MARTA **ROSIŃSKA**
LYNDA **EDWARDS**
GREGORY J. **MANIN**



NEW PASSWORD

B2

Nr MEiN 1131/3/2022

STUDENT'S BOOK

macmillan education

Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: dr Izabeli Kraśnickiej, dr. Łukasza Salskiego, dr. Pawła Zakrajewskiego.

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MARTA **ROSIŃSKA**
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NEW PASSWORD

B2

Uwaga! Podręcznik wieloletni. Odpowiedzi do zadań z ikoną zapisuj w zeszycie.

STUDENT'S BOOK

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Unit 4 easily confused words; phrasal verbs; idioms
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Unit 2 *both, either, neither*
Unit 3 *which* with non-defining relative clauses
Unit 4 reported speech
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1 FACT AND FICTION

VOCABULARY

TV shows











1 What are the last three things you watched on television? Did you watch them live, recorded or online? Did you enjoy them? Why? / Why not?

2 Match the pictures a–e with the types of TV programmes below. Can you give an example of each kind of programme on Polish TV?

magazine programme · sitcom · game show · chat show · party political broadcast · lottery show · documentary · TV series · quiz show

3 CD 1.01 Listen to two people talking about what was on TV the previous night. What sort of programmes did they watch?

1 Nina: ____ 2 James: ____

4 Replace the underlined parts of the questions with the phrases below. Then ask and answer the questions in pairs.

is long-running · a large audience · streaming services · you can vote for someone · peak viewing times · broadcast live · to keep up with the latest events

1 What programmes have you seen recently which are shown at the same time as they happen?
2 What sort of programmes are shown at the most popular times for viewers?
3 Name a TV show that has been on TV for a long time.
4 Name a programme that has been watched by a lot of people recently.
5 Name a programme that helps people to get information about recent events.
6 What programmes do you usually watch via online providers of entertainment?
7 Name a programme in which viewers can phone in to choose a winner.

5 Complete the sentences with the adjectives below and your own ideas.

addictive · hilarious · thought-provoking · educational · entertaining · factual · memorable · fictional · moving

1 Documentaries are ____ programmes, whereas most dramas are ____. The best drama I've ever seen was ____.
2 I often cry while watching films. One of the most ____ moments in a film for me was ____.
3 I like programmes that make me think. The most ____ programme I've seen recently was ____.
4 I love having a good laugh. One ____ programme I've seen this year was ____.
5 Once I start watching a reality show, I can't stop because they're so ____. One of the worst for me was ____.

VOCABULARY CHALLENGE! Unit 1, page 108, exercise 1

6 WHAT DO YOU THINK? Work in pairs and discuss the question. Use the prompts below to help you.

Do you think that the habit of watching live television will disappear in the future since streaming services are becoming so popular? Why? / Why not?

- **No:** routine • watching together • variety of channels to choose from
- **Yes:** busy lives • variety of films and programmes • convenience

GRAMMAR 1

present tenses

1

1 CD 1.02 **LANGUAGE IN CONTEXT** Read and listen to the dialogue. Would you like to watch this show? Why? / Why not?

Betty Hi Adam! What are you watching?

Adam I'm watching a programme called *Would I Lie to You?* To be honest, I watch it quite often. It's a TV comedy panel show which has been running for twelve years. Have you ever seen it?

Betty No, I haven't. What is it about?

Adam Well, there are two teams that compete against one another. The team members try to make the other team believe some crazy stories. Sometimes they tell the truth, but often they lie through their teeth. The programme is getting funnier and funnier despite the fact that it's been on for so long. I've been watching it since I started high school, I think. I just love it!

Betty I can see! What are you doing after that? I'm going out for a meal with my friends. I've been studying the whole day, and I'm tired. I need to chill out. Do you fancy joining us?

Adam I've ordered a pizza, and it's on its way. Plus another of my favourite series starts at 5.00, so I'd better stay at home.

Betty OK. Just don't forget to take the rubbish out. I've just cleaned the kitchen, and we don't need any mess there! See you later!

2 **ANALYSE** Look at the underlined sentences and explain why you think the given tense has been used.

3 Match each tense (1–4) to its use (A–D). Then find one underlined sentence in exercise 1 to match each type of use.

1 present simple **2** present continuous
3 present perfect **4** present perfect continuous

A
habits • states and preferences • actions that happen repeatedly • actions in timetables/schedules

B
situations which started in the past and continue in the present • situations which have already happened but whose results we can see • situations which have happened recently • situations which have happened in your lifetime

C
actions happening now • changing/developing situations • future plans

D
actions continuing up to the present moment and likely to continue • actions continuing up to the present moment with visible results

4 Match the expressions to the tenses in exercise 3 with which they are most often used. Which expressions can be used with more than one tense?

for, since, at the moment, usually, so far, yet, for ages, before, never, hardly ever, just, still, often, currently, ever, three times in my life, tonight, on 1 September, recently, lately, now, tomorrow, twice a day, monthly, second, third

5 **PRACTISE** Complete the questions using the words below. There are three extra words. Then work in pairs and answer the questions.

often for more than once already currently daily ever

1 Have you ____ wanted to work for TV? Why? / Why not?
2 How ____ do you watch TV series? Which ones?
3 Which TV shows are ____ trending on Polish TV? Do you find them interesting? Why? / Why not?
4 Which films have you watched ____ in your life? How many times? Why?



6 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.

1 I hardly ever ____ (***watch***) any comedy shows on TV. They ____ (***not interest / I***).
2 How long ____ (***they / show***) this programme on TV for? I think it ____ (***be***) on for ages.
3 What book ____ (***you / read***) at the moment? What ____ (***you / like***) about it the most?
4 Matt ____ (***never / see***) any episodes of *Friends*! I ____ (***watch***) every single one of them.
5 ____ (***Teresa and Tom / come***) with us to the party? I ____ (***just / hear***) she caught some stomach bug.

! Watch out

With ***It's the first time*** we use present perfect.
It's the first time I've heard about this programme.

7 Complete the sentences so that they are true for you. Use the ideas in brackets.

1 It's the first time I ____. (write about some food)
2 It's the first time my brother ____. (write about some place)
3 It's the first time my parents ____. (write about some TV programme)

8 **NOW YOU DO IT** Write some information about actions which:

- you do frequently,
- you are doing currently in your life,
- you have already done this year,
- you have been doing for some time.

9 Work in pairs and tell your partner about the different things in exercise 7. Your story can be true or false. Your partner must decide if you are telling the truth.

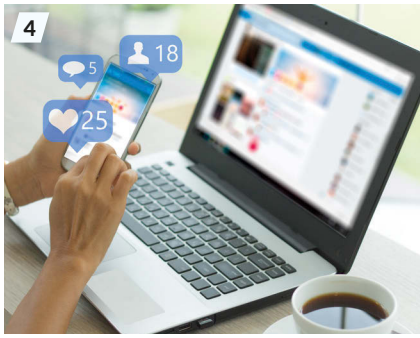
1 LISTENING AND VOCABULARY

listening for gist and detail • the news • adjectives and prepositions









1 What are the advantages and disadvantages of using these different news sources (1–4)? How do you keep up to date with the news?

2 Match the adjectives with the definitions below.

neutral	prejudiced	immediate	impartial
biased	reliable	objective	

1 a point of view which is influenced by someone or something: ___, ___
2 a point of view which is not influenced by anyone or anything: ___, ___, ___
3 you can depend on the truth of this news: ___
4 you get this news quickly: ___

3 CD 1.03 Listen to five speakers talking about the different news sources in exercise 1. Match the speakers with the news sources they prefer. One speaker does not have a preference.

Speaker 1: ___ Speaker 3: ___ Speaker 5: ___
Speaker 2: ___ Speaker 4: ___

4 CD 1.03 Listen again and match statements A–F with speakers 1–5. There is one extra statement.

This speaker
A likes that people share their opinions about recent news.
B is happy to read news with a political opinion.
C feels they need to rely on multiple sources of news.
D thinks older people are old-fashioned in the way they get news.
E believes news should not be controlled by people with power and money.
F is concerned that one particular news source may provide false information.

5 Complete the sentences from the recording with the prepositions below.

for	in	of	towards	to	at

1 They're full ___ lots of different topics.
2 ... newspapers are biased ___ one political party.
3 I'm addicted ___ social media sites.
4 ... to find something that I'm interested ___ reading!
5 The channel ... is excellent ___ presenting the news clearly.
6 They're responsible ___ spreading a lot of lies.

