercise 4, page 36**

**Ja = Jack Ju = Julia P = Presenter R = Ryan S = Sarah**

**P:** Today on CITY LIFE we're discussing the pros and cons of banning cars in city centres. What do you think? Call on 0209 977 7999. We'd like to hear your views. Okay, our first caller is Ryan from Dublin in Ireland. Go ahead Ryan.
**R:** I live in the centre of Dublin, but I work in another city. Cars are banned from my street and so I can't park at home. This means that my daily commute is more difficult, but it's worth the sacrifice – I used to hear the constant noise of car engines and honking of horns from my top floor apartment overlooking one of the main streets, but now I love the peace and quiet.
**P:** Thank you, Ryan. Next up is Jack from London.

**J:** I agree with banning cars – it's definitely the right way to go. London is so polluted. They're talking about banning diesel cars by 2020. I think they should ban all cars. So long as there's a reliable network of buses and public transport, who needs cars?!
**P:** Thank you, Jack. Yes, public transport is important. Let's see what Sarah has to say.
**S:** I agree with banning cars in the city centre because it's safer for cyclists. But my problem is that I live in the suburbs, and my neighbourhood doesn't have cycle lanes, so it's not a safe environment for young people to get around by bicycle. Urban planners should ask themselves: would you let your child cycle here?
**P:** Good point Sarah. Councils have been focusing on the city centre and forgetting about the suburbs. What do you think Julia from Bath?
**J:** I don't think it's a good idea to ban cars everywhere. It's easy to build cycle lanes in cities where there are wide avenues, but my hometown of Bath is very picturesque and tourists flock here to visit the historic centre. The problem is that these ancient cobbled streets are too narrow for cycle lanes. We can *never* be a bike-friendly town. And I don't mind. I like my car.
**P:** Ah yes, the cobbled streets of Bath. Lovely. Well, that's all we have time for now. Thanks to our listeners …

## 3.2 Grammar

**1.41 Focus Vlog, page 38**

**H = Hannah K = Kat Li = Lilee Lu = Lucy**
**Na = Natasha Ni = Nick No = Nobuse**
**P = Presenter**

**P:** Hi everybody. Welcome back to my vlog. Now I found my old diary from ten years ago and it's so funny to read my ideas on what I thought the future might hold for me. I'm definitely not the person I imagined myself to be back then, though some dreams haven't changed. I always saw myself in the Australian outback working from home rather than being stuck in London's traffic jams. But hey, it might still happen! So I'm curious about other people's dreams. It's time to ask some questions. Where do you think you'll be living five years from now?
**Na:** My mum owns a house in Walton-on-Thames that I plan on buying off her, so probably I will be living in Walton-on-Thames in her house in five years' time.
**No:** I'll probably be living in London with my family, but I would like to be living in Monaco 'cause it's another city, another country, it's nice with hot weather, and it's just a different environment compared to London.
**K:** Probably I'll be living in Vienna and hopefully I'll be still working freelance with projects abroad every couple of months so I can keep travelling.
**Ni:** In five years' time, I would quite like to be living in a house with myself, not with housemates, um, preferably with a studio so I can record my music and my guitars in there and a nice big living room.
**H:** I will be living in Sydney, New South Wales in Australia 'cause it's a lovely part of the world, lots of beaches and outdoor life.
**Lu:** In five years' time, I hope to be living in East London. It's one of my favourite places. It's where I work, so it'd be a lot easier. I wouldn't have to get up as early.
**Li:** Actually, I have no idea. I've only just arrived here in London and loving it so far. But, er, if it turns out that after a couple of years I don't really love the cold any more I might head home where it's much warmer or I might try somewhere in Europe. I've really got no idea.
**P:** What life goals will you have achieved by the time you turn fifty?
**Na:** I would like to think that I will have played a leading lady in the West End. Um, I would like to have been in a TV series or two. And maybe some voice work, voice reels and language tapes.
**No:** I will have had my own film production agency. I'll have travelled round the world doing what I love which is acting and modelling. I'll have started to raise my own family as well and I will have my own property and businesses as well.
**K:** Hopefully by the time I'm fifty, I will have published a book or been an established artist or at least published a movie and gone further in my career. Or just be happy – I guess that's a good goal as well.
**Ni:** By the time I'm fifty, in my life I will achieve at least one top ten album, a tour of the world, and to get my band Lofthouse just anywhere and everywhere I can.
**H:** I will have completed my yoga teacher training in India, and I will have my own studio, so I'll be teaching yoga.
**P:** So what about you guys? Where would you like to live in the future and what are your most important life plans? Let me know in the comments.

## 3.3 Listening

**1.42 Exercises 3 and 4, page 39**

**1**

Welcome to the *Lifestyle Programme*. Let's start with the shocking results of a recent survey: thirty-five percent of British people do not know any of their neighbours. Well, it's not a problem for residents of Springhill co-housing project in the southwest of England. Springhill is a new housing development of thirty-five homes in a typical residential area. Residents have their own self-contained flats or houses and gardens, but share a common house for communal meals. The co-housing idea comes from Denmark where it is well-established, and according to the latest government housing figures, tens of thousands of Danish people live in this way. There is growing interest around the world in the model as a provider of affordable, sustainable social housing. Building materials are natural or recycled.
Springhill is not only sustainable in building terms, but in human terms too, encouraging the daily social contact that we know is key to health and happiness. We're sure there'll be a hundred percent improvement in neighbourly relations at Springhill. And now for a look at a different kind of …

**2**

**T = Tom R = Rick**

**R:** Come on, we're going to be late for school. What are you reading?
**T:** Oh, it's one of Dad's business magazines. Have you seen the plans for this Freedom Ship?
**R:** No, what is it?
**T:** Well, it's just a concept at the moment, but they're planning to build a huge ship that looks like a floating tower block with an airport on top.
**R:** That sounds a bit unstable if you ask me. Let's have a look. Oh, that's amazing. It looks like a multi-storey

car park! I wouldn't like to be on it in bad weather. Are they really going to build it?

**T:** Only if it can be profitable, so if you ask me, I'd be surprised. They need billions of dollars to even start, so it may never happen. It says here that there are people with disposable income who want to invest in the project and use it as their second home, but I shouldn't think many people would want to live on it. They want to make it nearly two kilometres long – nearly two kilometres long! That doesn't sound possible!

**R:** Where will it dock?

**T:** According to this article, no ports will be big enough for it to enter, so it'll just be sailing around the world non-stop with 80,000 people on board.

**R:** Well, I won't be one of them! Come on, it's time to go.

**3**

Today I'm reporting from *The House and Home* show and I'm going to start with a question – where will you be living twenty years from now? Well, that's pretty obvious. You'll be living in a fully connected smart home! Smart homes and smart technology have now become reality, not the future. How do they benefit our lives? OK, a smart home can be rewired so household appliances such as fridges, light fixtures, security systems and thermostats can be controlled by the homeowner using a mobile device. One benefit is that the smart home can save energy costs – even when you're not at home. With the tap of a finger on your mobile phone, you can switch off lights, close windows and control the heating. With the smart home, you gain more hours in the day – when you're running low on milk, your fridge can order more, and it can be programmed to manage all your shopping. The fridge will even advise on recipes based on what you've got in stock. Domestic chores just got a lot easier! In the future, such homes will be available for everybody!

# Unit 4 Shopping around

## 4.2 Grammar

**2.12 Exercises 1 and 2, page 54**

**L = Laura LM = Laura's mother**

**L:** Mum! Guess what – Jamie got tickets for us to see Beyoncé tonight. It was sold out, but he got them online.

**LM:** You know it's risky buying tickets online, don't you?

**L:** Is it? The guy's meeting us outside the concert with the tickets.

**LM:** OK, but just be careful, won't you? Don't give him any money until you see the tickets.

**L:** Don't worry! It'll be fine. Right, Jamie's picking me up in five minutes.

**LM:** Jamie? But he hasn't passed his driving test, has he?

**L:** Yes, Mum, he passed it weeks ago.

**LM:** Oh right … Wait a minute. You're not wearing my earrings, are you?

**L:** Oh, er … yes, I am. I forgot to ask you. Sorry.

**LM:** You know they're worth a lot of money, don't you?

**L:** Are they? But you never wear them, do you?

**LM:** Look, it's fine, but just don't lose them, will you? It's so easy to lose things at concerts.

**L:** Stop worrying about everything Mum. I'm always careful when I borrow your things, aren't I?

## 4.3 Listening

**2.15 Exercises 2 and 3, page 55**

**I = Interviewer MR = Martin Richards**

**I:** Welcome to the *Shopping Programme*. In this episode, we're looking at the growing market in the UK for second-hand goods and the different places where you can buy and sell these pre-owned items. To get us started, we have a guest in the studio. Hello and welcome Martin Richards. Martin, you sell second-hand goods on the market, don't you? Can you tell us where you get them from?

**MR:** Yes, hello. Basically, I buy and sell the contents of luggage that is lost at airports and unclaimed by their owners.

**I:** There are thousands of bags and suitcases that go missing at airports, aren't there?

**MR:** Yes, absolutely. Twenty-six million checked bags go missing from international flights around the world every year. Heathrow is one of the busiest airports in the world with nearly two hundred thousand people passing through the airport each day. Unsurprisingly, forty-five thousand bags go missing every month.

**I:** Amazing! So how do you get hold of this unclaimed lost luggage and what do you do with it?

**MR:** Well, I certainly don't get them from the owners! I go to an auction house in London – they buy the lost property from Heathrow Airport, and sell it weekly to individuals like me. Then I have a stall on a market where I sell the clothes that come out of the lost suitcases.

**I:** So what kind of things do you get?

**MR:** Well, there's an element of chance when you buy a suitcase, as you can't look inside before you bid for it. The better the suitcase, the more likely you are to find designer clothes. But you could be very unlucky with a high-quality bag and just find dirty socks – that's the chance you take. Luckily, the auctioneers open the bags and throw away anything horrible like food that's gone off or wet stuff that's gone mouldy. When you buy suitcases, you just get clothes. They take out electrical goods and shoes and they sell those in separate lots.

**I:** If we could just go back to what you were saying before, it's really surprising how many bags get lost! Have you any idea how this happens?

**MR:** Apparently, the most common cause of lost luggage is when people check in their bags either too far in advance, or at the very last minute. Things can also get lost if passengers transfer to other flights. But you wouldn't believe what the most commonly lost thing is – children's buggies! That's what I find most shocking – I just don't understand how people can leave the airport carrying the child and not remember the buggy!

**I:** One last question, Martin. Do you feel a bit strange handling people's personal belongings?

**MR:** Um. That's a good question. The easy answer is no – I try to think about it as a job. But if I'm honest, I do often wonder who these people are, where they're from and where they were going. Once I found a wedding dress in one of the suitcases – I just hope they lost it on the way home.

**I:** Absolutely. I'm sure those suitcases could tell a few stories. Thank you, Martin. Now …

## 4.4 Reading

**2.19 Exercise 3, page 56**

**Weirders things sold at auction**

A man thought that a jar contained a ghost and he was frightened of it, so he put it up for auction on eBay. After numerous bids, the jar sold for just around $55,000, but the buyer never paid for the item in the end.

In 2000, a man from North Carolina discovered the meaning of life and decided to sell it on eBay. Curiously, it was worth only $3.26.

A ten-year-old girl from England tried to sell her grandmother on eBay, describing the relative as 'annoying' but 'cuddly'. The auction site had to take down the offer as it appeared to be promoting human trafficking.

The toast was sold for $1,025 when Justin Timberlake left it behind after an interview with a New York radio station. The leftover breakfast was put for sale by a DJ and a nineteen-year-old fan placed the winning bid.

An Australian thought it was funny to put New Zealand up for sale on eBay. After six thousand hits and twenty-two bids, the price quickly climbed to A$3,000, until eBay managers pulled the auction from the website.

No royal tea-leaves have ever come up at auction, but a piece of The Queen's wedding cake from her marriage in 1947 fetched £500 at auction when it was put up for sale by a woman whose father attended the royal wedding.

## 4.5 Grammar

**2.23 Exercises 1 and 2, page 58**

**E = Ellie J = James**

**J:** It's Bella's birthday tomorrow and I haven't got a present yet. Could you help me?
**E:** Well, well, well … A university student is seeking help from his little sister. That's new.
**J:** Stop that, please! Are you going to help me or not?
**E:** Fine. What's up?
**J:** As I was saying, I have no idea what to get Bella for her birthday. You're a girl. Any thoughts on that? Clothes, maybe?
**E:** You definitely shouldn't buy clothes unless you know the correct size. It's much too easy to get it wrong, too small or too large. Also, it might not be the right colour or style.
**J:** Oh, right, not clothes. How about jewellery? A nice ring?
**E:** A ring? You need to be careful with that because a ring tends to have special meaning.
**J:** Hm. A bracelet?
**E:** Yes, with a bracelet you needn't worry about seeming too serious. But it must be something really nice. Something she'll be proud to wear. How much do you want to spend?
**J:** I don't know – no more than twenty euros.
**E:** Right – you ought to forget jewellery. What's she into?
**J:** Music. I could get concert tickets.
**E:** That's good – but you ought to avoid buying them for too far ahead. You may split up and then it would be a waste of money.
**J:** Oh yeah. I know – perfume!
**E:** Do you know what she likes?
**J:** No.
**E:** Well, you ought to!
**J:** I could get her the same as Mum wears.
**E:** No! You mustn't do that! That's a really bad idea! Mums and young girls don't wear the same perfume.
**J:** Why? Mum's perfume's nice. Oh dear, this is more difficult than I thought. I wish I had more time. Should I get a voucher or is that boring?
**E:** It's boring. You'd better ask her friends for some ideas before the shops shut. They'll know exactly what she likes. Hurry …

**2.25 Exercise 8, page 58**

**A**

**A:** You look tired today.
**B:** I am. I didn't have a very good evening yesterday.
**A:** What happened?
**B:** I went to the cinema with my brother. The ticket cost a lot and the film was terrible and very long. So it was an expensive evening and we went to bed late.

**B**

**A:** Have you seen Katy's new haircut?
**B:** No, what's it like?
**A:** I don't think it suits her. I told her it made her nose look big. She was upset.

**C**

**A:** That new girl came to my brother's birthday party last week.
**B:** Oh, what's she like?
**A:** I'm not sure if she's shy or rude, but she didn't speak to anyone and she left really early.

## 4.6 Speaking

**2.26 Exercises 2 and 3, page 59**

**E = Emma O = Oscar**

**O:** Oh, what a week! I'm exhausted. I'm glad it's Saturday.
**E:** Well, don't relax too much. We need to do some food shopping. We don't even have coffee.
**O:** Don't we? Well, you could have said something earlier. How am I supposed to function without coffee?
**E:** Er … well, *you* should've noticed *yourself* if it's so important to you. Anyway, there's a food market on West Street today. I say we get there early.
**O:** What, you mean leave the flat?
**E:** Well, how else do you suggest we do the shopping, Oscar?
**O:** Er … online? I really can't be bothered to go out, Emma. Going to the market is time consuming and takes effort, but shopping online is quick and convenient. Click, click, click and it's done. Miraculous! It's the only way of shopping that allows you to stay on the sofa … and therefore, it's clearly the best choice. Another reason is that, instead of carrying heavy bags half-way across town, someone will deliver everything to the door. What could be easier?
**E:** You are so lazy, Oscar! OK, when you compare the two, shopping online might require less effort, but I wouldn't choose it because you can't actually pick the fresh food yourself, can you? If you order online, they can send you all the old stuff. That's why I'd opt for the market. On top of that, it is actually good to leave the house and interact with other real people sometimes, you know?
**O:** Hmmm?
**E:** I mean, I prefer going to the market simply because it's a colourful and lively place to spend some time. Also, shopping online isn't the best choice if you

consider the environment – all those delivery trucks speeding round the city. Plus, don't forget it's much more likely that the food at the market is locally grown and it's definitely the cheaper option.

**O:** OK, OK! I get the message. How about you go to the market and I stay here?

**E:** That's fine, Oscar. You can clean the kitchen and the bathroom while I do the shopping.

**O:** On second thoughts, I'll come with you and help carry the bags.

**E:** Oh, my hero!

## 4.7 Use of English

**2.27 Focus Vlog, page 61**

**K = Kat Li = Lilee Lu = Lucy P = Presenter Sa = Sam Sh = Shaelyn**

**P:** Hi everyone. Me again. So I'm off to a bad start today. I'm running late – typical me. I left my wallet in my other bag and I didn't realise until I went to buy a ticket. Luckily a kind stranger lent me some money when I found out I'd left my phone at home too. So I want to know about your experiences with money. Do you carry cash or have you switched to a completely cash-free method? Do you usually pay with cash or card? What sort of things are you likely to pay for with cash?

**Sa:** I usually pay with card, but I'd mostly rather be paying with cash, I just find a hard time getting my hands on it. Usually it's hard to go to the ATM, make sure I always have it on me, make sure I have a sufficient amount. But if I am paying with cash, it's usually for something like the dry cleaners where it's usually cash only or picking up small items at the grocery store, small loaves, pieces of gum, packs of gum.

**K:** I tend to pay with cash 'cause I keep track of my money better that way, and I use cash for all the small things, um, like food, groceries, just every day necessities.

**Li:** I generally pay with my card because it's so much easier and quicker, but I like to get my nails done, and my nail lady only takes cash, so that's when I usually pay with cash.

**Sh:** Actually, I'm most likely to pay for everything with cash because I'm an old-fashioned girl and it helps me to manage my spending with cash because I can see exactly how much I have left. Whereas with card, all you have to do is tap and it's easy to overspend.

**Lu:** I normally pay with card because it's a lot easier and quicker, which isn't always the best thing, but if I were to pay for something with cash, the only thing I can really think that I use cash for now would be leaving a tip in a restaurant.

**P:** What ways of paying are likely to become popular in the future?

**Sa:** I would say probably contactless using a cellular device, um, just because it's the most convenient – people always have their phones on them and usually kind of having a back-up maybe a contactless card if your phone dies. I can't see it really progressing too much further from that as of right now unless technology advances significantly.

**K:** I think in the future we'll be more likely to move towards a digital currency whether that is a representation for our current currency or some other value system, but I personally hope that we will stick to cash.

**Li:** I think phone-pay will become really popular because it will be easy for people to leave the house and not have to take a bag or a wallet. All they need is their phone and they can tap away.

**Sh:** I think that e-wallets are more likely to become popular in the future because foreign travel is becoming more popular and it saves people the hassle of having to go for currency exchange and having to carry around loads of cash and all kinds of different cards. So it might be safer for people to travel around as well.

**Lu:** I pay for a lot of things on my phone, with the contactless on my phone. So I feel like maybe if they input that in other devices as well, that might become more popular, too.

**P:** So how do you guys pay for things? And how do you think you'll pay for things in the future? Let me know in the comments.

## Focus Review 4

**2.28 Exercise 7, page 67**

**A = Anne P = Presenter**

**P:** I'm here in the studio with Anne Knight – a mystery shopper. It's very much a niche job and one that's full of secrecy. Can you tell me a little about your job and what it actually entails?

**A:** Sure. Basically, I'm assigned a number of different stores, in different locations and cities and asked to buy a certain something from a specific department or from a new product range. It could be in a chain of supermarkets, for example, a fast food restaurant or a large department store. I take extensive notes on the appearance and cleanliness of the store, the progression of the queue and the quality of customer service. I then have to write up detailed reports on the overall shopping experience. It's not as glamorous as most people think.

**P:** Companies are spending millions each year, there's an increasing need for mystery shoppers and salaries can be impressive I hear. Do your clients get good value for money?

**A:** I believe so. Retailers are becoming increasingly aware of the competition from online stores and profits are being threatened. They are responding to the fact that shoppers who are actually prepared to set foot inside a store need to be offered a higher quality of service – a more unique and enjoyable shopping experience than they get online. Attracting new customers is desirable through improved customer service, but central to the idea is keeping regular visitors coming back.

**P:** Does it work?

**A:** Oh, definitely. Once the report has been produced, clients might respond, for example, by employing more cashiers to work the tills, which results in queues moving faster. Or maybe shop floors are cleaner or reorganised to make them more shopper-friendly. In particular though, a few of the places I've visited have won awards for the good quality of service to their customers. I'm totally convinced that it is a result of my efforts and that what I'm doing benefits everyone who goes shopping – and that's most satisfying.

**P:** What else do you like about being a mystery shopper?

**A:** Occasionally, we get an exclusive assignment such as checking out a five-star restaurant, or doing

a report on a store that's on a cruise ship. Companies really have to spend vast sums for such a service and the pay is very good, so understandably such jobs are quite rare – but it does add to the whole unpredictability of the work which is nice.

**P:** In many ways the perfect job.

**A:** Believe it or not, it's actually quite hard to enjoy a meal which costs a fortune in a plush restaurant because you can't sit there and take notes like you can in a store. Remembering lots of tiny details about the meal, the overall quality of the service and the food being served, as well as the much more personal interaction with the waiting staff – all of that can actually distract from the whole experience. And then having to go home or back to the hotel late at night to write reports on everything while it's still fresh. You really do need to remain focused and detail oriented. Hardly the perfect way to spend an evening.

**P:** So, it's not all just about free meals, is it? Thank you, Anne. Stay tuned because next up Michael Bridges will be …

# Unit 5 Off to work

## 5.2 Grammar

**2.32 Exercises 1 and 2, page 70**

**1**

**Int = Interviewer I = Interviewee**

**Int:** Tell us about your weaknesses.

**I:** I'm not a morning person. In fact, I struggled to get up this morning. I'd like to start work after lunch.

**2**

**Int = Interviewer I1 = Interviewee I2 = Interviewee 2**

**Int:** It's a pity that you haven't had any experience of restaurant work.

**I1:** Don't worry. We are very good at eating.

**I2:** That's why we think we should get the job.

**3**

**Int = Interviewer I = Interviewee**

**Int:** Do you like the job you have now?

**I:** No, I don't because I have to answer the phone a lot and I hate that.

**2.33 Focus Vlog, page 70**

**Han = Hannah Har = Harriet K = Kat L = Lilee P = Presenter Sa = Sam Sh = Shaelyn**

**P:** Hey everybody, I'm back. So my friend just called up to complain about a job interview she had the other day. She was really upset and nervous the whole time mainly because of the questions the interviewer had asked her. He wanted to know why she wasn't studying, why she'd changed jobs so frequently and what she planned to do in the next five years. So I want to know about other people's experiences. What questions they were asked and what they said.
Have you ever been to a job interview? What sort of questions did they ask you? And what did you reply?

**Han:** Yes, I've been to many job interviews. They asked why I wanted the job and I gave an answer of why I wanted to be in that certain industry. Another example would be what my strengths and weaknesses and I would give them answers like I'm a good team player …

**Sa:** When I was in High School, I applied for a job at a local camping store in my neighbourhood. They asked me mostly questions related to my interest in camping, my interests in the store, and what I thought I could bring to the table. Mostly I told them it was my first job so I was willing to work, like, as hard as I possibly could and that's what I could really bring to the table. I told them I'd been going to the store since I was very little, and I had a huge passion for camping and hiking.

**K:** Yes, I have been for a job interview and when I went they asked me whether I was willing to move for the job, whether I was willing to work on the weekends, whether I was willing to work overtime and also they asked me some strange questions … whether … like what my favourite food was and whether I was willing to walk up the stairs every day because their elevator was broken. I agreed with most things because I wanted the job.

**Sh:** Yes, I did have a job interview recently. Erm … the first question they asked me was how I would be able to help customers and I said I would always be there with a smile and that I would always be able to answer questions. Um, the second question that they asked me was why was I fit for the job and I said that I was very hard-working and responsible and the third question that they asked me was why I wanted to work for their company and I said that I wanted to work for them because they were ecologically friendly and consciously trying to make a difference in the world.

**Har:** I've been for a couple of job interviews. My most recent one was for a job in a café, where they were asking me about my previous experience working in foods, and with people, and things like that. Just to make sure that I was comfortable with the job and I'd had previous experience. So, I was just sort of telling them the things I did in my previous job, like how I served the food and the things that I'd learnt through that to get the job.

**L:** Yes, I have been for a few job interviews. My most recent one was as a nanny back in Australia and what did they ask me? The parents of the children is who I met with and they asked about my experience with kids and about my ability to drive and if I had a car, so I could help take their kids to and from school and that kind of thing and I answered by saying that I'd got lots of experience with kids from my big family and teaching at dance studios and I have a car and I have my license, so I just answered all their questions for them.

**P:** What about you guys? Do you have any job interview experiences? Will you share?

## 5.3 Listening

**2.34 Exercises 2 and 3, page 71**

**DA = Dr Atkins P = Presenter**

**P:** In today's programme, we're taking a look into the future of work. With us in the studio we have a specialist in future trends in the workplace – Dr Atkins. Dr Atkins, what do you think the world of work will look like ten years from now?

**DA:** Well, it certainly won't look the same as now. Technology now enables us to work anywhere and so there's been a steady rise in people working from home and a sharp drop in the number of people commuting to work.
**P:** As technology takes over tasks that people used to do, what kind of skills will be useful for people in the future?
**DA:** People will have to focus on the kind of skills that can't be done by a machine or a robot such as leadership and management jobs or caring for other humans.
**P:** So you don't think that dentists and teachers should worry about their jobs just yet.
**DA:** No, definitely not. The need for jobs in the medical and teaching professions will remain constant. Many of the traditional jobs will still be necessary ten or twenty years from now – we'll always need lawyers, politicians, fire fighters and so on. And we mustn't forget the creative industries: we'll always need artists, writers and actors. I also think there will be a marked increase in jobs connected with alternative energy.
**P:** What sort of jobs would they be?
**DA:** Well things like solar panel engineers or wind turbine technicians.
**P:** Right, I see. So which jobs do you think are at risk in the future?
**DA:** Um, I think there will be a gradual decline in jobs in retail – shop assistants aren't required in the days of online shopping. Any office jobs and factory jobs that can be done by computers and robots will disappear.
**P:** Finally, can you name any job titles that don't exist now and will in the future?
**DA:** I think we'll see jobs like body-part maker, robot mechanic and space tourist guide. But I could be completely wrong!

**2.36 Exercises 6 and 7, page 71**

**A = Angie M = Mark P = Presenter J = Julie G = Geoffrey**

**P:** Welcome back to our programme exploring the future of work. We asked four people their thoughts on their careers and where they saw them in the future. Our first speaker is Julie Robinson, a lawyer.
**J:** A career in law is challenging and potentially well-paid if you get a high-powered job in a top law firm. However, I believe there's been a sharp drop in law graduates recently because it's so expensive to study law at university for six years. Some law firms are even offering apprenticeships so that trainees can start work and earn a salary while they're training. Technology has definitely had an effect on our profession in that it's pushing people out of work. Some of the tedious tasks that lawyers used to do can now be done online. But our clients can rest assured that their cases will be handled by human staff rather than computers. On the whole, being a lawyer can be an extremely rewarding and lucrative career.
**P:** Our second speaker is Geoffrey Smith, a dentist.
**G:** My dental practice is always busy, and I can't see that changing in the future. As far as clients are concerned, I've noticed a marked increase in elderly patients who want to keep their teeth in good condition. Technology has changed the way I work and will probably continue to make my job easier. There have been great advances in the medication we use to manage pain, so my patients can relax a bit more. I know people hate coming to see me! I don't blame them, but I don't think they'd be any happier if I was replaced by a robot.
**P:** Our third speaker is Angie Walters, a shop assistant.
**A:** The supermarket where I work is always busy, so it's hard to believe my job is going to disappear. If you ask me, people want to see what they're buying – I do! But the experts say that there will be a gradual decline in supermarket sales, and so my job isn't secure. I'd hate to lose my job because I think I've got great interpersonal skills and I'm quite good at handling difficult customers. Some people think my job's monotonous, but I find this human contact with the customers very fulfilling. If we close down, I worry that some of my elderly customers will never go out and see anyone. That's not progress, is it?
**P:** Finally, our fourth speaker is Mark Pomroy, a wind turbine technician.
**M:** I'm working in the alternative energy industry. To work with wind turbines, you need to do a two-year course in applied sciences and this will teach you the basic technology. The skills you need are to be good with your hands, and it helps to have some experience in mechanics. In my free time, I enjoy taking car engines apart and putting them back together, so that helps. After studying the basics, I did an apprenticeship with a company and learnt on the job. My job's demanding, but I think it will be an important career in the near future.

## 5.6 Speaking

**2.41 Exercises 2 and 3, page 75**

**D = Daniel H = Hannah N = Narrator**

**N:** Friends Hannah and Daniel are working in Daniel's dad's bike shop during the summer holidays. Today they are responsible for opening the shop.
**D:** Right, here we are. Have you got the keys?
**H:** Yep.
**D:** Thanks … OK … er …
**H:** What's the matter?
**D:** I've no idea. I can't seem to open it.
**H:** What do you mean? Just put the key in and turn it.
**D:** Yes, thank you, Einstein. Every time I try to turn it, it gets stuck.
**H:** Well, what's up with it?
**D:** How should I know? Perhaps there's something wrong with the lock.
**H:** Well, have you tried turning it the other way?
**D:** The other way? I doubt that'll work, but let's see.
**H:** And?
**D:** No, that doesn't make any difference. Now what?
**H:** Let me try.
**D:** OK … Careful. Not too hard, it'll …
**H:** Whoops! It's broken off in the lock.
**D:** Hannah! Why on earth did you do that?
**H:** I didn't do it on purpose.
**D:** What are we supposed to do now?
**H:** Calm down. I think I might have left the toilet window open round the back. Perhaps if I climb through, I'll be able to open the door from the inside. At least

then we can open the shop on time. We'll work out what to do about the lock later.
**N:** At the back of the shop.
**H:** Yes! It's open. Problem solved. Help me up.
**D:** OK, be careful. I'm not sure this is a good idea. It looks a bit small. Are you sure you'll fit?
**H:** Are you saying I'm fat?
**D:** What?
**H:** I'm joking, Daniel. OK, one … two … three … oooof … ah … ouch! Oh, I can't get my leg through.
**D:** Are you OK?
**H:** No! I can't move.
**D:** OK, this isn't going to work. Come back out.
**H:** OK … ah … ooof … ouch! Daniel, I can't …
**D:** What are you doing?
**H:** I'm stuck! What am I going to do now?
**D:** Well, you should have thought about that earlier. Oh no! That's it. My dad is going to kill us.

# Unit 6 A matter of fact

## 6.2 Grammar

**2.46 Focus Vlog, page 86**

**E = Ellie H = Hassan K = Kat L = Luke**
**N = Nick P = Presenter S = Sam**

**P:** Hi everyone. I'm a bit over-tired today. I had a movie-marathon with my best friends last night. We each had to pick one film. Can you guess what film I picked? That's right, I picked *The Time Machine*. I don't know why, but time travel just fascinates me. I always picture myself going back in time and meeting my hero Marylin Monroe. So I want to know about everyone else's experiences. Are they as excited about time travel as I am? Imagine you could travel back in time, which decade, century or era would you visit?
**N:** I would like to go back to the late 30s early 40s. I come from a small town in the North East that used to have a lot of airfields, so I would have quite liked to see, you know, Spitfires and Lancasters fly over and land on these airfields in my hometown.
**K:** If I could travel back in time, I would travel back to the early 60s because I would really like to see the age at which my grandmother was in her 20s and I'd really like to see how she dealt with similar problems that I'm dealing with right now.
**S:** I would probably go to, like, ancient Babylon or ancient Egypt. I just really like the desert setting. Kind of like, the Nile river, very fertile, and the deserts in the background.
**H:** I'd visit the Middle Ages … er … to see how people lived without technology 'cause we live in a time where we depend heavily on technology and the internet.
**L:** I think, um, probably the kind of Dickensian period actually. Um … in England. I think, um, Charles Dickens and the picture he's painted in his, er, his novels. Paints a very, kind of, interesting experience, kind of, the kind of differences between wealth and poverty and, kind of, the very different circumstances in which people lived um would be great to experience. In my head, kind of, England from the past at that time was pretty tough. Lots of, kind of dark, twisty, narrow buildings pathways in cities …
**E:** I like the sound of the 80s because of the music, um, and yeah, the 80s I think are a good decade for music, so that's probably what I would choose.
**P:** Suppose you could meet any famous person dead or alive. Who would you like to meet?
**N:** If I could meet anyone famous, it would be my guitar hero Mark Tremonti. I would love to ask him about how he started his career and what his path was through his music.
**K:** If I could meet any famous person at all, I would like to meet Salvador Dali, because I really appreciate his art … and I think it's incredible what he did in terms of changing modern art and I find it fascinating that he was always of the opinion that you could only do that once you have covered your basics and I think that's a good approach to everything in life.
**S:** I would probably meet Frank Sinatra, just because I'm a huge fan of his music and the 1950s and 1940s culture in America in general. I'd probably ask him about his days with the rat pack, music … everything about 1950s culture really.
**H:** I'd like to meet Rafael Nadal. He's a really famous tennis player. I do play tennis sometimes and he inspires me a lot actually … I'm a huge fan of his.
**L:** Out of the many, many people I think I'd go for Winston Churchill. Um, a particularly interesting period during the Second World War, in which he led the United Kingdom to victory over Germany … the United Kingdom and Europe, so I think to get inside his head and to ask him questions about that period would be absolutely fascinating. The challenges that he undertook and faced and also, you know, there's other stuff in the past that he's done, I think, I'd like to challenge him on as well.
**E:** I think I'd meet the jazz musician, Duke Ellington. Because I really look up to him. And I think his story and like life was really interesting. I'd want to know more about that – how he got to where he did and, yeah, I think he's really interesting.
**P:** How about you guys? What would be your dream destination and who would you like to meet? Let me know in the comments.

## 6.3 Listening

**3.1 Exercise 2, page 87**

Reports are coming in from London of a new mural by enigmatic street artist, Banksy. Banksy's real identity is unknown. Some people believe his real name is Robert Banks while others say that he's Robin Gunningham who was born in Bristol in 1973. Banksy has never confirmed or denied any of these reports and his identity remains a mystery even though his art is recognised worldwide. There is an unconfirmed rumour that he trained to be a butcher before becoming a street artist. His graffiti art became famous in the 1990s in Bristol and London, but he chose to remain anonymous at first to avoid being arrested for acts of vandalism. So far he has managed to protect his true identity and has remained out of reach of the authorities. When a new 'Banksy' appears in the street, he posts it on his website. This is how he authenticates his street art and confirms to the public that it is genuine and not a fake. His artworks can fetch hundreds of thousands of pounds at auction. It is unclear how much of this money goes to Banksy himself, though people say he is worth 20 million dollars.

**3.2 Exercises 4 and 5, page 87**

**A = Alice R = Robert**

**A:** What are you doing?
**R:** I'm trying to find some information on the Internet for my art project. I've got to do an essay about artists who raise ethical issues through their work.
**A:** Oh, that sounds interesting. I did a similar module on my degree. You should write about street artists like Banksy who make statements about society through graffiti.
**R:** I don't know much about him. Do you?
**A:** Quite a bit, yeah. I used to think he was American because he's done a lot of work in New York, but it turns out that he's actually British. He's been doing street art for twenty-five years, but I've no idea how old he was when he started. Actually, it's amazing how he's managed to stay so enigmatic, but apparently his friends are really loyal and committed to helping him remain anonymous. I don't know much about his background – nobody does – but I can tell you about his murals and his painting techniques if you like.
**R:** Yes, that would be good.
**A:** OK, he started off with traditional painting onto walls and then later he started using stencils and spray cans to speed up the painting process. When you want your identity to remain a secret, you don't want to hang around the streets too long doing something illegal! I mean, he is committing an offence.
**R:** Yeah, I suppose he is. Right, let me just finish writing that down. OK, so what's he trying to achieve with all this – what does he believe in?
**A:** Well, he's quite political – he calls himself an activist and he's against authority in general. He has strong beliefs about people and the way we live our lives. Some of his art draws our attention to the state of the environment and pollution, like this mural of a boy catching snowflakes in his mouth – only if you look closer, it's not snowflakes, but ash. He painted it on a garage in an industrial town in Wales.
**R:** Yikes. So what other issues is he most interested in?
**A:** He's anti-war, so some of his murals aim to raise awareness of the stupidity of war. Look, I'll show you on this website about him.
**R:** Ah, right. I like the one of the protestor who's about to throw a bouquet of flowers.
**A:** Yes, that's a good one and it's quite obvious what it's about – it stands for peaceful protest. Banksy also does a lot of paintings of children and animals. His most popular image is a girl with a red heart-shaped balloon.
**R:** Oh yes, I love that one. But it's a bit sad – the balloon is floating away from the little girl. I'm not sure what the underlying message is, but his art really makes you think, doesn't it?
**A:** Yes, that's right. The meaning isn't always obvious, but I know he's a strong believer in fairness and equality – that's why he's a good subject for your essay. This one has a clear message – he often uses his art to make statements about the treatment of animals.
**R:** It's so clever – you think the leopard is escaping from a cage, but then you realise it's a bar code. What does that mean?
**A:** I'm not sure, but as I said, it makes you think. That's his aim.

## 6.6 Speaking

**3.9 Exercises 3 and 4, page 91**

**1**
I firmly believe they do. During the 1980s, due to pressure from anti-fur campaigners, the number of fashion designers using fur fell sharply. Sadly, fur seems to be fashionable again these days, so I would say that campaigns and protests are more important than ever. Obviously, protesting is a good way to promote awareness, but I think it is important to make your point peacefully. The anti-fur movement has received criticism in the past for using violent or illegal protests and I also believe these do more harm than good. It could be argued that some of the more shocking images used in protests actually prevent some people from engaging with the movement. Frankly, I find some of the pictures extremely difficult to look at.

**2**
Well, one obvious advantage is their ability to deliver a message to huge groups of people. Clearly, a lot of the general public are interested in the lives and opinions of public figures and celebrities. When a celebrity supports the anti-fur movement, lots of people take notice. Regrettably, the opposite is also true. When celebrities are seen wearing fur products, it sends the message that fur is glamorous and desirable. If you ask me, there is nothing glamorous or desirable about killing animals for the sake of fashion.

**3**
I think I'd emphasise just how many animals have died to make their coat, or hat or whatever it is they are wearing. Often, people don't realise that to make a single coat from fox fur, for example, fifteen to twenty animals have to be killed. I'd like them to think about these poor creatures every time they put on their 'beautiful' coat. Can they really justify that much killing, just so they can wear fur? In my opinion, fur is beautiful, but only when it's on the animals to which it belongs. For those who really can't do without the 'fur look', there are synthetic products that look exactly the same as the real thing. Some protesters feel that even synthetic fur is wrong as it encourages the fashion to continue, but I don't feel particularly strongly about that.

# Unit 7 It's not rocket science!

## 7.1 Vocabulary

**3.10 Exercises 5 and 6, page 101**

**DM = Dr Maggs P = Presenter**

**P:** Welcome to the Amazing Minds podcast. Our guest this week is Dr James Maggs, professor of computer science at Risinghurst University. Thank you for joining us, Dr Maggs. Can you begin by telling us who you're going to talk about today?
**DM:** Well, before I tell you, let me ask you something – when do you think the first computer programme was written?
**P:** Um, that would be the mid-twentieth century? Alan Turing?
**DM:** Aha, you need to go back another 100 years to a woman that Alan Turing was inspired by. Her name is Ada Lovelace and she was a brilliant mathematician and a computer visionary.

**P:** Was she the woman who worked with Charles Babbage?
**DM:** That's right. She collaborated with Charles Babbage on a prototype for the first computer. At that time, it was known as the Analytical Engine. Charles Babbage is referred to as the father of the computer, but Lovelace is now credited with coming up with the first 'algorithm'.
**P:** How interesting. So Ada Lovelace was a hundred years ahead of her time.
**DM:** Absolutely. She saw the true potential of their invention and was the first to recognise that the machine was capable of doing anything, provided it was programmed correctly.
**P:** So Dr Maggs, considering that women didn't always have access to education in the nineteenth century, how did Ada Lovelace discover that she had an aptitude for this kind of work?
**DM:** Her father was Lord Byron, the Romantic poet. He left her mother soon after Ada was born, and Ada's mother was afraid she would follow the same literary path as her father. So she arranged for the best teachers to give her lessons in science and mathematics.
**P:** It worked.
**DM:** It did. And she's one of the few women who've won the respect of her fellow computer scientists for her contribution to science and technology. In fact, in 1980, the United States Department of Defense named a computer language after her.
**P:** Quite right. Thank you very much, Dr Maggs.
**DM:** You're very welcome.

