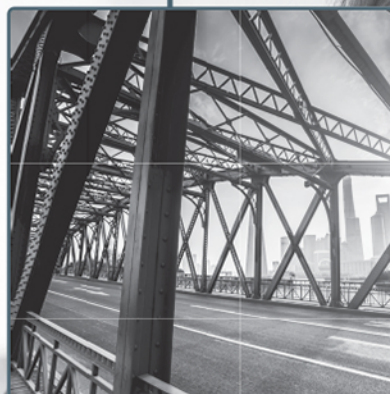
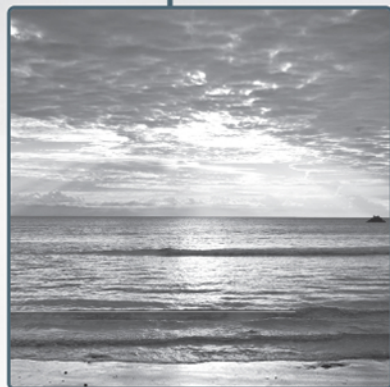


Karolina Kotorowicz-Jasińska Joanna Sobierska

B2

Password Reset



Kod aktywacyjny do Workbook Online i Student's Resource Centre

1. Wejdź na stronę:
www.macmillaneducationeverywhere.com
2. Kliknij **Register** i postępuj zgodnie z instrukcjami na ekranie, aby aktywować kod i założyć konto.
3. Do logowania używaj nazwy użytkownika (**Username**) oraz hasła (**Password**) podanych podczas rejestracji.
4. Jeśli masz już konto na tej stronie, po zalogowaniu kliknij **Activate a code** i wpisz podany kod.

Szczegółowy przewodnik dostępny jest na stronie:
www.macmillan.pl/dzial-pomocy



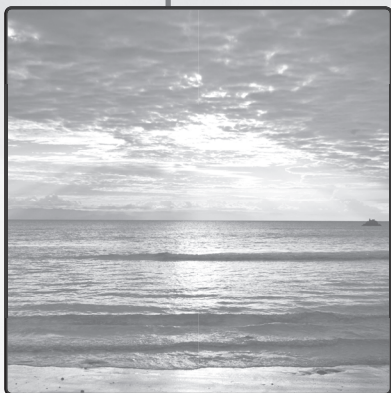
Dostęp jest ważny przez 24 miesiące
od dnia aktywacji.

Wszystkie zgłoszenia problemów technicznych
prosimy kierować na adres: [**helpdesk@macmillan.pl**](mailto:helpdesk@macmillan.pl)

Karolina Kotorowicz-Jasińska Joanna Sobierska

B2

Password Reset



	VOCABULARY	LISTENING AND VOCABULARY	GRAMMAR
1 Fact and fiction	p4 TV shows	p5 listening for gist and detail Dobieranie vocabulary: the news; adjectives and prepositions	pp6-8 present tenses; past tenses, <i>used to</i>
2 Friends and foes	p14 friends and family; phrasal verbs	p15 listening for gist and detail Wybór wielokrotny, Pytania otwarte vocabulary: ending relationships	pp16-18 determiners: <i>all, every, most, some, any, no, none, etc.</i> ; future continuous and future perfect; future tenses
3 Work and learn	p24 job mobility; employability; job market; career; word formation	p25 listening for gist, intention and detail Uzupełnianie luk vocabulary: leadership	pp26-28 defining relative clauses; non-defining relative clauses
4 Healthy mind, healthy body	p34 addictions; eating disorders; health care system	p35 listening for detail Uzupełnianie luk vocabulary: first aid; physical and mental state	pp36-38 reported speech; reporting verbs
5 Rules and regulations	p44 politics and state system; public offices	p45 listening for gist, context and detail Dobieranie, Uzupełnianie zdań vocabulary: breaking the rules; verbs with prepositions	pp46-48 comparatives and superlatives; question tags; indirect questions
6 Environmentally friendly?	p54 threats to the environment	p55 listening for gist and detail; indirect information; drawing conclusions Wybór wielokrotny vocabulary: protecting the environment; prepositional phrases	pp56-58 third conditional; conditional sentences revision; mixed conditional sentences
7 Good food guide	p64 describing food	p65 listening for detail Uzupełnianie luk vocabulary: restaurants and cooking; food insecurity	pp66-68 quantifiers and other determiners; expressing necessity and ability (past, present, future)
8 How things work	p74 giving instructions; phrasal verbs	p75 listening for gist and detail Uzupełnianie zdań vocabulary: the future of technology	pp76-78 passives review; impersonal constructions with passive voice

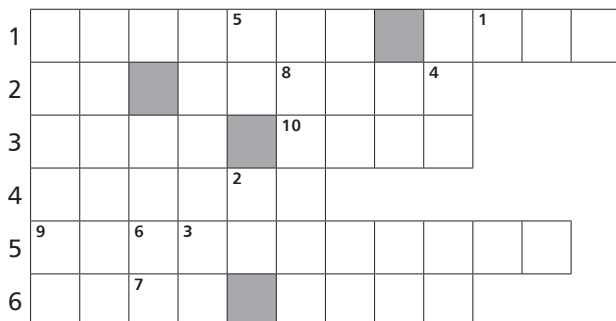
READING AND VOCABULARY	SPEAKING / WRITING		ENGLISH IN USE	MATURA PRATICE
pp9–10 reading for coherence and cohesion Dobieranie zdań do luk w tekście vocabulary: artists and their work	p11 a stimulus-based discussion: talking about advantages and disadvantages Rozmowa na podstawie materiału stymulującego	a blog entry Wpis na blogu	p12 Tłumaczenie fragmentów zdań, Dobieranie, Transformacje zdań, Uzupełnianie luk	p13 Rozumienie tekstu pisanego Wybór wielokrotny; Rozumienie ze słuchu Dobieranie; Mówienie Rozmowa na podstawie ilustracji
pp19–20 reading for gist, cohesion and coherence; order of information Dobieranie nagłówków do części tekstu, Pytania otwarte vocabulary: relationships and dating	p21 negotiating; apologising; asking for permission Wybór wielokrotny; Rozmowa z odgrywaniem roli	an opinion essay Rozprawka wyrażająca opinię	p22 Uzupełnianie luk sterowanych, Tłumaczenie fragmentów zdań, Transformacje zdań	p23 Rozumienie tekstu pisanego Uzupełnianie zdań; Znajomość środków językowych Uzupełnianie minidialogów, Tłumaczenie dialogów; Mówienie Rozmowa na podstawie materiału stymulującego
pp29–30 reading for gist and detail; distinguishing fact and opinion; drawing conclusions Wybór wielokrotny vocabulary: temporary jobs; personal data	p31 describing a picture; jobs; adjectives Rozmowa na podstawie ilustracji	a covering letter List motywacyjny	p32 Uzupełnianie luk sterowanych, Uzupełnianie zdań, Tłumaczenie zdań	p33 Mówienie Rozmowa z odgrywaniem roli; Rozumienie ze słuchu Uzupełnianie zdań; Wypowiedź pisemna Rozprawka wyrażająca opinię
pp39–40 reading for gist, intention and detail Uzupełnianie zdań vocabulary: emotional and mental well-being	p41 a stimulus-based discussion; expressing and justifying an opinion Rozmowa na podstawie materiału stymulującego	a letter of enquiry List z zapytaniem	p42 Uzupełnianie luk, Uzupełnianie zdań, Uzupełnianie luk otwartych	p43 Znajomość środków językowych Tłumaczenie fragmentów zdań, Tłumaczenie zdań; Mówienie Rozmowa na podstawie ilustracji; Wypowiedź pisemna List motywacyjny
pp49–50 reading for intention and detail; distinguishing fact and opinion Wybór wielokrotny vocabulary: international conflicts	p51 paraphrasing unknown words; speculating about the picture Rozmowa na podstawie ilustracji	a forum entry Wpis na forum	p52 Transformacje fragmentów zdań, Słownotwórstwo, Uzupełnianie luk, Uzupełnianie minidialogów	p53 Znajomość środków językowych Uzupełnianie luk sterowanych, Uzupełnianie luk otwartych; Mówienie Rozmowa z odgrywaniem roli; Wypowiedź pisemna Artykuł
pp59–60 reading and detail Uzupełnianie luk vocabulary: endangered species	p61 hypothesising; questioning other people's point of view Rozmowa z odgrywaniem roli	a letter to the editor List do redakcji	p62 Transformacje fragmentów zdań, Uzupełnianie luk otwartych, Układanie fragmentów zdań	p63 Rozumienie ze słuchu Uzupełnianie luk; Mówienie Rozmowa na podstawie materiału stymulującego; Wypowiedź pisemna Rozprawka za i przeciw
pp69–70 reading for gist for detail Uzupełnianie luk vocabulary: food waste	p71 organising a speech Rozmowa na podstawie materiału stymulującego	a for and against essay Rozprawka za i przeciw	p72 Transformacje zdań, Tłumaczenie fragmentów zdań, Układanie fragmentów zdań, Uzupełnianie luk otwartych	p73 Rozumienie tekstu pisanego Uzupełnianie luk; Mówienie Rozmowa na podstawie ilustracji; Znajomość środków językowych Układanie fragmentów zdań, Transformacje zdań
pp79–80 reading for gist and detail Pytania otwarte vocabulary: scientific misconceptions	p81 choosing products; talking about technical problems Rozmowa z odgrywaniem roli	a letter of complaint List ze skargą	p82 Uzupełnianie luk, Transformacje zdań, Uzupełnianie zdań, Tłumaczenie zdań	p83 Rozumienie ze słuchu Uzupełnianie zdań; Rozumienie tekstu pisanego Uzupełnianie luk; Mówienie Rozmowa z odgrywaniem roli

1

Fact and fiction

VOCABULARY TV shows

- 1> Do the crossword puzzle. The hidden word in 1-10 is the title of a popular TV drama.



In this programme, you

- 1 can win some money if you're lucky.
- 2 watch the same characters having different adventures.
- 3 can win a prize if you answer a set of questions.
- 4 watch a group of people who are involved in different funny situations.
- 5 learn about real people and events.
- 6 watch famous people being interviewed.

The hidden title: 1 2 3 4 5 OF 6 7 8 9 10

- 2> Match sentence openings 1-6 with endings a-f.

- 1 The programme is so popular that it has been watched ☐
 - 2 Most of my friends watch the news every day to keep ☐
 - 3 During the campaign, you could watch party ☐
 - 4 One of the longest- ☐
 - 5 Advertises broadcast at ☐
 - 6 Do you ever watch any programmes on ☐
- a up with the latest events.
 - b running shows on TV is *The Bold and the Beautiful*.
 - c catch-up TV?
 - d by a large audience for the last few years.
 - e political broadcasts every half an hour.
 - f peak viewing time are extremely expensive.

- 3> Complete the sentences with the missing words.

- 1 The last episode of the sitcom was i r s . I couldn't stop laughing!
- 2 Although the plot is based on real events, the film introduces a lot of f t n l characters who never existed.
- 3 The journalist asked the politician a lot of t g t r v i g questions, which means some viewers may change their minds.
- 4 This TV series can be very d c v – once you watch one episode, you can't wait for the next one.
- 5 I prefer f c l programmes to dramas – at least I can learn something new.
- 6 The young pianist gave such a m r b performance during the show that everybody was talking about it for the following month.
- 7 The film was so v g that many people in the audience cried.

- 4> Complete the text with the correct form of the words below. There are two extra words.

fact watch document move broadcast fiction
addict magazine

A recent survey into Polish people's viewing habits has revealed that we love talent shows. They are watched by the largest audience and are often ¹_____ by TV stations at peak viewing time. The shows are so popular mainly because they are fun to watch at the weekend. They are sometimes ²_____ if they show how the contestants manage to overcome their weaknesses while trying to perform.

Moreover, the poll has shown that we are very keen on long-running dramas – one of the most popular is almost ten years old. Some people say these shows can be quite ³_____ – once you start watching, you cannot stop. Finally, it seems we prefer ⁴_____ stories to ⁵_____ information. Both history and science ⁶_____ are the least popular among viewers.

Vocabulary challenge! » Student's Book, page 108, UNIT 1, ex. 1

- 5> Complete the sentences with appropriate words.

- 1 People tend to believe anything the _____ in a TV studio say without question. I don't think that all of the people who give their opinion on TV are real experts.
- 2 The first _____ in the show was very nervous and couldn't answer any of the questions.
- 3 Being a _____ can be quite boring at times – you just sit at a desk and read out the information on the screen in front of you.
- 4 The _____ in talent shows are often successful artists, so the audience usually listens to their opinions.
- 5 Paul's always been interested in the weather and climate, so no wonder he wants to be a _____.
- 6 Her debut as a _____-_____ came in 2008, when she read out the role of a robot in *WALL-E*.
- 7 It's hilarious when sports _____ get overexcited while describing what's going on in a match.
- 8 To be a good _____ in a talk show, you need to win the trust of your guests and make them feel comfortable.

- 6> Write a few sentences about your favourite TV show. Use at least 6 words from the lesson.

1> **MP3 01** Listen to four speakers talking about different news sources. Match 1–4 with a–d.

- 1 Speaker 1 likes reading about
 - 2 The most important thing for Speaker 2 is that
 - 3 According to Speaker 3, social media are useful
 - 4 Speaker 4 is worried that
- a some online news sources may be unreliable.
 - b sources of information for people his/her age.
 - c the source of the information must be objective.
 - d different topics in a newspaper.

☐
☐
☐
☐

2> **MP3 01** Listen again. Match statements A–E with speakers 1–4. There is one extra statement.

This speaker	
A believes that objective sources of information are available online.	
B thinks that no source of information is truly reliable.	
C likes listening to different opinions before forming his/her own.	
D likes reading other people's comments on current affairs.	
E believes his/her choice of the source of information is rather conventional.	

3> Replace the parts of the sentences in bold with the words below.

comic strips adventurous access coverage spread breaking news

- 1 I buy this paper because of the **series of drawings that tell a funny story** on the last page. _____
- 2 As a top journalist, he's in charge of reporting **information about the important events which are happening now**. _____
- 3 If you register on our website, you'll be able to **get** the latest news from all over the world. _____
- 4 I'm not as **keen to try new things** as it seems, and I never do anything dangerous. _____
- 5 She tends to **tell others about** rumours concerning people she knows. _____
- 6 The birth in the royal family received some **time and attention** on TV. _____

Revision ■ Student's Book, page 5

4> Complete the sentences with the missing adjectives.

- 1 The article I read yesterday was rather **n**_____. It presented the arguments of both sides.
- 2 The TV station often gives **b**_____ information, showing various ethnic groups in a bad light.
- 3 Experts believe the government should take **i**_____ action, as there is no time to waste.
- 4 The reporter gave an **o**_____ account of the events, without even once expressing his own opinion.
- 5 As a journalist, you should be **i**_____ and report the events in an objective way.
- 6 Are you sure we can use the statistics? Have you taken these figures from a **r**_____ source?

5> Choose the correct prepositions.

- 1 I'm totally fed **up / on** with politics at the moment.
- 2 I'm afraid your essay is biased **towards / for** one side of the argument.
- 3 I wasn't aware **for / of** the possible consequences of their decision.
- 4 Mike seems to be addicted **in / to** social media – he's glued to the screen all the time!
- 5 The documentary was full **of / with** dates I cannot remember now.
- 6 I wonder why she's so curious **in / about** Mark's new girlfriend.

6> Complete the sentences with appropriate prepositions.

- 1 If you want to be a professional athlete, you need to be excellent _____ sport.
- 2 Who was responsible _____ putting up the Halloween decorations last year?
- 3 Karen was so angry _____ me because I had forgotten about her birthday.
- 4 Many ecologists are concerned _____ the environment.
- 5 I can see John has recently become interested _____ political affairs.
- 6 If I asked you to name one thing you are really good _____, what would you say?

Vocabulary challenge!

» Student's Book, page 108, UNIT 1, ex. 2

7> Translate the Polish parts of the sentences into English.

- 1 Before you start your essay, think how _____ (*chcesz przedstawić fakty*).
- 2 I truly hate it when people _____ (*mówią kłamstwa w telewizji*).
- 3 To get an advantage in the debate, Johnson _____ (*zacytował wiarygodne statystyki*).
- 4 While writing the article, I tried _____ (*przedstawić polityków w najlepszym świetle*).
- 5 If I were you, I _____ (*nie naginałbym prawdy*).
- 6 The report _____ (*opublikowany w zeszłym tygodniu potwierdził moje poglądy*).

8> Complete the sentences so that they are true for you.

- 1 At home, I'm responsible for _____.
- 2 My best friend is excellent at _____.
- 3 A good film must be full of _____.



Present tenses

Czasu **present simple** używamy, by mówić o:

- przyzwyczajeniach: *Every evening grandpa **watches** the weather forecast.*
- stanach i preferencjach: *My whole family **loves** this show.*
- regularnie powtarzających się zdarzeniach lub czynnościach: *It **usually rains** a lot in autumn.*
- czynnościach lub wydarzeniach wynikających z planów/rozkładów/programów itp.: *The play **begins** at 7:30.*

Określenia czasu często używane z czasem **present simple** to: *hardly ever, occasionally, never, whenever, rarely, once a month, weekly, in April/winter, etc.*

Czasu **present continuous** używamy, by mówić o:

- czynnościach mających miejsce teraz: *Quiet! I'm **listening** to the Queen's speech.*
- zmieniających się lub rozwijających się sytuacjach: *Is the number of reality shows **still growing**?*
- planach na przyszłość: *I'm **leaving** town tomorrow.*

Określenia czasu często używane z czasem **present continuous** to: *at the moment, right now, tomorrow, currently, tonight, still, this week, etc.*

Czasu **present perfect** używamy, by mówić o:

- sytuacjach, które zaczęły się w przeszłości i wciąż trwają: *We've **been** friends since primary school.*
- sytuacjach, które już się wydarzyły, a ich skutki są wciąż widoczne: ***Have** you **done** something with your hair?*
- sytuacjach, które miały miejsce ostatnio: *She's **recently published** a book.*
- sytuacjach, które (nie) wydarzyły się w trakcie czyjegoś życia: *I've **never heard** of this actor before.*

Określenia czasu często używane z czasem **present perfect** to: *for, since, ever, never, just, yet, for ages, before, so far, up till now, recently, lately, still, three times in my life, etc.*

Czasu **present perfect continuous** używamy, by mówić o:

- czynnościach wykonywanych do tego momentu, które prawdopodobnie będą trwały dalej: *I've **been reading** a lot of articles about it recently.*
- czynnościach trwających aż do tego momentu, których skutki są widoczne: *Has he **been working** out?*

Określenia czasu często używane z czasem **present perfect continuous** to: *for, since, still, for ages, so far, recently, etc.*

1> Match the beginnings and endings.

- | | |
|---|--------------------------|
| 1 They haven't published | ☐ |
| 2 I'm reading | ☐ |
| 3 These events often start | ☐ |
| 4 I've been thinking about it | ☐ |
| 5 He always forgets to return | ☐ |
| 6 She's only visited | ☐ |
| 7 I'm not going | ☐ |
| a the library books on time. | |
| b to school this week. | |
| c a fascinating book about Leonardo da Vinci at the moment. | |
| d a bit later than planned. | |
| e us once before. | |
| f for days and I still haven't found a solution. | |
| g anything new recently. | |

2> Choose the correct option.

- 1 *Have you been / You have been* following the development of the events?
- 2 She *not / doesn't* promise anything she can't deliver.
- 3 How often *do you watch / you watch* the news?
- 4 *Are they / Do they* coming with us?
- 5 *Have they improved / Has improved* their sound system since the last concert?
- 6 I hope he *hasn't been / hasn't* told you anything bad about me.
- 7 Why *isn't / hasn't* the situation getting any better?

3> Complete the sentences with correct forms of the verbs.

- 1 A Let's just stay at home and watch TV.
B Come on. We _____ (*not go out*) for ages.

- 2 A Weekend with your granddaughter again?
B No. Unlike most weekends, Sara _____ (*not stay*) with us this time. It's her best friend's birthday party.
- 3 A I'm taking my sister to see the battle of Grunwald this summer.
B _____ (*she / ever / see*) a historical reenactment before?
- 4 A I can't find any good sitcoms to watch.
B I'm not surprised. Sitcoms _____ (*get*) dumber and dumber.
- 5 A You can't trust what you hear on TV.
B Where _____ (*you / usually / search*) for information about current events then?
- 6 A Are boars dangerous?
B It depends. When not disturbed, most of the time these animals _____ (*not attack*) people.
- 7 A I'm tired, mum. Let me sleep some more.
B How long _____ (*you / sleep*)? Didn't you go to bed early last night?

4> Complete the gaps with correct expressions.

for recently so far twice since currently yet hardly ever

- 1 My favourite radio show airs _____ a week.
- 2 They're _____ filming the final season of this reality show.
- 3 The government has _____ given us some funds for this project.
- 4 We haven't informed the public about it _____.
- 5 She's been staring at me _____ she walked in.
- 6 I _____ watch political debates.
- 7 I've been dieting _____ a month, but _____ I haven't lost a pound.

5> Use present tenses to complete the text with the correct forms of the verbs.

Next weekend I ¹ _____ (*take part*) in a reenactment of a historical event that my town is very proud of. It's a victorious battle from over a century ago and my friends and I ² _____ (*read*) about it a lot for the past year. I ³ _____ (*think*) we really ⁴ _____ (*know*) everything about it. Every year on the day of the battle, the whole town ⁵ _____ (*gather*) for the reenactment. We always ⁶ _____ (*build*) three little huts in the middle of the battlefield to be destroyed during the battle. We ⁷ _____ (*not use*) real bombs, of course, just a little bit of explosive materials strategically placed by a professional. The battle ⁸ _____ (*be*) staged for the past 20 years but it's only this year we, the students, ⁹ _____ (*finally / participate*) as well. We ¹⁰ _____ (*already / prepare*) most of our costumes but the fireworks specialist ¹¹ _____ (*not finish*) setting up the field yet. So far, it ¹² _____ (*be*) great fun, but now I ¹³ _____ (*get*) a bit nervous as I ¹⁴ _____ (*never / perform*) in front of such a huge audience before.

6> Translate into English using present tenses.

- 1 _____ (*Na jakie tematy dyskutujecie*) in your debate club this week?
- 2 _____ (*Jak często Jake pisze*) news reports for his civic education class?
- 3 _____ (*Jak długo Pan czeka*) here?
- 4 _____ (*Słyszałem to już dwukrotnie*) but I still can't believe it.
- 5 She hasn't really thought about it _____ (*od lat*).
- 6 _____ (*Ostatnio odkryłam*) that the more news sources I compare, the more confused I get.
- 7 _____ (*Prawie nigdy nie odwiedzamy*) the same place twice.
- 8 _____ (*Wciąż nie znalazłam*) the perfect gift for my boyfriend.

7> Finish the sentences.

- 1 I've never _____ before.
- 2 My family _____ at least once a year.
- 3 My class is currently _____.
- 4 I've been _____ ing _____ for _____.

Past tenses; *used to*

Czasu **past simple** używamy, by mówić o:

- czynnościach zakończonych w konkretnym momencie w przeszłości: *I **saw** that film last weekend.*
- czynnościach powtarzających się w przeszłości: *How many speeches **did** he give last month?*

Czasu **past continuous** używamy, by mówić o:

- czynnościach, które trwały w przeszłości i zostały przerwane przez inne zdarzenie/czynność: *Why **were** you crying when I came in?*
- opisywania tła sytuacji: *The clouds **were gathering** and it was getting dark.*

Konstrukcji: **used to** oraz **would** używamy, by mówić o czynnościach regularnie powtarzanych w przeszłości, których dziś już nie wykonujemy:

*I **used to read** a lot of fantasy books as a teenager.*
*My mum **would take** us to a puppet show at least once a month.*

Czasu **past perfect** używamy, by mówić o czynnościach/sytuacjach, które miały miejsce przed innymi czynnościami w przeszłości:

*I **hadn't realised** it was a problem before I read this article.*

Czasu **past perfect continuous** używamy, by mówić o czynnościach, które trwały przed innymi czynnościami w przeszłości:

*Some actors **had been preparing** the play for months.*

Uwaga!

Konstrukcji **used to** używamy, by mówić zarówno o przeszłych czynnościach, jak i stanach. Natomiast konstrukcji z **would** używamy tylko do opisu czynności.

*She **used to like** animated movies. He **used to get up** at dawn.*
*She **would like** animated movies. He **would get up** at dawn.*

Grammar challenge! » Student's Book, page 108, UNIT 1

Inne użycia czasów:

Czasy **present continuous** oraz **past continuous** używane są do opisywania irytujących przyzwyczajeń.

*Why **are** you always looking at your phone during dinner?*

Czasu **present perfect** używamy do opisanie czynności, która w danym momencie będzie już zakończona, zwłaszcza po wyrażeniach takich: jak **when, once, as soon as, the moment**, etc.

*As soon as I **have made** enough money, I'm out of here.*

Czasu **past continuous** używamy, gdy poprzez czasowniki: **think, wonder, hope** chcemy wyrazić niepewność lub chcemy być uprzejmi.

*I **was hoping** to see you next week at the school party.*

1> Choose the correct form.

- 1 Where ***was she sitting / she was sitting*** when this picture was taken?
- 2 Mark ***not wrote / didn't write*** this review, Sam did.
- 3 Why ***hadn't anyone told / someone hadn't told*** me this show was addictive before I started watching it?

- 4 I ***had / was*** never been to an improv performance before last night, so I didn't know what to expect.
- 5 I ***wasn't / didn't*** surfing the net, I just wanted to look up a word from the exercise in a dictionary.
- 6 Who here ***didn't use to / wasn't used to*** collect stickers when you were little?

2> Make questions and negations, as in the example.

example: I left **my crayons** at home. **WHAT**

What did I leave at home? I didn't leave my crayons at home.

- 1 They were trying to **help us**. **WHAT**

- 2 The **first floor** of the museum had collapsed before we even called 112. **WHICH PART**

- 3 She bought **a year-supply** of books during her holidays in London. **HOW MANY**

- 4 Investigative journalists had been working **on this scandal** for months when the government told them to back off. **HOW LONG**

- 5 She used to make **beautiful clay ceramics** when she was at school. **WHAT**

3> Choose the correct options to complete the sentences. Sometimes more than one option is possible.

- 1 After we _____ the article about propaganda techniques, we realised how much they are used.
a were reading b would read c had read
- 2 He _____ where he was going, so he tripped over the threshold.
a didn't use to look b wasn't looking
c hadn't been looking
- 3 Where _____ this poster?
a did you buy b were you buying
c did you used to buy
- 4 I _____ playing theatre with my dolls when I was little.
a used to love b would love c had loved
- 5 When we got to the airport, it turned out I _____ my passport.
a hadn't taken b weren't taking
c hadn't been taking
- 6 How long _____ on this sculpture before showing it to the king?
a did he work b had he worked
c had he been working
- 7 What _____ to when you were a kid?
a did you use to listen b did you listen
c were you listening

4> Complete the sentences with the correct forms of the verbs.

- 1 The light _____ (**come**) in, illuminating the model and we _____ (**paint**) her portrait.
- 2 A When _____ (**start**) thinking about moving to Thailand?
B Oh, I _____ (**dream**) about it for years.
- 3 I'm sorry, I _____ (**know**) you have another patient, I'll wait outside.
- 4 They _____ (**cancel**) this play three times last month. The leading actor is seriously ill.
- 5 Last year my baby brother _____ (**break**) two of my vinyls which I _____ (**find**) at a flea market.
- 6 What _____ (**look for**) in my room last night?
- 7 Look at this vintage camera! I _____ (**come across**) it last summer when I _____ (**help**) my grandpa clean out the attic.

5> Complete the text.

When news that a long-lost painting by Leonardo da Vinci was found at an estate sale in Louisiana first appeared, many specialists ¹_____ (**doubt**) its authenticity, as you ²_____ (**cannot**) see from underneath new paint and dirt. But with each passing week, as the restorers ³_____ (**uncover**) more and more of it, more and more specialists ⁴_____ (**start**) to believe it. The main restorer recalls 'I ⁵_____ (**I / be**) nervous? Yes. All the time while I ⁶_____ (**work**) on it, I ⁷_____ (**have to**) make myself forget it was a da Vinci because I ⁸_____ (**not want**) to become overwhelmed by it.' Why ⁹_____ (**the painting / be**) in such a state? Over the centuries its owners probably ¹⁰_____ (**try**) to fix it. Maybe the face in the painting ¹¹_____ (**not look**) masculine enough so someone ¹²_____ (**give**) it a beard. Or maybe someone ¹³_____ (**try**) to cover the cracks that ¹⁴_____ (**appear**) overtime. One way or another, after the specialists ¹⁵_____ (**completely / restore**) it, a Saudi prince ¹⁶_____ (**buy**) it for over \$ 450 million.

Grammar challenge! >> Student's Book, page 108, UNIT 1, ex. 1 and 2

6> Complete the sentences with correct forms of the verbs below. Put the words in brackets in the right place.

borrow complete criticise leave tell wonder

- 1 Once you _____ my pottery course, I will help you create an art studio in the attic.
- 2 The politicians _____ (**always**) us what to think about their opponents.
- 3 When we were little, my sister _____ (**always**) my crayons.
- 4 I _____ if I could ask her to send me an autographed copy.
- 5 I will call you the moment all the guests _____.
- 6 Why _____ (**she / constantly**) everything I do?

7> CUMULATIVE GRAMMAR Complete the second sentence so that it has the same meaning as the first.

- 1 The last time we went to a gallery was two years ago. It _____ to a gallery.
- 2 The BBC started showing this series 9 weeks ago. The BBC _____ 9 weeks.
- 3 It was the first time he was taking part in a flash mob. He _____ in a flash mob before.
- 4 How long is it since she wrote a bestseller? When _____ a bestseller?
- 5 Were you in the middle of recording something when I walked in? What _____ when I walked in?
- 6 When we were in primary school, we always recited poems for teacher's day. When we were in primary school, we would _____.
- 7 Did kids learn arts at school in the past? Did kids use _____ at school in the past?

- 1> Use the words below to create collocations. Then scan the text in exercise 2 to check your answers and guess their meaning. If necessary, use a dictionary to help you.

audience fact check involvement legends source stories viral

- 1 made-up _____ 4 emotional _____ 7 reliable _____
2 target _____ 5 go _____
3 urban _____ 6 run a _____

- 2> Complete gaps 1–4 with sentences A–E. There is one extra sentence.

When in 2008 The Yes Men handed out their fake issue of the New York Times, it was meant as a **hoax** as well as a form of protest. Indeed, such fake news used to be either about **silly** pranks or about expressing your wish for a better world through made-up stories. ¹_____ By exploiting stereotypes concerning various social or political groups this way, fake news can make people act out in a violent way. For instance, Pizzagate, which started during a US presidential campaign, lead a man to enter a pizza place with a gun trying to save non-existent child-slaves. In France, fake news playing on old urban legends and negative attitudes against the Roma minority lead to attacks that ended in injuries.

Fake news has become **manipulative** on more than one level. First of all, it's meant to **inflame** the reader with its outrageous claims and accusations. Such emotional involvement blocks our rational thinking and we're much more likely to buy what the author is selling without seeing the irrational points or weak arguments. ²_____ These problems are so wide-spread and dangerous that some countries are introducing laws that punish those who spread fake news.

Social media platforms are also developing tools allowing us to check the source of any newsfeed. ³_____ The Internet remains flooded with fake news.

It therefore follows that we need to protect ourselves from being **mislead**. How? Always check the source (and no, your friends are not a trustworthy source). What matters is not who you got it from, but where it originated. Some websites, like The Onion, are well known for being satirical. ⁴_____ When in doubt – look for a disclaimer* icon. Reliable news sites don't need it, but those spreading fake news on purpose are likely to have it to say, in a very confusing way, that the news might not be true. Basically, whenever you instinctively **mistrust** the story, especially an emotionally loaded one, try to **debunk** it yourself. Run a fact check, see if the reliable sources are covering it, look up the expert names and sources of statistics. In short – be critical.

*Disclaimer is a statement in which someone says they don't take responsibility for something.



- A Don't be taken in by those who call anything they disagree with fake news; as the name suggests *fake* is *made up* – not just anything that is contrary to your opinions.
B Increasingly, however, the aim is intended **misinformation** and manipulation that plays on the political and social biases of its target audience.
C Others, like Daily Buzz Live, bizstandardnews or cnn-trending, incorporate names of real news websites into their own to **deceive** the more naive readers.
D Worse than that, these strong feelings push us to click that inviting 'share' icon and thus help the news go viral and continue on its path of hurtful propaganda.
E Yet none of these actions seems to be sufficient or effective.

3> Match the words in bold from the text on page 9 with their definitions.

- 1 _____ prove that sth is false
- 2 _____ lie to someone
- 3 a _____ a trick in which you lead someone to believe sth which is not true
- 4 _____ make a situation worse by making people angry or excited
- 5 _____ influencing people in a dishonest way
- 6 _____ false information given on purpose
- 7 be _____ be made to believe sth that is incorrect
- 8 _____ instinctively not to trust someone or something

4> Use words from exercise 3 to complete the sentences. Sometimes there are two possible answers.

- 1 Conspiracy theory supporters claim that man never landed on the moon, and the whole mission was a _____.
- 2 I was _____ by the sweet pink cover into thinking this was a romance, but it turned out to be a horror story with lots of blood on every page.
- 3 X-ray examination of the painting _____ the stories that it was a Rembrandt.
- 4 The Black Widow's _____ behaviour made her victims fall in love and marry her despite her shady past.
- 5 The politician's speech accusing the government of horrible crimes _____ the public and caused riots.
- 6 Celebrities often take newspapers to court to get them to apologise for publishing _____ about them.
- 7 Wild animals have an instinctive _____ of people, which house pets have lost.

Revision ■ Student's Book, pages 8–9

5> Match 1–7 with a–g to form phrases connected with art.

- | | | |
|---------------|--------------------------|--------------|
| 1 art | ☐ | a art |
| 2 fine | ☐ | b arts |
| 3 self- | ☐ | c colours |
| 4 water- | ☐ | d critic |
| 5 still | ☐ | e life |
| 6 video | ☐ | f portrait |
| 7 performance | ☐ | g projection |



6> Choose the correct word to complete each sentence.

- 1 The painter dipped her **brush** / **prank** in the blue paint and painted a small circle in the middle of the canvas.
- 2 The exhibition of **gifted** / **contemporary** Polish art opens at the National Gallery next week.
- 3 We're going to a **happening** / **action** where everybody will be able to paint something on the wall of the new shopping centre.
- 4 Marble* is a kind of **wood** / **stone** which is often used by sculptors.
- 5 The garden is filled with **stages** / **statues** of Greek gods.
- 6 *Hamlet* is the greatest **masterpiece** / **spectacle** by Shakespeare.
- 7 Meryl Streep's **sculpture** / **performance** in this film is simply amazing.

*marmur



Vocabulary challenge! » Student's Book, page 108, UNIT 1, ex. 3 and 4

7> Complete the sentences with the correct form of the words in brackets.

- 1 4'33" is a piece of music by John Cage, which is 4 minutes and 33 seconds of _____ (**silent**) while the musician sits in front of the pianoforte and doesn't play a sound.
- 2 In my opinion, most modern popular music is good _____ (**entertain**), but it can't be considered art.
- 3 It is my _____ (**please**) to announce the winner of the best actress award.
- 4 We won't be able to organise the concert if we don't have the _____ (**sponsor**) of some big company.
- 5 The only _____ (**weak**) of the film was the soundtrack, which completely ruined the atmosphere.
- 6 *The Fifth Symphony* is one of Beethoven's most famous _____ (**compose**).
- 7 Join the Art Society – _____ (**member**) costs only €10, but gives you many theatre and museum discounts.
- 8 In modern art, _____ (**original**) is often as important as skill and talent.
- 9 What makes her such a great poet is her _____ (**able**) to say profound things using the simplest words.

SPEAKING

a stimulus-based discussion: talking about advantages and disadvantages

1> Find and correct a mistake in each sentence.

- Other advantage is that you can stop the film any time you want. _____
- On the one side, the TV screen is much smaller than the cinema screen. _____
- When it goes to matters like cost, watching films at home is free. _____
- It is nothing better than curling up on a sofa under a blanket to watch a good film. _____
- One good point for watching films at home is that you can do it at any convenient time. _____
- As far as refreshments concerns, you can prepare much better snacks and drinks at home than the ones you get at cinemas. _____
- All to all, it is much better to watch a film at home than at a cinema. _____

2> Complete the sentences with the words below. There is one extra word.

advantage point against on disadvantages
drawback in favour all

- Personally, I think that there are many _____ to watching videos on smartphones, for example a small screen.
- Finally, a great _____ is the noise and the people around us that make it difficult to focus on a film when we are outdoors or on public transport.
- However, the main _____ is the fact that you can take your smartphone with you wherever you go.
- Another convincing argument _____ of it is that watching stuff on the go means having more free time at home.
- Another bad _____ is that the sound quality is not as good as on big speakers.
- _____ the other hand, many films are so simple that they do not require much attention.
- All in _____, watching films on a smartphone has many advantages, but I'd much rather watch them at home.

3> Put the sentences from exercise 2 in the correct order to make a logical text about advantages and disadvantages of watching videos on a smartphone.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

4> Choose one of the topics below and write a short text (100 words) to present your opinion.

- What are the advantages and disadvantages of watching films at the cinema?
- Which is better – watching a film with dubbing or with subtitles?

WRITING

a blog entry

1

1> Replace the adjectives in bold with two synonyms below.

awful involving amusing excellent dull engaging
hilarious terrible uninteresting fantastic

- The plot of the film was very **interesting** – I couldn't take my eyes off the screen. _____, _____
- The story is based on a series of **funny** mistakes and misunderstandings. _____, _____
- Sam Sanders, the young actor who plays the main character, is **really bad**. _____, _____
- This is yet another **boring** story with a 'bad deeds are always punished' message. _____, _____
- It could be just another one of thousands of similar romantic comedies, but the good acting makes it **wonderful**. _____, _____

2> Complete the gaps in the film review with appropriate words.

I must say that *Spectre*, which ¹_____ Daniel Craig as the secret agent, is my favourite James Bond film. Like many of the films about agent 007, it is not ²_____ on any particular James Bond novel, but it does take many ideas from the books. The fantastic opening scene is ³_____ in Mexico during the Day of the Dead parade. From Mexico Bond, as usual, travels around the world, this time trying to fight a dangerous global criminal organisation. There are two main female ⁴_____: Lucia Sciarra, the recently widowed wife of a criminal killed by Bond, played by Monica Bellucci, and Dr Madeleine Swann played by Léa Seydoux. If you want to know which of them ends up being 'the Bond girl,' you need to see the film yourself. But it probably won't surprise anybody if I say that ⁵_____ the end Bond is never really faithful to any girl. I must say the film was more entertaining than I'd ⁶_____, thanks to the fantastic cast and the amazing stunts. I would also ⁷_____ recommend the soundtrack because it's a great compilation of songs, which vary from romantic tunes to more energetic numbers. I think the film will ⁸_____ to anybody who likes action dramas as it's full of dramatic moments and chases. And if you've never seen a James Bond film before, it might be well ⁹_____ seeing what everybody is talking about!

3> Read the instructions and do the writing task.

TEST IT! Obejrzałeś/Obejrzałaś film, o którym dużo się ostatnio mówi. Dokonaj wpisu na swoim blogu (100–150 słów) i:

- podaj podstawowe informacje dotyczące filmu;
- opisz jego fabułę;
- oceń stronę techniczną (np. efekty specjalne, muzykę, zdjęcia);
- napisz, komu i dlaczego polecasz ten film.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Today, I'd like to tell you about a film I saw last week.

Please share your opinions about it!

1> Choose the correct Polish equivalents. How would you translate into English the Polish phrases that you didn't choose?

- | | |
|---------------|---------------------------------------|
| 1 on TV | <i>na telewizorze / w telewizji</i> |
| 2 factual | <i>faktyczny / oparty na faktach</i> |
| 3 still life | <i>martwa natura / spokojne życie</i> |
| 4 masterpiece | <i>mistrz / arcydzieło</i> |
| 5 engaging | <i>zaręczony / wciągający</i> |

2> Choose the answer a, b or c which means the same as the Polish parts of the sentences in brackets.

- I'm reading a book which _____. (*daje do myślenia*).
a is being very thoughtful
b gives a lot of thought
c is very thought-provoking
- The two youngest girls were _____. (*odpowiedzialne za wszystkie*) the fights on the set of the reality show.
a responsible for all
b responded to all
c reliable after all
- The contestants complained that the jury wasn't _____. (*bezsronne*).
a impartial b prejudiced c biased
- On the first day, we're going to visit _____. (*muzeum sztuk pięknych*).
a the pretty museum of art
b the museum of beautiful arts
c the fine arts museum
- _____ (*Akcja filmu rozgrywa się*) in Scotland.
a The film is played
b The film is set
c The film has a place
- Coronation Street* _____. (*jest jedną z najdłuższych emitowanych*) soap operas.
a is one of the longest-running
b is the oldest shown
c one that has been emitted the longest



MP3 02 Listen to the speakers (1–4) and for each one choose the appropriate reaction (A–E).

- Oh, yes, but then I saw them on one of the popular talk shows.
- Actually, I don't think it paints him in such a good light at all.
- I can't say it's surprising since you can find the same stories and more online.
- Well, I'm not sure they appeal to me but they definitely don't lack originality.
- I wouldn't be surprised – he always bends the truth to make himself look better.

1	
2	
3	
4	

4> Complete the second sentence so that it means the same as the first. Use no more than five words.

- I've had enough of silly reality shows.
I'm _____ with silly reality shows.
- James forecasts the weather.
James is _____.
- I think it's important to know all the latest news.
I think it's important to keep _____.

4 Sally can't live without talk shows.

Sally _____ to talk shows.

5 In the past, when there was no TV, people spent their evenings telling stories.

In the past, when there was no TV, people would _____ telling stories.

6 He started hosting this show two years ago.

He _____ for two years.



Complete the text with the correct form of the words below. There is one extra word.

politics say loneliness move relate tell
see entertain

Today, I'd like to tell you about *V for Vendetta*. The film is based on a series of comic books by Alan Moore. The story of *V for Vendetta* takes place in 2020. Government propaganda is everywhere. There's only one party, and everything you hear or read in the papers has a strong ¹ _____ bias. People are scared. The main hero, whose name is simply 'V', acts alone, trying to save the United Kingdom from a fascist dictator. But his ² _____ struggle comes to an end when he saves a young journalist, Evey, from a brutal police squad. From now on, they will work together.

There's an obvious ³ _____ between V and Guy Fawkes, the English conspirator from the 17th century, whose mask V wears all the time. Just like V, Guy was part of a political ⁴ _____ which wanted to free the country from the tyranny of the government. In 1605, Fawkes tried to blow up the British parliament and now, over four hundred years later, V wants to do the same. Soon after this movie was made, the mask became a popular symbol of Anonymous and, through them, of protests against governments, regimes and corporations.

At some point, Evey says that a politician ⁵ _____ lies to cover up the truth while artists do it to show the truth. I've read that Moore didn't like the film and distanced himself from it, but I really don't understand why. This film shows a lot of truths about people and politics, which makes it worth ⁶ _____. Also, I believe it's a great ⁷ _____ for any fan of action movies.



1) **TEST IT!** Przeczytaj teksty dotyczące prawdy historycznej i odpowiedz na pytania.

- 1 The Persian king told the story about a sandstorm because
 - A that was what the historian Herodotus had told him.
 - B he was ashamed that Egyptians had beaten the Persians.
 - C he read information about it in Egyptian documents at the time.
 - D he didn't want to be blamed for the defeat of the Persian army.
- 2 Which of the following is stated as a fact, not an opinion?
 - A A group of fifty thousand people cannot just disappear in the desert.
 - B The Persian army is hidden somewhere under the sands still fully equipped.
 - C There is direct evidence of a battle between the Persians and the Egyptians.
 - D Archaeologists found new evidence dating back to the time of the army's disappearance.

Tekst 1.

A 2500-YEAR-OLD LIE IS FINALLY UNCOVERED

Around 524 BC, fifty thousand Persian soldiers lead by King Cambyses II entered Egypt, marched into the desert and vanished, never to be seen again. Cambyses' successor, King Darius I, who conquered Egypt soon afterwards, claimed they'd died in a sandstorm and 75 years later his story was written down by the Greek historian Herodotus. Over the next 2,500 years, this was the official version of events, sending many archaeologists and amateurs alike into the desert in search of the lost army. Yet, despite their unrelenting efforts, nothing was ever recovered.

Many historians and archaeologists, however, insisted that it is highly unlikely that such a huge group would disappear in a sandstorm without a trace. Now we might have the first clue as to what really happened. Based on newly discovered Egyptian documents and writings on ancient temple blocks from that time, Egyptologist Olaf Kaper claims that the sandstorm was a lie to cover the embarrassing fact that the Persians had been ambushed and lost a battle with group of Egyptian rebels. Kaper believes he has enough pieces of the puzzle to be certain. According to his theory, when Darius entered Egypt and realised what had taken place, he chose to blame the natural elements for the defeat of his predecessor and, since there were no more witnesses to contradict him, that's how it went down in history.

Tekst 2.

The documentary *They Never Left?* is yet another, and likely not the last, in the long line of pseudo-documentaries taking a look at the conspiracy theories surrounding the Apollo 11 moon landing of July 20, 1969. In short, these theories claim that the moon landing was a hoax. The film starts with the famous picture of the American flag on the moon, where the flag is rippling as if there was wind there. We're told that no atmosphere equals no wind and so the picture is fake and the narration moves on to other 'problems' with the landing. Then there's the argument that a spaceship can't land without making a crater (and sure enough in the pictures, there's no crater) and so on. Not one argument is revolutionary or original but all are simplistic and based on wrong assumptions or misinterpretations of the pictures, rather than expert opinion. Clearly missing are any counter-explanations. There's nothing credible or even entertaining about it. Which is too bad because I really enjoy a well made and convincing conspiracy theory film. But making one, like anything else, requires a thorough knowledge of the subject, which was obviously not the case here.

- 3 This text is about
 - A technical problems which made the moon landings impossible.
 - B a new conspiracy theory about the landings on the moon.
 - C a rather badly made film about conspiracy theories.
 - D the counterarguments for doubts that we set foot on the moon.
- 4 Which is NOT implied by the text?
 - A The film only recycles the same old arguments against the landing.
 - B A common problem when making such films is finding the right experts.
 - C People won't stop making films about conspiracy theories.
 - D The producers of this film didn't know what they were talking about.

2) **MP3 03** Wysłuchaj wypowiedzi czterech osób mówiących o biografiach postaci historycznych. Do każdej wypowiedzi dopasuj zdanie A–D.