! Tip

Remember that the verb which follows an adjective plus a preposition should be in the *-ing* form.
I'm interested in learning new things.

6 Translate the Polish parts of the sentences into English.

1 I'm completely ___ (*uzależniona od oglądania*) the TV gossip show that follows the news. I simply love it!
2 The presenter is ___ (*dobry w objaśnianiu*) the importance of news events.
3 That celebrity is ___ (*odpowiedzialny za inicjowanie*) a new fashion trend.
4 I'm ___ (*nie jestem zainteresowana słuchaniem*) to you talking about your favourite TV show!

7 Complete the questions with appropriate prepositions. Then ask and answer the questions in pairs.

1 What are you most concerned ___ in the news right now?
2 Have you been angry ___ anyone recently? If so, why?
3 What TV programmes are you most fed ___ with?
4 Are you aware ___ what's happening in other major countries right now?
5 Are you curious ___ anything you've seen on the news recently? If yes, what?

8 CD 1.04 Listen to a girl talking about a programme she watched and answer the questions.

1 What was the topic of the TV programme the girl watched?
2 What was the journalist's opinion?
3 How did she support this opinion?
4 What does the girl think about this opinion?
5 Why do the media usually lie in the wartime, in the speaker's opinion?

VOCABULARY CHALLENGE! Unit 1, page 108, exercise 2

9 WHAT DO YOU THINK? Work in pairs and discuss the question.

Do the media and politicians always tell the truth? Should they? Why? / Why not?

GRAMMAR 2

past tenses; *used to*

1

1 What's your favourite YouTube channel? Why do you like it?

2 LANGUAGE IN CONTEXT Read the text. What do Zoe and Ryan have in common?



Zoe Sugg (Zoella) is an English fashion and beauty vlogger and YouTuber. Zoe **was working** as a trainee at an interior design firm when she **started** her own blog where she **wrote** mainly about beauty and fashion. She **had had** over 540 mln visits by the time she celebrated the first anniversary of her blog. That success inspired her to set up her own YouTube channel. At the time she **was** also **working** for a well-known British clothes chain shop, which only helped her career.



Ryan is one of the top--earning YouTubers despite his young age. When he was about four, he **was playing** a lot, and while he **was playing**, he **was talking** about his toys. He **would often point** out what made them interesting to play with. His parents **had been keeping** a video record of his reviews for some time before they **decided** to help him set up his own channel. They **used to have** doubts about this kind of career for their son, but now the boy has over 30 million subscribers! Clearly, he **was born** with a silver spoon in his mouth!

3 ANALYSE Read the fragments in bold in exercise 2. What tenses and structures have been used? What do you remember about how we use them? As a class, discuss the rules for using the tenses.

4 Complete the rules with the names of the tenses and structures from exercise 3.

1 We use ___ to talk about actions which were completed in the past at a specific time or were repeated in the past.
2 We use ___ to describe actions which were in progress in the past and were interrupted by a shorter action. It can describe the background of a story.
3 We use ___ and ___ to talk about actions which happened regularly in the past but no longer happen.
4 We use ___ to describe actions which happened before other actions in the past.
5 We use ___ to talk about actions which were in progress before other actions in the past.

! Watch out

We use ***used to*** to talk about both past states and actions while we use ***would*** only to refer to past actions.

We used to be happy children. We used to play a lot.
~~We would be happy children~~. We would play a lot.

5 WHAT'S RIGHT? Choose the correct sentence.

1 I would watch this channel when I was younger.
2 I was watching this channel every day when I was younger.
3 I had watched this channel when I was younger.

6 PRACTISE Complete the sentences with the correct form of the verbs in brackets.

I was very worried because I [1] ___ (***not have to***) perform in public. It was my first time, and I [2] ___ (***do***) everything possible to calm down. At the same time, I [3] ___ (***feel***) great; I [4] ___ (***nominate***) in the Best Video Clip category! Yet making clips wasn't as stressful as giving speeches.

7 PRACTISE Write the sentences using the prompts and past tenses. Add any necessary words.

1 We / record / videos / when / electricity / go / off.
2 Joe and I / be / friends / before / we / go / university.
3 you / use / play / video games / when / you / be / child?
4 What / you / do / all / day / yesterday?
5 We / drive / ages / before / we / find / the right hotel.

8 Complete the second sentence so that it means the same as the first.

1 We haven't seen any good clips since last month.
The last time we ___ last month.
2 My grandfather used to read a lot to us.
My grandfather would ___.
3 I already had an invitation from Tim before you told me about the event.
Tim ___ an invitation before you told me about the event.
4 It was my first time in India.
I ___ before.

GRAMMAR CHALLENGE! Unit 1, page 108, exercises 1 and 2

9 NOW YOU DO IT Complete the sentences so that they are true for you. Compare your answers with a partner. Ask further questions to find out more details.

1 When I was a child, I used to watch ___.
2 When I was doing my homework yesterday, ___.
3 The last YouTube clip I watched was about ___.

10 Use all the tenses you have learnt in the two lessons to write a story about an imaginary or real YouTuber who has become popular. Include details from his or her professional and private life.

1 READING AND VOCABULARY

reading for gist and detail • artists and their work

1 Read the names of different forms of art and rank them from the most to the least interesting for you. Which is your top favourite? What do you enjoy about it?

ballet painting photography performance art
theatre sculpture street art

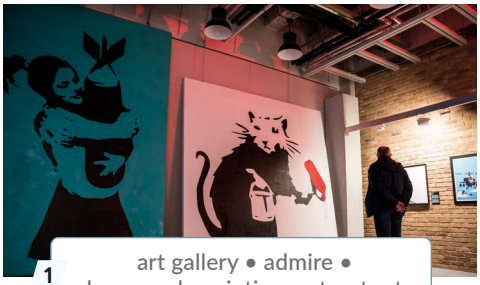
2 Put the words below into three categories. Then name the categories.

sculptor performance painter sculpture statue
still life clay paintbrush watercolours wood
performer happening (self-)portrait video projection
canvas mural masterpiece roller brush
stencil spectacle

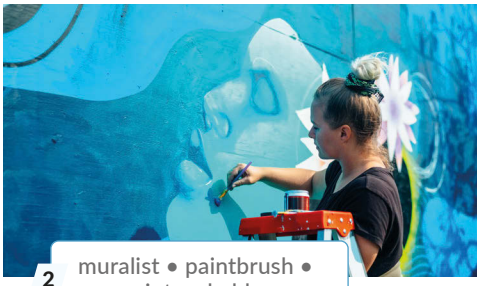
3 Work in pairs and answer the questions.

1 Which of the works of art from exercise 2 would be the least interesting for you to look at? Why?
2 Have you ever taken part in or watched a street happening or performance? If so, what was it like? If not, would you like to? Why? / Why not?
3 Do you prefer abstract or realistic art? Why?
4 If you could own a famous work of art, what would it be? Why?

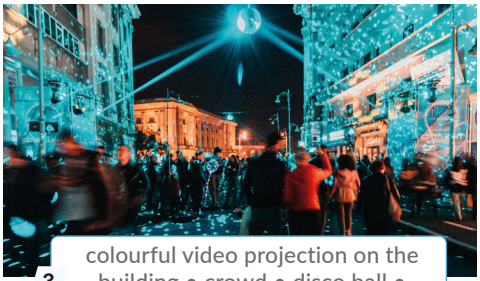
4 Work in pairs and describe the pictures, using the phrases in boxes 1–3. Which of these artistic events and works of art would you like to see? Why?



1 art gallery • admire • large-scale painting • street art



2 muralist • paintbrush • paints • ladder



3 colourful video projection on the building • crowd • disco ball • enjoy themselves

5 Skim text A. What did you learn about street art?

A

Some cities are famous for their murals created by an artist or a group, a crew, who collaborate on the project. A mural may show one big scene or present a series of standalone or connected images to tell a story. Urban **masterpieces** are called burners because they 'burn off the wall'. Street art is no longer perceived as vandalism, allowing muralists to use designated spaces, called 'legal walls', as their canvas. Even **art critics** often appreciate this form of artistic expression! It has also entered the world of art gallery exhibitions, but probably the best pieces are still to be **admired** in the actual streets, at least according to some.