## 7.2 Grammar

**3.14 Focus Vlog, page 102**

**P = Presenter Li = Lilee Lu = Luke Ni = Nick No = Nobuse S = Sam**

**P:** Hi everybody. So I have a confession to make. I am absolutely awful when it comes to technology. I believe I can make a computer break down just by looking at it. But of course, I could not live without it, so today I'm going to be asking for people's views on technology.
What kind of technology would you like to be developed in the future?
**Li:** I think that while the electric cars have already been developed. I think if they became more popular and easily accessible that would be really cool and really great for the environment as well.
**Lu:** I think certainly my answer would be teleportation, like the one featured in Star Trek. Er, you know, where they beam you up and you dissolve into a million particles and just appear somewhere else instantly. Um, I think that looks a much easier way to travel than flying … experiencing airports and the delays at airports and 24 hours to get to the other side of the world.
**S:** Yes, mostly I'd like to see efficient solar batteries for solar energy systems just because we have very efficient ways of capturing energy, but not very efficient ways of storing it and that could solve lots of world energy crisis problems.
**Ni:** I would quite like to see how things like guitar and piano evolve over the next maybe ten, twenty years, and see how they go from being a physical to digital device and what kind of sounds we can get from those.
**No:** Virtual reality education could be developed as it'll be more engaging for the students. They won't have to travel out of their homes … and literally learn in their own homes in their own time as well and would just be more fun and more in tune with the modern-day student.
**P:** What technology should be provided free for everyone?
**Li:** I think that everyone should have access to electricity in their houses so they have light and heat because I think it is so important for you to be able to feel safe and comfortable in your own house and those are two things that you really need for that.
**Lu:** Anything medical … I mean I think we're very lucky – maybe too deep? – I think we're quite lucky in the UK because we have a free health service at the moment but, um, expensive technology to MRI scans, that sort of stuff, should be available free to everyone I think, really … so people can be well.
**S:** I would probably have to say universal access to the Internet just because there are so many possibilities that come with the Internet and so many, like, remote places in the world that can get an education and learn new information and global updates in a matter of seconds that they otherwise wouldn't be connected to so getting people access to free Internet cafés, or laptops that can connect to a cellular connection would be huge in the development of the world.
**Ni:** I think things like tablets should be available to everyone because, you know, they have so many uses to do with education and, you know, creativity, you know. We should be inspiring the younger generation to have these and to unlock their passions.
**No:** Online education should be provided for everyone. Not only for those who have money, but for those who don't have money. Put everyone on an equal playing field.
**P:** What about you guys? What technology would you like to see being invented? And what technology should be provided for free? Let me know in the comments.

## 7.3 Listening

**3.15 Exercises 2 and 3, page 103**

**1**

**J = Julie SA = Shop Assistant**

**SA:** Good afternoon. Can I help you?
**J:** Oh yes, I'm looking for a new laptop. I've got a budget of £400. Do you have anything in that price range?
**SA:** Well, you won't be looking at a top-of-the-range model for that amount, but I'm happy to come up with a few options. Let's start here. This one's a basic laptop with four gigabytes of RAM and a terabyte of storage.
**J:** That sounds good.
**SA:** Well, compared with how computers used to be, it's not bad. If you just want to stick to word processing and social networking, it's a waste of money buying a more powerful computer. But if you want to go

in for gaming and download films and music, you can get a computer with 8GB of RAM and an SSD hard drive for £450, that's just £50 more.
**J:** I do want to download films and music, but do I really need eight GB of RAM?
**SA:** Well, you need to think about the future. If you want to edit photos and videos, it's well worth spending a bit more. For just £50, you get double the RAM and SSD storage.
**J:** Hm, I'm not sure. I need to think it over.
**SA:** Of course. If it helps you to make a decision, I'll throw in a laptop bag with the more expensive model.

**2**

**L = Luke K = Kate S = Sat-nav**

**S:** At the roundabout, take the third exit. Take the exit.
**L:** Are you sure this is right?
**K:** Well the sat-nav seems to think it is. Why?
**L:** I thought we should be on the motorway by now. I'm going to go towards the motorway.
**S:** Turn around where possible.
**K:** The sat-nav didn't like that! I don't know why you insist on going on the motorway when the sat-nav was taking us another route?
**S:** Exit ahead.
**K:** Now it's trying to make us leave the motorway. I really don't think we should be on the motorway at all.
**L:** Have we got a map anywhere?
**K:** Why would we need a map? I think we should do what the sat-nav tells us to do.
**S:** After two hundred metres take the exit.
**L:** But I think it's wrong. Why don't we stop at the next service station and have a look at a map. Then we can figure out where to go.
**K:** OK, but I don't know why you bother to have the sat-nav on if you don't think it works.
**L:** It was you who talked me into using it! I hate sat-navs – they just wind me up.
**K:** You just don't like being told what to do.
**L:** Sorry?
**K:** Nothing.
**S:** Turn around where possible.

**3**

A report into street crime in the UK has revealed that moped robbery is on the rise. The number of offences has risen thirty times in five years. Offenders targeting phones and handbags, take advantage of people who are distracted by their phones. Many of the moped robberies are concentrated around train and tube stations where commuters and tourists often check their phones or look up directions.
Since these figures were brought out, people have been urged by the government not to use phones in the street, but to go into a shop or café when they need to check something on a phone. The Metropolitan Police say that they are bringing in new security measures to help tackle the problem.

## 7.6 Speaking

**3.25 Exercises 3 and 4, page 107**

**L = Luca M = Mia S = Sam**

**M:** Whoa! What's this? It looks a bit scary.
**L:** I'm not sure, to be honest.
**S:** Hi, and welcome to 'Mind-blowing Machines'. I'm Sam and I'm an 'Explainer' here at the exhibition. Would you like to know a little bit more about this incredible machine?
**M:** Er … sure. What is it?
**S:** It's actually a fully-automated remote surgical unit.
**L:** Er … I'm afraid you've lost me there. It's a what?
**S:** Well basically, it's a kind of robotic surgeon that can be controlled from anywhere in the world.
**L:** A robotic surgeon? Sounds like something from a nightmare! You'd never get me anywhere near that thing.
**S:** Ha, yes. Quite a few people say that, but it's perfectly safe. It's operated by a real human surgeon, of course. The two robotic arms here are actually steadier and provide a greater range of movement than the human hand. The machine makes it possible to provide expert surgical services to patients all around the world without the need to travel.
**M:** Are you saying that the surgeon doesn't actually have to be in the place where the operation takes place?
**S:** Yes, precisely. Using an ultra-fast telecommunications system, the machine would allow a surgeon here in London, for example, to perform an operation on a patient in Australia or Africa, or anywhere in the world, in fact.
**M:** That's amazing.
**S:** Mind-blowing, huh?

## Focus Review 7

**3.27 Exercise 7, page 115**

**1**

The entertainment industry is set to launch a new scheme in an effort to combat the high levels of Internet piracy. The project, backed by UK Internet service providers, will see people suspected of downloading illegal content alerted via 'educational' letters informing them of where they can download the same content through more official channels. Reports suggest that one in five British people engage in some form of copyright infringement, but many believe that the new measures are not severe enough to curb the growing number of Internet users downloading illegally.

**2**

**M = Man W = Woman**

**W:** What are you doing? I thought you were doing the washing up.
**M:** Later. I just thought I'd get half an hour in before we go out?
**W:** Seriously? So I have to do the washing up again? You play that silly computer game for hours every day. You'd be better off studying for your driving exam next month. Don't come crying to me if you fail.
**M:** Oh, it's just a little harmless fun and it helps me to relax.
**W:** Relax!? That's a joke. You get so wound up that you're miserable for ages afterwards. And with your high blood pressure…
**M:** Oh, come on. Don't exaggerate.
**W:** Look at last Wednesday when Anne and Bob came over? You could hardly be bothered to talk to them because you'd lost on that game.

**3**

**B = Boy G = Girl**

**B:** I don't know why I let myself get talked into buying this smartphone.

**G:** What's the problem? It's supposed to be a good phone. It has some pre-installed applications – you can see a complete list here. Just keep playing around with it.
**B:** But nothing seems to work. To connect to the Internet, you should go to settings and press connect. At least that's what you'd expect. But look, there's no connect option.
**G:** That's weird. It should be simple enough. Is the Wi-Fi option on?
**B:** It's hard to tell. When I try to check, the thing just reboots. Nothing does what it's supposed to do. I'll have to take it back to the shop.

# Unit 8 Costing the earth

## 8.1 Vocabulary

**3.28 Exercises 4 and 5, page 117**

A plastics factory is the breeding ground for the familiar species, the plastic bottle. It hatches here in safety before being filled with water and going out into the big wide world. We first encounter our plastic bottle in its natural habitat, the supermarket.
Once the water has been consumed, the bottle is discarded and released into the wild. It encounters many predators on its journey to its final destination, a garbage patch the size of Texas in the heart of the Pacific Ocean.
As the bottle fights its way through the city, the eco-warrior is one of its most dangerous enemies and may one day be responsible for its extinction. Eco-warriors reject single-use plastics, claiming that plastic contamination is doing irreparable damage to the environment. After a narrow escape, our plastic bottle continues to make its way through the leafy neighbourhoods of the city.
You'd think our plastic bottle would be safe in the local park, but no – the litter-collecting park warden hunts the bottle and tries to catch it with his weapon. Our plastic bottle knows that the park warden will not stop until it's in captivity. Another dangerous enemy often encountered in the park is the child. They love to play with their prey, kicking it around the playground.
But our brave bottle is still on the loose, continuing its miraculous migration through built-up areas, down city streets and out into the orchards and meadows of the open countryside. The farmer is the next threat to the survival of our plastic bottle. Many of the species end up attached to a pole to scare off birds that come and eat the seeds on a freshly ploughed field, or stuck forever in a ditch. But not our bottle – it continues its journey.
In areas of natural beauty, the plastic bottle feels unwelcome. Fortunately, a gust of wind picks it up and drops it in a stream where the bottle floats on the surface. The stream flows out of the foothills and into the plain where it becomes a river. The river currents move it ever closer to the open sea where it will be reunited with millions of its own species who have, like our bottle, been set free to roam the Californian landscape. The sea is close now – it can feel it.
The bottle will now continue its journey across the ocean to the Great Pacific Garbage Patch, which has a thriving population of millions of tons of plastic waste. Our bottle will never disappear completely because it isn't biodegradable, but will live alongside other plastic waste before breaking into tiny pieces, entering marine life's food chain and completing the cycle of life.

## 8.2 Grammar

**3.32 Exercises 2 and 3, page 118**

**B = Ben D = Dad E = Ellie M = Mum**
**B:** Mum, where are we going on holiday this year? I wish we could go back to that campsite we went to last year.
**E:** And the year before, and the year before that, and the year before …
**D:** OK Ellie, we get the message!
**E:** Well, it's boring to go to the same place every year. If only we could go somewhere exciting for a change.
**M:** Like where?
**E:** I don't know – I just wish we could do something different, have an adventure.
**D:** Yes, I agree. I think it's time we did something cultural. I've had enough of lounging on sunbeds – let's go somewhere where we can learn something about the culture.
**M:** Well, I don't see what's wrong with sunbeds myself. I wish you all realised how much I look forward to doing nothing for two weeks! I've got a stressful job and I look after you lot too.
**D:** Look, we can do both – we can go somewhere where you can lie in the sun and we can go and explore the museums and churches …
**E:** Dad, that wasn't what I meant. I want to have an experience. If only we could go on safari or go trekking in the Himalayas or sail across the ocean.
**M:** Ha, sail across the ocean? Can I remind you that we *haven't* won the lottery recently!
**B:** Hm, I'd rather we went to the campsite we went to last year.
**E:** But Ben, we don't do anything there – we just go to the beach every day.
**M:** Fine by me.
**D:** No, Ellie's right. It's time we went outside our comfort zone. We should have a family adventure. I've always wanted to do white water rafting. Let's go to France. It'll be hot – Mum can sunbathe and we can have an adventure.
**E:** I'd rather go to the Himalayas.
**D:** We can go there when you become a millionaire! Here, let's google white water rafting in France.

**3.33 Exercise 6, page 118**

**B = Ben D = Dad E = Ellie M = Mum**
**D:** So what was the best part of the holiday for you?
**E:** Definitely not the sunburn. If only I'd worn more sunscreen.
**D:** Hm, yes, you really suffered, didn't you, Ellie?
**B:** Hahaha, you were so red. But the best part for me was when you fell out of the raft. I wish I hadn't forgotten my camera. It would have been a great photo!
**E:** I wish you'd fallen in too, Ben! Then you wouldn't think it was so funny. The water was freezing!
**M:** Ugh, it sounds awful. I'm so glad I stayed at the campsite – I just wish I'd known about the mosquitoes. I was bitten to death. But it's better than being frightened to death in the raft.

**D:** Yes, I must admit it was frightening, but we wanted to go outside our comfort zone, and we certainly did.

**3.34 Focus Vlog, page 118**

**L = Lilee Han = Hannah Har = Harriet N = Nick P = Presenter S = Shaelyn**

**P:** Hi everybody. I'm back. So my cousin has got an offer to work for an international company because he speaks four languages fluently. It really makes me wish I hadn't given up Spanish so carelessly when I thought it was a waste of time. But we live and learn and I may have to do something about that. So today I'm going to be asking people about their past decisions and if they're happy with their lives now.
Is there anything you wish you had or hadn't done when you were younger?

**L:** I actually really wish – it's a bit of a crazy one – but I always wanted to do ice-skating and, now that I'm in a colder country, ice-skating would come in handy but when I was little I never really said anything about it and never got into it. I did dancing instead.

**Han:** When I was younger I wish I had learnt a language and stuck with it so I could speak a different language now.

**N:** I wish I'd paid more attention in school. Um, a lot of my friends now have much better jobs than I do. Um, I was a bit of a trouble-maker in school, so I wish that I'd have paid more attention and just took that time to learn something new.

**S:** I wish I hadn't given up the theatre because I enjoyed it so much as a child. I loved playing with other people and spending time learning scripts and reading plays. And I wish I had continued so that I could enjoy it in my adult years as well.

**K:** I wish I had realised sooner what I wanted to do in life, and I wish that I had been less afraid to pursue it because of hardships.

**Har:** I wish I'd picked up a musical instrument earlier 'cause I really enjoy playing music now, but I think that if I'd have started when I was a child I would be a lot better than I am now.

**P:** How would you like your life to be different from what it is right now?

**Lilee:** I don't think there is anything I'd change. I'm having so much fun travelling and meeting people, and I've got some great friends that I've made along the way with my travels, and I don't think I would change anything of that … what I'm doing now to make it better.

**Han:** I would like to have my friends from England living in Sydney so everybody is together.

**N:** To be honest, I wouldn't change much. Um, maybe I'd have a better job that I enjoy a little bit more, but no, I'm very happy with what I have and the people that I have in my life.

**S:** I wish I lived in a place that was warm all year round, because London does get very cold in the winter. I wish I lived in, say, Mexico because it has the sea and the surf.

**K:** Honestly, I wouldn't want it to be different 'cause I think that all my mistakes and choices I made, I made for a reason.

**Har:** I am actually really happy with the way my life is now. I think … I'm currently doing … I'm in my degree, so a lot of things are currently changing, so I'm a bit wary to say that I would change anything just wait to see what happens, to be honest.

**P:** How about you guys? Do you have any regrets? Are you happy with your lives? Let me know in the comments.

## 8.3 Listening

**3.35 Exercises 2 and 3, page 119**

**P = Presenter RM = Roger Mathews**

**P:** Welcome to *Animal World*, the series in which we examine animals' behaviour in their natural habitats. This week, we're turning our attention to some of the smartest animals on the planet. Here to deliver today's three-minute lecture is wildlife expert and animal rights campaigner Dr Roger Matthews. Thank you, Dr Matthews.

**RM:** Thank you. When you think of intelligent animals, no doubt chimpanzees come to mind. Chimpanzees share ninety-eight percent of the same genes as humans and they resemble humans in many ways. They have complex emotions: they embrace, they kiss and hug each other, and they laugh when they're playing. They experience adolescence and develop powerful mother and child bonds. They are also similar to humans in that they attack and kill rival gangs of chimpanzees when they want to extend their territory.
The notion of chimpanzees being aggressive is pretty shocking, but it's even harder to imagine dolphins being anything other than affectionate, playful and intelligent. Dolphins are undoubtedly extremely intelligent. They have large brains and a number of things in common with humans and chimpanzees. They are highly social creatures and form stable communities. Also like humans, they are totally dependent on their parents during childhood. But they're also good at defending themselves and can be quite competitive, even aggressive, particularly when they want to keep other males away from a female.
But I'd like to move nearer to home and consider farm animals. Which do you think are the least intelligent: Cows maybe, or sheep? It's true that sheep have a reputation for being stupid because they mindlessly follow the crowd and frankly, they don't look very bright. However, scientific research shows that they've been seriously undervalued. Sheep are actually surprisingly intelligent, with impressive memory and recognition skills. The truth is that sheep are far smarter than we think, which proves that appearances can be deceptive.
Look at owls – we call them 'wise', but it's a common misconception. Owls are not very clever at all. Then there are dogs and cats. Cats seem to have strong personalities while some dogs can be rather silly. But in fact, dog's brains have been developing for centuries, while cats' brains have remained unchanged since they were first domesticated by the ancient Egyptians. This can be explained by one simple fact – dogs are more social than cats, and the more social the animal, the more developed

the brain and therefore the smarter the animal.
If you think about it, dogs come when you call and are eager to please their owner. They're used as rescue dogs, police dogs, guide dogs. Cats, on the other hand, are loners. Cat-lovers may be annoyed to hear that. They think that dogs are people-pleasers who do tricks because they've been trained to come when you call their name, or to fetch the ball. Cats, on the other hand, are too independent to do tricks, they say, and they don't need the approval of humans like dogs do.
The truth of the matter is that everyone thinks their own pet is the smartest. I've got a goldfish and I'm sure he can tell the time.

**P:** Hahaha, thank you very much Dr Matthews for your fascinating lecture. In future, I won't judge an animal on what it looks like. Next week we're talking about elephants. But until then, goodbye.

## 8.6 Speaking

**3.43 Exercises 3 and 4, page 123**

Have you ever wondered what mysteries lie directly beneath your feet? Of course, there are your socks and shoes, and the floor, then possibly a cellar, then probably earth and rocks and then, perhaps an underground lake, or perhaps, something altogether more unexpected; something ancient and astonishingly beautiful.
In 2000, mineral miners from the town of Naica, in Northern Mexico made an astounding discovery beneath the ground. What they found took the idea of 'buried treasure' to a whole new level. During this presentation, I plan to tell you more about Cueva De Los Cristales, a truly incredible natural wonder.
We are all familiar with underground caves from films and documentaries, even if we have never actually been in one ourselves. You may be aware that caves can be very dangerous places, but also fascinating places. Most people don't realise, however, just how stunning they can actually be. When those Mexican miners drained the water from a system of underground caverns at the beginning of the new millennium, their discovery proved that caves can be among the most awe-inspiring environments on the planet.
Hiding and growing in the darkness for half a million years, the enormous crystals of Cueva De Los Cristales or Giant Crystal Cave – now on the screen, are some of the biggest ever discovered. The largest is twelve metres long, four metres in diameter and weighs fifty-five tons. Unfortunately, you won't be able to visit them any time soon as the caves are extremely hot. Temperatures of up to fifty-eight degrees Celsius mean that, without proper protection, it is impossible to remain underground there for more than ten minutes at a time.
As you can see in this picture, scientists exploring the caves in 2006 had to wear breathing equipment and specially designed suits to keep them cool.
It is believed that there are more undiscovered caverns at Naica, but exploring them would mean demolishing many of the crystals already uncovered. Instead, the plan is to finish doing research then re-flood the caves with water and seal them up again.
OK, that's all from me. Thank you for listening. I hope you found the presentation interesting. If anyone has any questions, please feel free to ask now.

# Videoscript

## Unit 1 Live and learn

### 1.1 Vocabulary

1 **BBC: Learning a new skill, pages 4–5**
**C = Chris I = Instructor N = Narrator T = Tahoe**
**From *Secrets of Superbrands: Fashion***

**C:** I'm Chris van Tulleken. My brother and I have been studying the human body all of our adult lives.
**N:** In this programme, we'll uncover the latest understanding of how we learn across a lifetime.
**C:** I'm doing something, but I don't know what I'm doing.
**I:** Yeah.
**N:** How every experience we have transforms us from helpless baby to accomplished adult.
**C:** Today I'm going to try and do something that I've never done before, juggling, because I wanna find out how quickly I can pick up a new skill at the age of thirty-eight. And to up the ante, I've decided to pit myself against someone who's also never juggled before. But there's a catch. Because the young Tahoe here is a full three decades younger than I am. So, the question is, Tahoe, which one of us is gonna learn to juggle quicker?
**T:** Me!
**C:** We'll see.
**I:** So, the first thing you need to know about juggling, it's about the throwing.
**N:** Learning comes in three stages. The first is called the cognitive stage. It's where we watch and listen, and then start to practise.
**I:** I think Tahoe's gone straight for the both sides.
**C:** How are you ahead already? So, learning any new skill takes a lot of practice. At the moment, lots of different parts of my brain are having to communicate with each other and form a juggling network.
**I:** Cool. I think we're ready to move on to scarves now. What scarves does, it slows it down, gives you more time to understand the patterns.
**N:** Without this network in place, we feel uncoordinated and clumsy. That is, until we reach the second stage of learning, when the practice starts to make the task easier.
**C:** I'm at that stage of learning where I'm doing something, but I don't know what I'm doing.
**I:** Yeah, it goes diagonal, swap, swap, swap, swap … Excellent.
**N:** Our brains are creating and storing a network to use every time we juggle. Or try to!
**I:** So, the idea is in one week to get you juggling three balls.
**T:** OK, that sounds cool (?).
**C:** So, you think you're gonna get to three balls easily in a week, do you?
**T:** Yeah, of course I will.
**C:** You're very very confident, aren't you? OK, I have no idea if I can do that.
**N:** So, it's off home for a week of practice. We all recognise this stage as being the most painful and frustrating. One step forward, two steps back.
**C:** Hahaha.
**N:** But with enough hard work and determination, something magical can happen. With enough practice, that brain network should be in place.
**T:** Yay!
**N:** We've reached the third stage of learning, where the skill becomes automatic.
**C:** OK, so I'm on my way to meet Tahoe. I'm not a big one for excuses, but let's just say I haven't had quite as much practice as I should have. Tahoe! How you doin, man?
**T:** Good!
**C:** Give me your best shot.
**T:** OK.
**C:** Oh man! Well, I think… why don't we just say that you're better than me and leave it at that?
**N:** Although neither of them have reached the automatic stage, Tahoe did have an advantage from the beginning. The advantage is his age. Part of the reason why Tahoe finds it easier than Chris can be seen from these images. As we grow and learn new skills, something called white matter develops in our brains. It's the material that's the key to making a skill automatic. As we practise, the brain pathways used most often to perform the new skill slowly start to transform. Thanks to white matter, they become fixed and it's this process that creates that sense of everything clicking into place. The skill suddenly becomes automatic and because Tahoe's younger, he can produce more white matter. So, learning as you get older is harder but not impossible.

## Unit 2 Human nature

### 2.1 Vocabulary

5 **BBC: Nature or nurture, pages 20–21**
**Al = Alexandra And = Andy Ang = Angela**
**M = Mia N = Narrator W = Wenche**

**N:** We're in London at St Thomas's hospital for a very special gathering of twins. Scientists love identical twins because they're perfect for examining how nature and nurture affect our lives. By studying both the similarities and differences between identical twins, scientists can begin to answer the big question – are we born, or are we made, the way we are? If twins have grown up in the same environment, it's difficult to know whether it's genes or experiences that have made them similar. It would be easier to check if they'd had different lives. Cases of twins growing up apart are rare, but they do exist.
Chinese twins Mia and Alexandra were adopted separately when they were babies. Mia and Alexandra are now six years old. Their lives couldn't be more different. Alexandra lives in a tiny village in Norway with her adoptive parents, Wenche [*pronounced*: venke] and Sigmund Hauglum [*pronounced*: sigmənd hauglə m]. Mia lives with her adoptive parents, Angela and Andy Hansen, on the other side of the world

in Sacramento, one of the largest cities in California. Naturally they have very different upbringings. Mia already knows how to read, write and do arithmetic.

**M:** Six thousand five hundred fifty-two.

**N:** Alexandra, on the other hand, won't start school till next year.

**W:** We get up in the morning and have breakfast together. And after that, she's free to do what she wants to do.

**M:** 'Batter up' called the pitcher. The pitcher threw the ball.

**N:** Mia and Alexandra's parents only found out after the adoption that their daughters were twins. They promised to reunite the girls when the time was right.

**W:** We have plans to meet each other, and now it's really going to happen.

**N:** But will they get on, or will their separate upbringings have made them so different they can hardly relate to each other?
Alexandra, her parents and her sisters, Michelle and Marlena, have arrived in Sacramento after a thirty-hour journey from Norway.

**And:** Oh! Here they are!

**Ang:** OK, wait Mia!

**M:** Yay!

**Ang:** Can you open the door?

**Ang:** Hello!

**Ang:** Why don't you give her a hug… Come here… Hello.

**M:** Hi.

**Ang:** How are you?

**AL:** Fine.

**Ang:** Good. Why don't you take her hand and bring her inside? That didn't take long.

**W:** No.

**N:** Despite the language barrier, Mia and Alexandra have an immediate bond.

**Ang:** So, Alexandra loves the water?

**W:** Yes!

**Ang:** So does Mia. It's her favourite thing.

**M:** I'm going over there.

**Ang:** I was kind of worried that they might not be able to communicate, but they seem to have figured it out. It's just really amazing looking at Alexandra's expressions. It's like looking at Mia.

**W:** Yes, it's the same, yes, it's the same.

**Ang:** That look right there – that was Mia.
You wanna snow cone?

**M & Al:** Yes, please!

**AN:** Snow cone?

**N:** Watching the girls behave in such a similar way is raising big questions for Angela.

**Ang:** Well, seeing the way Mia and Alexandra interact together, and seeing how much genetics plays a role in who they are, makes me wonder how much control I really have as a parent.

**Ang:** They both have a little bit of an attitude and they're very strong-willed. And I'm not sure if any parenting style or techniques would really affect certain things that they do. They're gonna be the way they are no matter what. And so, it makes me realise I have to kinda step back as a parent and observe her for who she is, so that I can help her become who she wants to be. Maybe not so much who I might want her to be.

# Unit 3 Living spaces

## 3.1 Vocabulary

9 **BBC: Smog-free Mexico City, pages 36–37**
**An = Anita Ar = Areli N = Narrator**

**N:** Mexico City is a huge metropolis, home to nearly twenty-two million people. As in most major cities, there's a real problem with pollution, and we're going to look at one way in which the city is tackling its traffic problems and making sure people have clean air to breathe. We're joining Anita Rani *[pronounced:* ranɪ*]* in the centre of the world's busiest city.

**An:** Monday morning rush-hour traffic in Mexico City, but it's not as bad as it normally is because the smog levels have been so high this week. In fact, the highest smog levels recorded in the last twenty years. It's all happening here. Oh, get it into gear, mate. And off he goes. The smog levels are so high that the authorities take measures to reduce the number of cars on the road, so even though this looks insane, it's not half as bad as it normally is.

**N:** Something is changing here. Take a walk around the streets nearby and you immediately notice that they're much quieter. This is Paseo de la Reforma, a wide avenue running diagonally across the heart of Mexico City. It's usually full of cars, but not today.

**An:** Hola, Areli.

**Ar:** Hola.

**An:** Lovely to meet you.

**N:** Areli Carreón is a cycling enthusiast and campaigner. She's also Mexico City's first-ever bike mayor.

**An:** I'm totally blown away by what's happening. Tell me, it's a Sunday morning.

**Ar:** Yes.

**An:** What is this? Is this a one-off event?

**Ar:** No, it happens every Sunday, and it's a close-down of a main street in Mexico City. This is Reforma, one of the most historical and most iconic streets in the city.

**An:** This is like shutting down the Champs-Élysées.

**Ar:** Yes. There's like 50,000 people and, as you can see, there's people from all walks of life here enjoying the city.

**An:** Somebody's listening to their music whilst they're cycling.

**Ar:** Yeah.

**An:** Oh, it's not just a little bit, he's got a massive ghetto blaster.

**Ar:** Look at that. Yeah!

**N:** By replacing cars with bicycles on Sundays, this massive megacity is doing something about pollution.

**An:** That's amazing. Look, he's got grandma on the front, baby on the back, maybe that's his grandson.

**Ar:** One of the things that I like the best is that it doesn't matter who you are, which is your walk of life. People get to be together, and enjoy, and have a conversation, and just be around.

**An:** Well, I feel like you're telling me to get on this bike. I feel like, subliminally, you're just like 'Anita, I've got you a bike. Get on it.'

**Ar:** Let's go!

**An:** Shall we? Yes. I feel like we should join everybody.

**Ar:** Let's go.

**An:** Whee-hee! Oh, it's great fun. It's such a brilliant way to see the city as well. What a great bit of progressive civic planning! Cause at the heart of every city are its people, so let the people take over the streets. On top of that, it's great fun.

# Unit 4 Shopping around

## 4.1 Vocabulary

**14 BBC: Young entrepreneurs, pages 52–53**
**A = Alexis G = Georgia H = Hillary N = Narrator**

**N:** Running your own business is quite a challenge. Is it possible when you're very young? Let's meet two young women who prove that you don't have to be advanced in years to succeed as an entrepreneur. Hillary designed her app for children when she was just ten.

**H:** Best thing about being a CEO is that you don't have a boss.

**N:** Minor Mynas is an online educational platform that helps children of all ages to connect with other children their own age and build a global community. Through live interaction, children can engage in conversations and learn one another's language. Minor Mynas provides a safe place for children to communicate, chat and make friends across borders.

**H:** I definitely think it's easier for kids to get along than for adults. In the adults' world, there is a ton of things about race, gender and other stereotypes. But for kids, everyone is just a kid.

**N:** In Hong Kong there are a lot of opportunities to network and talk with other entrepreneurs. As it's quite a small city, there's a very close and supportive entrepreneur community, so it's easy to meet a lot of people and make connections.

**A:** I'm Alexis, and I'm Hillary's younger brother. If you think my sister might be a little bit annoying cause she is so smart sometimes, you're wrong. She's annoying all the time. She speaks in really weird English. She usually calls me like… really old English words. I have no idea what to say back at her cause I have no idea what it means. And it's very annoying.

**H:** I… I always had pretty big goals. My parents always taught me to think big. They told me that being creative is one of the most important things you can be. And that always led me to having huge ambitions.
Languages are a really, really good way to make a personal connection with someone. As Nelson Mandela once said: 'When you speak in your language, you're speaking to his brain. But if you're speaking in their language, you're speaking to their heart.'. I believe that this quote is really, really… profound, and I think it's true.

**N:** Cake-maker, Georgia, launched her own business at the age of twenty-three.

**G:** I got commissioned to make a cake for Cara Delevingne, the famous model, and it was actually my sister who said: 'You need to go on Instagram, build up a profile and get her to tag you.' I went from above hundred followers to six thousand that day, and I think that was the very start of my Instagram, and I already had that big boost.

**N:** Georgia uses natural ingredients to create sweet works of art. But being able to bake a perfect cake is not enough. This is her recipe for success.

**G:** You upload a photo, people like it, people see what're doing, and then react to it. And maybe someone can even get in touch and order that just by seeing it. So, the more I uploaded, the more interest I had of people, and then the more orders came in. And I'm also using Instagram as a portfolio of my work because it's so visual.
Instagram is something that you really have to keep up. If I haven't uploaded a photo, my followers might think: 'Oh, she's not as busy this week.'. So, I have to show that I'm busy making lots of cakes, showing people different options that I can do, rather than the same cake over again. So, it's not just simply make a cake, photograph it, put it on. There is a whole background that goes into one photo.

# Unit 5 Off to work

## 5.1 Vocabulary

**19 BBC: Feeling like a leader, pages 68–69**

Some people think that the bigger you are, the easier it is to project leadership qualities. But appearing big can be achieved in ways that don't require you to be large in size. As social animals, we can make assumptions about a person from the way they look, and the way they behave. There are certain characteristics that we associate with leaders or what we might call dominant, or assertive people.
If you haven't got those leadership characteristics naturally, there are various ways to fake them.
So, for example, if you're going to a job interview, walk in with your shoulders back and your head held high. Make eye contact with people. If you look as if you own the place, people will think you do! It may be old-fashioned advice, but it works.
The way you present yourself has a really profound effect on the way you think about yourself, and the way you think about other things. If you dress formally, you feel more powerful, more capable of dealing with bigger issues.
Things like gestures are terribly important. If you use big gestures, you take up more room, and people get the idea that you're more powerful. So, when you see politicians talking or religious preachers, you'll notice that they use huge expansive hand gestures. And this gives the impression that these people are bigger than they actually are.
The interesting thing about this is that if you do all these things consistently, after a while you actually become more confident. Your brain starts to reflect your body's actions, and you feel naturally more like a leader. You no longer have to fake it.

# Unit 6 A matter of fact

## 6.1 Vocabulary

**25 BBC: Is social media killing creativity, pages 84–85**
**B = Becky D = Daisy K = Katie N = Narrator**
**T = Ty**

**N:** Our phones. It seems we're dependent on them. They are a useful tool, a form of communication and connectivity. Yet, they can be distracting, and it's very easy to get addicted.

**K:** I'm certainly guilty of it myself. What with Instagram, Twitter and Facebook, I can't even count the amount of times a day I'm on social media. I mean, I've always got my phone in my hand, and sometimes I'm just scrolling through mindlessly without even realising it. This all comes at a time when studies and research are starting to reveal links between social media and mental illness. So, is it time to reconsider the way we use it?

**N:** Katie has come to the Barbican, a creative hub of the arts and culture in London, to meet with doctor Becky Inkster, a neuroscientist from Cambridge University.

**K:** So, do you think the amount of time we spend on social media could be a problem?

**B:** I think it could, but it's a complicated situation. So, for some people it might be a lot of time is bad, for some people a lot of time is good, so it really depends on the person. But, also it depends on what you're looking at. So, is this a low-quality content, and are you sort of just passively passing time and scrolling through infinite content? It may not be beneficial.

**K:** What are some of the ways that you and I can use social media in a better way?

**B:** There's lots of things that we can do, and I think being creative and discovering your identity is such an amazing opportunity for people. But I do think that people need to protect themselves, so be very careful with your privacy, use these tools properly, and educate yourself because you are the consumer, and you're the publisher of your own data.

**N:** Katie's meeting with Instagrammer, Ty, to ask her why she prefers her phone to a professional camera.

**K:** So, why do you specifically use your phone as a tool for taking photographs?

**T:** I think the phone is such a powerful tool nowadays, and it's so easy that is always with us. And it's not something I have to plan ahead to bring with me. It's always with me, and I'm by nature sort of a lazy person. I'm certainly just trying to fit around what I do day to day.

**K:** Would you say that having a creative hobby like photography is really beneficial to your health?

**T:** I think absolutely. I think just the simple act of sort of creating something, and also being able to focus on a project that has value to myself. In a way, it helps distract me from these kind of, sometimes, problems that just go over and over in our head.

**K:** So, it actually makes you more mindful in a way because you're looking at the world around you and paying attention to what's going on rather than sort of being, I suppose, transfixed in your phone, but not using it for something creative in a way that everybody else is.

**T:** Exactly.

**N:** Ty says that her creativity and her art are good for her well-being. Now Katie wants to find out if there's scientific evidence that creativity is really good for our health.

**K:** I'm meeting with doctor Daisy Fancourt from University College London who's exploring the links between creativity and well-being.
So, Daisy, is it true that creativity can actually be good for our health?

**D:** Yes, we've got so much research data now showing how it can affect both our mental and our physical health. So, from a mental health perspective, there's a lot of data showing how engaging with creative activities, whether that's dancing, singing, cookery, gardening, all of these things can help us to maintain good well-being in our day to day lives, but also actually provide really targeted support for people with mental health conditions. And we see lots of links from that through to our physical health as well.

**K:** Do you think we will reach a time where GPs will actually prescribe creative classes to people to help with their mental health?

**D:** We're already there, actually!

**K:** Are we?!

**D:** Yes, art on prescription is available on the NHS already.

**K:** And now, of course, we often talk about social media and phones being quite bad for our mental health. But a lot of people use their phones and their social media for their creative activities, so do you think that, actually, social media can be good for your creativity?

**D:** Well, I think social media has been fascinating with what it's done to creativity, 'cos in a way it's opened up so many new activities that we didn't have a few decades ago. So, for example, people creating animations on their computer and doing things like Instagram or Snapchat with photography.

**N:** So, there is no reason why we can't treat social media as a tool for creativity.

**K:** Social media can be a great platform to express and share our creativity. But we have to actually allow ourselves the time for our creative endeavours

# Unit 7 It's not rocket science!

## 7.1 Vocabulary

**29 BBC: Blowing in the wind, pages 100–101**
**D = Dallas N = Narrator W = Worker**

**D:** If you want to harness enough wind energy to power a town or a city, you need to go where the wind is at its strongest. And that's normally over open water like this, simply because it's nice and flat, and you don't have the land getting in the way to slow it up.

**N:** That's why we're building in the sea. The largest offshore wind farm in the world is here in Britain. This is the London Array, twenty miles from the South East coast of England.

**D:** As I'm sure you can appreciate, getting these monsters out here presents a whole host of engineering challenges. Not least the wind itself, the thing they're

actually designed to harness, makes the whole process of building them a complete nightmare!

**N:** The unpredictable weather conditions and constant threat of stormy weather makes this an extremely difficult construction site.

**D:** With everything constantly moving, the wind going and the waves going, you need somewhere solid to work from a solid base, and this is the solution.

**N:** A huge ship called Discovery. It can lift completely out of the water and stand on giant stilts to make a stable platform standing on the seabed. All of the different parts necessary to build the giant turbines are on board.

**D:** So, this chap over here is co-ordinating the whole thing, almost like a choreographer or a conductor. It's an incredibly skilled operation, but they make it look so easy. Be in awe of the skill of these guys.

**N:** On a calm day, they can install a whole turbine in twelve hours.

**D:** OK, we've got a bit of climbing to do today.

**W:** Once you're attached... take a good positive step off...

**D:** Yeah.

**W:** And up you go.

**N:** Dallas has to inspect the work a little closer.

**D:** Oh, man. It's stiff. Oh, wow! Look at this! You can really understand why we're here as you stick your head up through this hatch and you feel the wind. And it's just quite awe-inspiring seeing how enormous these turbine blades are. When you're on the shore, they look so elegant and fragile and, actually, they're just enormous. I'm glad it's not too windy today. That's all I can say.

**N:** Each of these turbines is an enormous 120 metres wide. That's the same as the London Eye.

**D:** Imagine 174 London Eyes, all spinning out here, all generating power for us to use. And each one of these turbines can power 3,000 houses... something like that, depending on whether you've left your power shower on. And then, you multiply all that by 174 and you get a true sense of the scale of all of this. This huge power station out here in the middle of the sea. That's pretty awesome.

# Unit 8 Costing the earth

## 8.1 Vocabulary

**35 BBC: The global seed vault, pages 116–117**
**D = Dallas N = Narrator W1 = Worker W2 = Worker 2**

**N:** We are in the freezing cold Arctic mountains of the Svalbard Islands in Norway, only 800 miles from the North Pole. Here, there is a doorway that leads to what is supposed to be the safest place on earth. Scientists are on their way, approaching through this isolated and hostile terrain. They carry a precious box of seeds to be stored away and protected from the damaging effects of climate change. The opening of the Global Seed Vault was a major achievement for Norway. Construction of the vault required impressive engineering skills, cutting 250 metres deep into the permafrost. The average temperature of the vault is minus twenty degrees Celsius, cold enough to preserve the billions of seeds inside for future generations.

**D:** I've just come down the access tunnel that's cut into the mountain here. This place is 130 metres above sea level because if the worst happens and global warming melts all of the polar ice caps, this project will still be safe. OK, so this is the next stage…

**N:** The deeper inside the mountain we go, the more the temperature drops. The store is designed to survive any natural disaster.