TEST IT!

Which speaker	
A is disappointed that many of the biographies fail to be thought-provoking.	
B is convinced that his/her favourites are both entertaining and educational.	
C appreciates the fact that some authors manage not to be biased.	
D complains that even such elements as settings can be a disappointment.	

3) Describe the picture and answer the three questions.

TEST IT! ⌚ 3 minuty



- 1 What kind of news do you think these men are reading? Give reasons for your answer.
- 2 What is your favourite source of news? Why?
- 3 Describe a situation when you heard an interesting news story.

2

Friends and foes

VOCABULARY friends and family • phrasal verbs

1> Choose the odd one out.

- | | | | |
|--------------|----------------|--------------|-------------|
| 1 cousin | parent | niece | colleague |
| 2 stepmother | sister-in-law | half brother | grandfather |
| 3 relative | acquaintance | parent | ancestor |
| 4 nephew | brother-in-law | fiancé | mother |

2> Are the sentences true (T) or false (F)?

- | | |
|---|-------|
| 1 Your wife's father is your stepfather. | T / F |
| 2 A single parent is somebody who raises a child alone. | T / F |
| 3 A relative means the same as a family member. | T / F |
| 4 Your fiancée will one day become your wife. | T / F |
| 5 Twins are born on the same day. | T / F |
| 6 Your parents-in-law are your siblings. | T / F |

3> Complete the sentences with the words from exercises 1 and 2.

- How much do you know about your _____? Have you ever researched your family tree?
- My dad has got three _____. They are aunt Lucy's sons and they are all very naughty.
- You could see they were related – all the _____ looked similar and resembled their father.
- I enjoy spending free time with my family as all my _____ are really cool.
- He's not really a friend, more of an _____ – we only meet occasionally.
- My _____ is great. She married my brother only two months ago, but we are already really close.
- Only family _____ can visit you in hospital. Friends are not allowed.
- We're going out tonight with a few _____ from the financial department. Do you want to join us?

4> Choose the correct prepositions. Then put the sentences in the correct order to make a story. There is one extra sentence.

- Unfortunately, our relationship didn't last very long – I did something stupid and we broke **off / up** a few months later. ☐
- And that's how I ended up engaged **to / with** Susan. ☐
- Now I'm really curious what she's up to these days. Perhaps I should call her to check if she'd like to hang **up / out** with me some time? ☐
- I must say I was pretty lucky. I introduced myself and it turned out she liked me too, so we started going **out / up**. ☐
- We never made **on / up** and we haven't seen each other since. ☐
- When I went to university, I fell **in / for** a girl who was in my history class. She was smart and beautiful. ☐

5> Complete the text with the correct form of the verbs below. There are two extra verbs.

look make take get break go fall



The nicest person I know is my cousin Jeannie. I must say I ¹ _____ up to her because she's generous and kind towards others. She ² _____ on well with everybody and helps her friends when they're in trouble. She never ³ _____ out with anyone and she always respects others' opinions and decisions, even if they're different to hers. I guess she ⁴ _____ after her mum in this respect – her mum is very nice and always helpful. When my boyfriend and I ⁵ _____ up last year, she was always there for me.



Vocabulary challenge! >> Student's Book, page 109, UNIT 2, ex. 1

6> Translate the Polish parts of the sentences into English.

- Your elder brother Josh _____ (wygląda prawie tak jak Ty).
- Bob _____ (dorastał) in West London.
- We _____ (zaprzyjaźniliśmy się) at primary school, and we still keep in touch.
- _____ (Wychowywanie dzieci) is one of the biggest challenges for adults.
- As far as I know, _____ (jesteśmy spokrewnieni ze) each other.
- I hope Julia and I will sort out the misunderstanding, and _____ (pozostaniemy przyjaciółmi).
- My uncle knows people who _____ (są powiązani z) the prime minister.
- _____ (Jestem podobna do swojego taty) in many ways. For example, we are both quite stubborn.

7> Write five sentences about your friends and family, using the phrasal verbs below.

get on break up take after fall out fall for

1> **MP3 04** Listen to the radio programme. What is the topic of the interview? Choose the correct answer.

- a ways in which friendship is like marriage
- b the meaning of a platonic relationship
- c the experience of losing a friend

2> **MP3 04** Listen again and answer the questions.

- 1 In what way is Alice's story different from those of other callers?

- 2 Why does Alice compare friendship to marriage?

- 3 Why did her friend break up with her?

- 4 Why couldn't she explain everything to her friend?

- 5 Did her friend also suffer?

3> Match 1–4 with a–d.

- | | | |
|--------------|--------------------------|--------------------|
| 1 gossip | ☐ | a life experiences |
| 2 go through | ☐ | b unaffected |
| 3 deep | ☐ | c bond |
| 4 be | ☐ | d about somebody |

Revision ■ Student's Book, page 17

4> Translate the Polish parts of the sentences into English, using the correct form of the phrases from exercise 3.

- 1 I quarrelled with Daisy because she _____ (*plotkowała na mój temat*).
- 2 There is a _____ (*głęboka więź*) between Ruth and her sister – they respect and love each other.
- 3 My best friend and I _____ (*przeszliśmy wiele w życiu*) together.
- 4 When his girlfriend left him, he suffered a lot, but she _____ (*była niezruszona*).

5> Choose the correct words.

- 1 Whatever happens, I don't want to lose your _____.
a relationship b friendship
- 2 She's been _____ nasty rumours about me and my family.
a spreading b gossiping
- 3 All my colleagues were really _____ when I was ill.
a supportive b heartbreaking
- 4 Ted felt absolutely _____ after his mum died.
a painful b devastated



6> Complete the text with the words from exercise 5.

LOOKING FOR HELP?

Have you recently gone through a ¹ _____ h experience in your life?

Have you ended a long ² _____?

Do you know somebody who feels ³ _____ after a terrible experience, and would you like to help them?

During our therapy sessions, we offer a ⁴ _____ atmosphere when we share our ⁵ _____ stories.

To join our support group, call us on 0800 ...



Vocabulary challenge! » Student's Book, page 109, UNIT 2, ex. 2

7> Translate the Polish parts of the sentences into English.

- 1 We had an angry argument _____ (*przez głupie nieporozumienie*).
- 2 Trust me, I know how much a breakup hurts. I _____ (*wiem to z doświadczenia*).
- 3 _____ (*Odniosłam wrażenie*) that you didn't like each other.
- 4 I would expect my best friend to support _____ (*mnie w trudnym okresie*).
- 5 _____ (*Jeżeli porównamy przyjaźń do*) a romantic relationship, it turns out they both can be very deep.
- 6 When I learnt that Molly was saying things _____ (*za moimi plecami*), I decided not to speak to her ever again.

8> Complete the sentences so that they are true for you.

It was heartbreaking to hear that _____.

In friendship, I value _____.

When somebody spreads rumours about me,

I _____.

Determiners: *all, every, most, some, any, no, none, etc.*

Przed rzeczownikami policzalnymi w liczbie pojedynczej używamy:

- **every** (każdy): *Every student had to show an ID.*
- **no** (żaden): *He's got no place to live.*
- **any** (jakiś): *Is there any ancestor of yours in this picture?*

Przed rzeczownikami policzalnymi w liczbie mnogiej używamy:

- **no** (żadne): *I'm not surprised she's got no friends.*
- **any** (jakieś – w pytaniach i przeczeniach): *Do you have any cousins?*
- **some** (kilka – w zdaniach twierdzących): *There were some family members waiting for the students outside.*
- **all** (wszystkie): *They invited all their relatives to the wedding.*
- **most** (większość): *Most workers supported the initiative.*
- **many** (wiele): *I didn't have many problems at school.*
- **a few** (kilka): *He contacted a few of his colleagues.*
- **few** (niewiele, mało): *She has few close friends.*
- **a couple of** (kilka): *We'll have to wait a couple of days.*
- **none of** (żaden z): *None of my grandparents survived World War II.*
- **both of** (oba): *Both of my brothers are married.*

Przed rzeczownikami niepoliczalnymi używamy:

- **no** (żaden): *He gave me no time to think.*
- **any** (jakiś): *She didn't offer any advice.*
- **some** (trochę): *I had to borrow some money from my relatives.*
- **all** (całe, wszystko): *I'm willing to offer all the support he needs.*
- **most** (większość): *He finds most information online.*
- **much** (dużo): *I'm afraid she didn't experience much happiness in her childhood.*
- **a little** (trochę): *If the tea is too strong, add a little water.*
- **little** (niewiele, mało): *I need little sleep.*

A **lot of** stosujemy zarówno przed rzeczownikami policzalnymi, jak i niepoliczalnymi:

I have a lot of free time.

Paul has made a lot of new friends on holiday.

Uwaga!

- Przed rzeczownikami z zaimkiem lub przedimkiem określonym używamy: **some of, none of, any of, many of, all of, most of**.
some students ALE: **some of the students**
most cousins ALE: **most of my cousins**
- Jeżeli w zdaniu pojawia się **no** lub **none**, czasownik nie może być w formie przeczącej:
There is no coffee left. None of the classmates did their homework.

Grammar challenge!

» Student's Book, page 109, UNIT 2

Both (of) + rzeczownik + czasownik w liczbie mnogiej	Both of my brothers live in Szczecin. (Obaj moi bracia mieszkają w Szczecinie.)
Either (of) + rzeczownik + czasownik w liczbie pojedynczej	Either of the books is interesting. [Każda z tych (dwóch) książek jest ciekawa.] <i>Did either child help you yesterday?</i> [Czy któryś z (dwojga) dzieci pomógł Ci wczoraj?]
Neither (of) + rzeczownik + czasownik w liczbie pojedynczej	Neither car is fast. [Żaden z tych (dwóch) samochodów nie jest szybki.] <i>Which book are you going to buy? Neither.</i> [Którą (z dwóch) książek zamierzasz kupić? Żadną z nich.]

None of stosujemy, gdy mówimy o więcej niż dwóch osobach i rzeczach.

Po **none of** używamy czasownika w liczbie pojedynczej lub mnogiej.

None of my friends want/wants to go there.

- 1> Look at the table which shows students' answers to a questionnaire. Are the statements below true (T) or false (F)?

name	has siblings	is in a relationship	has a pet	lives with parents	has a best friend
Rita	✓	–	–	–	✓
Rose	✓	✓	–	✓	✓
Travis	✓	–	–	✓	✓
Jordan	–	✓	–	✓	✓
Alice	✓	–	–	✓	✓

- | | |
|--|-------|
| 1 None of the students has a pet. | T / F |
| 2 All of them have got a brother or sister. | T / F |
| 3 No student lives with his/her parents. | T / F |
| 4 Some of them have got a boyfriend or a girlfriend. | T / F |
| 5 Most of them have got a best friend. | T / F |
| 6 Both Rose and Travis are in a relationship. | T / F |

- 2> Choose the correct words.

- 1 **Some / Any** of my friends can speak fluent Spanish.
- 2 We got to the airport with **few / little** time to spare.
- 3 I guess I like **all / every** kind of music.
- 4 I haven't invited **some / any** of my relatives.
- 5 When the teacher entered the classroom, **every / all** the students stood up.
- 6 We managed to inform **a few / a little** of his colleagues about the funeral.

- 3> Choose the correct answers.

- 1 _____ relationships are definitely more difficult than others, but you need to work on them.
a Some b Any c Few
- 2 The storm has caused _____ damage throughout the country.
a most b many c much
- 3 _____ the people I know grew up in this neighbourhood, I'd say 90% of them.
a Most b Most of c All of
- 4 _____ member of the support group has a chance to speak.
a All b Every c Few
- 5 Fiona never gives me _____ good advice.
a little b any c no
- 6 _____ of my parents work at the local hospital.
a All b Both c Neither
- 7 Unfortunately, although we called _____ hotels, there were no free rooms in any of them.
a many b much c a little
- 8 There was _____ food in the fridge, not even one slice of cheese.
a none b any c no

4> Complete the text with the words below.

both none all any most a lot of



The results of a recent survey on relationships revealed that ¹_____ young people, almost 80% of the interviewees, have gone through a devastating experience in their lives. They admitted group therapy had helped them a lot in ²_____ of these situations. Moreover, ³_____ men and women, without ⁴_____ exception, said that when they experienced something painful, they received ⁵_____ support from their siblings. In the last question, people had to say which relationships were the most important, and ⁶_____ of them turned out to be as important as friendship.

5> Complete the second sentence so that it means the same as the first one, using the word given. Do not change the word given.

- There weren't any people in the café.
_____ in the café. **NO**
- Not many students managed to pass the test.
_____ to pass the test. **FEW**
- There's only a little money left in my wallet.
There _____ in my wallet. **MUCH**
- All the rooms were open when we got there.
_____ when we got there. **EVERY**
- I only want to invite a few people from my class.
_____ from my class. **ALL**

- Not all of the documents were saved on my computer.
_____ saved on my computer. **SOME**
- I have two sisters, who are psychologists.
_____ are psychologists. **OF**

Grammar challenge! » Student's Book, page 109, UNIT 2, ex. 1

6> Translate the Polish parts of the sentences into English.

- _____ (*Oba samochody*) broke down at the same time.
- I like Gina and Ross – I can hang out with _____ (*którymkolwiek z nich*).
- I was supposed to do two activities for today, but I've done _____ (*żadnego z nich*).
- _____ (*Żaden z gości nie przybył*) on time.
- _____ (*Żadne z moich rodziców nie lubi*) my boyfriend.
- She brought back _____ (*obie książki*) she had borrowed.

7> Complete the sentences.

- Neither of my parents _____.
- I've only seen few _____.
- Unlike most of my friends, I _____.
- I don't use much _____.
- I have little _____.
- All I need is _____.

Future continuous and future perfect; future tenses

Czasu **future continuous** używamy, aby opisać zdarzenie lub czynność, która będzie trwała w określonym momencie w przyszłości:

This time tomorrow, I'll be sailing along the coast.

Określenia czasu używane z **future continuous** to: *this time tomorrow, this time next week, next Sunday at eight, at that time.*

Czasu **future perfect** używamy, aby opisać czynności lub zdarzenia, które odbędą się do określonego momentu w przyszłości:

By this time tomorrow, I'll have read the whole book.

Określenia czasu używane z **future perfect** to: *by then, by 2030, by next month, by eight o'clock.*

Czasu **present simple** używamy do opisu ustalonych planów i rozkładów: *The reunion is tomorrow.*

Czasu **present continuous** używamy do opisu naszych osobistych planów: *I'm meeting Jane tonight.*

Konstrukcji **going to** używamy do opisu naszych intencji lub sytuacji, co do których już podjęliśmy decyzję: *I'm going to buy her a wonderful gift.*

Konstrukcji **will** używamy w obietnicach i decyzjach podjętych spontanicznie, w tym momencie: *I promise I won't let you down.*

Future continuous

Zdania twierdzące i przeczące

I/You/We/They He/She/It	will/won't be	sleeping	at eight o'clock tomorrow.
		reading	
		watching TV	

Pytania i krótkie odpowiedzi

Will	I/you/we/they he/she/it	be sleeping	at eight o'clock tomorrow?	Yes, I will. No, she won't.
		be reading		
		be watching TV		
Why/ Where	will	I/you/we/they he/she/it	be sleeping	at eight o'clock tomorrow?
			be reading	
			be watching TV	

Future perfect

Zdania twierdzące i przeczące

I/You/We/They He/She/It	will/won't have	read the book	by the end of the week.
		finished the project	

Pytania i krótkie odpowiedzi

Will	I/you/we/they he/she/it	have read it	by the end of the week?	Yes, I will.
		have finished it		No, he won't.
How many books	will	I/you/we/they he/she/it	have read	by the end of the week?
How many projects			have finished	

- 1> Reorder the words to make sentences and questions. Then match them with the time expressions below. Write the answers in the correct column.

1 the beach / will / lying / I / on / be / .

2 won't / her / finished / Sara / project / have / .

3 reports / you / read / all / will / the / have / ?

4 will / not / we / any / taking / tests / be / .

5 you / will / doing / what / be / ?

6 will / 20 pages / written / I / have / .

this time next week	by the end of next week

- 2> Find and correct the mistakes. Two sentences are correct.

- I will be seen Mary on Friday at 4.00.
- The film will have start by the time we get there.
- Will you have moving to your new house on Monday?
- Will you be studying at 8.00 or can I call you?
- I'll be holding a red rose – that's how you will recognise me.
- I hope I will have fall in love by the end of the summer.
- Will you waiting for me outside the cinema?

- 3> Choose the correct option to complete each sentence. Sometimes more than one option is possible.

- She's gone to the airport. I'm afraid her plane **will have left / leaves** by now.
- It's all arranged then. We **are leaving / will be leaving** from outside the school at 9.00 a.m. tomorrow.
- A man **will have waited / will be waiting** for you at the station. He **wears / will be wearing** a brown raincoat and a hat.
- Three new shopping malls **will be opening / will have opened** in the city by the end of the year.
- Do you eat / Are you going to eat** the last slice of the cake?
- Are you making / Will you be making** the birthday cake tomorrow evening?
- Susan **won't be saving / won't have saved** all the money she needs by next month.
- It's 4.30. **Will Judith have left / Will Judith be leaving** school already?

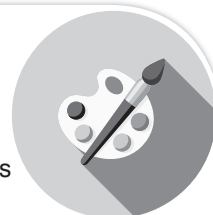
- 4> Complete the sentences with correct forms of the verbs in brackets. Sometimes more than one tense is suitable.

- I can't see you at 5.00 this afternoon. I _____ (**play**) table tennis with Mike as usual.
- _____ you _____ (**pay**) the money back by the time they realise there is some missing from the safe?
- Martha, what _____ you _____ (**do**) this evening? I need somebody to look after my little brother for half an hour.

- Pick me up at 7.00. I _____ (**stand**) in front of the office.
- I'd love to go shopping with you next weekend. Hopefully, I _____ (**not spend**) all my pocket money by then.
- Where _____ you _____ (**live**) in three years' time?
- Next summer, my sister _____ (**study**) law for five years.
- What a cool scarf. I _____ (**buy**) it for mom!

- 5> Read the text and complete the sentences below. Use the future continuous or future perfect.

Caroline is a psychologist who specialises in art therapy – through painting, she helps her patients recover after painful or traumatic experiences. She works from home, but she always gets up early, at about 7.00. She spends the next half an hour in the kitchen, making breakfast or having coffee. She begins her working day with her emails, she usually checks them until 9.00. No later than 30 minutes later, her first patients arrive. When she finishes her session, at about 11.00, she goes to the café opposite her house to have lunch. She is always back at 1.15, ready to see her next patients. She might have one or two more sessions, but she never works after 4.00.



- Tomorrow at 6.30, Caroline _____.
- At 7.15, she _____.
- By 9.00, she _____ and by 9.30, her patients _____.
- At 12.00 tomorrow, Caroline _____, as she always does.
- By 1.15, she _____.
- At 2.00, she _____ but she _____ by 4.00.

- 6> CUMULATIVE GRAMMAR Use the words in brackets to complete the sentences. Add any extra words where necessary.

- I'm pretty sure _____ (**some / my relatives / wait**) at the airport when I arrive.
- There are two books I'm interested in and, hopefully, by the end of this week _____ (**I / read / both / them**).
- I swear _____ (**I / not / lie**) to you again!
- _____ (**all / students / write**) a diagnostic test during their third lesson on Thursday.
- _____ (**most / these / restaurants / close**) by the time we get to the centre.
- Robert _____ (**take / few / exams**) next week – all on the same day!
- This time next month, _____ (**some / my / friends / visit**) me here in Warsaw.
- _____ (**no / student / manage**) to hand in the project by Monday.
- Is it true that _____ (**neither / you / speak**) Spanish?
- I'm afraid _____ (**none / my / grandparents / be**) still alive.

1> Match headings 1–5 with paragraphs A–E in exercise 2.

- 1 What if it all goes wrong anyway?
- 2 When and where to argue
- 3 Don't argue to win but to reach an understanding
- 4 Staying polite is a good idea
- 5 Why people hate conflict

☐
☐
☐
☐
☐

2> Put the paragraphs in the correct order to create a logical text.



☐ **A** What does it mean 'right'? Start by overcoming this fear of confrontation. Everybody has the right to speak their mind. Just remember that expressing your feelings does not mean attacking people. Be respectful and avoid accusations. Instead of saying 'you're being unfair,' say 'I don't understand why you're treating me like this'. That way a parent or a teacher does not feel like you're **questioning their authority**.



☐ **B** Finally, when you have the other side all to yourself, how do you win the argument? First of all, prepare. Make a list of your arguments, but also try to foresee the arguments of the other side and come up with logical counterarguments. Never **raise your voice**. And always keep in mind that arguing is a negotiation where you try to reach a compromise that satisfies both sides.

☐ **C** Does this sound familiar? You feel that your parents or your teachers have treated you unfairly, so you **voice your complaints**, and they don't listen. Everything ends with people yelling at each other and everybody being angry with everybody else. Conflict creates a bad atmosphere, which is why many people often **avoid confrontation** because they are afraid of the consequences. This is actually the wrong way to think about it. Arguing is in fact good as it clears the air. You just have to do it right, and you'll get what you want.

☐ **D** Once you feel you can present your arguments calmly and politely, pick the right time and place for it. Teachers, believe it or not, are also human. If they feel attacked in front of the class, they will try to defend their position of power. Similarly, if you approach your parents when they're busy, they may just get annoyed. Pick a moment when they can focus on you.

☐ **E** Yet, despite all these rules, sometimes it's just impossible to keep calm. Then discussions turn into **heated arguments** and later a fight, and everybody's mad at everybody. If so, give it time. Stop yelling and go to your room to cool off. And then, try again. Apologise if you've **said something hurtful** – it's a great starting point for a new discussion. Just think of all the above rules, and don't let it turn into another fight!

3> Read the paragraphs again in correct order and answer the questions.

- 1 How to best present your point of view without having the other person feel like you question their authority? _____
- 2 What do 'negotiations' and a 'compromise that satisfies both sides' imply? _____
- 3 What is meant by 'clears the air'? _____
- 4 What is the best time for difficult conversations with adults? Why? _____
- 5 When and why should you walk away from a discussion? _____

4> Match the definitions below with the phrases in bold from the text in exercise 2.

- 1 say that you don't like or disagree with something _____
- 2 speak louder because you are angry _____
- 3 express doubts about somebody's power _____
- 4 angry conversations _____
- 5 say unpleasant things _____
- 6 try not to get into arguments _____

5> Complete the text with the correct form of the phrases from exercise 4.

THINGS TO AVOID WHEN ARGUING

-  Don't ¹ _____ – it's much better to tell people what's bothering you.
-  When you ² _____, do so calmly and logically.
-  Don't ³ _____ – they will only get angry and try to show you who's boss.
-  ⁴ _____ usually don't lead anywhere, it's much better to discuss things calmly.
-  Don't ⁵ _____ to people, they'll only do the same and yell at you too.
-  Don't ⁶ _____, people usually attack when you hurt their feelings.

Revision ■ Student's Book, pages 20–21

6> Complete the text with the words given.

crush sight fall soulmates at (2x) to (2x)

7> Complete each gap with one word.

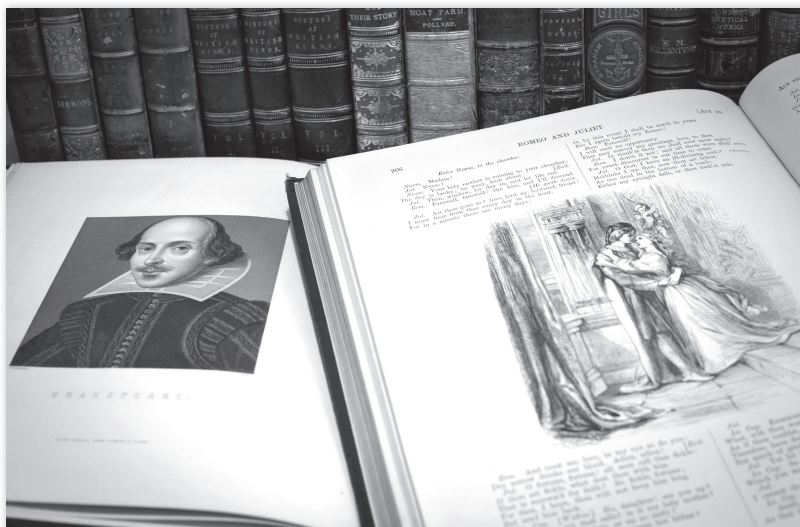
- 1 He's really handsome, but he doesn't seem attractive _____ me at all with that new haircut.
- 2 Who in your family are you closest _____?
- 3 I think by the time I'm 35 I'll already _____ married _____ three children.
- 4 Why did they _____ divorced? They were so _____ love _____ each other!
- 5 Do you think it's a bad idea to d_____ someone you're working with?

Vocabulary challenge! » Student's Book, page 109, UNIT 2, ex. 3 and 4

8> Translate the Polish parts of the sentences into English. Use the correct form of four of the words below.

party date fancy crush match be engaged attraction

- 1 Make these biscuits with _____ (*dużo orzechów i daktyli*), and they'll be even more delicious.
- 2 Have you heard? _____ (*Sara jest zaręczona*) to Mike.
- 3 _____ (*Podoba mi się*) this guy since primary school.
- 4 This scarf _____ (*nie pasuje*) your eyes – find another one instead.
- 5 Mix _____ (*trochę kruszonego lodu*) with lemon, mint and sugar, and you've got a very refreshing drink.
- 6 _____ (*Spotykasz się ze swoim byłym chłopakiem*) again? Are you crazy?
- 7 Everybody thought Mike and Jo were _____ (*idealnie dobraną parą*), so we couldn't understand why they split up.
- 8 I can't get through to the theatre, _____ (*linia jest zajęta*) for an hour.



In one of the best known love stories of all time, Romeo and Juliet ¹ _____ in love ² _____ first ³ _____ when Romeo sneaks into her engagement party. This is the night when Juliet is supposed to be introduced ⁴ _____ her future husband, Paris, a man her parents have chosen for her. Romeo, on the other hand, comes to the party because he wants to see Rosaline – a girl he has a ⁵ _____ on. But when he spots Juliet across the room, Rosaline is totally forgotten. Juliet notices him staring ⁶ _____ her and the two meet. By the time they find out that they belong to rival families who hate each other, it's too late. They know they're

⁷ _____. Juliet refuses Paris and secretly gets married ⁸ _____ Romeo. Unfortunately, there's no happy ending for the two of them ...

SPEAKING

negotiating • apologising • asking for permission

1> **MP3 05** You'll hear five speakers. For each of them choose a logical reaction.

- 1 A I'm afraid not.
B Sure, why not.
C I'm giving it to Pam.
- 2 A Don't worry. It's all right.
B Great. You make the salad and I'll set the table.
C Yes, I apologise.
- 3 A I am. My train was late again.
B OK. That's fine with me.
C No problem, take your seat please.
- 4 A I know. Now we'll have to apologise to her.
B I feel terrible about it.
C Great, I'll take care of it.
- 5 A Yes, that's fine. No problem.
B Oh, he hated it.
C I'd love to go with you.

2> Complete the sentences, using the prompts in brackets. Add any extra words.

- 1 _____ (I / think / might / better) if we move the party to a club.
- 2 _____ (I / could / possibly / borrow) this dress for my end of school dance?
- 3 _____ (I / be / grateful) your help.
- 4 If _____ (you / agree / handle) the invitations, I'll bake the cake.
- 5 _____ (you / able) take care of it?
- 6 _____ (Maybe / better / solution / be / buy) her a ticket for the Open'er Festival?
- 7 _____ (I / afraid / have to / apologise) revealing your secret.
- 8 _____ (we / allowed / stay) there after midnight?

3> Read the instructions and write a short dialogue.

TEST IT! ⌚ 4 minuty

Razem z koleżanką urządzasz imprezę z okazji walentynek. W rozmowie z nią porusz następujące kwestie.

miejsce imprezy

lista gości

stroje i dekoracje

jedzenie i picie

Rozmowę rozpoczyna egzaminujący.



WRITING

an opinion essay

2

1> Complete the text with the words below. There are two extra words.

however opinion result allow deny let view

I am of the ¹ _____ that social networking sites make it easier to find people who share our interests. It would be hard to ² _____ the fact that people with unusual hobbies such as baroque music or collecting bug-eating plants find it difficult to meet somebody with similar interests. As a ³ _____, they often feel misunderstood and lonely.

⁴ _____, when they join a social network, the situation changes. They may complete their profiles and view the profiles of others. There are features which ⁵ _____ us to search other people's profiles and meet somebody who may be interested in similar things.

2> Read the writing task in exercise 4 and find two aspects of the topic which need to be covered in the essay. Then match the arguments below with the correct aspect.

Aspect 1: _____

Aspect 2: _____

- 1 rodzice – dużo pracują, często nie mają czasu dla dzieci; mają mniej energii niż nastolatki; ☐
- 2 rodzice udzielają lepszych rad; zawsze udzielają wsparcia w trudnych chwilach; ☐
- 3 rodzice kiedyś mieli podobne problemy; lepiej znają swoje dzieci; ☐
- 4 spędzamy więcej czasu z rówieśnikami niż z rodzicami, np. w szkole; ☐
- 5 rówieśnicy – wspólne zainteresowania, tematy, gusty muzyczne; ☐

3> Write sentences, using the arguments from exercise 2 and the phrases below. Remember to give a reason to support your opinion. Use *because* / *since* / *as* / *because of*.

1 I (be / opinion) am of the opinion that parents often have too little time to spend with their teenage children because they work very long hours.

2 I (strong / feel) _____

3 It (can / argue) _____

4 The (reason / I / say / this / be) _____

5 This is (due / fact) _____

4> Read the instructions and do the writing task.

TEST IT! W życiu wielu młodych ludzi przychodzi okres, w którym rówieśnicy (peers) stają się ważniejsi od rodziców. Napisz **rozwprawkę** (200–250 słów) przedstawiającą Twoją opinię na ten temat, uwzględniając argumenty dotyczące wsparcia w trudnych sytuacjach oraz wspólnego spędzania czasu.

1> Choose the correct option to complete each sentence.

- 1 When Philip and Kate met, it was love at first **look / sight**.
- 2 My brother's youngest daughter is my favourite **niece / nephew**.
- 3 I didn't **get away with / get on with** my older brother when we were children.
- 4 I loved **all / every** moment we spent together.
- 5 People who are unkind to others have **little / few** friends.
- 6 I'll choose my wedding dress after I **will have been to / have been to** all the shops.

2> Choose the correct answers.



Tomorrow is a big day for Sandra and her five-year-old daughter, Mandy. Sandra's been a ¹_____ mother since she split up with Mandy's father soon after her daughter had been born. Sandra has dated a few guys since then, but without ²_____ luck. Then last year, Sandra's brother introduced ³_____ Dave, who was also taking care of his little son, Timmy, all by himself. Sandra and Dave fell ⁴_____ each other and soon decided to become one big family. Mandy is as excited as her mother since she's going to have a ⁵_____ now. Tomorrow at noon, Sandra and Dave will ⁶_____ married. They've already bought a house, and Sandra thinks they'll be moving into it after their honeymoon. But Dave has a surprise for her. When they leave on their honeymoon, Dave is going to leave the keys to the new house with his parents. ⁷_____ the time Sandra and David return, they will have renovated it for them so that they can immediately start their new life there.

- | | | |
|------------------|------------------|-------------------|
| 1 a lonely | b alone | c single |
| 2 a much | b many | c some |
| 3 a her to | b with her | c her |
| 4 a for | b in love | c with a crush on |
| 5 a half-brother | b brother-in-law | c stepbrother |
| 6 a got | b be getting | c have got |
| 7 a At | b By | c During |

3> Translate the Polish parts of the sentences into English.

- 1 She fell out with two of her best friends, but she soon _____ (*pogodziła się z obojgiem*) them.
- 2 Carrie is _____ (*zdruzgotana, bo Ted zerwał*) with her last week.
- 3 Some of the girls in my class _____ (*uwielbiają rozsiewać plotki*) but I don't.
- 4 _____ (*Jutro o tej porze*), I'll be preparing for my date with James.
- 5 Both of my brothers are good at maths, so _____ (*każdy z nich*) can help me with my homework.
- 6 I hope I _____ (*zaprzyjaźnię się z wieloma osobami*) by the time I leave my new school.
- 7 My sister is getting divorced and it's very painful for her, so I must _____ (*wspierać ją w trudnych chwilach*).
- 8 Both of my sisters _____ (*są zadurzone*) on the same guy.
- 9 After breaking up, _____ (*większość par nie pozostaje*) friends.



4> Complete the second sentence so that it means the same as the first. Use the words given without changing their forms.

- 1 6 p.m. always means a basketball game for me. Tomorrow too.
Tomorrow at 6 p.m. I _____. **BE**
- 2 My mum doesn't fancy giving big parties and my dad agrees.
_____ giving big parties. **FANCIES**
- 3 I have three sisters. They aren't dating at the moment.
_____ dating at the moment. **OF**
- 4 They'll fight and make up three times between now and Sunday.
They _____ three times by Sunday. **FOUGHT**
- 5 I'd love to have somebody famous in the family.
I'd love _____ famous. **RELATED**
- 6 My fiancé spent his childhood in Scotland.
My fiancé _____ in Scotland. **BROUGHT**
- 7 Readers of my blog might think that I'm lonely, but it's not true.
Readers of my blog might _____ that I'm lonely, but it's not true. **IMPRESSION**
- 8 Vicky and Leo are engaged since last Sunday.
Vicky _____ Leo last Sunday. **GOT**
- 9 Why do you always criticise my friends? It's so annoying!
Why _____ my friends? **ARE**

- 1> Przeczytaj tekst. Uzupełnij luki w zdaniach 1–5 zgodnie z treścią tekstu.

SINGLE DOES NOT HAVE TO MEAN SAD AND LONELY!

Not everyone wants to start a family. Yet for centuries, in order to be successful in the society, most people needed to get married. And love had little to do with it. Marriage was simply a social contract: the man needed a wife to run his house and bear children, and the woman – someone to support her financially.

The idea that marriage is a celebration of love is as recent as that of women working and earning their own money – it goes back only a few decades. Suddenly, women were able to decide if they wanted to get married or stay single, which made love one of the main reasons for marriage. Romantic love became so idealised and idolised that to many people the idea of not wanting it is unimaginable. They think that the only reason why a person might end up being alone is because they failed to find love or hold on to it. As if no one would ever choose to be single.

The number of people living alone has been growing for decades and they now make up almost a third of American and European households. A great number of them – by choice. They simply enjoy their independence. They are of all ages – some in their twenties or thirties, others in their sixties and seventies – the majority of those that aren't retired yet, often enjoying successful academic or business careers. All of them have one thing in common – they find their lives very fulfilling and satisfying.

Of course, there are unpleasant moments yet, contrary to popular belief, they're caused by thoughtlessness or others rather than loneliness. It hurts, when friends who have partners go away for weekends where only couples are invited or when well-meaning relatives keep asking when you're going to settle down. Not to mention those who accuse single people of being too egoistic or immature to have a family.

Yet there's plenty of research that shows that thanks to the social media singles lead very active lives. They usually have a network of friends and family members with whom they have very fulfilling relationships. They also go out and work out more than married couples or join dancing, knitting or foreign language classes or the local gym more often. And millions of them say they simply love their lives.

- 1 In the past women married because they _____ by their husbands.
- 2 Romantic love is so idealised that for many it's hard to believe that being single can _____, rather than a result of unfortunate circumstances.
- 3 _____ percent of people in Europe and America live alone.
- 4 Relatives who expect _____ a family often hurt them with their 'caring' questions.
- 5 Married people _____ than single people. Singles also engage more _____.

- 2> Uzupełnij dialogi 1–4. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty.

- 1 X My uncle works as a TV producer.
Y Could you introduce _____ him?
- 2 X Do you have any siblings?
Y Two, actually. But _____ lives with us anymore, so it's just me and my parents.
- 3 X Maybe the bookshop in the centre will have it?
Y _____ a try. And if not, I'll look online.
- 4 X What? You forgot grandma's birthday?
Y I know, I feel _____ it.

- 3> Do każdej z opisanych sytuacji napisz właściwą reakcję.

- 1 Rozlałeś/Rozlałaś czyjś napój. Zaproponuj, że go odkupisz.

- 2 Kolega przeprasza Cię za spóźnienie. Powiedz, że nic się nie stało.

- 3 Zaproponuj siostrze, że pomożesz jej porozmawiać z rodzicami na temat jej problemu.

- 4 Nie zgódź się z sugestią spędzenia weekendu i zaproponuj coś innego.

- 4> Read the instructions and do the speaking task.

TEST IT! ⌚ 5 minut

Umówiłeś się/Umówiłaś się na pierwszą randkę z nowo poznaną osobą. Masz do wyboru trzy poniższe miejsca.

- Wybierz miejsce, które, Twoim zdaniem, będzie najodpowiedniejsze i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe możliwości.



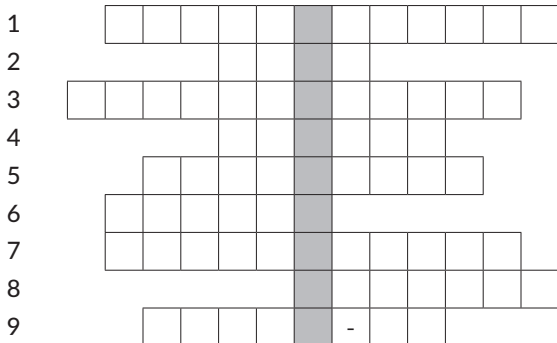
- 1 What are the advantages and disadvantages of internet dating services?
- 2 'Friends are the family we choose for ourselves.' How far do you agree with this statement?

3

Work and learn

VOCABULARY job mobility • employability • job market • career • word formation

1> Do the crossword.



career _____

- 1 a person with their own business
- 2 perform
- 3 situation when people are without a job
- 4 develop
- 5 place where you do your job
- 6 stop working
- 7 someone who takes part
- 8 a person who is learning a job
- 9 practical approach

2> Match 1–7 with a–g to form collocations.

- | | |
|-------------|-------------|
| 1 pay | a letter |
| 2 covering | b overtime |
| 3 job | c centre |
| 4 get | d a pension |
| 5 self- | e rise |
| 6 work | f job |
| 7 part-time | g employed |

3> Choose four expressions from exercise 2 and write sentences with them about your friends and family.

4> Complete the questions with the missing words and write the answers.

- 1 What's more important in the job of your dreams – having **h** _ _ _ _ _ training or theoretical knowledge?

- 2 Can you name three ways to **g** _ _ n knowledge?

- 3 How would you go about _ _ _ r _ _ _ _ _ for a summer job?

- 4 If you could _ _ d _ _ _ o a traineeship – where would you like to do it?

5 What's more important in a workplace – career prospects or an atmosphere that **f** _ _ t _ _ s good teamwork?

6 Does knowing other cultures **b** _ _ s _ your **e** _ _ l _ _ a _ _ l _ _ y?

5> Complete the text with the correct form of the words below.

promote enterprise live earn advance transfer employ

There are countless ways of making a ¹ _____ but for many young people with ² _____ ambitions, the easiest thing to do right out of college is to become an ³ _____ at a corporation. Here, their ⁴ _____ are more or less guaranteed and there's a possibility of ⁵ _____ up the company ladder. A few years down the road, however, many of them get tired of it or they simply see no chance of ⁶ _____. It used to be a problem in the past, but today, if their ⁷ _____ skills are good enough, they quickly find other employment or even become self-employed.

Vocabulary challenge! » Student's Book, page 109, UNIT 3, ex. 1, 2 and 3

6> Complete each pair of sentences with one word that fits both of them.

- 1 My dad has been _____ his own catering business for years.
I can hear water _____ – is Sammy taking a shower?
- 2 Due to illness, Jack O'Connell will not _____ in tonight's play.
Computers _____ mathematical tasks unimaginable in the past.
- 3 I had to _____ all my persuasive skills to get her to agree.
The company is looking to _____ five new graphic designers.
- 4 The *Bookworm* bookshop _____ to the 2nd floor of our mall last month.
Everyone was _____ by his emotional graduation speech.
- 5 Did you hear? Rick just _____ a job with the BMW.
The plane from Madrid _____ 5 minutes ago.

1 Complete the translation. Use a dictionary if necessary.

The notion of employer-employee relationships has changed a lot as it is now believed that criticising people is counterproductive. It is better when the team is kept in the loop and, when people receive useful feedback, they will do their job the way it needs to be done. And finally, a good boss will pay compliments to people – it boosts their self-esteem.

1 _____ relacji między pracodawcą a pracownikiem bardzo się zmieniła, ponieważ dziś uważa się, że krytykowanie ludzi 2 _____. Co więcej, pracownicy powinni wiedzieć co się dzieje, a dawanie 3 _____ sprawia, że praca będzie wykonana tak jak ty tego chcesz. Oprócz tego, dobry szef 3 _____ – to buduje ich samoocenę.

2> MP3 06 Listen to the interview and complete the summary below.

Tina Fry ma tylko 25 lat, ale już wie, co to znaczy być świetnym szefem. Tym z Was, którzy chcieliby iść w jej ślady, prezentujemy dziś krótką notatkę z wywiadu z nią. Zapytana, dlaczego to właśnie ona zdobyła Best Start-up Leader Award, zasugerowała, że komisja ¹_____, więc ona może się tylko domyslać, że spełniła wszystkie kryteria. Tina uważa, że koncepcja dobrego kierownika bardzo się dziś zmieniła i, w przeciwieństwie do przeszłości, kiedy kładziono nacisk na wyniki, dziś najważniejszy jest człowiek. Jej zdaniem to właśnie fakt, że wie, jak pomagać innym odnieść sukces, został doceniony przez jury. Ponieważ różni członkowie zespołu mają ²_____, najważniejszą strategią jest skupić się na nich i dla każdego znaleźć zadanie, które ³_____. Kolejnym ważnym elementem jest informacja, ponieważ ludzie ⁴_____. I jeszcze to, żeby traktować ludzi tak, jak ⁵_____. Muszę powiedzieć, że zgadzam się z prowadzącym, który podsumował rozmowę mówiąc, że ⁶_____, że Tina wygrała ten konkurs.

3> Complete the sentences with the missing words.

Simon So, how's your new geography professor?

Mark Professor Murdoch? The first day, she scared us. When she told us what the course would look like, she ¹ t really high p t s.

Simon That's good though, isn't it?

Mark Oh yeah. But it's ten times as much work as before. She makes us do most of the work.

Simon ²D__g__g t__s! That's good. You'll learn more through hands-on learning.

Mark I hope so. I'm actually enjoying it. Last week I was ³ _ _ h _ _ e _ _ this research project – I had to get my team to design a field study investigating traffic density in the suburbs. We came up with the idea together, but I had to decide who does what.

Simon Well, you're the perfect person for this – you've always been a good team leader.

Mark Yes, and I think Professor Murdoch saw that. She's really good at ^{4f} s _ g on our s _ _ _ _ s and assigning us tasks that fit them. It's so ⁵ p _ _ r _ g when you feel you're in the right place and you know what you're doing!

Simon So, how did you guys do?

Mark Great. I mean it wasn't perfect, but Professor Murdoch gave us **6c_r_v_f_b_k**. She told us what was good and what could have been done better, so I'm sure the next one will be perfect.

Simon I'm sure it will.

Revision ■ Student's Book, page 29

4 Complete the poster, using the correct form of the expressions created from boxes A and B. Add any necessary prepositions. There is one extra expression.

A: be give take need schedule see

B: responsibility hand project charge rehearsal support

FRIENDLY STUDENTS NEEDED!

Our Erasmus exchange office is looking for students who can ¹_____ us a _____ in welcoming exchange students and making them feel at home. Arriving in a foreign country when you don't speak the language, finding your way around and attending classes is not easy and they ²_____ all _____ we can give them. So, if you think you could help us with any of the following – don't hesitate!

We're looking for people to:

- 3 _____ such as showing exchange students around our campus and our city;
- 4 _____ projects such as field trips and cultural outings which we're preparing in order to help them become familiar with our culture;
- assist exchange students in 5 _____ the _____ to completion during the programme.

5) Imagine you studied abroad and participated in the exchange from the poster in exercise 4. Write a blog entry about your experiences, including all the points mentioned above.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery designed for writing.

Defining relative clauses

Zdania przydawkowe definiujące udzielają szczegółowej i niezbędnej do zrozumienia zdania informacji o jednym z rzeczowników w zdaniu. W zdaniach tych używamy następujących zaimków względnych:

- **who** – w odniesieniu do ludzi: *Students **who** want to participate in the exchange are asked to submit an application.*
- **which** – w odniesieniu do rzeczy (oraz zwierząt): *The dog **which** we rescued turned out to be a beautiful husky.*
- **that** – w odniesieniu do ludzi i rzeczy (zamiast *who/which*): *Courses **that** take place off campus are marked "O/C."*
- **where** – w odniesieniu do miejsc: *That's the building **where** our school resided before WWII.*
- **whose** – by pokazać przynależność (do ludzi lub rzeczy): *Classrooms **whose** windows face west get really hot in the afternoons.*

Zaimki **who/which/that** można opuścić, jeśli nie są one podmiotem zdania, a dopełnieniem (innymi słowy, jeśli bezpośrednio po nich nie stoi czasownik).

*I need a car **which** I can trust. → I need a car I can trust.*

(I need a car. I can trust the car.)

*I need a car **which** can handle bad roads. NOT: ~~I need a car can handle bad roads.~~*

(I need a car. **The car** can handle bad roads.)

W zdaniach opisujących miejsce zaimek *where* można zastąpić **which/that** i przymikiem.

*The company **where** I'm undergoing my job training manages computer networks.*

*The company **in which** I'm undergoing my job training manages computer networks.*

1> Choose the correct relative pronouns. Sometimes both options are possible.

- 1 The student **who** / **that** joined our class is good at sciences.
- 2 I'm taking three courses **which** / **who** require independent study.
- 3 Our exchange programme is available to students **whose** / **that** GPA is above 3.6.
- 4 I need to find a school **that** / **where** theory and practice go hand in hand.
- 5 Equipment **which** / **whose** guarantee expires this year will be serviced this month.
- 6 Bart prepared a presentation **which** / **that** was much better than mine.
- 7 We're looking for assistance dogs **that** / **whose** training covers disaster rescue.

2> Complete the sentences, using the correct relative pronouns. In which sentences can the relative pronoun be left out?

- 1 The training _____ begins next month covers the basics of cloud programming.
- 2 The place _____ my husband proposed to me was very romantic.
- 3 The person _____ is responsible for freshmen orientation will greet you at the door.
- 4 The job _____ he chose will demand a lot of travelling.
- 5 I've never met anyone _____ library is as big as yours.
- 6 Do you know anyone _____ speaks Finnish?
- 7 Have you read any books _____ authors were Nobel Prize winners?
- 8 The conference room _____ we're meeting in has all the facilities you'll need.