B

Hi Nick,
Thanks for your email.
I'm thrilled to hear that you've got into a **fine art** school. I didn't even realise you could study something as not **mainstream** as street art. Are you going to become the next Banksy? Talking of Banksy, I was impressed by his works during the 2021 Warsaw exhibition, *Genius or vandal?* It showcased over 70 of his masterpieces. What a **gifted** artist! In Poland we're also big on street art. My home city itself boasts over 40 large-scale murals by some of Poland's classiest street artists, like local artists the Etam Crew. Anyway, next time you come to Łódź, I'm going to show them all to you!
Take care, Alex

C

Visit Poland's capital of urban art

Probably no other city in the world has ever been referred to as *Bigger than Banksy!* Łódź awaits you with its thought-provoking murals. The city's old buildings have turned into real masterpieces to give the town a real **contemporary** look. Some of the top national and international mural artists have splashed their creativity on the walls, and it's something you can't miss! Some wall paintings provide clear-cut messages while others are more open to interpretation. A real feast for your eyes and your soul!

D

Luna Hi guys! I got an invite to a street art workshop next week. Either of you fancy coming?
Pete How long has it been since you **turned to** art?! Sorry, but I won't be able to make it.
Luna Oh, that's a shame. It's going to be run by well-known artists from Poland and the UK. Alex? How about you?
Alex Unless it's on Thursday, I could tag along, I guess.
Luna Brilliant! It's actually on Tuesday. They're going to teach us how to use roller brushes and stencils to **create** a mural. Apparently, there's a new legal wall in the centre where we can literally paint the town red. ☺ They're **staging** a VR **spectacle** showing the best murals from around the world, so I wouldn't miss it for anything.
Alex Sounds like it's my thing. Stencil murals especially because they seem easy to make.

6 CD 1.05 Read the texts in exercise 5 and match statements 1–3 with texts A–D. There is one extra text.

1	This text makes an assumption about a place.	___
2	From this text, we find out about the structure of a mural.	___
3	This text mentions the person's impressions of an event.	___

7 Read the texts in exercise 5 again and complete the email below.

Hello Megan,
How's it going?
As you know, I've become fascinated with street art recently, and together with a friend I'm going to some urban art workshop to learn how to [1] ___ painting. I didn't realise that street art was so popular in so many countries and that [2] ___ have built their reputation through it.
I guess my hometown has been one of them as more and more people are coming to Łódź just to see the wall designs. [3] ___ facades look modern now and because of this the whole city has got a new vibe. Anyway, do you remember [4] ___ I went to while I was visiting Warsaw? I think it's where my passion started, just like you said: 'Go and get inspired!' – and I did. Thanks for that! ☺
Speak soon,
Alex

8 Which statements are <u>facts</u>, not opinions, according to the texts?

1 The most interesting works of urban art can only be seen in the actual streets.
2 Poland has plenty of murals to admire.
3 Some of the murals in Łódź have been designed by the best artists in the world.
4 Murals created with the use of stencils are less challenging to make.

9 Work in pairs and answer the questions.

1 How interested are you in street art? Why? Are there any examples of it in your town or city?
2 Do you think it's a good idea to exhibit urban art in art galleries or should street art stay in the streets? Why? / Why not?
3 If you could create a mural on a legal wall, what would you paint?

Vocabulary development

10 Replace the words in bold with the highlighted words from the four texts in exercise 5. Use the correct form of the verbs.

1 Alex is a really ***talented*** sculptor. You can see his ***great works of art*** at art exhibitions all over the country. They are examples of ***beautiful and high quality art***.
2 This ***modern*** artist ***makes*** beautiful pencil sketches of young women.
3 Maggie ***started to do*** performance art at the age of twenty. Now she ***organises*** events all over the world, and people just love watching them.
4 I really ***like and respect*** this performance artist. His ***unusual shows*** are always great.
5 ***People who make judgements about the good and bad qualities of art*** often say that performing pranks in public places is not a form of art.
6 I prefer more ***common and widely accepted*** music to alternative genres.

11 Translate the Polish parts of the sentences into English. Use the words from exercise 10.

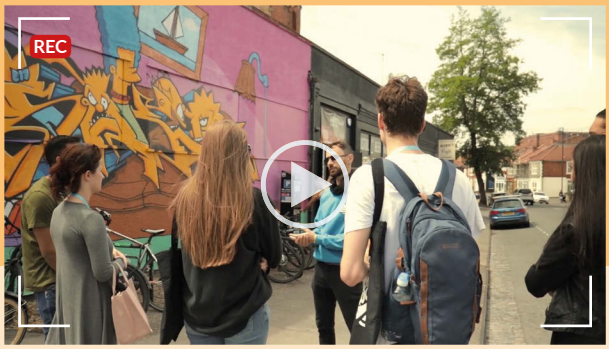
1 ___ (***Arcydzieła tego rzeźbiarza***) can be seen at the exhibition of ___ (***sztuki pięknej***) in our local museum.
2 Kyle does landscape paintings. People ___ (***zawsze podziwiali***) his paintings.
3 ___ (***Współczesna sztuka***) does not appeal to everyone. Even some ___ (***krytycy sztuki uważają***) that classical art is the only true art.
4 My sister ___ (***zajęła się sztuką performance'u***) at the age of 20. ___ (***Pokazy, które organizuje***) are always popular with young people.
5 What music would you call ___ (***głównego nurtu***) music?

VOCABULARY CHALLENGE! Unit 1, page 108, exercises 3 and 4

12 Find a work of art by Banksy on the Internet and prepare a short presentation about it. Use the questions below to help you.

1 What does it show? Where is it? When was it created? Is it available on one of the apps trailing his works?
2 What message does it carry?
3 Do you like it? Would you like to have a poster reproduction of it on your wall? Why? / Why not?

Critical thinking



Look at the picture. Work in pairs and answer the questions.

1 What do you think the people are planning to do?
2 Why may some people dislike street art?

1 SPEAKING

a stimulus-based discussion: talking about advantages and disadvantages

1 Look at the pictures. Which way of listening to music do you prefer? Why?





2 Work in pairs and discuss the questions below. Think of more than one advantage and disadvantage.

1 What are the advantages of going to a live music concert?
2 What are the disadvantages of working as a professional musician?

3 CD 1.06 Listen to two students answering the questions from exercise 2. Answer the questions below.

1 What advantages and disadvantages do the speakers mention? Are any of their ideas similar to yours?
2 Which speakers' points of view do you support? Why?

4 CD 1.06 Listen again and answer the questions.

1 Which speaker gives three different arguments to support their opinion?
2 Which speaker gives one detailed argument to support their opinion?
3 Does one answer sound better than the other in your opinion? Why? / Why not?

5 Complete the Phrase Bank with the words below.

main	as	sum	personally	point	one	comes

PHRASE BANK

Introducing the topic

When it [1] ___ *to ..., I'd say that ...*
As far [2] ___ *working as a professional musician is concerned, I believe that ...*

Discussing advantages and disadvantages

The [3] ___ *advantage/disadvantage of ... is the fact that ...*
There is nothing better than ...
[4] ___, *I think that there are many disadvantages of ...*
One good/bad [5] ___ *about ... is ...*
Another advantage/disadvantage is that ...
One very convincing argument in favour / against ... is that ...
The main drawback is ...

Showing contrast

On the [6] ___ *hand, ... On the other hand, ...*
However, ... Nevertheless, ...

Summing up

All in all, ... | *To* [7] ___ *up, ...* | *In conclusion, ...*

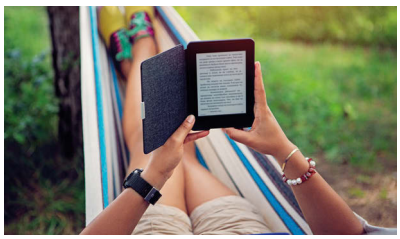
6 Take turns to answer the questions below. Use the phrases from the Phrase Bank to discuss the advantages and disadvantages. Give at least one extra argument to develop your answer.

1 Why do many young people prefer to watch programmes online rather than on TV?

- **Advantages:** watch things when and where you want, don't have to pay a TV licence fee, fewer adverts
- **Disadvantages:** may not be of good quality, only works if you have broadband

2 More and more people prefer reading e-books to paper books. What are the pluses and minuses of digital books?

- **Advantages:** not as heavy as paper books, downloadable books are often cheaper than paper books
- **Disadvantages:** e-readers cost money, easy to steal them, may break easily



7 Read the question below and a student's answer. What could you say to develop it?

What are the advantages of taking part in a talent show?