**W1:** The seeds can last here for a very long time. It depends on what crop it is, but some of the crops may survive for more than 4,000 years.

**D:** Are you really imagining this place functioning, keeping the seeds safe for 4,000 years?

**W1:** Well, it's difficult to say. I'm sure that the pharaohs thought that their pyramids would last long and they did.

**N:** This is the last barrier to the store itself.

**D:** Samples of seeds used to be held in glass test tubes. Now they're kept in little plastic packets, and there are more than 800,000 of these in this vault.

**N:** Having copies of key seeds is essential for times like this when harvests are ruined by extreme weather conditions. Another threat is flooding which can damage national stores of seeds. This happened in the Philippines. And with industrial-scale farming, most food comes from just a dozen varieties of plants, so keeping copies of these seeds can help to guarantee supplies.

**W2:** It is for the survival of mankind in the future. I mean, we need the diversity, all the different kinds of plant material to get food for the future.

**N:** So, in these remote mountains, the Norwegian government has provided a global insurance policy. We have many environmental problems facing us such as climate change. In future, the seeds in this vault could help us to overcome disease, drought and other unforeseen challenges.

# Photocopiable resources

## Contents


| Resource | Language point | When to use | Time (min.) |
|---|---|---|---|
| **Unit 1** Live and learn | | | |
| 1 FAQ | Words related to education and character | After 1.1 Vocabulary, pp. 4–5 | 10 |
| 2 Test yourselves (grammar) | Present and past habits | After 1.2 Grammar, p. 6 | 10 |
| 3 In love with my bike | Verb patterns | After 1.5 Grammar, p. 10 | 12 |
| 4 Learning how to … | Describing photos | After 1.6 Speaking, p. 11 | 15 |
| 5 Verb pairs | Register | After 1.7 Use of English, pp. 12–13 | 6–8 |
| 6 A covering email | Correcting and completing a covering email | After 1.8 Writing, pp. 14–15 | 15 |
| 7 Sentence translation | Translation from Polish into English | After Unit 1 | 15 |
| **Unit 2** Human nature | | | |
| 8 My best mate | Words related to personality | After 2.1 Vocabulary, pp. 20–21 | 15 |
| 9 Test yourselves (grammar) | Past Perfect Simple and Continuous | After 2.2 Grammar, p. 22 | 10 |
| 10 To put or not to put a comma, that is the question | The use of commas in relative clauses | After 2.5 Grammar, p. 26 | 10 |
| 11 Tell me about a family celebration | Describing photos and answering questions related to a photo | After 2.6 Speaking, p. 27 | 12–15 |
| 12 Just think of someone | Collocations | After 2.7 Use of English, pp. 28–29 | 10 |
| 13 An article | Correcting and completing an article | After 2.8 Writing, pp. 30–31 | 15 |
| 14 Sentence translation | Translation from Polish into English | After Unit 2 | 15 |
| **Unit 3** Living spaces | | | |
| 15 A whistle-stop tour of European cities | Words related to cities | After 3.1 Vocabulary, pp. 36–37 | 10 |
| 16 Text a fortune-teller | Future forms | After 3.2 Grammar, p. 38 | 10 |
| 17 Test yourselves (grammar) | Quantifiers | After 3.5 Grammar, p. 42 | 10 |
| 18 Doing up a flat | Words related to home, suggesting, objecting, compromising and agreeing | After 3.6 Speaking, p. 43 | 13–15 |
| 19 Check the door | Determiners | After 3.7 Use of English, pp. 44–45 | 15 |
| 20 A 'for and against' essay | Correcting and completing a 'for and against' essay | After 3.8 Writing, pp. 46–47 | 15 |
| 21 Sentence translation | Translation from Polish into English | After Unit 3 | 15 |

| | | | |
|---|---|---|---|
| **Unit 4** | **Shopping around** | | |
| 22 Read the comments | Words related to money and shopping | After 4.1 Vocabulary, pp. 52–53 | 15 |
| 23 Hurried dominoes | Question tags and reply questions | After 4.2 Grammar, p. 54 | 10 |
| 24 Test yourselves (grammar) | Present and past modal structures | After 4.5 Grammar, p. 58 | 10 |
| 25 What would you do if you won a lot of money? | Words related to money | After 4.6 Speaking, p. 59 | 8–10 |
| 26 The focus of our debate today is … | Modality – alternative structures | After 4.7 Use of English, pp. 60–61 | 15 |
| 27 A formal email | Correcting and completing a formal email | After 4.8 Writing, pp. 62–63 | 15 |
| 28 Sentence translation | Translation from Polish into English | After Unit 4 | 15 |
| **Unit 5** | **Off to work** | | |
| 29 What the frogs said | Words related to work | After 5.1 Vocabulary, pp. 68–69 | 15 |
| 30 Who said it? | Reported speech | After 5.2 Grammar, p. 70 | 12 |
| 31 Test yourselves (grammar) | Reporting verbs | After 5.5 Grammar, p. 74 | 10 |
| 32 Problem solving | Talking about problems and solutions, expressing annoyance | After 5.6 Speaking, p. 75 | 7–9 |
| 33 Let's focus on phrasal verbs | Phrasal verbs | After 5.7 Use of English, pp. 76–77 | 10 |
| 34 An opinion essay | Correcting and completing an opinion essay | After 5.8 Writing, pp. 78–79 | 15 |
| 35 Sentence translation | Translation from Polish into English | After Unit 5 | 15 |
| **Unit 6** | **A matter of fact** | | |
| 36 Too true! Absolutely! | Words related to media, truth and falsehood | After 6.1 Vocabulary, pp. 84–85 | 15 |
| 37 Test yourselves (grammar) | Conditional clauses – alternatives to *if* | After 6.2 Grammar, p. 86 | 10 |
| 38 Mix them well together | Mixed conditionals | After 6.5 Grammar, p. 90 | 10 |
| 39 Expressing opinions | Choosing, rejecting, comparing and contrasting options, expressing opinions tentatively and justifying one's choice | After 6.6 Speaking, p. 91 | 8–10 |
| 40 What about you? | Compound nouns and adjectives | After 6.7 Use of English, pp. 92–93 | 10 |
| 41 A review of a TV series or a film | Correcting and completing a review of a TV series or a film | After 6.8 Writing, pp. 94–95 | 15 |
| 42 Sentence translation | Translation from Polish into English | After Unit 6 | 15 |
| **Unit 7** | **It's not rocket science!** | | |
| 43 Science crossword | Words related to science | After 7.1 Vocabulary, pp. 100–101 | 10 |
| 44 Quick teen survey | Advanced passive forms | After 7.2 Grammar, p. 102 | 15 |
| 45 Test yourselves (grammar) | Passive reporting structures | After 7.5 Grammar, p. 106 | 10 |
| 46 How has technology developed? | Words related to technology, explaining points of view and justifying opinions | After 7.6 Speaking, p. 107 | 10–12 |
| 47 Nought on the confusion scale | Easily confused words | After 7.7 Use of English, pp. 108–109 | 12–20 |
| 48 A narrative | Correcting and completing a narrative | After 7.8 Writing, pp. 110–111 | 15 |
| 49 Sentence translation | Translation from Polish into English | After Unit 7 | 15 |

| Unit 8 | Costing the earth | | |
|---|---|---|---|
| 50 Rescue the turtle | Words related to environmental issues and landscape | After 8.1 Vocabulary, pp. 116–117 | 15 |
| 51 Vote for us | Unreal past and regrets | After 8.2 Grammar, p. 118 | 15 |
| 52 Test yourselves (grammar) | Emphasis – cleft sentences and inversion | After 8.5 Grammar, p. 122 | 10 |
| 53 Different shades of green | Words related to environment and presenting one's opinion | After 8.6 Speaking, p. 123 | 12–15 |
| 54 We're word builders! We're bricklayers! | Prefixes | After 8.7 Use of English, pp. 124–125 | 15 |
| 55 A letter to an editor | Correcting and completing a letter to an editor | After 8.8 Writing, pp. 126–127 | 15 |
| 56 Sentence translation | Translation from Polish into English | After Unit 8 | 15 |
| **Units 1–8** | **Use of English** | | |
| 57–58 Multiple choice cloze (texts) | Extended Matura-type tasks | After Focus Review 1, 4, 5 and 6 | 20 |
| 59–60 Open Cloze | | After Focus Review 3 | 20 |
| 61 Word building | | After Focus Review 8 | 20 |
| 62–63 Cloze | | After Focus Review 2 and 7 | 20 |
| 64–65 Sentence transformation | | After Focus Review 1 and 4 | 20 |
| 66–67 Translation | | After Focus Review 2, 5 and 8 | 12 |
| 68–69 Sentence formation | | After Focus Review 3, 6 and 7 | 12 |

# Photocopiable resources

## Instructions

### Unit 1 Live and learn

### 1 FAQ
**(1.1 Vocabulary)**

**Aim:** To practise words related to education and character.
**Interaction:** Pairs.
**Type of activity:** Concept-checking questions.
**Time:** 10 minutes.
**Materials:** One set of 12 cards per pair.

**In class: (1)** Copy the worksheet and cut out the cards as indicated. **(2)** Tell students they're going to work in pairs. Give each pair one set of cards. Put the cards face down in a pile. **(3)** Students take turns to pick up one card at a time. They ask each other the questions. It is important that the questions are read out and not shown. There are only *yes/no* questions. Students have to justify their answers and get one point for each correct explanation. **(4)** Ask students about the result of their games.

### 2 Test yourselves
**(1.2 Grammar)**

**Aim:** To practise grammar from lesson 1.2.
**Type of activity:** Sentence correction.
**Time:** 10 minutes.
**Materials:** One worksheet per student (A or B).

**In class: (1)** Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

### 3 In love with my bike
**(1.5 Grammar)**

**Aim:** To practise verb patterns.
**Interaction:** Individual/Pairs.
**Type of activity:** Gap filling and information exchange.
**Time:** 12 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually at first. Ask them to complete the gaps with the correct form of the verbs in brackets. **(2)** When everyone has finished, check the answers with the whole class. **(3)** Students answer the questions for themselves. **(4)** Then they interview their partner and take notes of their answers to find out what they have in common. **(5)** Ask students to report their findings, e.g. *We both fancy riding our bikes today. (We may well go somewhere together.)*

**Answers:**
**1** learning **2** to ride **3** to wear **4** to listen **5** cycling **6** biking **7** ride **8** to lend **9** going **10** riding

### 4 Learning how to …
**(1.6 Speaking)**

**Aim:** To practise describing photos.
**Interaction:** Individual/Pairs.
**Type of activity:** Gap filling and guided speaking.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually. Hand out the worksheets, ask students to look at Photo 1 and complete its description with words from the box. Point out that there are two extra words. **(2)** Ask students to compare their answers in pairs and then check them with the whole class. **(3)** Tell students to look at Photo 2 and complete its description with their own ideas. **(4)** Ask students to compare their answers in pairs and then check them with the whole class.

**Answers:**
**Photo 1: 1** really **2** chances **3** seems **4** be **5** obvious **6** hard **7** on **8** Clearly

**Photo 2 (example):** This is a photo of a science professor talking to some students. Based on what is written on the board, the students must have just attended a lecture on Maths or Physics. It looks to me as if the professor has just finished explaining something difficult and the students could be asking additional questions. It's hard to say which year the students are in, but judging by how self-confident the students feel, the chances are that they might be studying science for an MSc. I can't really tell but they could be talking to the professor about his lecture or their understanding of science.

### 5 Verb pairs
**(1.7 Use of English)**

**Part 1**
**Aim:** To practise formal and informal language.
**Interaction:** Individual.
**Type of activity:** Matching.
**Time:** 2–3 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students that they are going to work individually and hand out the worksheets. **(2)** Tell them to match verbs with similar meaning into pairs. **(3)** Then ask students to compare their answers in pairs. **(4)** Check the answers with the whole class.

**Answers:**
**1** a **2** f **3** b **4** h **5** e **6** d **7** i **8** c **9** g

**Part 2**
**Aim:** To practise formal and informal language.
**Interaction:** Pairs.
**Type of activity:** Gap filling.
**Time:** 4–5 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Ask students to work in pairs and complete the sentences with the verbs from Part 1. Point out they should decide whether they need a more/less formal word in each case. Remind them to look at the words before and after each gap (e.g. prepositions), and use the verbs in the correct form. **(2)** Once they have finished, check the answers with the whole class. In each case, ask students to give reasons for their choices. Explain that sometimes both options are possible, depending on the context.

**Suggested answers:**
**1** telling (e.g. somebody telling their friend about their grandmother) **2** start (e.g. two friends talking) **3** need (e.g. a teacher talking to students) / are required (e.g. in school regulations) **4** take back (e.g. two friends talking) **5** tolerated (e.g. in an official speech) **6** request (e.g. on a university website) **7** have been omitted (e.g. in a scientific journal) **8** memorise (e.g. in a newspaper article) / learn by heart (e.g. in a class discussion) **9** thought about (e.g. two friends talking) / considered (e.g. a school councillor talking to a student)

## 6 A covering email
### (1.8 Writing)

**Aim:** To practise correcting and completing a covering email, following a checklist.
**Interaction:** Individual, pairs.
**Type of activity:** Correcting and completing.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the email, such as incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: one wrong adjective, one wrong verb, one wrong preposition, one incorrect spelling, one instance of incorrect register, one grammatical error.

## 7 Sentence translation
### (1 Live and learn)

**Aim:** To practise translation from Polish to English.
**Interaction:** Individual.
**Type of activity:** Translation.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Copy the worksheet and cut off the bottom part (the answer key). **(2)** Tell students they are going to work individually and give each student a worksheet. **(3)** Ask them to read the word list at the end of Unit 1 and to go back to grammar sections 1.2 and 1.5. **(4)** Give students 10 minutes to translate the missing fragments of the sentences into English. **(5)** Give them the answer key to check their answers.

# Unit 2 Human nature

## 8 My best mate
### (2.1 Vocabulary)

**Aim:** To practise collocations related to personality.
**Interaction:** Pairs.
**Type of activity:** Jigsaw dictation and information exchange.
**Time:** 15 minutes.
**Materials:** One worksheet per student (A or B).

**In class: (1)** Divide students into pairs, Student A and Student B. Give each student their worksheet. Tell them not to look at each other's worksheets. Tell students they are going to read short texts people wrote about their best friends. **(2)** Students take turns to dictate the highlighted words or phrases to each other and fill in the gaps. **(3)** When a pair has finished, ask them to compare their texts. **(4)** Tell students to talk to each other and say who they would like to get to know and/or who they would like to make friends with and why.

**Optional follow-up:** Ask students to match the descriptions to the pictures. Any interpretation is correct as long as it can be justified.

## 9 Test yourselves
### (2.2 Grammar)

**Aim:** To practise grammar from lesson 2.2.
**Type of activity:** Gap filling.
**Time:** 10 minutes.
**Materials:** One worksheet per student (A or B).

**In class: (1)** Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

## 10 To put or not to put a comma, that is the question
### (2.5 Grammar)

**Aim:** To practise the use of commas in relative clauses.
**Interaction:** Individual.
**Type of activity:** Matching.
**Time:** 10 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students that they are going to work individually and hand out the worksheets. **(2)** Tell them to match sentence halves by writing letters next to the numbers at the bottom of the page. If a comma is needed, students draw a line between the sentence halves. The lines should go through the big comma in the middle. Set a time limit of 5 minutes. **(3)** Then ask students to compare their answers in pairs and check in which sentences they used a comma. **(4)** Check the answers with the whole class.

**Optional follow-up:** Students rewrite the sentences in which they misused commas or which they mismatched, changing the sentences so that they are true for them.

**Answers:**
**Sentences with a comma: 1c** My cousin has moved to New Zealand, where I'd love to go one day. **3k** My parents always ask me how school was, which is very irritating. **4h** My mum looks a lot like her sisters, who are twins and have the same eyes and hair as her. **6b** My father often talks about his grandma Mary, whose life became an inspiration for him. **10d** My grandpa died in 2005, when I was just four. **11f** My immediate family live in Gdansk, which is the sixth largest city in Poland.

**Sentences without a comma: 2e** My grandma makes a cheesecake that tastes like nothing else in the world. **5i** I couldn't make friends with people that never admit when they're wrong. **7a** Uncle Rob is the kind of person you take an instant liking to. **8l** I'm in touch with my whole extended family living abroad. **9g** I've never been to the village my great-grandparents were born in. **12j** I've got some black-and-white photos taken by my great-grandfather in the 1930s.

## 11 Tell me about a family celebration
### (2.6 Speaking)

**Part 1**
**Aim:** To practise describing photos.
**Interaction:** Individual.
**Type of activity:** Gap filling.
**Time:** 2–3 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually. Hand out the worksheets and ask students to fill in the gaps with the appropriate words. **(2)** Check the answers with the whole class.

**Answers:**
**1** shows **2** obvious **3** clearly **4** about **5** though

**Part 2**
**Aim:** To practise answering questions related to a photo.
**Interaction:** Individual/Pairs.
**Type of activity:** Multiple choice, matching, gap filling and guided speaking.
**Time:** 10–12 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually at first. Ask them to look at question 1 and at the picture in Part 1 again. **(2)** Students read the sample answer to the question and choose the correct words. Ask students to check their answers in pairs. **(3)** Students look at question 2, match the expressions and use them to complete the gaps in the sample answer. Check the answers with the whole class. **(4)** Students look at question 3 and fill in the gaps in the sample answer with the words from the box. There are two extra words. Check the answers with the whole class. **(5)** Ask students to prepare their own answers to questions 2 and 3 and share them in pairs.

**Answers:**
**1: 1** To **2** Judging **3** excited **4** reason
**2: 1** e **2** f **3** a **4** b **5** d **6** c
**a** Generally speaking, **b** family gathering
**c** What's more, **d** catch up with all the news
**e** On the other hand, **f** people of my age
**3: 1** place **2** begin **3** just **4** as **5** sudden **6** turned **7** doubt **8** enough

## 12 Just think of someone
### (2.7 Use of English)

**Aim:** To practise collocations.
**Interaction:** Individual/Pairs.
**Type of activity:** Gap filling and information exchange.
**Time:** 10 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students that they are going to work individually at first and then hand out the worksheets. Tell them to take 3 minutes to fill in the gaps with the words from the box. **(2)** Check the answers with the whole class. **(3)** Ask students to choose five people from the 'Think of' list and write their names in the notes at the bottom of the page in a random order. Set a time limit of 1–2 minutes. **(4)** Tell students to work in pairs and to swap their worksheets. **(5)** Students ask each other questions to find out who the people in the notes are, e.g. *Who's Adam?/How about Mr Nowak?* Encourage students to give their answers from memory instead of reading them. Suggest asking follow-up questions, e.g. *So which team is he bitterly disappointed with?/How do you know he has a vivid imagination?* With weaker students, get them to ask yes/no questions, e.g. *Is Magda a casual acquaintance that you'd like to get to know better?*

**Answers:**
**1** vivid **2** baby **3** roar **4** shares **5** tidy **6** set
**7** healthy **8** painfully **9** bitterly **10** casual

## 13 An article
### (2.8 Writing)

**Aim:** To practise correcting and completing an article, following a checklist.
**Interaction:** Individual/Pairs.
**Type of activity:** Correcting and completing.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the article, such as incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one grammatical error, one wrong relative pronoun, one wrong verb, one wrong adjective, one instance of incorrect register, one wrong preposition.

## 14 Sentence translation
### (2 Human nature)

**Aim:** To practise translation from Polish to English.
**Interaction:** Individual.
**Type of activity:** Translation.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Copy the worksheet and cut off the bottom part (the answer key). **(2)** Tell students they are going to work individually and give each student a worksheet. **(3)** Ask them to read the word list at the end of Unit 2 and to go back to grammar sections 2.2 and 2.5. **(4)** Give students 10 minutes to translate the missing fragments of the sentences into English. **(5)** Give them the answer key to check their answers.

# Unit 3 Living spaces

## 15 A whistle-stop tour of European cities
### (3.1 Vocabulary)

**Aim:** To practise words related to cities.
**Interaction:** Pairs.
**Type of activity:** Matching.
**Time:** 10 minutes.
**Materials:** One set of 24 cards per pair.

**In class: (1)** Copy the worksheet and cut up the cards as indicated. Mix up the city cards and then the description cards, but keep the two types of cards separate. **(2)** Tell students that they're going to work in pairs and hand out the cards. Place the description cards face down in a pile. Place the city cards face up. **(3)** Tell students that the cards contain some clues about the cities to be visited during a whistle-stop tour called *A Dozen European Cities in Less Than a Fortnight*. **(4)** Students take turns to pick up one card at a time and read it out loud. They match it to a city to work out the actual itinerary. They should discuss their choices if in doubt. **(5)** Check answers with the whole class. **(6)** Tell students to tell each other their itineraries and say which three cities they would like to visit most. You can expand the task by getting students to repeat the descriptions of the chosen cities from memory.

**Optional follow-up:** You may ask students what they think of this particular itinerary and whistle-stop tours in general.

## 16 Text a fortune-teller
### (3.2 Grammar)

**Aim:** To practise future forms.
**Interaction:** Individual/Pairs.
**Type of activity:** Gap filling and evaluating.
**Time:** 10 minutes.
**Materials:** One worksheet per student (A or B).

**In class: (1)** Copy the worksheets for Students A and B and cut off the bottom parts (the instructions). **(2)** Divide students into pairs, Student A and Student B. Fold the worksheets along the dotted line and give them to Students A and Students B respectively, the question side up. Ask students not to unfold the worksheets or look at the other side. **(3)** Get students to complete the questions with one word in each gap. Set a time limit of 4 minutes. **(4)** Check the answers briefly with the whole class. **(5)** Ask students to turn over and swap the folded worksheets. **(6)** Hand out the previously cut off fragments to Students A and Students B respectively. Ask them to follow the instructions and to complete the answers section on the worksheet they got from the other student. Set a time limit of 1 minute. **(7)** Once they have finished, they swap worksheets again. **(8)** Students unfold the worksheets and read the answers to each other. They decide which answers seem (il)logical and evaluate how trustworthy the fortune telling service is.

**Answers:**
**Student A: 1** be / time **2** have / been **3** be / time **4** have / been **5** time
**Student B: 6** have / by **7** be / in **8** been / time **9** have / been **10** times

## 17 Test yourselves
### (3.5 Grammar)

**Aim:** To practise grammar from lesson 3.5.
**Type of activity:** Gap filling.
**Time:** 10 minutes.
**Materials:** One worksheet per student (A or B).

**In class: (1)** Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read

the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

## 18 Doing up a flat
### (3.6 Speaking)

**Part 1**
**Aim:** To practise words related to home.
**Interaction:** Individual/Pairs.
**Type of activity:** Gap filling and matching.
**Time:** 7–8 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually at first. Hand out the worksheets and tell students to complete the *for and against* table with their own ideas. **(2)** Get students to compare their ideas and check them with the whole class. **(3)** Ask students to complete the mind maps with the verbs from the box. Draw their attention to the fact that some verbs can be used more than once. Check comprehension, if necessary. **(4)** Check the answers with the whole class.

**Answers:**
**Redecoration on your own (examples):**
FOR: cheap, satisfaction, the end result is exactly what you want
AGAINST: involves a lot of time and effort, things might go wrong
**Jobs to do:**
walls: paint, wallpaper
carpet: fit, lay, vacuum
curtains: hang, put up
new bookshelves: dust, fill, fit, put up
lights: fit, install

**Part 2**
**Aim:** To practise suggesting, objecting, compromising and agreeing.
**Interaction:** Individual/Pairs.
**Type of activity:** Gap filling and matching.
**Time:** 6–7 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually at first. Ask them to complete the missing letters in the expressions. **(2)** Get students to compare their answers in pairs. **(3)** Tell students to complete the grid with the expressions. **(4)** Check the exercise with the whole class.

**Answers:**
**1** Why / half **2** halves **3** absolutely **4** Given / rather **5** wouldn't **6** would / say **7** agree **8** convinced / idea

Suggesting a course of action: 4, 6
Objecting: 5, 8
Compromising: 1, 2
Agreeing: 3, 7

## 19 Check the door
### (3.7 Use of English)

**Aim:** To practise determiners.
**Interaction:** Individual/Groups of ten.
**Type of activity:** Choosing the correct option and mingling.
**Time:** 15 minutes.
**Materials:** One worksheet per person.

**In class: (1)** Hand out the worksheets. Divide students into groups of ten. Assign a number from 1 to 10 to each student in the group and tell them to write their name on the corresponding door in the worksheet. Alternatively, you can write in the names yourself before handing out the worksheets. This might be a practical solution if you have an uneven number of students or if you want to assign one task to two weaker students. **(2)** Tell students that at first they are going to work individually. Ask them to circle or tick the correct form in each sentence. Set a time limit of 4 minutes. **(3)** Check the answers with the whole class. Students cross out the wrong options. **(4)** Ask students to read the sentence that is on their door. Tell students that they will have to check whether the statement is true. Students decide what question they are going to ask. Monitor their work and answer any queries. **(5)** Students mingle in their groups and ask each person the same question to verify the statement. **(6)** At the end of the activity, students report back to the class whether their sentences were true. They correct the untrue statements.

**Answers:**
**1** every **2** both **3** Each **4** Every one of **5** All **6** whole **7** other **8** others **9** another **10** The others

**Possible questions: 1** Do you tidy up your room every other day? / How often do you tidy up your room? **2** Do you think that both men and women should do their equal share of housework? **3** Do you sometimes do the washing yourself? **4** Do you hate (doing the) ironing? **5** Have you decorated your room yourself? **6** Would you like to have your whole room painted black? **7** Would you like to live in a hall of residence with other students? **8** Do you like the idea of sharing a fridge with others? **9** Do you want to study in another country/abroad? **10** Would you like to live on your own? /Do you want to continue living with your family?

## 20 A 'for and against' essay
### (3.8 Writing)

**Part 1**
**Aim:** To practise correcting and completing a 'for and against' essay, following a checklist.
**Interaction:** Individual/Pairs.
**Type of activity:** Correcting and completing.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the essay, such as incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students

work individually and then check the task in pairs. **(5)** Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one wrong quantifier, one wrong vocabulary item, one wrong subordinate conjunction, one wrong quantifier, one wrong future form, one structural error.

## 21 Sentence translation
### (3 Living spaces)

**Aim:** To practise translation from Polish to English.
**Interaction:** Individual.
**Type of activity:** Translation.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Copy the worksheet and cut off the bottom part (the answer key). **(2)** Tell students they are going to work individually and give each student a worksheet. **(3)** Ask them to read the word list at the end of Unit 3 and to go back to grammar sections 3.2 and 3.5. **(4)** Give students 10 minutes to translate the missing fragments of the sentences into English. **(5)** Give them the answer key to check their answers.

# Unit 4 Shopping around

## 22 Read the comments
### (4.1 Vocabulary)

**Aim:** To practise vocabulary related to shopping.
**Interaction:** Pairs.
**Type of activity:** Information and opinion exchange.
**Time:** 15 minutes.
**Materials:** One worksheet per student (A or B).

**In class: (1)** Divide students into pairs, Student A and Student B. **(2)** Give Students their worksheets. **(3)** Explain that students should not look at each other's worksheets. **(4)** Students take turns to dictate the highlighted parts of the comments to each other. **(5)** Once they have finished, ask them to assess how relevant the comment related to a given item of clothing is. Tell students that they must repeat the comment out loud and avoid short responses such as *I agree./I don't think so*. You may want to demonstrate the assessment part, e.g. *I think it's greatly/slightly exaggerated. I wouldn't say that this is a bargain price. It is a bit expensive even for a pair of branded trainers.*

**Follow-up:** Get students to recap on which comments they found greatly exaggerated. Ask them if they had different opinions about any of the comments.

## 23 Hurried dominoes
### (4.2 Grammar)

**Aim:** To practise question tags.
**Interaction:** Pairs.
**Type of activity:** Matching game.
**Time:** 10 minutes.
**Materials:** One set of 18 cards per pair.

**In class: (1)** Copy the worksheet and cut up the dominoes as indicated. **(2)** Tell students that they are going to play dominoes in pairs. They'll have to find matching sentences and question tags or reply questions. Give each pair one set of cards. Place all the dominoes face down except for one, which will serve as the beginning of the sequence. **(3)** Students pick up three dominoes each from the pile. **(4)** They take turns to put down a domino which completes the sentence with a correct question tag/reply question or the question tag/reply question with a correct sentence. **(5)** If a student doesn't have a suitable domino, they pick up one domino from the pile, or miss a turn when there are no dominoes left in the pile. **(6)** Walk around the class to monitor the game. **(7)** The first student to put down all the dominoes is the winner provided there are none left in the pile. **(8)** When all pairs have finished, ask students what their story is about.

**Answers:**
The complete sequence is a dialogue between two people who are in a hurry to go to a concert. The first sentence of the dialogue is *I'm already late, aren't I?*

## 24 Test yourselves
### (4.5 Grammar)

**Aim:** To practise grammar from lesson 4.5.
**Type of activity:** Gap filling.
**Time:** 10 minutes.
**Materials:** One worksheet per student (A or B).

**In class: (1)** Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

## 25 What would you do if you won a lot of money?
### (4.6 Speaking)

**Aim:** To practise words related to money.
**Interaction:** Individual/Pairs.
**Type of activity:** Matching.
**Time:** 8–10 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually at first. Hand out the worksheets and tell students to complete the descriptions of ideas on what to do after winning the lottery with words or phrases from the box. There are two extra options. **(2)** Get students to compare

their ideas and check the answers with the whole class. **(3)** Ask students to complete the *for and against* tables with the expressions from the list of arguments. Tell them that box number 4 has to be filled with their own ideas. **(4)** Ask students to add one *for* and one *against* argument to boxes 1–3. **(5)** Get students to compare their ideas and check the answers with the whole class.

**Answers:**
**1** bank account; FOR: d, h AGAINST: e
**2** world tour; FOR: b, i AGAINST: g, k
**3** charity; FOR: a, f AGAINST: c, j
**4** university

## 26 The focus of our debate today is …
### (4.7 Use of English)

**Aim:** To practise modality structures.
**Interaction:** Individual/Pairs.
**Type of activity:** Gap filling and discussing.
**Time:** 15 minutes.
**Materials:** One worksheet per person.

**In class: (1)** Tell students that they are going to work individually at first. Hand out the worksheet and tell them to complete the sentences so that they mean the opposite of the sentences with a corresponding number. Students have to use 3 or 4 words to fill in the gaps, including the word in capitals in the correct form. Set a time limit of 5 minutes. **(2)** Check the answers with the whole class. **(3)** Tell students to read the statements again and tick the ones they agree with. **(4)** Get students to work in pairs and to compare their choices. When they find the topic they disagree on, they should try to convince each other to their point of view.

**Answers:**
**1B** be banned from advertising **2A** be permitted to try **3B** are bound to **4A** be obliged to **5B** are unlikely to stop **6A** succeed in getting **7B** are meant to **8A** are sure to go

## 27 A formal email
### (4.8 Writing)

**Aim:** To practise correcting and completing a formal email, following a checklist
**Interaction:** Individual/Pairs.
**Type of activity:** Correcting and completing.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the email, such as incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one structural error, four grammatical errors, one wrong adjective.

## 28 Sentence translation
### (4 Shopping around)

**Aim:** To practise translation from Polish to English.
**Interaction:** Individual.
**Type of activity:** Translation.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Copy the worksheet and cut off the bottom part (the answer key). **(2)** Tell students they are going to work individually and give each student a worksheet. **(3)** Ask them to read the word list at the end of Unit 4 and to go back to grammar sections 4.2 and 4.5. **(4)** Give students 10 minutes to translate the missing fragments of the sentences into English. **(5)** Give them the answer key to check their answers.

# Unit 5 Off to work

## 29 What the frogs said
### (5.1 Vocabulary)

**Aim:** To practise vocabulary related to work.
**Interaction:** Individual/Pairs.
**Type of activity:** Gap filling and discussing.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students that they are going to work individually and hand out the worksheet. **(2)** Ask students to read the sentences and complete them with words in the top section of the worksheet. Point out that there are two groups of words (A: nouns/adjectives and B: verbs), and students need to think which word they need in each gap. The word *day* needs to be used twice. Students' task is to find out what the frogs said (i.e. complete the sentences correctly). Set a time limit of 5 minutes. **(3)** Check the answers with the whole class. Ask students how many sentences they managed to complete. A sentence only counts if the answer is correct. **(4)** Ask students to work in pairs. Students take turns to read one sentence at a time and say whether they think it is true or false. Allow students to decide which sentences they want to discuss. You may suggest, however, that they should start with the sentences they made mistakes in or failed to complete within the allotted time.

**Answers:**
**1** deadline **2** day, day **3** increase **4** put **5** mind **6** think **7** prospects **8** conscientiousness **9** enter **10** achieve **11** purposeful **12** overworked **13** single **14** map **15** get **16** reach

## 30 Who said it?
### (5.2 Grammar)

**Aim:** To practise reported speech.
**Interaction:** Pairs.
**Type of activity:** Sentence completion and information exchange.
**Time:** 12 minutes.
**Materials:** One worksheet per student (A or B).

**In class: (1)** Tell students that they are going to work in pairs. They will have to match the six quotations to the famous people and check if the other student's answers are correct. **(2)** Ask students to complete the sentences using reported speech. Set a time limit of 6 minutes. **(3)** Students take turns to read their answers to each other. They award each other points: one for the right match and one for a grammatically correct answer. Students should correct their mistakes in the answers. **(4)** When everyone has finished, ask students about their scores.

**Optional follow-up:** Ask students which quotations were the easiest to guess and which were too vague to be associated with a particular person.

**Answers:**
**Student A:** see the worksheet for Student B.
**Student B:** see the worksheet for Student A.

## 31 Test yourselves
### (5.5 Grammar)

**Aim:** To practise grammar from lesson 5.5.
**Type of activity:** Gap filling.
**Time:** 10 minutes.
**Materials:** One worksheet per student (A or B).

**In class: (1)** Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

## 32 Problem solving
### (5.6 Speaking)

**Part 1**
**Aim:** To practise expressions used for talking about problems and solutions and expressing annoyance.
**Interaction:** Pairs.
**Type of activity:** Gap filling.
**Time:** 4–5 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work in pairs. Hand out the worksheets and ask students to fill in the gaps with the words from the box. **(2)** Check the answers with the whole class.

**Answers:**
**1** wrong **2** seem **3** tried **4** doubt **5** difference **6** supposed **7** know **8** should **9** matter **10** wish **11** knew **12** Perhaps **13** worth **14** suppose **15** solved

**Part 2**
**Aim:** To practise expressions used for talking about problems and solutions and expressing annoyance.
**Interaction:** Individuals/Pairs.
**Type of activity:** Gap filling and matching.
**Time:** 3–4 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Ask students to complete the missing words. **(2)** Check the answers with the whole class. **(3)** Ask students to match the expressions in Part 2 to similar phrases in the dialogues in Part 1.

**Answers:**
Talking about a problem: What's **up**? = What's wrong / the matter? I haven't got a **clue**. = I wish I knew. I **appear** to have … = I seem to have …
Talking about a solution: It's worth a **try**. = It's worth a go.
Expressing annoyance: Why on **earth** didn't you …? = You should have …

## 33 Let's focus on phrasal verbs
### (5.7 Use of English)

**Aim:** To practise phrasal verbs.
**Interaction:** Individual/Pairs.
**Type of activity:** Matching and drilling.
**Time:** 10 minutes.
**Materials:** One worksheet per person.

**In class: (1)** Tell students that they are going to work individually at first. Hand out the worksheet and tell students to match questions 1–14 with answers a–n and write the numbers in the boxes. Set a time limit of 5 minutes. **(2)** Check the answers with the whole class. **(3)** Tell students to work in pairs. Student A folds their worksheet in half lengthwise along the dotted line and looks at the answers. They have to say the phrasal verbs from memory and use them with the given collocations, e.g.: *We look up to honest, successful and famous people.* Student B looks at their unfolded page and checks the answers, prompting Student A if necessary. **(4)** Get students to swap the roles. This time Student B folds their worksheet in half, looks at the questions with the phrasal verbs and says the collocations from memory, e.g.: *What can make up for bad service? An apology, a discount or a gift can make up for bad service.*

**Optional follow-up:** Students write their own examples with the phrasal verbs they had difficulty remembering.

**Answers:**
**1** d **2** j **3** l **4** c **5** m **6** g **7** f **8** e **9** k **10** h **11** i **12** b **13** n **14** a

## 34 An opinion essay
### (5.8 Writing)

**Aim:** To practise correcting and completing an opinion essay, following a checklist.
**Interaction:** Individual/Pairs.
**Type of activity:** Correcting and completing.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the essay, such as incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: no stated opinion, two wrong vocabulary items, one wrong conjunction, one wrong verb, one wrong expression.

## 35 Sentence translation
### (5 Off to work)

**Aim:** To practise translation from Polish to English.
**Interaction:** Individual.
**Type of activity:** Translation.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Copy the worksheet and cut off the bottom part (the answer key). **(2)** Tell students they are going to work individually and give each student a worksheet. **(3)** Ask them to read the word list at the end of Unit 5 and to go back to grammar sections 5.2 and 5.5. **(4)** Give students 10 minutes to translate the missing fragments of the sentences into English. **(5)** Give them the answer key to check their answers.

# Unit 6 A matter of fact

## 36 Too true! Absolutely!
### (6.1 Vocabulary)

**Aim:** To practise vocabulary related to the media, truth and falsehood.
**Interaction:** Pairs.
**Type of activity:** Memory game and discussion.
**Time:** 15 minutes.
**Materials:** One set of 24 cards per pair.

**In class: (1)** Copy the worksheet and cut up the cards as indicated. **(2)** Tell students that they are going to play a memory game in pairs. Give each pair of students one set of shuffled wide cards and one set of narrow cards. Tell students to put the cards face down in two columns according to width. The wide cards should be placed on the left. **(3)** Students take turns to turn over one wide and one narrow card at a time in order to find pairs of sentences with similar meanings. The sentence pairs are short conversations between two people sharing the same opinions. Explain that we say *too true* when we think something is true although we wish it wasn't. **(4)** If students find a matching pair, they remove it from the game as a trick. If not, they put the cards back in exactly the same place they were. Get students to read the cards out every time they turn them over, to reinforce the target vocabulary. **(5)** The game is over when all the matching pairs have been found. The student with the most tricks is the winner. **(6)** Ask students to talk to each other and say which of the opinions they disagree with.

**Optional follow-up:** You may ask students if they know people who tend to agree with everyone on everything.

## 37 Test yourselves
### (6.2 Grammar)

**Aim:** To practise grammar from lesson 6.2.
**Type of activity:** Gap filling.
**Time:** 10 minutes.
**Materials:** One worksheet per student (A or B).

**In class: (1)** Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

## 38 Mix them well together
### (6.5 Grammar)

**Aim:** To practise mixed conditionals.
**Interaction:** Individual/Class competition.
**Type of activity:** Writing sentences using prompts.
**Time:** 10 minutes.
**Materials:** One worksheet per person.

**In class: (1)** Tell students that they are going to work individually at first. Hand out the worksheet and tell them to write five mixed conditional sentences using the given prompts. Point out that the sentences must be both grammatically correct and logical. Give students an additional example by writing two sentences on the board: *I'm watching a film (present). A friend recommended it to me (past).* Tell students that they can be logically linked into one sentence: *I'm watching the film because a friend recommended it to me*, which can then be expressed as a mixed conditional: *If a friend hadn't recommended the/this film to me, I wouldn't be watching it (now).* Remind them that they only need to write a conditional sentence. You may point out that the task resembles Exercise 7 in Unit 6.5, SB. Set a time limit of 3–5 minutes. **(2)** Get students to compare their sentences in pairs. **(3)** Check the answers with the whole class. You may also award students points for correct answers, e.g. 1 point for every correct answer plus 2 bonus points for an original sentence that no one else in the class has written.