3> Rewrite the sentences, using relative clauses.

- 1 We're looking for candidates. They must have a Bachelor's degree in accounting.
We're looking _____.
- 2 The department is on the third floor. You've been assigned to it.
The department _____.
- 3 Children, some animals have home in tropical climates. Your task today is to find them all.
Children, your task today is to find _____.
- 4 You're looking for hands-on knowledge. I don't think I have it.
I don't think I have _____.
- 5 The school offers a lot of internship programmes. She's in that school.
The school _____.
- 6 I want a job. I want it to offer good career prospects.
I want _____.
- 7 Some jobs involve no teamwork. Do you know anyone with such a job?
Do you know _____?
- 8 Florence is a beautiful city. Anyone who has been there will tell you this.
Anyone who has been _____.
- 9 At the bottom of the screen should be the address you're looking for.
The address _____.

4> Complete the text, using the correct relative pronouns.

Last month, Sunny finally managed to land a place in the international internship programme ¹ _____ he'd been dreaming of for ages. He'd heard about it from a girl who participated in it and immediately knew it was something ² _____ was right up his street. Maggie, the girl ³ _____ recommendation encouraged him, helped Sunny to put together a portfolio ⁴ _____ would impress the committee and gave him some tips about the person ⁵ _____ would interview him. As the programme offers internships in many countries, she also suggested ⁶ _____ the most interesting ones might be. Sunny didn't get his first choice, New Zealand, but the country ⁷ _____ he ended up in, Chile, turned out to be fascinating.

5> Find and correct a mistake in each sentence.

- 1 I'd like to live in a country which people don't litter the streets.
- 2 My cousin goes to a school where there are no grades in.
- 3 The forest where we found this cat in is far from any human homes.
- 4 The canteen which the employees have their lunch serves delicious desserts.

6> Complete the sentences so that they are true about you.

I've never met a person whose _____.

I wouldn't want to have a job which _____.

It would be wonderful to work for a company where _____.

I know a lot of people who _____.

Non-defining relative clauses

Zdania przydawkowe niedefiniujące podają dodatkowe informacje, bez których jednak zdanie i tak miałoby sens. Zdania te oddzielamy przecinkiem i nie możemy z nich usunąć zaimka względnego (*who*, *which*, *where*, *whose*). Zaimek *that* nie występuje w zdaniach przydawkowych niedefiniujących.

Grammar challenge! » Student's Book, page 110, UNIT 3

Zdanie przydawkowe niedefiniujące może znajdować się na końcu zdania jako komentarz do ostatniego słowa lub całego zdania nadrzędnego. Używamy wtedy zaimka *which*.

She went to Harvard university, which had a good reputation.

(który cieszy się dobrą reputacją)

She went to Harvard university, which made her parents proud of her.

(co sprawiło, że jej rodzice byli z niej dumni)

1> Complete the sentences with the correct relative pronouns.

- 1 Our old house, _____ my parents sold last year, had 6 bedrooms.
- 2 The owner of this company, _____ is only 35 years old, is a millionaire.
- 3 Thomas, _____ sister is a famous actress, is coming to the party tomorrow.
- 4 La Italia Ristorante, _____ my parents met 20 years ago, has just closed down.
- 5 Erasmus, _____ is a student exchange programme, is very active in Polish universities.

2> Write sentences with non-defining relative clauses, using the information below.

- 1 He works for G&Q. It's an IT company set up in 2015.

- 2 Mark was late for school yesterday. He is usually on time.

- 3 I'm watching *Undercover Boss* tonight. It is a business reality show.

- 4 My mum is a weather forecaster. She has just started working for a national TV station.

- 5 Jerzy Skolimowski is giving a lecture to our students next week. His films have received many awards.

- 6 The report served as the basis for new regulations concerning student scholarships. Unfortunately, it was unreliable.



3> Match sentences 1–6 with a–f. Then use the information to complete non-defining sentences.

- 1 Nelson Mandela, who spent 27 years in prison, was the first black president of South Africa. ☒ d
 - 2 The Thames, _____, flows right through London. ☐
 - 3 Ferdinand Magellan, _____, was the first person to sail round the world. ☐
 - 4 David Karp, _____, is one of the wealthiest young entrepreneurs in the world. ☐
 - 5 Harvard University, _____, is one of the top schools in the world. ☐
 - 6 NASA, _____, has one of the biggest budgets of all US government agencies. ☐
- a He founded Tumblr – a networking site which allows you to post multimedia content in a blog format.
 - b Its scientists are involved in space exploration programmes.
 - c It is the second longest river in the United Kingdom.
 - d He spent 27 years in prison.
 - e It was established in 1636.
 - f He was a Portuguese-born Spanish sailor and explorer.

4> Do the following sentences contain defining (D) or non-defining (ND) clauses? Add commas where necessary.

- 1 Do you know anybody who is a workaholic?
- 2 Adam who is usually an impartial journalist did not present an objective opinion.
- 3 Ted whose training period will soon be over was offered a permanent position at our company.
- 4 She is one of the visiting professors whose lectures are the highlight of this week's conference.
- 5 My new computer which is a lot faster than the old one cost a lot of money.
- 6 Can you name three young entrepreneurs whose products are famous?

5> Add the five relative pronouns and the four commas that are missing in the text.

Evan Thomas Spiegel, the co-founder of Snap Inc., wasn't even 25 when he became a billionaire. He studied at Stanford University he met his two future business partners – Bobby Murphy and Reggie Brown. The idea for the app later became Snapchat was part of his design class project. His classmates actually ridiculed his project as we now know wasn't very smart of them. Spiegel found two other students willing to work with him on this app original name was Picaboo. Within a year the app, renamed Snapchat, had over one million active users. Spiegel was so focused on his business that he even left school before completing his degree he received a few years later in 2018.

Grammar challenge! >> Student's Book, page 110, UNIT 3, ex. 1

6> Which of the sentence endings (a–b) refers to one word (W), and which refers to the whole sentence (S)? Write W or S next to each ending.

- 1 Mark didn't know the language,
 - a which made it difficult for him to find a job. ☐
 - b which everybody in the room was speaking. ☐
- 2 They wanted to meet me in the shopping mall,
 - a which turned out to be closed. ☐
 - b which didn't suit me at all. ☐
- 3 Helen got top scores in the exam,
 - a which was very difficult to pass. ☐
 - b which pleased her parents a lot. ☐
- 4 The man in the studio quoted some statistics,
 - a which had been published the week before. ☐
 - b which gave him an advantage in the discussion. ☐

7> **CUMULATIVE GRAMMAR** Find and correct a mistake in each sentence.

- 1 My primary school maths teacher, that is now retired, was always very helpful.
- 2 The man which was interviewing me was very encouraging.
- 3 Facebook, is the biggest social media company in the world, is famous for the good treatment of its employees.
- 4 My neighbour, which daughter lives in London, travels to the UK every month.
- ★ 5 He told me to meet him in the office where I used to work in.
- ★ 6 They told me I didn't get into the training programme, what made me very disappointed.

8> Translate the Polish parts of the sentences into English. Add commas if necessary.

- 1 What's the name of the start-up _____ (który wygrał nagrodę) for the most promising company last year?
- 2 My dad _____ (który pracuje w telewizji) meets a lot of famous people.
- 3 They stopped the show to give _____ (wiadomość z ostatniej chwili, która była) rather shocking.
- 4 Why don't you ask for help from a student _____ (której rodzice pracują) near the school?
- 5 His latest article _____ (który dawał do myślenia) is an example of how to stay employable on today's market.
- ★ 6 They denied _____ (jej aplikację, co sprawiło) her feel very sad.
- ★ 7 This is the building _____ (w którym pracuję) since March.
- ★ 8 I had my master's degree and a lot of hands-on knowledge _____ (co pozwoliło mi) to quickly find a job.

1> Are the statements 1–6 true (T) or false (F)? Read the text in exercise 2 and check your answers.

- | | |
|--|-------|
| 1 In many countries, getting a university degree requires plenty of both time and money. | T / F |
| 2 In the 21 st century, college education has a different meaning than before. | T / F |
| 3 Digitalisation influences job requirements mainly in professions connected with programming. | T / F |
| 4 Nanodegrees are the latest offer from the best universities. | T / F |
| 5 Weekend and online courses are a great way to stay up-to-date with the latest skills needed on the job market. | T / F |
| 6 In the future, people with transferable skills will find it easy to change jobs. | T / F |

2> Read the text and answer the questions.

As high school graduation day approaches, many young people get more and more anxious about the life-defining choices they face. Surveys show that **committing** the next few years of their life – and in many countries a lot of money – to a particular major feels like eternity and seems very final, as if the degree they **pursue** was to be their job for the rest of their lives. Indeed, that used to be true, but the dynamics of the 21st century workplace suggest otherwise. Recent studies show that over fifty percent of university graduates **hold** positions for which they either don't **draw** on the knowledge they gained at university at all or just barely.

Why? For one thing, the millennials and Gen Z are much more mobile and flexible than the previous generations, moving houses and changing jobs and professions rather than looking to put down roots in one place and company for decades. Even more importantly, the workplace of the 21st century evolves rapidly and so do our roles in it. Digitalisation means that within most professions new subjects and tools appear, develop and change at every step, forcing workers to keep up. They need to be adaptable and willing to constantly acquire new skills.

This might be good news for those staggering under the weight of the choice of university and major, but it's bad news for colleges. It's probably safe to say that college degrees no longer put you on a **fast track** to career advancement.

Today's work environment, especially in professions such as accounting, programming, or marketing, is not about theoretical knowledge but about know-how and transferable skills. It's also about **continuous** education, i.e. learning new skills when you need them. Nanodegrees, offered by institutions functioning outside university campuses, were born in response to these needs.

Nano- or microdegrees are suitable for people of every age and profession looking for fast courses presented in short modules, and available in a variety of forms – online, on a company's premises, during weekend getaways, etc. They are **tailored** to target particular skills or topics in a given discipline, to fill the gap in your knowledge. They focus on practical and team skills, allowing both employees and employers to make sure that their team transforms with the technology and requirements of the market, always staying on top of things.

So, if you're worried your university degree will define you – don't be. The job you choose is bound to be constantly changing and you'll be forced to change with it anyway. And when you feel like you need a total change – many of your team and technical skills will be transferable to other professions. **Supplement** them with nanodegrees and voilà – retraining and professional mobility shouldn't pose a problem.

- Young people in the 21st century
 - are more likely to be anxious about their life choices than previous generations.
 - don't know how to use the knowledge they gain at the university.
 - have different attitudes to long-term job contracts their older colleagues favoured.
 - are rapidly changing the way we understand our roles in the workplace.
- Which is NOT true about nanodegree courses?
 - They should make changing jobs and professions much easier for a lot of people.
 - Their content can be made to fit the particular needs of a person or a team as needed.
 - They are a direct result of the constantly changing job requirements in many professions.
 - They're constructed to provide theory and then add practical knowledge on a given subject.
- Which of the following is stated as a fact, not an opinion?
 - Nanodegrees are a good idea for everyone, no matter how old they are.
 - The choices we make when entering college decide about the rest of our lives.
 - Your chances of promotion depend on whether or not you have a university degree.
 - In the future, jobs will be undergoing changes all the time.
- This article was written to
 - criticise current university degree programs.
 - discuss the pluses and minuses of nanodegree programs.
 - present a new trend in personal and professional development.
 - predict how the changing job market will influence university education.

3> Match the definitions with the phrases in bold in the text on page 29.

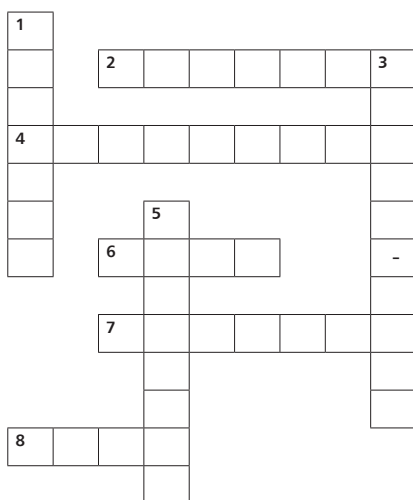
- 1 a quick way to get somewhere – a _____ to sth
- 2 add sth to make better – _____ with sth
- 3 education that lasts your whole life – _____ education
- 4 have a job – _____ a position
- 5 made especially to fit – _____ to sth
- 6 make use of what you know – _____ on the knowledge
- 7 promise to give your time and effort – _____ to sth
- 8 try to get higher education – _____ a degree

4> Complete the sentences with expressions from exercise 3.

- 1 You've got great spatial imagination and drawing skills. Maybe you should _____ a career in architecture or interior design.
- 2 If the future is to be about _____ education, then firms offering all kinds of workshops _____ to the specific needs of their customers don't need to worry about finding clients.
- 3 My mom _____ a managerial position at an advertising agency, so maybe she could get you a place on a training course there this summer.
- 4 It will be easier to find a job if you _____ the nursing certificate with some online courses on dieting or physical therapy.
- 5 The Prime Minister promised to put the anti-smog laws on a _____ and then, when they're passed, to _____ as many resources to solving the problem as possible.
- 6 When preparing the project, I want you to _____ on both your cultural and personal background.

Revision ■ Student's Book, pages 32–33

5> Do the crossword.



Across

- 2 ads
- 4 a set of person's experiences and skills
- 6 agency that helps to find temporary job – _____ agency
- 7 dull, boring
- 8 job, position

Down

- 1 make money to live on – _____ oneself
- 3 temporary job – _____ employment
- 5 certainty that you'll have a job – job _____

6> Complete the sentences.

- 1 Job _____ can range from life and health insurance, wellness club memberships to free refreshments.
- 2 Flexible _____ are more and more important these days as 9 to 5 jobs don't suit many people anymore.
- 3 Gen Y values freedom while Gen Z is more about job _____ and stability.
- 4 A healthy working _____ is very important because it fosters a good atmosphere and creativity.
- 5 How do you plan to find a _____ job with no education, no experience and no skills?
- 6 I'm only 21, I don't want to settle down and get a _____ job just yet. I think I'll _____ for a while and see what suits me.

7> Use words from A and B to make as many collocations as possible. Some words can be used more than once.

- A** build job short-term mundane support temp working
- B** adverts agencies benefits decent employment task environment hours oneself permanent portfolio security

Vocabulary challenge! » Student's Book, page 110, UNIT 3, ex. 4 and 5

8> Rewrite the sentences, using the words below.

give/go desperate unaware cut/out ends landed

- 1 She's not making much, but it's enough for her basic needs.
She's not making much, but _____.
- 2 I hear you were hired and it's the job of your dreams. Congratulations!
I hear _____. Congratulations!
- 3 I'm stuck in this office and I really should get someone to advise me on my career.
I'm stuck in this office and I am _____.
- 4 Taking the contract meant moving to Hong Kong, but I decided to try it.
Taking the contract meant moving to Hong Kong, but _____.
- 5 I have very little patience so I don't think I'm the right person to be a babysitter.
I have very little patience so _____.
- 6 Mr McGabe had no idea that we were preparing a going-away party for him.
_____ we were preparing a going-away party for him.

SPEAKING

describing a picture • jobs: adjectives

1) Choose the right words.

- Blue-collar / White-collar** jobs such as a carpenter or smith – also called **manual / menial** jobs – are becoming popular again as people appreciate hand-made furniture and fixtures.
- Stockbrokers have such **mundane / high-powered** jobs that many burn out before they're 35.
- You've worked there for 17 years and never been promoted? It's obviously a **dead-end / demanding** job and it's time to find something else!
- Maggie has had enough of the **lucrative / monotonous** paper shuffling and so she's taking courses to become a nurse.
- A **skilled / rewarding** employee is always a valuable addition to the company.

2) Complete each gap with 3–4 words, using the word given without changing its form.

From ¹_____ (*gather*), this picture was taken in an amusement park. It ²_____ (*depicts*) probably has a summer job there. ³_____ (*background*), I can see a lot of children and adults and some rides. ⁴_____ (*wearing*) a costume of a Disney character, so I think her job is to greet the guests. ⁵_____ (*judging*) face, she's having a lot of fun. ⁶_____ (*appears*) posing for a picture with a group of kids. They ⁷_____ (*look*) were having the time of their lives.

3) Describe the picture and answer the questions.

TEST IT! ⌚ 4 minuty



- Do you think this was a stressful situation for the lifeguards?
- Would you like to have a job where you're responsible for other people's well-being?
- Describe a situation when someone's life or health was in danger.

WRITING

a covering letter

3

1) Complete the text with phrases a–h.

- | | |
|----------------------------|-----------------------------|
| a am confident | e to apply for the position |
| b at present | f trust that |
| c included participation | g was responsible for |
| d my ambition is to pursue | h particularly interested |

Dear Mr Ford,

I am writing ¹_____ of a lifeguard. I am ²_____ in the programmes taking place on the West Coast of the United States.

³_____, I am in my second year of medical school and ⁴_____ a career in surgery. I've also undergone first response and water safety training courses.

As an avid scout of 13 years, I have been involved in a number of camps and events where I ⁵_____ ensuring other people's health and safety. I have always enjoyed sports, and my activities ⁶_____ in my high school running and swimming teams, which I ⁷_____ makes me a competent swimmer and a candidate sufficiently fit for this post.

I ⁸_____ my experience as well as personal qualities make me a good candidate for the position advertised. I am available to work from June until September. Should you have any questions, please do not hesitate to contact me at this number: +44 987 654 321.

Thank you for your time and consideration. I look forward to hearing from you.

Yours sincerely,

David Price

2) Write sentences, using the prompts. Use the correct form of the verbs. Add extra words where necessary.

- job / enable / use / theoretical knowledge / practice
- I / consider / I / perfect candidate / position
- reason / apply / this programme / allow / I / develop / team working skills
- managed / prove / I / as / very responsible / level-headed person
- believe / ample experience / perfect candidate / this job
- look forward / hear / due / course

3) Read the writing task in exercise 4 and write which information about a potential candidate should be included in the letter.

4) Read the instructions and do the writing task.

TEST IT! Na stronie organizacji Humane Society pojawiło się ogłoszenie o rekrutacji do pracy sezonowej w schroniskach dla zwierząt na terenie Wielkiej Brytanii. Zamierzasz ubiegać się o tę pracę. Napisz **list motywacyjny** (200–250 słów), w którym przedstawisz swoją kandydaturę, oraz uzasadnisz, dlaczego jesteś odpowiednią osobą na to stanowisko.

1) Choose the correct ending to complete each sentence.

Sometimes both options are possible.

- 1 We're looking for candidates
 - a whose skills include business management and data analysis.
 - b who's working as a project development manager.
- 2 All our employees are guaranteed job
 - a security and the possibility of professional development.
 - b hours that can be flexibly adjusted to your needs.
- 3 Cam's presentation was a huge success,
 - a what really boosted his self-esteem.
 - b which wasn't surprising.
- 4 My old boss is
 - a good at both giving feedback and delegating tasks.
 - b always telling everyone what is wrong with them.
- ★ 5 The company is known for employing
 - a many temps every summer so you should give it a go.
 - b underhanded business tactics to eliminate its competition.

2) Choose the right option to complete the text.

Hi TJ, what's up? Sorry for not writing for ages but so much has been happening! You might be surprised to learn I'm in Milan. It's a crazy story. Last year, I met this exchange student, Chiara, and I fell madly in love ¹_____ her. So, when the time came for her to go home and I had just received my degree, I ²_____ her to Italy. I considered ³_____ a highly employable person and I found many ads for someone with my qualifications but when I ⁴_____ for them, they didn't even call me back. I had one temp job after another, ⁵_____ was of course very frustrating. I finally went to a job ⁶_____, hoping they'd have something for me. It took a while, but I finally have a ⁷_____ job. The only problem is that the ⁸_____ here are very strange. They take a long siesta in the early afternoon and come back to the office to work much later than I'd like. But I'm getting used to it. And the most important thing is Chiara and I are very happy ...

- | | | | |
|-------------------|--------------|-----------------|-------------|
| 1 a with | b for | c to | d at |
| 2 a came behind | b followed | c gained | d moved to |
| 3 a am | b me | c myself | d to be |
| 4 a requested | b gained | c searched | d applied |
| 5 a that | b which | c what | d while |
| 6 a centre | b agent | c bureau | d office |
| 7 a constant | b continuous | c standing | d permanent |
| 8 a working hours | b duty day | c closing times | d overtime |

3) Complete each pair of sentences with one word.

- 1 The book is _____ in 19th century England.
The team leader _____ really high expectations for this project.
- 2 With this new position, I'll _____ on a lot of new responsibilities.
Sam and Eric _____ after their father – just look at their eyes and noses.
- 3 Now that I've graduated from university, it's time for me to _____ myself.
She's going through a difficult time and she really needs your emotional _____.
- 4 I look forward to your reply in _____ course.
The conference will start three hours late _____ to technical problems.
- 5 I am writing because I am interested in the managerial _____ advertised on your website.
Do you want me to send it to you by _____ or by DHL?

★ 4) React to each situation according to the suggestion and using the words given.

- 1 X I'm not sure the salary they're offering will be enough to live off in London.
Y (*powiedz koleżance, że jakoś sobie poradzi*) (**ends / meet**)
- 2 X I got a small role at our local theatre but now I'm afraid I won't be good enough.
(*zapewnij, że tak*) (**cut out**)
Y _____
- 3 X Do you think this job will suit me?
(*zachęć, żeby kolega spróbował i zobaczył*) (**give / go**)
Y _____
- 4 X What would you like to do in the future?
(*chciałbyś mieć własną firmę*) (**run**)
Y _____
- 5 X What's new, Jack?
(*nowa praca*) (**land**)
Y _____
- 6 X I wonder what my previous employer told them when they asked him for references.
(*zapewnij, że dobre rzeczy*) (**paint / light**)
Y _____



- 1> Read the speaking task in exercise 2 and think of a job you would like to take. Then look at the job characteristics and decide if they apply to your chosen post. Explain in what way, then add some points of your own.

POST: _____
mundane tasks _____
late working hours _____
job benefits _____
gaining hands-on experience _____
working overtime _____
traineeship _____
teamwork _____
being in charge of others _____
stressful working environment _____

- 2> Read the instructions and do the speaking task.

TEST IT! ⌚ 4 minuty

Znalazłeś/Znalazłaś ogłoszenie o tymczasowej pracy w Londynie. Rozmawiasz o tym z kolegą/koleżanką z Londynu, u którego/której chciałbyś/chciałabyś zamieszkać. W rozmowie porusz następujące kwestie:

stanowisko i zakres obowiązków

warunki pracy

wymagane umiejętności i doświadczenie

utrzymanie się w Londynie

Rozmowę rozpoczyna egzaminujący.

- 3> Complete the sentences, using the phrases below.

final credits local branches out of touch disguise executive inner workings corporate

- When the film ended, I waited for the _____ (list of people who contributed) because I was curious who had composed the music for it.
- She really is _____ (doesn't know what's happening) with what's going on in her own department.
- After years of hard work, he's finally been promoted to the position of a(n) _____ (a person in a high managerial position).
- Excuse me, I'm new here. Could you tell me something about the _____ (the mechanisms of a system) of this company?
- I don't think I'm cut out for a(n) _____ (connected to a big corporation) career. I'm too much of a free spirit.
- Is it true that your bank is planning to open many new _____ (offices away from the main office of the company) in smaller towns around the country?
- I know she was hurt – she's got such an expressive face that she couldn't _____ (hide) her feelings if she wanted to.

- 4> **MP3 07** Usłyszysz dwukrotnie fragment audycji radiowej o programie telewizyjnym. Uzupełnij luki 1–7 w notatce zgodnie z treścią tekstu.

A short ¹_____ of *Undercover Boss*:
This is a reality show where high-powered CEOs change ²_____ and spend a week as regular workers at some low-level part of their company instead of their executive office. In order for that to work, the show's producers lie to the local branch managers about ³_____ the show. It usually turns out that these bosses know ⁴_____ how the lower levels of their companies function. The fun parts are the ⁵_____. The main aim of the show is to make it possible for these CEOs to make their company ⁶_____. There are many reasons to suggest that the things that happen on the show ⁷_____.

- 5> Look at the issues connected with social media. Which of them are a good thing and which can be a problem when looking for work?

- spending too much time on social media
- posting information about one's passions and hobbies
- sharing information about available positions
- asking about / recommending companies and services you like
- sharing your private life, including failures and crazy moments
- finding people with similar interests or experiences
- networking within professional communities
- looking for people/jobs/clients among other users you're connected to

- 6> Read the instructions and do the writing task.

TEST IT! Media społecznościowe odgrywają coraz większą rolę w procesie znajdowania zatrudnienia. Napisz **rozprawkę** (200–250 słów), w której przedstawisz swoją opinię na temat tego, czy to dobrze, czy źle, biorąc pod uwagę punkt widzenia szukającego pracy i poszukującego pracowników.

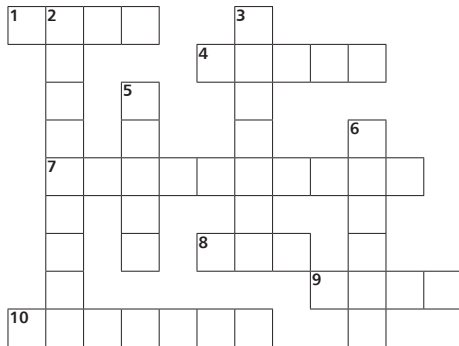


4

Healthy mind, healthy body

VOCABULARY addictions • food disorders • health care system

1> Complete the crossword with the words that fill the gaps in the sentences.



- He overdosed just after he promised he'd try to come _____ (8 across) drugs and, unfortunately, didn't _____ (1 across) it.
- If you find yourself _____ (5 down) to the screen, _____ (4 across) watching one TV series after another, then yes – you might be addicted.
- He really lost all control at that party and drank _____ (3 down) stupid.
- Many students are under so much stress during their exams that they _____ (10 across) an addiction to antidepressants. My best friend got hopelessly _____ (6 down) on them during his university years.
- Shopping is as _____ (2 down) as alcohol, and commercials and seasonal sales are an additional temptation to _____ (9 across) that addiction – you are unable to stop doing it.
- I didn't feel I was coping with my problems, so I went to see a _____ (7 across) and he really helped me.

2> Complete the collocations with the words below.

abuse centre clean depression disorder drugs
an overdose way out strategy

- 1 an easy _____
- 2 be _____
- 3 beat _____
- 4 coping _____
- 5 designer _____
- 6 drug _____
- 7 eating _____
- 8 rehab _____
- 9 take _____

3> Many students who are under a lot of stress choose damaging coping strategies. Using vocabulary from exercises 1 and 2, write a set of guidelines to be included in a leaflet that will help them avoid addiction.

4> Complete the text with the words below.

home minor unit theatre paramedics take ward
suffering X-ray

Max Are you OK? You don't look so good. Should I call one of our camp counsellors?

- Fiona I don't feel so good actually. But I don't want them to call the ¹_____ and take me to an emergency ²_____. I'm sure it's nothing.
- Max They won't, silly. You're probably just ³_____ from mild sunstroke after sitting all day on the beach without your hat. They'll just call a doctor for a ⁴_____ visit to make sure it's nothing more serious.
- Fiona Are you sure? Martin has been in hospital for four days now. I don't want to spend half of my camp in the paediatric ⁵_____.
- Max Martin suffered ⁶_____ injuries when we played field hockey and Sam and Eric fell over him. He needed an ⁷_____ and that's why they took him to hospital. Supposedly he ended up in the operating ⁸_____. I'm not sure what's wrong with him, but it can't be very serious because our counsellor says he'll be back tomorrow. You, on the other hand, probably just need to ⁹_____ some medicine and rest. Let me go and find someone.
- Fiona OK, go.

Vocabulary challenge! >> Student's Book, page 110, UNIT 4, ex. 1 and 2

5> Translate the fragments in brackets into English.

- 1 No wonder _____ (*że jest ci niedobrze*) – you've eaten two bars of chocolate!
- 2 Even with the rapid development of medicine, _____ (*wciąż nie jesteśmy w stanie wyleczyć wszystkich chorób*). For instance, _____ (*nie ma lekarstwa*) for hepatitis B, so the doctors _____ (*mogą tylko leczyć*) the symptoms, but the patient will never be completely healthy.
- 3 He _____ (*został ranny*) in a motorbike accident last month, but _____ (*jego rany dobrze się goją*) and he will be OK.
- 4 She's been absent from work for two months _____ (*z powodu choroby*), but she'll be back next week.
- 5 Oh no. I'm not going on that boat ride! I _____ (*cierpięłabym na chorobę morską*) for hours even after getting back on the shore.
- 6 I'm not sick, but _____ (*trochę słabo się czuję*), so I think I'll stay home tonight.
- 7 Miss! Amy wanted me to tell you that she suddenly _____ (*poczuła się źle*) and she's gone to the school nurse.
- 8 Mum, Jack fell off his bike. But don't worry, _____ (*nic sobie nie zrobił*).

6> Use at least 5 of the expressions below to write a short story about someone's health problems during their holidays.

health centre make an appointment (with a doctor)
examination take sb's temperature chemist's
take medicine cure make / speed up a full recovery
book check-up take preventative measures

1> Complete the text.

HOW TO DRESS A WOUND

- Wash your hands with soap and wear ¹d ____ p ____ b ____ g ____ v ____ s if possible.
- Clean the wound: wash it with water (and possibly soap, but nothing stronger) and use ²t ____ z ____ s to remove any glass or tiny rocks. It is not necessary to use antiseptics on wounds.
- Cover the wound carefully with ³g ____ ze d ____ s ____ g and a ⁴b ____ d ____ and keep the whole dressing in place with ⁵p ____ st ____.
- If the patient is in pain, then give them some ⁶p ____ l ____ s.

2> What do you think has happened? Complete the sentences as in the example.

e.g. *His opponent hit him in the face during the boxing match and his shirt is all red – he probably had a nosebleed.*

- 1 He went to collect some honey and now has a huge swelling on his arm with a red dot in the middle – _____.
- 2 He was eating too fast and now he can't breathe – _____.
- 3 She heard shocking news and then she fell to the floor – _____.
- 4 He fell down the mountain and can't move his arms or legs – _____.
- 5 She stepped into a hole in the ground and now she's limping – _____.
- 6 He was trying to light the fire and now his hand is very red – _____.

3> Complete the sentences using the words below.

swelling unresponsive stroke allergen rash airways cardiopulmonary resuscitation

- 1 An allergy appears when we come in contact with an _____, i.e. a substance we're allergic to. Symptoms may include a _____ and _____ on a person's body including their face and neck.
- 2 If someone is not breathing, check if their tongue isn't blocking their _____.
- 3 If someone is breathing but _____, then you know they're alive – but if they're not breathing you should try to give them CPR, i.e. _____.
- 4 If someone had a _____, then the only thing to do is call an ambulance.

4> MP3 08 Listen to the four people talking about first aid and complete the dialogue.

Ralph I heard some classes had their first aid training and they were very excited about it. And it wasn't just about helping accident victims but also allergies and stuff. Supposedly allergic reactions can be deadly if you don't ¹_____.

Mary Yeah, my mum is allergic to seafood. People like that can get a swelling, and if it's on their neck or face, then they either can't take a breath at all or ²_____. Obviously, if it's something you've eaten, then the allergen cannot ³_____.

which you would do in situations like allergies to animals or plants, so my mum always has her auto-injector with her just in case.

Ralph I want to learn all these life-saving positions. For example, Greg said that you should put unresponsive but breathing victims on their side so that their airways ⁴_____.

Frank Oh, I know how to do that. But they also had something about a stroke – you know, what happens when blood doesn't ⁵_____.

Ralph But there's nothing you can do other than calling the ambulance, right?

Frank More or less. And to minimise the damage, they need to get help ⁶_____.

Mary Do any of you know what CPR is?

Frank It's resuscitation if someone is not breathing. Scary, huh? And more difficult. You can ⁷_____ though. Just check to make sure there is no detectable breath or ⁸_____ and then administer CPR. If you're ⁹_____, there might be a defib somewhere close by.



Revision ■ Student's Book, page 41

5> Complete the sentences. Then, based on the listening and your knowledge, decide whether the sentences are true (T) or false (F). If they're false, explain why below.

- 1 If someone _____ an allergic reaction, you should never give them any medicine. T / F
- 2 No matter how good you are at administering first _____, you should always send _____ an ambulance. T / F
- 3 Even if the person seems to be breathing, you should _____ them mouth-to-mouth just in case. T / F
- 4 If you want to know if someone had a stroke, you can carry _____ a test called FAST. T / F
- 5 A person who had a stroke might _____ some brain damage. T / F
- 6 If someone _____ unresponsive, you should always try to give them chest _____. T / F
- 7 Only trained paramedics can _____ a defib. T / F

Reported speech

W mowie zależnej główny czasownik w zdaniu jest zazwyczaj w **czasie przeszłym**.

Jeżeli opisywana sytuacja wciąż jest prawdziwa, to w zdaniu podrzędnym nie stosujemy następstwa czasów typowego dla mowy zależnej.

'The older you get, the more breakable your bones become.'
She said that the older we get, the more breakable our bones become.

W zdaniach pytających w mowie zależnej używamy szyku **zdanias twierdzącego**. Do przytoczenia pytania używamy zwrotów typu:

She wanted to know / asked me / was interested to find out ...

Jeżeli przytaczamy **rozkaz**, to zawsze używamy **bezokolicznika**.

'Don't swallow that!' She told me not to swallow that.

Zmiany czasów w mowie zależnej:

Direct speech	Reported speech
present simple I exercise every day.	past simple He said he exercised every day.
present continuous Are you eating well?	past continuous He asked if I was eating well.
present perfect He hasn't slept for hours.	past perfect He said he hadn't slept for hours.

past simple I broke my leg.	past perfect She said she had broken her leg.
past continuous She was sitting right there.	past perfect continuous He said she had been sitting right there.
past perfect I'd never had such problems before my stroke.	past perfect (no change) She said she'd never had such problems before her stroke.
will / can / may / must / have to I will try to eat better. The doctor can see you on Monday. May I visit you next week? You must tell me the truth. We have to leave now.	would / could / might / had to She said she would try to eat better. She said the doctor could see me on Monday. He asked if he might visit me next week. She said I had to tell her the truth. They said they had to leave now.
should / could / might / ought to / would	should / could / might / ought to / would (no change)

Uwaga! Określenia czasu również ulegają zmianie:

now – then tonight – that night yesterday – the day before
tomorrow – the following day last week – the previous week
here – there this – that

1) Choose the correct option to complete each sentence.

- When I asked for advice, Sara said she **had had / had** no time to help me.
- Tim promised himself that he **would regularly go / regularly went** to the gym.
- The doctor wanted to know if I **was eating / had eaten** anything unusual **the previous day / yesterday**.
- I asked the dietitian whether I **could / may** eat dairy products.
- He said he **was listening / had been listening** to music and **didn't hear / hadn't heard** the car coming.
- He told me **to come / went** for a check-up in three days.
- My coach said I **must / had to** change my diet if I **wanted / had wanted** to build some muscles.
- She told me she **had come / was coming** to visit us **tomorrow / the following day**.
- He said that I needed to decide **then and there / here and now**.
- She told me **not to take / don't take** too many of these painkillers.

2) Complete the sentences, using the words in brackets. Change their form and add any words where necessary.

- Gina told me that the parcel _____ (*arrive / yesterday*).
- Most of the kids said they _____ (*sleep*) when the bus had hit the tree.
- John asked me _____ (*he / can / call / I / tomorrow*).
- Mark wanted to know how long _____ (*I / live / this / area*).
- Gina made it clear that she _____ (*not understand / why / we / be*) against a vegetarian menu for the party.
- When Mark told Sammy he was sick, she promised she _____ (*come / and / bring / he / his medication / today*).

- The doctor explained that _____ (*antibiotics / not work*) for infections caused by viruses, only for bacterial ones.
- The psychologist asked _____ (*I / take*) any antidepressants at that moment.
- The patient wanted to know _____ (*he / have to / stay*) in hospital overnight.

3) Rewrite the sentences in reported speech.

- 'We're working with 200 addicted children at the moment.'
He said _____.
- 'Go see a doctor about this rash!'
He instructed me _____.
- 'I hope you'll get well soon!'
She said _____.
- 'I can suggest a good therapist if you want.'
She told me _____.
- 'Should we check if the man is breathing before giving CPR?'
The boy asked _____.
- 'You ought to switch to less strenuous exercises.'
He said _____.
- 'I've had this cold for a week.'
She told me _____.
- 'Did you feel sick after eating this fish?'
He asked _____.
- 'She was spending all of her money on clothes before her therapy.'
He said _____.
- 'Who here is allergic to cats?'
He wanted to know _____.
- 'Would you like to try our free meditation session?'
She asked _____.

Grammar challenge! » Student's Book, page 110, UNIT 4, ex. 1

4> Rewrite into direct speech.

- The surgeon ordered the nurses to rush the patient to the operating theatre immediately.

- The doctor said they were letting me go home the next day.

- The man said we had to leave the room immediately.

- One of the bystanders asked if someone had called an ambulance yet.

- The patient admitted he hadn't realised he had been addicted until the previous year.

- I asked the nurse if she could tell me where to find Doctor House.

5> Complete the sentences so that they are true for you.

- I was upset last week because somebody told me that _____.
- The last time I went to the doctor, he/she wanted to know _____.
- When my friend asked me if _____, I said _____.
- When the teacher gave me back my last essay, he/she said _____.

Reported verbs

W zależności od czasownika wprowadzającego, w mowie zależnej mogą występować różne konstrukcje zdaniowe:

verb + to do	decide, threaten, hope, agree, expect, promise, offer, refuse
verb + sb + to do	advise, warn, invite, persuade, remind, ask, tell, order, instruct
verb (+ preposition) + -ing	deny, insist on, suggest, admit, complain about, object to, mention
verb (+ sb) + that	mention, hope, suggest, expect, promise sb, deny, admit, add, claim, agree, confirm, explain, assure sb, reply, state, warn
Uwaga! verb + sb + preposition + -ing :	congratulate sb on doing sth, apologise to sb for doing sth, blame sb for doing sth, thank sb for doing something

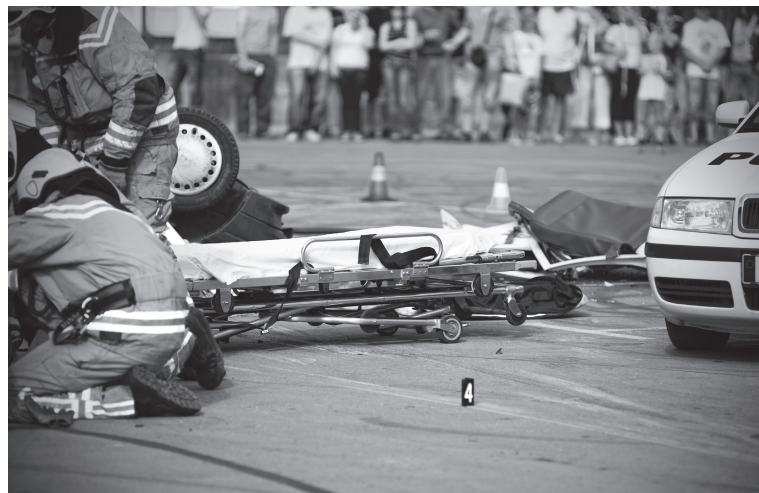
1> Choose the correct option to complete each sentence.

- The police officer insisted **to see** / **on seeing** our documents.
- May apologised **to** / **for** arriving late for the class.
- The doctor warned me **not to try** / **from trying** to run too soon after the surgery.
- Bill was obviously bored to death, so he suggested **to go** / **going** out.
- She explained **to me** / **me** what to do if someone fainted.
- My personal trainer promised **that she would help** / **on helping** me to lose 10kg before the wedding.
- Mark offered **to lend me** / **me to lend** his old bike helmet.
- The man denied **stabbing** / **to stab** the victim.
- The teacher instructed his students **checking** / **to check** if the man was breathing before deciding on further action.
- He refused **to stop** / **stopping** drinking.

2> Complete the sentences with the correct form of the verbs below.

advise claim congratulate insist offer persuade thank warn

- Her therapist _____ her to slowly decrease the amount of time she spent on social media.
- The police _____ him for stopping at the scene of the accident and helping the injured.
- They _____ the scientists on creating a new hearing aid that will help thousands of deaf people.
- The billionaire _____ to donate large sums of money towards cancer research.
- If my mum hadn't _____ me to leave early, I would have missed the plane.
- I'm glad you _____ on taking the first aid kit!
- Our guide _____ us not to get close to the cliff or else we might fall.
- The man who caused the accident _____ that the victim had run out into the street in front of his car.



- 3> Read the text, focusing on reporting verb constructions, and correct seven mistakes.

A teacher at our school suggested to testing how addicted we are to our phones and social media. He admitted for being a bit dependent on them himself, and invited that we join him in an experiment. The idea was to lock our phones in a safe for a week and promise don't use social media on our computers. Although at first some students objected being, as they said, 'cut off from the world', in the end we all agreed doing it. I must admit that it was the most difficult week of our lives. Most of us complained about feeling anxious all the time, as if we were missing something important. But at the end of the week that anxiety was replaced with a strange sense of freedom! When the week was over, we were happy to have our virtual lives back, but I assure you that I'm seeing it differently now. And in the end, not just us but also our parents thanked our teacher that he had forced us to face our dependence.

- 4> Complete the sentences with the correct form of the words below.

**take not give up not help not buy take place arrive
move be**

- 1 My parents threatened _____ my skateboard away if I broke a limb again.
- 2 After attending some of their fitness classes, I decided _____ membership at that gym.
- 3 Sally reminded us _____ at the airport two hours before departure.
- 4 The police officer ordered the bystanders _____ behind the yellow tape.
- 5 Last time we talked, Frank mentioned something about _____ in town this week. Have you heard from him yet?
- 6 The surgeon confirmed that the operation _____ in three days.
- 7 Harry persuaded me _____ my rehab.
- 8 He apologised to me _____ me when I needed him.

- 5> Complete the sentences with the correct form of the words in brackets. Add any words where necessary.

- 1 As Steven isn't a good public speaker, he _____ (*object / make*) a speech at the award ceremony.
- 2 When Tara suggested joining a yoga class, Sam, who loves strenuous exercise, _____ (*refuse / take*) her idea into consideration.
- 3 They _____ (*advise / we / not go out*) into the sun between 12 a.m. and 3 p.m.
- 4 Last week Elsa _____ (*promise / not call*) me after 10 p.m. and yesterday she did it again!
- 5 In the headmaster's office, Henry _____ (*deny / be*) responsible for the silly joke.

- 6 The doctor said he _____ (*expect / have*) the results of my tests the following week.
- 7 Many alcoholics _____ (*blame / others / push*) them into addiction.
- 8 You said you were going to hospital, but you _____ (*not mention / undergo*) surgery!

- 6> **CUMULATIVE GRAMMAR** Rewrite the sentences, using reported speech. For sentences 5–8 use the reporting verbs below. Use each verb only once. There are two extra verbs.

deny blame refuse agree remind threaten

- 1 'How badly was he injured in the accident last night?' she asked.
She asked _____.
- 2 'Normal temperature for a human is 97.9°F,' said our teacher.
Our teacher told us _____.
- 3 'What will you wear for our trekking trip tomorrow?' she asked.
She wanted to know _____.
- 4 'What do I have to do to make you understand this?' he asked me.
He asked _____.
- 5 'I'm not addicted to TV – I just like to watch it,' he said to me.
He _____.
- 6 'It's your fault that I didn't know what medicine to give the cat,' she said to me.
She _____.
- 7 'Please, bring your own sunblock and insect repellent,' she said.
She _____.
- 8 'No, I will not let you go out when you're feeling unwell,' said my mum.
My mum _____.



- 1> Complete the antonyms with the words below, then read the text in exercise 2 and check your answers. Use a dictionary to help you when necessary.

life act tunnel lane big control

have _____ vision vs. see the _____ picture
 _____ on impulse vs. be in _____ of the situation
 live in the fast _____ vs. appreciate the slow _____

- 2> Read the text and complete the sentences.

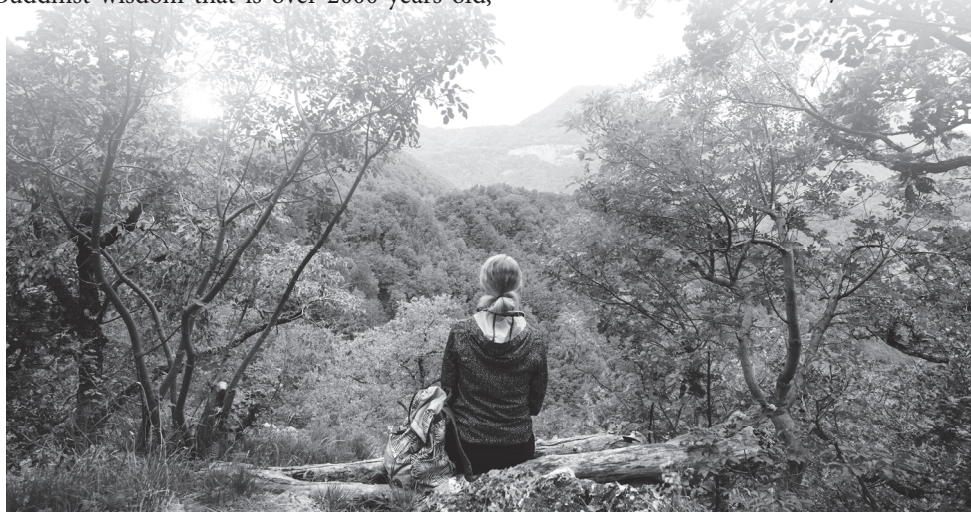
Imagine you're strolling along a beach. Warm water is lapping at your feet, you can taste salty air on your tongue, the breeze is ruffling your hair, and the seagulls are crying and circling above your head. Combined, these stimuli make all our senses **come together** in a harmonious image of this experience. It feels very complete, doesn't it? Unfortunately, in our fast-paced lives we hardly ever have time to **experience every moment to the fullest** – something we normally associate with moments of relaxation. Which is too bad, because it turns out to be a crucial life skill, regardless of the situation.

This is where mindfulness comes in. In a nutshell, it is the ability to reconnect with the present and with our reactions to it in order to accept them. Observing and appreciating seemingly unimportant details of the world allows us to avoid tunnel vision and to see the big picture. Becoming an observer of our own lives, our emotions, and our reactions **gives us a new perspective** on them. Then, as we learn to recognise them, we can attempt to manage them instead of getting carried away and acting on impulse, triggered by just one element of the situation. Practitioners of mindfulness say regular exercise of this method **gives them clarity of mind**, focus, patience and empathy, which in turn leads to wiser decisions.