In my view, there are a lot of advantages of taking part in a talent show. First of all, you can learn something useful. Another thing is that you can also win a prize.

8 Work in pairs. Choose one of the questions below and brainstorm some arguments to express your opinion. Present your answer to the class. Speak for 1–2 minutes.

1 Nowadays music is played in many public places (shops, restaurants, buses). Is this a good or a bad thing?
2 Why is relying on online news not always a good idea?
3 What are the advantages of streaming services?

WRITING
a blog entry

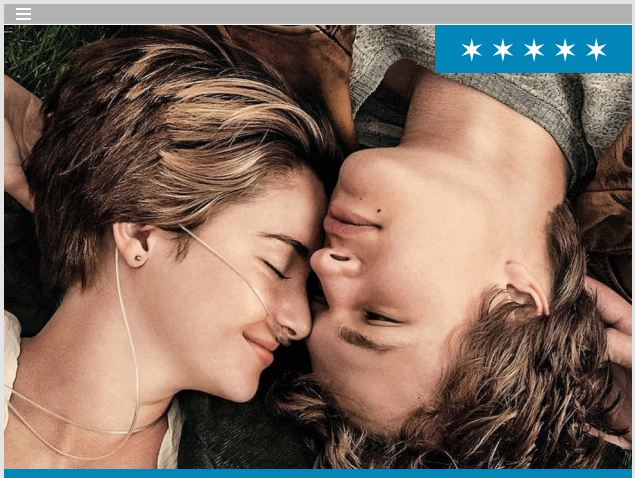
1

1 Work in pairs. Answer the questions.

1 Do you prefer watching films on TV, online or at the cinema? Why?
2 What makes you choose a film at the cinema: the title, the cast, the film director or someone's recommendation?
3 What are the best and worst films you have ever watched? Why do you think so?
4 Have you seen the film or read the book in exercise 2? If so, did you like it? Why? / Why not? If not, would you like to see/read it?

2 Match the headings with the paragraphs in the blog entry below.

a The recommendation
b General information
c The storyline
d Strong and weak points



Hi everyone! I want to tell you about a film which should appeal to teenagers: *The Fault in Our Stars*.

1 This moving romantic drama was directed by Josh Boone and it stars Shailene Woodley and Ansel Elgort. It is based on the best-selling novel by the American author John Green, who was inspired by the story of a real 16-year-old cancer patient.

2 The main characters are two teenage book lovers who meet and fall in love at a cancer support group. They decide to travel to Amsterdam, where they become lovers.

3 The phenomenal acting was definitely the best thing about the movie. I found the whole plot very engaging too. One disappointing thing was probably the soundtrack which was a bit too monotonous for me.

4 This film is a must-see because it talks about love and death as well as teenage dreams and fears.

That's all for now.

3 Translate the phrases below into Polish. Which of them are used in the blog entry?

This drama/comedy was directed by ... and it stars ... • It tells the story of ... • The story is about ... • It is based on the novel by ... • It is set in ... • The main characters are ... • At the beginning, ... • In the end, ...

4 Think of a popular film you have seen recently and summarise its plot to your partner. Use the phrases from exercise 3.

5 Find the sentences in the blog entry which match the headings in the Phrase Bank below.

PHRASE BANK

Positive review

This is one of the most exciting/fascinating films I have ever seen.
I highly recommend this album because ...
The film is well worth seeing because ...
I think it will appeal to young people because ...
1 ___ | 2 ___ | 3 ___

Negative review

I must say (the concert) was nothing special / just terrible.
(The show) was not as funny/entertaining as I'd expected.
To my mind, the film was not as good as the book.
I wouldn't recommend this film because ... | 4 ___

6 Match the words below with their synonyms 1–5.

dull engaging awful amusing involving fantastic excellent hilarious terrible monotonous uninteresting

1 good
2 interesting
3 bad
4 boring
5 funny

7 Work in pairs. Say what you think about a TV programme, film, concert or a YouTube clip you have seen recently. Use the adjectives from exercise 6. Give reasons to support your opinion.

8 Write sentences to develop each point below. Use the prompts in brackets to help you.

1 There's one TV series which I regularly follow. (*Oceń fabułę i grę aktorską.*)
2 This movie will definitely make you laugh. (*Napisz, dlaczego film jest taki śmieszny.*)
3 I watched a reality show last night. (*Wyjaśnij, dlaczego ten program Cię rozczarował.*)
4 This drama is definitely worth seeing. (*Napisz, do kogo ten film przemówi, i podaj argumenty.*)
5 I saw a film based on a book I have read recently. (*Porównaj książkę i jej adaptację filmową.*)

9 Read the instructions and do the writing task.

Niedawno obejrzałeś/obejrzałaś* nowy program telewizyjny. Zredaguj **wpis** do zamieszczenia na blogu (100–150 wyrazów) i:

- podaj podstawowe informacje o tym programie,
- przedstaw krótko prowadzącego/prowadzącą program i napisz, co o nim/niej sądzisz,
- przedstaw własną ocenę tego programu,
- wyjaśnij, dlaczego warto obejrzeć ten program lub dlaczego odradzałbyś/odradzałabyś jego oglądanie.

* W całej serii *Password* kolejność form męska/żeńska dostosowano do *Informatora o egzaminie maturalnym z języka angielskiego od roku szkolnego 2022/2023*. Zachęcamy jednak do zapoznania się z tendencjami etykietalnymi współczesnej polszczyzny.

1 ENGLISH IN USE

1 Complete the sentences with the synonyms of the words in bold.

stage impartial hilarious engaging disadvantage

1 This TV series is really ***interesting*** / ___.
2 These performance artists ***organise*** / ___ the best shows in the world.
3 I love watching this TV series. It's so ***funny*** / ___.
4 The most obvious ***drawback*** / ___ of going to live concerts is the price of the tickets.
5 This channel has never been ***neutral*** / ___ in the way it presents the news.

2 Choose the answer that means the same as the underlined word or phrase.

1 The artist <u>turned to</u> painting at the age of nineteen, just after he had finished school.
a started **b** studies **c** liked
2 I try to <u>keep up with</u> the latest news as much as I can so that I know what's going on.
a share **b** broadcast **c** follow
3 What are you most <u>concerned about</u> in the news at the moment?
a disappointed with **b** worried about **c** shocked by
4 David Bowie's concerts were always <u>memorable</u>.
a very unusual **b** absolutely hilarious
c worth remembering
5 Tom is a very <u>gifted</u> performer. He's just won another prestigious award for best young artist.
a famous **b** talented **c** entertaining
6 I like this band because they play <u>upbeat</u> music I can dance to rather than just listen to.
a loud **b** energetic **c** heavy

3 Complete the text with the correct forms of the words in brackets.



Pointless is my favourite British game show, and I [1] ___ (*never / miss*) a programme since it was launched. It is shown on BBC One at peak [2] ___ (*view*) time and is hosted by Alexander Armstrong, who [3] ___ (*host*) the show for ages now. I love it because of its originality. The idea behind *Pointless* is [4] ___ (*differ*) from most of the other shows on TV because the teams are not only asked to provide correct answers to the questions. They also have to guess the most improbable answer from among the answers suggested by a hundred people who were asked before the programme. For me, the show is just fantastic entertainment. It's also educational, so you [5] ___ (*able*) to learn a lot from it. You should check it out – it's on today in the afternoon. It [6] ___ (*begin*) at 5 p.m. sharp.

4 Translate the Polish parts of the sentences into English. Use no more than five words.

1 This is the actor ___ (*którego talent podziwiam*) all my life.
2 This programme ___ (*jest nadawany na żywo*) every Friday.
3 By the time we got to the exhibition, Joe ___ (*już wyszedł*), so we missed him.
4 It's the first time I ___ (*widzę taką wielką*) sculpture.
5 ___ (*W tym filmie główne role grają*) some of the best American actors of the new generation.
6 When I ___ (*stałem w kolejce*) in the cinema, my mum rang me to invite me to dinner.
7 ___ (*Pracowaliśmy przez*) six months on our arts project before it was finally ready.
8 What time ___ (*otwierają to muzeum*)?
9 This artist ___ (*maluje coraz lepiej*), and one day she'll be the one to watch.
10 I didn't go to the open-air concert in London because ___ (*zgubiłam*) the tickets!

5 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.