**Optional follow-up:** Students write more examples of mixed conditional sentences at home.

**Example Answers:**
**1** I wouldn't be broke if I hadn't splashed out on new clothes. **2** I'd be sleepy if I'd gone to bed late. **3** I'd have bags under my eyes if I hadn't slept well last night. **4** I wouldn't be really busy if I hadn't failed the exam. **5** I'd be lying in the sun if I'd gone to Egypt. **6** I'd be in my forties now if I'd been born in 1979. **7** I'd have gone to the beach if it wasn't raining. **8** I wouldn't have stayed home if I was well. **9** I'd have saved up enough for the trip if I was careful with money. **10** I'd have rented a car if I could drive. **11** I'd have taken that job if I didn't have to go to school. **12** I wouldn't have gone there by bus if I enjoyed flying.

# 39 Expressing opinions
## (6.6 Speaking)

**Part 1**
**Aim:** To practise beginning your answers, expressing opinions tentatively and expressing opinions with comment adverbials.
**Interaction:** Individual.
**Type of activity:** Gap filling.
**Time:** 3–4 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually. Hand out the worksheets and ask students to fill in the gaps with the words from the box. **(2)** Check the answers with the whole class.

**Answers:**
**1** Sadly **2** Of **3** vital **4** main **5** suppose **6** advantage **7** clearly **8** honest **9** opinion **10** well **11** particularly **12** firmly **13** argued **14** Frankly

**Part 2**
**Aim:** To practise beginning your answers, expressing opinions tentatively and expressing opinions with comment adverbials.
**Interaction:** Individual/Pairs.
**Type of activity:** Classifying.
**Time:** 5–6 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually at first. Ask them to complete the grid with the phrases from Part 1. **(2)** Ask students to compare answers in pairs and then check it with the whole class.

**Answers:**
Beginning your answer: 2, 3, 4, 6, 10, 12
Expressing opinions tentatively: 5, 9, 11, 13
Expressing opinions with comment adverbials: 1, 7, 8, 14

# 40 What about you?
## (6.7 Use of English)

**Aim:** To practise compound nouns and adjectives.
**Interaction:** Pairs.
**Type of activity:** Gap filling and interview.
**Time:** 10 minutes.
**Materials:** One worksheet per person.

**In class: (1)** Divide students into pairs, Student A and Student B, and give each student a worksheet. **(2)** Students complete the questions using the words in the box. **(3)** Check the answers with the class. **(4)** Students answer the questions for themselves. **(5)** Students interview their partner. **(6)** When everyone has finished, check the answers with the whole class.

**Answers:**
**1** anchor **2** copy **3** checker **4** grey **5** blood **6** snow **7** company **8** checks **9** art **10** heartwarming **11** blow **12** foreign **13** sunburnt **14** weatherproof **15** hearted **16** commercial **17** bathroom **18** mouth **19** station

# 41 A review of a TV series or a film
## (6.8 Writing)

**Aim:** To practise correcting and completing a review of a TV series or a film, following a checklist.
**Interaction:** Individual/Pairs.
**Type of activity:** Correcting and completing.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the review, such as incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one incorrect compound form, one wrong adjective. one grammatical error/wrong tense, two wrong vocabulary items, no recommendation given.

## 42 Sentence translation
### (6 A matter of fact)

**Aim:** To practise translation from Polish to English.
**Interaction:** Individual.
**Type of activity:** Translation.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Copy the worksheet and cut off the bottom part (the answer key). **(2)** Tell students they are going to work individually and give each student a worksheet. **(3)** Ask them to read the word list at the end of Unit 6 and to go back to grammar sections 6.2 and 6.5. **(4)** Give students 10 minutes to translate the missing fragments of the sentences into English. **(5)** Give them the answer key to check their answers.

# Unit 7 It's not rocket science!

## 43 Science crossword
### (7.1 Vocabulary)

**Aim:** To practise words related to science.
**Interaction:** Individual/Pairs.
**Type of activity:** Crossword and guessing game.
**Time:** 10 minutes.
**Materials:** One worksheet per student (A or B).

**In class: (1)** Divide students into pairs, Student A and Student B. **(2)** Give Students A and Students B their worksheets and ask them not to show them to each other. **(3)** Students work individually first and match the clues to the answers in their part of the crossword. Set a time limit of 2 minutes. **(4)** Write the correct sequence of clues for Students A and Students B on the board and get students to check their answers. **(5)** Students work in pairs. They take turns to read the definitions of the words they have in their crosswords so that the other student can complete the missing words. **(5)** When they have finished, tell students to compare their answers.

**Answers:**
**Student A:** 11, 4, 1, 13, 6, 3, 10, 8
**Student B:** 9, 12, 2, 15, 5, 16, 7, 14

## 44 Quick teen survey
### (7.2 Grammar)

**Aim:** To practise advanced passive forms.
**Interaction:** Groups of 8–12.
**Type of activity:** Mingling and asking questions.
**Time:** 15 minutes.
**Materials:** One set of 12 cards per group of 8–12.

**In class: (1)** Divide students into groups of 8 to 12 students. **(2)** Give each student a work card. **(3)** Students read their work cards and decide what question they are going to ask. Monitor their work and clear up any doubts. **(4)** Students mingle in their groups and ask every single student to find how many people in their group give the anticipated answer. **(5)** At the end of the activity, students report the results of their survey back to the class.

**Optional follow-up:** Discuss the results. Since some of the points in the exercise seem controversial, the interpretation of the results may allow students to express their otherwise hidden views in public. Teenagers are not always able to make their voices heard after all.

**Answers:**
**1** Do you like being praised? **2** Have you been reminded to study harder today? **3** Do you agree that students shouldn't be told what to wear to school? **4** Do you think you're being taught useless things at school? **5** Do you feel you're not being prepared well for life? **6** Do you feel tired of being made to read books you don't like? **7** Would you like to not be given any marks at school? **8** Do you understand why laptop computers can't be used by students in the classroom? **9** Do you often avoid answering the teacher's questions because you don't want to be laughed at? **10** Have you ever been caught browsing the net on your phone during a lesson? **11** Do you think you should have been given less homework last week? **12** Do you mind being asked to read something out loud in class?

## 45 Test yourselves
### (7.5 Grammar)

**Aim:** To practise grammar from lesson 7.5.
**Type of activity:** Gap filling.
**Time:** 10 minutes.
**Materials:** One worksheet per student (A or B).

**In class: (1)** Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

## 46 How has technology developed?
### (7.6 Speaking)

**Part 1**
**Aim:** To practise words related to technology.
**Interaction:** Individual/Pairs.
**Type of activity:** Matching and gap filling.
**Time:** 5–6 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually at first. Hand out the worksheets and ask students to match the inventions with the reasons why they are important. **(2)** Tell students to compare answers in pairs. **(3)** Tell students to imagine they are preparing a school exhibition on how technology has developed. There are two mind maps on the worksheet with some ideas on how to organise the exhibition. Ask students to complete the gaps in the mind maps with the words from the box. **(4)** Check the exercise with the whole class.

**Answers:**
**1** f **2** g **3** e **4** d **5** b **6** a **7** c

PRESENTATION: **1** posters **2** objects **3** displays
ATTRACTIONS: **4** gadgets **5** ticket **6** experiments **7** lecture

**Part 2**
**Aim:** To practise explaining points of view and justifying opinions.
**Interaction:** Individual/Pairs.
**Type of activity:** Gap filling and classifying.
**Time:** 5–6 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students to work individually at first and ask them to complete gaps a–n with the words from the box. **(2)** Check the exercise with the whole class. **(3)** Ask students to work in pairs and complete gaps 1–4 in the grid with the headings A–D. **(5)** Check the exercise again with the whole class.

**Answers:**
**a** with **b** follow **c** lost **d** mean **e** words **f** saying **g** correctly **h** exactly **i** much **j** meant **k** was **l** instead **m** How **n** should

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

# 47 Nought on the confusion scale
## (7.7 Use of English)

**Aim:** To practise easily confused words.
**Interaction:** Individual/Pairs.
**Type of activity:** Gap filling and information exchange.
**Time:** 12–20 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Fold the worksheets along the dotted line. **(2)** Tell students that they are going to work individually at first. Hand out the folded worksheet and ask students to choose the correct options in questions 1–12. Remind them not to unfold their sheets. Set a time limit of 4 minutes. **(3)** When everyone has finished, get students to place the numbers of the questions below the 'ruler', which is supposed to help them realise how clear the highlighted words are to them. Alternatively, students can write scale values next to the sentences. **(4)** Check the answers with the whole class. Ask students if they actually made any mistakes with the words they thought of as particularly confusing. **(5)** Ask students to read all the questions again in silence, paying special attention to those they made mistakes in. **(6)** Tell students to turn the folded page over and complete the same questions from memory. Set a time limit of 2 minutes. When they are ready, get them to unfold their worksheets and check the words against the first part. **(7)** The final stage depends on how much time you want to devote to the exercise. For example, you can tell students to work in pairs and ask each other only those questions that they made mistakes in (either in both parts or only in one of them). If students did not make any mistakes, they can ask each other the questions of their choice. Alternatively, students can work in pairs and take turns to answer all the questions.

**Answers:**
**1** loose **2** present **3** alone **4** raise **5** advise **6** breath **7** lay **8** economical **9** affect **10** conscientious **11** late **12** compliment

# 48 A narrative
## (7.8 Writing)

**Aim:** To practise correcting and completing a narrative, following a checklist.
**Interaction:** Individual/Pairs.
**Type of activity:** Correcting and completing.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the narrative, such as incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one wrong preposition, one wrong verb, one grammatical error/wrong passive form, one wrong word form, one grammatical error/wrong tense, one sentence with missing punctuation.

# 49 Sentence translation
## (7 It's not rocket science!)

**Aim:** To practise translation from Polish to English.
**Interaction:** Individual.
**Type of activity:** Translation.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Copy the worksheet and cut off the bottom part (the answer key). **(2)** Tell students they are going to work individually and give each student a worksheet. **(3)** Ask them to read the word list at the end of Unit 7 and to go back to grammar sections 7.2 and 7.5. **(4)** Give students 10 minutes to translate the missing fragments of the sentences into English. **(5)** Give them the answer key to check their answers.

## Unit 8 Costing the earth

### 50 Rescue the turtle
#### (8.1 Vocabulary)

**Aim:** To practise vocabulary with environmental issues and landscapes.
**Interaction:** Pairs.
**Type of activity:** Board game.
**Time:** 15 minutes.
**Materials:** One board, one set of 16 questions.

**In class: (1)** Divide students into pairs. **(2)** Give each pair a worksheet and a set of questions. Put the questions face down in a pile. **(3)** Tell students their task is to rescue the turtle trapped in plastic waste. They can remove one piece of rubbish every time they give the correct answer to a question. Once they have removed all fourteen pieces of plastic, the turtle will be free. **(4)** Tell students they are going to work together, not against each other as cooperation is needed to solve environmental problems. Students take turns picking up one card at a time. One of the students reads the question and options A and B to the other student, who has to choose the right answer. If the answer is correct (the underlined option on the card), students remove one plastic item from the board by crossing it out. They can only remove the rubbish piece by piece. **(5)** The game is over when students have set the turtle free or when they have run out of questions, which means the turtle remains trapped. **(6)** Ask the class how many turtles they managed to save.

### 51 Vote for us
#### (8.2 Grammar)

**Aim:** To practise unreal past and regrets.
**Interaction:** Pairs/Groups.
**Type of activity:** Gap filling.
**Time:** 15 minutes.
**Materials:** One worksheet per pair (pair A and pair B).

**In class: (1)** Divide students into pairs, Pairs A and Pairs B. Give Pairs A their worksheet and Pairs B their worksheet. Ask them NOT to show them to each other. **(2)** Tell students they are going to write a political manifesto. Ask students to read the notes and complete the sentences accordingly. They have to write an extra sentence with their own ideas. Each pair should also think of the name for their party. Monitor students' work and answer any questions raised. Set a time limit of 8 minutes. **(3)** Get each Pair A to work with Pair B. The pairs read their manifestos to each other. 'The voters' ask questions to find out more about the party's programme. 'The party members' elaborate on the programme. **(4)** When they have finished, ask students if they would vote for the other party.

**Optional follow-up:** Ask students how politically-minded they are. Have they ever voted? If they have never been to the polls, do they think it would be easy for them to decide who to vote for?

**Example answers:**
**Pair A: 1** … didn't belong to drivers. (belonged to pedestrians and cyclists.) **2** … people travelled free on public transport. **3** … parking prices hadn't gone down last year. **4** … there were cycle lanes everywhere. **5** … were properly protected. / … we made the wearing of helmets compulsory.

**Pair B: 1** … were treated with the same respect as humans. **2** … we raised the tax on meat. **3** … a new zoo hadn't opened in the capital last year. **4** … children had free vegetarian meals at school. **5** … didn't buy dogs. / … people were paid for adopting dogs from animal shelters.

### 52 Test yourselves
#### (8.5 Grammar)

**Aim:** To practise grammar from lesson 8.5.
**Type of activity:** Gap filling.
**Time:** 10 minutes.
**Materials:** One worksheet per student (A or B).

**In class: (1)** Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

### 53 Different shades of green
#### (8.6 Speaking)

**Part 1**
**Aim:** To practise words related to the environment.
**Interaction:** Individual.
**Type of activity:** Gap filling.
**Time:** 2–3 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually. Hand out the worksheets and ask students to complete the missing letters in the expressions. **(2)** Check the answers with the whole class.

**Answers:**
**1** considered **2** wondering **3** aware **4** Perhaps **5** realise **6** know

**Part 2**
**Aim:** To practise presenting your opinion.
**Interaction:** Groups of 3.
**Type of activity:** Guided speaking.
**Time:** 10–12 minutes.
**Materials:** One worksheet per group.

**In class: (1)** Ask students to get in groups of 3 and to choose one picture A–C. Make sure each photo has been chosen by at least one group. **(2)** Tell students to look at the phrases and to note down ideas about the benefits of the environmental action as shown in the chosen photo. **(3)** Get each group to present their points of view and to defend their choices using the expressions from Part 1.

## 54 We're word builders! We're bricklayers!
### (8.7 Use of English)

**Aim:** To practise word formation.
**Interaction:** Groups of 3.
**Type of activity:** Board game.
**Time:** 15 minutes.
**Materials:** One worksheet, dice and three coloured counters per group.

**In class: (1)** Divide students into groups of 3. **(2)** Give each group a worksheet and a dice. Each student places a different coloured counter (or a small object, e.g. a rubber, a paper clip, a pen top) on the START brick. **(3)** Students take turns to throw the dice. The one with the highest score starts – they throw again and move the counter forward the number of bricks shown on the dice. When they land on the brick, they must complete the sentence with the correct form of the root word in capitals. Draw their attention to the fact that apart from adding a prefix other changes may be necessary, e.g. *RE+MARRY+ED=REMARRIED*. If another student lands on the same brick, they have to answer the question in a full sentence. When a player lands on a brick with a prefix, they have to say a word with the prefix and use it in a meaningful sentence. If the other players agree that the answers are correct, the student stays on the brick and it is the next student's turn. If the answer is not correct, the student moves back to their previous position. There are three penalty bricks called *Replay*, which mean having to move back to the previous position. **(4)** Monitor the game and help to clear any doubts concerning the correctness of the answers.

**Answers:**
**1** disallowed **2** misbehave **3** illogical **4** reconsider
**5** illegal **6** overworking/overworked **7** renewable
**8** irrelevant **9** disapprove **10** misjudged **11** rewrite
**12** undoing **13** immature **14** outnumber
**15** misinformed **16** unfairly **17** self-esteem
**18** unsafe **19** underpaid **20** incapable **21** disabilities
**22** understaffed **23** illiterate **24** irresponsible

## 55 A letter to an editor
### (8.8 Writing)

**Aim:** To practise correcting and completing a letter to an editor, following a checklist.
**Interaction:** Individual/Pairs.
**Type of activity:** Correcting and completing.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the letter, such as incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: wrong greeting, lack of point of view, one incorrect emphatic structure, one incorrect inversion, two wrong vocabulary items.

## 56 Sentence translation
### (8 Costing the earth)

**Aim:** To practise translation from Polish to English.
**Interaction:** Individual.
**Type of activity:** Translation.
**Time:** 15 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Copy the worksheet and cut off the bottom part (the answer key). **(2)** Tell students they are going to work individually and give each student a worksheet. **(3)** Ask them to read the word list at the end of Unit 8 and to go back to grammar sections 8.2 and 8.5. **(4)** Give students 10 minutes to translate the missing fragments of the sentences into English. **(5)** Give them the answer key to check their answers.

# Units 1–8 Use of English

## 57–58 Multiple choice cloze (texts)
### (Focus Review 1, 4, 5 and 6, Use of English)

**Aim:** To practise extended-level Matura-type tasks.
**Interaction:** Individual.
**Type of activity:** Multiple choice.
**Time:** 20 minutes/worksheet.
**Materials:** One worksheet per student.

**In class: (1)** Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the gapped texts and to choose one correct answer (a, b, c or d) for each gap. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

**Answers:**
**Worksheet 57**
**1:** 1 a, 2 d, 3 a, 4 b
**2:** 1 d, 2 d, 3 b, 4 a
**3:** 1 c, 2 a, 3 a, 4 d
**4:** 1 c, 2 b, 3 b, 4 c

**Worksheet 58**
**1:** 1 c, 2 b, 3 a, 4 b
**2:** 1 c, 2 b, 3 c, 4 a
**3:** 1 c, 2 d, 3 d, 4 a
**4:** 1 a, 2 c, 3 d, 4 a

## 59–60 Open cloze
### (Focus Review 3, Use of English)

**Aim:** To practise extended-level Matura-type tasks.
**Interaction:** Individual.
**Type of activity:** Gapped text.
**Time:** 20 minutes/worksheet.
**Materials:** One worksheet per student.

**In class: (1)** Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the gapped texts and complete each gap with one word so that the texts are logical and grammatically correct. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

**Answers:**
**Worksheet 59**
**1:** 1 mine, 2 on/for, 3 have, 4 wishes
**2:** 1 forward, 2 which/that, 3 if, 4 own
**3:** 1 like, 2 up, 3 a, 4 if/whether
**4:** 1 at, 2 either, 3 not, 4 whose

**Worksheet 60**
**1:** 1 into, 2 so, 3 like, 4 have
**2:** 1 only, 2 our, 3 it, 4 are
**3:** 1 what, 2 until, 3 more, 4 matters
**4:** 1 there, 2 What, 3 have, 4 although

## 61 Word building
### (Focus Review 8, Use of English)

**Aim:** To practise extended-level Matura-type tasks.
**Interaction:** Individual.
**Type of activity:** Word building.
**Time:** 20 minutes.
**Materials:** One worksheet per student.

**In class: (1)** Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the gapped sentences and complete each gap with the correct form of the word given in capital letters so that the sentences are logical and grammatically correct. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

**Answers:**
**1:** 1 electrician, 2 miraculous, 3 activate, 4 irresponsible
**2:** 1 generosity, 2 risky, 3 lengthen, 4 illegal
**3:** 1 approval, 2 active, 3 clarify, 4 autobiography
**4:** 1 racism, 2 skilful, 3 darken, 4 disbelief
**5:** 1 partnership, 2 worthless, 3 simplify, 4 inability
**6:** 1 employees, 2 terrifying, 3 relief, 4 misunderstanding
**7:** 1 economists, 2 inseparable, 3 sympathised, 4 retirement
**8:** 1 bravery, 2 unwritten, 3 memorise, 4 viewers

## 62–63 Cloze
### (Focus Review 2 and 7, Use of English)

**Aim:** To practise extended-level Matura-type tasks.
**Interaction:** Individual.
**Type of activity:** Word building cloze.
**Time:** 20 minutes/worksheet.
**Materials:** One worksheet per student.

**In class: (1)** Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the gapped texts and complete each gap with the correct form of one of the words given above so that the texts are logical and grammatically correct. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

**Answers:**
**Worksheet 62**
**1:** 1 deaths, 2 making, 3 broader, 4 was dreaming
**2:** 1 was taken, 2 to having, 3 tasteless, 4 unlike
**3:** 1 arose, 2 uncommon, 3 spending, 4 advisable
**4:** 1 being encouraged, 2 Having seen, 3 creativity, 4 viewers

**Worksheet 63**
**1:** 1 be seen, 2 abilities, 3 applying, 4 incredibly
**2:** 1 representation, 2 has been modified, 3 accuracy, 4 made
**3:** 1 to have been, 2 has come/came, 3 exception, 4 thoughts
**4:** 1 taking, 2 permission, 3 would have ended, 4 owner(s)

## 64–65 Sentence transformation
### (Focus Review 1 and 4, Use of English)

**Aim:** To practise extended-level Matura-type tasks.
**Interaction:** Individual.
**Type of activity:** Transformations.
**Time:** 20 minutes/worksheet.
**Materials:** One worksheet per student.

**In class: (1)** Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the pairs of sentences and to complete the gapped sentence using the word given in capital letters so that the meaning of both sentences in each pair is the same. Tell them they are allowed to fill each gap with a maximum of six words, including the one given under the first sentence. They are not allowed to change the form of this word. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

**Answers:**

**Worksheet 64**

**1:** 1 would always take us, 2 may have been stolen by, 3 older you get, the worse, 4 (that) they have gone off
**2:** 1 have your lawyer prepare, 2 would/might have passed if, 3 whose author is my friend, 4 hit it off
**3:** 1 denied taking/having taken my laptop, 2 Little did we know that, 3 is the least complex, 4 not able/unable to make out
**4:** 1 have got Chris to fit, 2 It is no use talking, 3 so as not to miss, 4 be called off because of/due to

**Worksheet 65**

**1:** 1 time I had (ever) been, 2 in case he does not get, 3 went skydiving in spite of, 4 was looking forward to seeing
**2:** 1 wish I had not given, 2 is no point (in) asking, 3 What you must/need to do is (to), 4 should be cut down
**3:** 1 is always playing loud music, 2 would rather you did not ask, 3 feels as though it was, 4 can always turn to Tom
**4:** 1 do not remember unplugging the iron, 2 If only I had not left, 3 None of the delegates want(s) to, 4 put you up

## 66–67 Translation
### (Focus Review 2, 5 and 8, Use of English)

**Aim:** To practise extended-level Matura-type tasks.
**Interaction:** Individual.
**Type of activity:** Translation.
**Time:** 12 minutes/worksheet.
**Materials:** One worksheet per student.

**In class: (1)** Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the gapped sentences and to translate the Polish words in brackets so that the sentences are logical and grammatically correct. They are allowed to fill in the gaps with a maximum of six words. **(4)** Give students twelve minutes to do the tasks. **(5)** Check the answers with the whole class.

**Answers:**

**Worksheet 66**

**1:** 1 he was seen getting on, 2 whereas my sons' room, 3 what you are talking about, 4 would prefer to/rather have had
**2:** 1 should have eaten something, 2 What we all needed, 3 so that we are not/will not be, 4 looks as if/though he was/were
**3:** 1 They were not allowed to, 2 Despite/In spite of her illness, 3 there will not be any/will be no, 4 admitted to breaking/having broken into
**4:** 1 are expected to work, 2 at my husband's parents' house, 3 The president is to come/probably coming, 4 the moment (that) I get

**Worksheet 67**

**1:** 1 is thought (that) Maria stole, 2 No matter what 3 must stop working late, 4 so much advice/so many pieces of advice
**2:** 1 am made/told to stay in, 2 it was unkind/rude of you, 3 you found such good accommodation, 4 would still be living
**3:** 1 will never forget, 2 whose house we bought, 3 even if we had not won, 4 soon as the furniture is
**4:** 1 do not mind/have nothing against taking/sitting, 2 what life looks like here, 3 to not have paid, 4 the more I study, the less

## 68–69 Sentence formation
### (Focus Review 3, 6 and 7, Use of English)

**Aim:** To practise extended-level Matura-type tasks.
**Interaction:** Individual.
**Type of activity:** Sentence formation.
**Time:** 12 minutes/worksheet.
**Materials:** One worksheet per student.

**In class: (1)** Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the gapped sentences and to complete each gap with the correct forms of the words given in brackets. Tell them not to change the order of the words. They can add other words if necessary. The sentences must be logical and grammatically correct. **(4)** Give students twelve minutes to do the tasks. **(5)** Check the answers with the whole class.

**Answers:**

**Worksheet 68**

**1:** 1 ought not to have criticised, 2 that job meant/would mean moving to, 3 people would/did not throw litter, 4 would not walk along
**2:** 1 had better not attempt to, 2 will/does not mind being asked, 3 you had not disappeared without, 4 (that) he will let me take
**3:** 1 did not use to do, 2 unless she apologises for, 3 we were not sitting, 4 which meant we had
**4:** 1 was the news broadcast, 2 advised me not to pay, 3 it had to be locked, 4 not knowing how to drive

**Worksheet 69**

**1:** 1 the personnel were being evacuated, 2 insists on me sampling/(that) I (should) sample, 3 Was it my fault (that), 4 heard Claudia practising
**2:** 1 are believed to be following, 2 should/if you require any further, 3 was forbidden from eating, 4 whether/if he should replace
**3:** 1 we will have been on, 2 nothing is known about, 3 wanted him to study, 4 me about Jenny always failing
**4:** 1 loves being listened to, 2 would have bought her son, 3 were having the boiler installed, 4 all of which were built

# FAQ

## 1.1 Vocabulary (education)

**Q:** Do **disruptive** students cause problems in class?
**A:** Yes, because they are badly-behaved and break the school rules.

**Q:** Do **swots** tend to **fall behind** at school?
**A:** No, it's usually lazy or disorganised students that tend to fall behind. Swots do well at school.

**Q:** Can you be **expelled** if you often skip lessons?
**A:** Yes, because attending lessons is compulsory.

**Q:** Do **lenient** teachers demand a lot from their students?
**A:** No, lenient teachers are very tolerant. Strict teachers demand a lot from their students.

**Q:** Do you get the best marks if you **scrape through** your exams?
**A:** No, you usually get low marks, because you only just manage to pass the exams.

**Q:** Is a **dissertation** a kind of test?
**A:** No, it's a long piece of writing on an academic topic.

**Q:** Do **gifted** people have a lot of talent?
**A:** Yes. A gifted person has a natural ability to do something very well.

**Q:** If a student **gets a scholarship**, are they given any money?
**A:** Yes, because a scholarship is financial support for students to pay for their education.

**Q:** Do university professors **attend lectures**?
**A:** No, students attend lectures while professors give them.

**Q:** If you're **dyslexic**, do you have problems doing sport?
**A:** No, you have problems reading and spelling.

**Q:** If you **major in** a subject, do you get a degree in it?
**A:** Yes, because the subject you major in is your main subject at university.

**Q:** When you **enrol on** a course, does it mean that you stop attending it?
**A:** No, it means that you officially join the course and you start attending it.


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Test yourselves

## 1.2 Grammar (present and past habits)

### Student A

**1a One word is missing in each sentence. Add them to correct the sentences.**

1 I can never use the phone because my sister is talking to her boyfriend.

2 Adam is not very confident – he focus on his weaknesses when you ask him what he can do.

3 Last semester we to hand in our assignments every Monday.

4 I didn't learn much French at school because we always doing grammar exercises.

5 George didn't usually pay attention in class and he fall behind with his homework.

**1b Read your answers to Student B.**

**1c Listen to Student B and check his/her answers.**

1 Ann was a popular student at secondary school. She used *to* have a large circle of friends.
2 Paul's notes were never neat. He *was* always drawing in his notebooks.
3 Our English teacher in middle school *would* never put off our weekly vocabulary quiz.
4 My brother is *always* complaining about the amount of homework he has to do.
5 Hanna's mum *will* ask Hanna to pack her backpack before she goes to bed.

### Student B

**1a One word is missing in each sentence. Add them to correct the sentences.**

1 Ann was a popular student at secondary school. She used have a large circle of friends.

2 Paul's notes were never neat. He always drawing in his notebooks.

3 Our English teacher in middle school never put off our weekly vocabulary quiz.

4 My brother is complaining about the amount of homework he has to do.

5 Hanna's mum ask Hanna to pack her backpack before she goes to bed.

**1b Listen to Student A and check his/her answers.**

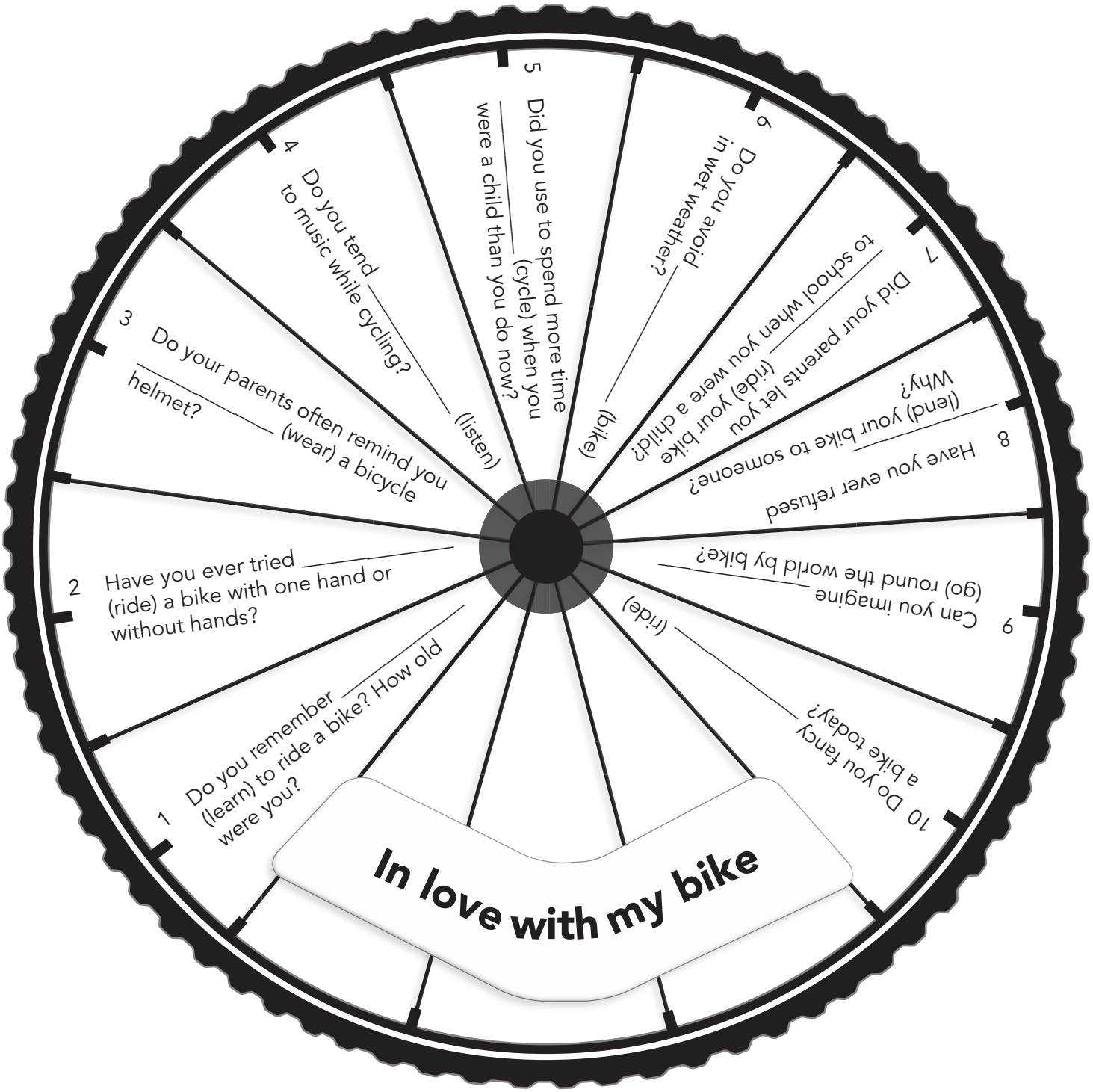
1 I can never use the phone because my sister is *always* talking to her boyfriend.
2 Adam is not very confident – he *will* focus on his weaknesses when you ask him what he can do.
3 Last semester we *used* to hand in our assignments every Monday.
4 I didn't learn much French at school because we *were* always doing grammar exercises.
5 George didn't usually pay attention in class and he *would* fall behind with his homework.

**1c Read your answers to Student A.**


© Pearson Central Europe, 2020

# In love with my bike

1.5 Grammar (verb patterns)






© Pearson Central Europe, 2020



PHOTOCOPIABLE

## Photo 1



be chances clearly could easy
hard obvious on really seems

This picture shows a basketball practice session. There is a young man wearing a tracksuit who is talking to six teenagers, two boys and four girls. I can't [1]_____ tell whether they are at school or at a sports centre. The children are sitting on the floor, so the [2]_____ are that they've just started the practice session. The instructor [3]_____ to be telling the kids what they are going to do today. He might [4]_____ explaining something difficult because they are very attentive. It's [5]_____ from the expression on his face that the man is enjoying his job. It's [6]_____ to say how the children are feeling because we can't see their faces. Based [7]_____ their body language, I'd say that they are relaxed. [8]_____ , it is not their first practice session with their coach. I think they are going to have a lot of fun today.

## Photo 2



This is a photo of _____ talking _____ . Based on _____ the board, the students must have _____ _____ . It looks to me as if the professor _____ _____ and the students could _____ _____ . It's hard to say _____ _____ , but judging by _____ _____ , the chances are that they might _____ _____ . I can't really tell but they could _____ _____ .


© Pearson Central Europe, 2020

# Verb pairs

## 1.7 Use of English (register)

### Part 1

| | |
|---|---|
| 1 request | a ask for |
| 2 commence | b learn by heart |
| 3 memorise | c leave out |
| 4 recount | d need |
| 5 tolerate | e put up with |
| 6 require | f start |
| 7 consider | g take back |
| 8 omit | h tell |
| 9 return | i think about |

### Part 2

1 My granny was good at _____ stories about her life. They were true, but also very amusing.

2 The lecture is just about to _____ . Hurry up!

3 You _____ to hand in your assignments on time if you don't want to lose points.

4 I'm going to the library this afternoon. I can _____ your books _____ if you want.

5 No forms of discrimination against students of professors will be _____ .

6 To _____ more information about post-graduate programmes, please complete this form.

7 It is not entirely clear why people with university degrees _____ from the study.

8 A recent study has shown that many students try to _____ a lot of information just before their exams.

9 By the way, have you ever _____ taking a gap year before going to uni?



© Pearson Central Europe, 2020



PHOTOCOPIABLE

# Resource 6 A covering email

## 1.8 Writing

*Muzeum Narodowe poszukuje sprzedawcy do sklepu z pamiątkami. Praca tymczasowa. Wymagane doświadczenie w sprzedaży. Kontakt: kierownik sklepu, Pan Smith p.smith@natmus.co.uk*

Napisz list motywacyjny, w którym:

- nawiążesz do ogłoszenia i napiszesz, o jakie stanowisko się ubiegasz,
- opiszesz swoje umiejętności i doświadczenie oraz wyjaśnisz, dlaczego – twoim zdaniem – twoja kandydatura na to stanowisko jest idealna,
- zasygnalizujesz chęć udziału w rozmowie kwalifikacyjnej oraz poinformujesz o załącznikach do wiadomości.

*Wypowiedź powinna zawierać Od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

**Mój formalny list motywacyjny:**

- zawiera pełne zdania i wykorzystuje język o pozytywnym wydźwięku,
- przedstawia cel wiadomości i informację, o jakie stanowisko się ubiegam,
- zawiera informacje o moich umiejętnościach i doświadczeniu oraz wyjaśnia, dlaczego zależy mi na tej pracy,
- uwzględnia dodatkowe informacje o moich kwalifikacjach, które są przedstawione inaczej niż w moim CV,
- informuje o mojej dyspozycyjności i chęci udziału w rozmowie kwalifikacyjnej, a także o załącznikach do wiadomości,
- liczy co najmniej 200 słów,
- nie zawiera błędów ortograficznych ani interpunkcyjnych,
- został starannie i czytelnie napisany.

Dear Mr Smith,

I am writing to you in response to your online advertisement seeking staff for the National Museum's gift shop. I wish apply for the position of temporary sales assistant.

I am a full-time university student, working in the summer to support myself while in higher education. In this regard, the temporary nature of the position is ideal. In addition, I am confident that I possess all of the necessary skills and experience to fulfil the job role.

In the past two years, I have gained considering practical experience of sales at a High Street fashion retailer and at a well-known bookstore chain. In both positions, I assisted a large volume of customers daily in finding or selecting items, and provided recomendations. I would also deal with customer complaints and bring them to a successful resolution. Furthermore, I have an excellent command for French and Spanish. My experience at these stores has taught me the value that passionate customer service can bring to a company's reputation and contribute to its continuing success.

I would be happy to give an interview at any time convenient to you and have attached my CV for your consideration. Please do not hesitate to contact me if you require any further information. I am available by phone or email. Thank you for your time. I look forward to hearing from you.

All the best,

Alice Williams

Dear Mr Smith,

I am writing to you in response to your online advertisement seeking staff for the National Museum's gift shop. I ~~wish apply~~ *wish to apply* [1] for the position of temporary sales assistant.

I am a full-time university student, working in the summer to support myself while in higher education. In this regard, the temporary nature of the position is ideal. In addition, I am confident that I possess all of the necessary skills and experience to fulfil the job role.

In the past two years, I have gained ~~considering~~ *considerable* [2] practical experience of sales at a High Street fashion retailer and at a well-known bookstore chain. In both positions, I assisted a large volume of customers daily in finding or selecting items, and provided ~~recomendations~~ *recommendations* [3]. I would also deal with customer complaints and bring them to a successful resolution. Furthermore, I have an excellent command ~~for~~ *of* [4] French and Spanish. My experience at these stores has taught me the value that passionate customer service can bring to a company's reputation and contribute to its continuing success.

I would be happy to ~~give~~ *attend* [5] an interview at any time convenient to you and have attached my CV for your consideration. Please do not hesitate to contact me if you require any further information. I am available by phone or email. Thank you for your time. I look forward to hearing from you.

~~All the best~~ *Yours sincerely* [6],

Alice Williams

[1] Błąd gramatyczny. [2] Niewłaściwy przymiotnik. [3] Błąd ortograficzny. [4] Niewłaściwy przyimek. [5] Niewłaściwy czasownik. [6] Zbyt nieformalny zwrot pożegnalny.


© Pearson Central Europe, 2020

# Resource 7 Sentence translation

## Unit 1 (Live and learn)

1 Kiedy Mark był w szkole podstawowej, ciągle się wiercił i przeszkadzał w lekcjach, ale nasz wychowawca nigdy nie tracił panowania nad sobą.
When Mark was at primary school, he was always _____ the class, but our form teacher never _____ .

2 Gdy Ben został porażony piorunem, stracił przytomność, ale nie zapadł w śpiączkę.
When Ben was _____ , he _____ , but he didn't _____ .

3 Naprawdę podziwiam Amy. Jest tak zdyscyplinowana i zawsze uważa na lekcji.
I truly admire Amy. She's so _____ .

4 Wszystko wskazuje na to, że Tim będzie specjalizował się w matematyce. Od dawna pasjonuje się liczbami.
The _____ Mathematics. For a long time, he _____ numbers.

5 Zmuszanie osób leworęcznych do używania prawej ręki było kiedyś powszechną praktyką.
Making _____ to be common practice.

6 Mam słabą pamięć do dat. W zeszłym tygodniu zapomniałem kupić prezent dla przyjaciela, bo myślałem, że ma urodziny za miesiąc.
I have a _____ for dates. Last week, I forgot _____ because I thought his birthday was next month.

7 Czy warto było przekładać test na później? Teraz musisz napisać test i oddać opowiadanie tego samego dnia!
Was _____ the test? Now you have to do the test and _____ on the same day!

8 Czemu nie spróbujesz nauczyć się na pamięć wszystkich nowych słów?
Why don't you _____ ?

9 Nie wyobrażam sobie zostawienia tak małych dzieci bez nadzoru w sali lekcyjnej.
I can't _____ such small children _____ in a classroom.

10 Zeszłego wieczoru, gdy przechodziliśmy obok pokoju Holly, słyszeliśmy, jak gawędziła z innymi dziewczynami o urządzeniu przyjęcia powitalnego dla brata.
Last night when we were walking past Holly's room, we _____ some other girls about _____ for her brother.

11 Sądząc po ocenach Mike'a, program szkolny musi być dla niego za trudny.
_____ Mike's grades, the school curriculum _____ too difficult for him.