Jon Kabat-Zinn, professor of medicine and the creator of the mindfulness-based stress reduction technique (MBSR), sees its foundations in Buddhist wisdom that is over 2000 years old,

yet is very adamant in stressing that this is by no means a religious meditation. In his own words, 'mindfulness is awareness that arises through paying attention (...) in the service of self-understanding and wisdom.' Psychologists use this wisdom to successfully treat depression and anxiety; teachers and university professors use it to create a better classroom environment and help their students thrive and **cope with overwhelming stress** (this ever-present companion of failure and ambition); elite athletes and high-class managers embrace it to **make sense** and be in control **of each situation** as it arises.

The effects of such mind training have also been documented by replicable and verifiable scientific studies. Researchers and neuroscientists such as Richard Davidson and Robert Roeser have investigated the effects mindfulness has on the brain. Remember that feeling of harmony you get when fully experiencing a walk on the beach? That actually causes your brain to, for a moment, produce gamma waves. The brains of long term meditation practitioners seem to produce them permanently, as if they were always in the state of perfect harmony with themselves and the world around them. So even if you're living in the fast lane, step aside from time to time and appreciate the slow life. Your brain will thank you by helping you **make the most of each moment** and make the best decision each time you face one.



- 1 To truly experience a moment, you need to use _____.
- 2 Fully experiencing each moment seems to be important no matter _____.
- 3 Learning to understand your emotions means they become _____.
- 4 The creator of MBSR doesn't want people to think that _____.
- 5 Wisdom that comes from mindfulness is appreciated by _____.
- 6 At the end of the text, the author suggests that even if the pace of your life is fast, your brain would appreciate a _____.

- 3> Complete the phrases (1–7) with the words below and check your answers in the text in exercise 2 on page 39. Then match the phrases with the definitions (a–g).

give x2 experience come make x2 cope

- 1 _____ sth to the fullest
- 2 _____ together
- 3 _____ sb a new perspective
- 4 _____ the most of sth
- 5 _____ sb clarity of mind
- 6 _____ with overwhelming stress
- 7 _____ sense of a situation

☐
☐
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- a allow to think about sth clearly
- b use or enjoy sth as much as possible
- c deal with huge stress
- d allow to see something in a different way
- e understand the situation
- f experience and appreciate every aspect of something
- g combine different parts to be more effective

- 4> Complete the questions, using the phrases from exercise 3. Then pick two questions and answer them.

- 1 Can you describe a moment that you experienced to the _____?
- 2 Did anyone ever tell you something that gave you a new _____ on a situation? What was that?
- 3 Do you know any techniques that give you _____ of mind in difficult situations?
- 4 Do you usually cope well with _____ stress? Why? / Why not?
- 5 If you could make the _____ of one situation this month – what would it be?
- 6 Has there ever been a situation that you couldn't make _____ of?
- 7 When was the last time you and your friends came _____ to do something?

Revision ■ Student's Book, pages 44–45

- 5> Find eight words connected with stress.

C	H	K	Q	C	X	N	H	J	A	A	Y
O	S	I	C	L	J	I	I	R	L	N	Y
N	T	R	I	G	G	E	R	O	L	E	P
T	F	X	P	M	P	R	O	N	E	L	R
R	U	C	P	R	R	D	H	D	V	S	H
I	R	J	H	E	D	U	A	E	I	V	M
B	V	O	G	L	K	I	N	V	A	X	F
U	J	W	X	E	L	K	D	E	T	L	Y
T	O	M	R	A	C	M	L	L	E	P	P
E	I	E	Q	S	C	W	E	O	H	P	H
N	B	R	Z	E	U	C	B	P	X	O	T
U	U	N	B	E	A	R	A	B	L	E	V

- 6> Complete the sentences with the correct forms of the words in brackets.

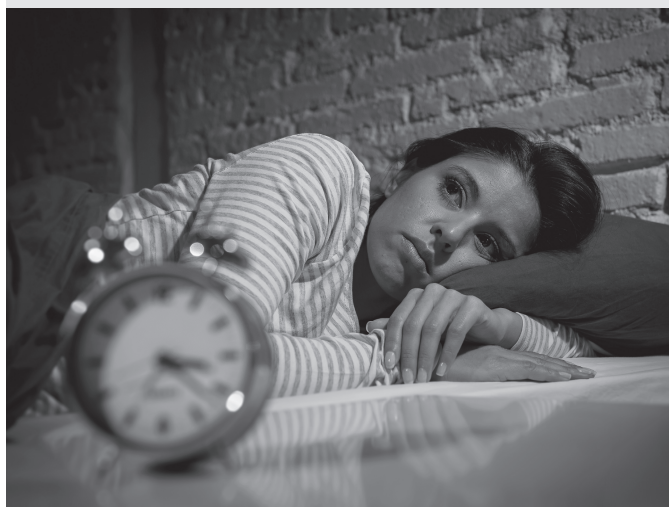
- 1 I was so _____ (*anxiety*) before my exam that my parents were _____ (*concern*) about my well-being.
- 2 While regular workouts are good for you, _____ (*excess*) exercise is really no way to cope with the _____ (*press*) of everyday life.
- 3 The book shows various meditation techniques that help _____ (*come*) stress.
- 4 Life in the fast lane is so _____ (*stress*) that most people feel burnt out after a while.
- 5 Fast food and a fast pace of life cause most of the Western population to have all kinds of problems with their _____ (*digest*) system.

Vocabulary challenge! » Student's Book, page 110, UNIT 4, ex. 3 and 4

- 7> Paraphrase the sentences, using the words given and changing their forms if necessary. Use each word only once.

toss put toll fall obsess dwell

- 1 If you're always thinking about your problems much longer than necessary, then the programme 'Just let go' is ideal for you!
- 2 Don't risk your life! Stay on the tourist path!
- 3 His abuse of caffeine and energy drinks is having a negative effect on his sleep pattern.
- 4 Almost half of the population of the city was suffering from this horrible disease.
- 5 I heard you rolling around in bed all night – is everything OK?
- 6 You're always thinking and stressing too much about unimportant details! Just relax!



SPEAKING

a stimulus-based discussion • expressing and justifying an opinion

- 1> Complete each gap with two to five words, using the word given without changing its form.

1 _____ (*frankly*), none of these options really appeal to me. However, if 2 _____ (*choose*) one, I'd go for the hypnosis session. As 3 _____ (*know*), some people really can be reprogrammed during such sessions. I'm not sure I could be, but 4 _____ (*opt*) it nevertheless, just for fun. As for the other options, I 5 _____ (*fan*) breathing techniques – that's too passive for me. 6 _____ (*nor*) to talk about my anxieties to strangers, being an introvert and all. I 7 _____ (*tend*) more active ways of letting off steam.

- 2> Write the sentences, using the prompts.

- Strange / though / sound / I / not have / something / complain / .

- However / difficult / be / I / promise / be / right there / with you / .

- Though / know / acupuncture / work / some people / not / I / cup / tea / .

- best / knowledge / their courses / be / very interesting / .

- No matter / hard / I / work out / I / can not / seem / lose weight / .

- regards / sports / outdoor workouts / relax / me / most / .

- 3> Do the speaking task and answer the questions.

TEST IT! ⌚ 4 minuty

Szukasz warsztatów pomagających radzić sobie ze stresem i masz do wyboru dwie oferty.

- Powiedz, którą wybierasz, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą opcję.



- Should stress-handling techniques be part of the school curriculum?
- What are the main causes of stress for young people these days?

WRITING

a letter of enquiry

4

- 1> Match 1–5 and a–e to make complete phrases.

- | | |
|-----------------------------|-------------------------------------|
| 1 I would be grateful | a possibly recommend ... |
| 2 Thank you for | b if you would be so kind as to ... |
| 3 Could you | c to learn whether or not ... |
| 4 I am writing in reference | d to your advertisement. |
| 5 It would be useful | e your assistance in this matter. |



- 2> Rewrite the sentences in a more formal way, using the prompts. You need to match the prompts with the sentences first.

**inquire interest / obtain appreciate / get / regard
wonder / possible / accommodation
grateful / receive / possible**

- I'd like to have more information about your personal trainers.

- I want to ask about your individual training programme.

- I need some details quickly.

- It would be nice to get some info about your prices.

- I'm curious if you have places to stay for people who take part in your courses.

- 3> Read the instructions and do the writing task.

TEST IT! Na stronie internetowej fundacji *Bridge the Generation Gap* znalazłeś/znalazłaś ogłoszenie o wakacyjnej pracy dla wolontariuszy. Program polega na organizowaniu w domach spokojnej starości na terenie Wielkiej Brytanii zajęć ruchowych i rozrywki, tak ważnych dla dobrego samopoczucia ludzi mieszkających w takich domach. Napisz **list** (200–250 słów) z prośbą o podanie interesujących Cię szczegółów wolontariatu oraz z wyjaśnieniem, dlaczego jesteś dobrym kandydatem do udziału w tym programie.

1) Complete the sentences with your own ideas using two different grammatical constructions, as in the example:

e.g. My dietitian suggested *that I should switch to a Mediterranean diet. / eating more often but smaller portions.*

- 1 Jamie didn't mention _____ / _____
- 2 My parents hope _____ / _____
- 3 The child didn't want to admit _____ / _____
- 4 The rehab patient denied _____ / _____
- 5 The whole yoga group agreed _____ / _____
- 6 The school nurse warned us _____ / _____

2) Complete the sentences with the correct form of the words below.

**addict bear dispose hope not feed put respond
feel swell therapy**

- 1 When the pressure at work became _____, she finally quit.
- 2 I'm afraid the pain and the _____ of your wrist suggest it's sprained.
- 3 112? We need an ambulance fast – an elderly woman said she _____ ill, fell and is now _____.
- 4 The instructor reminded us _____ on a pair of _____ gloves before treating an open wound.
- 5 Motor racing became his passion and now he's _____ hooked on adrenaline.
- 6 During our last session, my _____ instructed me _____ my shopping _____ by hanging out at the mall each weekend.

3) Complete each set of sentences with one word.

- 1 _____
I'm always _____ out with my parents about what I eat.
She admitted to _____ victim to the advertising of this brand.
Clara is always _____ for the bad boys and then regretting it.
- 2 _____
They had a huge fight over where to spend the holidays, but in the end they reached a compromise and _____ up.
I was a bit anxious about joining the meditation class at first, but, in the end, I _____ many friends there.
He was seriously ill, but luckily _____ a quick recovery.
- 3 _____
Could you _____ the salt, please?
People who receive horrible news sometimes get hysterical or _____ out.
Don't worry, I'm sure you'll _____ all your exams.
- 4 _____
_____ news this morning: the Prime Minister has resigned from her office.
She fell down the mountainside, _____ her limbs.
He accused me of _____ the law, but I know what I did was legal.

5 _____

The couple has been going through some tough times and finally decided to _____ up.
I went bungee jumping, the rope broke and in a _____ second, my life changed forever.
The pizza was 6 euros and the drinks – 2 euros each.
Do you want to _____ the bill in half?



4 Fill each gap with one word.

Jenny and I have been friends forever and one of the things we've always had in common was that neither of us ¹ _____ prone to dwelling on problems. We've always wondered why our classmates obsessed ² _____ the tiniest details of their looks, or one bad grade, or the fact that someone looked at them funny. In fact, I think many of them were under the ³ _____ that we looked down on them, ⁴ _____ of course wasn't true. We just didn't care because we had our passions and that's what mattered. But lately things have changed. Jenny's hoping to get accepted to Oxford and she's worried about her grades. As the A-levels are approaching, Jenny's anxiety is taking ⁵ _____ toll. On a couple of occasions she actually felt ⁶ _____ before a test and threw up in the bathroom. She's also been studying 24/7 and forgetting to eat. I understand ambition, but I object to ⁶ _____ your life or health at risk by worrying so much. So I'd like to help her, but have no idea how. Any suggestions?

1> Przetłumacz poniższe zdania na język angielski.

- 1 Lekarz zapytał rodzinę, czy pacjent aktualnie wykazuje objawy uzależnienia od narkotyków lub alkoholu.
- 2 Ratownik medyczny wyjaśnił kobiecie, że najpierw zmierzy jej ciśnienie.
- 3 Lekarz chciał wiedzieć, czy mężczyzna wcześniej już cierpiał na problemy z sercem.
- 4 Mężczyzna, który zadzwonił na 112, twierdził, że ofiara wypadku dławi się i nie może złapać oddechu.
- 5 Gdy poszedłem do apteki, powiedziano mi, że ten lek może wywoływać bóle głowy.
- 6 Byłabym wdzięczna, gdyby byli Państwo tak uprzejmi i zarekomendowali, gdzie mogłabym znaleźć nocleg.

2> Przetłumacz fragmenty zdań w nawiasach na język angielski.

- 1 The surgeon warned us that _____ (jej rana może być śmiertelna) but told us to remain hopeful.
- 2 I _____ (piszę w odniesieniu do) your advert concerning first aid courses.
- 3 The doctor asked whether the woman _____ (skarżyła się, że cierpiała) heart problems or dizziness before.
- 4 Grandma said she _____ (przewracała się z boku na bok) all night and needed to take a nap after lunch.
- 5 2010 studies showed that air pollution _____ (z pobliskiej fabryki) was to blame for many illnesses of the local residents. And yet _____ (nikt nie podjął żadnych środków zapobiegawczych) then or during the following years.

3> Read the writing task in exercise 4 and answer the questions.

A Which of the following would you expect from your personal trainer? Add two more.

- motivation to work
- being a friend
- putting together a diet plan
- knowledge of how the human body works
- being available 24/7

• _____

• _____

B Which of these traits should a personal trainer have? Why? Add two more.

- extraverted
- talkative
- enthusiastic
- fit
- energetic
- intelligent
- cheerful

• _____

• _____

4> Read the instructions and do the writing task.

TEST IT! W klubie sportowym, do którego uczęszczasz w trakcie pobytu w Nowym Jorku, znajduje się ogłoszenie o kursie na trenera osobistego, w którym chciałbyś/ chciałybyś wziąć udział. Napisz **list motywacyjny** (200–250 słów), w którym przedstawisz swoje doświadczenie i wiedzę w zakresie fitnessu oraz wyjaśnisz, dlaczego Twoje cechy charakteru predysponują Cię do tego zajęcia.

5> Complete the questions with the words below. Then give at least three ideas for each question.

taken through mind handle own

- 1 What kind of life problems require some thinking _____?
- 2 Where do people go to be on their _____ and think?
- 3 What kind of decisions need to be _____ by us and not by the people around us?
- 4 Name at least three emotions or states of _____ that can describe the man in the picture.
- 5 What are some of the various ways in which people you know _____ stressful situations?

6> Read the instructions and do the speaking task.

TEST IT! ⌚ 4 minuty

Describe the picture and answer the questions.



- 1 In your opinion, why has the man come to this spot?
- 2 What do you do when you need to think about important matters?
- 3 Describe a situation when you needed to cope with a difficult life problem.

5

Rules and regulations

VOCABULARY politics and state system • public offices

1> In the wordsearch, find the words which match the definitions below.

A	R	I	S	T	O	C	R	A	C	Y	B
F	M	P	O	L	I	C	Y	T	N	N	O
H	C	R	N	H	G	E	R	C	B	M	P
T	C	E	F	H	E	G	H	P	J	A	P
E	O	S	R	Y	D	A	Q	G	H	N	O
W	A	I	W	U	R	G	H	N	L	I	S
A	L	D	A	R	Q	P	O	L	I	F	I
S	I	E	S	S	C	A	B	I	N	E	T
Y	T	N	Y	A	Y	L	E	G	T	S	I
O	I	T	U	D	T	C	A	B	N	T	O
C	O	N	S	T	I	T	U	T	I	O	N
L	N	K	I	G	M	J	L	P	O	R	E

- the political leader of a country which does not have a king or queen
- a set of basic laws for a country
- the plan or action that a political party intends to follow
- the political party which is currently not in power
- a group of advisers chosen by the leader of the government
- a formal statement presenting the aims and plans of a political party
- a union between different political parties willing to form a government together
- the people belonging to the highest class of society

2> Match 1–7 with a–g to make phrases connected with politics.

- | | | |
|--------------|--------------------------|-----------------|
| 1 Members of | ☐ | a minister |
| 2 term of | ☐ | b servant |
| 3 civil | ☐ | c the president |
| 4 vote in | ☐ | d elections |
| 5 prime | ☐ | e Party |
| 6 elect | ☐ | f Parliament |
| 7 Labour | ☐ | g office |

3> Complete the sentences with the phrases from exercise 2.

- What's the _____ for a senator in your country?
- The _____ should take full responsibility for her government's political activity.
- Mike works as a _____ for the Ministry of Agriculture.
- Many people don't _____ because they are not interested in politics.
- Who is the current leader of the _____ in the UK?
- How many _____ are there in the British House of Commons?
- How often do people _____ in the USA?

4> Choose the correct option to complete each sentence.

- What is the party's *politics* / *policy* on immigration?
- The government has promised to hold *an election* / *a referendum* on the issue.
- The country became a *republic* / *republican* in 1960.

- When you are elected, you should keep the promises made to your *constituency* / *electorate*.
- How many *chancellors* / *ministers* are there in the Polish government?

5> Translate the Polish parts of the dialogue into English.

- Sue** Look! There's a quiz 'Political Systems for Teens' in the paper. Let's do it!
- David** OK ... But I've never been good at this subject. I'm ¹ _____ (*jednym z tych obywateli*) who ² _____ (*nie są zainteresowani polityką*).
- Sue** Then it's time to change that! OK, here is the first question: how often ³ _____ (*wybieramy rząd*)?
- David** Every four years, right?
- Sue** Not quite, it's every five years! Perhaps this one will be easier: how many ⁴ _____ (*izb parlamentu jest*) in the UK?
- David** Two! That was easy.
- Sue** OK, here comes a more difficult one: how many ministers are there ⁵ _____ (*w brytyjskiej Radzie Ministrów*)?
- David** How should I know? More than six hundred ...?
- Sue** What? That's the ⁶ _____ (*liczba posłów*)! As for the ministers, there are 21 of them, plus the Prime Minister. OK, the next one is tricky: ⁷ _____ (*jak długa jest kadencja*) for the British monarch?
- David** Oh, come on, that's a silly question.

Vocabulary challenge! >> Student's Book, page 110, UNIT 5, ex. 1 and 2

6> Complete the sentences with the correct form of the words in brackets. Add any other necessary words.

- The Parliament _____ (*debate* / *issue*) for five hours, but still haven't reached any decision.
- The Parliament is planning _____ (*pass* / *new law*) to support large families.
- Nobody expected that the president _____ (*stand* / *re-election*), and yet he managed to win.
- The next general election is going _____ (*hold*) in two years' time.
- The two parties decided to start cooperating and _____ (*form* / *government*) together.
- The journalists asked the president if he planned _____ (*serve* / *another* / *term* / *office*).

7> Write answers to the questions below.

- Should teenagers be allowed to vote in elections?

- If you were the Prime Minister, what laws would you like to pass/change?

- What makes a good politician?

1> Read the text and choose the correct answer.



A friend of mine was recently fined for speeding. I guess it could happen to anybody, though I generally keep to the speed limit myself. In fact, I try to do everything according to the rules. Would you believe that I've never cheated in any test? Not even once! We have recently discussed the idea of breaking different rules in class, and it turned out I was the only one who had never committed any offence. Students from my group all had stories about how they had sometimes done something wrong and managed to avoid punishment. For example, one girl said she had stolen a T-shirt from a shop once, but was so ashamed that she later took it back.

The writer

- A criticises people who break the law.
- B mentions different ways of breaking the rules.
- C expresses his opinion about stealing from a shop.

2> MP3 09 Listen to six texts and match sentences A–G with the speakers. There is one extra sentence.

This speaker

- A is informing someone about a possible punishment for drivers who break the law.
- B is announcing a radio discussion.
- C is explaining why the introduced measures might not work.
- D is making a promise to the public about changes in the law.
- E is presenting the results of a vote.
- F mentions reasons why he/she avoids breaking the school rules.
- G is warning people about possible problems while travelling.

3> MP3 09 Listen again and complete the sentences.

- Text 1 The girl doesn't cheat in exams because _____.
- Text 2 The caller's vote will not count if _____.
- Text 3 Passengers may have to wait in queues because _____.
- Text 4 The woman asks people in the audience to _____.
- Text 5 Kate's friend got caught and will certainly _____.
- Text 6 The woman suggests that a better idea would be _____.

4> Complete the sentences with the words below. Then translate them into Polish.

in queries cast way valid

- 1 The police are **going out of their** _____ to catch the criminal.
- 2 My parents were very **disappointed** _____ me when I failed the exam.
- 3 If you wish to _____ **your vote on** the issues discussed today, visit our website.
- 4 If you have **any** _____, just send an email to one of our representatives.
- 5 You'll get a fine if you travel without a _____ ticket.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Revision ■ Student's Book, page 55

5> Choose the correct prepositions to complete the sentences

- 1 I'm afraid that you can only blame yourself **on** / **for** the poor results in the test.
- 2 Whatever happens, you can always count **for** / **on** me.
- 3 How are people punished **with** / **for** breaking this law?
- 4 My parents have never approved **on** / **of** my choice of studies.
- 5 The driver tried to prevent Sue **from** / **against** reporting the crash.
- 6 The earthquake resulted **from** / **in** more than 300 deaths.

6> Add four missing prepositions to the text.

Ever since the government failed to do anything to prevent hundreds of miners losing their jobs, the Prime Minister has been trying hard to win back public trust. Unfortunately, things are not going well for the cabinet. Workers from the public sector have been protesting the new labour policy. The reforms which have been introduced may result a number of strikes organised by angry citizens. They worry losing their jobs as a result of the legislation which the government has recently proposed ...

Vocabulary challenge! » Student's Book, page 111, UNIT 5, ex. 3

7> Complete the sentences with the missing words.

- 1 The government spokesperson i_____ the journalists about the planned changes in the legal system.
- 2 The proposed l_____ may still be rejected by the Senate.
- 3 We'd better a_____ another day to complete the project.
- 4 I was c_____ for some books which I had not ordered.
- 5 When Luke's mum e_____ his room, he was already asleep.

8> Write five sentences describing a situation in which a student at your school broke a school rule and got punished for it.

Comparatives and superlatives

Stopniowanie przymiotników

Stopień wyższy i najwyższy (*comparatives and superlatives*) przymiotników tworzymy przez dodanie końcówek *-er* i *-est* (przymiotniki jednosylabowe) lub wyrazów *more* i *the most* (przymiotniki wielosylabowe) oraz *less* i *the least* (ze wszystkimi przymiotnikami), np.:

young – younger – the youngest

big – bigger – the biggest

important – more important – the most important

expensive – less expensive – the least expensive

Niektóre przymiotniki stopniujemy w sposób nieregularny, np.:

good – better – the best

bad – worse – the worst

far – farther / further – the farthest / the furthest

Przysłówki określają czasowniki i odpowiadają na pytania *jak?* w *jaki sposób?* Przysłówki tworzymy, dodając do przymiotnika końcówkę *-ly*, np.: *slow – slowly, easy – easily*.

The reforms were introduced slowly.

We left the shop quickly.

Niektóre przysłówki mają taką samą formę jak przymiotniki, np.:

fast – He's a fast runner. / He runs fast.

hard – This task was really hard. / She usually works hard.

late – Lucy was late for school. / She came late to school.

early – Let's catch the early train. / Tom always arrives early.

Wyrazów *better*, *(the) best*, *worse* i *(the) worst* można używać jako stopnia wyższego i najwyższego przymiotników oraz przysłówek.

This soup is a lot better. My mum cooks a lot better.

He's the best public speaker I know. He did the activity the best.

Stopniowanie przysłówków

Stopień wyższy i najwyższy przysłówków tworzymy za pomocą wyrazów *more / less; (the) most / (the) least*, np.:

quickly – more quickly – (the) most quickly

carefully – less carefully – (the) least carefully

Przysłówki, które mają taką samą formę jak przymiotnik, tworzą stopień wyższy i najwyższy w ten sam sposób, co odpowiadające im przymiotniki, np.:

hard – harder – (the) hardest

early – earlier – (the) earliest

Formy nieregularne przysłówków:

well – better – (the) best

badly – worse – (the) worst

W języku angielskim często stosujemy poniższe konstrukcje porównawcze:

- *(not) as ... as* [(nie) tak ... jak]

Martha doesn't write as carefully as I do.

Mark is as tall as Ben.

- przymiotnik w stopniu najwyższym + *present perfect* + *ever*

This is the most effective politician we have ever elected.

Aby opisać, jak bardzo lub jak mało różnią się opisywane osoby lub rzeczy, stosujemy wyrażenia: *a bit / a little / slightly* (nieznacznie, trochę); *much / far / a lot* (bardzo, znacznie):

Since he won the election, he's been far busier than before.

The new prime minister is slightly older than the last one.

Piotr speaks Italian a lot better than I do.

1> Complete the sentences with adverbs formed from the adjectives in brackets.

- I think my brother drives too _____ (*quick*).
- She played the violin so _____ (*beautiful*) that everybody was fascinated by the music.
- I _____ (*simple*) think he isn't telling you the truth.
- The machine which counts the votes _____ (*automatic*) has broken down.
- The politician looked at the journalist _____ (*angry*) and said he wouldn't answer the question.
- Can you speak more _____ (*slow*), please?
- The party was _____ (*bad*) organised – there was not enough food for all the guests.

2> Choose the correct answers.

- If you want the scholarship, it's time to start working _____.
a hardly b hard c hardest
- This is the _____ performance I've ever seen.
a worse b worst c bad
- I'm afraid the guests arrived _____ than we had expected.
a earlier b early c more early
- I like all my sisters, but Jane is the funniest _____ them all.
a than b of c as

- Nobody runs as _____ as Tom – he always comes first.
a fast b fastly c faster
- Wendy speaks a _____ fluently now than she did before that language course.
a slightly more b bit more c least
- Kevin can speak French a lot better _____ Paul.
a as b from c than

3> Find and correct five mistakes in the text.



UNICEF is one of the biggest charity programmes in the world, and it is old than most of us realise. It was founded after World War II to help children in countries devastated

by the war. The programme has been successfully and has helped raise billions of dollars from governments and private donors. UNICEF would not be as popular it is without the involvement of celebrities. Some of most famous of its ambassadors are Angelina Jolie, Selena Gomez or Sarah Jessica Parker.

4> Complete the sentences with the correct form of the adjectives and adverbs in brackets.

- What is _____ (*funny*) comedy you have ever watched?
- Lucy draws a lot _____ (*good*) than anybody else in her class. She's really talented.
- My diet is much _____ (*healthy*) than it used to be, and I feel a lot fitter as a result.
- He's _____ (*reliable*) person I know – I would never trust him with my secrets.
- Thomas drives _____ (*quickly*) of all my friends.
- This politician is _____ (*bad*) public speaker ever! His speeches are very long and boring.

5> Write sentences, using the information below. Use comparative and superlative forms of the adjectives and adverbs in brackets as well as *a little* / *slightly* / *much* / *a lot*, etc.

- my mum / my dad / my grandfather / . (*old*)
My mum is slightly older than my dad. My grandfather is the oldest person in the family.
- a Škoda / a Volkswagen / a Ferrari / . (*expensive*)

- the Tatras / the Alps / the Himalayas / . (*high*)

- the Vistula / the Danube / the Amazon / . (*long*)

- a built-up area / a single carriageway / a motorway / . (*drive quickly*)

6> Rewrite the sentences, using the words given.

- The hotel was further than we had expected.
The hotel was _____ we had expected. **CLOSE**
- I've never listened to a more boring speech.
It's _____ listened to. **MOST**
- Everybody in the class seemed to be more excited about the trip than Lynda.
Lynda seemed to be _____ in the class about the trip. **THE**
- They didn't waste any time reporting the cybercrime.
They reported _____ they could. **QUICKLY**
- She's a very good public speaker.
She can _____ in public. **SPEAK**
- I didn't realise Mary was so highly talented.
Mary _____ I realised. **MUCH**
- Nobody danced as beautifully as Julia last night.
Last night, Julia _____ all. **THE**
- Tom drives very carefully.
Tom _____ driver. **A**

7> Complete the sentences with your own ideas.

- I can _____ better than anybody in my family.
- My best friend is much _____ than I am.
- The most difficult _____ for me is _____.
- _____ is the most _____ I've ever seen.

Question tags; indirect questions

Question tags (pytania rozłączne) to krótkie pytania, które stawiamy na końcu zdań twierdzących i przeczących. Zazwyczaj używane są w tym samym znaczeniu, co polskie słowa: *prawda?*, *tak?* lub *czyż nie?*, gdy chcemy poprosić o potwierdzenie informacji, lub: *dobrze?*, gdy uprzejmie o coś prosimy.

W zdaniach twierdzących pytania rozłączne mają formę przeczącą:
She works with you, doesn't she?

W zdaniach przeczących pytania rozłączne mają formę twierdzącą:
He didn't steal it, did he?

W zdaniach rozkazujących pytania rozłączne tworzone są za pomocą *will* / *can*:

Stop this, will you?

W sugestiach zaczynających się od *Let's ...* używamy *shall*:
Let's call the police, shall we?

Uwaga! W pierwszej osobie liczby pojedynczej *question tags* tworzymy za pomocą *are*:

I'm really making a mess of things, aren't I?

Indirect questions (pytania pośrednie) to pytania zaczynające się od wprowadzenia typu: *Do you know ...*, *Could you tell me ...*, *I'd like to know ...* lub *I don't know ...*. Szyk zdania pytającego w pytaniu pośrednim jest taki sam jak w zdaniu twierdzącym.

I don't know when she's coming back. (NIE ~~I don't know when~~ is she coming back.)

Could you tell me how long this will take? (NIE ~~Could you tell~~ me how long will this take?)

Grammar challenge! » Student's Book, page 111, UNIT 5

W zdaniach, w których podmiotem jest zaimek: *somebody/ everybody/nobody/someone/everyone/no one*, *question tags* tworzymy za pomocą zaimka *they* oraz liczby mnogiej czasownika:
Someone will find it, won't they?

W zdaniach, w których użyto przysłówka o negatywnym znaczeniu np. *never* czy *hardly ever*, używamy pytań rozłącznych w formie twierdzącej:

They never found out where he hid it, did they?

W bardzo uprzejmych prośbach używamy *would*:
Wait a moment, would you?

By wyrazić zainteresowanie, zdziwienie lub gniew, używamy tak zwanych *same-way question tags*. Oznacza to, że forma pytania rozłącznego pozostaje taka sama jak zdania głównego:
So you're related to the president, are you?

- 1> Complete the speculations about the photo, using the question tags below.



didn't he isn't he shouldn't he isn't he is he can he
has he won't he

- 1 He probably isn't a good student, _____?
- 2 The student is obviously cheating, _____?
- 3 The teacher probably forgot to take away their phones, _____?
- 4 The teacher can't see it, _____?
- 5 If he's cheating, then he hasn't studied for this exam, _____?
- 6 The way he's doing it, he's going to get caught, _____?
- 7 If the teacher catches him, he'll fail the exam, _____?
- 8 He really should put away that phone, _____?

- 2> Complete the dialogue with the correct question tags.

- A Did you hear? Your favourite movie star got arrested for driving under the influence. But with his lifestyle, it was bound to happen sooner or later, ¹_____?
- B What? You're not talking about my idol, ²_____? Where did you hear that?
- A Wow, you really don't follow the news, ³_____?
- B Not celebrity gossip, no. Just tell me what happened, ⁴_____?
- A Well, if you're not into celebrity gossip then there's nothing to talk about, ⁵_____?
- B Oh, you think you're so funny!
- A I am, ⁶_____? OK, OK, I'll tell you. So, you have heard that he broke up with his girlfriend, ⁷_____?
- B Yes, that much I know. He was trying to forget her by partying like crazy, ⁸_____?
- A Yes, and apparently it got worse and worse, and he's been seen quite often leaving parties driving his fancy cars under the influence. No wonder he finally got caught ...

- 3> Choose the correct options to complete the sentences.

- 1 Could you tell me who *is that man* / *that man is* that the police are talking to?
- 2 Do you know where *he had been hiding* / *had he been hiding* all these years before he came to LA?
- 3 I'm not sure how *we're going to* / *are we going to* solve this problem.
- 4 We don't know if *he has been telling* / *has he been telling* the truth all this time.

- 5 I wonder when *will you realise* / *you will realise* how serious your situation is.
- 6 I don't know if *we can involve* / *can we involve* her in this.

- 4> Rewrite the sentences.

- 1 How can I get to the police station?
Do you know _____?
- 2 Who took your suitcase?
Do you have any idea _____?
- 3 How long are you going to stay in Dublin?
Can you tell me _____?
- 4 What was he doing when you saw him?
Do you remember _____?
- 5 Why did they make everyone leave the building?
I wonder _____.
- 6 What should I do now?
I don't know _____.

- 5> Imagine you're talking to someone about a famous criminal gang. Complete the sentences.

- 1 I wonder who _____.
- 2 I don't exactly know _____.
- 3 I don't understand why _____.
- 4 _____, weren't they?
- 5 _____, do they?

Grammar challenge! >> Student's Book, page 111, UNIT 5, ex. 1

- 6> Complete the missing question tags.

- 1 He never told us his name, _____?
- 2 Tell them to be quiet please, _____?
- 3 It's a perfect copy! Nobody will realise it's a fake, _____?
- 4 Interesting! So that's what you've been up to all this time, _____?
- 5 Everyone has been feeling the pressure, _____?
- 6 I'm surprised! You really are serious about it, _____?
- 7 Nothing ever surprises you, _____?

- 7> **CUMULATIVE GRAMMAR** Correct one grammatical mistake in each sentence.

- 1 It seems he is even more bad injured than it was previously reported.
- 2 You don't have to go yet, have you?
- 3 She doesn't know where has she left her purse.
- 4 The spy worked very hardly to earn the trust of the minister.
- 5 The beach turned out to be more far than we'd thought.
- 6 This is the little interesting idea of all the ones we've heard today.
- 7 Do you know what will they do with him when they catch him?
- 8 Let's forget about it, will we?
- 9 You never liked me, didn't you?
- 10 Anyone can take part it this competition, can he?

1> Do the quiz. Then read the text in exercise 2 and check your answers.

- 1 What does 'UN' stand for?
 - a Union of Nations
 - b Unified Nations
 - c United Nations
- 2 When was the UN created?
 - a 1918 b 1945 c 1989
- 3 What is the meeting of all UN members called?
 - a the General Assembly
 - b International Council
 - c UN Parliament
- 4 Does the UN serve as an international court?
 - a yes b no
- 5 Can the UN impose sanctions on countries?
 - a yes b no

2> Read the text and choose the correct answers.

- 1 Which sentence is not true of the United Nations?
 - a It has many more members than it did on its creation.
 - b All members must follow the regulations as specified in the Charter.
 - c It was created because one of its original members needed help.
 - d It took place of another international organisation.
- 2 The UN General Assembly
 - a is the only UN body not located in New York.
 - b makes decisions on all issues through a process of casting votes.
 - c meets only when there is a crisis that needs to be solved.
 - d has special committees for many of the issues it deals with.
- 3 The Security Council
 - a may have from five to ten members, depending on the situation.
 - b is the most important part of the General Assembly.
 - c meets every time there's a danger of war breaking out.
 - d has to ask states involved in a conflict to agree to its participation in finding a solution.
- 4 In the last paragraph, the author
 - a suggests that the UN mainly helps countries which are at war.
 - b explains why he respects the work the UN has done in the world.
 - c criticises the UN for not helping to protect the environment.
 - d describes the most important aims of the UN.

BASIC INFORMATION ABOUT THE UN

What is the UN?

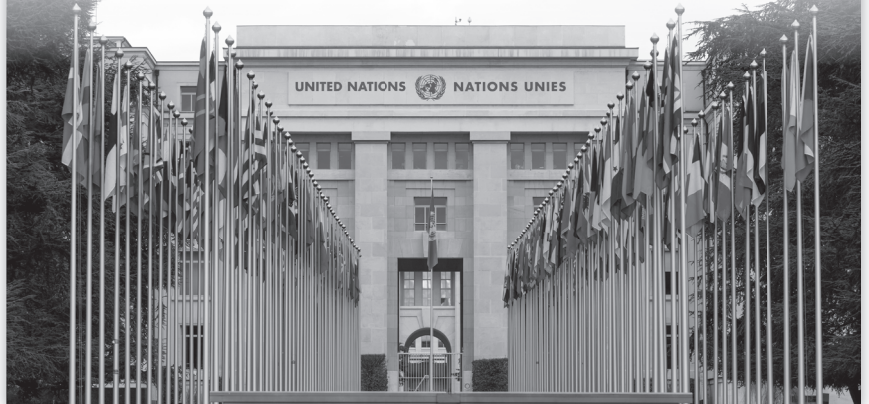
The United Nations is an international organisation dedicated to keeping the peace in the world as well as protecting human rights. It aims to build friendly relations between countries to help overcome the world's most serious problems. The UN was created in 1945, after World War II, when it became clear that a new worldwide organisation was needed to help world governments manage **international affairs**. The UN replaced the League of Nations, created after World War I, and took over many of its agencies. Originally, there were 51 countries in the UN, but today the organisation has 193 members. Each member has agreed to respect the UN Charter, which is a **treaty** that defines the basic rules of international relations.

How is the UN organised?

The United Nations consists of six main bodies. There are three councils (the Economic and Social Council, the Trusteeship Council and the Security Council), the Secretariat, the International Court of **Justice**, which is located in the Hague and is the only UN body not based in New York, and the General **Assembly**. The General Assembly meets annually to discuss the most important world issues and make recommendations. Decisions are usually taken by majority vote. However, instead of voting, more and more decisions have recently been reached through a discussion leading to a consensus. Since the Assembly usually deals with over 150 topics during one session, a lot of them are discussed within its six **committees**, which are dedicated to issuing **resolutions** on these topics. Another important organ of the UN is the Security **Council**, which now consists of 15 members. There are five permanent members (the United States, Russia, the United Kingdom, China and France) and ten non-permanent members, which are elected by the General Assembly. Since the Security Council's main objective is to keep the world peace, it meets whenever there's a threat of war. All member states have agreed to accept the Security Council's decisions. The International Court of Justice solves disputes between member states. If the states agree to the Court's participation in the dispute, they have to honour its verdict.

What does the UN do?

Maintaining international peace and security has always been the UN's key objective. It aims to prevent conflicts and helps countries involved in conflicts find a peaceful solution. Another of the UN's key tasks is to make sure that international laws and treaties are respected. The UN also sends peacekeeping missions to different parts of the world and imposes sanctions on countries which break international law. Another key aim of the UN is to promote and protect human rights as described in the Universal Declaration of Human Rights. An important purpose of the UN is also to send humanitarian aid to countries in emergency situations. Last but not least, the UN works with governments around the world to help countries improve quality of life of their citizens as well as develop economically and socially in a way which does not harm the environment.



3> Match the words in bold from the text on page 49 with their Polish equivalents.

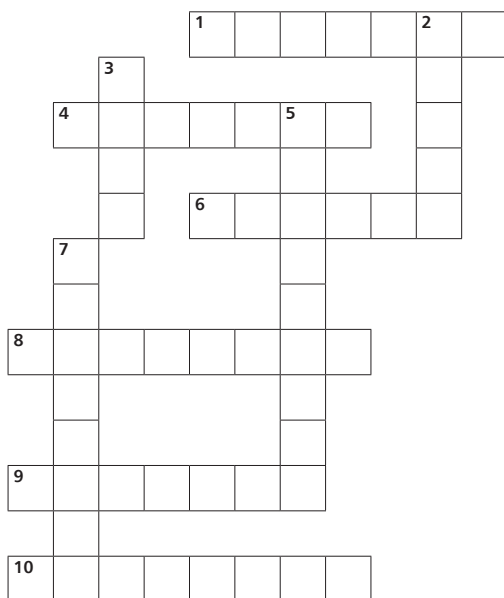
- 1 komitet _____
- 2 sprawy międzynarodowe _____
- 3 rada _____
- 4 sprawiedliwość _____
- 5 traktat _____
- 6 uchwała _____
- 7 zgromadzenie _____

4> Choose the most appropriate option to complete each sentence.

- 1 After a long war, the two countries signed **an assembly / a treaty** to end all fighting.
- 2 The president will speak at the UN **assembly / resolution** about the problem presented by the current refugee crisis.
- 3 Frank is interested in **justice / international affairs** and wants to work as a diplomat.
- 4 I'm a member of the student **treaty / committee** at school.
- 5 The city **council / resolution** has decided to build more bicycle paths.
- 6 When the murderer was given a life sentence, everybody believed **council / justice** had been done.
- 7 The UN **justice / resolution** recommends banning any form of child labour.

Revision ■ Student's Book, pages 58–59

5> Do the crossword.



DOWN

- 2 a country that is at war with another country
- 3 a weapon that explodes at a particular time or when it hits the target
- 5 somebody who has beliefs or opinions that are considered to be extreme and therefore unreasonable
- 7 somebody who does not belong to the armed forces or the security forces

ACROSS

- 1 somebody who leaves their country, especially during a war or other dangerous time
- 4 somebody who is in the army
- 6 deliberately do something that harms one's country or helps its opponents
- 8 solve, deal with a problem
- 9 an adjective describing physical force with the intention to do harm
- 10 not guilty

6> Complete the blog entry with the missing words.



My family used to lead a very ¹**p** _____ **l** life, but one day all that changed. Our country has been ² _____ war for a couple of months now. When it ³ **r** _____ **o** _____ in August, we all thought it would only be a few weeks of fighting at the borders. But when bombs started ⁴ **x** _____ **d** _____ around the capital, we knew it was worse than we'd thought. Since then, we've been afraid to leave our houses because enemy soldiers do not respect human ⁵ **g** _____. The schools are closed and we're learning at home. I wish it would end! The last couple of days have been surprisingly quiet, but you can still feel the ⁶**t** _____ **n** in the air. The presidents of both countries are meeting tomorrow, and we're all hoping they'll manage to ⁷ _____ peace.

Vocabulary challenge! » Student's Book, page 111, UNIT 5, ex. 4

7> Complete the sentences with the correct form of the verbs below.

attack (x2) cost fight (x2) invade (x2) occupy (x2) surrender

- 1 During the Christmas, season tourists _____ Zakopane.
- 2 Her financial problems must _____ her mind all the time – no wonder she's so distracted.
- 3 In 1939, the USSR _____ the Polish border in the east.
- 4 Pacifists believe that war is never a solution because it _____ many lives.
- 5 Terrorists _____ the Parliament last night.
- 6 At the moment, the media _____ the government for the new unpopular tax reform.
- 7 Jane and Mark can't have broken up – they are perfect for each other and they never _____.
- 8 This territory has been _____ for years, but after last night's talks there's finally hope for peace.
- 9 When Poland was divided among Russia, Prussia and Austria, many Poles never stopped _____ for their independence.
- 10 World War II ended when Germany _____ in 1945.

SPEAKING

paraphrasing unknown words •
speculating about a picture

- 1> Complete definitions a–f below to describe items 1–4 in the picture.



- a It's a person _____.
- b I don't know what you call it in English, but _____.
- c It's something you use for _____.
- d I don't know the English word for _____.
- e It looks like _____.
- f It's a place where _____.

- 2> Complete the beginnings of the sentences (1–5) with the words below. Then match them with their endings (a–e).

certain expect imagine suppose impression

- 1 I am almost _____ that these are ☐
- 2 I can't be 100% sure, but I _____ these ☐
- 3 I _____ it must be hard to ☐
- 4 I get the _____ that this ☐
- 5 I _____ these people are ☐
- a decide who to vote for.
- b presidential or parliamentary elections.
- c man is not happy with the choices he has.
- d elections are important because there are many people there.
- e taking part in a referendum.

- 3> Describe the picture and answer the questions.

TEST IT! ⌚ 3 minuty



- 1 Why do you think so many people have come to vote?
- 2 Is it important for you to participate in elections? Why? / Why not?
- 3 Describe the last time you took part in school or general elections.

WRITING

a forum entry

5

- 1> Match the beginnings of the sentences with their endings.

- 1 The local children's home set up a programme in ☐
- 2 I go there twice a week ☐
- 3 I always try to come up with some interesting games so ☐
- 4 I help them do their schoolwork so ☐
- 5 I always make sure I have time for these visits so as ☐
- a not to disappoint the children waiting for me.
- b that the kids have a lot of fun when we play together.
- c order to find companions for their kids.
- d to spend time with the children and play with them.
- e that they get better marks.



- 2> Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.

- 1 I _____ (*be / favour / idea*) young people doing some work for their community.
- 2 I _____ (*go / along / point / view*) that social work helps people develop personally.
- 3 I _____ (*oppose / idea*) forcing people to do social work.
- 4 I _____ (*must / admit / I / find*) such proposals totally ridiculous.
- 5 I _____ (*can / understand / your way / think*), but I still believe that schoolwork is the most important thing for young people to focus on.
- 6 I _____ (*not approve / idea*) giving teenagers even more responsibilities.
- 7 I _____ (*partly / agree / idea*) such a solution might teach teens to be responsible citizens.
- 8 I _____ (*think / you / wrong / in / say*) that forcing people to do something makes them end up hating it.

- 3> Read the instructions and do the writing task.

TEST IT! Przeczytałeś/Przeczytałaś artykuł o pomysłe wprowadzenia obowiazku wykonywania prac spolecznych przez uczniow. Zredaguj wpis na forum (100–150 slow), gdzie toczy sie dyskusja na temat proponowanych zmian, i:

- opisz swoje doswiadczenia zwiazane z pracą spoleczną;
- podaj przyklady prac spolecznych, które, Twoim zdaniem, są odpowiednie dla nastolatków, i napisz, czy mają oni czas na takie prace;
- przedstaw swoje zdanie na temat wprowadzenia obowiazku pracy spolecznej;
- zachęć pozostałych uzytkownikow forum do skomentowania Twojej opinii i podzielenia się swoim zdaniem.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

1) Choose the answers that mean the same as the underlined parts of the sentences.

- Many people don't agree with the president's decision.
a approve of b count on c vote for
- My great-grandfather still remembers the day the war started.
a broke out b broke up c broke off
- His exercise routine is definitely tougher than yours.
a less tough b as difficult as c far more difficult
- Jay-Z took part in a special concert because he wanted to raise money for charity.
a so that b so as to c in order that
- I'm going to lose this election, right?
a aren't I? b am I not? c don't I?
- She really worked a lot on this project.
a slightly b hardly c hard
- Could you tell me the time?
a what's the time? b what the time is? c what time?