1 We ___ (*already / buy*) the tickets for the show. ___ (*you / get*) yours yet?
2 I ___ (*run*) for an hour. I ___ (*be*) out of breath. I ___ (*rarely / get*) so tired.
3 My sister ___ (*still / not find*) a series she ___ (*want*) to watch, but she ___ (*find*) a thriller film she ___ (*plan*) to watch tonight.
4 Since David Bowie ___ (*die*), many people ___ (*listen*) to his music even more often.
5 For many years, London ___ (*be*) a great music scene where many concerts ___ (*hold*).

Critical thinking



Look at the picture. Work in pairs and answer the questions.

1 What do you think is happening on the stage?
2 Why do some people like musicals and some don't? How about you?

Vocabulary MP3 01

addictive	/əˈdɪktɪv/	wciągający, uzależniający
at peak viewing time	/ət ˌpiːk ˌvjuːɪŋ ˈtaɪm/	w porze największej oglądalności
broadcast live	/ˌbrɔːdkɑːst ˈlaɪv/	transmitować na żywo
channel	/ˈtʃæn(ə)l/	kanał (telewizyjny)
chat show	/ˈtʃæt ʃəʊ/	talk show
documentary	/ˌdɒkjʊˈment(ə)ri/	program dokumentalny
educational entertaining	/ˌedjʊˈkeɪʃ(ə)n(ə)l/ /ˌentə(r)ˈteɪnɪŋ/	edukacyjny rozrywkowy, zabawny
factual	/ˈfæktʃuəl/	oparty na faktach
fictional	/ˈfɪkʃ(ə)n(ə)l/	fikcyjny
game show	/ˈgeɪm ˌʃəʊ/	teleturniej
hilarious	/hɪˈleərɪəs/	zabawny, komiczny
keep up with the latest events	/kiːp ˌʌp wɪð ðə ˌleɪtɪst ɪˈvents/	śledzić aktualne wydarzenia
large audience	/ˌlɑː(r)dʒ ˈɔːdiəns/	liczna publiczność
long-running	/ˈlɒŋˌrʌnɪŋ/	emitowany od dawna
lottery show	/ˈlɒtəri ˌʃəʊ/	loteria
magazine programme	/mægəˌziːn ˈprəʊgræm/	program publicystyczny
memorable	/ˈmem(ə)rəb(ə)l/	zapadający w pamięć
moving	/ˈmuːvɪŋ/	poruszający
party political broadcast	/ˌpɑː(r)ti pəˌlɪtɪk(ə)l ˈbrɔːdˌkɑːst/	płatna reklama partii politycznej
quiz show	/ˈkwɪz ˌʃəʊ/	teleturniej
sitcom	/ˈsɪtkɒm/	serial komediowy
streaming service	/ˈstriːmɪŋ ˌsɜː(r)vɪs/	usługa streamingowa
thought-provoking	/ˌθɔːtprəˈvəʊkɪŋ/	dający do myślenia
TV guide	/ˌtiː ˈviː ˌgaɪd/	program telewizyjny
TV series	/ˌtiː ˈviː ˈsɪəriːz/	serial telewizyjny
variety	/vəˈraɪəti/	różnorodność
vote for sb/sth	/ˈvəʊt fə(r) ˌsʌmbədi, ˌsʌmθɪŋ/	głosować na kogoś/coś

Grammar 1 MP3 02

currently	/ˈkʌrəntli/	aktualnie, obecnie
episode	/ˈepɪsəʊd/	odcinek
lie through your teeth	/ˌlaɪ θruː jɔː(r) ˈtiːθ/	kłamać w żywe oczy
run	/rʌn/	nie schodzić z ekranów

Listening and vocabulary MP3 03

addicted to sth	/əˈdɪktɪd tʊ ˌsʌmθɪŋ/	uzależniony od czegoś
adventurous	/ədˈventʃ(ə)rəs/	żądny przygód, lubiący ryzyko
angry with sb	/ˈæŋgri wɪð ˌsʌmbədi/	zły na kogoś
aware of sth	/əˈweə(r) əv ˌsʌmθɪŋ/	świadomy czegoś
biased	/ˈbaɪəst/	stronniczy
biased towards sth	/ˈbaɪəst təˌwɔː(r)dz ˌsʌmθɪŋ/	tendencyjny
breaking news	/ˌbreɪkɪŋ ˈnjuːz/	wiadomość z ostatniej chwili
cartoon strip	/kɑː(r)ˌtuːn ˈstrɪp/	komiks, historyjka obrazkowa
concerned about sth	/kənˈsɜː(r)nd əˌbaʊt ˌsʌmθɪŋ/	zatroskany o coś, zmartwiony czymś
curious about sth	/ˈkjʊərɪəs əˌbaʊt ˌsʌmθɪŋ/	ciekawy czegoś
excellent at sth	/ˈeksələnt ət ˌsʌmθɪŋ/	świetny w jakiejś dziedzinie
fed up with sth	/ˌfed ˈʌp wɪð ˌsʌmθɪŋ/	znudzony czymś
full of sth	/ˈfʊl əv ˌsʌmθɪŋ/	pełen czegoś
immediate	/ɪˈmiːdiət/	natychmiastowy
impartial	/ɪmˈpɑː(r)ʃ(ə)l/	bezstronny
interested in sth	/ˈɪntrəstɪd ɪn ˌsʌmθɪŋ/	zainteresowany czymś
neutral	/ˈnjuːtrəl/	neutralny
objective	/əbˈdʒektɪv/	obiektywny
online edition	/ˌɒnlaɪn ɪˈdɪʃ(ə)n/	wydanie internetowe
prejudiced	/ˈpredʒʊdɪst/	tendencyjny
reliable	/rɪˈlaɪəb(ə)l/	wiarygodny
responsible for sth	/rɪˈspɒnsəb(ə)l fə(r) ˌsʌmθɪŋ/	odpowiedzialny za coś
source	/sɔː(r)s/	źródło

Grammar 2 MP3 04

subscriber	/səbˈskraɪbə(r)/	zarejestrowany użytkownik, subskrybent

Reading and vocabulary MP3 05

admire	/ədˈmaɪə(r)/	podziwiać
art critic	/ˈɑː(r)t ˌkrɪtɪk/	krytyk sztuki
ballet	/ˈbæleɪ/	balet
canvas	/ˈkænvəs/	płótno malarskie
clay	/kleɪ/	glina
contemporary	/kənˈtemp(ə)r(ə)ri/	współczesny
create	/kriˈeɪt/	tworzyć
fine art	/ˌfaɪn ˈɑː(r)t/	sztuki piękne
gifted	/ˈgɪftɪd/	utalentowany
happening	/ˈhæp(ə)nɪŋ/	wydarzenie artystyczne
large-scale painting	/lɑː(r)dʒˌskeɪl ˈpeɪntɪŋ/	obraz wielkoformatowy
mainstream	/ˈmeɪnstriːm/	należący do głównego nurtu
masterpiece	/ˈmɑːstə(r)piːs/	arcydzieło
mural	/ˈmjʊərəl/	malowidło ścienne
muralist	/ˈmjʊərəlɪst/	muralista
paintbrush	/ˈpeɪntbrʌʃ/	pędzel malarski
painter / painting	/ˈpeɪntə(r), ˈpeɪntɪŋ/	malarz/malarka / obraz
performance art	/pə(r)ˈfɔː(r)məns ˌɑː(r)t/	sztuka performance'u
performance / performer	/pə(r)ˈfɔː(r)məns, pə(r)ˈfɔː(r)mə(r)/	występ, spektakl / artysta/artystka, wykonawca
photography	/fəˈtɒgrəfi/	fotografika
prank	/præŋk/	dowcip, wybryk
roller brush	/ˈrəʊlə(r) ˌbrʌʃ/	wałek malarski
sculptor / sculpture	/ˈskʌlptə(r), ˈskʌlptʃə(r)/	rzeźbiarz/rzeźbiarka / rzeźba
(self-)portrait	/(ˌself)ˈpɔː(r)trɪt/	(auto)portret
spectacle	/ˈspektək(ə)l/	widowisko, spektakl
stage	/steɪdʒ/	wystawiać (na scenie); scena
statue	/ˈstætʃuː/	statua, posąg
stencil	/ˈstens(ə)l/	szablon
still life	/ˌstɪl ˈlaɪf/	martwa natura
street art	/ˈstriːt ˌɑː(r)t/	sztuka uliczna
theatre	/ˈθɪətə(r)/	teatr
turn to sth	/ˈtɜː(r)n tʊ ˌsʌmθɪŋ/	zwracać się ku czemuś
video projection	/ˈvɪdiəʊ prəˌdʒekʃ(ə)n/	pokaz wideo
watercolours	/ˈwɔːtə(r)ˌkʌlə(r)z/	akwarele
wood	/wʊd/	drewno
work of art	/ˌwɜː(r)k əv ˈɑː(r)t/	dzieło sztuki