12 Nie możemy sobie teraz pozwolić na zakup oprogramowania do edycji zdjęć, ale w przyszłym roku powinniśmy mieć więcej funduszy.
We _____ now, but next year we should have more funds.

**Answers:**

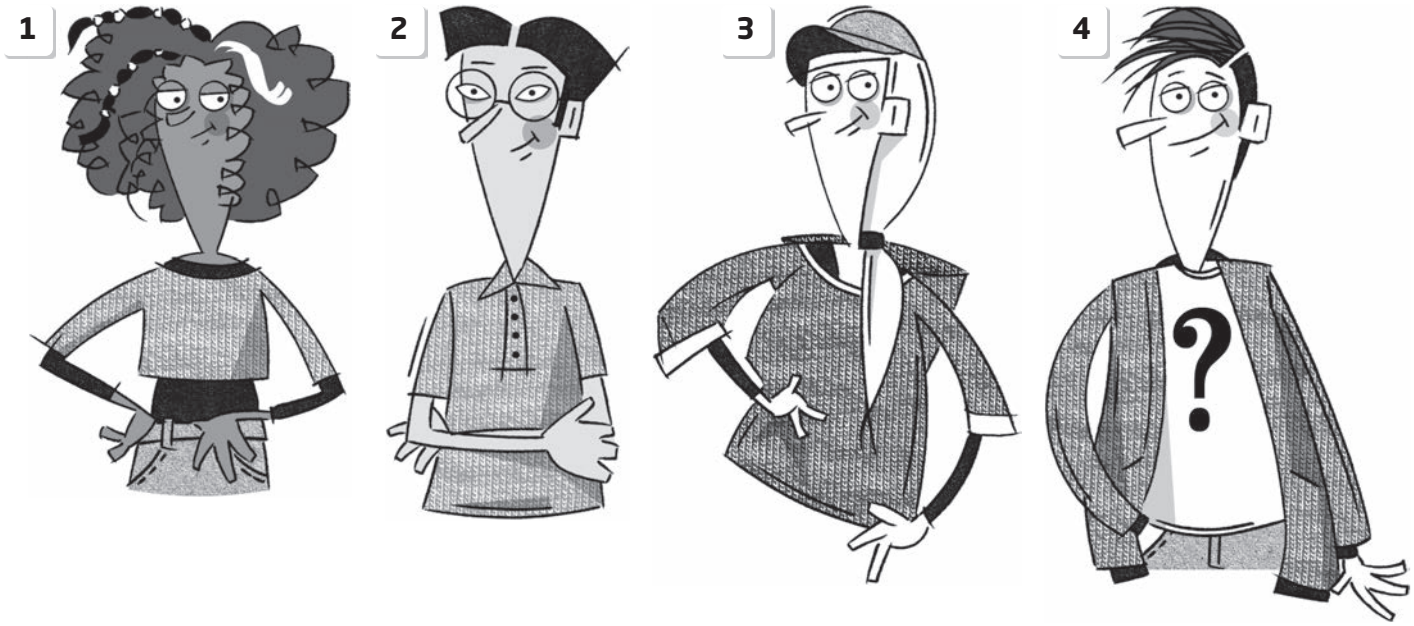
1 fidgeting and disturbing / lost his temper
2 hit/struck by lightning / lost consciousness / fall into a coma
3 self-disciplined and she always pays attention in class
4 chances are (that) Tim will major in / has been passionate about
5 left-handers use their right hand used
6 terrible memory for dates / to buy a gift/present for my friend
7 it worth postponing/putting off / hand in your narrative
8 try to memorise all the new words
9 imagine leaving / unsupervised
10 heard her chatting with / holding a welcome party
11 Judging by / must be
12 can't afford to buy image editing software


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# My best mate
## 2.1 Vocabulary (personality)

Student A




**Sue**
Sue is definitely _____ . She's _____ and always makes others laugh. She's _____ and doesn't like planning things carefully. She likes the company of adventurous, _____ people. You may get the impression that she's _____ but when you get to know her better, she appears a bit insecure and not as _____ as she seems at first sight.

**Emily**
Emily is very **intellectual** and has **a love for learning.** She enjoys long conversations about life. She can **think outside the box** so her answers to big questions are always fascinating. She's **humble** and doesn't like **self-centred** people. Emily admits that she is not very sociable. She avoids big groups and prefers to hang out with one person.

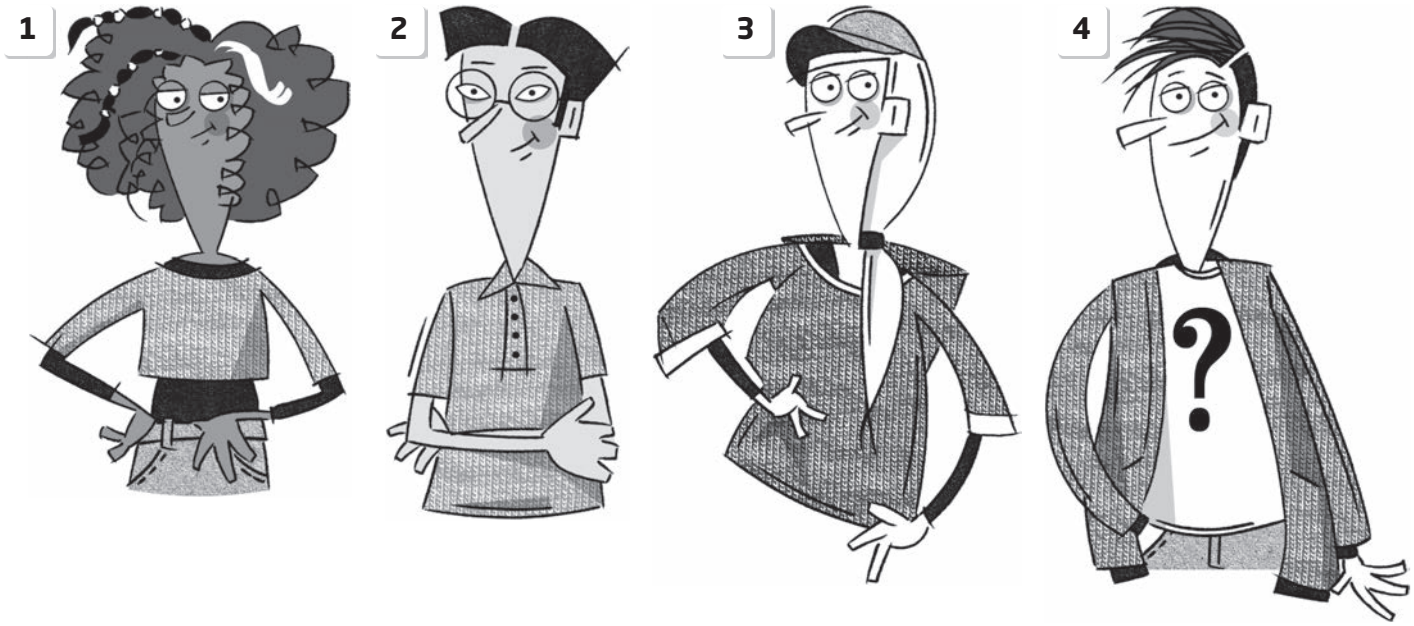
**Rob**
Rob is a _____ observer. He will see immediately that you're worried or feel _____ . He's quiet and doesn't really like talking about himself, but he's a great listener. He's _____ , and his sensitivity makes _____ . He's a _____ person so when he is critical of anyone, it always seems right.

**Tim**
Tim loves sport. He's been doing judo for years. He's **strong-willed and thorough** and doesn't like disorganised people. He thinks that it's important to be ambitious and hard-working if you want to achieve something in life. Perhaps that's why he's often **self-critical** and can be critical of others too. As a **good-natured**, **level-headed person**, he doesn't really get on well with those who are moody and **short-tempered**.

PHOTOCOPIABLE © Pearson Central Europe, 2020

# My best mate
## 2.1 Vocabulary (personality)

Student B




**Sue**
Sue is definitely **larger than life**. She's **witty** and always makes others laugh. She's **very spontaneous** and doesn't like planning things carefully. She likes the company of adventurous, **daring** people. You may get the impression that she's **full of herself** but when you get to know her better, she appears a bit insecure and not as **laid-back** as she seems at first sight.

**Emily**
Emily is very _____ and has _____ . She enjoys long conversations about life. She can _____ so her answers to big questions are always fascinating. She's _____ and doesn't like _____ people. Emily admits that she is not very sociable. She avoids big groups and prefers to hang out with one person.

**Rob**
Rob is a **perceptive** observer. He will see immediately that you're worried or feel **self-conscious.** He's quiet and doesn't really like talking about himself, but he's a great listener. He's **kind-hearted and affectionate**, and his sensitivity makes **everyone feel at ease**. He's a **fair-minded** person so when he is critical of anyone, it always seems right.

**Tim**
Tim loves sport. He's been doing judo for years. He's _____ and doesn't like disorganised people. He thinks that it's important to be ambitious and hard-working if you want to achieve something in life. Perhaps that's why he's often _____ and can be critical of others too. As a _____ , he doesn't really get on well with those who are moody and _____ .


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Resource 9 Test yourselves

## 2.2 Grammar (Past Perfect Simple and Continuous)

### Student A

**1a Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple, Past Perfect Simple or Past Perfect Continuous.**

1 Sean and Valerie [a]_____ (go) out for almost five years before they finally [b]_____ (decide) to get married.
2 Twenty guests [a]_____ (have to) spend the night in hospital after they [b]_____ (eat) prawn cocktail at the reception.
3 I [a]_____ (not/sleep) for a very long time when the cat [b]_____ (wake) me up by jumping on my face.
4 The last time I [a]_____ (check) my blog, more than 1,000 people [b]_____ (read) it.
5 When Wendy finally [a]_____ (find) her purse, she [b]_____ (realise) it [c]_____ (lie) behind her desk all the time.

**1b Read your answers to Student B.**

**1c Listen to Student B and check his/her answers.**

1 Susan [a]*had tried* (try) on more than 20 wedding dresses before she [b]*found* (find) the perfect one!
2 I [a]*hadn't been waiting* (not/wait) for the bus for more than a couple of minutes when I [b]*realised* (realise) the next one would come in an hour.
3 They [a]*had* (have) everything perfectly ready for their holiday because they [b]*had been planning* (plan) it for months.
4 When I [a]*looked* (look) into my letter box, I [b]*saw* (see) that someone [c]*had left* (leave) a handwritten note in it.
5 The comedy series that Eve [a]*had been following* (follow) for such a long time [b]*had* (have) a very disappointing ending.

### Student B

**1a Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple, Past Perfect Simple or Past Perfect Continuous.**

1 Susan [a]_____ (try) on more than 20 wedding dresses before she [b]_____ (find) the perfect one!
2 I [a]_____ (not/wait) for the bus for more than a couple of minutes when I [b]_____ (realise) the next one would come in an hour.
3 They [a]_____ (have) everything perfectly ready for their holiday because they [b]_____ (plan) it for months.
4 When I [a]_____ (look) into my letter box, I [b]_____ (see) that someone [c]_____ (leave) a handwritten note in it.
5 The comedy series that Eve [a]_____ (follow) for such a long time [b]_____ (have) a very disappointing ending.

**1b Listen to Student A and check his/her answers.**

1 Sean and Valerie [a]*had been going* (go) out for almost five years before they finally [b]*decided* (decide) to get married.
2 Twenty guests [a]*had to* (have to) spend the night in hospital after they [b]*had eaten* (eat) prawn cocktail at the reception.
3 I [a]*hadn't been sleeping* (not/sleep) for a very long time when the cat [b]*woke* (wake) me up by jumping on my face.
4 The last time I [a]*checked* (check) my blog, more than 1,000 people [b]*had read* (read) it.
5 When Wendy finally [a]*found* (find) her purse, she [b]*realised* (realise) it [c]*had been lying* (lie) behind her desk all the time.

**1c Read your answers to Student A.**


© Pearson Central Europe, 2020

# To put or not to put a comma, that is the question

## 2.5 Grammar (relative clauses)

| | |
|---|---|
| **1** My cousin has moved to New Zealand | **a** you take an instant liking to. |
| **2** My grandma makes a cheesecake | **b** whose life became an inspiration for him. |
| **3** My parents always ask me how school was | **c** where I'd love to go one day. |
| **4** My mum looks a lot like her sisters | **d** when I was just four. |
| **5** I couldn't make friends with people | **e** that tastes like nothing else in the world. |
| **6** My father often talks about his grandma Mary | **f** which is the sixth largest city in Poland. |
| **7** Uncle Rob is the kind of person | **g** my great-grandparents were born in. |
| **8** I'm in touch with my whole extended family | **h** who are twins and have the same eyes and hair as her. |
| **9** I've never been to the village | **i** that never admit when they're wrong. |
| **10** My grandpa died in 2005 | **j** taken by my great-grandfather in the 1930s. |
| **11** My immediate family live in Gdansk | **k** which is very irritating. |
| **12** I've got some black-and-white photos | **l** living abroad. |



**1** ____, **2** ____, **3** ____, **4** ____, **5** ____, **6** ____, **7** ____, **8** ____, **9** ____, **10** ____, **11** ____, **12** ____



© Pearson Central Europe, 2020



PHOTOCOPIABLE

# Resource 11 Tell me about a family celebration

## 2.6 Speaking

### Part 1



This picture [1]s_____ a young mother with her little daughter colouring eggs. It's [2]o_____ that Easter is coming and painting eggs is probably part of their family preparation. I can [3]c_____ see there are several eggs which have been finished and put away in the basket on the table. The girl is just [4]a_____ to do another one and her mother is giving her encouragement. It looks as [5]t_____ it's a very special moment for them both.

### Part 2

**1 How are the people in the picture feeling? What makes you think so?**

[1]*To / In* my mind the mother and her daughter are truly enjoying themselves. [2]*Based / Judging* by the smile on the girl's face, I'd say she's really [3]*excited / thrilling* about colouring those eggs. For this [4]*matter / reason*, I feel that her mum must be overjoyed that her little girl is doing so well at such a young age.

**2 Do you like family meetings? Why? Why not?**

| | | | |
|---|---|---|---|
| **1** | What's | **a** | gathering |
| **2** | Generally | **b** | other hand, … |
| **3** | family | **c** | of my age |
| **4** | On the | **d** | all the news |
| **5** | catch up with | **e** | more, … |
| **6** | people | **f** | speaking, … |

[a]_____ I really enjoy meeting up with my family, especially with my cousins who live far away. They come whenever there is a [b]_____ and we're always up to something. [c]_____ a family meeting gives us a chance to [d]_____ .

[e]_____ sometimes my parents make me go to some relatives' birthday parties, which I find boring, especially if there are no [f]_____ .

**3 Tell me about the most memorable family event you took part in.**

begin blue doubt place as enough turned sudden while just

My most memorable family event was my sister's wedding day. Although it took [1]_____ several years ago I still remember it very clearly because of a joke that the bridesmaids and I played on my sister, who was always late – whatever the occasion. We were all staying at the same hotel so it was easy to set everything up. To [2]_____ with, the day before the wedding we arranged a little party in the hotel restaurant. So, [3]_____ after my sister got chatting and dancing with her guests, I went to her room and moved all the clocks forward. The next morning we all turned up in her room early in the morning pretending to be in a hurry. We woke my sister up and she, [4]_____ expected, saw the time and started panicking that she would miss her own wedding! She rushed to the bathroom, then had a quick coffee and was just about to get ready when all of a [5]_____ she burst out laughing. It [6]_____ out that the view from her bedroom window was of a clock tower, which was then striking 7 a.m. She realised we had played a trick on her. Without a [7]_____ it was one of the most amusing days I've had in ages. Funnily [8]_____ , we just got to the church in time for the wedding but that's another story.


© Pearson Central Europe, 2020

baby bitterly casual healthy painfully roar shares set tidy vivid

1 Think of someone who has a _____ imagination.
2 Think of someone who has had a _____ recently.
3 Think of someone who makes you _____ with laughter.
4 Think of someone who _____ an interest with you.
5 Think of someone who is neat and _____ .
6 Think of someone who has _____ high standards for what they do.
7 Think of someone who leads a _____ lifestyle.
8 Think of someone in your family who is _____ shy.
9 Think of someone who's been _____ disappointed with a football team recently.
10 Think of someone who is a _____ acquaintance that you'd like to get to know better.

baby bitterly casual healthy painfully roar shares set tidy vivid

1 Think of someone who has a _____ imagination.
2 Think of someone who has had a _____ recently.
3 Think of someone who makes you _____ with laughter.
4 Think of someone who _____ an interest with you.
5 Think of someone who is neat and _____ .
6 Think of someone who has _____ high standards for what they do.
7 Think of someone who leads a _____ lifestyle.
8 Think of someone in your family who is _____ shy.
9 Think of someone who's been _____ disappointed with a football team recently.
10 Think of someone who is a _____ acquaintance that you'd like to get to know better.


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Resource 13 An article
## 2.8 Writing

Dla wielu młodych ludzi czas i doświadczenia zdobywane w towarzystwie przyjaciół mogą być najcenniejszymi momentami w życiu. Należy jednak pamiętać, że nie wszystkie znajomości są dla nas dobre. Napisz artykuł o tym, jak ważna jest przyjaźń, ale i o tym, że niektórzy przyjaciele mogą mieć zły wpływ na swoich rówieśników. Wybrane artykuły zostaną opublikowane w najnowszym wydaniu magazynu poświęconego psychologii. Pisząc artykuł:

- pamiętaj o tym, gdzie zostanie on opublikowany i kim są jego czytelnicy,
- przedstaw swoje poglądy na temat roli przyjaźni i podaj przykłady sytuacji, w których przyjaciele mogą mieć na nas zły wpływ,
- zastosuj techniki, dzięki którym przyciągniesz uwagę czytelnika,
- użyj stylu formalnego lub neutralnego.

*Wypowiedź powinna zawierać Od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

**Mój artykuł:**

- jest opatrzony ciekawym tytułem, wymyślonym przeze mnie, z wykorzystaniem znanych mi technik,
- w pierwszym akapicie przedstawia temat artykułu w sposób przyciągający uwagę czytelnika,
- w głównym akapicie rozwija temat,
- w ostatnim akapicie zawiera mój osobisty pogląd i zostawia czytelnikowi pole do dalszych przemyśleń,
- jest napisany formalnym lub neutralnym językiem,
- nie zawiera błędów ortograficznych ani interpunkcyjnych,
- liczy co najmniej 200 słów,
- zawiera co najmniej jeden imiesłowowy równoważnik zdania, który wyraża przyczynę,
- został starannie i czytelnie napisany.

Peer Pressure: Are You At Risk?

The desire to belong is a basic human need. We all want to feel connected to people share our opinions and care about our welfare. That, basically, is what friendship is about. But what happens when a friend does not have your best interests at heart?

First, it is necessary to understand what friendship means to adolescents. Having been accepted by a group, they form an identity and a sense of who they are and this is a major reason why teens are desperate to fit in. Teenagers can be easily influenced because outsiders, which are seen as 'unwanted' or 'unlikeable', are rejected by the group.

Unfortunately, peer pressure often results in antisocial behaviour and can have terrible consequences. Even when a young person is reluctant to engage in bullying or failing the law, the desire to conform can be overwhelming. In such moments, the advice of a fair-headed friend is what every teen needs – as they say, 'a friend in need is a friend indeed'.

I reckon adolescents need to realise that falling down with their peers isn't the disaster they imagine it to be, and that self-esteem and standing up for themselves should be what defines them.

Peer Pressure: Are You At Risk?

The desire to belong is a basic human need. We all want to feel connected to ~~people share~~ *people who share* [1] our opinions and care about our welfare. That, basically, is what friendship is about. But what happens when a friend does not have your best interests at heart?

First, it is necessary to understand what friendship means to adolescents. Having been accepted by a group, they form an identity and a sense of who they are, and this is the major reason why teens are desperate to fit in. Teenagers can be easily influenced because outsiders, ~~*which*~~ *who* [2] are seen as 'unwanted' or 'unlikeable', are rejected by the group.

Unfortunately, peer pressure often results in antisocial behaviour, and can have terrible consequences. Even when a young person is reluctant to engage in bullying or ~~failing~~ *breaking* [3] the law, the desire to conform can be overwhelming. In such moments, the advice of a ~~fair-headed~~ *level-headed* [4] friend is what every teen needs – as they say, 'a friend in need is a friend indeed.'

~~I reckon~~ *As far as I am concerned*, [5] adolescents need to realise that falling ~~down~~ *out* [6] with their peers friend isn't the disaster they imagine it to be, and that self-esteem and standing up for themselves should be what defines them.

[1] Błąd gramatyczny. [2] Niewłaściwy zaimek względny. [3] Niewłaściwy czasownik. [4] Niewłaściwy przymiotnik. [5] Zbyt formalny zwrot. [6] Niewłaściwy przyimek.


© Pearson Central Europe, 2020

# Resource 14 Sentence translation
## Unit 2 (Human nature)

1 Ten nowy nauczyciel wydaje się zrównoważony i taktowny – te cechy charakteru są bardzo pomocne w pracy z dziećmi.
This new teacher seems to be _____ and _____ – _____ are very helpful when working with children.

2 Wszyscy opisywali nieżyjącego prezydenta jako wyjątkowo spostrzegawczego i skrupulatnego.
Everybody _____ President as _____ .

3 Zanim dziadek zebrał się na odwagę i zaprosił moją babcię na randkę, podkochiwał się w niej przez lata.
Before grandpa _____ to ask my grandma out, he _____ to her for years.

4 Kate, która jest jedynaczką, jest przyzwyczajona do spędzania wolnego czasu we własnym towarzystwie.
Kate, _____ , is accustomed _____ on her own.

5 Gdy nasza ciotka zdała sobie sprawę, że jej pierworodny zaplanował wszystko z wyprzedzeniem, zalała się łzami.
When our aunt realised that _____ , she _____ .

6 John postanowił zerwać z Sue, co nas bardzo zdziwiło, ponieważ oświadczył się jej kilka miesięcy wcześniej.
John decided to _____ very much because he_____ her a few months earlier.

7 Wczoraj jej dobroduszny ojciec opublikował w internecie stary klip wideo, aby pokazać, jak wybredna była przy jedzeniu.
Yesterday _____ online to show what a _____ .

8 Kiedy moi dziadkowie zobaczyli się w kawiarni, wiedzieli, że to jest miłość od pierwszego wejrzenia, która przetrwa wiele lat.
When my grandparents first saw each other at a café, they knew it was _____ would last for many years.

9 Czy to prawda, że twój współlokator jest humorzasty i porywczy?
Is it true that _____ ?

10 Powieściopisarz był gorzko rozczarowany, gdy dowiedział się, że scenarzysta całkowicie zmienił zakończenie jego opowiadania.
_____ when he learned that _____ the ending of his story.

11 W okresie dojrzewania była nieśmiała do bólu i nienawidziła rozmów na błahe tematy.
In her _____ , she was _____ and hated _____ .

12 Rozmawiałam z dalekim znajomym, który wyznacza wysokie standardy swoim nastoletnim synom, ponieważ myśli, że należy ich motywować.
I chatted to _____ who _____ sons because he thinks they need to be motivated.

**Answers:**

1 level-headed and tactful / these personal qualities
2 described the late / extremely perceptive and thorough
3 plucked up the courage / had been attracted
4 who is an only child / to spending time
5 her firstborn had planned everything in advance / burst into tears
6 split up with Sue, which surprised us / had proposed to
7 her good-natured father posted an old video / fussy eater she had been
8 love at first sight which/that
9 your roommate is moody and short-tempered
10 The novelist was bitterly disappointed / the screenwriter had entirely changed
11 adolescence / painfully shy / small talk
12 a casual acquaintance / sets high standards for his teenage


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# A whistle-stop tour of European cities

## 3.1 Vocabulary (cities)

Porto



**DAY 1**

This charming city **located on the Atlantic coast** was **shabby** for many years. It's well-known for the double-deck metal bridge over the Douro River, built by Gustav Eiffel's student.

Barcelona



**DAY 2**

The city is famous for its **vibrant nightlife**, beaches and Antoni Gaudí's buildings.

Rome



**DAY 3**

The **historic centre** of the Eternal City with its ancient ruins, churches, **bustling** squares and fountains is always full of excited tourists.

Venice



**DAY 4**

The city has **a reliable network of** water buses, called vaporetti, but it's best explored on foot.

Paris



**DAY 5**

Some of the city's many **roundabouts** are being transformed into **pedestrian zones** to reduce **noise pollution** which harms the city's reputation as the most romantic destination in the world.

Amsterdam



**DAY 6**

The whole city, known as the Venice of the North thanks to its canals, has a large **network of cycle lanes** and is very easy to get around by bike.

London



**DAY 7**

The largest **urban area** in Europe and the world's top tourist destination offers free admission to its best museums.

Edinburgh



**DAY 8**

From the **medieval** castle standing high on an old volcanic rock, you get a **breathtaking view** of Scotland's capital, surrounded by green **rolling hills**.

Bergen



**DAY 9**

It's the second largest city in Norway, but its centre with **quaint** little **backstreets** looks like a **picturesque** small town.

Copenhagen



**DAY 10**

Strøget, the world's longest **pedestrian zone**, lies right in the centre of the second largest Scandinavian city and the **hometown** of Hans Christian Andersen's The Little Mermaid.

Vilnius



**DAY 11**

The city boasts a beautifully preserved old town with its **cobbled streets** is one of Europe's best kept secrets. It's growing in popularity and may soon catch up with the top destinations in Eastern Europe, such as Prague or Krakow.

Prague



**DAY 12**

The castle and the city's other main sights are **within walking distance** of the famous Charles Bridge.


© Pearson Central Europe, 2020

Student A

## Questions



1 What will I _____ doing this _____ next year?



2 How many countries will I _____ _____ to by the end of the year?



3 Where will I _____ living in ten years' _____?



4 How long will I _____ _____ driving when I buy my own car?



5 What language will I have learnt by the _____ I graduate from college?

FOLD

## Answers

1 _____
_____



2 _____
_____



3 _____
_____



4 _____
_____



5 _____
_____



### Instructions for Student A

Complete the speech bubbles on Student B's worksheet. Write:

**6** a sum of money.
**7** something that is worth studying.
**8** the names of two countries.
**9** a period of time.
**10** a number.


© Pearson Central Europe, 2020

PHOTOCOPIABLE

Student B

## Questions



6 How much will I _____ spent _____ the end of the year?



7 What will I _____ studying _____ three years' time?



8 Which countries will I have _____ to by the _____ I'm 20?



9 How long will I _____ _____ living on my own when I get my first job?



10 How many _____ will my parents have called me by this time tomorrow?

FOLD

## Answers



6 _____
_____



7 _____
_____



8 _____
_____



9 _____
_____



10 _____
_____

### Instructions for Student B

Complete the speech bubbles on Student A's worksheet. Write:

1 an activity you like doing.
2 a number.
3 the name of a city.
4 a period of time.
5 a language you like the sound of.


© Pearson Central Europe, 2020

# Resource 17 Test yourselves
## 3.5 Grammar (quantifiers)

### Student A

**1a Choose the correct answers. Sometimes more than one answer is correct.**

1 *Every / All / Each of* the people who want to go into space will have to undergo some medical tests.
2 As *much / a lot of / many* as 1,000 actors will be needed to make the film in our city.
3 I need some advice on how to sell *loads / a great deal / plenty* of e-books on Amazon.
4 We're sure that *several / lots / a number of* students in my class will be going to the concert next week.
5 *No / None of / Neither of* the people I know enjoy doing the housework.

**1b Read your answers to Student B.**

**1c Listen to Student B and check his/her answers.**

1 What does this word mean? *Neither of* my two dictionaries explains it.
2 *Loads* of volunteers are still needed for the summer festival.
3 *A number of / Several* people have called Ann and congratulated her on her marriage.
4 I'm really proud of *each of / all* the students who have graduated this year.
5 We can't pay you *much* more than seven pounds an hour for your work.

### Student B

**1a Choose the correct answers. Sometimes more than one answer is correct.**

1 What does this word mean? *No / Neither of / None of* my two dictionaries explains it.
2 *Loads / Lot / A great deal* of volunteers are still needed for the summer festival.
3 *A number of / Several / A great deal of* people have called Ann and congratulated her on her marriage.
4 I'm really proud of *each of / all / every* the students who have graduated this year.
5 We can't pay you *much / many / lot* more than seven pounds an hour for your work.

**1b Listen to Student A and check his/her answers.**

1 *All / Each of* the people who want to go into space will have to undergo some medical tests.
2 As *many* as 1,000 actors will be needed to make the film in our city.
3 I need some advice on how to sell *loads / plenty* of e-books on Amazon.
4 We're sure that *several / a number of* students in my class will be going to the concert next week.
5 *None of* the people I know enjoy doing the housework.

**1c Read your answers to Student A.**


© Pearson Central Europe, 2020

PHOTOCOPIABLE

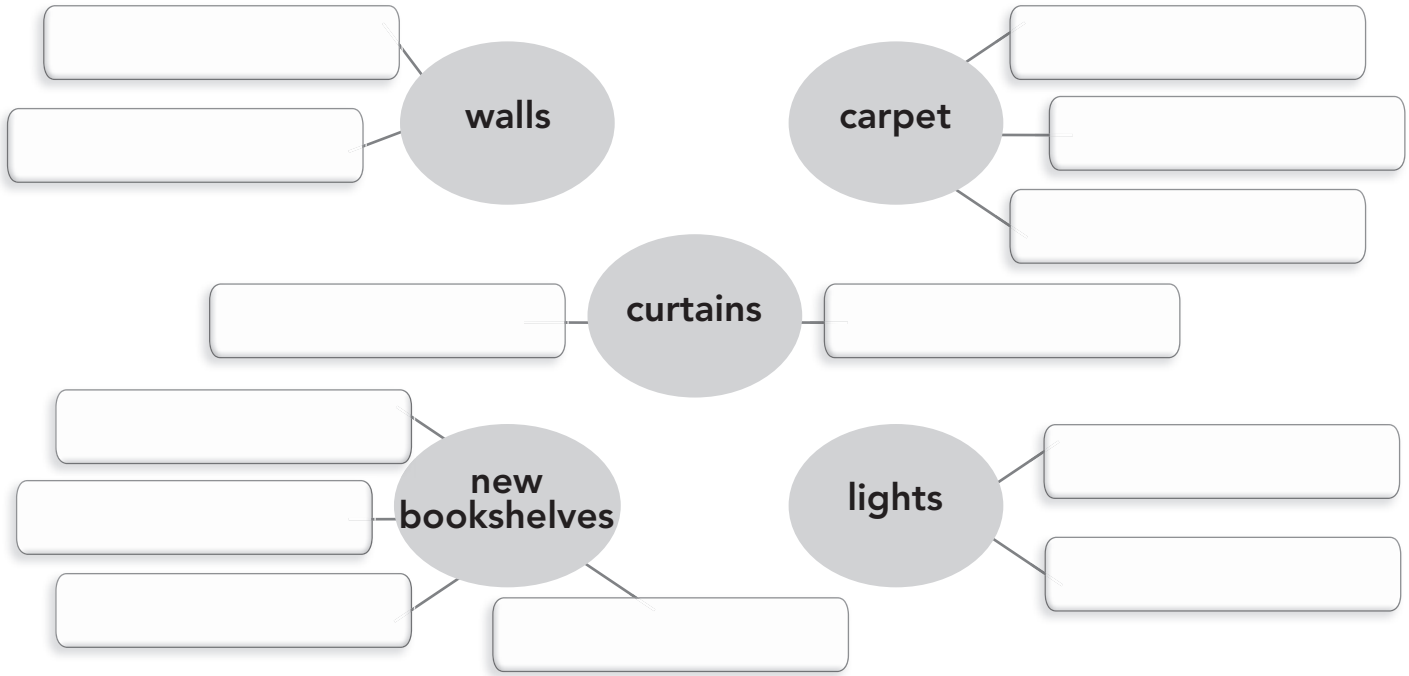
## Part 1

### REDECORATION ON YOUR OWN

| FOR | AGAINST |
|---|---|
| | |

### JOBS TO DO

dust lay wallpaper install paint fit hang fill vacuum put up




## Part 2

1 W _ _ don't we meet h _ _ _ way?
2 We could go h _ _ _ _ _.
3 You are a _ _ _ _ _ _ _ _ _ right.
4 G _ _ _ _ the choice, I'd r _ _ _ _ _ …
5 Well, w _ _ _ _ _' _ it be better if we …?
6 What w _ _ _ _ you s _ _ if we …?
7 I fully a _ _ _ _.
8 I'm not c _ _ _ _ _ _ _ _d that's a good i _ _ _.

| | |
|---|---|
| Suggesting a course of action | • <br> • |
| Objecting | • <br> • |
| Compromising | • <br> • |
| Agreeing | • <br> • |


© Pearson Central Europe, 2020

# Check the door

## 3.7 Use of English (determiners)

**1** Everyone in our group tidies up their room [every] [each] other day.

**2** Everyone thinks that [both] [each] men and women should do their equal share of housework.

**3** [Each] [Each of] person in our group sometimes does the washing themselves.

**4** [Every one of] [Each] the boys hates doing the ironing.

**5** [All] [Whole] the girls have decorated their rooms themselves.

**6** No one in our group would like to have their [all] [whole] room painted black.

**7** Everyone would like to live in a hall of residence with [other] [others] students.

**8** No one likes the idea of sharing a fridge with [others] [the others].

**9** No one wants to study in [another] [the other] country.

**10** Half of the people in our group would love to live on their own. [The others] [Other] want to continue living with their family.






© Pearson Central Europe, 2020



PHOTOCOPIABLE

# Resource 20 A 'for and against' essay

**3.8 Writing**

Wielu młodych ludzi decyduje się na wynajem własnego mieszkania w momencie rozpoczęcia edukacji uniwersyteckiej. Napisz rozprawkę, w której przedstawisz argumenty za samodzielnym mieszkaniem podczas studiów i przeciw takiemu rozwiązaniu.

- Pomyśl, jakie informacje ogólne lub dane faktograficzne możesz zawrzeć w rozprawce.
- Przygotuj listę argumentów za i przeciw, a potem wybierz te, które przedstawisz w rozprawce. Zdecyduj, które z nich rozwiniesz i jak.
- Zastanów się, jakie jest twoje zdanie na ten temat i gdzie wyrazisz je w rozprawce.
- Wybierz zdania z ćwiczeń 6 i 8 na stronie 47 w podręczniku, aby odpowiednio wykorzystać je w rozprawce.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

**Moja rozprawka za i przeciw:**

- rozpoczyna się ogólnym stwierdzeniem lub informacją faktograficzną na dany temat,
- w pierwszym akapicie przedstawia zalety i wady danego zagadnienia,
- zawiera dodatkowe opinie i przykłady na poparcie obu aspektów,
- zawiera przynajmniej jedno zdanie wyrażające przyzwolenie ze spójnikami *although, even though, despite* lub *in spite of*,
- w ostatnim akapicie podsumowuje oba stanowiska uwzględnione w rozprawce i przedstawia osobisty pogląd na omawiany temat,
- nie zawiera form skróconych (np. *I'm, aren't, that's*),
- nie zawiera błędów ortograficznych ani interpunkcyjnych,
- liczy co najmniej 200 słów,
- została starannie i czytelnie napisana.

The decision about where to live while studying at university or college is important and a great number of thought goes into it. Many adolescents welcome the opportunity to fly the nest and experience true independence by renting their own flat. As with any other major life decision, this too has its pros and cons.

The most convincing argument for a private rental is that it allows students to become self-reliant and learn vital life skills. These include paying bills on time, keeping a job and budgeting. In time, these skills become another nature and prepare them for life as working adults. Another advantage to independence is privacy and not having to explain their comings and goings.

In spite these obvious advantages, there are also major drawbacks. Private rental accommodation within easy reach of universities is expensive and makes a little financial sense. Unless parents can cover rent and living expenses, students will have had to find work to support themselves. This means they will have much less time to dedicate to their studies, which could have a negative impact on their academic progress.

The decision about where to live while studying at university or college is important and ~~a great number of~~ *a great deal of* [1] thought goes into it. Many adolescents welcome the opportunity to fly the nest and experience true independence by renting their own flat. As with any other major life decision, this too has its pros and cons.

The most convincing argument for a private rental is that it allows students to become self-reliant and learn vital life skills. These include paying bills on time, keeping a job and budgeting. In time, these skills become ~~another nature~~ *second nature* [2] and prepare them for life as working adults. Another advantage to independence is privacy and not having to explain their comings and goings.

~~In spite~~ *In spite of* [3] these obvious advantages, there are also major drawbacks. Private rental accommodation within easy reach of universities is expensive and makes ~~a little~~ *little* [4] financial sense. Unless parents can cover rent and living expenses, students ~~will have had~~ *will have* [5] to find work to support themselves. This means they will have much less time to dedicate to their studies, which could have a negative impact on their academic progress.

*[6] Undoubtedly, there are both pluses and minuses to renting a flat while studying. The freedom and independence gained are invaluable. However, although it is an attractive option, I believe it is not the most sensible one as it is too expensive and can harm studies.*

[1] Niewłaściwy kwantyfikator. [2] Niewłaściwe wyrażenie. [3] Niewłaściwy spójnik. [4] Niewłaściwy kwantyfikator. [5] Niewłaściwa forma przyszła. [6] Niewłaściwa kolejność akapitów.


© Pearson Central Europe, 2020

# Resource 21 Sentence translation

**Unit 3 (Living spaces)**

1 Dom moich rodziców jest na przedmieściach, w odległości krótkiego spaceru od parku i targu na świeżym powietrzu.
My parents' house is _____ , within _____ of a park and _____ .

2 Burmistrz tego średniowiecznego miasteczka zabronił parkowania na ulicy, ale obiecał zbudować ścieżkę rowerową.
_____ of this _____ town _____ , but promised to build a _____ .

3 O tej porze w przyszłym tygodniu będziemy spacerować brukowanymi uliczkami starego miasta.
This time next week _____ of the old town.

4 Podobały mi się dwa koce, ale niestety żaden z nich nie był w przystępnej cenie.
I liked _____ , but unfortunately _____ .

5 Do końca miesiąca zainstalujemy centralne ogrzewanie i nie będziemy musieli polegać na kominku, aby ogrzewać mieszkanie.
By the end of the month, we _____ and won't have to _____ to keep the flat warm.

6 Jak długo będziesz dzielić to ciasne mieszkanie w takiej zaniedbanej okolicy?
How long _____ in such a _____ ?

7 Każdy akademik ma swojego opiekuna, który zapewnia bezpieczeństwo i utrzymuje porządek.
_____ has its own _____ who provides _____ and _____ .

8 Życie we wspólnocie ma swoje plusy, takie jak dzielenie się kosztami i obowiązkami domowymi.
A communal way of living has its benefits, such as splitting _____ and sharing _____ .

9 Pomimo że moje rodzinne miasto przeszło modernizację, wiele ulic w centrum nadal podupada.
Even though _____ , a lot of streets in the centre are still _____ .

10 Zanim do nich dołączymy, będą już od kilku tygodni podróżować wzdłuż wybrzeża Ameryki Południowej.
By the time we join them, they _____ for several weeks.

11 Barcelona jest tętniącym życiem miastem, słynnym z bujnego życia nocnego, sztuki uliczne i pięknych plaż.
Barcelona is _____ , famed _____ , street art and beautiful beaches.

12 Żadne z osiedli mieszkaniowych nie skorzysta z piętrowych parkingów, jeśli będą za daleko.
_____ developments will _____ if they are too far away.

**Answers:**

1 in the suburbs / walking distance / an open-air market
2 The mayor / medieval / banned on-street parking / cycle lane
3 we will be walking along the cobbled streets
4 two blankets / neither of them was affordable
5 will have installed central heating / rely on the fireplace
6 will you be sharing this cramped flat/apartment / shabby/run-down neighbourhood
7 Each/Every hall of residence / supervisor / security / maintains order
8 (the) costs / (the) domestic chores
9 my home town got a facelift / in decline
10 will have been travelling along the coast of South America
11 a bustling city / for its vibrant nightlife
12 None of the housing / benefit from multi-storey car parks


© Pearson Central Europe, 2020

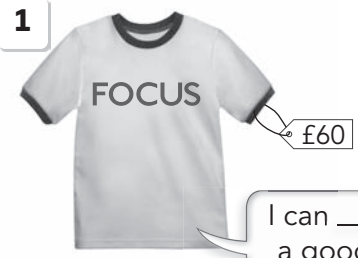
PHOTOCOPIABLE

# Resource 22 Read the comments

## 4.1 Vocabulary (shopping)

### Student A

**1**




I can _____ only for a good-quality T-shirt from _____ .