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

- The _____ (*extreme*) are giving support to the dictator, but all the other parties are against him.
- The _____ (*oppose*) prevented the government from passing the law.
- My grandfather worked as a civil _____ (*serve*) all his life.
- It was easy to notice the _____ (*tense*) between the two presidential candidates.
- The new _____ (*govern*) will have to deal with this problem as quickly as possible.
- The man was _____ (*charge*) with crossing the border illegally.
- They were extremely _____ (*relief*) when they were given refugee status.

3) Complete the text with the correct form of the words below. There is one extra word.

likely hold secure oppose make politics vote happen do introduce

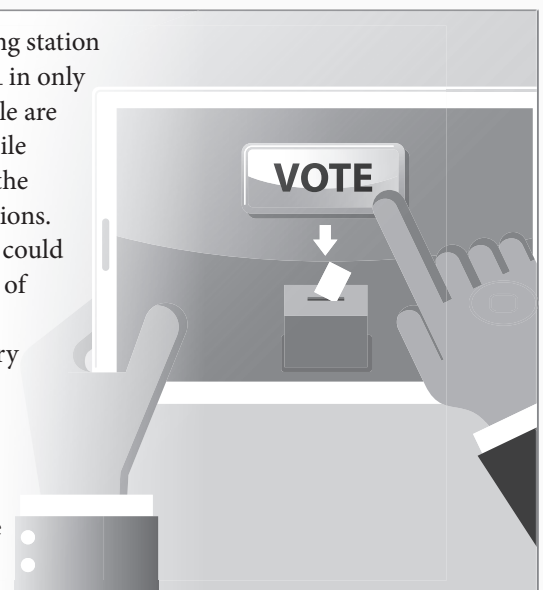
E-voting means that people can vote via the Internet either at the polling station or at home. Although we live in the digital era, e-voting ¹ _____ in only a handful of countries so far. Outside Europe and the USA, many people are still ² _____ to the idea of e-voting. Its opponents claim that while computers are ³ _____ to make mistakes than people counting the votes manually, e-voting is far ⁴ _____ than pen and paper elections. Although computers make no miscalculations, corrupt ⁵ _____ could hire hackers to drastically change the results. Interestingly, the creators of the e-voting system used in Estonia claim they found a way to prevent this from ⁶ _____. In 2015, Estonia ⁷ _____ parliamentary elections in which 30% of the people voted online, using online ID cards which enabled voters to sign and encrypt their votes. They were also able to check their vote in the system to make sure nobody had changed it. Of course, first every citizen had to get an online ID card. As the world is getting more and more digital, sooner or later everyone ⁸ _____ electronically. It seems logical ⁹ _____ it?

4) Find and correct one grammatical or lexical mistake in each sentence.

- The flight attendant tried to remain calm in order don't to let the passengers know there was a problem. _____
- The protesters prevented the minister from close the hospital. _____
- Can you run a little more fastly? _____
- Unfortunately, peace talks don't always result of immediate success. _____
- The government has just made a law to reduce the speed limit in built-up areas. _____
- The government has been debating at this issue for 10 hours without any results. _____
- I can see that something has been invading your mind lately – do you want to tell me what's wrong? _____
- I'm sure they had to walk for hours – they were exhausted, hungry and dirty. _____

5) Complete each dialogue. Use no more than three words in each gap.

- X I have no idea who to vote for.
Y Then _____ find out more about these candidates, shall we?
- X This is definitely the least convincing speech I've ever heard.
Y Really? I thought the previous one was even _____.
- X I expect _____ be hard to live in a country which doesn't respect human rights.
Y Yes, but we're trying to do something about it.
- X Was your stay at aunt Chloe's pleasant?
Y Oh, yes. She really went _____ way to make us feel welcome.



1> Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–8. Zakreśl literę a, b, c albo d.

IMPORTANT NOTICE TO RESIDENTS

Dear Residents,

I'm sorry to say I received a number of complaints from the neighbouring office buildings concerning problems of littering and damaging their green areas. I'd like to remind you that the green areas and benches surrounding the office complex are not public ¹_____, but they belong to the owners of the complex, who simply allow us to use them by not locking the gates. These buildings have security cameras, which indicate that ²_____ people responsible for the problems enter their grounds through our gate rather than any other. Please remember that cleaning up after your dog is ³_____ and there are dog waste bag dispensers next to every litter bin. I'm sure it's not difficult to understand that dog waste on the lawns ⁴_____ people off, ⁵_____. If we continue to cause problems, the office complex administration will simply prevent us from entering. It's not a very neighbourly ⁶_____ thinking, but you can understand why they would want to protect what's theirs. ⁷_____ incidents of this kind will unfortunately result ⁸_____ the gates being locked so that only the office workers will be able to enjoy these areas. Again, please respect the rules and regulations.

Building administrator

JK

- | | |
|-----------------|---------------|
| 1 a property | c possession |
| b ownership | d belonging |
| 2 a most of the | c many |
| b majority | d far more |
| 3 a law-abiding | c offensive |
| b compulsory | d legal |
| 4 a puts | c pushes |
| b takes | d draws |
| 5 a am I | c does it |
| b is it | d don't they |
| 6 a kind of | c process |
| b way of | d manner |
| 7 a Most | c The biggest |
| b Much farther | d Further |
| 8 a from | c to |
| b of | d in |

3> Complete the sentences with the verbs below.

collect donate go towards hold participate
raise require

- The organisers would like to _____ canned and dry foods such as rice, corn or beans.
- I believe we should _____ money to buy some basic medicines and cosmetics.
- We're planning to _____ a bake sale – everybody will bring a cake to sell during the event.
- We could also ask people to _____ some clothes or blankets for the refugees.
- Many students will _____ in a talent show, and the money from the tickets will _____ buying tents and sleeping bags.
- Organising such a charity event will _____ the participation of many students.

2> **TEST IT!** Przeczytaj tekst. Uzupełnij każdą lukę (1–9) jednym wyrazem, tak aby powstał spójny i logiczny tekst.

Fellow Students!

As my ¹_____ of office is coming to an end and I'm considering ²_____ for re-election, I'd like to sum up this year by telling you all I've achieved. Let's start with ³_____ greatest achievement – the roof garden. The opening took place last month (I'm sure you've seen the video of it which ⁴_____ viral) and now you can all enjoy your breaks there. By the way, you can't blame me ⁵_____ the fact that no drinks are allowed there – I'm not the one spilling soda all over the place. I also got us the karaoke and dance breaks, free water on every floor and the ⁶_____ recent of my victories – quiz-free Fridays. However, I must warn you that although the headteacher has already agreed to it, the teachers still need to ⁷_____ of that change before it can come into ⁸_____, so don't stop studying just yet! And if you're worried that our most strict teacher will put a stop to it, you'll ⁹_____ relieved to know – I got her to agree! I've got plenty more ideas of how to make our school a more fun place to learn so next month – vote James Ross!

4> Read the instructions and do the speaking task.

TEST IT! ⌚ 4 minuty

Twoja szkoła postanowiła zorganizować akcję na rzecz pomocy uchodźcom napływającym do Europy. W rozmowie z nauczycielem przedstaw uczniowski projekt tej akcji i porusz następujące kwestie.

termin i miejsce akcji

przebieg akcji

organizacja
i organizatorzy

sposób pomocy
uchodźcom

Rozmowę rozpoczyna egzaminujący.

5> Read the instructions and do the writing task.

TEST IT! Jednym z problemów w Twojej szkole jest to, że uczniowie nie dbają o jej czystość i wygląd. Napisz **artykuł** do szkolnej gazety (200–250 słów), w którym opiszysz ten problem oraz zasugerujesz sposoby jego rozwiązania.

6

Environmentally friendly?

VOCABULARY threats to the environment

1> Which threats to the environment are described below?

- If the temperatures keep rising, the ice in the North Pole will melt. Can you imagine the consequences? _____
- You would be shocked if you knew the conditions in which these birds are kept – twenty or more in one small cage!

- Lack of environmentally-friendly waste disposal may lead to water and land pollution.

- People are using harmful fishing techniques which often kill marine animals and plants.

2> Match 1–5 with a–e to form compound nouns.

- | | | |
|--------------|--------------------------|-------------|
| 1 greenhouse | ☐ | a change |
| 2 climate | ☐ | b fuels |
| 3 sea | ☐ | c gases |
| 4 air | ☐ | d pollution |
| 5 fossil | ☐ | e levels |

3> Complete the sentences with the phrases from exercise 2.

- Extreme weather conditions, which were uncommon 100 years ago, are just some of the results of _____.
- _____, such as coal or oil, are not green sources of energy.
- The rate at which _____ are rising has increased to an alarming 30 cm per century.
- If the amount of _____ in the atmosphere goes up, the Earth becomes hotter.
- _____ in big cities is caused by heavy traffic.

4> Choose the correct option to complete each sentence. Are the statements true (T) or false (F)?

- If the ice **caps** / **tops** in the Antarctic melt, the sea levels will go up by 50 metres. T / F
- The biggest **sunny** / **solar** farm in Europe is located in France. T / F
- Oil, coal and natural gas are examples of **renewable** / **biodegradable** energy sources. T / F
- Toxic **chemicals** / **chemistry** can be found in many household products. T / F
- One transatlantic flight can add as much to your carbon **footprint** / **fingerprint** as using a car over an average year. T / F
- Only 20% of the waste produced in Europe goes to **landfill** / **rubbish** sites while the remaining 80% is recycled. T / F

5> Complete the text with the correct form of the words below.

destroy new forest environment pollute manage

It is very hard to say which environmental threat is the most serious. Many people would probably point to air ¹ _____. This is because its consequences, such as the ² _____ of the ozone layer, receive a lot of media attention. However, there are other equally alarming issues. For instance, the air will become even dirtier if there aren't enough trees to replenish oxygen levels. So the widespread ³ _____, cutting down trees in other words, is also a big threat to the environment. Another problem is poor waste ⁴ _____ – if we don't do anything about it, we will soon drown in our own rubbish. Also, not many of us consider the consequences of using fossil fuels. They may soon run out and without ⁵ _____ sources of energy, we will not survive. What can we do about it? Well, maybe start by asking the questions: 'How ⁶ _____ friendly am I?' or 'What exactly have I recently done to help our planet?'



Vocabulary challenge! >> Student's Book, page 111, UNIT 6, ex. 1

6> Translate the Polish parts of the sentences into English.

- There are many ways in which we can _____ (*oddziaływać na środowisko*).
- _____ (*Jakie są ekologiczne skutki*) of cutting down trees in the rainforests?
- These gases _____ (*mają szkodliwy wpływ na*) the atmosphere.
- Do you think it is possible to build new motorways without _____ (*szkodzenia środowisku*)?
- Are you sure this _____ (*torba jest biodegradowalna*)?
- Can you name _____ (*alternatywne i odnawialne źródła*) of energy?

7> Write 3–4 sentences to express your opinion on the topic below.

Households which do not recycle should be fined.

listening for gist and detail • indirect information • drawing conclusions •
protecting the environment • prepositional phrases

1> Read the text and choose the correct answer: a, b or c.

FLOODING: HUNDREDS FACE EVACUATION

With water levels in local rivers still rising, many inhabitants of the south are preparing for evacuation. Some are still hoping that the river banks will prove to be strong enough to hold back the water. However, the authorities have asked residents to be prepared to leave their houses at very short notice.

The author of the text

- a is reporting on an emergency situation in one region of the country.
- b is informing residents of how to prepare for evacuation.
- c is explaining why some areas of the country may be flooded.

2> **MP3 10** Listen to four people talking about environmental issues. Choose the correct answers.

- 1 The speaker
 - a suggests we're focusing on the wrong aspect of the problem.
 - b outlines a plan for dealing with the problem of rising sea levels.
 - c explains the reasons behind our environmental problems.
 - d criticises the housing solutions of his generation.
- 2 The speaker implies that the meeting held in London
 - a will open a public debate about environmental issues.
 - b was not attended by a sufficient number of government representatives.
 - c is the first step in the process of decreasing humanity's use of fossil fuels.
 - d should be seen as a move in the right direction in resolving climate change issues.
- 3 According to the speaker, the flooding last winter
 - a was caused by all the snow melting in the spring.
 - b is a warning of problems they will be facing in the future.
 - c forced scientists to work on solutions for protecting homes.
 - d was so bad that even the upper floors of the homes were damaged.
- 4 How does the speaker feel?
 - a Frustrated with the way the people in power handle things.
 - b Disappointed that the weather ruined their summer holidays.
 - c Anxious over the warnings of scientists concerning climate change.
 - d Optimistic the march will convince the government to give them some money.

3> Match the adjectives with their definitions.

- | | | |
|-------------------------------|--------------------------|---------------|
| 1 extremely hot | ☐ | a far-fetched |
| 2 not violent | ☐ | b progressive |
| 3 drastic, complete | ☐ | c peaceful |
| 4 using new ideas or methods | ☐ | d radical |
| 5 developing, becoming better | ☐ | e innovative |
| 6 unlikely, rather impossible | ☐ | f baking hot |

4> Complete the sentences with the adjectives from exercise 3.

- 1 It was a _____ hot summer day.
- 2 Her excuse for being absent was rather _____.
- 3 There is a _____ difference between their policies.
- 4 The last meeting was the most _____ of all.
- 5 Sarah solved the problem in a very original and _____ way.
- 6 The march organised by Greenpeace was very _____.

Revision ■ Student's Book, page 67

5> Complete the text with the correct form of the words below.

safe recycle cut few grow install use

There are many things you can do around your own household to become more eco-friendly. To begin with, start ¹ _____ waste. Also, remember to turn off the light when you leave a room in order to ² _____ down on electricity. It's also a good idea to stop taking long showers to ³ _____ water. Do not ⁴ _____ a plastic bag when you go shopping. You might also buy ⁵ _____ products than you do now – most probably, you don't need all of them. ⁶ _____ you own vegetables is yet another idea for an eco-friendly household. And if you want to take some bigger steps, you can try ⁷ _____ solar panels in your house so that less energy is used to heat it.

6> Insert a missing preposition in each sentence.

- 1 Have you ever gone a protest march?
- 2 We are working hard to prepare the Conservation Day.
- 3 At some stage of the project, we will need to look teachers for help.
- 4 If your car is equipped a GPS device, you will find my house easily.
- 5 Most buildings in the neighbourhood were damaged as a result severe flooding.
- 6 Stop complaining the rubbish and pick it up instead!
- 7 How much money have they invested the protection of the environment?

Vocabulary challenge! » Student's Book, page 111, UNIT 6, ex. 2

7> Complete the sentences with the missing words.

- 1 Do you think people will ever change their m _____ and stop littering in the forests?
- 2 The government has to act to t _____ the problem of poor waste management.
- 3 No, you're m _____ the point! Listen again.
- 4 A minor change in the law will not make the problems go a _____.
- 5 I wish people took r _____ for destroying the Earth's environment.

8> Write 3–4 sentences to express your opinion about the statement below.

Building houses in areas at risk of flooding should be prohibited.

Third conditional

Trzeciego okresu warunkowego (*third conditional* = *if* + *past perfect*, *would/could/might have* + *past participle*) używamy, aby opisać sytuacje, które mogły się wydarzyć w przeszłości, gdyby jakiś warunek został spełniony:

If I had invited friends round last night, I wouldn't have felt so lonely (but I didn't invite them and so I felt lonely).

Zdania warunkowe nie muszą zaczynać się od *if*. Jeżeli warunek podajemy w drugiej części zdania, nie używamy przecinka:

If she had told me about the protest march, I would have gone.

I would have gone on the protest march if she had told me about it.

1> Choose the correct meaning (a or b) for each sentence.

- If Bill exercised more, he'd be fitter.
 - He doesn't exercise enough.
 - He didn't exercise enough.
- Mum would have been very disappointed if I hadn't passed the exam.
 - I've already passed the exam.
 - I still haven't taken the exam.
- I'd have said hello if I'd seen you.
 - I promise to say hello when we meet.
 - I didn't say hello because I didn't see you.
- If Ron trained harder, he could win the race.
 - Ron lost the race because he didn't train hard.
 - Ron still has a chance to win the race.
- I'd have called you if I'd remembered your number.
 - I forgot your number.
 - I don't remember your number.

2> Read the story and write sentence chains, using the third conditional.

Last year, Basia did an excellent project on the world's endangered species → her teacher sent it to an international competition → she won first prize → she went to China to help with a giant panda conservation project → she met Chen, a Chinese student of zoology → they fell in love → she decided to stay in China and study biology in Beijing → she became China's leading wildlife expert.

If Basia hadn't done an excellent project on the world's endangered species, her teacher wouldn't have sent it to an international competition. If the teacher hadn't sent it to an international competition, Basia ...

3> Write sentences in the third conditional, using the prompts given. Add commas where necessary.

- If Tom / not break / his leg / he / go / on holiday / with us.

- Helen / send you / an email / if she / have / your address.

- you / study / at the weekend / if you / know / about the test?

- you / pass the exam / if you / answer / this question correctly?

- If Mary / not organise / that protest march / we / not go.

- If Lisa / drive / more slowly / she / not have / an accident.

4> Find and correct the mistakes in the sentences.

There are three correct sentences.

- You would have become very rich if you have invested in our business. _____
- I'd have had breakfast if I had got up earlier. _____
- You might have got the job if you sent your application by the deadline. _____
- If I'd known Mark was in town, I'd have called him. _____
- If you were not so tired last night, would you have come to the party with me? _____
- If the weather had been better, we might not had the accident. _____
- When would you have arrived if you hadn't missed the bus? _____

- 5) Complete the text with the correct words. Put one word in each space.

Kevin,

I'm afraid I've got some bad news. We didn't pay for the safari trip on time, and our reservations have been cancelled. If we ¹ _____ paid at least some of it, the travel agent might ² _____ given us a bit more time. It's all our fault! If we had ³ _____ wasted all our savings, we would have ⁴ _____ able to pay for the holiday on time. Now I regret I didn't look to my parents for help.

If I ⁵ _____ asked them for some money, they ⁶ _____ have lent me some. If ⁷ _____ we had been more responsible! And now it's too late. We need to plan something different for the summer. Any ideas?

Rob

- 6) Complete the sentences using the third conditional.

- 1 I wouldn't have bought this _____ if _____.
- 2 If you hadn't warned me about _____, I _____.
- 3 If the teacher had given us more exercises, we _____.
- 4 This presentation would have been much better if _____.
- 5 Some of the extinct species could have been saved if _____.

Third conditional; conditional sentences revision; mixed conditional sentences

Tryby warunkowe:

- **zerowy tryb warunkowy** odnosi się do prawd uniwersalnych, praw nauki itp. Konstruujemy go za pomocą **if + present tense** i/lub **modal verb**:
If we want to save the planet, each one of us should start with their own daily habits.
- **pierwszy tryb warunkowy** odnosi się do przyszłości. Konstruujemy go przez **if + present tense, future tense/order**:
If you explain the conditionals to me, I'll help you with the biology project.
- **drugi tryb warunkowy** odnosi się do teraźniejszości lub przyszłości i opisuje hipotetyczne sytuacje (odwrotne do faktycznych). Konstruujemy go przez **if + past simple, would + bezokolicznik (bez to)**:
We don't recycle enough. If we recycled more, the landfills wouldn't grow at such an alarming rate.
- **trzeci tryb warunkowy** odnosi się do przeszłości i opisuje nierealne sytuacje (odwrotne do faktycznych), które nie miały miejsca. Konstruujemy go za pomocą **if + past perfect, would + have + past participle**:
I didn't know about the climate strike. If I had known about the climate strike, I would have taken part in it.

Drugi i trzeci tryb warunkowy można połączyć, aby:

- opisać teraźniejsze skutki wydarzeń z przeszłości (**tryb trzeci + drugi**) **if + past perfect, would + infinitive**:
There wasn't much sun in the spring so the cherries are less sweet this season. If there had been more sun, the cherries would be sweeter.

- opisać, jak hipotetyczne sytuacje w teraźniejszości lub przyszłości (odwrotne do stanu ogólnego/aktualnego/przeszłego) mogłyby wpłynąć (choć jest to nierealne) na coś, co wydarzyło się w przeszłości (**tryb drugi + trzeci**) **If + past simple, would / might / could + have + infinitive**:
He isn't a good speaker, so he didn't convince the audience of his ideas. If he was a better speaker, he would have convinced the audience of his ideas.

W trybach warunkowych **if** może zostać zastąpione spójnikami: **as long as, provided/providing, on condition that, unless**.

Grammar challenge! » Student's Book, page 112, UNIT 6

W zdaniach warunkowych możemy zamiast **if** zastosować **inwersję**, jeśli chcemy położyć większy nacisk na to, co mówimy.

If I don't arrive until 7, just go without me. = Should I not arrive until 7, just go without me.

If I were you, I'd tell my parents the truth. = Were I you, I'd tell my parents the truth.

If we hadn't gotten wet in the storm, we wouldn't have caught a cold. = Had we not gotten wet in the storm, we wouldn't have caught a cold.

- 1) Choose the correct forms.

Bees are one of the most important pollinating* insects in the world. It's estimated that if there ¹were / will be no bees, as much as one third of our food ²would not be / will not be produced because the crops they rely on ³wouldn't have been pollinated / aren't pollinated. And yet, not many people seem to care that since the beginning of 20th century bees have been dying out and some species are already extinct. Maybe this ⁴wouldn't happen / wouldn't have happened if we ⁵had listened / listened to beekeepers' reports from the start. If the results of the research ⁶are / had been correct, the main damage is caused by pesticides and diseases. The same pesticides have been blamed for many other problems, so why are we still using them? If we ⁷will abandon / had abandoned them sooner, we ⁸would probably save / would have probably saved many colonies and thousands of farmers ⁹wouldn't be / won't be in financial trouble right now. So long as we ¹⁰ignore / will ignore the problem, the global population of bees ¹¹would continue / will continue to decrease. And if that ¹²happens / had happened, we ¹³will find / would find ourselves facing a worldwide food and economic crisis.

* pollinate – zapylać

2> Complete the sentences.

- I think you should start using paper bags.
If I _____, I would _____.
- Using less plastic will be the first step towards a cleaner planet.
If we _____, our planet will _____.
- We didn't hear the storm alert last night so now we're stuck on a flooded highway.
If we _____, we wouldn't _____.
- We have to catch the next bus or we will be late.
Provided _____, we won't _____.
- The alarm clock didn't go off so I overslept.
If _____, I _____.
- These plants need to be watered every day or they wilt and die.
Unless _____, they _____.
- I don't like disaster movies, so I didn't go to see *Geostorm*.
If I _____, I would _____.

3> Complete the sentences with correct forms of the verbs in brackets.

- I'm worried I'll fail my final exams. Maybe if I _____ (*attend*) extra courses, I _____ (*be*) better prepared right now.
- If dad _____ (*not lose*) his job last year, he _____ (*not set up*) his own company.
- I think our planet _____ (*not be*) in such a bad state if we _____ (*start*) worrying about being more eco-friendly a few decades ago.
- If I _____ (*have*) more time, I _____ (*help out*) at this animal shelter every day.
- It's a difficult climb, but so long as everyone _____ (*follow*) my instructions, no one _____ (*get*) hurt along the way.
- If I _____ (*be*) in your shoes, I _____ (*apply*) for that scholarship last year. You were the perfect candidate.

4> Complete the sentences in two ways, using the prompts.

- If I had taken your advice, I
a not be / so much trouble / now _____
b avoid / paying the fine _____
- If my biology teacher hadn't encouraged me to take part in that competition, I
a not know / so much about endangered species in my country _____
b not get / my scholarship / the university _____

- If I didn't speak English, I
a not be able / to chat with people all over the world _____
b not be able / to get that job in London last summer _____
- If electric cars were cheaper,
a more people / already switch to them _____
b you / buy one _____?
- If all governments assumed more eco-friendly attitudes,
a maybe some extinct species / be saved _____
b there / be / more laws protecting the environment _____
- If the punishments for pollution were harsher, many factories
a install better filters a long time ago _____
b think twice before releasing their waste into the rivers _____

Grammar challenge! » Student's Book, page 112, UNIT 6, ex. 1 and 2

5> Rewrite the sentences without using *if*.

- If I find that article I told you about, I will send it to you ASAP.

- If we hadn't polluted the rivers, every city would have a beach where the residents could go swimming.

- If I were you, I would not buy this jacket.

- If we had left sooner, we would have avoided all this traffic.

- If we had known about the subsidies, we wouldn't have paid for the solar panels ourselves.

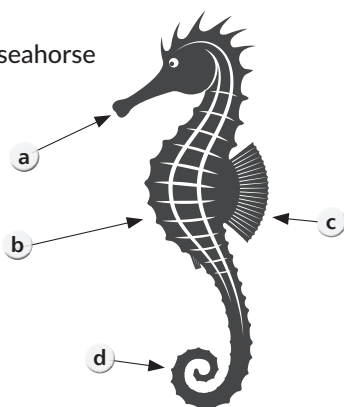
- If you need any extra information about our projects, we'll send you a full catalogue.

6> CUMULATIVE GRAMMAR Write sentences, using the prompts. Use *if* only if provided.

- if / I / have more cash on me / buy / more than just a sandwich / .
- tell / she / call / I / if / you / see / her / .
- I / be sure / that / she / not / miss / my birthday party last night / if / not be / so busy / .
- if / you / can / choose / you / live / hot or cold climate / ?
- ☆ I / not believe / the story / he / tell me / last night / he / not be / my best friend / .
- if / they / not invest / in new technologies lately / the company / be forced / pay heavy fines / now / .
- you / say / hello to Pam / yesterday / if / you / recognise her / ?
- ☆ be / I / you / I / think twice / before selling this car / .

1> Match the body parts of a seahorse with their names.

- 1 tail ☐
- 2 pouch ☐
- 3 snout ☐
- 4 fin ☐



2> Do the quiz. Then read the text in exercise 3 below to check your answers.

- 1 The seahorse is a mammal. T / F
- 2 The seahorse can't swim very well. T / F
- 3 Seahorses often travel long distances. T / F
- 4 Seahorses mate with as many partners as possible. T / F
- 5 The seahorse can see what's behind and in front of it at the same time. T / F
- 6 The male seahorse gives birth to the young. T / F

3> Read the text and complete the notes.

SECRETS of SEA LIFE

Seahorses are unusual creatures. Although they are fish, they neither look nor act like fish. Inside they have no skeleton, outside – no **scales**. Instead, they are covered with an exoskeleton – an outside skeleton. The phrase 'to swim like a fish' hardly applies to the seahorse either, since it swims in an upright position and its swimming skills are rather basic. Not that it needs to travel far, since the size of its territory is between 0.5 and 1.5m². Interestingly though, should it feel adventurous, it uses its long monkey-like tail to grab floating seaweed in order to hitchhike a ride into more distant uncharted territories.

Seaweed in the shallow sea waters is the seahorse's natural habitat. This is where it spends most of its time hunting for its favourite prey – small shrimp. They are tricky to spot, but not for a seahorse. This unique animal has eyes that can look in two different directions at the same time allowing it to see what's behind and in front of it at the same time.

The seahorse is like a sea chameleon. Unable to quickly escape any predators, the seahorse protects itself using camouflage to disappear into the seaweed. It changes colour to match its surroundings and **blends into the background**. If necessary, it can change its colour from light green to bright red in the blink of an eye. Changing colours is also part of its daily **courtship** dance. Seahorses have an interesting love life. Many seahorse species are monogamous, yet partners are not inseparable. Every day the female meets her mate and they swim around together for about an hour before parting for the rest of the day. And when the male is ready, *he* gets pregnant. This the only known instance of the male of the species giving birth. The female puts her eggs into the male's pouch where they are **fertilised** and, depending on the species, 2 to 4 weeks later 50 to 1500 baby seahorses are born. Unfortunately, their parents immediately lose interest in them, which means most of them don't survive.

This low **survival rate** is a danger that the seahorse has been facing since the beginning of time. Today, it is amplified by threats posed by humans. Like other sea creatures, seahorses are greatly affected by water pollution, especially since their poor swimming abilities don't allow them to escape into clear waters when their territory becomes uninhabitable. Moreover, millions of seahorses are caught every year for traditional eastern medical purposes, souvenirs and aquariums. All these perils combined have decreased their population to such an extent that the seahorse is now considered a **threatened species**.

SEAHORSE – BASIC FILE

- doesn't have a skeleton like other fish, but rather a(n) ¹ _____
- swimming – poor, but when it needs to travel far, it allows itself to be ² _____
- looks both ways at the same time
- in order to hide, it can become invisible by ³ _____ as the seaweed around it
- although it has only one partner, most ⁴ _____ alone
- lots of babies, but most die, because their seahorse parents don't ⁵ _____
- dangers:
 - low survival rate
 - if their habitat gets too ⁶ _____, they are unable to move to a new one
 - people catch too many of them

4> Match the words and phrases in bold from the text on page 59 with their definitions.

- 1 plants or animals that might soon become extinct _____
- 2 small plates covering the body of a fish or snake _____
- 3 the behaviour of animals when attracting a partner _____
- 4 look the same as your surroundings _____
- 5 make new animal or plant life develop _____
- 6 the number of newborn animals that reach adulthood _____

5> Complete the sentences with the correct form of the phrases from exercise 4.

- 1 During the in vitro procedure, the egg is _____ outside the female's body.
- 2 The mermaid is a mythical creature with a fish-like tail covered with _____ and the upper body of a beautiful woman.
- 3 The _____ of peacocks often involves the males showing off their beautiful tails to the female.
- 4 Some animals change their colours to _____ when they feel they are in danger.
- 5 The European bison is a _____ and must be protected.
- 6 Young sea turtles have many predators such as seabirds and large fish, so their _____ is very low.

Revision ■ Student's Book, pages 70–71

6> Find words in the wordsearch to complete the phrases below.

Y	U	G	E	X	T	I	N	C	T	Z	U	C
E	U	M	U	B	K	C	K	Q	D	Y	B	R
F	V	P	N	E	W	B	U	H	T	J	A	U
C	O	N	S	E	R	V	A	T	I	O	N	E
X	Z	E	D	Y	N	A	T	I	O	N	A	L
Q	O	D	I	P	I	E	H	P	X	W	M	O
M	O	T	E	E	V	C	H	I	Z	L	R	G
K	E	X	T	I	N	C	T	I	O	N	Y	O
W	B	J	S	R	T	R	O	P	H	Y	B	V
H	A	B	I	T	A	T	T	V	Z	Q	E	L

- 1 _____ experts →
- 2 _____ act ↓
- 3 _____ park →
- 4 natural _____ →
- 5 total _____ ↓
- 6 _____ hunter →
- 7 _____ out ↓
- 8 save from _____ →
- 9 become _____ →

7> Complete the sentences with the correct form of the phrases from exercise 6.

- 1 Dodos lived on Mauritius until the end of the 17th century, but _____ because European sailors killed them for food.
- 2 The roadrunner is a bird whose _____ is the desert.
- 3 The WWF brings together _____ from all around the world to _____ as many species from _____ as possible.
- 4 I believe that since _____ kill animals for fun, there should be a _____ on such activities.
- 5 _____, where animals can live in safety, are one way of preventing them from _____.
- 6 The man who beat his dogs was punished for this _____ with a huge fine.

8> Complete the sentences with the missing words.

- 1 Baby birds depend _____ their parents to protect them from **pr_____t_____rs** such as crows or magpies.
- 2 Throughout the safari, please keep your hands inside the vehicle _____ safety reasons.
- 3 Feel free to come to our visitor centre where you'll find many species of local flora and fauna _____ with many interesting fun facts.
- 4 When the safari _____ to an end, we knew we'd do it again.
- 5 Did you know that some species reproduce _____ other species? For instance, lions _____ with tigers and produce ligers.
- 6 In order for _____ **d_____g_____** species to _____ **r_____v_____**, we must create safe havens for them.

Vocabulary challenge! >> Student's Book, page 111, UNIT 6, ex. 3, 4 and 5

9> Complete the sentences with correct form of the words in brackets.

- 1 Our _____ (**responsible**) waste management is causing the number of landfill sites to grow.
- 2 Animals such as seahorses cannot live _____ (**comfort**) in small house aquariums.
- 3 Our _____ (**able**) to save some species from extinction is very frustrating.
- 4 I think there's a real _____ (**possible**) that in the future we'll rely completely on renewable energy.
- 5 The _____ (**honest**) of factories which claim to clean up their waste, but don't, makes it difficult to protect the environment.
- 6 Nowadays, it is _____ (**safe**) for animals such as elephants to live outside national parks because they are not protected there.
- 7 The main argument against zoos is the _____ (**comfort**) of animals living in small cages or spaces.
- 8 It's _____ (**possible**) to say exactly how many species become extinct every day due to deforestation in the Amazonian region because many hadn't been discovered before they died out.

SPEAKING

hypothesising • questioning other people's point of view

- Choose the correct answers to complete the mini-dialogues about introducing free city bikes. Sometimes more than one answer is possible.
 - X I believe that city bikes should be free for everybody.
Y _____
a Sure, but how realistic is that?
b That's all very well, but who would pay for it?
c I reckon it's a good idea.
 - X The chances are that making city bikes free would encourage more people to use them.
Y _____
X Why not? Don't you think money plays a role here?
a I'm not so sure that's true.
b Spot on. I couldn't agree more.
c I think the situation is unlikely to change since the cost is not the main problem.
 - X Isn't it high time we realised that ecology is very important? And bikes are much more ecological than cars!
Y _____
a How pessimistic!
b Why not?
c Well, yes, but don't you think that for many people the comfort of travelling by car will always be the most important?
 - X If it ever happens that anybody can use city bikes for free, I'll be the first one to leave my car at home.
Y _____
a There will certainly be more people like you.
b Frankly, I doubt it.
c You're completely wrong. Ecology is also very important for people.

2> Complete the sentences with the words below.

doubt every see though up something right

- There is _____ chance that we could get some EU funding to finance free public transport.
- I agree _____ to a point since the funding is not likely to cover all the costs.
- Maybe, _____ I'm not so optimistic since many people simply hate waiting at bus stops.
- No _____ the situation will improve when the city buses and trains become more comfortable.
- If they introduced the scheme, it would be _____.
- I _____ what you mean.
- It's not _____, is it?

3> Read the instructions and do the speaking task.

TEST IT! ⌚ 4 minuty

Niektóre miasta, próbując zmniejszyć liczbę samochodów na ulicach, wprowadzają darmowy transport miejski. Rozmawiasz z kolegą z USA o tym, na ile takie rozwiązanie sprawdziłoby się w Twoim mieście. W rozmowie porusz następujące kwestie.

koszty wprowadzenia takiego rozwiązania

wygoda pasażerów

korzyści dla środowiska

skuteczność takiej akcji

Rozmowę rozpoczyna egzaminujący.

WRITING

a letter to the editor

6

1> Write sentences, using the prompts. Then decide which of the statements refer to the causes and which refer to the solutions to the problem described in the writing task in exercise 3.

1 I / believe / this / may / have / do / fact / ecological lifestyle / be / often / less / convenient.

2 if / government / stress / importance / choosing / ecological products / more / people / buy / them.

3 what / if / popular / TV channels / make / more effort / educate / people / ecology?

4 problem / may / be / connect / fact / eco-friendly / products / be / often / more / expensive.

5 imagine / if / all / famous people / make / lifestyles / more ecological.

6 situation / could / result / fact / people / be unaware / this / be / necessary.

Causes: _____ Solutions: _____

2> Read the writing task in exercise 3 below. Which of the arguments (a–g) would you use in the letter (✓)? Which are unsuitable for this topic (X)?

- Factories pollute our rivers and lakes, killing many birds and fish. ☐
- Celebrities should talk about ecology because people listen to their role models and usually follow their example. ☐
- My grandmother taught me how important it is to be eco-friendly, so I always recycle my rubbish and try to save water. ☐
- Solar panels and electric cars are so expensive that many people simply cannot afford them. ☐
- Since there's not enough emphasis on ecology in schools and the media, many people just don't realise how important this issue is. ☐
- People do not know they should turn off lights they don't use in order to save energy. ☐
- We produce so much rubbish that landfill sites are overflowing, and yet a huge part of our society still does not recycle. ☐

3> Read the instructions and do the writing task. Use the ideas and language from exercises 1 and 2.

TEST IT! Przeczytałeś/Przeczytałaś w zagranicznej gazecie artykuł, którego autor twierdzi, że ludzie w Twoim kraju nie prowadzą ekologicznego trybu życia. Zgadzasz się z tym punktem widzenia. Napisz list do redakcji gazety (200–250 słów), w którym wyjaśnisz, z czego wynika taka sytuacja oraz zaproponujesz, w jaki sposób można by ją zmienić.

1> Choose the answer (a, b or c) that means the same as the underlined phrase or sentence.

- 1 To be honest, I doubt it.
a Frankly b Sincerely c Obviously
- 2 Due to the warm winter, there's a plague of mosquitoes.
a Result from b Resulting in c As a result of
- 3 I'll give him the message if I see him.
a so long I see b unless I see c provided I see
- 4 I agree up to a point.
a I partially support such views.
b You're absolutely right.
c That's not my point.
- 5 When his story was over, there was absolute silence.
a was at an end b came to an end c was ending
- 6 Should you decide to use our services, we'll be happy to help.
a If you decide b You've decided c You should decide
- 7 Had the plane landed on time, we would be home already.
a The plane had landed
b On condition the plane landed
c If the plane had landed

3> Complete the text with appropriate words. Put one word in each space.

The cycle of light and darkness is the oldest system of keeping time on our planet. For many animals, it regulates such important life functions ¹ reproduction, sleep, hunting and migrations. However, in cities, the lights are never out and it never gets dark. This means that the animals ² life cycles are regulated by light and darkness, especially the nocturnal ones, get confused. For example, nocturnal animals don't know when to hunt. The characteristic sound of frogs croaking is part of their mating ritual which only takes place at night. However, if we turn night into day, a lot of them become confused and never do this, which has a negative effect ³ their reproduction. Consequently, the number of some species has fallen drastically.

Birds are also victims of this. Every year, many migrating birds start their journey too early or too late, or change the course of their flight and die. This ⁴ to do with the fact that they rely on starlight, moonlight and the amount of sunlight to decide when and where to go. But city lights mislead them. Unfortunately, the situation is ⁵ to change in the nearest future since the number of streetlights, brightly lit buildings and neon lights is constantly increasing. ⁶ to conservationists, light pollution is one of the most serious ecological problems these days. Most of us don't realise that if we ⁷ off most of these lights, we'd help to solve many of these problems. We ⁸ also save some money, conserve energy and be healthier.



2> Find and correct a lexical or grammatical mistake in each sentence.

- 1 We must put more effort into using origins of alternative energy. _____
- 2 Do you know your carbon footprint? _____
- 3 You're losing the point – recycling is necessary, but it's badly organised. _____
- 4 Factories present a great threat for the environment. _____
- 5 If we put a ban on hunting endangered species, we could have saved some animals from extinction. _____
- 6 Hundreds of species died off because of human carelessness. _____
- 7 If we will not stop cutting down forests, the species living there will continue to go extinct. _____

4> Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- 1 I _____ (*not remember / see*) houses with solar panels there.
- 2 I wish the city authorities _____ (*change / approach*) recycling.
- 3 This time tomorrow, _____ (*we / take*) our first exam.
- 4 If we had realised earlier how dangerous air pollution is, _____ (*we / tackle*) the problem sooner.
- 5 We _____ (*our house / insulate*) last year.
- 6 How long _____ (*you / work*) on this presentation so far?
- 7 That is not the book I've ordered! _____ (*they / must / make*) a mistake.
- 8 When we returned from the safari, dad asked _____ (*we / see*) any lions.
- 9 The electricity bill will be huge unless we _____ (*cut down / energy / use*).
- 10 By the time we got to the hotel, our room _____ (*already / give*) somebody else.

- 1) **MP3 11** Listen to the text and choose the right answers. Sometimes both answers are correct.

¹ 70% / 100% of Reykjavik's electricity comes from renewable sources.
Green energy has already saved Reykjavik ² *thousands* / *billions* of euros.
The main source(s) of Reykjavik's energy is/are ³ *water* / *steam* from under the volcanoes.
Reykjavik uses ⁴ 25 / 60 % of its geothermal and hydrothermal resources.
The government, together with ⁵ *scientists/commercial companies*, continues to work on renewable energy projects.

- 2) **MP3 11** **TEST IT!** Usłyszysz dwukrotnie tekst o Reykjaviku. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–7 w poniższym streszczeniu.

Reykjavik is one of the greenest cities in the world. It uses renewable energy sources for such things as public buildings and public transport. Also, its streets ¹ _____ using green energy. This started ² _____ ago when local farmers began to ³ _____ with steam from hot springs. Soon, the city was preparing a system of pipes bringing the steam into all homes. In the 70's when fossil fuels became ⁴ _____, Reykjavik became even more interested in it. Reykjavik is ⁵ _____ green cities because its eco-success does not depend on people switching to bicycles but rather switching to green energy. Thanks to renewable resources, over the last few decades Reykjavik has emitted ⁶ _____ tons of CO₂ into the atmosphere. The city's ambition is to stop ⁷ _____ altogether.

- 3) Match the parts of the sentences.

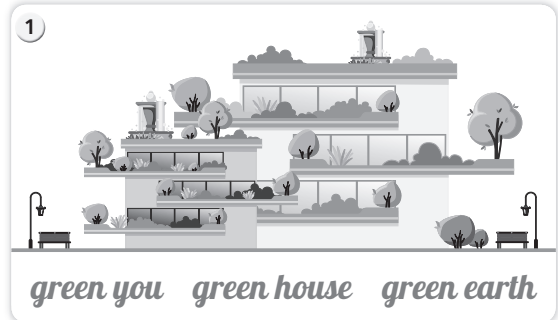
- | | |
|---|--------------------------|
| 1 If I had to choose between these two posters, | ☐ |
| 2 I believe the first option | ☐ |
| 3 I prefer clear messages to riddles, | ☐ |
| 4 I wouldn't choose the first poster due | ☐ |
| 5 I'd rather go for number one because | ☐ |
| 6 Since some people might not know the symbols in the second picture, | ☐ |
| a I don't believe the second poster would work. | |
| b I'd pick the second one. | |
| c it speaks directly to the person reading it. | |
| d so I think number two is better. | |
| e to the fact that I don't know what this picture shows. | |
| f would make more people stop and think. | |

- 4) Do the speaking task and answer the two questions.

TEST IT! ⌚ 5 minut

W Twojej szkole organizowany jest Dzień Ziemi i Twoja klasa ma za zadanie przygotować plakat zachęcający do ekologicznego trybu życia. Do wyboru są dwa plakaty.

- Wybierz propozycję, która, Twoim zdaniem, jest bardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- More and more national parks charge visitors an entrance fee. Should we be forced to buy a ticket when visiting a park? Why?/Why not?
- What is the biggest ecological problem in your country?

- 5) Read the writing task and look at the ideas (a-i) below. How would residents, businesses and the city authorities be affected by green zones? Which results are positive (P) and which negative (N)? Some ideas might be used more than once. Can you think of more ideas?

residents	RESULTS
P _____	a must change cars or use public transport
N _____	b green cars or public transport
businesses/shops/	c less noise pollution
workers/business	d cleaner air
partners/clients	e less traffic
P _____	f zones more attractive for tourists
N _____	g more public transport needed
city authorities	h checking if people obey the law
P _____	i problems with delivery/supply
N _____	

- 6) Read the instructions and do the writing task.

TEST IT! Wiele miast wprowadza tzw. zielone strefy (*green zones*), po których mogą poruszać się tylko samochody przyjazne środowisku. Napisz **rozprawkę** (200–250 słów), w której przedstawisz dobre i złe strony takiego rozwiązania.



VOCABULARY describing food



1> Match the names of the restaurants with the dishes they serve. There is one extra option.

- 1 Big Mamma's Place _____ 3 Mix 'n' Taste _____
2 The Dark Inn _____ 4 The Green City _____

- A fusion cuisine, recipes from all over the world
B molecular gastronomy
C vegan and vegetarian dishes
D traditional style, home-made cooking
E a culinary experience with the lights off

2> Read the information about two restaurants and complete the sentences below. Put 1–3 words in each gap.



If you're open to new culinary experiences, you must visit Mix 'n' Taste.

Our menu combines several different cuisines which represent different approaches to cooking.

This way our chefs are able to introduce some new dishes to the menu every day, so your taste buds will never be bored with us.

- 1 The restaurant offers a variety of _____.
2 There are _____ on the menu every day.



Have you ever eaten in complete darkness?
Have you ever tasted food without seeing it?

At the Dark Inn, we will take you on a culinary adventure that you will never forget. Come and find out how sensitive your taste becomes once the other senses are switched off. Even trying the most basic dish from our menu is an incredible sensation.

- 3 At the Dark Inn, guests eat their food _____.
4 When people cannot see the food, their sense of taste _____.

4> Translate the Polish parts of the sentences into English using the phrases below.

get hooked combine raw ingredients egg yolk and herbs approach to develop a cooking style

- 1 My mum is a great cook – she _____ (*potrafi połączyć kilka surowych składników*) to make a delicious dish.
2 We are looking for chefs _____ (*którzy wypracowali własny styl gotowania*) and would like to share them with our guests.
3 I first ate fusion cuisine three years ago _____ (*i od razu złapałem bakcyli*).
4 Molecular gastronomy _____ (*to nigdy nie było moje podejście*) to cooking, but I'm willing to give it a try.
5 My secret _____ (*składniki tego sosu to żółtko i zioła*).

Revision ■ Student's Book, page 79

5> Complete each sentence with one word.

- 1 This cookbook is highly _____ by culinary critics, so I'm thinking of buying it.
2 Sheila has always been very open-_____ and willing to taste strange-looking dishes wherever she is travelling.
3 Working in a busy restaurant can be very frustrating. Not everyone can survive in such a _____-energy environment.
4 This chef didn't use to be well-_____. He gained popularity only after he was a judge in a culinary reality show.
5 I much prefer trying out _____-day recipes to the old-fashioned ones that my grandma used to follow.
6 We knew all along that a molecular gastronomy restaurant was a high-_____ business, but nobody expected we would go bankrupt so fast.
7 Lisa isn't self-_____ enough when it comes to promoting her own recipes, but if she continues to be so shy, she won't be successful in this business.

6> Complete the sentences with some of the words from exercise 5 and your own ideas.

- 1 This music album is _____ because _____.
2 A _____ person I'd like to invite for dinner is _____.
3 I'm _____ when it comes to _____.
4 The most _____ person I know is _____.

3> MP3 12 Listen to an interview with a chef and complete the summary of Della's career.

Della and her employees at her Pot Pan restaurant work so hard that they all get ¹ _____ once a week. Della learned to cook from her grandmother when she was little. When she was 8, grandma was already ² _____ her unique dishes. She never went to a cooking school but at 17 got a job at a restaurant whose owner ³ _____ own recipes. She defines her cooking style ⁴ _____ traditional and modern styles. And although she ⁵ _____ fusion cooking, she admits to borrowing some techniques from other styles. By the time she was 20, she made ⁶ _____ the owner of the restaurant where she worked that the woman decided to ⁷ _____ so she could open her own restaurant. Della ⁸ _____ to her for that.