Speaking MP3 06

broadband	/ˈbrɔːdbænd/	łączność szerokopasmowa
tune	/tjuːn/	melodia, piosenka

Writing MP3 07

acting	/ˈæktɪŋ/	gra aktorska
amusing	/əˈmjuːzɪŋ/	zabawny, śmieszny
awful	/ˈɔːf(ə)l/	okropny
be based on a novel	/bi ˌbeɪst ɒn ə ˈnɒv(ə)l/	być opartym na powieści
be directed by	/bi daɪˈrektɪd baɪ/	być reżyserowanym przez
be set in	/bi ˈset ɪn/	mieć miejsce, rozgrywać się w
dull	/dʌl/	nudny
engaging	/ɪnˈgeɪdʒɪŋ/	wciągający, zajmujący
excellent	/ˈeksələnt/	znakomity
fantastic	/fænˈtæstɪk/	fantastyczny
involving	/ɪnˈvɒlvɪŋ/	wciągający
main characters	/ˌmeɪn ˈkærɪktə(r)z/	główne postacie
monotonous	/məˈnɒtənəs/	monotonny
must-see	/ˈmʌstsiː/	program, który należy koniecznie obejrzeć
phenomenal	/fəˈnɒmɪn(ə)l/	fenomenalny
recommendation	/ˌrekəmenˈdeɪʃ(ə)n/	rekomendacja, polecenie
review	/rɪˈvjuː/	recenzja
soundtrack	/ˈsaʊn(d)træk/	ścieżka dźwiękowa
star	/stɑː(r)/	grać główną rolę w filmie
storyline	/ˈstɔːrɪlaɪn/	fabuła
terrible	/ˈterəb(ə)l/	straszny, okropny
uninteresting	/ʌnˈɪntrəstɪŋ/	nieciekawy
worth seeing	/ˌwɜː(r)θ ˈsiːɪŋ/	warty obejrzenia

English in Use MP3 08

upbeat	/ˈʌpbiːt/	wesoły

Challenge! MP3 09

ability	/əˈbɪləti/	zdolność, umiejętność
activity	/ækˈtɪvəti/	działanie, zajęcie
bend the truth	/ˌbend ðə ˈtruːθ/	naginać prawdę
commentator	/ˈkɒmənˌteɪtə(r)/	komentator/komentatorka
contestant	/kənˈtestənt/	uczestnik/uczestniczka
creation	/kriˈeɪʃ(ə)n/	dzieło, kreacja
enjoyment	/ɪnˈdʒɔɪmənt/	przyjemność, radość
entertainment	/ˌentə(r)ˈteɪnmənt/	rozrywka
expression	/ɪkˈspreʃ(ə)n/	wyrażenie, ekspresja
failure	/ˈfeɪljə(r)/	niepowodzenie, porażka
friendliness	/ˈfren(d)lɪnəs/	życzliwość
forecaster	/ˈfɔː(r)kɑːstə(r)/	meteorolog, pogodynka/pogodynek
have a political bias	/həv ə pəˌlɪtɪk(ə)l ˈbaɪəs/	sprzyjać jakiejś opcji politycznej
host	/həʊst/	prowadzący/prowadząca
judge	/dʒʌdʒ/	juror/jurorka
loneliness	/ˈləʊnlɪnəs/	samotność
membership	/ˈmembə(r)ʃɪp/	członkostwo
movement	/ˈmuːvmənt/	ruch
originality	/əˌrɪdʒəˈnæləti/	oryginalność
newsreader	/ˈnjuːzˌriːdə(r)/	prezenter/prezenterka wiadomości
paint sth in a good light	/ˌpeɪnt ˌsʌmθɪŋ ɪn ə ˌgʊd ˈlaɪt/	przedstawić coś w dobrym świetle
pleasure	/ˈpleʒə(r)/	przyjemność
preference	/ˈpref(ə)rəns/	preferencja
present the news in a certain way	/ˌprez(ə)nt ðə ˈnjuːz ɪn ə ˌsɜː(r)t(ə)n ˈweɪ/	przedstawiać wiadomości w pewien sposób
pundit	/ˈpʌndɪt/	ekspert/ekspertka
quote statistics	/ˌkwəʊt stəˈtɪstɪks/	cytować statystyki
reality	/riˈæləti/	rzeczywistość
relation	/rɪˈleɪʃ(ə)n/	relacja
relationship	/rɪˈleɪʃ(ə)nʃɪp/	związek, relacja
silence	/ˈsaɪləns/	cisza
sponsorship	/ˈspɒnsə(r)ʃɪp/	sponsorowanie
support a view	/səˌpɔː(r)t ə ˈvjuː/	wspierać pogląd
tell lies	/tel ˈlaɪz/	kłamać
weakness	/ˈwiːknəs/	słaba strona, słabość
voice-over artist	/ˈvɔɪsˌəʊvə(r) ˌɑː(r)tɪst/	lektor/lektorka filmów

1 REVIEW

Complete all the exercises from this section in your notebook.

VOCABULARY

1 Translate the Polish parts of the sentences into English.

1 This ___ (*dzieło zostało stworzone*) by Michelangelo and is a perfect example of ___ (*sztuk pięknych*).
2 This programme ___ (*jest nadawany na żywo*) and has ___ (*liczną publiczność*) every week.
3 Everyone ___ (*podziwiał pokaz*) of visual effects ___ (*zorganizowany*) in the city centre.
4 The way news channels present their news ___ (*powinien być bezstronny*).
5 ___ (*Teleturnieje*) are usually shown ___ (*w godzinach największej oglądalności*).



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

1 The film was both ___ (*entertain*) and ___ (*educate*).
2 This TV ___ (*document*) is really ___ (*engage*). You must see it!
3 This ___ (*sculpt*) is very ___ (*gift*). His ___ (*sculpt*) are really original.
4 I've just finished reading a book about the history of ___ (*photo*).
5 The theatre ___ (*perform*) I saw yesterday was quite ___ (*move*).
6 This TV series is really ___ (*addict*). It's partly ___ (*fiction*) and partly ___ (*fact*).

3 Complete the text with the missing words.

When it **1c**___ to having music lessons at school, I'd **2s**___ that the **3m**___ advantage is the **4f**___ that you can learn about different types of music. **5A**___ good **6t**___ is that listening to music develops your creativity. So, to **7s**___ up, I believe there should be more music lessons at school.

4 Work in pairs and test each other.

Student A: go to page 123.
Student B: go to page 129.

GRAMMAR

5 Use the correct present tense (present simple, present continuous, present perfect simple or present perfect continuous) to rewrite the following sentences.

1 What are your plans for tonight?
2 It's my second time in this gallery.
3 Ann is in the habit of listening to the morning news.
4 I took up drawing two years ago, and it's still my hobby.
5 Is it your first time in London?
6 Is the meeting over?

6 Write sentences from the prompts.

1 this / exciting film / I ever see
2 this book / appeal / all young people
3 the show / not funny / I expect
4 my mind / this concert / dull
5 this programme / not worth / watch

ENGLISH IN USE

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

1 My father ___ (*addict* / *read*). He reads about ten books a month!
2 In the era of the Internet, it's really easy to ___ (*keep*) the latest news.
3 Our teacher is ___ (*excellent* / *explain*) difficult grammar structures.
4 This movie is ___ (*base* / *true*) story of a 17-year-old tennis champion.
5 Marina Abramović was ___ (*responsible* / *start*) some new trends in performance art.

8 TŁUMACZENIE FRAGMENTÓW ZDAŃ (ZADANIE ZAMKNIĘTE) W zadaniach 1–5 spośród podanych opcji wybierz tę, która jest poprawnym tłumaczeniem fragmentu zdania podanego w nawiasie. Zakreśl jedną z liter: A, B albo C.