**2**




A good price for a T-shirt from **a chain shop**. It could be **my impulse purchase**.

**3**




Definitely for those who are _____ .

**4**




I'd **shop around** to get a better price.

**5**




It's _____ for a pair of branded trainers.

**6**




With prices like this, it's clear why we live **in a throw-away society**.

**7**




It's the usual price for _____ .

**8**




I'd **treat myself to** a pair of designer jeans at this price.

**9**




The price is only OK if the brand _____ .

**10**




Even the low price wouldn't **make me enter my PIN**. I'd **look out for** a hoodie made of **a natural fabric**.

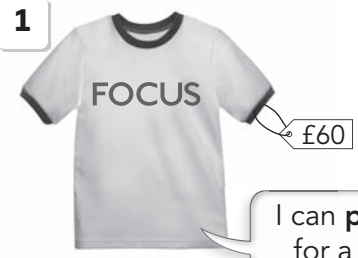

© Pearson Central Europe, 2020

# Read the comments

## 4.1 Vocabulary (shopping)

**Student B**

**1**




I can **pay out so much** only for a good-quality T-shirt from **a local producer**.

**2**




A good price for a T-shirt from _____ . It could be _____ .

**3**




Definitely for those who are **on a budget**.

**4**




I'd _____ to get a better price.

**5**




It's **a bargain price** for a pair of branded trainers.

**6**




With prices like this, it's clear why we live _____ .

**7**




It's the usual price for **a mass-produced product**.

**8**




I'd _____ a pair of designer jeans at this price.

**9**




The price is only OK if the brand **supports ethical values**.

**10**




Even the low price wouldn't _____ . I'd _____ a hoodie made of _____ .



© Pearson Central Europe, 2020



PHOTOCOPIABLE

# Hurried dominoes

**4.2 Grammar (question tags and reply questions)**

| | | | |
|---|---|---|---|
| is it? | I'm already late, | aren't I? | Let's hurry up, |
| shall we? | Oh, don't rush me, | will you? | Everyone's already there, |
| aren't they? | Tom's been there for an hour. | Has he? | We're not going to make it. |
| Aren't we? | No. We'll definitely miss the beginning, | won't we? | But no concert starts on time, |
| does it? | Besides, it's only a concert, | isn't it? | We could take a taxi, |
| couldn't we? | We can hardly afford a taxi, | can we? | Nobody's seen the tickets, |
| have they? | You left them on the table. | Did I? | Someone texted you. |
| Did they? | Something happened, | didn't it? | It's just been cancelled. |
| Has it? | You don't need the tickets now, | do you? | It's not funny, |


© Pearson Central Europe, 2020

## Student A

**3a Complete the sentences with the correct forms of the modal verbs in bold.**

1 It's a pity we didn't go to that cat café when we were in Tokyo.
We ____ to that cat café when we were in Tokyo.
**a ought** _____ **b should** _____

2 It wasn't necessary for Janet to ask for a special permit to open a clothes shop in Elm Street.
Janet ____ for a special permit to open a clothes shop in Elm Street.
**a have** _____ **b need** _____

3 When I got home, I heard someone upstairs. I thought it was a burglar, so I phoned the police. But it was my older brother!
I ____ the police. The person that I thought was a burglar was my older brother!
**need** _____

4 Please do not touch the controls if you don't know how to operate the machine.
You ____ the controls if you don't know how to operate the machine.
**a had** _____ **b should** _____

**3b Read your answers to Student B.**

**3c Listen to Student B and check his/her answers.**

1 You [a]*should stay* / [b]*had better stay* at home tonight if you're not feeling very well.
2 Sally and Andrew *need not have taken* their winter coats on holiday. Even though they thought it was going to be cold, it was really warm and sunny.
3 Jason [a]*does not need to go* / [b]*does not have to go* to the flea market to find second-hand goods – he can buy them online.
4 It would have been better not to spend so much time at the museum.
I [a]*should not have spent* / [b]*ought not to have spent* so much time at the museum.

## Student B

**3a Complete the sentences with the correct forms of the modal verbs in bold.**

1 Why don't you stay at home tonight if you're not feeling very well?
You ____ at home tonight if you're not feeling very well.
**a should** _____ **b had** _____

2 Sally and Andrew took their winter coats on holiday because they thought it was going to be cold. But it was really warm and sunny.
Sally and Andrew ____ their winter coats on holiday. Even though they thought it was going to be cold, it was really warm and sunny.
**need** _____

3 It's not necessary for Jason to go to the flea market to find second-hand goods – he can buy them online.
Jason ____ to the flea market to find second-hand goods – he can buy them online.
**a need** _____ **b have** _____

4 It would have been better not to spend so much time at the museum.
I ____ so much time at the museum.
**a should** _____ **b ought** _____

**3b Listen to Student A and check his/her answers.**

1 We [a]*ought to have gone* / [b]*should have gone* to that cat café when we were in Tokyo.
2 Janet [a]*did not have to ask* / [b]*did not need to ask* for a special permit to open a clothes shop in Elm Street.
3 I *need not have phoned* the police. The person that I thought was a burglar was my older brother!
4 You [a]*had better not touch* / [b]*should not touch* the controls if you don't know how to operate the machine.

**3c Read your answers to Student A.**


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# What would you do if you won a lot of money?

## 4.6 Speaking

charity  foreign language  stocks and shares  university  world tour  bank account

**List of arguments:**

a you gain personal satisfaction
b you broaden your knowledge
c you have no control over how it's spent
d it's safe
e you won't get much interest
f you can help others
g you spend it all in a short time
h you can use it later
i you have a lifetime experience
j nothing's left for you
k you have only memories

**1**




deposit it in a _____

| FOR | AGAINST |
|---|---|
| • <br> • | • |

**2**



go on a _____

| FOR | AGAINST |
|---|---|
| • <br> • | • <br> • |

**3**




donate it to _____

| FOR | AGAINST |
|---|---|
| • <br> • | • <br> • |

**4**



study at a _____

| FOR | AGAINST |
|---|---|
| | |


© Pearson Central Europe, 2020

# The focus of our debate today is …

## 4.7 Use of English (modality – alternative structures)







**1A**

Food companies should be allowed to advertise any products, even unhealthy food.

**1B**

**BAN**

Food companies should _____ _____ unhealthy food.

**2A**

**PERMIT**

We should _____ underwear on in clothes shops.

**2B**

It's a good idea that we are forbidden to try underwear on in clothes shops.

**3A**

Food prices are certain to fall in the not too distant future.

**3B**

**BOUND**

Food prices _____ rise in the not too distant future.

**4A**

**OBLIGE**

Shops should only _____ accept payment of up to ten pounds in coins.

**4B**

Shops should be required to accept any payments in coins.

**5A**

It's likely that most people will stop using paper money in the near future.

**5B**

**UNLIKELY**

We _____ using paper money in the near future.

**6A**

**SUCCEED**

It's worth bargaining. I always _____ _____ the price I want.

**6B**

There's no point in bargaining. I never manage to get the price I want.

**7A**

Advertisements are supposed to inform you about the products.

**7B**

**MEAN**

Advertisements _____ trick you into buying the products.

**8A**

**SURE**

Most shopping centres _____ _____ out of business soon because there are too many of them.

**8B**

It's not probable that most shopping centres will go out of business soon, even though there are so many of them.



© Pearson Central Europe, 2020



PHOTOCOPIABLE

# Resource 27 A formal email
## 4.8 Writing

Pracownik stacji kolejowej zatrzymał cię na dworcu. Stwierdził, że rozpoznał w tobie osobę, która w zeszłym tygodniu pomalowała sprayem wagony pociągu. Jednak w tym czasie ty i twoja rodzina byliście na wakacjach. Po rozmowie z twoimi rodzicami i wyjaśnieniu pomyłki pozwolono ci odejść. Napisz e-mail do osoby zarządzającej stacją z zażaleniem na sposób, w jaki cię potraktowano.
W e-mailu:
- opisz całe zdarzenie,
- napisz, czego oczekujesz w odpowiedzi na twoją skargę.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

**Mój formalny e-mail z zażaleniem:**
- w pierwszym akapicie wyjaśnia przyczyny pisania skargi,
- w głównym akapicie zawiera opis sytuacji i odnosi się do wszystkich podpunktów zadania, a także przedstawia moją reakcję na dane wydarzenie,
- został napisany z zastosowaniem czasów o charakterze narracyjnym,
- został napisany z zastosowaniem struktur wyrażających przyczynę i skutek,
- kończy się akapitem, w którym wyrażam moje oczekiwania i podkreślam, że spodziewam się odpowiedzi na mój e-mail,
- jest napisany językiem formalnym i nie ma w nim form skróconych (np. *I'm, aren't, that's*),
- kończy się odpowiednim zwrotem grzecznościowym (np. *Yours faithfully*),
- nie zawiera błędów ortograficznych ani interpunkcyjnych,
- liczy co najmniej 200 słów,
- został starannie i czytelnie napisany.

Dear Sir/Madam,

I just arrived at the station on the 3.40 train from Highvale and was making my way to the exit when a station employee approached me. To my astonishment, he accused me of having sprayed graffiti on a train there the week before. When I attempted to reason with him, he forcibly led me to an office and went through my private belongings. I could not have vandalised the train as I was away on holiday with my family at the time and told him so. He was about to call the police when I insisted he speak with my parents to establish my innocence. Having done so, he should apologise, but didn't.

The incident was particularly upsetting because I was treated like a common criminal, in full view of other passengers. Furthermore, I am shocked that a station employee allows to treat a member of the public in this way. It was so humiliating experience that I decided to contact you to complain.

I demand that you investigate the matter and take appropriate measures to prevent such an incident from ever happening again. I look forward to your response.

Yours faithfully,

Angela Mellors

Dear Sir/Madam,

[1] *I am writing to bring your attention to an incident that took place at the Waverley train station yesterday. I would like to make a complaint about the way I was treated by a member of your staff.*

I ~~just arrived~~ *had just arrived* [2] at the station on the 3.40 train from Highvale and was making my way to the exit when a station employee approached me. To my astonishment, he accused me of having sprayed graffiti on a train there the week before. When I attempted to reason with him, he forcibly led me to an office and went through my ~~private~~ *personal* [3] belongings. I could not have vandalised the train as I was away on holiday with my family at the time and told him so. He was about to call the police when I insisted he speak with my parents to establish my innocence. Having done so, he ~~should apologise~~ *should have apologised* [4], but didn't.

The incident was particularly upsetting because I was treated like a common criminal, in full view of other passengers. Furthermore, I am shocked that a station employee ~~allows~~ *is allowed* [5] to treat a member of the public in this way. It was ~~so~~ *such a* [6] humiliating experience that I decided to contact you to complain.

I demand that you investigate the matter and take appropriate measures to prevent such an incident from ever happening again. I look forward to your response.

Yours faithfully,

Angela Mellors

[1] Niewłaściwa kolejność akapitów. [2] Błąd gramatyczny. [3] Niewłaściwy przymiotnik. [4] Błąd gramatyczny. [5] Błąd gramatyczny. [6] Błąd gramatyczny.


© Pearson Central Europe, 2020

# Resource 28 Sentence translation

**Unit 4 (Shopping around)**

1 Niepotrzebnie licytowałaś tę bransoletkę na aukcji. Mam podobną i mogłam ci ją dać.
You _____ in an action. I have a similar one and I _____ to you.

2 Spójrz, to ta para rurek, które sobie zafundowałam, gdy rok temu polowałyśmy na okazje w centrum handlowym. Dobrze się wtedy bawiłyśmy, nieprawdaż?
Look, it's that pair of skinny jeans I _____ when we _____ at the shopping centre last year. We had fun then, _____ ?

3 Ledwo wiązał koniec z końcem i, po namyśle, postanowił oddać nową kurtkę do sklepu.
He found it _____ and, _____ , he decided to _____ back.

4 Nikt nie zbił fortuny, sprzedając bibeloty na pchlim targu, nieprawdaż?
Nobody has _____ selling _____ , _____ ?

5 Kilku ekologów zamierza zbadać czy przemysł odzieżowy próbuje ograniczyć wpływ odpadów włókienniczych na środowisko.
A couple of environmentalists are going to check if the _____ is doing anything to reduce the _____ .

6 Mam nadzieję, że Bobowi uda się zaoszczędzić na własne stoisko na targu.
I hope Bob will _____ his own _____ .

7 Ufarbujmy włosy na czarno, dobrze? Albo, po namyśle, na rudo – będzie bardziej efektownie.
Let's _____ black, _____? Or, _____ , red – it'll be more eye-catching.

8 Katherine nigdy nie miała forsy jak lodu, prawda?
Katherine has never _____ , _____ ?

9 Nasz nowy prezes z pewnością ponownie przemyśli politykę zatrudnienia, aby nikt nie był traktowany niesprawiedliwie.
Our new CEO is bound _____ so that nobody _____ .

10 Pomimo że Michael jest spłukany, nie martwi się o pieniądze – jego rodzice zawsze wspierają go finansowo.
Although Michael _____ , he isn't _____ – his parents always _____ .

11 Sklepy prowadzone przez organizacje charytatywne sprzedają szeroki wybór przedmiotów z drugiej ręki w rozsądnych cenach.
Charity shops sell a wide range of _____ that are _____ .

12 Zawsze narzekam na giełdy staroci w naszej okolicy, nieprawdaż?
I'm always _____ in our neighbourhood, _____ ?

**Answers:**

1 needn't have bid for this bracelet / could have given it
2 treated myself to / went bargain-hunting / didn't we
3 hard to make ends meet / on second thoughts / take the new jacket
4 made a fortune / bric-a-brac in a flea market / have they
5 clothing industry / environmental impact of textile waste
6 succeed in saving up for / market stall
7 dye our hair / shall we / on second thoughts
8 had money to burn / has she
9 to reconsider the employment policy / is treated unfairly
10 is broke / concerned about money / support him financially
11 pre-owned goods / reasonably priced
12 complaining about car boot sales / aren't I


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Resource 29 What the frogs said

## 5.1 Vocabulary (vocabulary related to work)

**A**

conscientiousness deadline day (2x) mind overworked prospects purposeful single

**B**

achieve enter get increase map put reach think

**1** I feel motivated when I have to work to a _____ .



**2** Even the best job seems boring when you have to do the same things _____ in, _____ out.



**3** Revising for an exam with a friend is a good way to _____ your output.



**4** I usually _____ off revising for a big test until the night before.



**5** I really like it when people I work with speak their _____ .



**6** Schools teach us how to _____ for ourselves.



**7** Learning Chinese can improve your career _____ .



**8** In the job market, _____ is valued more than knowledge.



**9** Young people don't feel prepared to _____ the job market.



**10** I usually set unrealistic goals and then get upset when I can't _____ them.



**11** Young people get too much advice about leading a _____ life.



**12** A lot of students complain about being _____ and burnt-out.



**13** It's hard to be _____-minded in a digital world full of distractions.



**14** I don't think parents should _____ out their children's future.



**15** I can't _____ down to work in a messy room.



**16** Watching inspiring talks can help you _____ your full potential.




© Pearson Central Europe, 2020

Student A

It will never rain roses: when we want to have more roses we must plant more trees.

I have not failed. I've just found 10,000 ways that won't work.

Everything we hear is an opinion, not a fact.
Everything we see is a perspective, not the truth.

I will not serve that in which I no longer believe.

If I have done anything, even a little, to help small children enjoy honest, simple pleasures, I have done a bit of good.

When the mind is not present, we look and do not see; we hear and do not understand.

# I think

it was *George Eliot* who said that _____ .

it was *Thomas Edison* who said that _____ .

it was *Marcus Aurelius* who said that _____ .

it was *James Joyce* who said that _____ .

It was *Beatrix Potter* who said that _____ .

it was *Confucius* who said that _____ .

# I know for sure that ...

it was *Emmeline Pankhurst* who said that she **did** not remember a time when she could not read, nor any time when reading **had not been** a joy and a solace.

it was *Emily Dickinson* who said that nature **was** our eldest mother and she **would** do no harm.

it was *Jane Austen* who said that if a book **was** well written, she always **found** it too short.

it was *Winston Churchill* who said that they **would** fight in the fields and in the streets, they **would** fight in the hills, they **would** never surrender.

it was *Martin Luther King* who said that he **had** a dream that his four little children **would** one day live in a nation where they **would** not be judged by the colour of their skin, but by the content of their character.

it was *Charles Dickens* who said that he **admired** machinery as much as any man and **was** as thankful to it as any man could be for what it **did** for them.


© Pearson Central Europe, 2020

PHOTOCOPIABLE

Student B

I admire machinery as much as any man, and am as thankful to it as any man can be for what it does for us.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character.

If a book is well written, I always find it too short.

We shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.

I do not remember a time when I could not read, nor any time when reading was not a joy and a solace.

Nature is our eldest mother; she will do no harm.

# I think

it was *Charles Dickens* who said that _____ .

it was *Martin Luther King* who said that _____ .

it was *Jane Austen* who said that _____ .

it was *Winston Churchill* who said that _____ .

it was *Emmeline Pankhurst* who said that _____ .

it was *Emily Dickinson* who said that _____ .

# I know for sure that ...

it was *George Eliot* who said that it **would** never rain roses: when they **wanted** to have more roses they **had** to plant more trees.

it was *Marcus Aurelius* who said that everything they **heard** was an opinion, not a fact. Everything they **saw** was a perspective, not the truth.

it was *James Joyce* who said that he **would** not serve that in which he no longer **believed**.

it was *Beatrix Potter* who said that if she **had done** anything, even a little, to help small children enjoy honest, simple pleasures, she **had done** a bit of good.

it was *Thomas Edison* who said that he **hadn't failed**, but **had just found** 10,000 ways that **wouldn't** work.

it was *Confucius* who said that when the mind **was** not present, they **looked** and **did** not see; they **heard** and **did** not understand.

 © Pearson Central Europe, 2020 

## Student A

**1a Choose one of the verbs and then rewrite the sentences in Reported Speech.**

1 'You can count on me. I'll help you write your CV,' she said.
She [a]*promised / admitted* that [b]_____

2 'I think it was Tom who caused the accident,' he said.
He [a]*thanked / blamed* [b]_____

3 'Don't worry about me – I'm OK,' Ann said.
Ann [a]*reminded / assured* [b]_____

4 'I can drive you to school tomorrow,' my mum said.
My mum [a]*refused / offered* to [b]_____

5 'If I were you, I'd look for a different job,' George said.
George [a]*advised / ordered* [b]_____

**1b Read your answers to Student B.**

**1c Listen to Student B and check his/her answers.**

1 My dad [a]*agreed* to [b]*buy me a new bike in the spring*.
2 Paul [a]*reminded* [b]*me to lock the door*.
3 She [a]*insisted* that [b]*I should apply for that job*.
4 He [a]*accused* [b]*Frank of breaking the printer*.
5 Mark [a]*warned* [b]*me that the machine might be very hot*.

## Student B

**1a Choose one of the verbs and then rewrite the sentences in Reported Speech.**

1 'OK, we'll buy you a new bike in the spring,' my dad said.
My dad [a]*agreed / claimed* to [b]_____

2 'Please don't forget to lock the door,' Paul said.
Paul [a]*reminded / begged* [b]_____

3 'You really should apply for this job,' she said.
She [a]*denied / insisted* that [b]_____

4 'I think it was Frank who broke the printer,' he said.
He [a]*accused / congratulated* [b]_____

5 'Be careful – the machine might be very hot,' Mark said.
Mark [a]*warned / convinced* [b]_____

**1b Listen to Student A and check his/her answers.**

1 She [a]*promised* that [b]*she would help me write my CV*.
2 He [a]*blamed* [b]*Tom for causing the accident*.
3 Ann [a]*assured* [b]*me she was OK*.
4 My mum [a]*offered* to [b]*drive me to school the following/next day*.
5 George [a]*advised* [b]*me to look for a different job*.

**1c Read your answers to Student A.**


© Pearson Central Europe, 2020

PHOTOCOPIABLE

## Part 1

difference doubt knew know matter perhaps seem
should solved suppose supposed tried wish worth wrong



**A:** What's [1]_____ with the burglar alarm?

**B:** I [2]_____ to have forgotten the code to turn it off.

**A:** Have you [3]_____ pressing 1-2-3-4?

**B:** I [4]_____ it'll help, but let's see.

*[A presses the buttons.]*

**B:** No, that didn't make any [5]_____ .

*[The alarm goes off.]*

**B:** What are we [6]_____ to do now?

**A:** How should I [7]_____ ? You [8]_____ 've saved the code on your smartphone!




**A:** What's the [9]_____ with your phone?

**B:** I [10]_____ I [11]_____ . I haven't received any emails today.

**A:** [12]_____ there is a problem with the Internet connection. Did you remember to change the password to the WiFi?

**B:** No, I forgot.

**A:** Why don't you check it now?

**B:** It's [13]_____ a go, I [14]_____ .

*[B connects to the WiFi.]*

**B:** Problem [15]_____ ! I've just received a new email!

## Part 2

| | |
|---|---|
| Talking about a problem | • What's _ _?<br>• I haven't got a _ _ _ _.<br>• I _ _ _ _ _ _ to have …. |
| Talking about a solution | • It's worth a _ _ _ . |
| Expressing annoyance | • Why on _ _ _ _ _ didn't you …? |


© Pearson Central Europe, 2020

# Let's focus on phrasal verbs

## 5.7 Use of English (phrasal verbs)

FOLD

**1** Who should you **keep up with**? ☐

**2** What can **make up for** bad service? ☐

**3** What chores can you **get out of** doing at home? ☐

**4** What can you **drop out of**? ☐

**5** What can you **stand up for**? ☐

**6** What can you **come up with**? ☐

**7** What kind of people do we **look up to**? ☐

**8** What can you **come up against**? ☐

**9** What can you **go on to** do after secondary school? ☐

**10** What can you **run out of** at work? ☐

**11** What kind of people can't you **put up with**? ☐

**12** What does success **come down to**? ☐

**13** When can you **warm up**? ☐

**14** When should you **get round to** doing something important? ☐

**a** now, as soon as possible or when you are free

**b** hard work, a bit of luck or a single idea

**c** school, college or university

**d** your friends, your classmates or the best student

**e** problems, difficulties or opposition

**f** honest ones, successful ones or famous ones

**g** a new idea, a good answer or a brilliant solution

**h** paper, coffee or ideas

**i** people who are lazy, selfish or dishonest

**j** an apology, a discount or a gift

**k** a degree, an apprenticeship or a job

**l** your homework, the dishes or the shopping

**m** yourself, your rights or what you believe in

**n** before playing a match, before a concert



© Pearson Central Europe, 2020



PHOTOCOPIABLE

# Resource 34 An opinion essay
## 5.8 Writing

Niektóre zawody cieszą się większym uznaniem społecznym niż inne. Przykładowo: chirurdzy są bardziej doceniani niż pielęgniarki, które otaczają opieką najbardziej potrzebujących obywateli. Czy sądzisz, że to sprawiedliwe? Czy oba zawody powinny być traktowane w ten sam sposób? Napisz rozprawkę na temat, jak społeczeństwo postrzega zawody o wyższym i niższym statusie. W rozprawce:

- na początku opisz, jakie aspekty omówisz, i przedstaw swoją opinię,
- podaj przykłady na poparcie swojego poglądu i przedstaw argumenty popierające stanowisko przeciwne,
- dodaj podsumowanie.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

**Moja rozprawka z opinią:**

- rozpoczyna się akapitem, w którym przedstawiam temat i moją własną opinię oraz wyjaśniam, jakie aspekty omówię w rozprawce,
- w dalszych akapitach opisuje różne stanowiska, rozwija moją opinię i popiera je przykładami,
- uwzględnia przeciwne stanowisko wraz z wyjaśnieniem, dlaczego się z nim nie zgadzam,
- zawiera spójniki i słownictwo, za pomocą których wyrażono pewność i następstwa zdarzeń,
- kończy się podsumowaniem mojego stanowiska i zawiera zdanie końcowe,
- jest napisana językiem formalnym,
- nie zawiera błędów ortograficznych ani interpunkcyjnych,
- liczy co najmniej 200 słów,
- została starannie i czytelnie napisana.

Why do some professions enjoy higher status than others? Surgeons and nurses cannot function without each other, yet surgeons are more highly regarded. This essay will look at this question from the opinion of equal commitment and education.

While it comes to health, surgeons save lives, but nurses provide care and comfort in what is often a thankless role. Like surgeons, nurses have a commitment to preventing disease and promoting well-being. I am of the opinion that nurses should have the same status for the same commitment.

Another important aspect of this issue is education. Undeniable, surgeons require many years of university education. However, nurses also undergo years of training requiring focus and dedication. Without doubt, nurses make sacrifices to get their goals and therefore deserve equal respect.

Some people disagree, and argue that surgeons have more responsibility, and as a result, greater stress. However, a day in, a day out, nurses work through epidemics, comfort patients at the end of life and deliver bad news. Is this not equally stressful?

In conclusion, I believe nurses deserve the same respect as surgeons. The fact that they do not says much about our society and how it is guided by stereotypes.

Why do some professions enjoy higher status than others? Surgeons and nurses cannot function without each other, yet surgeons are more highly regarded. *Personally, I believe they should be appreciated equally for their work.* [1] This essay will look at this question from the ~~opinion~~ *perspective* [2] of equal commitment and education.

~~While~~ *When* [3] it comes to health, surgeons save lives, but nurses provide care and comfort in what is often a thankless role. Like surgeons, nurses are dedicated to preventing disease and promoting well-being. I am of the opinion that nurses should have the same status for the same commitment and similar job.

Another important aspect of this issue is education. ~~Undeniable~~ *Undeniably* [4], surgeons require many years of university education. However, nurses also undergo years of training requiring focus and dedication. Without doubt, nurses make sacrifices to ~~get~~ *achieve* [5] their goals and therefore deserve equal respect.

Some people disagree, and argue that surgeons have more responsibility, and as a result, greater stress. However, ~~a day in, a day out~~, *day in, day out* [6] nurses work through epidemics, comfort patients at the end of life and often deliver bad news. Is this not equally stressful?

In conclusion, I believe nurses deserve the same respect as surgeons. The fact that they do not says much about our society and how it is guided by stereotypes. .

[1] Brak opinii autora. [2] Niewłaściwe słowo. [3] Niewłaściwy spójnik. [4] Niewłaściwe słowo.
[5] Niewłaściwy czasownik. [6] Niewłaściwe wyrażenie.


© Pearson Central Europe, 2020

# Resource 35 Sentence translation
## Unit 5 (Off to work)

1 Amy przekonała mnie, abym nie starała się zrobić wszystkiego na liście zadań. Powiedziała, że powinnam wybrać kilka celów każdego dnia i spróbować je osiągnąć.
Amy persuaded _____ everything on my _____ . She said I should choose a few _____ every day and try to _____ them.

2 Siostra poradziła mi, abym znalazła swoją niszę na rynku pracy i została wolnym strzelcem.
My sister _____ on the job market and _____ .

3 Dyrektor pogratulował praktykantce samodzielnego myślenia i rozwiązania trudnego problemu.
The director _____ and _____ .

4 Podczas rozmowy o pracę kierownik pytał wszystkich kandydatów, czy odbyli praktykę zawodową.
During a job _____ , the manager asked all the candidates _____ .

5 Burmistrz ogłosił, że rada miejska w kolejnym roku zapewni doradztwo zawodowe, aby pomóc młodym ludziom wejść na rynek pracy.
The mayor said that the council _____ year in order to help young people _____ .

6 Josh wyjaśnił, że nie miał nic przeciwko dojeżdżaniu do pracy i wykonywaniu żmudnych czynności, ponieważ był dobrze opłacany.
Josh explained that _____ or doing _____ tasks because _____ well-paid.

7 Jeśli chcesz poprawić swoje perspektywy zawodowe i kiedyś zarządzać oddziałem własnej firmy, zapamiętaj te istotne wskazówki. Po pierwsze: każdy przywódca powinien regularnie przekraczać swoją strefę komfortu.
If you want to _____ and be _____ of your own company one day, remember these important tips. One: each leader should regularly _____ .

8 Detektyw był zaniepokojony wynikami ankiety wśród absolwentów szkół średnich.
The detective _____ the results of the _____ among secondary _____ .

9 Powróciwszy z urlopu, Sarah obwiniała współlokatorów o rozluźnienie zasad panujących w domu.
After coming back from her holiday, Sarah _____ .

10 Psycholog szkolny chciał wiedzieć, czy uczennica włożyła serce w osiągnięcie swojego celu.
The _____ the student _____ .

11 Kiedy mój brat skończył osiemnaście lat, powiedział nam, że nie zamierza szukać dochodowej pracy. Miał tylko jedno powołanie i była nim sztuka.
When my brother _____ , he told us that he _____ job. He only _____ and it was art.

12 Pracownik nie czuł się doceniany i twierdził, że jego pensja nie rekompensowała presji w miejscu pracy.
The employee _____ and claimed that his salary _____ in the _____ .

**Answers:**

1 me not to struggle to do / to-do list / goals / achieve
2 advised me to find my niche / become a freelancer
3 congratulated the trainee on thinking for herself / solving a difficult problem
4 interview / if/whether they had done an apprenticeship
5 would provide career guidance the next/following / enter the job market
6 he didn't mind commuting (to work) / tedious / he was
7 improve your career prospects/ in charge / step out of their comfort zone
8 was concerned about / survey / school-leavers
9 blamed her flatmates for relaxing the household rules
10 counsellor wanted to know if/whether / had put her heart into achieving her goal
11 turned eighteen / wasn't going to look for a lucrative / had one true calling
12 didn't feel appreciated / didn't make up for the pressure / workplace


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Too true! Absolutely!

## 6.1 Vocabulary (media, truth and falsehood)

| | |
|---|---|
| We're **bombarded with** useless information. | *Too true.* We're **awash with** it. |
| A lot of celebrity photos **have been tampered with**. | *Too true.* Their pictures are often **fake**. |
| When you listen to news stories, you should **follow your gut feeling**. | *Absolutely.* It's important to **trust your instincts**. |
| The press **deliberately distort the truth to earn more money**. | *Too true.* They **knowingly change facts for commercial gain.** |
| A small number of people read newspapers **every day**. | *Absolutely.* Very few people do it **on a daily basis**. |
| We need to **evaluate the source of information**. | *Absolutely.* It's essential to **check if it's reputable**. |
| So many people **take** online articles **at face value**. | *Too true.* They **don't think critically about** what they read on the Internet. |
| Most journalists think that positive stories are not **newsworthy**. | *Absolutely.* They don't find them **eye-catching**. |
| The amount of false information on social media is **alarmingly high.** | *Too true.* It's **remarkably large.** |
| I think everyone's been **misled** by adverts on the Internet at least once in their life. | *Absolutely.* It's hard to find someone who's never been **misinformed** by online ads. |
| People have always enjoyed **spreading fake news**. | *Too true.* We've always liked **sharing made-up stories**. |
| Being a successful blogger is **a long-term commitment**. | *Absolutely.* You **have to write a blog for a long time** to have a lot of readers. |


© Pearson Central Europe, 2020

# Test yourselves

## 6.2 Grammar (conditional clauses – alternatives to *if*)

### Student A

**1a Complete the second sentence in each pair, using the words in capitals.**

1 We wouldn't have bought the newspaper if you hadn't told us there was an article about our school.
**HAD:** _____ , we wouldn't have bought the newspaper.

2 If you had to recommend a nice hotel in your city to a foreigner, what would you say?
**SUPPOSING:** _____ , what would you say?

3 He never admits making a mistake if someone doesn't spot it.
**UNLESS:** He never admits making a mistake _____

4 The actor will agree to sell his wedding photos if the magazine pays 1 million dollars.
**PROVIDED:** The actor will agree to sell his wedding photos _____

5 I'd order one of the special dishes from the menu if I weren't allergic to seafood.
**WERE:** _____ , I'd order one of the special dishes from the menu.

**1b Read your answers to Student B.**

**1c Listen to Student B and check his/her answers.**

1 I wouldn't choose to do an exam in advanced Maths *unless I had to*.
2 *Were they not so good at History*, they'd study Geography at university.
3 Let's meet at the café at 7 o'clock *providing (that) it opens that early*.
4 *Had my parents not won some money in the lottery*, they wouldn't have bought me a new tablet.
5 *Imagine your best friend lied to you*, how would you feel?

### Student B

**1a Complete the second sentence in each pair, using the words in capitals.**

1 I wouldn't choose to do an exam in advanced Maths if I didn't have to.
**UNLESS:** I wouldn't choose to do an exam in advanced Maths _____

2 They'd study Geography at university if they weren't so good at History.
**WERE:** _____ , they'd study Geography at university.

3 Let's meet at the café at 7 o'clock if it opens that early.
**PROVIDING:** Let's meet at the café at 7 o'clock _____

4 My parents wouldn't have bought me a new tablet if they hadn't won some money in the lottery.
**HAD:** _____ , they wouldn't have bought me a new tablet.

5 How would you feel if your best friend lied to you?
**IMAGINE:** _____ , how would you feel?

**1b Listen to Student A and check his/her answers.**

1 *Had you not told us there was an article about our school*, we wouldn't have bought the newspaper.
2 *Supposing you had to recommend a nice hotel in your city to a foreigner*, what would you say?
3 He never admits making a mistake *unless someone spots it*.
4 The actor will agree to sell his wedding photos *provided the magazine pays 1 million dollars*.
5 *Were I not allergic to seafood*, I'd order one of the special dishes from the menu.

**1c Read your answers to Student A.**


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Mix them well together

**6.5 Grammar (mixed conditionals)**

I'm broke.

I'm not sleepy.

I don't have bags under my eyes.

I'm really busy now.

I'm not lying in the sun.

I'm not in my forties yet.

It's raining.

I'm not well.

I'm not careful with money.

I can't drive.

I have to go to school.

I don't like flying.

**PRESENT**

I slept well last night.

I went to bed late.

I didn't save up for the trip.

I didn't take that job.

I didn't go to the beach.

I went there by bus.

I wasn't born in 1979.

I failed the exam.

I splashed out on new clothes.

I didn't rent a car.

I haven't gone to Egypt.

I stayed home.

**PAST**

**1** _____

**2** _____

**3** _____

**4** _____

**5** _____


© Pearson Central Europe, 2020

## Part 1

advantage argued clearly firmly frankly honest main
particularly of opinion sadly suppose vital well

1 _____ , I have to choose just one picture.
2 _____ these three options, I'd obviously choose picture A because …
3 When you compare the two, picture A is the best. It's absolutely _____ to …
4 The _____ reason why I wouldn't go for picture A is because …
5 I _____ you could say that …
6 One obvious _____ is that …
7 Picture A is _____ a better option because …
8 Picture A looks quite interesting, but to be _____ , it wouldn't be my first choice.
9 I don't have a strong _____ about …
10 As _____ as being very eye-catching, picture A also …
11 I don't feel _____ strongly about …
12 I _____ believe that this option is the most suitable because …
13 It could be _____ that …
14 _____ , I don't like Picture A either, because …

## Part 2

| | |
|---|---|
| Beginning your answer | |
| Expressing opinions tentatively | |
| Expressing opinions with comment adverbials | |


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# What about you?

## 6.7 Use of English (compound nouns and adjectives)

anchor art blood blow checker checks commercial company copy foreign grey hearted heartwarming mouth snow sunburnt station weatherproof

| | You | Your partner |
|---|---|---|
| **1** I'd prefer to work as<br>**a)** a news [1]_____.<br>**b)** a [2]_____ editor.<br>**c)** a fact-[3]_____. | | |
| **2** The best thing to wear to school would be<br>**a)** a charcoal-[4]_____ T-shirt.<br>**b)** a [5]_____-red T-shirt.<br>**c)** a [6]_____-white T-shirt. | | |
| **3** Image your company can give you one perk. Which would you choose?<br>**a)** a [7]_____ car<br>**b)** free health [8]_____<br>**c)** a state-of-the-[9]_____ laptop | | |
| **4** Radio stations should<br>**a)** focus on [10]_____ stories.<br>**b)** give a blow-by-[11]_____ account of local events.<br>**c)** report on [12]_____ affairs. | | |
| **5** When I go on holiday, I usually take<br>**a)** lots of sunscreen because I don't want to get [13]_____.<br>**b)** a [14]_____ jacket because I don't want to get wet.<br>**c)** a kind-[15]_____ friend because I want to be in good company. | | |
| **6** When there's a five-minute [16]_____ break on TV, I usually<br>**a)** dash to the [17]_____ .<br>**b)** have a [18]_____ -watering snack.<br>**c)** watch a different TV [19]_____. | | |


© Pearson Central Europe, 2020

# Resource 41 A review of a TV series or a film

## 6.8 Writing

Napisz recenzję serialu, który widziałeś/ widziałaś wielokrotnie, ale który ciągle ci się podoba.

- Napisz ciekawe zdanie rozpoczynające i przedstaw ogólną opinię na temat serialu.
- Zwięźle opisz fabułę serialu, tak aby nie zdradzić wszystkich wątków, oraz wyjaśnij, dlaczego serial tak ci się podoba.
- W zakończeniu uwzględnij rekomendację dla czytelnika.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

**Moja recenzja serialu:**

- rozpoczyna się ciekawym zdaniem, które przyciąga uwagę czytelnika, zawiera tytuł serialu i moją ogólną opinię o nim,
- w głównym akapicie przedstawia fabułę serialu i jego bohaterów, a także powody, dla których serial mi się podoba,
- na koniec podsumowuje moją opinię i zawiera rekomendację serialu skierowaną do czytelnika,
- jest napisana językiem formalnym,
- nie zawiera błędów ortograficznych ani interpunkcyjnych,
- liczy co najmniej 200 słów,
- została starannie i czytelnie napisana.

Follow the thrilling adventure about a magical ring in director Peter Jackson's cinematic masterpiece, *Lord of the Rings*. The three-films series, a superb adaptation of J.R.R. Tolkien's classic epic, is a visual spectacle that thrills me time and again.

The series tells the gripped story of Frodo Baggins, who must destroy a ring in order to save civilisation from evil. The ring, which has been lost for centuries, is being sought by dark and powerful forces. Bilbo and his band of trusty companions risked their lives to accomplish the terrifying mission to destroy the ring in the fires of Mount Doom. The suspense and rising tension always leave me on the edge of my seat.

The films are absolute phenomenal in terms of visual special effects. Even though the series was released in 2001–2003, the computer-generated imagery, particularly the high-quality action scenes, is still excellent by today's technological standards. This is enhanced by the breathtaking landscapes of New Zealand where the story is set. The series is a feast for the eyes and one I never tire of watching.

All and all, *Lord of the Rings* embodies everything you could possibly want in a fantasy film. It is an outstanding production which manages a perfect balance between plot and action. I'm sure I will continue to enjoy it for many years to come.

Follow the thrilling adventure about a magical ring in director Peter Jackson's cinematic masterpiece, *Lord of the Rings*. The ~~three-films~~ *three-film* [1] series, a superb adaptation of J.R.R. Tolkien's classic epic, is a visual spectacle that thrills me time and again.

The series tells the ~~gripped~~ *gripping* [2] story of Frodo Baggins, who must destroy a ring in order to save civilisation from evil. The ring, which has been lost for centuries, is being sought by dark and powerful forces. Bilbo and his band of trusty companions ~~risked~~ *risk* [3] their lives to accomplish the terrifying mission to destroy the ring in the fires of Mount Doom. The suspense and rising tension always leave me on the edge of my seat.

The films are ~~absolute~~ *absolutely* [4] phenomenal in terms of visual special effects. Even though the series was released in 2001–2003, the computer-generated imagery, particularly the high-quality action scenes, is still excellent by today's technological standards. This is enhanced by the breathtaking landscapes of New Zealand where the story is set. The series is a feast for the eyes and one I never tire of watching.

~~All and all~~ *All in all* [5], *Lord of the Rings* embodies everything you could possibly want in a fantasy film. It is an outstanding production which manages a perfect balance between plot and action. I'm sure I will continue to enjoy it for many years to come *and I highly recommend it to anyone who loves an epic tale* [6].