Quantifiers

Wyrażenia określające ilość

- Przed rzeczownikami policzalnymi używamy: **both (of)** (oboje), **many/many of** (dużo, wiele), **dozens* of** (dziesiątki), **numerous** (liczne), **either (of)** (każdy (z)), **a number of / a couple of / several, a few** (kilka), **few** (mało), **neither (of)** (żaden (z dwóch)):
I still haven't tried a number of the snacks they serve.
Mum bought a few rolls for breakfast.
- Przed rzeczownikami policzalnymi w liczbie pojedynczej możemy również użyć **each (of)** i **every** (każdy).
Every używamy w odniesieniu do grupy co najmniej trzech osób lub rzeczy, kiedy mówimy o danej grupie jako o całości.
Each (of) używamy w odniesieniu do grupy dwóch lub więcej osób lub rzeczy, kiedy chcemy podkreślić, że traktujemy każdy z jej elementów indywidualnie. Wyrażen **each (of)** i **every** często możemy użyć zamiennie:
Each dish tastes good.
I can't taste every dish on the table, I'm full.
- Przed rzeczownikami niepoliczalnymi używamy: **much** (dużo), **a great amount of / a great deal of** (dużo, wiele), **a little (of)** (trochę), **little** (mało):
The children are taught a great deal of information.
- Przed rzeczownikami policzalnymi i niepoliczalnymi używamy: **all (of)** (wszystkie (z)), **most (of)** (większość (z)), **a lot of / plenty of / lots of / loads of / a whole lot of** (dużo, wiele), **some (of)** (trochę, niektóre), **no** (żadne), **none (of)** (żadne (z)):
In the summer, we always have loads of attractions.
If there is no milk, I'll take my coffee black.
- Przed rzeczownikami policzalnymi w liczbie pojedynczej i rzeczownikami niepoliczalnymi używamy **entire / whole** (cały):
The children came home from school and ate the entire cake.

Ilość	Z rzeczownikami policzalnymi	Z rzeczownikami niepoliczalnymi	Z rzeczownikami policzalnymi oraz niepoliczalnymi
100%	each, every		all, entire, whole
	both (of)		
			most
	many, dozens of, numerous, a number of	much, a great amount of, a great deal of	a lot of, plenty of, lots of, loads of, a whole lot of
	a couple of, a few, several	a little	some
0%	few	little	
	neither (of)		no, none of

Uwaga!

- Niektóre rzeczowniki mogą być zarówno policzalne jak i niepoliczalne, w zależności od ich znaczenia, np. **chocolate** – czekolada, **chocolates** – czekoladki:
Tom gave me chocolates for my birthday.
(Tom dał mi czekoladki na urodziny.)
She's eaten too much chocolate and now she has a stomach ache.
(Zjadła za dużo czekolady i teraz boli ją brzuch.)
- Niektóre rzeczowniki policzalne w języku polskim są niepoliczalne w języku angielskim, np. **advice, furniture, hair, information, money, news, luggage, accommodation**:
The furniture in this room is old. (Meble w tym pokoju są stare.)
How much luggage do you have? (Ile masz bagażu?)

*dozen – dosłownie: tuzin

1> Choose the correct option to complete each sentence.

- There's no need to hurry – we have **few / plenty / several** hours before the guests arrive.
- We don't want to buy **much / many / each** new furniture.
- I'm afraid I've got too **little / a little / few** flour to make a cake.
- After eating in the motel, **the entire / a few / some** family was sick.
- Most / None / No** people I know eat out only once in a while.
- We expected the restaurant to be full, but only **a few / a little / any** people had showed up.
- That's **a number of / some / many** good news at last! You've done a good job, Sally.
- Julie and Ben are keen on cooking, but **both / all / neither** of them intends to be a chef.
- She ate **little / all / a great deal of** the vegetables on her plate, but she didn't even touch the meat.
- Even though I had asked **much / dozens of / a great amount of** questions, **more / most of / most** the information I received was rather useless.

2> Choose the correct ending (a or b) for each sentence.

- There was a little rice left, so
a we couldn't make curry for everyone.
b I added it to the salad.

- We had a whole lot of milk in the fridge, so
a I had to go shopping.
b all of us had some muesli for breakfast.
- Aunt Betty served some soup and a casserole
a and all of the dishes were truly mouth-watering.
b but I didn't try either of them.
- By the time I finished the main course, every
a guest had eaten the dessert.
b people around me were half way through the dessert.
- I've read numerous reviews of the new bistro, but
a neither of them warned how expensive it is.
b none of them mentioned the high prices they charge.
- She was carrying a great amount of
a suitcases to the plane, but she couldn't take all of them on board.
b luggage with her, and there was no one to help her.
- Most of us didn't have many
a money so we couldn't afford a fancy restaurant.
b chips, because they tasted disgusting.

3> Find and correct a mistake in each sentence.

- The grandparents invited the whole of family to their anniversary dinner.
- My both sisters are going to graduate from cookery school in a couple of months.

- 3 During last night's supper I tried both of the appetisers, but I didn't like neither of them.

- 4 If you got to the new pub, you can expect large amount of food on your plate, though it is quite bland at times.

- 5 Are each train delayed again? I'll be late for work.

- 6 There were little accommodation options left for this date, so we didn't have much choice.

- 7 The critic claimed that all of the pizzas on the menu were delicious but I liked neither of them.

- 8 I was going to buy dozens bottles of soft drinks for the party, but I realised I didn't have any money on me.

4> Complete the second sentence so that it means the same as the first one. Use the words given.

- 1 There wasn't much coffee left. **LITTLE**
There _____.
- 2 All of the plates are dirty. **EACH**
_____.
- 3 Staff members aren't allowed to take any food home. **NO**
_____.
- 4 Both dishes were uneatable. **COULD**
I _____.
- 5 All the muffins we tried at the bakery were equally good. **NONE**
_____.
- 6 All the students in the class were invited to Mark's party. **ENTIRE**
Mark _____.
- 7 We still need to do many things around the house. **WHOLE**
There _____.

- 8 We've almost run out of petrol. **LEFT**
We've got _____.
- 9 Almost everyone in my family has a sweet tooth. **MOST**
_____.
- 10 I tried out both recipes, but I like neither of them. **EITHER**
_____.

5> Complete the text with appropriate words.

Dear Nick,

Here I am in Paris, waiting for the Chef's Academy classes to begin. I'm sorry I haven't written for a ¹ _____ weeks, but I've really had very ² _____ time to spare. It turned out that the school couldn't offer me ³ _____ accommodation. Luckily though, my dad's still got ⁴ _____ friends here and one of them has rented out his flat to me. I am sharing it with two other guys – we aren't paying ⁵ _____, only 100 euros a month, so I'm left with ⁶ _____ of cash to spend on other things. And believe me, there is a ⁷ _____ of entertainment to spend your money on! The city's absolutely amazing! My friends and I spent a ⁸ _____ of weeks getting to know the city, because ⁹ _____ of us had been here before! In fact, I still sometimes have to ask ¹⁰ _____ passers-by for directions. My flatmates' names are Jacques and Jean-Claude and they're all right. ¹¹ _____ of them are sous chefs at the restaurant my dad's friend runs. On the nights they don't have to work, we spend ¹² _____ of the time eating out and visiting all the lovely cafés in the neighbourhood.

I'll be coming home on 5th November. Have you got ¹³ _____ plans? I hope we'll find a chance to catch up. I've got a great ¹⁴ _____ of news for you!

Bye for now,
Eric

Expressing necessity and ability (past, present, future)

Mówienie o umiejętnościach: **can** i **be able to**

- Aby opisać umiejętności w teraźniejszości, używamy czasownika modalnego **can/can't** oraz konstrukcji **be able to**:

Laura **can** bake very well.

I'm afraid we **aren't able to** help you with the booking.

- Aby powiedzieć, co kiedyś potrafiliśmy zrobić, używamy **could** oraz **was/were able to**:
Linda **could** already cook very well as a teenager. When I asked the waiter about the ingredients of the soup, he **wasn't able to** tell me anything.
- Aby wyrazić możliwość zrobienia czegoś w przyszłości, stosujemy **will be able to**:
Will I ever be able to get rid of all my food allergies?

Grammar challenge! » Student's Book, page 112, UNIT 7

Czasownika modalnego **could** używamy, jeżeli opisujemy umiejętność wykonania danej czynności w przeszłości. Jeżeli mówimy o konkretnej sytuacji w przeszłości, w której ktoś zdołał coś zrobić, stosujemy **was/were (not) able to**:

Sara **could** dance when she was 6.

Fortunately, Steven **was able to** help us repair the oven.

Wyrażanie konieczności: **have to / need to / must**

- Wyrażając konieczność w czasie teraźniejszym stosujemy **must / have to / need to**:
You **must** try this dish – it's delicious.
Luckily, I **don't have to** bake a cake for the party. My mum will buy one.
- Do wyrażenia konieczności w przeszłości używamy czasowników modalnych **had to** oraz **needed to**:
Jane **couldn't** come with us because she **needed to** finish her work first.
As a child, I **had to** eat a lot of green vegetables.
- Do wyrażenia konieczności w przyszłości używamy czasowników **will have to** oraz **will need to**:
You **will have to** make your own meals if you want to stick to the holiday budget.
Once Paul sells the restaurant, he **won't need to** work so much.

1> Choose the correct option to complete each sentence.

- Look at the recipe. You **need** / **must** to add water before the eggs.
- Will you be able **to buy** / **buy** some groceries on your way from school?
- I have never **had to** / **must** prepare food for anyone.
- Sara is angry because I **haven't been able to** / **didn't have to** help her with the science project for the whole week.
- Will** / **Can** you be able to find all the ingredients in the local supermarket?
- You **mustn't** / **don't need to** prepare any food because we've ordered catering.
- Could you** / **Are you able** pass me the salt, please?
- The dinner party was great, but I **must** / **had to** leave early.

2> Complete the sentences with the correct form of **have to**, **need to**, **must**, **can** / **be able to**. Use affirmative and negative forms as appropriate.

- A _____ you play the piano?
B I _____ when I was at school, but I _____ now.
- I missed the test yesterday. Will I _____ take it next week?
- I had no money, so I _____ buy lunch.
- You really _____ call me when you arrive in London.
- Bob was very tired, but he _____ reach the finishing line.
- Tell Julia that she _____ to be here at six. We won't wait for her.
- When the sun comes out, we'll _____ go for a walk.
- Do you really _____ listen to heavy metal at 3.00 a.m.?

3> Write a sentence about each of the situations (1–8), using the phrases below and the correct form of **have to**, **must**, **need to**, **can** / **be able to**.

I haven't been able to sleep well recently.

e.g. You need to see a doctor, as you've had trouble falling asleep recently.

hear cook lunch take care of pass the driving test
speak three foreign languages worry about money
buy some groceries eat see a doctor

- Jacky is an extremely rich businesswoman.
She _____.
- The fridge was completely empty when Jack returned home.
He _____.
- You are sitting in a dentist's surgery. Your next meal will be in three hours.
You _____.
- Sheila speaks Chinese. There are two other foreign languages she would like to learn.
She _____.
- Paul took his driving test five times, but failed each time.
He _____.
- When Ruth came home from school, lunch was ready.
She _____.

- My parents have been on holiday for a week. Their dog is with the neighbours.
The neighbours _____
for the whole week.
- You attended a lecture but the lecturer was speaking too quietly.
You _____.

Grammar challenge! » Student's Book, page 112, UNIT 7, ex. 1

4> Decide if the sentences are correct. If not, correct them.

- My parents say I could already swim at the age of 5.

- My parents couldn't join us for the graduation dinner last Friday.

- Before I got the job in the café, I wasn't able to afford a motorbike.

- Fortunately, I could transfer my old number when I changed the mobile network operator.

- I could make the stew without burning it for the first time last night.

- It was a miracle that Dean was able to book a table for tonight at the Georgetown Inn.

- Back in the old days, you weren't able to buy any exotic fruit.

- In the past, people weren't able to use the Internet in so many locations because there was limited access.

5> **CUMULATIVE GRAMMAR** Translate the Polish parts of the sentences in brackets into English.

- Have you tasted this meat? _____
(*Gdybyś postępowwała zgodnie z*) the recipe, the meat wouldn't be overdone again.
- Sara _____ (*nie jest w stanie dokończyć*) the Spanish course since she went to university.
- _____ (*Żaden z gości nie mógł*) say 'no' to the delicious cheesecake Susan had made.
- Megan _____ (*niemożliwe, żeby dodała*) any spices to the soup – it's completely bland.
- I _____ (*kiedyś nie lubiłem kuchni chińskiej*), but now it's my favourite.
- They _____ (*musieli dołączyć*) service in the bill, as we paid more than I'd expected.
- Sheila _____ (*ostatnio jada poza domem*) a lot, so she'll have spent most of her pocket money by now.
- Everyone warned me that if I moved out of my parents' I _____ (*będę musiał zacząć*) cooking on my own – but they never said how difficult it is.

1) Match the words with their translations.

- | | | |
|-----------------|--------------------------|--|
| 1 water buffalo | ☐ | a anchois (wym. ąszuą) – przetwory z sardeli |
| 2 basil | ☐ | b drożdże |
| 3 lard | ☐ | c mąka |
| 4 flour | ☐ | d wół |
| 5 yeast | ☐ | e bazylia |
| 6 anchovies | ☐ | f smalec |

2) Read the text and complete its summary. Use two to five words in each gap.



Pizza is familiar to everyone yet few people realise that this simple dish has quite a complex history. In fact, in its current form it is fairly recent, but its origins can be traced back thousands of years. In the ancient world, flatbread was eaten in many areas around the Mediterranean Sea. It was rather tough, however, and was therefore usually eaten with **thick** soups, which made it easier to chew. If the ancient Egyptians hadn't discovered the softening effect that yeast has on bread, we might still be eating flatbread, instead of the soft **crust** breads we love so much nowadays.

In the Middle Ages, flatbread **seasoned** with lard, salt and herbs was commonly eaten by the poor people of Italy. Around that time, water buffalos were introduced to Italy and the Italians developed the recipe for their famous mozzarella, which was to become a key ingredient of pizza later on. Another important moment was the arrival of tomatoes in Europe. What's interesting is that when they were brought from Peru to Italy in the early 16th century, they were believed to be **inedible** and grown only as decorative plants. It was almost 200 years before they made their way onto Italian dinner plates.

Also around the 18th century the Italians acquired a taste for olive oil. Flatbreads **topped** with olive oil, garlic, basil and sometimes cheese (though not mozzarella) were a typical meal for poor working class citizens of Naples, who usually bought them from **street vendors**. Then, in 1830 the first pizzeria in the world, called Port'Alba, opened its doors and was soon popular with customers from every social class. The idea caught on immediately and when in 1889 King Umberto visited Naples with his wife, Queen Margherita, she asked for Port's pizza. To honour her, the pizza maker created a pizza with tomatoes, mozzarella and basil – toppings put together especially for the occasion that represented the colours of the Italian flag. According to the story, the queen liked this pizza so much that it started to be known as a Margherita.

Today, more than a hundred years later, pizza has conquered the world. It comes with either a thin or thick crust and dozens of different toppings, and is probably one of the most recognised dishes in the world. But to the Italians there are only two kinds of pizza – the true Italian one and everyone else's.



Pizza wouldn't have been created if not for the special ingredients that had come from different parts of the world and had been joined together in Italy. Its story starts with tough flatbread which had been eaten everywhere since ancient times. Then the Egyptians discovered they could ¹_____. Until the Middle Ages that was the only 'pizza ingredient' known to Italians. Before the arrival ²_____, there was no mozzarella and tomato plants were used ³_____ around the house and garden – nobody ate them until the 18th century. Even olive oil ⁴_____ in Italy before that time. But when all the elements were in place, something resembling pizza was sold in the streets and then the first pizzeria in the world turned pizza from the food of ⁵_____ to something for everyone. Even the king and queen wanted one. So the pizza maker made for them a pizza with basil, mozzarella and tomatoes – to make it look ⁶_____. Today, pizza is made all over the world but the Italians think that only theirs ⁷_____.

- 3> Match the words in bold from the text on page 69 with their definitions below. Note: one of the words has two different meanings and needs to be matched with two definitions.

- 1 people who sell food in the streets _____
- 2 covered with _____
- 3 about liquids: not flowing easily _____
- 4 opposite of thin _____
- 5 not safe to eat _____
- 6 flavoured with something _____
- 7 the top outer part of a loaf of bread or pie _____

- 4> Complete the sentences with the correct form of the phrases from exercise 3.

- 1 The recipe says the meat should be _____ with salt and pepper 24 hours before cooking.
- 2 The streets of New York are full of _____ selling everything from hot dogs to smoothies.
- 3 We'd like a pizza supreme please, with a thin _____ and with extra cheese.
- 4 This is the _____ book I've read – it has 1,356 pages!
- 5 My favourite dessert is vanilla ice cream _____ with chocolate sauce and strawberries.
- 6 Don't add any more vegetables or the soup will be too _____.
- 7 These berries are _____, make sure the children don't eat them!

Vocabulary Revision ■ Student's Book, pages 82–83

- 5> Match words 1–5 and a–e to make phrases.

- | | | |
|---------|--------------------------|-------------|
| 1 feast | ☐ | a bank |
| 2 go | ☐ | b waste |
| 3 food | ☐ | c to waste |
| 4 food | ☐ | d wasted |
| 5 get | ☐ | e on a meal |

- 6> Complete the sentences with the missing words.

- 1 If you're a f _ _ _ _ like me, you should check out *Green Corner* – it's the best salad bar in town.
- 2 You must _ i _ _ o _ _ of all the old food in your fridge. It smells awful.
- 3 To buy really good truffles we will have to stop by that shop that sells _ _ _ r m _ _ foods at the mall.
- 4 The newlyweds asked the caterers to donate all the e _ _ _ _ s food from their wedding reception to the local shelter for the homeless.
- 5 Sam got kicked off the TV cooking show for being _ a _ t _ _ l and b _ _ _ i _ g a lot of good vegetables that could still have been used.
- 6 Just because something is one day past its sell-by date doesn't mean it's not _ _ _ b l _ .
- 7 You can s _ _ v _ _ e a burnt cake by cutting off the burnt bits and covering it with icing.
- 8 To make a curry, use some vegetables and the chicken _ e _ t _ _ _ r _ from the fridge.

Vocabulary challenge! » Student's Book, page 112, UNIT 7, ex. 2 and 3

- 7> Complete the sentences with the correct prepositions.

The author of the article I've recently read accuses supermarket chains ¹ _____ getting rid ² _____ merchandise that is still perfectly good. Naturally, it's difficult to approve ³ _____ such practices. However, while the supermarkets confess ⁴ _____ throwing away a lot of food products, they also insist ⁵ _____ this being their only option. As one supermarket executive explained ⁶ _____ some journalists, 'It's very difficult to save those foods which are past their expiry date ⁷ _____ being binned since it is illegal to either sell or give them away.' The good news is that more and more supermarkets plan ⁸ _____ doing something about it. One solution is to find a legal way to donate food to those who depend ⁹ _____ charities for their meals. For example, shops can give any food which is near its sell-by date to food banks, where they can be redistributed in the shelters that homeless people turn ¹⁰ _____ for help. Furthermore, shops are discouraged ¹¹ _____ locking their bins at night. Instead, they could leave them open and put any food that is still good in them, which would make it easier for the needy to avoid feeling hungry.



SPEAKING

organising a speech

1> Write sentences from the prompts. Add any necessary words.

- 1 I / be / wholly / favour / stick to / local cuisine

- 2 I / support / idea / promote local specialties

- 3 I / firmly / oppose / telling anyone / what they should or shouldn't eat

- 4 be / several / reason / why / I believe / preserve our culinary traditions / be important

- 5 be / strong evidence / support / idea / we're genetically not programmed / digest / certain types / food

- 6 My / second point / be / creating / healthy vegetarian menu / not be easy

- 7 final point / I / want / make / be / our cuisine / be part of our cultural heritage

2> Read the questions in exercise 3. Which of the following statements can be used to discuss each topic (1 or 2)? Complete the sentences, using the prompts in brackets.

- a In addition, it is a fact that we eat not only with our mouth but also with our eyes. For example,
_____.
(Give an example of foods that look very appetising.)
- b In the first place, many national cuisines are rather unhealthy. For example, many Polish dishes
_____.
(Give an example of a popular ingredient or a method of preparation that makes Polish dishes unhealthy.)
- c I firmly believe that food is more than just nutrition. It's simply one of life's pleasures. Let's take
_____.
(Give an example of a situation when a meal is an important part of a celebration.)
- d It is a fact, however, that many people don't have the time to enjoy every meal because
_____.
(Give an example of a situation when a meal has to be eaten quickly.)
- e People say we shouldn't forget our traditional national dishes. The problem with this argument is that they're often more difficult to prepare than foreign dishes. To name just one
_____.
(Give an example of a Polish dish that is difficult to make.)

3> Prepare a speech on one of the topics below.

- 1 John Walters once said that "Too many people just eat to consume calories. Try dining for a change." Do you agree? Why?/Why not?
- 2 How important is it to keep the culinary traditions of your country alive?

WRITING

a for and against essay

7

1> Complete the sentences with appropriate words. Sometimes more than one answer is possible.

- 1 _____ eating only local products may not always be convenient, it is advantageous _____ local businesses and the environment.
- 2 A _____ plus is that local products are not transported long distances before they reach the customer.
- 3 In _____ of the fact that eating local products is environmentally friendly, it's also true that some foods can be produced at a lower cost in other parts of the world.
- 4 It cannot be _____ that local fish or meat is very fresh. _____, the choice of local products is often limited.
- 5 _____ the negative side, in colder climates local fruit is only available for a few months during the year, _____ imported products can be bought all year round.
- 6 Many people _____ out that limiting one's diet to local products can make it rather monotonous.
- 7 All things _____, eating only local products has both advantages and disadvantages.

2> Read the topic in exercise 3 and the list of points below. Which of the phrases describe the advantages or disadvantages of dieting? Add one idea of your own to each category.

Advantages: _____
Disadvantages: _____

- a create pressure to go on a slimming diet
- b many trendy diets are unhealthy fads
- c have an educational value
- d teach readers about proper nutrition
- e promote dieting rather than build a positive body image
- f dangerous to follow a strict diet without consulting a doctor
- g the diet industry is big business; the only aim is to make money
- h promote a healthy lifestyle
- i obesity has become a major health risk

3> Read the instructions and do the writing task. Use the phrases from exercise 2 and your own ideas.

TEST IT! Media obecnie poświęcają wiele miejsca różnym dietom i metodom odchudzania. Napisz **rozprawkę** (200–250 słów), w której opisziesz wady i zalety tej sytuacji.

1> Choose the phrase (a or b) which can be used to replace the phrase in bold.

- I hope I will **have the possibility to** try the local cuisine.
a can b be able to
- There are **not many** cooks who know how to make a good soufflé.
a few b little
- You eat **more chocolate than you should**.
a too many b too much
- I **can never** stay on a diet for more than three days.
a am not capable of b am not able to

2> Complete the second sentence so that it means the same as the first, using the words given. Use no more than five words. Do not change the words given.

- It will be necessary to buy a birthday cake because I can't bake. **WILL**
I _____ a birthday cake because I can't bake.
- This dish tastes disgusting and so does the other one. **DISHES**
_____ tastes good.
- We've bought so many souvenirs that our suitcases weigh more than they should. **LUGGAGE**
We've bought so many souvenirs that our _____ is allowed.
- It was my first time making sushi and it was delicious. **SUCCEEDED**
It was the first time I _____ a delicious sushi.
- This is not a good argument because it refers only to strict vegans. **PROBLEM**
The _____ that it refers only to strict vegans.
- We need to clean out the fridge because all this food won't last until our return from holiday. **OFF**
We need to clean out the fridge because all this food _____ by the time we return from holiday.
- Amy is going to open her own restaurant next year. **SET**
Amy is going to _____ her own business next year.

3> Translate the Polish parts of the sentences into English. Use no more than five words.

- We must make a casserole before all these _____ (*resztki się zmarnują*).
- Every time I cook something my girlfriend _____ (*daje mi rady*) about the simplest things – I hate it!
- The rain _____ (*może nas zmusić do zmiany*) our picnic plans.
- This _____ (*musi być najsmakowitszy*) steak I've ever had.
- Josh _____ (*zwrócił mi większość*) the money last week but he still owes me €200.
- We _____ (*jesteśmy przyzwyczajeni do jedzenia gotowanych na parze*) meat and vegetables, so fried food puts us off a bit.
- If we plan our meals and grocery shopping carefully, we _____ (*będziemy w stanie zredukować*) the amount of food that gets wasted at home.

4> Complete the sentences using the correct form of the words in brackets. Add any extra words where necessary.

- I'm afraid _____ (*neither / diet / be*) suitable for a sports person.
- The gravy was so lumpy that I _____ (*cannot / force / my / eat / all / it*).
- If you have indigestion _____ (*entire / weekend / you / have / see*) a doctor on Monday.
- _____ (*several / dumpling / we / make*) were soggy, but others turned out to be pretty tasty.
- Is it true that luggage _____ (*not / need / have*) your name on it if you take a chartered flight?
- No wonder Jake has stomach ache – he _____ (*eat / whole / chicken / by / he*).

5> Complete the text with appropriate words. Put one word in each space.

All men must dine

In February 2015 HBO celebrated the release of the fourth season of 'Game of Thrones' on DVD with an unusual event. A three-day feast entitled "All Men Must Dine" was held in London. No one was charged ¹ _____ the tickets – they were all given away in a competition instead. In ² _____ to win a seat at the table, the competitors had to answer the question: "Who is your favourite 'Game of Thrones' character, and what would you cook to win their heart?" The feast was prepared by chef Jamie Hazeel, who ³ _____ used to such challenges since his catering company specialises in unusual food events. ⁴ _____ considered the setting and the plot of the series, Jamie realised that he needed to create a mouth-watering medieval feast with a 'Game of Thrones' twist. He decided ⁵ _____ dishes based on meat and ingredients unusual for 21st century diners. The menu ⁶ _____ of birds in honey and lemon and stuffed with almonds and raisins, honey-fried locust, roast pig and salads of mixed fruit and flowers. For those with a sweet ⁷ _____ there was a special treat, of course. Seeing crème brûlée served in place of bone marrow* in real bones dripping with blood-red sauce ⁸ _____ probably turn the stomach of regular people, but the bravest fans in attendance decided to try it.

*szpik kostny



- 1) Przeczytaj tekst. Uzupełnij w notatce luki 1–8 zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

DINING IN THE DARK

Dans le Noir? is a chain of restaurants where guests eat in complete darkness. Temporarily deprived of their sight, which plays a huge role in the eating experience, and not knowing what dishes they will be served, the guests are left guessing as to what it is they're actually consuming. Without knowing what one's about to eat and thus unable to anticipate the flavour, we find even the most familiar foods difficult to recognise and tell from one another. For this reason, coffee and tea are served in a conventionally lit bar where the guests finally get to see a detailed menu of their dinners and compare them with their dining experience – which often leads to a lot of laughter.

These restaurants were the final project in a series of cultural events taking place 'in the world of the blind', aimed at raising awareness of the problems the impaired usually face. However, it soon became much more than this. Darkness has the power to disguise our shortcomings and inhibitions, allowing even people with low self-esteem to interact with those around them without caring about looks or social position. Many people choose to have their blind dates here to avoid the infamous first impressions while celebrities appreciate being able to dine without being bothered by fans and having to step into their star shoes.

Naturally, due to the special conditions in the restaurant, it makes sense that guests are expected to closely follow the rules of the restaurant. First of all, anything which produces light, including watches and mobiles, as well as wallets and jewellery, must be stored in special lockers. Before entering the dining room, guests choose between the meat and the vegetarian option, making sure they notify their waiters of any allergies. Once they enter the darkened dining room, no one is allowed to move around without the assistance of their waiter guide. This creates a situation where suddenly the seeing need the assistance of the disabled instead of the other way around. A very educational experience fulfilling the aim of the place.

Dans le Noir? to sieć restauracji, w których panuje ciemność, co jest interesującym doświadczeniem, ponieważ na co dzień, widząc potrawę, ¹_____, a tutaj nie ma takiej możliwości. Menu jest tajemnicą, dopóki nie skończy się obiadu, a śmiech gości czytających menu może sugerować, że nie ²_____. Pierwotnym celem tych restauracji było uświadomienie społeczeństwu, ³_____ niewidomi. Szybko jednak okazało się, że w ciemności ⁴_____ przestają być ważne. Nieśmiałym łatwiej tu przyjść na randkę w ciemno, a znane osoby, nienapastowane przez fanów, nie muszą ⁵_____. W restauracji nie ⁶_____ komórek ani zegarków. Goście mogą poruszać się tylko z kelnerem. To odwrócenie ⁷_____ osób widzących i niewidzących może być bardzo pouczające, ponieważ pokazuje widzącym ⁸_____, a o to w tym miejscu chodzi.

- 2) Describe the picture and answer the three questions.

TEST IT! ⌚ 5 minut



- 1 Do you think a lot of people come to eat here?
- 2 Do you like so-called street-food? Why? / Why not?
- 3 Describe a situation when you were away from home and had to choose a place to eat or a dish that you normally wouldn't choose to try.

- 3) Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- 1 My brother _____ (*incapable / cook*) anything beyond scrambled eggs.
- 2 I have two salad dressings but _____ (*neither / taste / good*).
- 3 Excuse me, could you tell me how _____ (*coffee maker / differ*) all the others since it's twice as expensive.
- 4 In order to bake the soufflé I had to _____ (*turn / Grandma / help*).
- 5 _____ (*you / able*) help me with preparing the Thanksgiving feast tomorrow?

- 4) Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Uwaga! Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- 1 These eastern spices are really too expensive. **MONEY**
These eastern spices _____.
- 2 Thanks to this function you can grill vegetables in your microwave. **ENABLES**
This function _____ in your microwave.
- 3 The fridge was full of leftovers so cooking wasn't necessary. **NEED**
The fridge was full of leftovers so _____
cook anything.
- 4 I bought this famous cookbook, but hardly any of the recipes were tasty. **FEW**
I bought this famous cookbok, but there _____ in it.

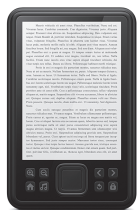
8

How things work

VOCABULARY giving instructions • phrasal verbs

1) Choose the correct set of instructions for each machine.

- 1a Remember to look into the mirror and indicate before changing lanes.
b Key in your destination and wait for your route to be displayed.



- 2a Plug it in and activate your account.
b Scroll down the screen to open the document.



- 3a Insert the capsule and hit the start key.
b Kick-start to operate the machine.

2) Complete the sentences with the correct form of the words below. Sometimes two answers are correct.

insert select display dispense enter adjust hit
follow take press

- a Once the cash machine _____ the money, you have twenty seconds to _____ the card.
b _____ the key in order to _____ the gas supply – the machine won't operate until this is done.
c Do not _____ any key, as the transaction may be cancelled as a result.
d _____ your debit card and touch the screen to _____ the language.
e _____ your pin code, which will then be verified.
f _____ the instructions which are _____ on the screen.

3) Complete the following instructions for using a cash machine with the sentences from exercise 2 in the correct order. Change the verb forms where necessary. There is one extra sentence in exercise 2.

Before you attempt to withdraw any cash, make sure it is safe to do so. The first thing to do is to 1 _____. After you have 2 _____, The next step is to 3 _____. During this process, 4 _____. Finally, 5 _____.

4) Translate the Polish parts of the texts into English. Then match the instructions with the names of the devices and machines below. There are three extra names.

hair straightener MP4 player motorbike Segway
smartphone hairdryer

a _____
The first time I used it was a disaster. I 1 _____ (podłączyłam ją do prądu) and 2 _____ (włączyłam ją). But then, I guess, I waited too long. Or perhaps I failed to 3 _____ (dostosować temperaturę). Anyway, the final outcome was that I ruined my fringe ...

b _____
It's difficult to 4 _____ (wsiadać na niego), let alone keep your balance when you are riding one. When you lean forward, it 5 _____ (przyspiesza) and you can't 6 _____ (zahamować) just by 7 _____ (przyciskając jakiś guzik). You need to lean back into an upright position. It took me a long time to learn to ride it properly.

c _____
This is very easy! In order to select the track you want, just 8 _____ (przesunąć w dół) and hit the button. You 9 _____ (możesz też wpisać) a key word and a list of options will be displayed on the screen.

Vocabulary challenge! » Student's Book, page 113, UNIT 8, ex. 1 and 2

5) Replace the underlined words and phrases with appropriate phrasal verbs. Use the preposition given.

- 1 Last year Sandra got an idea to open an internet café and she's now a successful business woman. **WITH** _____
2 The most exciting topic mentioned by the speaker in his speech was the application of 3-D printers in medicine. **UP** _____
3 When I gave my baby brother my old calculator to play with, he destroyed it completely. **UP** _____
4 The Internet is clearly one of the most important inventions of the 20th century. **OUT** _____
5 Recent research shows that we need to investigate some of these issues again. **INTO** _____
6 The company aims to produce 12,000 tablets by the end of the year. **OUT** _____
7 Although the new model of the laptop was initially unpopular, it soon became a success. **INTO** _____

6) Write 4–5 sentences to describe a situation in which you tried to operate a machine, but were unable to do so.

1> Decide if the sentences have a similar (✓) or different meaning (✗).

- 1 a Not many users are aware of the potential threats of the Internet. ☐
- b Few people are knowledgeable about the potential threats of the Internet. ☐
- 2 a As I studied maths at university, I became interested in statistical analysis. ☐
- b My interest in statistical analysis began before I was a maths student. ☐
- 3 a People that I meet for the first time find my job rather surprising. ☐
- b Strangers often think that what I do for a living is unusual. ☐

2> MP3 13 Listen to a man talking about his job and complete the sentences.

- 1 When people hear the name of his profession, they imagine it's like fortune telling – being _____ someone's future.
- 2 He doesn't take offence since he realises his field _____.
- 3 He practices futurology despite the fact that he has never _____ or _____.
- 4 His first project involved figuring out how _____ and forecasting changes in the environment and quality of life.
- 5 The crucial thing about his work is to assess all the possible _____ including _____.
- 6 Very often, people want him to tell them if computers will think independently and whether we should _____.

3> Translate the Polish parts of the sentences into English, using the words below.

suspicious offended by inevitable worldwide
reverse daily

- 1 I _____ (rzadko jestem urażony) what people write about me online.
- 2 There is only one _____ (światowa organizacja, która) helps people in my situation.
- 3 Let's face it, most future developments _____ (są nieuniknione).
- 4 _____ (W naszym codziennym życiu), we often do not think about how the world will change.
- 5 _____ (Miałem podejrzenia) about him from the moment we met.
- 6 It's _____ (niemożliwe, żeby odwrócić) the trends towards an increased use of smart technologies

Revision ■ Student's Book, page 91

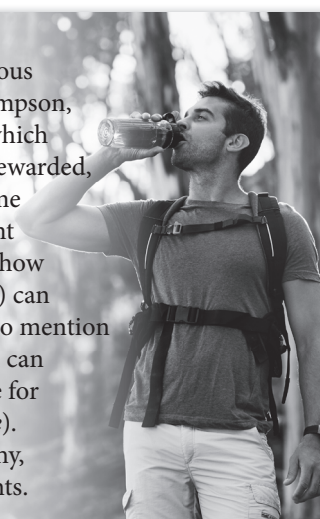
4> Decide if the underlined form of the word is correct. If not, change it into a different part of speech.

- 1 Tom was naturally adventurously and thoroughly enjoyed the trip to the Sahara. _____
- 2 To become a writer, you need to be inventive and have lots of ideas for new stories. _____

- 3 Make sure the water is purity before you drink it. _____
- 4 She has recently won a prestige prize for young scientists, which has made her quite famous. _____
- 5 Some invent, such as the electric light bulb, changed the way people lived their lives. _____
- 6 Before you send an email, make sure that the address of the recipient has been typed in correctly. _____
- 7 Ian has never gained the international recognition which he truly deserves. _____
- 8 She was extremely fortunately to escape from the fire without injury. _____

5> Complete the text with the correct form of the words in brackets.

The latest production by my favourite director tells the story of the world-famous ¹ _____ (*adventure*), Mark Thompson, who is known as 'The King'. The film, which has been ² _____ (*prestigious*) rewarded, is a must for anyone interested in extreme journeys. It is not only a brilliant account of the hero's adventures, but also shows how technological ³ _____ (*innovate*) can make travelling easier for all of us. Just to mention a few examples, he describes pills which can ⁴ _____ (*pure*) water, or a device for improving wi-fi ⁵ _____ (*receive*). Apart from some impressive photography, the film also has many hilarious moments.



6> Look at the pictures and write 2–3 sentences to answer the questions. Use at least four words from the lesson.



- 1 Imagine you are organising an event at school called 'Life in 100 years'. Which of these pictures would you choose for a poster promoting the event?

- 2 If you could invent something that could influence the future of humanity, what would it be?

Passives review

Strony biernej używamy, gdy:

- wykonawca czynności jest nieznan lub nieistotny:
*The computer **has been hacked**.* (wykonawca nieznan)
*The door **was painted**.* (wykonawca nieistotny)
- chcemy zwrócić uwagę na czynność, a nie jej wykonawcę:
*The package **has just been delivered**.*

Stronę bierną tworzymy za pomocą czasownika **to be** w różnych czasach oraz formy **past participle** (trzecia forma czasownika):

Present simple	<i>We are given a lot of homework.</i>
Present continuous	<i>Our house is being redecorated.</i>
Past simple	<i>The invitations were sent last week.</i>
Past continuous	<i>The roof was being repaired at that time.</i>
Present perfect	<i>I've been asked a lot of questions.</i>
Past perfect	<i>The room had been cleaned by the time we checked in.</i>
Future simple	<i>You will be informed about the test results tomorrow.</i>
Be going to	<i>Who is going to be appointed deputy?</i>
Future perfect	<i>More than a hundred documents will have been checked by Friday.</i>
Modal verbs	<i>They can be given another chance. These sandwiches mustn't be eaten. The car must have been stolen.</i>

Uwaga!

Aby powiedzieć, kto wykonał daną czynność, używamy przyimka **by**. Jeśli chcemy opisać narzędzie, którym jakaś czynność została wykonana, stosujemy **with**:

*He was attacked **by** a passer-by.*

*He was attacked **with** a knife.*

Jeżeli w zdaniu występuje czasownik z przyimkiem, to w stronie biernej przyimek występuje po formie **past participle**:

*A car **ran over** our cat.*

*Our cat **was run over** by a car.*

Grammar challenge! » Student's Book, page 113, UNIT 8

Bezokolicznik w stronie biernej stosujemy za pomocą formy **to be + past participle**. Formą **-ing** w stronie biernej jest konstrukcja **being + past participle**:

*He expected **to be given** a reward.*

*I like **being introduced** as your girlfriend.*

1> Rewrite the sentences in the passive.

- Nobody has used this old hairdryer for years.

- Hopefully, scientists will have invented a cure for AIDS by then.

- They are going to make the calculations using a special computer program.

- An ambulance may take her to hospital tomorrow.

- Why didn't they fix the roof?

- The teachers don't give us any rewards.

- Somebody had to open the gate using a spare key.

- Someone will take care of your dog.

- While they were painting the walls, I was relaxing in the garden.

- It's a good idea, but one person cannot carry it out in practice.

- Had anyone changed the date on the invitations before we sent them?

- Look! Someone has used my old camera to take this photograph.

2> Find and correct four mistakes in the dialogue.

- Tom** I was given a smartwatch by my grandfather the other day.
- Fiona** Really? Have you given a lot of new gadgets?
- Tom** Actually, yes. My grandfather has been selected to test a lot of new high tech devices, and once he is done with them, he gives them to me.
- Fiona** Wow! How many things have you been given so far?
- Tom** Maybe ten or twelve. It's possible that I will given a new laptop next month. I was also promised a new smartphone last month, but I have a feeling it's going to get broken into tiny pieces before I get it!
- Fiona** Why is that?
- Tom** Well, it has dropped into the bath several times. Plus, it was nearly run over by the lawnmower when it fell out of his pocket!
- Fiona** Well, I would like to give a new phone. I don't like this one at all!

3> Complete the sentences, using the active or passive form of the verbs in brackets.

- All exercises _____ (**must / do**) by Tuesday.
- What is this smell? My mum _____ (**polish**) the floors at the moment.
- If you don't watch your bag closely, it _____ (**might / steal**).
- Where is my umbrella? Oh, no, I _____ (**must / lose**) it on the way here.
- Last night, the local radio station _____ (**broadcast**) a programme about the future of technology.
- The parcel _____ (**must / deliver**) by now. I am sure she's got it.

- 7 How often _____ (you / give) presents to family members?
- 8 If the device _____ (not / plug) in, it will not work.
- 9 When we arrived, the room still _____ (not clean).
- 10 When _____ (invitations / send)? The day after tomorrow at the latest, I hope.

4> Add one missing word to each sentence.

- 1 What time period being discussed in your history lessons at the moment?
- 2 Who have we been invited?
- 3 As I later found out, the car had been repaired a tool I'd never seen before.
- 4 All application forms must be filled in a pen.
- 5 These tests are carried out qualified psychologists.
- 6 As the meeting had cancelled, we had some time off last night.
- 7 I felt rather uncomfortable to realise that I was being looked by people I didn't know.
- 8 Has your house ever been broken?

5> Complete the text with the sentences (a-h), rewriting them in the passive.

- a nobody informed me about the delay
- b you will have investigated my complaint
- c you restocked the shop with the product
- d you sent me an email
- e you did not deliver the package
- f you will refund all costs
- g you had sold the model I wanted to order
- h I can't switch it on

Dear Sir/Madam,

I am writing to complain about the hairdryer I bought online from your shop last month. The first unpleasant surprise was when I wanted to pay for it. It turned out that ¹_____. We had to wait nearly two weeks before ²_____. After ³_____ with the information that the hairdryer was available, I expected an immediate delivery. However, ⁴_____ for the next ten days and ⁵_____. To make matters worse, when the hairdryer finally arrived yesterday, it turned out that ⁶_____, because the button isn't working properly. I really hope ⁷_____ by the end of the week. I also request that ⁸_____.

I look forward to hearing from you soon,

An exasperated customer



Grammar challenge! >> Student's Book, page 113, UNIT 8, ex. 1

6> Complete the sentences with passive gerunds or infinitives of the verbs below.

grant leave see give recognise type send
operate on ask laugh at

- 1 You should avoid _____ by your fans on the street or they will nag you for an autograph.
- 2 She's very ambitious and wants _____ for her achievements by other people.
- 3 He was the first student from our school _____ a scholarship by the Ministry.
- 4 I can't stand _____ alone in this huge house. Could you come and stay with me?
- 5 I'm not going to do anything silly. No one really enjoys _____.
- 6 I can't imagine _____ such a difficult task. I don't think I've got enough experience to do this job.
- 7 Jason hopes _____ abroad by his company to work for their American branch.
- 8 Your handwriting is difficult to read! The essay has _____ before you submit it.
- 9 You need to be more tactful with her. She's very sensitive and hates _____ about her private life.
- 10 She's likely _____ soon. Her condition is getting worse every day.

7> Complete the sentences with the correct passive form of the verbs in brackets. Then answer the questions.

- 1 How much pocket money _____ (should / teenagers / give)?
- 2 Where _____ (coffee / grow)?
- 3 When _____ (next episode of your favourite TV show / broadcast)?
- 4 Have _____ (you / ever / give) a prize for something?

Impersonal constructions with passive voice

W bardziej oficjalnym języku stosujemy konstrukcje bezosobowe w stronie biernej, aby przytoczyć jakieś informacje (np. fakty, czyjeś opinie) bez określania ich źródła.

Konstrukcje bezosobowe tworzymy w następujący sposób:

- **It + is / was + believed / known / thought that:**
It is said that he is rich. (Mówi się, że on jest bogaty.)
For many centuries, it was believed that the Earth was flat.
- **Subject + is / was + believed / said / thought + infinitive:**
He is said to be rich. (Mówi się, że on jest bogaty.)
Einstein was thought to be a rather unintelligent child.

Aby powiedzieć, co obecnie sądzi się o jakimś przeszłym wydarzeniu, stosujemy bezokolicznik w czasie **present perfect (have + past participle)**:

The Vikings are believed to have travelled to North America.
(Obecnie uważa się, że Wikingowie dotarli do Ameryki.)

1> Rewrite the sentences in two ways, beginning with the words given.

- 1 Newspapers report that someone has stolen the Mona Lisa.
a The Mona Lisa _____. b It _____.
- 2 They consider him the best IT specialist in the company.
a He _____. b It _____.
- 3 People say he invented many useful devices.
a He _____. b It _____.
- 4 They believed the Earth was flat.
a The Earth _____. b It _____.
- 5 They expect she'll win the race.
a It _____. b She _____.
- 6 People said she had supernatural powers.
a It _____. b She _____.
- 7 They say he is a hacker.
a He _____. b It _____.
- 8 Some people think tipping is insulting.
a Tipping _____. b It _____.
- 9 Experts believe the sculpture was made around 200 BC.
a It _____. b The sculpture _____.

2> Put a tick (✓) if the second sentence means the same as the first.

- 1 a It is said he was a brilliant scientist. ☐
b He is said to be a brilliant scientist. ☐
- 2 a The inventor is believed to be very creative. ☐
b The inventor believed to be very creative. ☐
- 3 a It is claimed that the thief has hidden the money in the woods near our house. ☐
b The thief claims to have hidden the money in the woods near our house. ☐
- 4 a The press reports that he ran a marathon. ☐
b He is reported to have run a marathon. ☐
- 5 a It is expected that the minister will resign. ☐
b The minister's expected to have resigned. ☐
- 6 a Everyone assumed that he had lots of money. ☐
b He was assumed to have had lots of money. ☐

3> Complete the sentences with the correct form of the verbs below.

steal discover tell ring change invent visit be

- 1 It is hoped that a cure for cancer _____ one day.
- 2 Mark is known _____ the truth, even if it makes someone feel uncomfortable.
- 3 The Chinese are believed _____ gunpowder.
- 4 Experts say that these technological innovations _____ the way we live very soon.
- 5 Leila was thought _____ many exotic countries.
- 6 One of the guests is suspected _____ the jewels.
- 7 The Earth was once believed _____ the centre of the universe.
- 8 He is thought _____ his ex-girlfriend on the night she went missing.

4> Complete the text with the correct form of the words in brackets.