1 We ___ (*nie spotkaliśmy się*) before we were introduced to each other at the party.
A have never met
B had never met
C were never meeting

2 I ___ (*zwykle oglądałem*) cartoons when I was a child.
A was watching
B would watch
C had watched

3 ___ (*Co robiłeś*) while I was busy doing the shopping?
A What have you done
B What had you done
C What were you doing

4 I ___ (*nie byłam*) to the cinema since we last went there together.
A haven't been
B didn't go
C wasn't

5 When was the last time your parents ___ (*mieli urlop*)?
A were having a holiday
B had had a holiday
C had a holiday

LISTENING

9 CD 1.07 **TEKST Z LUKAMI (NOTATKI)** Usłyszysz dwukrotnie wypowiedź na temat filmów i seriali. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–5) tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

FILM DICTIONARY:

A [1] ____ of a film/series uses the same storyline and characters, for example:

- *Beauty and the Beast* from 2017 ([2] ____ Emma Watson) based on the animation released in 1991;
- *Aladdin* from 2019 (based on the animated *Aladdin* from 1992); the cost of production – $[3] ____; worldwide box office hit: over $1 billion.

A reboot of a film/series uses the same characters but has a new [4] ____, for example:

- *The Flash*, *Chilling Adventures of Sabrina* (both based on [5] ____ from 1990s).

10 CD 1.07 **PYTANIA OTWARTE** Usłyszysz dwukrotnie wypowiedź na temat filmów i seriali. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania (1–5) tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.

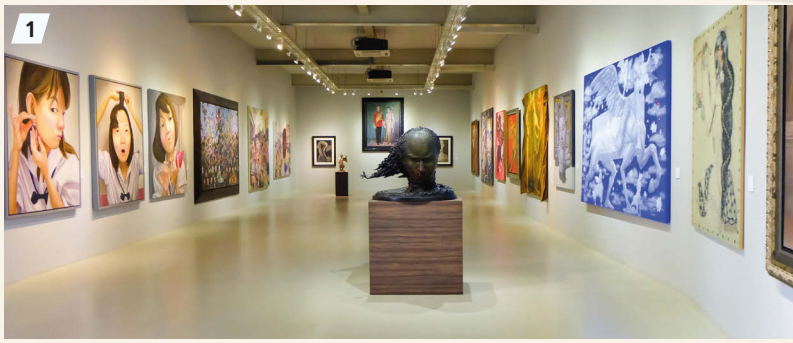
1. How were the films *Aladdin* and *Beauty and the Beast* received by the critics?
2. In the speaker's opinion, why are remakes produced by film companies?
3. How does the speaker describe the plots in *The Flash* and *Chilling Adventures of Sabrina*?
4. Why do some parents watch remakes of their favourite films?
5. What's the purpose of this speech?

SPEAKING

11 **ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO** Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania.

Popatrz na zdjęcie 1., zdjęcie 2. i zdjęcie 3.
Wraz z samorządem klasowym planujecie wycieczkę szkolną. Jedną z atrakcji wyjazdu ma być uczestnictwo w wybranym przez Was wydarzeniu kulturalnym. Wybierz tę propozycję, która Twoim zdaniem byłaby najciekawsza, i uzasadnij swój wybór. Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1. Who should encourage children and teenagers to take part in cultural life: family or school? Why?
2. Some people say that few people attend cultural events because they are expensive. How far do you agree with this opinion?







WRITING

12 **WPIS NA BLOGU** Przeczytaj polecenie i wypowiedz się na poniższy temat.

Niedawno spędziłeś/spędziłaś dzień jako statysta na planie filmowym. Zredaguj **wpis na swoim blogu** (100–150 wyrazów), w którym:

- podasz podstawowe informacje o tym filmie/serialu,
- opiszesz, na czym polegała Twoja rola,
- napiszesz, jak się czułeś/czułaś na planie filmowym,
- wyrazisz opinię, czy Twoim zdaniem będzie warto obejrzeć ten film/serial.

Napisz wypowiedź w języku angielskim. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

Hi everyone,
Guess what! I spent the whole day on a film set as an extra!

2 FRIENDS AND FOES

VOCABULARY

friends and family • phrasal verbs

1 Work in pairs. Look at the picture and write down as many family members as you can. Do you know any interesting stories about your ancestors?

2 Match the words below with the items in bold.

stepmother half brothers partner sister-in-law
nephew and niece acquaintance distant relative
colleague fiancé single parent

1 **Catherine** married my dad two years ago.
2 **Paul** has worked with my dad for five months.
3 I've spoken to **him** briefly at parties, but I don't know him well.
4 My sister lives with **Jim**, but they are not married.
5 I think he's **my dad's cousin**, but I'm not really sure.
6 **Tom and Julia** are my older sister's children.
7 **Laura** has raised her children on her own.
8 **Peter and I** have the same mum but different dads.
9 My brother married **Sue** three years ago.
10 **Barry** and I are engaged to be married.

3 Work in pairs. Tell your partner about some people you know, using the words from exercises 1 and 2. Give some extra information about each person.

I have a brother-in-law called Frank.
He's an architect.
I really like him because ...

4 Complete the posts with the prepositions below.

after up (x4) for on out (x3)

OUR RELATIONSHIPS



Tom

I guess I **get** [1] ___ **well with** most of my family. We've all got similar interests and personalities, but the person I have the best relationship with is my half brother Peter. He doesn't live with us. His mum **split** [2] ___ **with** my dad a while back, but we **hang** [3] ___ together a lot. He's really cool and clever. I **look** [4] ___ **to** him a lot.



Pat

I have a very good relationship with all my siblings, but I suppose I'm closest to my twin sister (unsurprisingly!). She's really my best friend. I **take** [5] ___ our dad whereas she's very much like our mum. We **fall** [6] ___ from time to time – usually over silly things. But we always **make** [7] ___ again quickly.



SueM

One of my classmates had been a very close friend of mine for about five years, but then we started **going** [8] ___ **together** a few months ago. We **broke** [9] ___ two weeks ago because he **fell** [10] ___ another girl. Now I've lost a boyfriend and a friend. It's horrible. Never date a good friend!



5 CD 1.08 Listen to three dialogues and answer the questions.

1 What is the relationship between the people in each dialogue?
2 In which dialogue
  a does someone take after another person?
  b do the people get on well?
  c does someone mention a couple splitting up?

6 Work in pairs. Complete the questions with the correct words. Then ask and answer the questions.

1 Who in your family do you ___ after? Why do you think so?
2 Which of your friends do you most ___ up to? Why?
3 Did you ___ on well with all your classmates at primary school? Why? / Why not?
4 Is it a good idea to ___ up with someone online or by text? Why? / Why not?
5 Who have you ___ out with recently and why?
6 Which celebrity couple do you think will ___ up soon? Why?

VOCABULARY CHALLENGE! Unit 2, page 108, exercise 1

7 Rewrite the sentences using the words in bold given. Do not change the words given.

1 My sister and her partner separated about a month ago. **SPLIT**
2 Who in your family do you resemble? **AFTER**
3 We have been engaged for six months now. **GOT**
4 The person I really admire and respect in my family is my grandfather. **UP**
5 Young people often meet up at shopping centres. **OUT**
6 Why do you always fall in love with sporty boys? **FOR**

8 Work in pairs. Choose a famous romantic story from a film or book and describe it to your partner. How quickly can he/she guess the film or book?

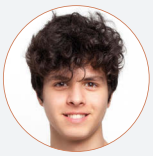
GRAMMAR 1

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

2

1 Who do you go to when you need some advice about a problem? Why?

2 LANGUAGE IN CONTEXT Read the text. How does the writer get advice?



All teenagers have problems, but some problems are more difficult to deal with than others. Most people have their own way of coping. Every magazine seems to have its own problem page, but there is really no replacement for personal advice, is there? I've got two older sisters and both of them help me out when I'm worried about something. I don't usually go to my parents. That's because the problem is often related to them or it's something they have no idea about. They don't understand a lot of the pressure that I'm under at school. None of the magazine editors know personally the people who write in, and, in my opinion, that's important when you're trying to give some advice.

3 Read the blog again and correct the statements below.

1 All teenage problems are difficult.
2 Everyone copes in the same way.
3 Magazine problem pages are as good as personal advice.
4 The writer asks one of his sisters for advice.

4 ANALYSE Look at the highlighted words in the text in exercise 2 and the determiners below.

a few	every	a little	some	any	most	many	all
a couple of	none of	both of	a lot of	much	no		

Which of them can be used
a with singular countable nouns?
b with plural nouns?
c with uncountable nouns?