[1] Niewłaściwa forma przymiotnika złożonego. [2] Niewłaściwy przymiotnik.
[3] Błąd gramatyczny – nieprawidłowy czas. [4] Niewłaściwe słowo. [5] Niewłaściwe słowo. [6] Brak rekomendacji.


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Resource 42 Sentence translation
## Unit 6 (A matter of fact)

1 Jeśli nie będziemy szerzyć wiedzy o prawie każdego do prywatności, brukowce będę nadal wypaczać prawdę o życiu różnych osób.
Should _____ of everybody's right to privacy, tabloids will keep on _____ anybody's life.

2 A gdyby księżna codziennie uprawiała jogging, czy nie czułaby się lepiej?
Suppose _____ went jogging _____ , _____ better?

3 Gdyby Mike nie sprawdził prawdziwości tych plotek, wprowadzilibyśmy naszych czytelników w błąd.
If Mike _____ of the rumour, we _____ our readers.

4 Ten film podobałby mi się znacznie bardziej, gdyby fabuła była mniej przewidywalna.
I _____ this film much more if _____ .

5 Gdybyś zaspał i spóźnił się do pracy, czy opowiedziałbyś szefowi zmyśloną historyjkę o przebitej oponie?
If _____ and were late, _____ your boss a _____ story about a _____ ?

6 Na twoim miejscu nie retuszowałbym wszystkich zdjęć przed wrzuceniem ich na Facebooka.
If I _____ , I _____ all my photos before uploading them to Facebook.

7 Biblioteka miejska zostanie zamknięta, chyba że jakieś osoby publiczne zaangażują się w zbieranie funduszy na jej prowadzenie.
The city library _____ some _____ finding funds to run it.

8 Wyobraź sobie, że twój dom staje w płomieniach w trakcie burzy. Gdzie szukałbyś schronienia?
Imagine _____ during a thunderstorm. Where _____ shelter?

9 Gdyby władze rzeczywiście chciałyby się rozprawić z ludźmi rozpowszechniającymi nieprawdziwe informacje, to zrobiłyby coś już dawno temu, żeby rozwiązać ten problem.
If the authorities _____ on people _____ , they would have done something to _____ a long time ago.

10 Zaufaj swojemu instynktowi. Jeśli masz przeczucie, że jakaś historia nie jest wiarygodna, spójrz na nią krytycznie.
_____ . If you have a _____ that a story _____ , look at it _____ .

11 Jeśli media drukowane będą publikować historie przyciągające uwagę bez oceniania źródeł informacji, ludzie przestaną kupować gazety.
Should _____ without _____ of this information, people _____ buying newspapers.

12 Tożsamość osoby, która zaatakowała prezentera wiadomości, pozostanie zagadką, jeśli nie dostaniemy nowych zdjęć ze zdarzenia.
The _____ of the person who _____ will _____ we get some new photos from the incident.

**Answers:**

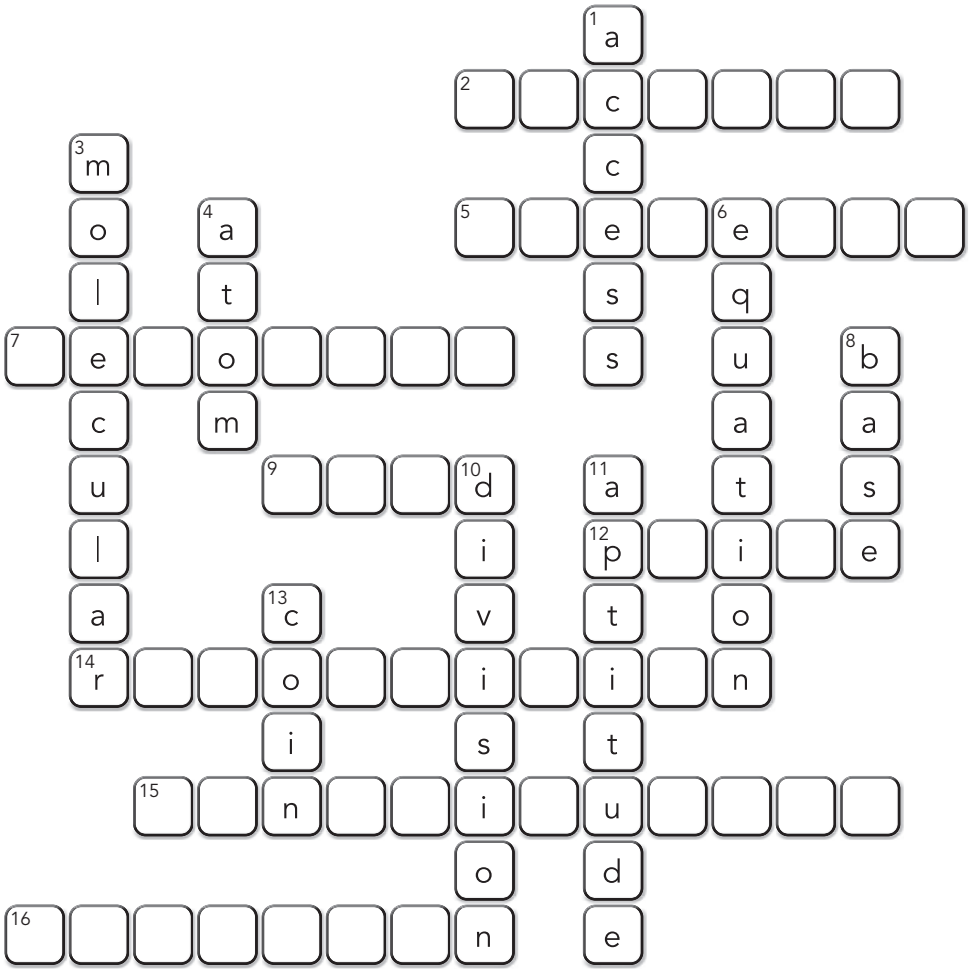
1 we not promote/we fail to promote awareness / distorting the truth about
2 the duchess / on a daily basis / wouldn't she feel
3 had not checked the accuracy / would have misinformed/misled
4 would have liked/enjoyed / the plot had been less predictable
5 you overslept / would you tell / made-up / flat tyre
6 were you / wouldn't airbrush/retouch
7 will close unless / public figures engage with
8 your house bursts into flames / would you seek/look for
9 really wanted to crack down / spreading fake news / tackle this problem
10 Trust your instincts / gut feeling / isn't believable / critically
11 print-based media publish eye-catching stories / evaluating the sources / will stop
12 identity / attacked the news anchor / remain a mystery unless


© Pearson Central Europe, 2020

# Science crossword

## 7.1 Vocabulary (words related to science)

Student A




**DOWN:**

____ Another word for a natural ability to learn or do something.
____ It's the smallest part of an element that can exist on its own.
____ The right or ability to use something, for example: education, the Internet.
____ It's a verb which means to invent a new word or term.
____ For example: two and two makes four.
____ You use this adjective to refer, e.g. to the structure of DNA.
____ A mathematical operation which is the opposite of multiplication.
____ It makes acids chemically neutral. (It has a pH greater than 7).

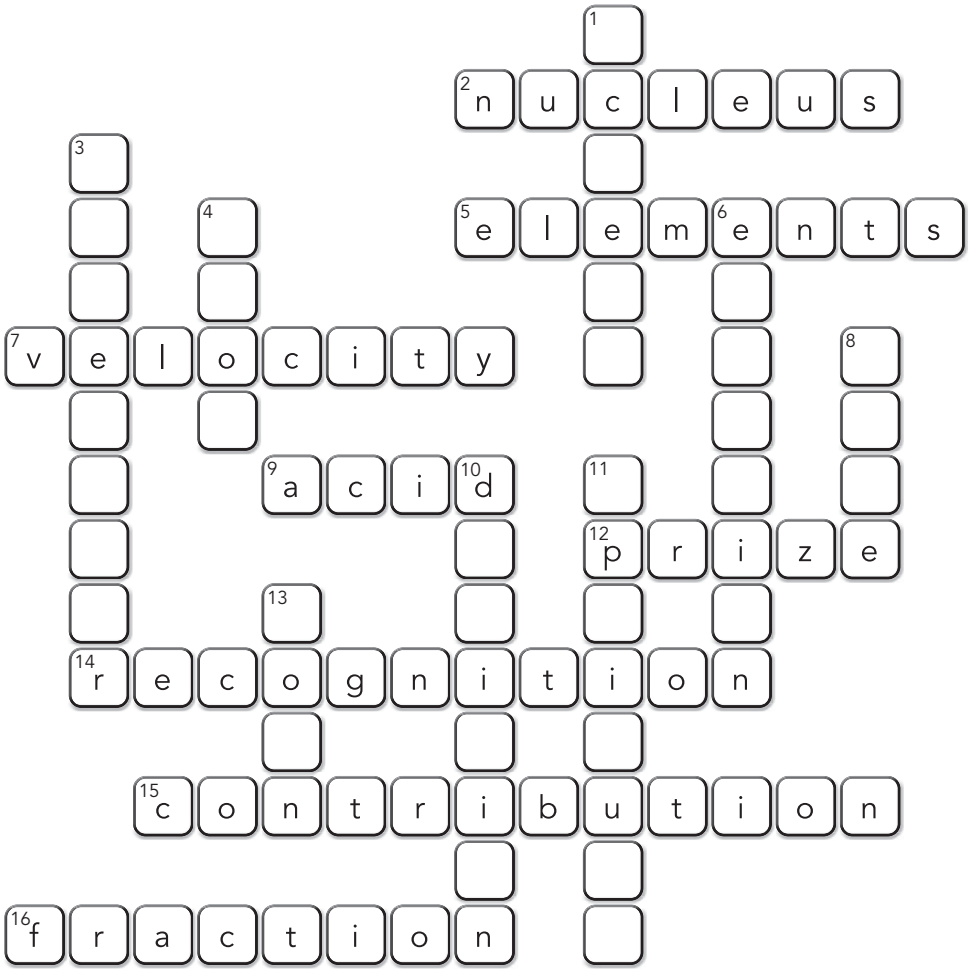

© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Science crossword

## 7.1 Vocabulary (words related to science)

Student B




**ACROSS:**

____ A chemical substance which can burn things if it's strong. (Its pH value is lower than 7).
____ The most important award given to scientists is the Nobel .....
____ The central part of an atom.
____ It's what we give or do to help something be successful.
____ They're all listed in the periodic table.
____ Part of a whole number, for example a half or a quarter.
____ A technical term for speed.
____ You gain it when you win respect for your achievements.


© Pearson Central Europe, 2020

# Quick teen survey

**7.2 Grammar (advanced passive forms)**

**1**



How many people **like being praised**?

**2**



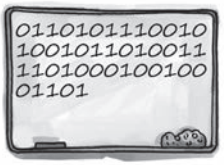

How many people **have been reminded** to study harder today?

**3**



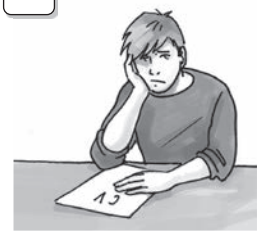
How many people agree that students **shouldn't be told** what to wear to school?

**4**




How many people think they**'re being taught** useless things at school?

**5**



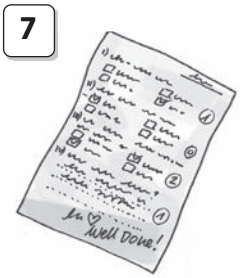
How many people feel they**'re not being prepared** well for life?

**6**



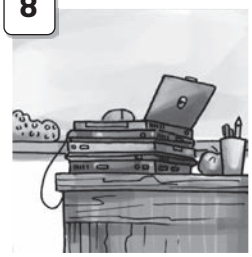
How many people **feel tired of being made** to read books they don't like?

**7**




How many people **would like to not be given** any marks at school?

**8**



How many people don't understand why laptop computers **can't be used** by students in the classroom?

**9**



How many people often avoid answering the teacher's questions because they **don't want to be laughed at**?

**10**



How many people **have ever been caught browsing** the net on their phones during a lesson?

**11**



How many people think they **should have been given** less homework last week?

**12**



How many people **don't mind being asked** to read something out loud in class?



© Pearson Central Europe, 2020



PHOTOCOPIABLE

# Resource 45 Test yourselves

## 7.5 Grammar (passive reporting structures)

### Student A

**1a Complete the sentences so that they have the same meaning as the first sentence.**

1 Everyone expects that the company will release a revolutionary product next month.
   a It _____ a revolutionary product next month.
   b The company _____ a revolutionary product next month.
2 Almost everyone believes that big cities were dangerous in the 19th century.
   a It _____ dangerous in the 19th century.
   b Big cities _____ dangerous in the 19th century.
3 People understand that there are different solutions to the problem of Internet addiction.
   a There _____ different solutions to the problem of Internet addiction.
   b It _____ different solutions to the problem of Internet addiction.
4 Many people feel that life without so much technology was better in many ways.
   a It _____ better in many ways.
   b Life without so much technology _____ better in many ways.

**1b Read your answers to Student B.**

**1c Listen to Student B and check his/her answers.**

1 It *is understood that there is* a strong need for innovation in consumer goods.
   There *is understood to be* a strong need for innovation in consumer goods.
2 We *are believed to be* the only civilisation in the universe.
   It *is believed that we are* the only civilisation in the solar universe.
3 It *is said that ancient Greeks were* very good mathematicians and philosophers.
   Ancient Greeks *are said to have been* very good mathematicians and philosophers.
4 There *are estimated to have been* hundreds of accidents caused by drivers talking on their phones.
   It *is estimated that there were* hundreds of accidents caused by drivers talking on their phones.

### Student B

**1a Complete the sentences so that they have the same meaning as the first sentence.**

1 Companies understand that there is a strong need for innovation in consumer goods.
   a It _____ a strong need for innovation in consumer goods.
   b There _____ a strong need for innovation in consumer goods.
2 Many people believe that we are the only civilisation in the universe.
   a We _____ the only civilisation in the universe.
   b It _____ the only civilisation in the universe.
3 Historians say that ancient Greeks were very good mathematicians and philosophers.
   a It _____ very good mathematicians and philosophers.
   b Ancient Greeks _____ very good mathematicians and philosophers.
4 They estimate that there were hundreds of accidents caused by drivers talking on their phones.
   a There _____ hundreds of accidents caused by drivers talking on their phones.
   b It _____ hundreds of accidents caused by drivers talking on their phones.

**1b Listen to Student A and check his/her answers.**

1 It *is expected that the company will release* a revolutionary product next month.
   The company *is expected to release* a revolutionary product next month.
2 It *is believed that big cities were* dangerous in the 19th century.
   Big cities *are believed to have been* dangerous in the 19th century.
3 There *are understood to be* different solutions to the problem of Internet addiction.
   It *is understood that there are* different solutions to the problem of Internet addiction.
4 It *is felt that life without so much technology was* better in many ways.
   Life without so much technology *is felt to have been* better in many ways.

**1c Read your answers to Student A.**


© Pearson Central Europe, 2020

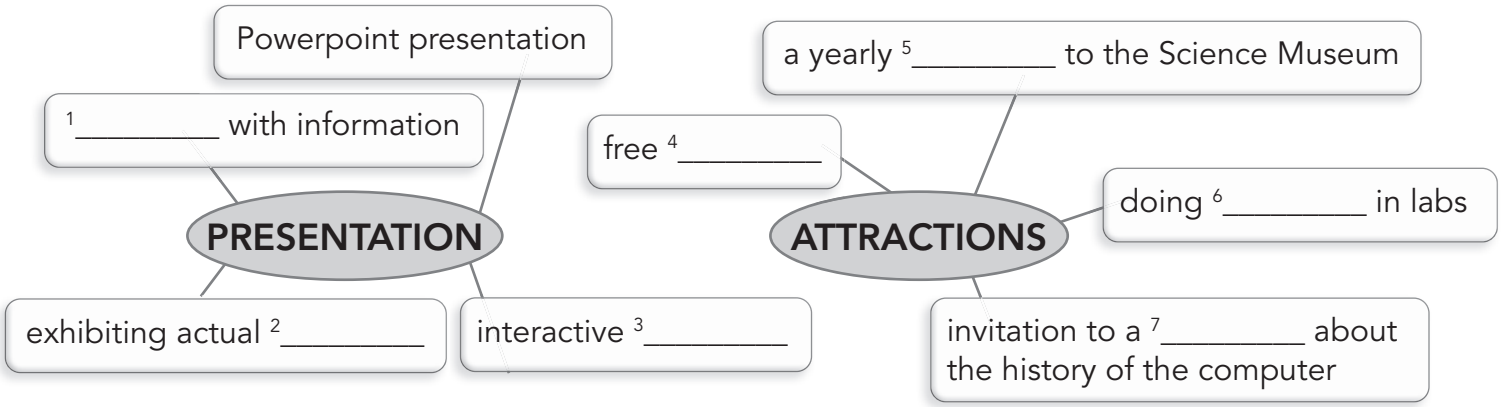
# How has technology developed?

## 7.6 Speaking

### Part 1

| | | | |
|---|---|---|---|
| 1 | nuclear power | a | helps people identify their location |
| 2 | the telephone | b | have greatly reduced mortality rate and made life-span much longer |
| 3 | the aeroplane | c | allows people to get information quickly, to connect with each other |
| 4 | the car | d | is a reliable source of everyday transportation |
| 5 | antibiotics | e | has revolutionised travelling, fighting forest fires or delivering packages |
| 6 | GPS | f | provides an efficient and unlimited source of energy |
| 7 | the Internet | g | has made communication quicker |

lecture posters gadgets objects experiments ticket displays




### Part 2

**A** GIVING CLARIFICATION
**B** SIGNALLING CONFUSION
**C** MAKING SUGGESTIONS
**D** CHECKING YOUR UNDERSTANDING

lost should meant saying was follow how
mean exactly words instead with much correctly

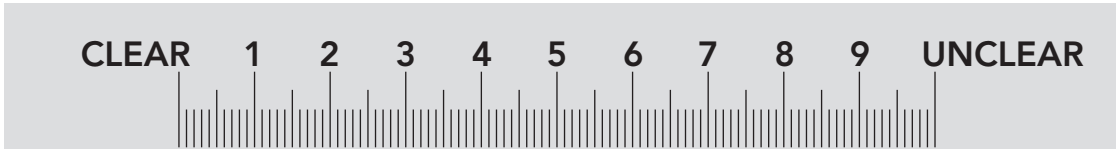
| | |
|---|---|
| 1 _____ | Sorry, I'm not [a] _____ you.<br>I'm not sure I [b] _____ you.<br>I'm afraid you've [c] _____ me there.<br>I don't know what you [d] _____ by … |
| 2 _____ | So, in other [e] _____ …<br>Are you [f] _____ …?<br>If I understand you [g] _____ you mean …, right? |
| 3 _____ | Yes, [h] _____ .<br>Yes, that's pretty [i] _____ it.<br>No, that's not quite what I [j] _____ .<br>What I meant [k] _____ … |
| 4 _____ | So, [l] _____ of …, we could …<br>[m] _____ about …?<br>Perhaps we [n] _____ . |


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Resource 47 Nought on the confusion scale

**7.7 Use of English (easily confused words)**




**1** Have you got any **loose** / **lose** change in your pocket?
**2** Are you satisfied with your **actual** / **present** level of English?
**3** Would you mind going on holiday **alone** / **lonely**?
**4** Why did you last **rise** / **raise** your voice?
**5** Do you ever **advice** / **advise** adults about computers?
**6** How long can you hold your **breathe** / **breath** underwater?
**7** When was the last time you **lied** / **lay** on the ground and looked up at the stars?
**8** What is the most **economical** / **economic** way to get around where you live?
**9** Does the weather often **affect** / **effect** your mood?
**10** Do you consider yourself a **conscious** / **conscientious** student?
**11** How **lately** / **late** are you allowed to stay out on Saturdays?
**12** How easy is it for you to accept a **compliment** / **complement**?

**My score: _____ /12**

FOLD

**1** Have you got any _____ change in your pocket?
**2** Are you satisfied with your _____ level of English?
**3** Would you mind going on holiday _____?
**4** Why did you last _____ your voice?
**5** Do you ever _____ adults about computers?
**6** How long can you hold your _____ underwater?
**7** When was the last time you _____ on the ground and looked up at the stars?
**8** What is the most _____ way to get around where you live?
**9** Does the weather often _____ your mood?
**10** Do you consider yourself a _____ student?
**11** How _____ are you allowed to stay out on Saturdays?
**12** How easy is it for you to accept a _____?

**My score: _____ /12**


© Pearson Central Europe, 2020

# Resource 48 A narrative
## 7.8 Writing

| | |
|---|---|
| Napisz opowiadanie o nieudanym eksperymencie laboratoryjnym.<br>• Napisz, kiedy i gdzie toczy się akcja opowiadania i kim są jego bohaterowie.<br>• Zdecyduj o kolejności zdarzeń i o tym, jak kończy się opowiadanie.<br>*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.* | **Moje opowiadanie:**<br>• rozpoczyna się w sposób, którzy przyciąga uwagę czytelnika i zawiera informacje o czasie i miejscu akcji, jak również o bohaterach historii,<br>• w głównym akapicie zostało napisane z zastosowaniem czasów o charakterze narracyjnym, krótkich zdań, słownictwa nacechowanego emocjonalnie, mowy zależnej i niezależnej,<br>• kończy się zwrotem akcji, nauczką, decyzją lub wydarzeniem w przyszłości związanym z fabułą opowiadania,<br>• nie zawiera błędów interpunkcyjnych tam, gdzie użyta została mowa niezależna,<br>• nie zawiera błędów ortograficznych,<br>• liczy co najmniej 200 słów,<br>• zostało starannie i czytelnie napisane. |

At six o'clock in the morning on a hot and humid day in August, Dr Alice King stood in front of a thick metal door. 'Open Sesame!' she commanded, and the door to her hi-tech laboratory slid open, allowing her to enter the cool, dark space. Alice liked the peace and quiet of the early morning, when she could concentrate without interruptions from the research team she collaborated on.

There was a more important reason for her early starts though. She was working on a top-secret project to develop the world's first intelligent fridge. If successful, she would make the recognition she deserved. With this happy thought, she unwrapped a chocolate bar and began planning her day. As she was doing this, a loud bang startled her. 'What the …?' snapped Alice. She hated been disturbed while working.

Getting up to investigate, she heard a voice say, 'Put it down!'. 'Who's there?' yelled Alice, but there was no respond. 'Put it down!' There it was again. Alice was getting scared now. The voice was coming from the back of the lab. She walked there very quietly, but there was no one, just the experimental fridge she has developed. 'Put the chocolate bar down! You're eating too much junk food!' 'I don't believe it!' gasped Alice.

The fridge was talking to her! You … you can talk she whispered in a weak voice. 'Of course! I can sing and recite Shakespeare too,' said the fridge. Alice giggled. She might not have won a Nobel Prize, but she would make people's lives easier and more enjoyable.

---

At six o'clock in the morning on a hot and humid day in August, Dr Alice King stood in front of a thick metal door. 'Open Sesame!' she commanded, and the door to her hi-tech laboratory slid open, allowing her to enter the cool, dark space. Alice liked the peace and quiet of the early morning, when she could concentrate without interruptions from the research team she collaborated ~~on~~ *with* [1].

There was another, more important, reason for her early starts though. She was working on a top-secret project to develop the world's first intelligent fridge. If successful, she would ~~make~~ *gain* [2] the recognition she deserved. With this happy thought, she unwrapped a chocolate bar and began planning her day. As she was doing this, a loud bang startled her. 'What the …?' snapped Alice. She hated ~~been~~ *being* [3] disturbed while working.

Getting up to investigate, she heard a voice say, 'Put it down!' 'Who's there?' yelled Alice, but there was no ~~respond~~ *response* [4]. 'Put it down!' There it was again. Alice was getting scared now. The voice was coming from the back of the lab. She walked there very quietly, but there was no one, just the experimental fridge she ~~has~~ *had* [5] developed. 'Put the chocolate bar down! You're eating too much junk food!' 'I don't believe it!' gasped Alice.

The fridge was talking to her! ~~You … you can talk~~ *'You … You can talk,'* [6] she whispered in a weak voice. 'Of course! I can sing and recite Shakespeare too,' said the fridge. Alice giggled. She might not have won a Nobel Prize, but she would make people's lives easier and more enjoyable.

[1] Niewłaściwy przyimek. [2] Niewłaściwy czasownik. [3] Błąd gramatyczny – nieprawidłowa forma strony biernej. [4] Niewłaściwa forma wyrazu. [5] Błąd gramatyczny – nieprawidłowy czas . [6] Brak interpunkcji.


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Resource 49 Sentence translation

**Unit 7 (It's not rocket science!)**

1 Uważa się, że palenie i spaliny przyczyniają się do chorób płuc.
It _____ that smoking and _____ .

2 Męczy mnie bycie namawianym do ubezpieczenia domu, samochodu i życia!
I get tired of _____ into _____ my house, my car and my life!

3 W zeszłym roku mojemu wujkowi przyznano nagrodę za wkład w rozwinięcie teorii względności.
Last year my uncle _____ for _____ to the _____ .

4 *Attenborosaurus* to wymarły gad morski, którego nazwano na cześć Sir Davida Attenborough.
*Attenborosaurus* is an _____ that _____ Sir David Attenborough.

5 Podobno otyłość powoduje cukrzycę i może prowadzić do depresji.
_____ claimed _____ and it _____ .

6 Nowa nawigacja satelitarna powinna była być zainstalowana przed rozpoczęciem tak długiej trasy.
A new _____ before starting such a long _____ .

7 Mojej babci trzeba pomagać w utrzymaniu mieszkania idealnie czystym.
My granny _____ with _____ .

8 Ostatnio włamano się na firmowe konta, więc zostały wprowadzone nowe środki bezpieczeństwa. Hasła muszą być okresowo zmieniane.
The company's accounts have been hacked recently, so new _____ . Passwords must _____ .

9 Właśnie się ukazał interesujący artykuł na temat problemu alergii na pyłki wśród nastolatków.
An interesting article about the problem of _____ in teenagers _____ .

10 Nie znoszę, gdy mi się wysyła SMS-y z reklamami nowych produktów. W ogóle nie mają wpływu na moje decyzje zakupowe. Jest naprawdę trudno namówić mnie do kupienia nowego produktu.
I can't _____ texted advertisements of new products. They _____ my shopping choices at all.
It's really difficult to _____ buying a new product.

11 Deski do krojenia powinny być dokładnie myte po każdym użyciu, ponieważ mogą na nich występować drobnoustroje i patogeny.
_____ ought _____ thoroughly after each use since _____ can be present on them.

12 Wiadomo, że algorytmy odegrały ważną rolę w rozwoju informatyki.
Algorithms are _____ an important role in the _____ of computer science.

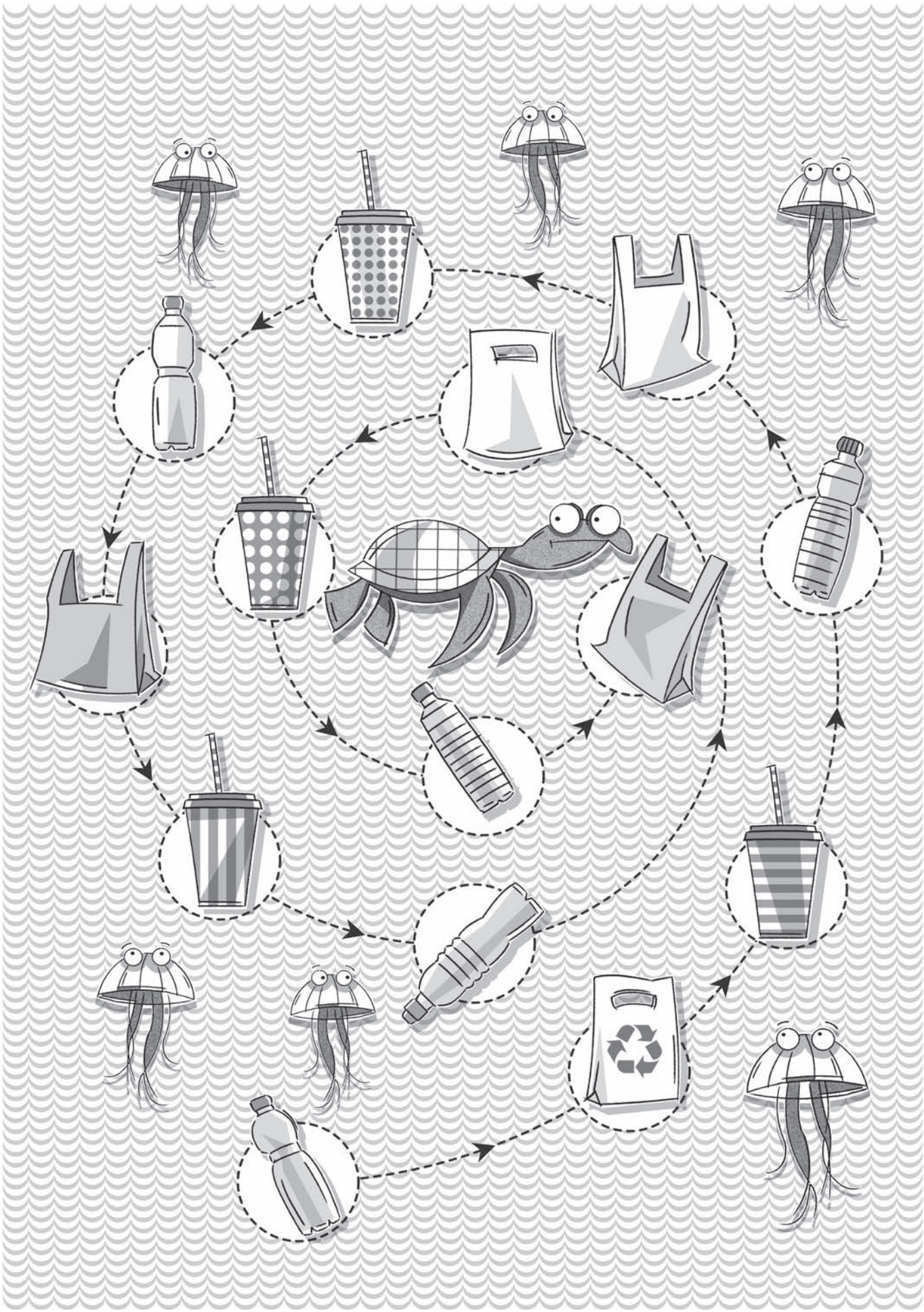
**Answers:**

1 is believed / fumes contribute to lung conditions
2 being talked / insuring
3 was awarded a prize / making a contribution / theory of relativity
4 extinct marine reptile / was named after
5 Obesity is / to cause diabetes / may lead to depression
6 sat nav should / ought to have been installed / route
7 needs to be helped / keeping her flat spotless
8 security measures have been introduced / be changed periodically
9 pollen allergy / has just been published/released
10 stand being / don't affect / talk me into
11 Chopping boards / to be washed / microbes and pathogens
12 known to have played / advancement


© Pearson Central Europe, 2020

# Rescue the turtle

## 8.1 Vocabulary (environmental issues and landscape)





© Pearson Central Europe, 2020



PHOTOCOPIABLE

# Rescue the turtle

## 8.1 Vocabulary (environmental issues and landscape)

**1** A breeding ground is an area where animals go to …
**A** have their babies.
**B** feed.

**2** Which animals hatch?
**A** Birds.
**B** Mammals.

**3** When an animal is in captivity, …
**A** it's on the loose.
**B** it's kept e.g. in a zoo or a cage.

**4** If something is biodegradable, …
**A** it degrades by natural processes.
**B** it damages biodiversity.

**5** Another word for contamination is …
**A** concentration.
**B** pollution.

**6** An orchard is a place where people grow …
**A** fruit trees.
**B** vegetables.

**7** A small river is called …
**A** a ditch.
**B** a stream.

**8** A ploughed field is …
**A** used by farmers.
**B** not used by farmers.

**9** A meadow is …
**A** land with grass and flowers.
**B** a small forest.

**10** Jellyfish eat small fish. Turtles eat jellyfish. It means that the turtle is higher up…
**A** the food group.
**B** the food chain.

**11** A large area of flat land is called …
**A** a desert.
**B** a plain.

**12** The natural place for a particular animal to live is its …
**A** natural area.
**B** natural habitat.

**13** What can be irreparable?
**A** Damage.
**B** Growth.

**14** A thriving population of animals is one that is …
**A** very successful.
**B** facing extinction.

**15** The opposite of open countryside is …
**A** a local area.
**B** a built-up area.

**16** An eco-warrior is …
**A** a tourist who damages the environment.
**B** an engaged activist who tries to stop damage to the environment.


© Pearson Central Europe, 2020

# Vote for us

## 8.2 Grammar (unreal past and regrets)

### Pair A

1 We don't want cities to belong to drivers.

2 People should travel free on public transport.

3 Parking prices went down last year.

4 There should be cycle lanes everywhere.

5 Cyclists are not properly protected. Let's make the wearing of helmets compulsory.

6

## THE MANIFESTO OF .....

1 We would rather cities .....

.....

2 We wish .....

.....

3 If only .....

.....

4 It's high time .....

.....

5 When it comes to safety, we wish cyclists .....

That's why we think it's time .....

6 We also think that it's time .....

.....

### Pair B

1 Animals aren't treated with the same respect as humans.

2 Let's raise the tax on meat.

3 Children should have free vegetarian meals at school.

4 A new zoo opened in the capital last year.

5 We don't want people to buy dogs. People should be paid for adopting dogs from animal shelters.

6

## THE MANIFESTO OF .....

1 We wish animals .....

.....

2 We wish .....

.....

3 If only .....

.....

4 It's high time .....

.....

5 When it comes to protecting pets, we would rather people .....

That's why we think it's time .....

6 We also think that it's high time .....

.....



© Pearson Central Europe, 2020



PHOTOCOPIABLE

# Resource 52 Test yourselves

## 8.5 Grammar (emphasis – cleft sentences and inversion)

### Student A

**2a Complete the second sentence in each pair.**

1 You are not allowed to talk about the experiment under any circumstances.
Under no circumstances _____ about the experiment.

2 Yesterday we bought new swimsuits, not an underwater camera.
What _____ new swimsuits, not an underwater camera.

3 Helen is going to the next climate change conference, not Kyle.
It _____ to the next climate change conference, not Kyle.

4 There have rarely been so many people at an animal rights demonstration.
Rarely _____ so many people at an animal rights demonstration.

5 The film was not only well paced, but also well acted.
Not only _____ but it was also well acted.

6 People should worry more about the environment. I'm not trying to say anything else.
All _____ people should worry more about the environment.

7 The government closed the factory when the river was polluted. That is what happened.
What happened _____ the factory when the river was polluted.

**2b Listen to Student B and check his/her answers.**

1 Not only *is this cleaning product expensive* but it is also harmful to the environment.
2 Rarely *has there been* so much discussion about the future of our planet.
3 Under no circumstances *can you use* this machine on your own.
4 What *I watched last night was* a documentary about chimpanzees, not a vampire film.
5 It *is the Browns who are going to buy* an electric car, not the Smiths.
6 What *I like most about this magazine is* the big photographs of wildlife.
7 All *I want to do is finish* my Biology project.

**2c Read your answers to Student B.**

### Student B

**2a Complete the second sentence in each pair.**

1 This cleaning product is not only expensive, but also harmful to the environment.
Not only _____ but it is also harmful to the environment.

2 There has rarely been so much discussion about the future of our planet.
Rarely _____ so much discussion about the future of our planet.

3 You cannot use this machine on your own under any circumstances.
Under no circumstances _____ this machine on your own.

4 Last night I watched a documentary about chimpanzees, not a vampire film.
What _____ a documentary about chimpanzees, not a vampire film.

5 The Browns are going to buy an electric car, not the Smiths.
It _____ an electric car, not the Smiths.

6 I really like the big photographs of wildlife in this magazine. They're the best thing.
What _____ the big photographs of wildlife.

7 I only want to finish my Biology project.
All _____ finish my Biology project.

**2b Read your answers to Student A.**

**2c Listen to Student A and check his/her answers.**

1 Under no circumstances *are you allowed to talk* about the experiment.
2 What *we bought yesterday was* new swimsuits, not an underwater camera.
3 It *is Helen who is going* to the next climate change conference, not Kyle.
4 Rarely *have there been* so many people at an animal rights demonstration.
5 Not only *was the film well paced* but it was also well acted.
6 All *I am trying to say is that* people should worry more about the environment.
7 What happened *is (that) the government closed* the factory when the river was polluted.


© Pearson Central Europe, 2020

# Resource 53 Different shades of green

8.6 Speaking

## Part 1

1 Have you ever c _ _ s _ d _ r _ _ how/why/what …
2 You may be w _ _ d _ r _ _ g why I've chosen …
3 You may be _ w _ r _ that …
4 P _ _ h _ _ _ you have heard about …
5 Most people don't r _ a _ _ s _ that …
6 Did you k _ _ _ that …

## Part 2

endangered
form of transport
to protect
to recycle
air pollution
to segregate
climate change
plastic waste
paper
cycling
an alternative
to be green
to stop
dump
nesting area
prey
carbon emission
crime
living species
unwanted rubbish
pollute
environmentalist
garbage patch
wildlife
concern

A



RECYCLING

B




anti-hunting campaign

C



car-free day


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# We're word builders! We're bricklayers!

## 8.7 Use of English (prefixes)

**23 (not) LITERATE**

Do you think there are any _____ people in your country?

**24 (not) RESPONSE**

Do you think it's _____ to have a big car when you live in a city?

REPLAY

FINISH

**22 STAFF (not enough)**

Do you think hospitals in your city are _____ ?

anti-

**21 (not) ABLE**

Does your school have access for students with _____?

**20 (not) CAPABLE**

Do you often find yourself _____ of falling asleep?

**19 PAID (too little)**

Which professions are _____ in your country?

**16 (not) FAIR**

Do you often complain about being treated _____?

**17 ESTEEM (about themselves)**

Do you think people have low _____ because they focus on their imperfections?

post-

**18 (not) SAFE**

Are there any _____ places in the place where you live?

REPLAY

**15 INFORM (incorrectly)**

Are we often _____ by the media?

multi-

**14 NUMBER (more than)**

Do female teachers _____ male teachers at your school?

**13 (not) MATURE**

Are most people too _____ to get married at the age of twenty-one?

**12 (the opposite of) DO**

Do you often take off your shoes without _____ the laces?

REPLAY

**9 (not) APPROVE**

Would you do something if you knew your parents would _____ of it?

**10 JUDGE (wrongly)**

Have you ever been _____ by someone else?

pro-

**11 WRITE (again)**

Have you ever been told to _____ an essay? Why?

**8 (not) RELEVANT**

Which school subject do you think is _____ and why?

pre-

**7 NEW (again)**

Can you give three examples of _____ energy sources?

**6 WORK (too much)**

Have you been _____ lately?

**5 (not) LEGAL**

What's _____ when you're under eighteen?

START

**1 (not) ALLOW**

In what situation is a goal in a football match _____?

**2 BEHAVE (badly)**

Did you _____ as a child?

**3 (not) LOGICAL**

Does English grammar ever seem _____ to you?

**4 CONSIDER (again)**

When you make a difficult decision, what can make you _____ it and change your mind?


© Pearson Central Europe, 2020

# Resource 55 A letter to an editor

## 8.8 Writing

Wiele osób twierdzi, że nastolatki w ogóle nie interesują się tematyką ochrony środowiska. Chcielibyśmy poznać zdanie młodych osób, które należą do organizacji zajmujących się ekologią. Czekamy na wasze listy, w których opiszecie działalność tych organizacji i wasz udział w ich działaniach.

W liście do wydawcy:

- na początku napisz, jaki jest cel twojego listu, i wyraź swoją opinię na dany temat,
- podaj inne opinie i przykłady na poparcie swojego stanowiska,
- w zakończeniu podsumuj swoje zdanie oraz dodaj rekomendację lub komentarz zamykający.

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

**Mój formalny list do wydawcy:**

- na początku wyjaśnia swój cel i przedstawia moją opinię na dany temat,
- zawiera inne opinie i przykłady,
- kończy się podsumowaniem mojego poglądu i rekomendacją lub komentarzem zamykającym,
- zawiera zdania wyrażające przyczynę i skutek, przyzwolenie, pewność, następstwa zdarzeń i uzasadnienia,
- zawiera zdania opisujące podobieństwa i różnice,
- jest napisany językiem formalnym,
- nie zawiera błędów ortograficznych ani interpunkcyjnych,
- liczy co najmniej 200 słów,
- został starannie i czytelnie napisany.