Tim Berners Lee, a British computer scientist, ¹_____ (*think / be*) one of the greatest innovators of the last century. He ²_____ (*assume / invent*) the World Wide Web back in the 1990s. ³_____ (*it / say / he / also / enabled*) the general public to use the system, which had originally been created for specialists only. Berners Lee ⁴_____ (*also / consider / be*) something of an internet guru – he is now a director for the World Wide Web Consortium, which works on issues related to freedom of information and censorship of the Internet. His career began soon after he graduated from university and joined the team of scientists at CERN, in Switzerland. ⁵_____ (*it / believe / he / make*) a name for himself thanks to his natural talent, which was immediately apparent upon starting work. He came up with the idea of a system which ⁶_____ (*say / be*) the prototype of the modern Internet.

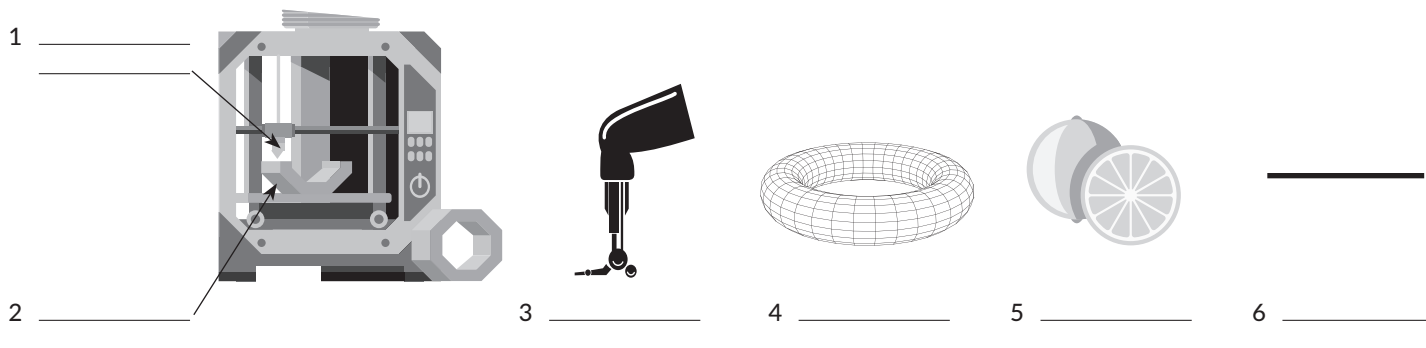


5> CUMULATIVE GRAMMAR Complete the second sentence so that it means the same as the first. Use the words given.

- 1 My grandma doesn't look after my two younger brothers any more.
Neither _____ my grandma any more. **LOOKED**
- 2 There are no more copies of the book available.
All copies of the book _____. **BEEN**
- 3 Pete hasn't driven a car for many years.
It's _____ a car. **AGES**
- 4 They say that the prisoner escaped from prison three days ago.
The prisoner _____ three days ago. **SAID**
- 5 Mary was very firm and told us to leave early.
Mary _____ early. **INSISTED**
- 6 I haven't met her since she went to university.
The _____ was before she went to university. **LAST**
- 7 They plan to finish renovating the hotel before the tourist season begins.
By the time the tourist season begins, the hotel _____. **HAVE**
- 8 It's OK with me if people ask me personal questions.
I _____ personal questions. **DON'T**
- 9 'Is it possible that people will colonise Mars?' asked the reporter.
The reporter asked _____ colonised. **BE**

1> Match the words below with the pictures.

3-D (three dimensional) image horizontal line prosthesis printout print head cross section



2> Read the text and decide which five of the questions (1–8) below can be answered. Then answer the questions.

A REVOLUTION IN 3-D

How does three dimensional printing work?

First, a computer creates a 3-D image of an object. It could be any shape imaginable. If we want to duplicate an existing shape, for example our heart, then we need to take pictures of it from all sides and angles, and a special computer program converts them into a 3-D image. Once the computer has such an image, it is cut up into very thin horizontal slices so that a series of 2-D cross sections is created. The computer is connected to a 3-D printer and sends images of these slices for it to print. The printer head, instead of using ink like regular printers do, usually dispenses a liquid plastic, though other substances are possible. It prints the first “slice” on a special platform, then adjusts its position slightly, and prints the next layer on top of it, and so on, thus creating a 3-D model. The speed varies between printers from 40 to 150 mm per second.

Because of the variety of substances that specialised 3-D printers can use, from metals and plastics to living cells, they are widely applied in medicine. Doctors around the world are already printing implants such as teeth, bones (including parts of the skull) and prosthetic arms or legs made to measure for particular patients. These

are actually much better than mass-produced ones as they fit better, thus reducing discomfort. Additionally, they require no further adjustment and, surprisingly enough, are also cheaper. In countries such as Uganda or Sudan, this is often the only hope for a prosthesis for many victims of war.

Surgeons also make 3-D models of the organs which will be operated upon in order to study them in detail when preparing for an operation. Doctors travelling to remote parts of the world take 3-D printers with them to make any necessary medical instruments. Many scientists are also experimenting with bioink made up of living cells in order to print organs. The cells can be taken from a patient, so they are expected to react to drugs in the same way as the patient’s organs would. That’s why doctors expect to use such printouts to test how a patient would respond to a given treatment. Scientists believe that within a decade they will be able to print organs for transplants that have been made from the cells of a particular patient, thus reducing the risk of rejection. With all these benefits, 3-D printers may possibly lead to the greatest advance in medicine for centuries.

- 1 How is it possible to send a picture of an existing object to a 3-D printer? _____
- 2 How long does it take to print out a copy of a human heart? _____
- 3 What kinds of substances can a 3-D printer use? _____
- 4 What are some examples of the things that doctors can print for their patients? _____
- 5 How much does it cost to print a standard prosthesis? _____
- 6 What kinds of medical instruments can be printed? _____
- 7 What is bioink? _____
- 8 How will bioink printouts be helpful in treating patients in the future? _____

3> Complete the phrases from the text with appropriate prepositions. Check your answers with the text on page 79.

- | | |
|------------------------------------|--------------------------|
| 1 take pictures _____ | 5 applied _____ medicine |
| 2 to cut something up _____ slices | 6 experimenting _____ |
| 3 connected _____ | 7 made up _____ |
| 4 _____ top of | 8 respond _____ |
| | 9 lead _____ |

4> Complete the sentences with the phrases from exercise 3. There is one extra phrase.

- Don't put any papers _____ the decoder, or it might overheat.
- First, _____ the pumpkin _____ small pieces, and cook them in salted water for about 15 minutes.
- Are you sure the computer is _____ a modem? I don't have internet access.
- It's amazing in how many ways 3-D printing is _____ medicine.
- All living organisms are _____ of cells.
- Doctors are _____ a new drug for this illness.
- This discovery might _____ a revolution in organ transplants.
- Since the patient didn't _____ well _____ the antibiotics, the doctor decided on a different treatment.



6> Complete the sentences with the correct form of the phrases from exercise 5.

- Biomimetics is a new _____, in which biological systems and structures are used to create new materials.
- 3-D printing of implants is considered by many to be a _____ in medicine.
- The soldier who found the Rosetta stone, which helped translate ancient Egyptian hieroglyphs, didn't realise he had _____ a historic _____.
- Galileo Galilei _____ famous _____ which _____ the theory which claimed that heavy objects fall faster than lighter ones. He proved this was false.
- The Universe remains unexplored so we cannot _____ that aliens exist.
- Unfortunately, some scientists _____ of their research in order to get the expected results.

Vocabulary challenge! >> Student's Book, page 113, UNIT 8, ex. 3

7> Complete the sentences with the words below. Then finish the sentences with your own ideas.

figures life contrary know right matter difference keep

- It is a sad fact of _____ that _____.
- You'd better get your facts _____ before you _____.
- The facts and _____ concerning the time that children spend in front of a computer show that _____.
- My parents and I have a _____ of opinion about _____.
- It is a _____ of opinion whether _____.
- I _____ for a fact that _____.
- Sometimes it's better to _____ your opinions to yourself, for example, when _____.
- _____ to popular opinion, many teenagers _____.

Revision ■ Student's Book, pages 94–95

5> Match each letter with a number to decipher the words. Match these words with their collocations below.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		20	25	4													2	14							

C C E	D S R E	R E	R	D E E
23 20 20 4 6 19	25 5 14 6 2 16 9 4	10 2 4 23 24 19 15 2 16 12 18 15		25 4 9 4 7 16 6

C R R	D S C E R
20 23 2 2 3 16 12 19	25 5 14 20 16 9 4 2 3

D S C R E D	S
25 5 14 20 2 4 25 5 19	11 23 7 14 5 11 3

R	R D	C D C
6 12 19 11 16 2 8 23	2 25	20 16 21 25 12 20 19

E D	R E E C
11 5 4 7 25	2 4 22 4 20 19

- _____ / _____ research / an experiment
- _____ / _____ / _____ a theory
- _____ the results of the research
- _____ of science
- major _____
- make a historic _____
- _____ / _____ / _____ a hypothesis

SPEAKING

choosing products • talking about technical problems

1) Choose the correct option to complete each sentence.

- 1 I *wonder* / *ask* if you could help me. ☐
- 2 What is it you're looking *for* / *at*? ☐
- 3 What other features does it *give* / *offer*? ☐
- 4 I could really *use* / *need* some help with hooking it up to my phone. If you could just show me how to do it? ☐
- 5 How much is that going to *put* / *set* me back? ☐
- 6 The price is a bit *steep* / *big*. Do you have anything within the £50-70 range? ☐
- 7 Could that be the *problem* / *trouble*? ☐
- 8 Could you *have* / *give* a look? ☐

2) Complete the sentences with the words below.

Then match them with the questions from exercise 1 to create mini-dialogues. There are two extra questions in exercise 1.

interest range assist finally first added hunt thing

- a Well, the price _____ is quite wide, from £20 to £300.
- b The display is big enough to see the information clearly. An _____ bonus is that it is much better at counting individual steps than regular pedometers.
- c I'm on the _____ for a smartwatch, but I don't know much about them.
- d I am happy to _____ you.
- e Here are two models that might _____ you. They're both under £70.
- f _____, you need an app on your phone that allows you to connect it to the watch through Bluetooth. The next _____ you should do is turn on Bluetooth on the smartwatch. Then you open the app on the phone, and search the list of devices. _____, when you find the watch, you press 'connect'.

3) Read the instructions and do the speaking task.

TEST IT! ⌚ 4 minuty

W czasie wakacji pracujesz w sklepie ze sprzętem elektronicznym. Rozmawiasz z klientem, który jest zainteresowany kupnem smartwatcha. W rozmowie porusz następujące kwestie.

podstawowa instrukcja obsługi

cena

funkcje

promocje

Rozmowę rozpoczyna egzaminujący.

GO-smart SMARTWATCH

- wi-fi, radio
- text messages, incoming calls, notifications for Facebook, Twitter
- pedometer, heart rate monitor
- 1.5" screen
- compatible with IOS and Android mobile phones
- three colours
- £120-140

WRITING

a letter of complaint

8

1) Find and correct one or two grammatical or lexical mistakes in each sentence.

- 1 I would be most thanks for your support in resolving this issue. _____
- 2 I write to complain on the faulty equipment. _____
- 3 We don't only have problems adjusting the lights, but also turning some of them on. _____
- 4 I expect seeing this problem resolved as soon as possible. _____
- 5 Owing for this problem, I am incapable to watch some channels such as BBC4. _____
- 6 On account of the printer broke, we cannot prepare the necessary documentation. _____
- 7 Secondly, I believe that due to this inconvenience, part of our payments should be returned. _____

2) Match 1-9 with a-i. Then decide which of the statements refer to the two elements in the writing task in exercise 3.

- 1 We were not able to display the images which are part of the show since ☐
 - 2 The sound controls cannot be plugged in, due to ☐
 - 3 I am quite dissatisfied with the sound equipment, which fell ☐
 - 4 First of all, I would appreciate it ☐
 - 5 The microphone could not be switched on and ☐
 - 6 The main spotlight kept overheating and, as ☐
 - 7 What made the matters even worse was ☐
 - 8 I would like to ☐
 - 9 Secondly, I would be most grateful ☐
- a short of our expectations.
 - b an inadequate number of sockets around the room.
 - c a result, the centre of the stage was in darkness.
 - d consequently, we had to shout all the time.
 - e the overhead projector was not working properly.
 - f if you could fix the equipment before our next concert.
 - g the fact that the sound was too loud and could not be adjusted.
 - h for a refund of the money we paid for renting the equipment.
 - i see this problem resolved as soon as possible.
- a) Problems with the device: _____
 - b) Measures: _____

3) Read the instructions and do the writing task.

TEST IT! Grupa artystyczna, której jesteś członkiem, wynajęła salę ze sprzętem, planując zorganizować serię swoich występów. Niestety w czasie pierwszego występu pojawiły się problemy techniczne ze sprzętem. Napisz do właściciela sali **list ze skargą** (200-250 słów) na zaistniałą sytuację, w którym a) **opiszesz problemy ze sprzętem** oraz b) **wyjaśnisz, jakich działań oczekujesz**.

1> Choose the correct ending for each sentence and then translate the sentence into Polish. Is there a sentence for which both endings are possible? Is there a difference in meaning?

- 1 It was a fatal mistake *which cost her her life* / *and she spent the rest of her life paying for it*.
- 2 Tim is such an ordinary guy *that most of his neighbours hardly notice him* / *that offends everyone he speaks with*.
- 3 The criminal *escaped from prison last night* / *was so good that I read the whole book in one sitting*.
- 4 I was so nervous *before the exam that my legs were shaking* / *at him for lying to me that I broke up with him*.
- 5 This is the chef whose *employees complain that they have to do more work than anybody else in the bank* / *dishes are often served at important celebrity dinners*.
- 6 You can find the actual *version of this software on our website* / *rocket that landed on the Moon at the National Air and Space Museum in Washington*.
- 7 My computer needs *rebooting again* / *to be rebooted again*.

2> Complete the text with the correct form of the words below. There are three extra words.

launch owe adventure fortune deliver consequence
high thrill pure innovate produce

A portable water filter is an essential part of a globetrotter's survival kit. In the past, they were big and heavy, but we have some good news for all you ¹_____ out there! You'll be ²_____ to learn that now you can buy DrinkUp – a purifier the size of a toothpaste tube that weighs only 54 grams! It will ³_____ next month and will cost only \$20. ⁴_____ to its small size and the fact that it is easy to use, DrinkUp is a perfect solution to all hydration problems when travelling. It ⁵_____ water as you drink: simply insert one end of the hose in the water, put the other end in your mouth and suck as you would through a straw. Remember, even stream water which looks crystal clear can be full of deadly viruses and bacteria, so it is ⁶_____ recommended that you have some kind of a filter. This ⁷_____ gadget requires no batteries and contains no chemicals, simply a membrane through which the water passes. It's easy to use in all conditions. You can find it in travel shops or get it ⁸_____ to your doorstep. Orders can be placed through our website from next week.



3> Complete the second sentence so that it means the same as the first. Use no more than five words.

- 1 Most scientists have rejected this hypothesis.
This hypothesis _____ most scientists.
- 2 People think the company falsified the results of their research.
The company is _____ the results of their research.
- 3 The technician hooked up the modem and then started to explain how to use it.
The technician hooked up the modem and went _____ how to use it.
- 4 The watchmaker is changing the batteries in my watch for me.
I am _____ the batteries in my watch.
- 5 This charger was malfunctioning for weeks and finally it caught fire.
The charger which caught fire _____ for weeks.
- 6 How much will this TV cost me?
Could you tell me how much _____ back?
- 7 I hate it when my parents don't treat me seriously.
I hate _____ by my parents.

4> Complete each pair of sentences with the same word.

- 1 a With its unique design, this laptop really stands _____ from the rest.
b Our company turns _____ three million phones a year.
- 2 a To write the report, I need to get all the _____ and figures on the eco-friendliness of electric cars.
b Make sure you get your _____ right before you decide if you want to eat GMO foods.
- 3 a If you come _____ with a good idea for a gadget, you should take out a patent on it.
b Don't bring _____ the subject with him unless you want to start an argument.
- 4 a The documentary on the use of animals in cosmetic testing is likely to _____ your stomach.
b Here are ten steps which will help you _____ your presentation into a video clip.
- 5 a Greg and I had a _____ of opinion about how to present the data we had collected for our biology presentation.
b I can't tell the _____ between these two computers; they seem to have exactly the same features.
- 6 a My maths teacher objects _____ students using calculators to do simple calculations.
b It may be better to keep your opinions _____ yourself than engage in a pointless discussion.
- 7 a The robot vacuum cleaner is another invention which is likely to _____ a great difference in our daily lives.
b What do you _____ of this guy? It's the third week of school and he hasn't said a word yet.

- 1> **MP3 14 TEST IT!** Usłyszysz dwukrotnie wywiad na temat młodych talentów naukowych. Na podstawie informacji zawartych w nagraniu uzupełnij zdania 1–5.

- 1 Emma _____ for not making their students aware of science competitions.
- 2 Lalita came up with an idea which uses waste to _____.
- 3 Olivia's test shortened the time _____.
- 4 Thanks to winning a science competition, Paige won't have to _____.
- 5 By telling these stories, Emma wants to _____.

- 2> **TEST IT!** Read the text and complete its summary.

If you've ever been to a library or a pharmacy where goods travel through and pop out of pneumatic tubes, then you've seen the future of public transport as envisioned in 2013 by Elon Musk – the brain behind the SpaceX and Tesla companies. The idea is to propel, i.e. push, wheel-less cars through a low-pressure tube using magnetic levitation. The cars, called pods because of their shape, would be suspended in a near vacuum so there would be neither friction nor air resistance to speak of to slow them down. This would mean greater speed at lower power input. How fast exactly? The current ambition is between five and six hundred mph.

It's difficult not to get excited by such visions so naturally great minds of engineering, successful entrepreneurs, as well as enthusiastic local governments of areas in need of transport solutions, have all jumped at it, contributing time, effort and money and pledging help. Hyperloop, as it's called, is now under development by various companies, including Musk's SpaceX, which has a 1-mile tube on its premises, Richard Branson's Virgin Hyperloop One which has a 1640-foot tube in the California desert, HyperloopTT and Canada's TransPod. They're testing various solutions and aiming to build in the US, France, China, Canada and India, where the local authorities officially included hyperloop in their infrastructure plans for the Pune-Mumbai transportation network.

As part of the effort to attract young talent and promote brainstorming on hyperloop solutions, SpaceX holds student Hyperloop Pod Competitions, challenging university teams to design pods which would not only reach the desired speed but also pass safety tests and not crash at the end of their tunnel. Because, while scientists admit that from the point of view of physics a hyperloop is doable, the challenge is to construct it and make it safe for people. For instance, in order to avoid people getting carsick, the pod will have to accelerate to its designated 600mph for over three minutes – much slower than it could and slower than a plane takes off. It will also need to be windowless, otherwise the passengers would get sick watching the landscape going by so fast.

When can we expect to board the hyperloop and ride off into the future? Not yet. Turns out, the future of the hyperloop might not be as bright as predicted. The originally envisioned small pods carrying a few passengers might not be financially advantageous – it might take transporting a few thousand travellers an hour to make hyperloop cost-effective. Which means loading problems need to be solved. Also, it seems distances of about 200 miles rather than transcontinental ones will be most profitable. And still the cost, compared to regular high-speed trains, will be reduced by only 30, not 90% as it was originally counted on. Not to mention the red tape involved in getting environmental and government approvals.

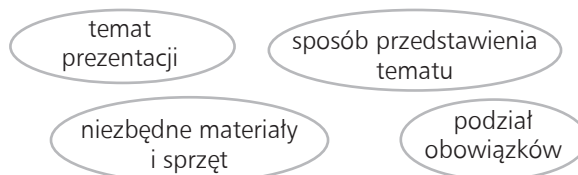
Elon Musk's idea for future transport is the hyperloop – a train travelling in a vacuum so that its speed wouldn't
1 _____ by things like friction or air resistance.

Many engineers and businessmen, as well as authorities which need to 2 _____ in their areas, are into the project. There are many companies working on building a hyperloop now, but there are also many issues that need to be considered. Hyperloops must be fast but safe for passengers and there are two things that can make them unwell – accelerating 3 _____ and _____ and seeing how fast everything is passing by. There have also been some adjustments made compared to the original 4 _____ as to the advantages and benefits of a hyperloop. It might have to carry 5 _____ than the originally planned dozens, travel shorter distances on average to bring profit and still it will be only 30% 6 _____ – not the 90% Musk claimed at the beginning.

- 3> Read the instructions and do the speaking task.

TEST IT! ⌚ 4 minuty

W ramach zajęć na obozie naukowo-językowym w Anglii musicie przygotować projekt na piknik naukowy zatytułowany *Jak to działa?* W rozmowie z kolegą/koleżanką, z którym pracujecie na projektem, porusz następujące kwestie.

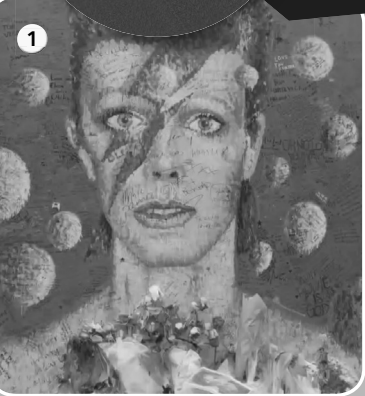


Rozmowę rozpoczyna egzaminujący.

1

THE WORLD TODAY VIDEOS

A tribute to David Bowie



Comprehension

- 1> What do you know about the singer David Bowie? Do you think the statements are true (T) or false (F)?
- 1 He was born in Manchester. T / F
 - 2 He died in January 2016. T / F
 - 3 He had a very successful singing career. T / F
 - 4 There are no tributes to him in his birthplace. T / F
 - 5 He came from a very rich background. T / F
- 2> **00:00-01:40** Watch the first part of the documentary and check your answers. Correct the false statements.

Glossary

old haunts (expression) places you used to go to on a regular basis
pass away (v) to die (this phrase is used to avoid saying die because you think it might upset somebody)
suburbs (n) an area or town near a large city
tribute (n) something which you do or say to show that you respect and admire someone

- 3> **00:00-01:40** Watch the whole video. Choose the best options to complete the sentences.
- 1 The city tour revisits places that *were important to Bowie / appeared in his songs*.
 - 2 The narrator and Bowie are from *different cities / the same city*.
 - 3 Nicholas Pegg *worked with Bowie / wrote a book about Bowie*.
 - 4 He grew up *in the centre of the city / in the suburbs*.
- 4> Look at pictures 1-4 from the documentary and choose the best options to complete the captions.
- 1 The image shows *an official tribute / personal tributes and lyrics*.
 - 2 Soho is *a little bit / completely* different now.
 - 3 The presenters are *singing / crying*.
 - 4 Sophie think *most / all* people can connect to Bowie's music.

Authentic English

- 1> Look at the sentence from the video. Why do you think the words in **bold** are used?
*Absolutely amazing, **isn't it**?*
- 2> Read the information in the box to check your answer to Exercise 1.

Question tags

A short clause that you add to a statement to request agreement. When the first clause is affirmative, the tag is usually negative, and when the first clause is negative, the tag is usually affirmative.

Now try to complete the question tags in 1-3.

- 1 Rock *isn't* your favourite type of music, _____ it?
 - 2 Bowie was born in Brixton, _____ he?
 - 3 I think most young people look up to singers, _____ you?
- 3> Discuss in pairs. What did you find most interesting or surprising about the documentary? Try to use question tags to keep your conversation going.

Speaking

- 1> **00:00-01:40** Work in pairs or small groups. Watch the whole video without sound and retell as much of the story as you can.

David Bowie, who died in 2016, was a music legend. He was from London ...



Reading

1> **Work in pairs.** As a tribute to David Bowie, the UK Royal Mail created some stamps. Look at the pictures from the video and discuss the questions.

- 1 What do you think the different pictures of David Bowie represent?
- 2 Do you ever have special stamps of celebrities in your country?

2> **Read an online article about the stamps and answer the questions.**

- 1 Which other rock band has featured on UK stamps?
- 2 Why is the release of the Bowie stamps so special?
- 3 What kinds of images are shown on these stamps?
- 4 What three things does the article mention that might be the criteria for how people are chosen to be on stamps?

A BEAUTIFUL TRIBUTE

Over the years, the Royal Mail has created stamps which show many people from the world of culture. The filmmaker Alfred Hitchcock, the comedian Charlie Chaplin, the actress Vivien Leigh and the writer Charlotte Brontë have all appeared on different British stamps.

Popular music

Recently, it's been the turn of popular music. A few years ago, they released a set of stamps to commemorate the rock group Pink Floyd. But the Bowie stamps represent the first time that the Royal Mail has dedicated a large collection of stamps – ten in total – to a single artist or cultural figure.

Designs

Some of the stamps feature Bowie's changing musical styles and personas across the decades, as well as some of his most admired album covers. Four other stamps show Bowie singing live over a 30-year period to complete the set.

Selection process

So, how are people chosen to be on stamps? What is the criteria? Are they chosen because they have brought something important to a particular culture or just because they are popular? Or perhaps because they have influenced others? It seems like Bowie did all these things: he played an important role in British society and the stamps celebrate his contribution.



Speaking

1> **PLAN** Work in small groups. You are going to choose a person or a group from the cultural world to appear on a set of stamps. Which person or group would you like to choose from your country? Use the language in the box to help you prepare.

Explaining a choice

I would like to choose ... because ...
His/Her/Their work is special because ...
People like him/her/them because ...
I think we should use an image which shows ...

2> **PRESENT** Present your choice to the rest of the class.

We would like to choose Andrzej Wajda. His films are Polish, but he is popular all over the world.

3> **DISCUSS** As a group, decide who is the class's favourite choice.

Beyond the class

Why not try ...

the same task, but for a different country?

Glossary

commemorate (v) to show that you remember an important person by creating a special object
criteria (pl n) standards that are used for judging or for making a decision about something

2

THE WORLD TODAY VIDEOS

The Happy Birthday story

Comprehension

- 1> Look at the picture. What are the people doing? What do you do for birthday celebrations in your culture?
- 2> **00:00-01:27** Watch the first part of the video. Answer the following questions.
 - 1 Where is it from?
 - 2 Who wrote it and when?
 - 3 How did it become popular?

Glossary

legendary (adj) very famous or well known for a long time

viable (adj) able to be done, or worth doing

- 3> Work in pairs. Match the names to the dates. Why is each year important to the history of the Happy Birthday song?

- | | |
|-------------------|--------|
| 1 Hill sisters | a 1935 |
| 2 Summy company | b 1988 |
| 3 Warner/Chappell | c 1893 |

- 4> **01:27-03:08** Watch the second part of the video. Answer the following questions.

- 1 Why did Jenn pay \$1500 for a license?

- 2 Why was there a dispute?

- 3 What was the judge's decision?

- 4 Who can now use the Happy Birthday song?

Glossary

dispute (n) a serious disagreement

Authentic English

- 1> Look at the sentence from the video and one other example. What do you think the expression *a big deal* means?

*Birthdays are **a big deal**, and yet what do we really know about the song?*

*Unemployment is **a big deal** in this city.*

- 2> Read the information in the box to check your answers to Exercise 1.

A big deal

We use *a big deal* in informal speech to describe something significant or important.

Big deal can also be used to emphasise that something isn't as important as it seems.

- 3> Look at the phrases in *italics* in the three sentences below. What do you think they mean?
 - 1 It *isn't a big deal* if you don't get me a present for my birthday.
 - 2 He *made a big deal* out of his exam success, but it's not that important.
 - 3 So, he got the highest grades in class ... *big deal!* Exams aren't the only thing that matters.
- 4> Use the correct expression from Exercise 3 to complete the sentences (1-3).
 - 1 She _____ out of winning that award, but I don't think it's that impressive.
 - 2 So, he got an autographed copy of the book ... _____!
 - 3 Don't worry about not being able to come out tonight. It _____.

Speaking

- 1> Work in pairs. What is the journalist's final message? Choose the best option (1-3).
 - 1 The Happy Birthday song is not part of everybody's culture.
 - 2 People should always question authority.
 - 3 Sometimes one person can beat a big company.
- 2> Do you agree with this message? Can you think of any other examples that apply?

Reading

- 1> Discuss in pairs. Look at the pictures of different birthday parties. Which one would you prefer? Who do you think would want these different parties? Why?
- 2> Read the descriptions of the different parties (a–d) in the blog. Which points (1–8) are mentioned for each party?

1 The cost of the birthday	5 Food
2 Clothes	6 The venue
3 Party guests	7 Entertainment
4 An element of surprise	8 The weather

BIRTHDAY PARTY IDEAS

Do you know somebody who has a special birthday coming up? Need ideas for a truly special celebration? Read on ...



a A tailor-made party

We wanted to do something really over the top for my dad's 50th, so we got his favourite band to perform live just for his family and friends. Luckily, the band are local and they are not well-known, so it wasn't too expensive. Can you imagine a dinner and a live performance made especially for him? We even had his favourite food on the menu. He was totally speechless when he found out! It was a huge surprise.

b Getting away from it all

For my husband's birthday this year, I decided to do something different. I took advantage of the beautiful summer weather and hired a hot air balloon. It was very romantic, just us, a lovely picnic and the most beautiful views you can possibly imagine. It was great to be so far away from everything but I have to say that it was all over too quickly. If you have the money to spare, I would definitely recommend it.

c A sweet sixteen

For Maxine's sixteenth birthday, we did kind of go over-the-top. We didn't want to show off though, so there was no limousine or anything like that. We just booked a youth club – a very cool venue – so the kids could do karaoke on stage, which they loved. It was a cold night, so we couldn't have a pool party but we did make up for that with a great firework display. And everybody had to wear white. It was a big success!

d Seeing old friends

Joanne's always wanted to go to this restaurant by the beach. So, for her 70th, the whole family saved up and we booked a long table with sea views. You should have seen her face when she walked in and saw so many familiar faces. The food was wonderful and everybody dressed up, but it was really the company that made it special. There were friends there that she hadn't seen for a very long time. It was very emotional.

Glossary

speechless (adj) so surprised that you cannot think of anything to say

Speaking

- 1> **PLAN** Work in groups. You are going to plan a birthday party for a friend. Consider the following.

• age of the person	• entertainment
• food	• cost
• venue	• number of guests
- 2> **PRESENT** Present your party plan to the rest of the class. Use the language in the box below to help you.

Describing future plans

We are going to organise ...
I'm planning to ...
It would be great if we could make ...

Showing enthusiasm

That's a fantastic idea!
Count me in!
I'd love to help out with that.

Showing uncertainty

Well, we could do that but ...
Don't you think it might be better to ...
I'm not sure whether that will work because ...

- 3> **DISCUSS** Listen to each other's plans. Which were the most special or original birthday party plans? Why?

Beyond the class

Why not try ...

researching some birthday ideas that you find interesting?



3

THE WORLD TODAY VIDEOS

The internet is after your job



Comprehension

- 1> Work in pairs. Discuss what kinds of jobs you think will disappear because of digital technology. Why?
- 2> Watch the video. Tick the jobs which are mentioned.
accountant computer programmer doctor hotel receptionist
lawyer nurse pilot teacher shop assistant waiter

Glossary

expertise (n) special skill or knowledge that you get from experience, training or study
freelancer (n) someone who works on a contract for various companies rather than being permanently employed by one single company
monopoly (n) complete control over something by one organisation or person

- 3> Watch the video again. Choose the correct option to complete the sentences.
 - 1 The internet is now affecting *all jobs* / *badly-paid jobs*.
 - 2 We are used to getting entertainment *for free* / *at a low price*.
 - 3 Some apps are starting to *simplify* / *prevent* the way legal documents are created.
 - 4 Apps can easily put patients in touch with *doctors* / *nurses*.
 - 5 Most working people will be *freelancers* / *low-level* workers.
 - 6 The answer may be to *work in a local business* / *specialise in a specific area*.

- 4> Test your memory. Match the words to form collocations used in the report.

- | | |
|-------------|--------------|
| 1 economic | a services |
| 2 personal | b workforce |
| 3 job | c security |
| 4 giant | d model |
| 5 worldwide | e monopoly |
| 6 online | f connection |

- 5> Watch the video again. Which summary (1–3) is correct? Why?

The video ...

- 1 discusses the jobs which may disappear but doesn't offer advice to people who do them.
- 2 predicts that job security will disappear and freelance work will become more popular.
- 3 predicts that all jobs will disappear but that people should not worry about the future.

Authentic English

- 1> Look at the example from the video and read the information in the box. What does *app* mean? Why do we use abbreviations, acronyms and initialisms?

*There are already **apps** which can put patients directly in touch with a doctor.*

Abbreviations, acronyms and initialisms

Abbreviations are shortened words, e.g. (inter)net.

Acronyms are abbreviations consisting of letters that form a word, e.g. NASA (National Aeronautics and Space Administration).

Initialisms are not pronounced as a word, instead you say the individual letters, e.g. CIA (Central Intelligence Agency).

- 2> Some acronyms or initialisms are so common that we don't remember what they stand for. Do you know what these 'tech' acronyms mean? When would you use them?

- | | |
|--------|--------|
| 1 CD | 6 SMS |
| 2 DVD | 7 PC |
| 3 FAQ | 8 IT |
| 4 HDMI | 9 P2P |
| 5 LCD | 10 VLE |

- 3> Read the sentences (1–5). What are the meanings of these abbreviations, acronyms and initialisms?

- 1 I've just seen the funniest cat video on Youtube! LOL.

- 2 BTW, do you still have that book I lent you?

- 3 It would be great if you could leave it on my desk. THX.

- 4 IMO he's an excellent writer.

- 5 FYI: I've finished those reports you asked for.

Speaking

- 1> Work in small groups. Do you agree with what the speaker in the video says about the future of jobs? Why/Why not?

Reading

- 1> Work in pairs. Look at the pictures of different jobs. Which do you think are at risk from technology? Why?
- 2> Read the extracts from a business studies forum and match them to the different jobs in the box below.

bank clerk computer programmer factory worker
postman taxi driver teacher

Disappearing jobs

1 _____

Most people do their financial operations online these days, so more branches are likely to close. While this job may disappear in the future, financial companies will still need high-level workers.

2 _____

This is a difficult one. The number of traditional jobs in this field might fall because of global transportation companies. But for now I think the job will stay because the service is needed. Well at least until technology removes these vehicles completely, but that will take a while.

3 _____

These days you can study all kinds of things online, and there are apps so you might not need an expert to guide you as much as before. However, I think it would be a great shame if this profession disappeared.

4 _____

This job will definitely not disappear! Digital technology depends on these guys to design tools, programs and algorithms so that machines can do the work of humans. This will be the career of choice in the future!

5 _____

There might be jobs in this field because it is one of the most common kinds of manual work that exists. However, robots are going to start taking over a lot of the work. The automation process will continue, but some jobs will survive.

6 _____

The traditional method will soon disappear because we mainly communicate by email and other social media now. However, courier services will need more people to deliver all the products that people buy online.

Glossary

algorithms (n) a set of rules for solving problems or doing calculations, especially rules that a computer uses

automation (n) a system that uses machines to do work instead of people

courier (n) someone whose job it is to deliver documents or parcels

- 3> Work in pairs. What predictions could you add to the business studies forum? Which other jobs might be affected by digital technology?
- 4> Present your ideas to the rest of the class. Which opinions do you agree or disagree with? Why?

Speaking

- 1> **DISCUSS** Work in pairs. Talk about your future job prospects. Do you think technology will have a positive or a negative impact on your professional future?
- 2> **PLAN** Make predictions about how the internet or digital technology will affect different types of jobs. Use the box below to help you.

Making future predictions

It seems likely that ...
I expect ...
It could be the case that ...

Describing a positive impact

One useful aspect is ...
A benefit of technology is ...

Describing a negative impact

One damaging effect of technology is ...
I'm concerned about ...

- 3> **PRESENT** Present your predictions to the class. Are you more positive or negative about the impact of digital technology on jobs? Which predictions do you find most interesting? Why?

Beyond the class

Why not try ...

finding out which types of jobs robots are doing?

4

THE WORLD TODAY VIDEOS

Different limits



Comprehension

- 1> Work in pairs. Look at the pictures of Kilian Jornet from the video. Why do you think he is famous?
- 2> Watch the video and check your answers to Exercise 1. What surprised you most?

Glossary

conquer (v) to gain control of a situation through a great physical or mental effort
humble (adj) not proud and not thinking you are better than other people
summit (n) the top of a mountain

- 3> Watch the video again. Choose the best phrases to complete the sentences.
 - 1 In the mountains you have to think about *your goal / the present moment*.
 - 2 You should *try not to think about / consider* the pain and danger at all times.
 - 3 If the race is easy it's because *you're a born competitor / you've trained a lot*.
 - 4 He was able to climb Everest so fast because of *his trainer's support / he has trained since he was a child*.
 - 5 Sometimes, he turns around and goes back because he *doesn't feel ready / feels tired*.
 - 6 He might also go back if *the conditions are not good / he feels afraid*.
- 4> Test your memory. Complete the summary with nouns below.

adrenaline emotion energy feelings
 moment past satisfaction summit

When you get to the top of the mountain, it is a timeless experience. The ¹ _____, the future, it all disappears. You just think about that ² _____. When you reach the ³ _____, in some mountains you feel ⁴ _____. Lots of ⁵ _____ comes out, but you shouldn't use up your ⁶ _____ on your ⁷ _____. You will feel a sense of deep ⁸ _____.

- 5> 00:55–01:21 Watch this part of the video again and check your answers in Exercise 4.

Authentic English

- 1> Look at these examples from the video. What do you think *just* means in each of these sentences?

*I **just** want to go down, stop here and **just** go down ...*
*And **just** keep going, step by step.*
*You **just** think about this moment.*
*It's **just** a beautiful moment.*

Just

The word *just* can be used to emphasise the meaning of what we say, e.g. in the famous Nike slogan 'Just do it!'

- 2> What do you notice about the position of *just* in the sentences in Exercise 1?
- 3> Put *just* in the correct place in these sentences.
 - 1 It was such a beautiful place.
 - 2 It's not fair.
 - 3 I want to go out.
- 4> *Just* can also have other meanings. What do you think it means in these contexts?
 - 1 They *just* told me the news.
 - 2 It costs *just* a few pence.
 - 3 Could I *just* borrow your pen for a moment?
 - 4 I'm *just* leaving the house.
 - 5 That's *just* what I think!

Speaking

- 1> Work in pairs. Discuss the questions.
 - 1 What adjectives would you use to describe Kilian?
 - 2 What do you think of his achievements?

Reading

1> Work in pairs. Discuss the questions.

- 1 What are the people in the pictures doing?
- 2 Have you ever done these activities? If so, when and where? Did you enjoy them?

2> Read the two adverts. Which activity attracts you the most? Why?

A

Be the next Kilian Jornet with the ACC!

Have you ever thought you'd like to run free in the mountains? The best thing is to start young! The Appalachian Climbing Club (ACC) can show your kids how to lose their fear of heights and strive to do their best. We organise tournaments and races throughout the year and teach children how to use ropes and climb step by step. You and your kids needn't have any experience – we welcome all levels and ages. Come along to our next open day and take up the greatest of hobbies.

Special summer offer available. You won't regret it!

B

It's never too late to get out and about at the Mount Cook Cycling Club

Are you keen on keeping fit but hate gyms and being indoors? Are you tired of personal trainers, pilates and aerobics classes? If so, we'll show you how to make the most of the fresh air and escape your everyday routine. Come along to the Mount Cook Cycling Club and discover our huge variety of routes. Start off with straightforward routes, riding just a few km per day and build up to a harder multi-day route – all in the beautiful Mount Cook region. We'll be there to guide you every step of the way. Come with your partner – it's two for the price of one! Remember, you're never too old to take in the beauty of nature, and what better way than on two wheels?

Glossary

strive (v) to make a lot of effort to do something
take in (phr v) to look at something

3> Read the facts (1–6) below. Decide whether they match with advert A, B, or both.

- 1 It encourages people to overcome their fears. _____
- 2 It focuses on the different places you can go. _____
- 3 It includes a competitive element. _____
- 4 It is in a series of stages. _____
- 5 It emphasises being out in the open. _____
- 6 It states that you can do it as a couple. _____

Speaking

1> **PLAN** Work in pairs. You are going to make a pitch for a sports club. Think of a sport or hobby you want to promote. Think about the following questions.

- What will you name your club?
- What type of activities will you offer?
- What will your club focus on?
- Will you include any special offers to attract clients?

Our club is called Surfing is Simple. We encourage beginners to try this fantastic sport.

2> **PREPARE** Use the phrases below to help you to prepare a short sales pitch.

Have you always wanted to try surfing but been too scared? We offer courses for beginners at Surfing is Simple, come along and ...

3> **DISCUSS** Discuss as a class. Which club sounds the most interesting? Why?

Beyond the class

Why not try ...

reading about unusual sports clubs online?



5

THE WORLD TODAY VIDEOS

What is inflation?

Comprehension

- 1> Work in pairs. What does *inflation* mean?
- 2>  Watch a short video about inflation. Check your answers to Exercise 1.

Glossary

- deflation (n)** the general reduction in prices of goods and services in an economy
- devalue (v)** to officially reduce the value of a country's money
- mortgage (n)** a legal agreement in which you borrow money from a bank to buy a house

- 3> Choose the correct option (a, b or c) to complete each of the sentences (1–4).

- 1 The rate of inflation can help you calculate how much you should ...
 - a ask to be paid.
 - b spend on food.
 - c pay in taxes.
- 2 In an economically stable country, prices usually ...
 - a fall annually.
 - b stay steady annually.
 - c rise annually.
- 3 In 2008, Zimbabwe ran out of paper for printing money after prices ...
 - a doubled.
 - b tripled.
 - c halved.
- 4 A little inflation is a good thing if you ...
 - a loan money.
 - b owe money.
 - c save money.

- 4>  Test your memory. Look at the numbers and dates (1–4). Do you remember what they refer to? Watch the video again to check your answers.

- 1 1967 2 24 3 1920s 4 100

Authentic English

- 1> Look at the examples from the video and read the information in the box. What is the function of the questions in these sentences?

... the same Big Mac now costs \$3.99. **Why?** The answer is inflation.

So, is inflation bad? A small amount of inflation stops the threat of deflation ...

Questions to capture attention

We often ask questions to capture our audience's attention. We can do this to make our speech more dynamic, or to encourage our audience to think about what we are discussing.

- 2> Work in pairs. Read the introductions to the presentations below (1–4). Write one question for each to capture your audience's attention.

- 1 Some people are concerned that developments in artificial intelligence could have a negative effect on traditional jobs.

Have you ever worried that in the future a robot might be doing your job?

- 2 The way people consume entertainment has changed as a result of developments in technology.
- 3 More and more young people are going to university and this has an effect on the job market.
- 4 People are becoming increasingly aware of the importance of a healthy lifestyle.

Speaking

- 1> Work in groups. Are people worried about inflation in your country? Why/Why not?



Reading

- 1> Discuss in pairs. In the video, the speaker says the average cost of a burger in the USA was about \$4 in 2015. What is the average cost of a burger in your country now? Is this a good price compared to other things you can buy?
- 2> Read the online news article about global price indexes. Answer the following questions.
 - 1 What do global price indexes show?
 - 2 Why are they useful?
 - 3 Which European country is the most expensive for everyday items?
 - 4 The cost of a burger is the same in Brazil and the USA. In which country would it be considered expensive? Why?

The Price is Right

The cost of food is different depending on where you live, so comparing the prices of everyday food and drinks can be a useful tool for economists. Global price indexes can be used to check prices of food and other commodities around the world. Local prices can tell us a lot about the status of different produce and products in countries, and the strength of each country's currency. Knowing the price of different items in different countries relative to your own can also be helpful if you are planning a holiday or moving abroad.

For example, in Switzerland there is a very high standard of living and it is also the most expensive European country for food shopping. In the USA, a burger costs around \$5, and can be bought by just about everybody. On the other hand, in Brazil a burger may be similarly priced as in the USA but because incomes are lower, it would be considered almost a luxury food item.

Can you think of any other products that could be useful for a global price index? Post your comments below.

Glossary

commodities (n) something which can be bought and sold, especially a basic food product or fuel

Speaking

- 1> **PREPARE** Work in small groups. What is the average price of the following items? Do you think they are currently overpriced, underpriced or the right price in your country?
 - a cappuccino a loaf of bread a month's gym membership
 - a month's rent for a two-bed flat a mountain bike
 - a night in a hotel a pair of jeans a smartphone
 - a three course meal a train ticket
- 2> **PRESENT** Explain your ideas to your classmates, with reasons for your choices. Use phrases from the box below to help you.

Defending an idea

It seems clear that ...
In my opinion ...
The reason I think that is ...

Challenging an idea

I'm afraid I can't agree with you because ...
I'm not convinced that ...

- 3> **DISCUSS** Listen to the arguments from the other groups in your class. Do they have any different ideas? Try to reach an agreement about the best price for five everyday items.

Beyond the class

Why not try ...

finding out about the price of everyday items in several different countries?

6

THE WORLD TODAY VIDEOS

Bike mania



Comprehension

1> Work in pairs. Look at the picture. Discuss the questions.

- Where do you think the people are cycling?
- What are some problems of cycling in the city?
- What are some advantages of cycling over other forms of transport?

2> **00:00-01:44** Watch the first part of a news report about bike sharing schemes. Which of the sentences (1-4) is the best summary of the report?

- The problems of having a bicycle in Cárdenas, where cars are the main form of transport.
- Due to the economy, bicycles are the only form of transport in Cárdenas.
- Bicycles have lost and gained popularity over the years in Cárdenas.
- The different kinds of people who ride bicycles in Cárdenas.

Glossary

discouraged (adj) feeling it is useless to try to do something

poverty (n) a situation in which someone does not have enough money to pay for their basic needs

refurbish (v) to improve a room or object by cleaning, painting and adding new items

3> **00:00-01:44** Watch the first part of the video again. Choose the best option to complete each sentence.

- There *is one type / are different types* of bicycle in Cárdenas.
- In Cuba, bicycles used to be associated with *poverty / road problems*.
- The company Velo Cuba *sells / rents* bicycles.
- Cyclists have to deal with problems concerning *theft / safety*.

4> **01:46-03:14** What do you think are some differences between cycling in Cárdenas and other busy cities? Watch the second part of the video to check your answers.

Glossary

embrace (v) to completely accept a new idea or belief

intimidated (adj) feeling nervous of someone or something

subscribe (v) to pay money regularly in order to belong to a club or organisation

5> **01:46-03:14** Watch the second part of the video again. Are these statements true (T) or false (F)? Correct the false sentences.