Dear Mr or Mrs,

I am writing to you to express my views on young people and environmental issues.

Teenagers in various countries have started going on strikes and protesting outside their country's parliament about the need for immediate action on climate change. What did they do was to get young people involved. They have inspired thousands of others to take to the streets demanding that their leaders deal with the problem.

Having been inspired by them, students at my school formed an action group. Not only we lobbied our school for solar panels and rainwater tanks, but also for a ban on single-use plastic. The renewed energy provided by the panels is already saving on electricity. The water collected is used to maintain the green areas and for cleaning. As a consequence, the school's carbon emissions have been reduced.

Adolescents are not responsible for the state of the world; even they are becoming more involved in saving it. Our willingness to pressure governments, raise awareness and tackle man-made threats is proof that we care and will do all that we can to protect the only home we have, the Earth.

Yours faithfully,

Jack Smith

Dear ~~Mr or Mrs~~ *Sir or Madam* [1],

I am writing to you to express my views on young people and environmental issues. *Although some adolescents seem to care little about the environment, I would like to point out that there are many others who are doing admirable work to protect it.* [2]

Teenagers in various countries have started going on strikes and protesting outside their country's parliament about the need for immediate action on climate change. ~~What did they do~~ *What they did* [3] was to get young people involved. They have inspired thousands of others to take to the streets demanding that their leaders deal with the problem.

Having been inspired by them, students at my school formed an action group. Not only ~~we lobbied~~ *did we lobby* [4] our school for solar panels and rainwater tanks, but also for a ban on single-use plastic. The ~~renewed~~ *renewable* [5] energy provided by the panels is already saving on electricity. The water collected is used to maintain the green areas and for cleaning. As a consequence, the school's carbon emissions have been reduced.

Adolescents are not responsible for the state of the world; ~~even~~ *even so* [6] they are becoming more involved in saving it. Our willingness to pressure governments, raise awareness and tackle man-made threats is proof that we care and will do all that we can to protect the only home we have, the Earth.

Yours faithfully,

Jack Smith

[1] Niewłaściwy zwrot powitalny. [2] Brak opinii autora. [3] Niewłaściwa struktura emfatyczna. [4] Niewłaściwa forma inwersji. [5] Niewłaściwe słowo. [6] Niewłaściwe słowo.


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Resource 56 Sentence translation
## Unit 8 (Costing the earth)

1 Najwyższa pora, aby supermarkety przestały sprzedawać jednorazowe opakowania plastikowe, które szybko lądują na wysypiskach śmieci.
It's _____ supermarkets _____ , which soon end up in _____ .

2 Żałuję, że obejrzałem tamten film katastroficzny – teraz nie mogę przestać myśleć o pożarach lasów i suszach.
I wish I _____ – now I can't stop thinking about _____ .

3 Pod żadnym pozorem nie wolno ci wyjść z domku górskiego podczas zamieci śnieżnej lub wichury.
Under _____ to leave the mountain hut during a _____ or _____ .

4 To kapitan jachtu został zmieciony z pokładu i odniósł urazy zagrażające życiu, nie jeden z turystów.
It was the yacht's captain who got _____ and suffered _____ , not one of the tourists.

5 Czy nie sądzisz, że już najwyższa pora, żeby rząd powiększył terytorium parku narodowego, ponieważ jest to ważne lęgowisko dla wielu gatunków ptaków?
Don't you think it's high time the government _____ of the national park as it's an important _____ for many bird species?

6 Bardzo się boję. Nigdy wcześniej nie byliśmy uwięzieni w tak niebezpiecznym miejscu jak ta jaskinia.
I'm so scared. Never before _____ in such an _____ as this _____ .

7 Bojownicy ruchu ekologicznego woleliby, żeby ludzie nie trzymali dzikich zwierząt w niewoli.
_____ would rather people _____ wild animals _____ .

8 Jedyne, czego chciała Alicja, to zacząć wspinaczkę i dotrzeć na szczyt pomimo trudnych warunków pogodowych.
All Alice _____ to _____ and reach the summit despite the _____ .

9 Nie tylko wyrządziliśmy nieodwracalne szkody zwierzętom żyjącym na równinach, lecz także zanieczyściliśmy strumienie i rzeki.
Not _____ done _____ to the animals living on the _____ , _____ and rivers.

10 Samice rybitwy często znoszą jaja wysoko na drzewach – to ryzykowne, ale przynajmniej jaja nie staną się ofiarą drapieżników naziemnych.
Female _____ high in trees – it's risky, but at least the eggs won't fall _____ to ground _____ .

11 Rzadko widzimy tak zróżnicowany krajobraz na tak niewielkim obszarze – wysokie, pełne zieleni drzewa, wzbudzające podziw góry i piękne łąki.
Rarely _____ in such a small area – tall _____ trees, _____ mountains and beautiful _____ .

12 Najwyższa pora, żebyś przestał obwiniać innych o swoje kłopoty i spróbował zmienić swoje życie.
It's high time _____ others for your problems and _____ to change your life.

**Answers:**

1 high time / stopped selling single-use plastics / landfills
2 had not watched that disaster movie / wildfires and droughts
3 no circumstances are you allowed / blizzard / force-strong wind
4 swept overboard / life-threatening injuries
5 extended the territory / breeding ground
6 have we been trapped / unsafe place / cave/cavern
7 Eco-warriors / didn't keep / in captivity
8 wanted was / begin/start the ascent/climb / severe weather conditions
9 only have we / irreparable damage / plains / but we have also polluted streams
10 terns lay eggs / prey / predators
11 do we see such diverse landscape / leafy / awe-inspiring / meadows
12 you stopped blaming / tried


© Pearson Central Europe, 2020

# Resource 57 Multiple choice cloze (texts)

**Focus Review 1, 4, 5 and 6, Use of English**

**W zadaniach 1–4, przeczytaj teksty. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczne i gramatycznie poprawne teksty. Zakreśl literę a, b, c lub d.**

## ZADANIE 1

MESSAGE TO A FRIEND

Sorry I forgot to text you last night. I felt simply exhausted and went to bed at eight. I guess it's because I [1]_____ solidly for eight hours the night before! My last exam is tomorrow and I really need to get a top mark in order to get a [2]_____. My parents would be relieved if we had some extra money next year.

Anyway, what are you doing this weekend? We're playing volleyball on Saturday morning. The sports centre has become so busy that we now have to book the court [3]_____ advance!

Have you changed your mind about Brenda's party? Text me if you fancy [4]_____ to the party after all. My mum can take you home when it's over.

**1 a** had been studying **b** was used to studying
**c** have been studying **d** would be studying
**2 a** discount **b** career
**c** degree **d** scholarship
**3 a** in **b** on
**c** at **d** from
**4 a** come **b** coming
**c** to come **d** for coming

## ZADANIE 2

A WEDDING ANECDOTE

My father keeps saying that he has a [1]_____ memory of the day he got married, as if it happened yesterday. They didn't have a lot of money in those days, so they didn't have a large wedding reception. They invited close family and friends to a small restaurant in the neighbourhood for dinner.

The entrance to the restaurant looked a bit [2]_____ and my father's aunt didn't want to enter at first. It took some time to convince her. Still, the restaurant was spotlessly clean inside, and the food was delicious. After the meal, the aunt apologised [3]_____ her behaviour and said that she [4]_____ such a fuss in the first place.

**1 a** terrible **b** vague
**c** photographic **d** vivid
**2 a** cobbled **b** quaint
**c** cramped **d** shabby
**3 a** about **b** for
**c** at **d** to
**4 a** shouldn't have made **b** had to make
**c** needn't have made **d** ought to have made

## ZADANIE 3

BECOMING A FATHER

Josh used to be the life and [1]_____ of the party, but then a few years ago he became a father for the first time, and he changed completely. Nowadays some people simply can't stand being round him because he [2]_____ about his little son's achievements. I know that parents should praise their children for their accomplishments, not only [3]_____ them off when they have done something wrong. But we all wish Josh would stop telling us that his child is the best at everything! Don't get me wrong, I think that Josh's son is a nice kid, but we don't need it to be repeated that he's [4]_____ gifted child over and over again.

**1 a** sense **b** swot
**c** soul **d** secret
**2 a** is always boasting **b** used to boast
**c** would boast **d** has been boasting
**3 a** tell **b** see
**c** put **d** cut
**4 a** so **b** so much
**c** such **d** such a

## ZADANIE 4

MANAGING PERSONAL FINANCES

I've always been terrible at saving money. Mainly because I tend [1]_____ more than I earn. [2]_____ my latest project brought me quite a handsome amount of money, I still can't afford a holiday. When I realised I was going to spend the summer months at home, I decided to do something about it.

I started by reading some blogs telling people how to manage their finances. Most of the tips sound reasonable and I've put them into practice. Now, when I get paid at the end of the month, I always pay rent and put some money aside for a [3]_____ day. I also try to spend less. Last week I went to the shopping centre and found a fabulous dress. The price on the [4]_____ was £29.99, but it turned out it really was … £49.99. So, in the end, I didn't buy it. I was so proud of myself!

**1 a** spend **b** spending
**c** to spend **d** to spending
**2 a** Despite **b** Even though
**c** However **d** Yet
**3 a** poor **b** rainy
**c** hairy **d** limited
**4 a** bid **b** fabric
**c** label **d** bracelet


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Resource 58 Multiple choice cloze (texts)

**Focus Review 1, 4, 5 and 6, Use of English**

**W zadaniach 1–4, przeczytaj teksty. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczne i gramatycznie poprawne teksty. Zakreśl literę a, b, c lub d.**

## ZADANIE 1

### A GRAPHIC DESIGNER

When I was at university, I [1]_____ an apprenticeship with a well-known gossip magazine. There weren't many employment possibilities for young graphic designers when I got my degree, so I was delighted [2]_____ a permanent position with the same publisher. At first, I worked on a new magazine for teenagers. We had to work very hard to meet the deadlines, but it was well worth it. The sales of the magazine [3]_____ by almost 300% over two years.

Last year, I decided to become a freelancer and I've set up my own design company. I enjoy working for myself, but there's just one thing. There is too much paperwork! It's the end of the month and I still haven't got [4]_____ to filling in my tax form. I'd better do it today or I'll be in trouble!

**1 a** made **b** passed
**c** did **d** entered
**2 a** to offer **b** to be offered
**c** to be offering **d** to have offered
**3 a** rose **b** raised
**c** arose **d** comprised
**4 a** through **b** round
**c** over **d** on

## ZADANIE 2

### MY GRANDPA

If I have a baby son, I'll name him [1]_____ my grandpa Tom, who's always been my role model. Tom was a doctor and I remember him wearing a white coat and carrying a large bag. He [2]_____ long hours in his study, reading medical journals. He believed that all doctors and nurses had to constantly deepen their knowledge to [3]_____ up with medical advances, and he practised what he preached. When he was in the study, we weren't allowed to disturb him. 'If anyone calls, can you [4]_____ the phone and take a message?' he often asked my granny. 'I'll call them back as soon as I've finished reading these articles,' he added.

**1 a** as **b** or
**c** after **d** with
**2 a** had spent **b** would spend
**c** used to spending **d** was always spending
**3 a** make **b** live
**c** keep **d** put
**4 a** answer **b** reply
**c** collect **d** respond

## ZADANIE 3

### ACCIDENTS HAPPEN

Tony Vega, the theatre director known for the well-known play 'Life Begins When You [1]_____ Forty', had a car accident on Monday afternoon. According to the police, he was driving his five-year-old car along Canal Street when he saw a family of ducks crossing the road. He braked hard [2]_____ to avoid hitting the birds. Unfortunately, he lost control of the vehicle and crashed into a traffic sign.

When the police arrived, he explained that he was in a hurry to get to the theatre, as he was going to [3]_____ the closing scene with the actors. He complained that they were still making lots of mistakes.

Mr Vega wasn't badly hurt, but he was taken to hospital, where doctors ran a few basic tests. After a few hours, he was [4]_____ that everything was normal and he was released.

**1 a** Make **b** Pass
**c** Turn **d** Have
**2 a** in case **b** unless
**c** even if **d** in order
**3 a** thrive **b** measure
**c** insure **d** rehearse
**4 a** assured **b** urged
**c** reminded **d** warned

## ZADANIE 4

### SURVIVING ON EARTH

Frankly, I don't have a [1]_____ opinion about genetically modified (GM) food. There's been a lot of controversy about it and, if I understand it correctly, [2]_____ is said to be dangerous. On the other hand, there is no conclusive evidence to prove it.

Most experts now agree that climate change is [3]_____ and probably almost impossible to stop. We might simply need GM food to survive in the near future. We should also do something about water consumption. If we don't stop wasting it, people in many parts of the globe [4]_____ without drinking water.

**1 a** strong **b** serious
**c** heavy **d** popular
**2 a** they **b** there
**c** it **d** what
**3 a** uncertain **b** unconditional
**c** unwilling **d** undeniable
**4 a** could be left **b** may have left
**c** could leave **d** might have been left


© Pearson Central Europe, 2020

# Resource 59 Open cloze

## Focus Review 3, Use of English

**W zadaniach 1–4, przeczytaj teksty. Uzupełnij każdą lukę jednym wyrazem, tak aby otrzymać logiczny i poprawny gramatycznie tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

### ZADANIE 1

**HITTING THE JACKPOT**

A couple of years ago a dear friend of [1]_____ won the lottery. As it happened, we had bought our lottery tickets together but I wasn't as lucky as Kate. As soon as I found out that she had hit the jackpot, I rang Kate to congratulate her [2]_____ winning quite a large amount of money.

At first, she didn't want anybody to know about it and she insisted on me accompanying her to pick up the cheque. When we arrived, there were loads of reporters and she agreed to [3]_____ her photo taken, which later appeared in all the tabloids. Since then, she has received hundreds of begging letters which really get her down. Her life is a bit easier now but I know she still [4]_____ she had kept her privacy.

### ZADANIE 2

**A PERFECT CAMPSITE**

I can't imagine a summer holiday without spending at least a couple of weeks camping in North Wales. Every single year I look [1]_____ to escaping problems at work and other everyday preoccupations.

I always stay on a small campsite [2]_____ is run by a family of farmers. The charm of this place is not that it provides all kinds of tourist attractions. It doesn't. On the contrary, the local way of life is authentically simple and relaxing. As soon as you arrive, you feel as [3]_____ you're far away from the madding crowd and you know you would like to stay there forever.

The campsite is set in a beautiful rural setting. It has its [4]_____ fishing lake and easy access to the woods. The owners are extremely friendly and they always give newcomers a very warm welcome.

### ZADANIE 3

**KARAOKE**

For people [1]_____ me, who definitely can't sing but really love trying, there is one answer – karaoke. This form of entertainment originated in Japan, where people generally enjoy picking [2]_____ a microphone and singing after work or at parties. However, in recent years, it has gained in popularity around the world.

So, why did karaoke become so popular in the first place? Because it gives people [3]_____ unique chance to sing well-known songs without the lead vocal, but with the lyrics displayed on a screen. The changing colours indicate which words you should be singing at any particular time.

Whenever I am invited to a party, I always ask the host [4]_____ they're planning entertainment known as a 'karaoke session'. Whenever the answer is 'yes', I make sure to be there. I know I can't sing, but I can't resist the temptation to do it!

### ZADANIE 4

**HOW FAR CAN YOU THROW YOUR MOBILE?**

If you have ever felt a desire to dispose of your mobile phone, you should try it [1]_____ the Mobile Phone Throwing World Championships, held annually in Finland. You can present yourself individually or try your luck with two other people.

Depending on the category you're in, there are different rules and you are judged [2]_____ on distance or general performance. One of the most important things to remember is that you must [3]_____ step over the throwing area and the phone must land within the throwing area. Otherwise, the jury may disqualify the throw or the contestant.

The competition is described as a modern Finnish sport [4]_____ philosophy, according to the organisers, is spiritual freedom from being available all the time. I guess that with our constant need to use a mobile phone, it's a good idea to 'throw it away' from time to time.


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Resource 60 Open cloze

## Focus Review 3, Use of English

**W zadaniach 1–4 przeczytaj teksty. Uzupełnij każdą lukę jednym wyrazem, tak aby otrzymać logiczny i poprawny gramatycznie tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

### ZADANIE 1

**SCIENCE MUSEUM**

I've always been [1]_____ science, especially space exploration. So when I heard that a new science museum had been opened by a group of astronauts, I didn't hesitate and I visited its webpage to check what kind of exhibitions had been put together. Their description sounded [2]_____ fantastic that I booked a ticket straightaway to make sure I would not spend any precious time queuing at the ticket office.

Having got to the museum, I rushed to the department of space exploration. To my mind, it was the best place to be and I could finally experience what the job of a real astronaut is [3]_____. Then, in the section about the Earth, I saw a film about Iceland and I even watched an indoor geyser erupt.

I [4]_____ no doubt that such exhibitions make people realise how powerful our planet is and in effect it helps them respect our globe. I'm sure I'll be back there soon.

### ZADANIE 2

**CANINE INTELLIGENCE**

Research on canine intelligence has proved that dogs are brighter than was previously thought. Not [1]_____ are they brilliant at reading human expressions and body language, but also at interpreting them. Apparently, they are much better at it even than chimpanzees, which are [2]_____ closest relatives. In fact, some dogs are able to understand up to 250 words, signs or signals.

Scientists believe that [3]_____ was taming and domesticating dogs that have helped these special abilities to evolve. For example, it has been proved that dogs can be trained to perform complex tasks. Tests have shown that they can also count up to five. The most intelligent breeds [4]_____ said to be Border Collies and retrievers, whereas hounds and terriers – the least. They just bark at everything.

### ZADANIE 3

**IDENTITY THEFT**

If somebody asked you to name the most valuable treasure you possess, [1]_____ would you say it was? Most would probably mention some personal belongings, but it's our personal information which should be most treasured and, therefore, securely protected.

The problem of identity theft is not a completely new phenomenon but [2]_____ now it hasn't been widely discussed or even fully explained. Indeed, people have pretended to be other people throughout the centuries but now it is possible to collect our data in a much [3]_____ efficient way. One reason why criminals can get hold of our personal information is the fact that people tend to be quite careless about their personal data. Some throw out bank statements and official letters with their normal rubbish. To make [4]_____ worse, some use websites which are not protected properly or share information about themselves online.

### ZADANIE 4

**A CLOSE CALL**

The night before the worst day of my life [1]_____ had been terrible wind and heavy rain so I knew we would be busy removing debris and fallen branches or need to pump the water out of people's basements. [2]_____ I didn't expect though was that it would be me who would have to be rescued on that shift.

Early in the morning, my team was called to check a building that seemed to have moved because of the rain. The building looked quite safe from the outside and we went inside to [3]_____ a better look. And then the building started collapsing around me. I remember falling and when I woke up I realised that I was trapped. Waiting for help seemed an eternity, but when I heard familiar voices and saw dim lights, my face lit up with happiness [4]_____ my body was aching all over.


© Pearson Central Europe, 2020

# Resource 61 Word building

## Focus Review 8, Use of English

W zadaniach 1–8, przeczytaj zdania. Uzupełnij każdą lukę jednym wyrazem, przekształcając podany wyraz, tak aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

### ZADANIE 1

1 After the power cut, we couldn't get our TV set to work, so we called an _____ to see what had happened. ELECTRIC

2 The more I learn about nature, the more _____ I find it. MIRACLE

3 It's better to ask for assistance if you don't know how to _____ the system because it's not a matter of pressing the 'on' button. ACTIVE

4 Don't you think that leaving young children in a car on a hot day is rather _____ and that such parents should be somehow punished? RESPONSIBLE

### ZADANIE 2

1 We were overwhelmed by my parents' _____ when they lent us a substantial amount of money to buy a flat. GENEROUS

2 Don't you agree that entering a war zone was a _____ decision? We could have died. RISK

3 It's a real skill to _____ a dress or a skirt and to do it well. Making it shorter is much easier. LONG

4 It's _____ to drive and text at the same time because it poses a serious threat to other road users. LEGAL

### ZADANIE 3

1 I am afraid we can't proceed with your order without the _____ of the manager, who is currently on holiday. APPROVE

2 Many animals tend to be _____ early in the morning or late in the evening because they hide or sleep during the heat of the day. ACT

3 If they had taken the trouble to _____ things between them, they might still be together. CLEAR

4 We were looking forward to reading her _____ but unfortunately she died just before finishing it off. BIOGRAPHY

### ZADANIE 4

1 Martin Luther King is known to have stood up against segregation and _____ in the USA. RACE

2 It was only thanks to Holly's _____ negotiations that we paid so little for that Persian carpet. SKILL

3 We rushed to get home before the storm which we could see coming – the sky began to _____ and we could hear some thunder in the distance. DARK

4 Lucy looked at Michael in total _____ when he admitted he had no intentions of marrying her. BELIEVE

### ZADANIE 5

1 It is obvious that the local council and the citizens have to work in _____ if they want to improve life in their area. PARTNER

2 I thought I could get a lot of money for the painting but it turned out to be completely _____. WORTH

3 I don't think she liked my suggestion to _____ the plot of her latest crime story. Well, she shouldn't have asked for my opinion if she can't take criticism. SIMPLE

4 The major problem with inexperienced workers is their _____ to fully understand the strict safety procedures we have in our factory. ABLE

### ZADANIE 6

1 In the past our local factories used to have hundreds of full-time _____. Now most of them can't find any job. EMPLOY

2 There is nothing more _____, from my point of view, than finding a spider in the bathroom. TERROR

3 Having been stranded on a desert island for six days without food or much water, we breathed a sigh of _____ when we saw a rescue ship approaching us. RELIEVE

4 There must have been some _____ at the meeting because Claire left it very abruptly without even saying goodbye. UNDERSTAND

### ZADANIE 7

1 How come the world's leading _____ weren't able to predict such a serious financial crisis? Didn't they spend months discussing it? ECONOMY

2 It's common for most twins to be virtually _____ as they feel a strong bond with each other. SEPARATE

3 After that terrible car crash the whole town _____ with the families who lost their children. SYMPATHY

4 Taking early _____ may save you from becoming unemployed if the company you work for is likely to go bust. RETIRE

### ZADANIE 8

1 The man who rescued a woman from drowning was awarded a medal for _____ by the mayor. BRAVE

2 There are a few _____ rules at a youth hostel like respecting other people's privacy. WRITE

3 With easy access to all my contacts stored in my mobile phone, I don't ever try to _____ phone numbers. MEMORY

4 The number of programmes in which _____ can vote for the best performer has grown substantially. VIEW


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Resource 62 Cloze

## Focus Review 2 and 7, Use of English

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

### ZADANIE 1

( bad broad do die dream make )

FAMILY HISTORY

Tracing your ancestors can be a very interesting hobby. But if you don't go about it in a methodical way, it can also become a very frustrating one because people get events mixed up or lose important documents. To begin with, write down all the names, dates of births and [1]_____ of all the family members you or your relatives can remember. After you have collected all the data, it might be worth [2]_____ inquiries in the parishes where your ancestors lived. The documents kept there might give you a [3]_____ picture of your family. And you may find something surprising. When I began exploring my family's past, I found out that one of my relatives was a notorious pirate. I still remember feeling as if I [4]_____ when I read about it because, as far as I knew, everybody in my family had worked in the police forces or in court for generations. Obviously, not everybody!

### ZADANIE 2

( do have like take taste weak )

NATIONAL VEGETARIAN WEEK

When I was challenged by my friend to become a vegetarian during National Vegetarian Week, I [1]_____ aback by the fact that such an event existed at all, as I had never heard about it before. At first, I thought that my friend had made a mistake because I was a devout meat eater, who wasn't used [2]_____ much else on a plate apart from pork or beef. In fact, I couldn't imagine life without a daily portion of meat. I was also afraid that I would be eating [3]_____ veggies all the time. When the time came, I received tempting daily recipes and some tips on how to get the most from a brilliant meat-free lifestyle. My diet included a wide variety of fruit, vegetables, nuts, seeds and whole grain and dairy products quite [4]_____ what I had been used to before. It was a great experience and now I'm enjoying fruit and vegetables more.

### ZADANIE 3

( advice arise common right spend view )

HAGGLING

Markets [1]_____ in ancient times wherever people needed to sell the goods they produced. For many centuries the main way of trading was by barter, which meant exchanging goods. Nowadays such practices are rather [2]_____ since people prefer to pay for their purchases with money.

In many corners of the world people are still expected to haggle before completing a purchase. The customer and the seller will agree on a price, but only after what can often be a heated debate. I can remember [3]_____ a whole day negotiating the price for a single carpet in Istanbul, but it was worth it: the original price had been over £600, and I got it for a mere £200!

Obviously, you should be aware that market traditions vary in different countries, and in some places haggling is an important part of the process of buying an item, while in others it would be [4]_____ not to even attempt it.

### ZADANIE 4

( creative encourage let present see view )

PERFORMING NOW AND THEN

As a child I remember [1]_____ to try out my performing skills, first for the benefit of my parents and grandparents, later for a larger audience. When I got to Year 5 or 6 of primary school, we were taken to see different forms of entertainment such as theatre, opera, ballet and even circus. We looked forward to these outings with great excitement. [2]_____ the performances, we would discuss what we liked and disliked about them for hours on end. Those kinds of activities helped us develop our imagination and [3]_____, which then allowed some to become actors or performers.

But nowadays we live in the age of television and computers – they produce an endless stream of entertainment which is always available. The ever-present TV set or computer also mean that [4]_____ rarely see artists performing live, so the pleasure of witnessing something very special is gone.


© Pearson Central Europe, 2020

# Resource 63 Cloze

## Focus Review 2 and 7, Use of English

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

### ZADANIE 1

( able apply credible require see wide )

THE BOSTON MARATHON

Running is a popular activity and hundreds of new enthusiasts can [1]_____ jogging along the streets of towns all over the world every day. More and more people of different shapes, sizes and [2]_____ are also taking to running marathons. As a result, each year the number of runners completing the challenge of running the full 42 km of the course is growing.

The Boston Marathon is the oldest and most prestigious race in the United States, so even for veteran runners, the run is a lifelong goal. Those [3]_____ to take part in it must qualify with a time based on their age and gender in another marathon run in the previous 18 months. After the 2013 bombing of the Boston Marathon, in which 264 people were injured and some killed, all the next runs will probably be [4]_____ meaningful and emotional ones for both runners and spectators.

### ZADANIE 2

( accurate do make modify paint represent )

THE LONDON UNDERGROUND MAP

The London Underground map is a real icon of the city. The layout of the map is very original because it provides a clear [1]_____ of a very complex network. The man behind the design was Henry Beck, an employee of the London Underground Drawing Office, who first came up with his design for the map in 1931 and whose original scheme [2]_____ several times so far to incorporate changes to the network.

Up until 1931, the underground map for London had been rather messy and confusing. And although it was praised for its geographic [3]_____, it was not easy to understand. The new map was an enormous success with the public when it [4]_____ its first appearance on the underground platforms in 1933. The map may not seem very simple and easy to understand straight away, but once you've got to grips with it, you will see that it's incredibly handy.

### ZADANIE 3

( accuse be come except take think )

DREAMS

Dreams seem [1]_____ a source of fascination and inspiration for people for thousands of years. However, as their appearance is quite mysterious, many often ask themselves what a dream is or why we dream at all. Recently a team of scientists studying the subject [2]_____ up with some interesting conclusions. For a start, although most people can't remember their dreams, everybody without [3]_____ dreams. The scientists also claim that dreams can have a practical value in reprocessing the events of the previous day, as they often include a series of images, [4]_____ and emotions which have been experienced during that day. However, some dreams are rather vague and it is hard to make sense of them. So it's a good idea to keep a pen and paper by your bed so that you can write them down when they occur.

### ZADANIE 4

( agree end keep own permit take )

CHRISTIAN THE LION

In the summer of 1969 two young Australians, John Rendall and Anthony 'Ace' Bourke, bought a lion cub from the Harrods department store in London. They called him Christian. In those days buying large wild animals from a shop or [1]_____ wild pets for walks wasn't regarded as an extravagance. They kept him in a flat in London, then in a house in the countryside, until they asked the Kenyan authorities for [2]_____ to take it to Kenya. After several months of bureaucratic battle and having persuaded George Adamson, an expert on lions, to try to introduce Christian into the wild, they flew the cub to his new home in Africa. If it hadn't been for their persistence, Christian [3]_____ up in a zoo or a circus living a very miserable life. In 2008 a young American student rediscovered the footage of the 1971 reunion between Christian and his former [4]_____. The clip instantly became an Internet hit and it's been viewed over 10 million times.


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Resource 64 Sentence transformation

## Focus Review 1 and 4, Use of English

W zadaniach 1–4, przeczytaj zdania. Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyraz już podany.

### ZADANIE 1

1 Our parents always took us for a walk along the pier during our summer holidays. WOULD
Our parents _____ for a walk along the pier during our summer holidays.

2 The police say that the robbers probably stole the painting by mistake as they thought it was very valuable. MAY
According to the police, the painting _____ mistake, in the belief that it was very valuable.

3 As you get older, your eyesight deteriorates. WORSE
The _____ your eyesight becomes.

4 Mary, can you come and smell these prawns? I don't think they're edible any more. GONE
Mary, can you come and smell these prawns? I think _____.

### ZADANIE 2

1 You'd better ask your lawyer to prepare the contract for you. HAVE
I think you should _____ the contract for you.

2 Graham failed because he didn't study long enough. PASSED
Graham _____ he had studied more.

3 My friend wrote this song. It's so moving that it always makes me cry. AUTHOR
The song, _____, is so moving that it always makes me cry.

4 David and Betty had the same interests and hobbies so it was natural that they became good friends immediately. HIT
David and Betty had the same interests and hobbies so it was natural that they _____ immediately.

### ZADANIE 3

1 'I didn't take your laptop', he said to me. DENIED
He _____.

2 We had no idea it was a fancy-dress party, so we wore our regular clothes. LITTLE
_____ it was a fancy-dress party, so we wore our regular clothes.

3 All the other designs he's produced were far more complex than this one. THE
This design _____ of all of those he's ever produced.

4 As we were driving in thick fog, it was impossible to see exactly where we were. MAKE
As we were driving in thick fog, we were _____ exactly where we were.

### ZADANIE 4

1 You should have made sure Chris fitted locks on all the doors before he left. GOT
You should _____ locks on all the doors before he left.

2 Andy won't help us anyway so why should I talk to him about our problem? USE
_____ to Andy about our problem. He won't help us anyway.

3 We needed to leave early because we didn't want to miss the beginning of the performance. AS
We left early _____ the beginning of the performance.

4 Unfortunately, they had to cancel the match because it was raining. OFF
Unfortunately, the match had to _____ the rain.


© Pearson Central Europe, 2020

# Resource 65 Sentence transformation

## Focus Review 1 and 4, Use of English

W zadaniach 1–4, przeczytaj zdania. Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyraz już podany.

### ZADANIE 1

1 It was my first visit to the USA and I know I'll be going there again soon. TIME
It was the first _____ to the USA and I know I'll be going there again soon.

2 It's possible that Mark won't get to the hotel in time for lunch, so he should take a snack with him. CASE
Mark should take a snack with him just _____ to the hotel in time for lunch.

3 The weather was terrible, but they went skydiving. SPITE
They _____ the terrible weather.

4 I couldn't wait to see my best friend after his long sailing expedition. LOOKING
I _____ my best friend after his long sailing expedition.

### ZADANIE 2

1 I shouldn't have given up parachuting when I was in my thirties. WISH
I _____ up parachuting when I was in my thirties.

2 I don't think we should ask Angie to run the charity auction – she will only make a mess of it. POINT
There _____ Angie to run the charity auction – she will only make a mess of it.

3 It's really important that you speak to the principal immediately. WHAT
_____ speak to the principal immediately.

4 I'm afraid the old tree may collapse so I think we should ask somebody to remove it soon. CUT
I'm afraid the old tree may collapse so I think it _____ soon.

### ZADANIE 3

1 My stepbrother has a very irritating habit of playing loud music in the evening. ALWAYS
My brother _____ in the evening.

2 Please, don't ask me any questions about my inheritance. RATHER
I _____ me any questions about my inheritance.

3 My head feels like it's made of lead. THOUGH
My head _____ made of lead.

4 If you don't know how to sort things out on the computer, you can always ask Tom for help. TURN
If you don't know how to sort things out on the computer, you _____ for help.

### ZADANIE 4

1 I'm not sure if I unplugged the iron. REMEMBER
I _____.

2 Leaving the company was a terrible mistake of mine. I regret it every day. ONLY
_____ the company. It was a terrible mistake.

3 There isn't a single person among the delegates who wants to stay in that hotel overlooking the dump. NONE
_____ stay in that hotel overlooking the dump.

4 Once the decorating is finished, you'll be very welcome to stay with us any time you want or need. PUT
Once the decorating is finished, we'll be happy to _____ any time you want or need.


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Resource 66 Translation

## Focus Review 2, 5 and 8, Use of English

W zadaniach 1–4, przeczytaj zdania. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie sześć wyrazów.

### ZADANIE 1

1 He surely didn't spend the night at home because (*widziano go, jak wsiadał*) _____ the train in the evening.

2 My daughter is excellent at keeping her room tidy, (*podczas gdy pokój moich synów*) _____ is always in a terrible mess.

3 I have no idea (*o czym mówisz*) _____. You lost me a long time ago!

4 I (*wolałabym mieć*) _____ English classes with a native speaker when I started learning it years ago.

### ZADANIE 2

1 You (*powinieneś coś zjeść*) _____ before we left. I'm sure you'll be hungry very soon.

2 We were unbelievably exhausted. (*To, czego my wszyscy potrzebowaliśmy*) _____ was a long holiday.

3 I suppose we'll have an early night (*tak abyśmy nie byli*) _____ too tired tomorrow.

4 I know he owns a Ferrari but he (*wygląda jakby był*) _____ as poor as a church mouse.

### ZADANIE 3

1 (*Nie pozwolono im*) _____ plant as many trees as they wanted.

2 (*Pomimo choroby*) _____, Kate had to stay at work longer that night.

3 Just ring this number – (*nie będzie żadnych*) _____ trouble getting somebody to fix the dishwasher.

4 Mark (*przyznał się, że włamał się*) _____ his neighbours' house while they were away.

### ZADANIE 4

1 They (*oczekuje się od nich, że będą pracowali*) _____ at least ten hours a day now.

2 We were asked to stay (*w domu rodziców mojego męża*) _____ while they were away.

3 (*Prezydent ma przyjechać*) _____ here next week to start the campaign for his second term in office.

4 I promise to book a holiday (*z chwilą gdy dostanę*) _____ my salary.


© Pearson Central Europe, 2020

# Resource 67 Translation

## Focus Review 2, 5 and 8, Use of English

**W zadaniach 1–4 przeczytaj zdania. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie sześć wyrazów.**

### ZADANIE 1

1 It (*sądzi się, że Maria ukradła*) _____ the files to prove the company's contacts with the Mafia.

2 (*Bez względu na to, co*) _____ George does to comfort his mother, she can't get over the loss of her husband.

3 You (*musisz przestać pracować do późna*) _____ every night. It doesn't help your family life.

4 You gave me (*tyle rad*) _____ that I'll have to rethink my decision.

### ZADANIE 2

1 I'll meet up with you this afternoon unless I (*każą mi zostać*) _____ after school.

2 Do you realise that (*było niemiłym z twojej strony*) _____ not to help this elderly lady cross the road?

3 Can you tell me how (*znalazłaś takie dobre zakwaterowanie*) _____? The hotel is definitely inexpensive but still great.

4 If my parents hadn't helped me buy the flat, I (*nadal bym mieszkał*) _____ with them now.

### ZADANIE 3

1 I am unlikely to go to the USA again, but I (*nigdy nie zapomnę*) _____ the feeling of excitement at seeing the Statue of Liberty.

2 This is the family (*której dom kupiliśmy*) _____ a year ago.

3 It would have been a great pleasure to play against them (*nawet jeśli nie wygralibyśmy*) _____ that match.

4 Call me as (*jak tylko meble będą*) _____ at home, please.

### ZADANIE 4

1 My students (*nie mają nic przeciwko zdawaniu*) _____ five mock exams before the finals.

2 I'd like to know (*jak wygląda życie tutaj*) _____.

3 The film producer is believed (*że nie zapłacił*) _____ the actors as much as he agreed to in the contract.

4 When I study a lot, I have a feeling that (*im więcej się uczę, tym mniej*) _____ I know.


© Pearson Central Europe, 2020

PHOTOCOPIABLE

# Resource 68 Sentence formation

## Focus Review 3, 6 and 7, Use of English

**W zadaniach 1–4, przeczytaj zdania. Uzupełnij zdania, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. 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 sześć wyrazów, wliczając w to wyrazy już podane.**

### ZADANIE 1

1 The manager (*ought / not / criticise*) _____ Lesley in front of the others. But he rarely behaves appropriately.

2 Weren't you aware that taking (*job / mean / move*) _____ the States?

3 The streets look really dirty. I wish (*people / not / throw / litter*) _____ wherever they feel like it.

4 I (*not / walk*) _____ that pavement if I were you – some paving slabs are missing and it becomes a dirt track in 200 metres.

### ZADANIE 2

1 However easy it may seem, you (*better / not / attempt*) _____ go diving on your own.

2 Christie (*not / mind / ask*) _____ to do some extra work at weekends. She rarely goes away.

3 I would rather (*you / not / disappear*) _____ saying goodbye last night. It upset me very much.

4 Do you think (*he / let / I / take*) _____ a day off tomorrow?

### ZADANIE 3

1 There was no swimming pool at my old school, so we (*not / use / do*) _____ any water sports. But we played tennis instead.

2 He won't talk to Jennifer (*unless / she / apologise*) _____ her behaviour first.

3 I wish (*we / not / sit*) _____ right here now.

4 The flight was delayed by some technical problems, (*mean / we / have*) _____ a three-hour wait. And because of that, we missed the last coach home from the airport.

### ZADANIE 4

1 When exactly (*be / news / broadcast*) _____? And could you tell us where you were at the time?

2 Last week Sarah (*advise / I / not / pay*) _____ too much attention to James's remarks.

3 Their rabbit was so aggressive that (*it / have / lock*) _____ in its cage.

4 I guess it's about time I did a driving course – (*not / know / drive*) _____ limits the job offers.


© Pearson Central Europe, 2020

# Resource 69 Sentence formation

## Focus Review 3, 6 and 7, Use of English

W zadaniach 1–4, przeczytaj zdania. Uzupełnij zdania, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logicznej gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

### ZADANIE 1

1 The building collapsed while (*personnel / be / evacuate*) _____.

2 My grandma always (*insist / I / sample*) _____ at least one piece of each of the cakes she makes for me at Christmas.

3 (*be / I / fault*) _____ the car broke down halfway through the journey home?

4 On our way out we (*hear / Claudia / practise*) _____ for her music competition. It was a real pleasure because of her fantastic voice.

### ZADANIE 2

1 The police (*believe / follow*) _____ the suspects at this very moment.

2 You must not hesitate to contact us (*you / require / further*) _____ information about the vacancy.

3 During my last dental appointment I (*forbid / eat*) _____ sweets because of the possibility of decay.

4 Tom wondered (*he / replace*) _____ his old computer or not.

### ZADANIE 3

1 Would you believe that in a few minutes' time (*we / be*) _____ this coach for twenty-four hours?

2 George's parents abandoned him when he was tiny so (*nothing / know*) _____ his past.

3 Jeremy's parents (*want / he / study*) _____ medicine rather than philosophy but he wasn't keen on that at all.

4 The supervisor complained to (*I / Jenny / always / fail*) _____ to meet deadlines.

### ZADANIE 4

1 We'd describe our friend Philip as a bit self-centered and bossy because he (*love / listen*) _____ and he rarely takes 'no' for an answer.

2 If Lesley had had time, she (*buy / son*) _____ a gift. Instead, she just gave him cash to choose something himself.

3 Was it while you (*boiler / install*) _____ that you discovered a problem with the pipes?

4 There are only four houses in my street, (*all / build*) _____ in the 1960s.


© Pearson Central Europe, 2020

PHOTOCOPIABLE