- Free bicycles are used to motivate cyclists. T / F
- Moscow is similar to Amsterdam because of the cycle lanes. T / F
- Cycling can mean that you arrive at work on time. T / F
- Some people don't cycle because it's scary. T / F
- Cycling is a symbol for people who are environmentally aware. T / F
- Moscow has a bike sharing scheme but it's not popular. T / F

6> **01:46-03:14** Watch both parts of the video again. Are these statements true for Russia (R), Cuba (C) or both (B)?

- It is still not well adapted for cyclists. —
- Not many people use bikes yet. —
- Lots of people use bikes. —
- It needs to encourage people to cycle. —

Authentic English

1> Look at the example from the video and read the information in the box. Can you think of a synonym for *though* in this context?

Attitudes are changing, though.

though

We can use *though* to show a contrast with previous information or to add something surprising.

2> Rewrite these sentences using *though*. Change the punctuation where necessary. For some sentences more than one answer is possible.

- I love cycling but it's difficult here because of the traffic.
- I'm not a vegetarian but I don't eat red meat.
- It's a wonderful restaurant but it's very expensive.
- I love that part of Spain but the weather's usually terrible.

Speaking

1> Work in pairs. Do you cycle to school or work in your town or city? Why/Why not?



Reading

- 1> Work in pairs. Look at the picture of a bike sharing scheme. Are there any schemes like this in your town or city? If so, do you use them? Why/Why not?
- 2> What are some problems with these schemes? Read the news article and check your predictions. Do you agree with the article? Why/Why not?

BIKE SHARING



a

With millions of bikes in more than fifty countries, bike sharing schemes have fans everywhere. They are good for our health, good for the environment and of course, they help to ease traffic congestion. But despite this, surprisingly, some cities' schemes close after only a year or two. Why?

b

First of all, for the scheme to work you need a lot of bikes! And that can be a nightmare for local authorities to organise. The result? You need to employ a lot of people to make sure it runs smoothly.

c

Bike sharing schemes require high-quality bikes and good software, which is a very expensive business. In fact, it's an average investment of thousands of euros per bike. And you don't get much of a return on your investment because bike users and tourists usually don't want to pay a lot for this sharing service.

d

Cycling in many cities is dangerous, as many cyclists are simply not respected. For these schemes to work, cities need sufficient cycle lanes and careful drivers. This is not something that can happen overnight.

Glossary

congestion (n) a situation in which a place is crowded with people or vehicles

- 3> Match the headings (1–4) to the paragraphs (a–d) in the article.

- 1 High costs
- 2 The wrong attitude
- 3 Popular but short-lived
- 4 Practical concerns

Speaking

- 1> **PLAN** Work in groups. Discuss the pros and cons of bike sharing schemes in the city. Consider the following ideas.
 - ways to encourage more people to take their bikes to work
 - methods for funding the scheme
 - how to educate cyclists not to ride on pavements but to use cycle lanes
 - whether the city is a safe place for cyclists
- 2> **PRESENT** Present your ideas for and against bike sharing schemes.

In favour:

We could organise a 'car free day' in the city ...

Against:

We believe that spending money on schemes is a financial disaster.

- 3> **DISCUSS** Listen to the ideas from the other groups. Which arguments did you find most convincing? Why? Say whether you agree or disagree. Use the phrases in the box below to help you.

Agreeing

It's definitely true to say ...
There's no doubt ...
I couldn't agree more ...

Disagreeing

I can't agree that ...
It doesn't seem ...
You could say that, however ...

Beyond the class

Why not try ...

investigating alternatives to conventional bike sharing schemes?

7

THE WORLD TODAY VIDEOS

Food truck frenzy



Comprehension

- 1> Work in pairs. What kind of food do you normally buy when you eat out? Where do you normally go?
- 2> **00:00–02:12** Watch the first part of the video. What surprised you most about the unusual food truck at the start of the video?

Glossary

clientele (n) the customers of a shop, restaurant, etc.
emerging (adj) just beginning to exist or be noticed
hygiene (n) keeping yourself and the things around you clean, in order to prevent illness.

- 3> **00:00–02:12** Watch the first part of the video again and answer the questions (1–4).
 - 1 Why is Lazeez special?
 - 2 How many food trucks do they have?
 - 3 What was the problem in the first few weeks?
 - 4 Where do their hot dogs come from?

- 4> Test your memory. What do these different people say about Lazeez? Complete the gaps for each person.

Obaidullah: On a daily basis, we get 30 to 60 _____. It's mostly _____ who stop by.
Naveed: Some people thought that this was an _____ shop!
Nadim: People don't have time to _____ at their houses so Lazeez is a good _____.
Saifuddin: Since I'm _____ and the food is ready I eat from here otherwise I prefer _____ food because that is something substantial.

- 5> **02:13–03:51** Watch the second part of the video. What kinds of food are being sold from the trucks? Which country are these food trucks in?

- 6> What is the main point of the second part of the video? Choose the best option (1–3).
 - 1 Food trucks are becoming popular and now compete with restaurants.
 - 2 Food trucks in Washington are suddenly everywhere.
 - 3 There are problems of competition between food trucks.
- 7> **02:13–03:51** Watch the second part of the video again. Are these sentences true (T) or false (F)? Correct the false sentences.
 - 1 The square becomes an open-air restaurant all day. T / F
 - 2 The women in the video like that the food trucks are convenient and have a variety of food. T / F
 - 3 The food truck business is expanding by more than 18% every year in the USA. T / F
 - 4 The restaurant owner argues that restaurants have to follow more rules than food trucks. T / F

Glossary

amend (v) to make changes to something
envisage (v) to have something as a plan
explosive (adj) suddenly increasing
guidelines (n) official instructions about how to do something

Authentic English

- 1> Look at the sentence from the video and read the explanation in the box. Why is the expression *what's clear* used? What are some synonyms of *what's clear*?

What's clear is that here, as in other cities, these culinary rivals are going to have to cook up a compromise ...

What's clear

We use *what's clear* to show that something is obvious or to summarise information emphatically.

- 2> What do you notice about the words that follow *what's clear* in the example below?

What's clear is that food trucks are a great addition to the culinary scene.

- 3> Change these sentences so that you use *what's clear*.

- 1 It's obvious that corruption will never disappear.
- 2 I'm sure that there is no easy answer to this problem.
- 3 There's no doubt that they deserved to win the match.
- 4 Clearly, we still have a lot to learn.

Speaking

- 1> Discuss in pairs. Compare the first and second parts of the video, and answer the question.
 What different problems do the food truck companies face?

Reading

- 1> Discuss in pairs. Are food trucks popular where you live? What do they serve?
- 2> Look at the picture of another food truck, called The Great Grill Truck. What food do you think they sell? Why?
- 3> Read the article and check your answers.
- 4> Read the article again and answer the questions.

- 1 Why is the food truck called The Great Grill?
- 2 What is their main dish? What do they serve it with?
- 3 What makes their food truck special?
- 4 Where can you find their food truck?

Food on the move

The Great Grill Truck is the street version of The Great Grill, a family run Uruguayan Grill located in north London. With our food truck – a beautiful retro converted Citroën van – we cross London serving great Uruguayan food and drink.

The Great Grill Truck's mission is to sell the best and most delicious steak sandwiches in London! We grill prime beef from Uruguay, and serve it with roasted red peppers, rocket, chimichurri sauce (made from parsley, garlic, pepper, herbs, oil and vinegar) and optional grilled provolone cheese. Our bread comes from a local bakery in Bermondsey and we only use top quality produce from Borough Market and renowned suppliers. And our sandwiches only cost seven pounds each!

Our products stand out for their quality, good value, fresh ingredients, delicious taste and the care and attention to detail that we put into making them.

You can find The Great Grill Truck at food events and festivals all over London.

Glossary

prime (adj) of the highest quality
renowned (adj) famous and admired

Speaking

- 1> **PLAN** Work in groups. You are going to design your own food truck. Make notes on the following points.

Food Truck name: _____

- What kind of food will you serve? Will it be from a specific country or local food?
- Will the food change in different seasons?
- Will your food truck have healthy or vegetarian/vegan options?
- Who will your customers be? How will you attract them?
- How much will you charge for your products?
- How will you decorate your food truck?
- Where will your food truck be based? Will it travel?
- When will it be open?
- What makes your food truck special?

Our food truck will be called The Sweet Tooth Truck. We'll serve healthy cakes and biscuits. Yes, it's possible!

We'll be open early for breakfast until late afternoon, for tea and coffee.

We're going to be in the business part of town so we hope to attract office workers.

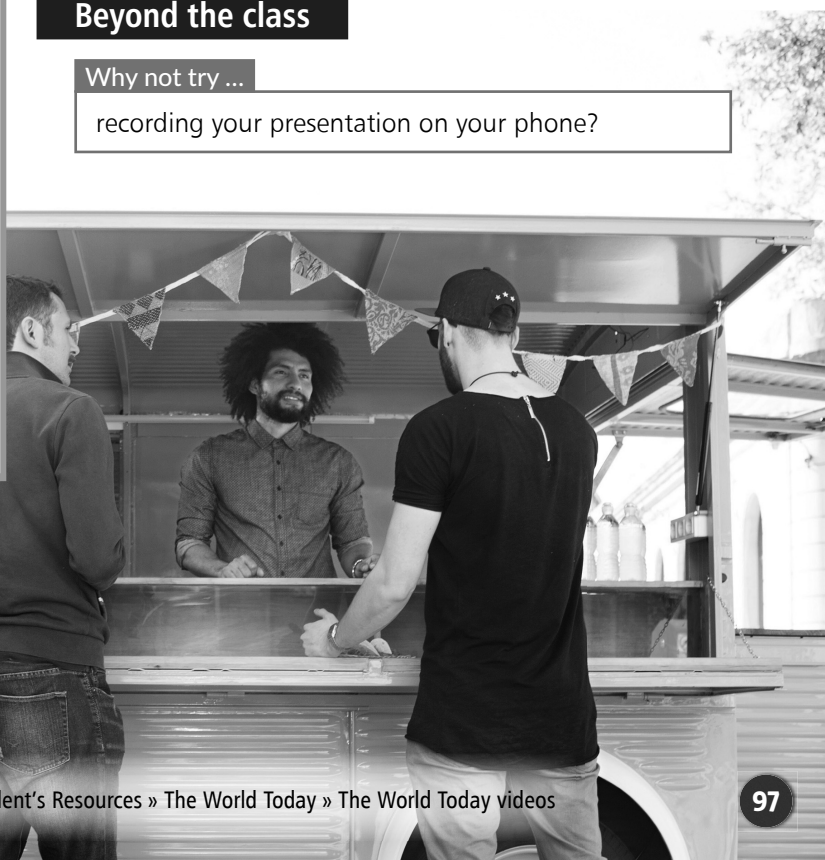
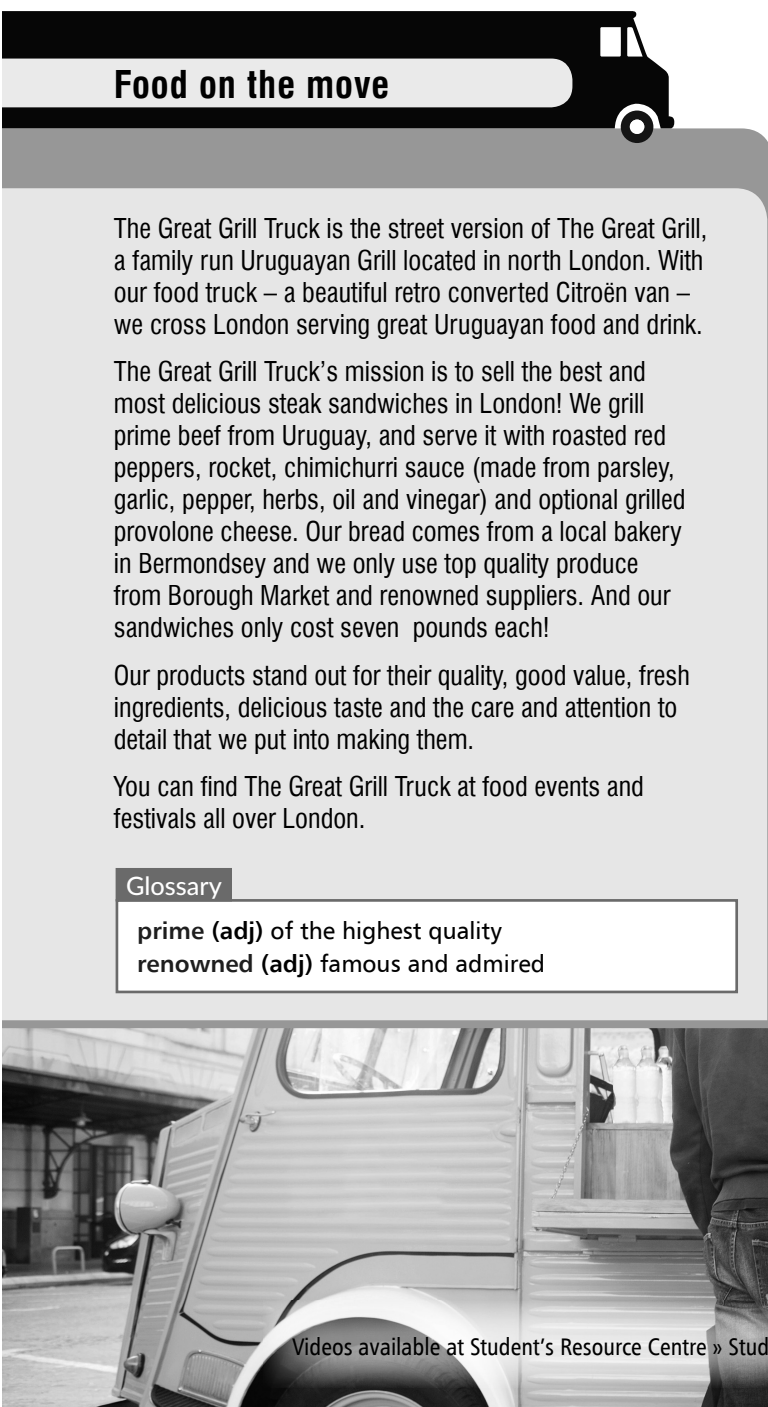
All our cakes and biscuits will be nutritious, have few calories and contain only the freshest, natural ingredients ...

- 2> **PRESENT** Present your designs to the class. Use the points above to help you organise your presentation.
- 3> **DISCUSS** Work in pairs. Were there any similarities or differences between the designs? Which is the most original? Which food truck would you like to eat at? Why?

Beyond the class

Why not try ...

recording your presentation on your phone?



8

THE WORLD TODAY VIDEOS

The future of search



Comprehension

- 1> Work in pairs. Read and discuss the questions.
 - 1 Look at pictures 1 and 2. What are the advantages of these methods of searching for information?
 - 2 Which method of getting information do you prefer?
 - 2> Work with another pair. Discuss some problems you might have when searching for information online.
 - 3> Watch a video about online searches. Which of the following are mentioned?

Libraries Social search Encyclopaedias
 Voice search Privacy
- Glossary**

relevant (adj) important to what is being considered

serendipity (n) finding pleasant or useful things by chance
- 4> Watch the video again. Choose the correct option in the following sentences.
 - 1 Google *was* / *wasn't* the first online search engine.
 - 2 Searches are getting *more* / *less* sophisticated.
 - 3 Touch screens and fiddly buttons make it *more* / *less* difficult to search.
 - 4 *Maps and menus* / *News and reports* are the kind of information that could appear if you search using Google glasses.
 - 5 The *problem* / *great thing* is that the searches only give us the information we want to see.
 - 5> Work in pairs and discuss the questions. Then watch the video again to check your answers.
 - 1 How does Google make money from its search function?
 - 2 How does Google know what people will like to see?
 - 3 What does Google do with your friends' links on social media?
 - 4 Why might you not have to search at all in the future?

- 6> What is the best summary of the video? Choose the correct option (1–3).

- 1 It's a positive message. The potential of online searches is really exciting.
- 2 It's a negative message. Search engines could be a threat to our privacy.
- 3 It's a mixed message. Search engines are becoming more sophisticated, but privacy is a worry.

Authentic English

- 1> Look at the example from the video and read the information in the box. Why do you think we change nouns to verbs? What other examples of verbing can you think of?

Everybody's **tweeting** and **liking** ...

Verbing

We can convert nouns into verbs (e.g. *to text*, *to message*) when there is a shared cultural knowledge of the noun.

Some short brand names can also become verbs, e.g. *to google*.

- 2> Replace the underlined part of each sentence with a word below.

wiki facetime whatsapp google

- 1 You should search online for the best hotel deals.
 - 2 Tom said he'd send a message to me.
 - 3 I don't know much about Marie Curie – I'll look online for information about her.
 - 4 Shall we have a video call later?
- 3> Work in pairs. Discuss how true these sentences are for you.
 - 1 I *photoshop* pictures to improve them.
 - 2 If I can't get a taxi, I just *uber*.
 - 3 It's good to *skype* because phoning can be expensive.
 - 4 I *instagram* a lot of things I eat.

Speaking

- 1> Work in small groups. Discuss the question.

Are you worried that search engines may have a negative impact on your privacy? Why/Why not?

Reading

- 1> Work in pairs. Match the ways of finding information to the sentences (1–6) below. More than one answer may be possible.

Shopping app Social media Wikipedia
Map app Travel guidebook Weather app

- 1 Directions to a place from your home. _____
- 2 Biographical information about a celebrity. _____
- 3 What your friends are doing this weekend. _____
- 4 What the weather will be like tomorrow. _____
- 5 Ideas for presents for family members. _____
- 6 A hotel in a city that you are going to visit. _____

- 2> Read the magazine article about Digital Detox. Is this something you would like to try? Why/Why not?

Digital Detox

Going offline

Spending two weeks without a smart phone seemed like a good idea. I had hoped that it would encourage me to actually meet up with friends, rather than just messaging them on social media. But after only a few days, I felt out of the loop. I missed a notification about a friend's birthday. I also forgot about an application deadline for a job I'd really wanted to apply for. Worse still, I missed an email from my cousin which said that she wouldn't be able to meet me at the weekend. I waited for her for thirty minutes before finally going home.

Positive points

After about a week, I stopped caring about status updates or what important emails might be sitting in my inbox and started to really enjoy being offline. One morning, I even bought a paper and read it in my garden – it was lovely! I usually just check the headlines on my phone on the way to work.

Staying connected

Going offline made me feel healthier, and it was good to get away from the constant updates on social media. But I must admit that I felt I was missing out on a lot. It was much more difficult to keep in touch with friends, to stay organised and to find out what was going on in the world. Whilst my two week break from technology was relaxing, I don't think I could 'detox' permanently – it would get pretty boring after a while.

Glossary

deadline (n) a specific time or date by which you have to do something
digital detox (n) a period of time during which someone stops using electronic devices
notification (n) an official announcement that something will happen

- 3> Are these sentences about the article true (T) or false (F)? Correct the false sentences.

- 1 The journalist was keen on trying digital detoxing. T / F
- 2 Being offline made him late for a job interview. T / F
- 3 He started enjoying the detox after a fortnight. T / F
- 4 The journalist changed his normal way of keeping up-to-date with world events. T / F
- 5 The journalist would consider staying offline. T / F

Speaking

- 1> **SPEAK** Work in small groups. Think of six different types of information.

Train timetables, football scores, ...

- 2> **PREPARE** Discuss how you search for information when you can, and when you can't use the internet. Use the words and phrases in the box below to help you.

Accessing information

What is the best way to find out about / investigate ...?
 Where do you usually look for information about ...?
 How can I research ...?
 Do you think it's more effective to ...?

- 3> **PRESENT** Compare your group's answers with the rest of your classmates'.
 4> **DISCUSS** Work in pairs. Did your classmates prefer online or offline searching? Why?

Lara prefers going to the library to do research as there are less distractions.

Beyond the class

Why not try ...

finding out about new online search engines?

1

LIFE SKILLS VIDEOS

Managing study time

Before watching

1> Complete the words in the Study glossary.

Study glossary

- 1 An **as** _____ is work you have to do as part of your studies or job.
- 2 A **de** _____ is a specific time or date by which you have to do something.
- 3 A **di** _____ is something that gets your attention and prevents you from concentrating on something else.
- 4 A **le** _____ is a teacher at a British university or college.
- 5 To **pr** _____ is to decide in what order you should do things, based on how important or urgent they are.
- 6 The word **sc** _____ can refer to a plan of activities or events and when they will happen, or the act of planning them.
- 7 A **ta** _____ is a job, activity or piece of work that you have to do.
- 8 **Time ma** _____ is planning when you do different activities so that you can use your time efficiently.

While watching

2a> **II** Watch the video and write the correct names.



Deana



Sam



Vanessa



Bea



Chris

Who ...

- 1 asks what type of support they can look for? _____
- 2 needs help balancing their free time with studying? _____
- 3 asks about help from other people? _____
- 4 wants to include more free time in their schedule? _____

2b> **II** Watch Deana's advice for Vanessa again. What do you think a 'study buddy' is? Write a definition.

2c> **II** VIDEO SKILLS Read the video skills box. Then watch again and complete Deana's advice.

- 1 The first thing she suggests Sam does is ...
- 2 The second thing is to complete a timetable by ...
- 3 The most important thing a study buddy can do is ...
- 4 Her second piece of advice to Bea is to ...
- 5 Deana first suggests that Chris ...
- 6 Two resources she mentions are ...
- 7 She suggests he uses a timer so he can ...

VIDEO SKILLS: Recognising paraphrasing

When people paraphrase things, they say them in different words to make things clear. These expressions introduce paraphrasing:

In other words, ... Or rather, ... So ...
Which means ... Basically, ...

3a> **II** Watch again and answer the questions.

- 1 What answers are the students referring to?

- 2 What type of questions do you think they answered?

- 3 Can you imagine what any of the questions were?

- 4 What same two pieces of advice does Deana give to two different people?

3b> What do you think Deana's best tip is? Why? What other advice would you give the people?

After watching

4a> Think about your time management skills. Do you have any problems organising your studies or balancing your study and leisure time? What question would you ask Deana?

4b> **SKILLS 4 LIFE** Set up a time management consultancy. Follow these steps.

- 1 You are going to give other people advice on their time management problems. Review Deana's tips and the other tips you thought of in 3b.
- 2 Ask friends, family members or classmates about their time management problems related to studies, leisure or work. Give them your advice.
- 3 Write a report for the clients of your consultancy. Briefly describe their time management problems and the advice that you gave them.

Reflect on it

Why do so many people have time management problems? As a society, what could we do to reduce them?

2

LIFE SKILLS VIDEOS

Evaluating jobs

Before watching

- 1> Circle one or both letters to show how the words and expressions relate to jobs.

Q: personal qualities you need

G: things a job gives you

- | | | | |
|----------------|-------|------------------------|-------|
| 1 challenges | Q / G | 2 communication skills | Q / G |
| 3 creativity | Q / G | 4 flexibility | Q / G |
| 5 patience | Q / G | 6 presentation skills | Q / G |
| 7 prospects | Q / G | 8 responsibility | Q / G |
| 9 satisfaction | Q / G | 10 training | Q / G |
| 11 variety | Q / G | 12 workload | Q / G |

While watching

- 2a> II VIDEO SKILLS Read the video skills box. Then copy the table. Watch the video and complete it with brief notes.



Deana



James



Tope

	Deana	James	Tope
Job			
Reasons for choosing job			
What he/she likes			

VIDEO SKILLS: Recognising emphasis

- Verbs and adjectives: I love, I'm passionate about
- Adverbs: always, constantly, definitely, actually
- Expressions: First and foremost, ... Most importantly, ... At the end of the day, ...
- Sentence structure:
What I love about ... is ...
The things I really enjoy are ...,
not just ... but also ...
not ... at all
I do like ... but ...

- 2b> II Watch again and make a note of the skills the speakers need.

Deana (6 skills) _____

James (3 skills) _____

Tope (3 skills) _____

- 3a> II Try and answer the questions from memory. Then watch again to check or complete them.

Who ...

- has to make boring things interesting?

- likes working in a team?

- helps people with real-life issues?

- was influenced by a teacher?

- likes doing manual work?

- had doubts about the workload of his profession?

- 3b> Which of the three jobs would you most like to do? Why?

After watching

- 4a> Look again at the skills that the three speakers need for their jobs. How many of these skills do you have? Which ones do you think you could develop? Are there any that you think you'll never have? Why?

- 4b> SKILLS 4 LIFE Write an advert for your perfect job. Follow these steps.

- First, make a list of your skills. Use those you identified in 4a, and then add more. Now make a list of the things you would look for in a job, even if you don't have a specific job in mind.
- Look at your lists and invent the perfect job to match your skills and expectations. Then think of a name for this new job.
- Write an advert for your new job.

Reflect on it

Why can it be so difficult for young people to know what they want to do when they finish studying? How can they solve this problem? Think of different ways.

3

LIFE SKILLS VIDEOS

Investigating food miles

Before watching

- 1> Read the questions and find out what the underlined words and phrases mean. Then answer the questions.

A question of food

- Do you worry about food miles when you buy things? Why/Why not?
- What locally sourced products can you buy in your shops?
- Is there a farmers' market (or produce market) in your area? If so, do you shop there?
- Do you ever have food delivered to your home?
- What seasonal fruit and vegetables are there where you live?
- Are there any successful agribusinesses in your area? What do they produce?
- What food products are shipped from your country to other parts of the world?

While watching

- 2a> **VIDEO SKILLS** Read the video skills box. Then watch the video and complete Ben's profile by writing one or two words in each gap.



Ben O'Brien used to live on a (1) _____, and became familiar with how quality food is produced and sold. In 2007 he moved to east (2) _____, and in 2009 he founded a business called (3) _____, which makes the same quality food available in his area. His store is located in an international (4) _____, and is open for (5) _____ hours every day.

VIDEO SKILLS: Understanding idiomatic expressions

You will hear the expressions below in the video. What do you think they mean? Think about the image they create, and then see if the image helps you to understand them in context.

from field to fork
come up with an idea
get a product from A to B

on your doorstep
the garden of England
wide open spaces

- 2b> **II** Watch again. What exactly do the underlined words mean or refer to?

- It's a bad thing.
- We should source them locally.
- They're a seasonal product.
- That uses a lot of energy.
- You have to do some complicated sums to work it out.

- 3a> **II** Watch again and answer the questions according to what Ben says.

- What's the simplest way to look at food miles?
- What else do you need to consider?
- Why does Ben's store import New Zealand lamb?
- Why is locally-sourced food sometimes more expensive?
- Why can the British flag on a product be deceptive?

- 3b> Would you buy food at Ben's shop? Why/Why not?

After watching

- 4a> Do you ever think about how and where the food you eat was produced? Why/Why not?
- 4b> **SKILLS 4 LIFE** Some fruit can be bought all year round. Find out how. Follow these steps.

- Make a list of fruit that you can buy all year round where you live.
- Choose at least two fruits. Go online and find out where the fruit is imported from when it's not in season where you live, how far it has to travel, how it is transported and any other relevant facts.
- Make a poster to inform your classmates about the fruit you chose to investigate. Present as much factual information in a simple format as you can.

Reflect on it

Some experts say that the way we produce and consume food is unsustainable. What changes would you be prepared to make to your food habits to help change things? Would you be prepared to pay more for food, only eat seasonal food or organic food, grow your own food, or become a vegetarian?

4

LIFE SKILLS VIDEOS

Learning about intelligence

Before watching

1> Match each type of intelligence with a set of abilities.

Types of intelligence

- | | |
|--------------------------|-----------------------|
| 1 LINGUISTIC | 4 MUSICAL |
| 2 LOGICAL & MATHEMATICAL | 5 BODILY-KINAESTHETIC |
| 3 SPATIAL | 6 INTERPERSONAL |
| | 7 INTRAPERSONAL |

Abilities

- a understanding and communicating with people ____
- b playing and composing music ____
- c reading and writing, talking and listening ____
- d understanding yourself and reflection ____
- e using numbers and reasoning ____
- f driving and navigating different vehicles ____
- g playing sports, acting and making things ____

While watching

2a> II You are going to watch a video with study tips for the seven types of intelligence in 1. Before you watch, write the type of intelligence you predict the tips below will refer to. Then watch and check your answers.



- notes in alphabetical order ____
- study in a quiet area ____
- use graphs ____
- think about real-life examples ____
- talk to a classmate ____
- use extensive notes ____

2b> II VIDEO SKILLS Read the video skills box. Then watch again and write any tips related to the different types of intelligence in 1 that are not included in 2a.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

VIDEO SKILLS: Dealing with unfamiliar words

Ask yourself these questions. If in doubt, write down the word you hear and try to look it up.

- 1 Is it another form of a word I know?
- 2 Is it a word I know pronounced in a different way?
- 3 Have I heard part of the word or phrase in another context? Does this help me understand it?
- 4 From the context, what does the word refer to (e.g. a person, an action, a concept ...)?
- 5 What other word in English or my own language would make sense in this context?

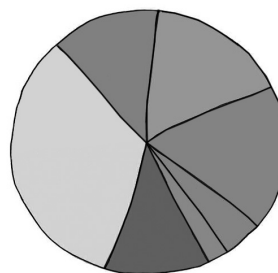
3a> II Watch again. Complete what the speaker says.

- 1 Organise your notes in alphabetical order so that ...
- 2 Think about real-life examples. This will help you ...
- 3 Talk to a classmate about ...
- 4 Study in a quiet area where ...
- 5 Everyone has more than one type of intelligence so ...

3b> Think about your study habits and those of people you know well. To what extent does the idea of different study tips working well with different types of intelligence make sense to you? Give examples.

After watching

4a> Look again at the seven different types of intelligence in 1. Draw a pie chart to show what the balance is between the seven types of intelligence in you.



4b> SKILLS 4 LIFE Find out about other ways to define intelligence. Follow these steps.

- 1 Search for information about how one of these people sees intelligence: Robert Sternberg, David Perkins, Carol Dweck. Or find out about another way to define intelligence.
- 2 Take notes on one definition of intelligence and what the implications are for how we should learn things at school.
- 3 Write a short summary of what you found out.

Reflect on it

Academic success is just one path to success after school. When you look at the successful people you know, what other abilities have made them successful?

5

LIFE SKILLS VIDEOS

Avoiding debt

Before watching

1> What's the difference between the words in each group (1–6)? Write brief definitions and use a dictionary if you need help.

- 1 spend earn save waste
- 2 borrow lend owe withdraw
- 3 cash interest charges purchase
- 4 loan budget debt overdraft
- 5 credit card debit card store card discount card
- 6 ATM cashpoint statement bank account

While watching

2a> **VIDEO SKILLS** Read the video skills box. Then watch Tope's advice on managing your money. Put the things he talks about in order.



Tope

- _____ sticking to a budget
- _____ contactless payment
- _____ adult responsibilities
- _____ avoiding wasting money
- _____ identifying real needs
- _____ recording what you spend

VIDEO SKILLS: Understanding natural speech

Speakers stress important words ...
so listen for these, not for every word.
Unstressed words have 'weak forms' ...
and are pronounced with an /ə/
to = /tə/
Letters run together or disappear
to be able to = /təbeiblə/
can have = /kənəv/
Informal abbreviations are used
going to = gonna

2b> **VIDEO SKILLS** Watch again. Note what Tope says.

- 1 Three responsibilities of adult life:

- 2 A question to ask yourself before you spend money:

- 3 A question to ask yourself in order to save money:

- 4 A way to control what you spend when you go out:

- 5 What young people often spend their money on:

- 6 An easy way for teenagers to record their spending:

- 7 Tope's definition of a need:

3a> **VIDEO SKILLS** Watch again. Write down Tope's three main messages.

- 1 _____
- 2 _____
- 3 _____

3b> Put the messages in order of importance for you. Then explain why you chose that order.

After watching

4a> Think about your finances and about Tope's advice. If you could talk to Tope, what would you ask him for help with? What advice do you think he'd give?

4b> **SKILLS 4 LIFE** Find other money tips for teenagers. Follow these steps.

- 1 Carry out an online search with a phrase like this: Money tips for teenagers.
- 2 Visit at least three of the pages the search brings up, and make notes on any tips that Tope doesn't mention for managing your money and avoiding spending more than you have.
- 3 Write up your tips in a form you can show to your classmates. Give your tips a title: [Your name]'s top [number] money tips.

Reflect on it

If you only spent money on things you really needed, how little money could you survive on? How hard would you find it to live that way? Explain why.

6

LIFE SKILLS VIDEOS

Understanding nutrition

Before watching

- 1> Think about your answers to the questions and write brief answers. Use these words to help you.

ad campaigns availability education fast food
healthy options posters taxes

- 1 Does your school/university encourage healthy eating?

- 2 Does the government encourage healthy eating?

- 3 What tactics encourage you to eat healthily?

- 4 What would discourage you from eating healthily?

- 5 How would you encourage healthy eating?

While watching

- 2a> **VIDEO SKILLS** Read the video skills box. Then watch four university students answering the questions in 1. For each question, circle the option that best reflects their answers.



Sam Bea Chris Vanessa

- 1 Their answers to the first question are ...
a mostly yes. b mostly no. c half yes, half no.
- 2 Most of them say the government ... encourage people of their age to eat healthily.
a does b doesn't c shouldn't
- 3 Their answers to the questions are ...
a similar. b the same. c different.
- 4 Most of the answers refer to ...
a food in general. b particular foods. c food labelling.
- 5 Most of them think the key to eating more healthy food is ...
a school menus. b its availability. c more information.

VIDEO SKILLS: Influencing people's behaviour **Persuading people to do things**

encourage sth/someone to do sth promote sth
tempt someone to do sth put someone off doing sth
make sth tempting make sth available/accessible

Forcing people to do things

make sure/ensure sth happens
make someone do sth forbid/prohibit sth
tell someone (not) to do sth force someone to do sth

- 2b> **Watch again and answer the questions.**

- 1 What negative comment do the speakers make about eating options at university?

- 2 What government action on healthy eating do the speakers mention?

- 3 What specific tactics to encourage healthy eating do the speakers agree with?

- 4 Which speakers are against the idea of prohibiting certain types of food?

- 3a> **Watch again. Match each speaker with one of the summaries below.**

- 1 _____ is happy with the healthy food available, but says it's more expensive than less healthy options and needs to be easier to eat on the go.
- 2 _____ thinks healthy options and information need to be available, but we must all make our own eating choices.
- 3 _____ thinks there are enough healthy options available at university, but better education and school menus would help change bad habits.
- 4 _____ believes in positive campaigns and thinks healthy eating is promoted, despite mixed messages from the government.

- 3b> **Who do you identify most with? Why?**

After watching

- 4a> **Look again at 1. After listening to the speakers, do you want to change or add to your answers?**

- 4b> **SKILLS 4 LIFE** Write a letter to your government about a food issue. Follow these steps.

- 1 Choose an area of nutrition that concerns you. Use one of these issues, or think of another one: added sugar, saturated fat, organic food, factory farming.
- 2 Do some research about the issue. Find out if there are any health risks related to the issue. Be careful to note whether the risks are scientifically proven or not.
- 3 Write a letter to the leader of your country. Tell him/her why you're concerned about the issue, and what action you think the government should take.

Reflect on it

It is often more expensive to eat healthily, which means that some families find it harder to give their children healthy options. Do you think this is fair? What could we do to address this inequality?

7

LIFE SKILLS VIDEOS

Bringing ideas to life

Before watching

- 1> Complete the overview of crowdfunding with these words.

back campaign ground life platform
raise reward

Crowdfunding is a way for entrepreneurs to get their projects off the (1) _____ without going to a bank for money. The idea is that by getting small financial contributions from a lot of people, you can (2) _____ enough money to bring your ideas to (3) _____. The process starts with a proposal that needs funding. This is promoted on an Internet site called a (4) _____, which allows people to find out about the project and decide if they want to (5) _____ it. If the project's promotional (6) _____ is successful, it gets the money it needs, usually in return for some type of (7) _____ for its backers.

VIDEO SKILLS: Understanding adverbs

Check you understand these adverbs. Use a dictionary to help you.

Ordering things
firstly, secondly

Saying how
wisely, directly

Expressing how much or often
considerably, mainly, generally

Adding emphasis
basically, simply, actually, obviously, fortunately

While watching

- 2a> II Watch the video and complete the description of James' project.



James

Project: (1) _____
Platform: (2) _____
Number of backers: (3) _____
Money raised: (4) _____
Money used for: (5) _____

- 2b> II VIDEO SKILLS Read the video skills box. Then watch again and complete the sentences with no more than five words.

- 1 Crowdfunding was essential because ...
- 2 He chose the platform because it offered ...
- 3 This makes it possible to ...
- 4 The film crew helped by ...
- 5 The video consisted of ...
- 6 The film is a ...

- 3a> II Watch again and answer the questions.

- 1 Why is he pleased with the film?

- 2 Why did he choose to make the video very personal?

- 3 What is his film about?

- 4 What mistake did he make?

- 5 What was the consequence of this mistake?

- 6 What's the advantage of getting money through crowdfunding?

- 3b> Are you surprised that James got funding for his project? Why/Why not?

After watching

- 4a> Take a moment to dream. Think about a project you would love to get off the ground. What is it? If you made a video to promote it, what would be in your video?
- 4b> SKILLS 4 LIFE Find a project to back. Follow these steps.
- 1 Go online and find the name of some popular crowdfunding sites.
 - 2 Choose one of the sites and read about some projects that you find interesting.
 - 3 Choose one of the projects and pretend you're going to back it. Write a message for your friends, telling them about the project and why you're backing it. Try and persuade them to back it, too.

Reflect on it

Think about the different types of projects that can be crowdfunded – recording a CD, starting a business or charity, funding a political campaign, etc. What different motives do you think people have for backing projects at crowdfunding platforms?

8

LIFE SKILLS VIDEOS

Helping a charity

Before watching

- 1> Do the charity challenge. You have three minutes to complete the task.

THE CHARITY CHALLENGE!

Complete the form about charities.

- 1 Three different types of charity:

1 _____
2 _____
3 _____

- 2 Three ways to raise money:

1 _____
2 _____
3 _____

- 3 Three ways to make donations:

1 _____
2 _____
3 _____

- 4 Three ways a charity can promote itself:

1 _____
2 _____
3 _____

VIDEO SKILLS: Recognising synonyms

Speakers often use synonyms to avoid using the same words. Complete the synonyms below.

give/do _____ money raise/co _____ money
help/ca _____ f _____ someone organise/p _____ o _____ events
a good cause/a pu _____

- 2b> II Copy the table. Then watch again and complete it with brief notes.

	Their fundraising activities	Best way to raise money
Sam		
Vanessa		
Bea		
Chris		

- 3a> II Watch again. Who ...

- helps charities that help people they know?

- helps charities that they or people they know do work for? _____
- emphasises the importance of doing charity work in addition to fundraising? _____
- is against putting pressure on people to give money?

- mentions the importance of knowing where your donations go? _____

- 3b> Did you hear any opinions on the video that you disagree with? Which ones? Why?

After watching

- 4a> Have you ever done any work for charity?

Yes: Describe what you did.

No: If you did some charity work, what type of charity would you want to support? Why?

- 4b> SKILLS 4 LIFE Find out about a well-known charity. Follow these steps.

- Choose one of the charities you wrote down in 1, or think of another one.
- Go to the charity's website and read about the charity, its history, its work, how it raises funds, who makes donations, etc. Make notes as you do this.
- Present your notes in the form of a fact file on the charity that you can show to your classmates.

Reflect on it

You see a group of people raising money for charity in the street. How do you feel? Why? How do you think the charity sees the situation?

While watching

- 2a> II VIDEO SKILLS Read the video skills box. Then watch the video and write brief notes to answer the questions.



Sam



Vanessa



Bea



Chris

- Which speakers have done fundraising for a charity?

- What types of charities do they mention?

- What ways for charities to promote themselves do they mention?

9

LIFE SKILLS VIDEOS

Using technology for study

Before watching

1> Think of at least one way in which the following things can help you with your studies.

1 A tablet or laptop:

2 The Internet:

3 Your education centre's website:

4 A mobile phone:

5 A messaging app:

6 A social networking website:

While watching



Sam



Vanessa



Bea



Chris

2a> **II** Watch the video. Tick (✓) ...

- 1 the things (1–6) that the speakers mention.
- 2 the things you wrote in 1 that the speakers also mention.

2b> **II** VIDEO SKILLS Read the video skills box. Then watch again and make a brief note of the six advantages and two disadvantages of technology for studying that the speakers mention. Focus on the main points, not the details.

Advantages

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Disadvantages

- 1 _____
- 2 _____

VIDEO SKILLS: Recognising the main points and supporting details

Speakers usually make a main point and then give examples, explanations, details, consequences or conclusions.

Listing points: also, as well

Examples: for example, for instance, including, like

Explanations, details: because, and that's, which

Consequences, conclusions: so, as a result

3a> **II** Watch again. Write who says these things about the future of technology in teaching.

- 1 _____ is/are positive about technology.
- 2 _____ is/are worried about technology.
- 3 _____ think(s) being with a teacher is a vital part of learning.
- 4 _____ think(s) that technology will never completely replace teachers.
- 5 _____ want(s) technology to enhance the learning experience.
- 6 _____ think(s) technology could save the student and teacher time.
- 7 _____ think(s) technology will make accessing information even easier.

3b> Which statements in 3a reflect your own opinions? Write 'Me too'. Then explain why.

After watching

4a> Blended learning is a mix of face-to-face learning and learning online. Think about your English classes. What do you think you could study online? What do you think it's best to do in class? Explain why.

4b> **SKILLS 4 LIFE** Invent a digital product that would make learning English easier. Follow these steps.

- 1 Think of an idea – a technological breakthrough that would make it easier for people to learn English. Your idea could be serious or it could be closer to science fiction. Use your imagination!
- 2 Think about how your idea will work and how easy or difficult it will be to put the idea into practice.
- 3 Write a letter to a group of investors outlining your idea and asking for finance to start working on it. Try and convince them of its benefits.

Reflect on it

Some workers in Silicon Valley in California send their kids to schools where teaching is done without technology. Why do you think this is? Do you think technology really improves education?

10

LIFE SKILLS VIDEOS

Analysing news stories

Before watching

1> Match the words and expressions (a-h) with the definitions (1-8).

a biased b citizen journalism c footage d go viral
e live feed f news station g reliable h scoop

- 1 ____: a media connection that allows you to watch content in real time
- 2 ____: the reporting of news events by the public using mobile technology
- 3 ____: film of a particular event
- 4 ____: become popular very quickly on the Internet
- 5 ____: a company that broadcasts television or radio news
- 6 ____: that can be trusted to be accurate
- 7 ____: a big news story that one news organisation broadcasts before others
- 8 ____: preferring one idea to another in an unfair way

While watching

2a> You are going to watch four people debating citizen journalism. Before you watch, do you think these arguments will refer to citizen journalism (CJ), mainstream journalism (MJ) or both?



- | | |
|-----------------------------|---------|
| 1 It's fast and immediate. | CJ / MJ |
| 2 It's personal. | CJ / MJ |
| 3 It's reliable. | CJ / MJ |
| 4 It tells the whole story. | CJ / MJ |

II VIDEO SKILLS Now read the video skills box. Watch the video and circle the way the speakers use the arguments.

VIDEO SKILLS: Following a debate

Giving an opinion

I think ..., For me, ...
I (always) find that ...
If it was me I'd ...

Responding to an argument

Yes, but ...
It might/may be ..., but ...
But don't you think that ...?
..., but you can't deny that ...

Contrasting arguments

but actually, whereas,
while

Introducing an explanation

I mean, ...

Adding to an argument

On top of that, ..., ... as well
To expand/Expanding on that, ...

2b> II Are these extracts used to defend or criticise CJ or MJ? Write, for example, *for/against* CJ. Then watch again and check your answers.

- 1 'You feel like you're there.' _____
- 2 They 'wait until they've got all of their sources'.

- 3 'The thing is going to be fact-checked ... more afterwards.' _____
- 4 'You have to have everything set up.' _____
- 5 'There's more control.' _____
- 6 'Just a thirty-second snippet.' _____

3a> II Watch again and answer the questions.

- 1 What example does Girl A give of the advantage of speed in CJ?

- 2 What examples are given which argue that both CJ and MJ have a 'competitive mindset'?

- 3 What does Girl B say about the negative effect of social media on CJ?

- 4 How is the Holborn fire used to defend both MJ and CJ?

- 5 What danger of CJ does Girl B mention at the end?

3b> Which side of the debate made the best case? Why?

After watching

4a> Where would you go to find out about a story in the news? Is it a reliable source of news?

4b> SKILLS 4 LIFE Write a visitor's guide to the press in your country. Follow these steps.

- 1 Make a list of some popular newspapers, TV channels and radio stations in your country. Make notes on each one in these areas.
News: local, national, international?
Tone: serious, sensationalist, humorous ...?
Style: objective, biased, political ...?
Audience: young, older, workers, executives ...?
- 2 Do some research in your own language to find out more about the way the media on your list present news. Make your notes in English.
- 3 Write your guide. It should be divided into appropriate sections and allow a visitor to choose the best option for them to get news in your country.

Reflect on it

Some people claim that we live in a post-factual world. What do you think this means? What are the consequences if this is true?

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17 (heart), 18 (palette and a brush), 19 (couple, two women,
parents with a son), 20 (speech bubbles with an x, books),
21 (girls), 22 (family, two people hugging), 23 (1, 2, 3),
27 (woman), 31 (men in the water), (man and woman at
work), 33 (laptop with notifications), 35 (CPR mannequin),
37 (car accident scene), 38 (boy), 39 (woman and nature),
40 (woman in bed), 41 (snail, female boxer, hands with
hearts), 42 (bill), 43 (man on a bench), 45 (boy), 46 (UNICEF
logo), 48 (people in a classroom), 49 (UN logo, UN
premises), 50 (girl, barbed wire), 51 (man voting, people
voting, classroom), 52 ('vote' image), 54 (deforestation),
59 (seahorse), 62 (raccoon, city), 63 (sheep, green house,
earth poster), 64 (food theme collage), 65 (earth on a fork,
plate and cutlery), 69 (pizzeria, pizza), 70 (donation box),
72 (Middle Ages dinner), 73 (streetfood), 74 (scooter, e-book

reader, coffee machine), 75 (man, drone, laptop, robot
hand), 77 (woman), 78 (internet address), 79 (3D printer, leg
implant, 3D hoop, lemon, 3D chain), 80 (human organs box),
81 (smartwatch), 82 (water bottle), 86 (party), 87 (couple
with cake, couple in hats, party), 88 (computers), 89 (smiling
man, man with beard, woman), 91 (people on bikes, woman
climbing), 92 (banknotes, coins), 93 (fruit, map), 94 (people
on bikes), 95 (bikes), 96 (people eating), 97 (foodtruck),
98 (1, 2), 99 (couple).

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