! Tip

We can use the determiners *some*, *any*, *many*, *most* and *all* in the two different ways shown below (with *of* and without *of*). Always use *of* when the determiner is followed by a pronoun.

There were some students in the classroom. Many of them were reading books.

5 Write examples from the text in exercise 2 to illustrate each pattern below.

determiner + *of* + *the/my/her* + noun/pronoun	determiner + noun

6 WHAT'S RIGHT? Choose the correct sentence.

1 There was no chocolate left in the box.
2 There wasn't no chocolate left in the box.
3 There wasn't none chocolate in the box.

7 PRACTISE Choose the correct option to complete the sentences.

1 I dislike ***all*** / ***every*** pop music.
2 ***Both*** / ***A couple of*** Jane and Maria play instruments.
3 ***None*** / ***No*** of the shops was open.
4 ***Most of the*** / ***Most of*** questions were very difficult.
5 I didn't eat ***no*** / ***any*** cake yesterday.
6 Most of my ***classmate*** / ***classmates*** liked the film.
7 There were ***a few*** / ***little*** sandwiches left after the party.
8 There weren't ***any*** / ***some*** of my relatives at the wedding.
9 ***Every*** / ***All*** student can learn to speak English well.

8 Translate the Polish parts of the sentences into English. Use no more than five words.

1 ___ (***Wszystkie Twoje rady są***) useful. Thank you.
2 ___ (***Większość artykułów była***) interesting, so I decided to read ___ (***je wszystkie***).
3 ___ (***Niektórzy ludzie***) subscribe to online magazines, but I don't.
4 ___ (***Kilkoro uczniów***) failed the exam but not many.
5 I enjoy ___ (***zarówno filmy romantyczne, jak i komedie***).
6 ___ (***Oboje moi rodzice***) play chess.
7 ___ (***Nie zostało nic do jedzenia***) after the party.

GRAMMAR CHALLENGE! Unit 2, page 109, exercise 1

9 NOW YOU DO IT Work in pairs. Complete the sentences so that they are true for you. Use the verbs below to help you. Then compare your answers with your partner. How many answers are the same?

like	buy	watch	study	go	play

1 None of my ...
None of my close friends likes rock music.
2 Both of my ___
3 All of my ___
4 Some of my ___
5 Most of my ___
6 Neither of my ___



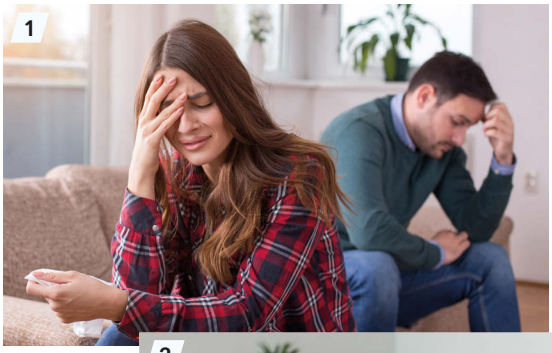
GRAMMAR REFERENCE page 131

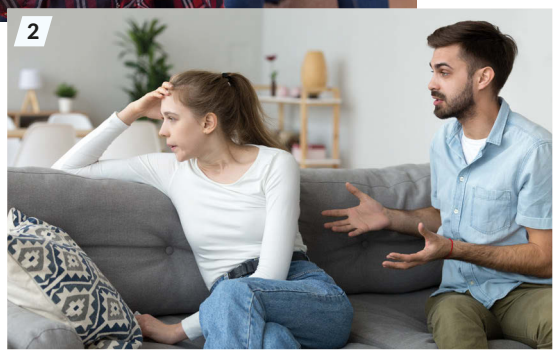
2 LISTENING AND VOCABULARY

listening for gist and detail • ending relationships

1 Has your group of friends changed a lot over the last few years? Why? / Why not?

2 Look at the pictures. What is happening? What do you think has just happened? When was the last time you had an argument with someone?





3 CD 1.09 Listen to an interview. Where is it taking place? What kinds of relationships do the speakers discuss?

4 CD 1.09 Listen again. Are the statements true or false? Correct the false ones.

1 Alice is calling to change the topic of the programme.
2 The interviewer thinks that some friends lose touch when life changes.
3 Alice has just had an argument with a very close friend.
4 Alice's friend ended the friendship face to face.
5 Alice compares the loss of her friend to a previous caller's situation.
6 In the conversation, the speakers discuss the similarities between the end of a romance and a friendship.

5 Complete the sentences with the words below.

friendship painful spread relationship heartbreaking devastated supportive

1 My best friend was really _____ when I had problems with my family last year.
2 When Alex broke up with Kathy, she was absolutely _____. She thought they were going to get married.
3 _____ is very important when you're going through a hard time.
4 The film is a _____ story about a girl whose boyfriend dies in a crash.
5 It's horrible when people _____ rumours about you that aren't true.
6 Meryl has a very close _____ with her elder sister.
7 The breakup with her boyfriend was a really _____ experience.

6 Work in pairs. Tell your partner about the things below.

1 a time one of your friends was very supportive
2 a rumour someone recently spread on social media
3 a heartbreaking film you've seen recently
4 a friendship that's very important to you

7 CD 1.10 Listen to four other callers commenting on Alice's ideas and answer the questions. There is one extra question.

Which person
A believes that friends are more important than we think?
B advises Alice to make up with her friend?
C shares what his/her own reaction to Alice's experience would be?
D mentions who opened his/her eyes to the situation?
E insists that losing a friend is different from losing a partner?

8 Which speaker do you agree with? Why?

9 CD 1.10 Listen again. Complete the sentences so that they correspond to the information in the recordings.

1 Speaker 1 considers breakups between friends not _____ as some other people do. The advice she gives is to stop _____.
2 Speaker 2 _____ with Alice and seems to understand that breakups between friends can be _____.
3 Speaker 2 also thinks that people do not appreciate how valuable and strong a close friendship can be, in many cases lasting much longer than a _____.
4 Speaker 3 believes that there is no point _____ as it's better to forgive and forget. Conflicts make us realise who _____.
5 Speaker 4 draws our attention to relationships which involve _____. She believes that such relationships may affect _____.

VOCABULARY CHALLENGE! Unit 2, page 109, exercise 2

Critical thinking



Look at the picture. Work in pairs and answer the questions.

1 What is more important in a friendship: to know a lot about one another or to have a lot in common?
2 Do you think that old friends are our best friends? Why? / Why not?

GRAMMAR 2

future continuous and future perfect; future tenses

2

1 Work in pairs and discuss the questions.

1 Are you doing anything on Saturday evening?
2 What are you going to do today after school?
3 Imagine it is the year 2029. Where are you? What are you doing? What has changed in your life?

2 CD 1.11 **LANGUAGE IN CONTEXT** Read and listen to the dialogue. Are you more like James or Lucy?

James So this is almost the last day of university and the end of our studying. I can't believe we finish tomorrow. Next step – work! I wonder where we'll be in ten years' time. What do you think you'll be doing?

Lucy Well, with luck, I'll be earning a lot of money because I'm going to find a well-paid job! I imagine I'll have got married by then, but I probably won't have had any children. That can wait! I'll have married someone rich, so we won't be living in a small flat, but in a big country house! What will you have done by then?

James Good luck with that! I definitely won't have got married by then, but I certainly won't be living at home either. Perhaps I'll be sharing a flat with a friend. Will you still be riding your bike everywhere? I'll have learned to drive by next year, so I'll be able to come and visit you in the country! Well, talking of the very near future, what are you doing tonight, Lucy? Fancy eating out?

Lucy Why not? I'm not doing anything special. How about going to the new Chinese place? I promise I won't be late this time.

James OK, I'll be waiting outside. 7 p.m. sharp!

3 **ANALYSE** Look at the highlighted sentences in the dialogue. Write affirmative and negative sentences and questions using the prompts below.

will + be + -ing

Lucy / work / at 10.00 tomorrow morning

1 [+] **2** [–] **3** [?]

will + have + past participle

Dan / finish classes / by 3.00

1 [+] **2** [–] **3** [?]

4 Match the rules with examples a and b.

1 We use the **future continuous** to talk about something that will be **in progress** at a specific time in the future.
2 We use the **future perfect** to talk about something that will be completed **before** a specific time in the future.

a *In 2023 I'll be studying English at university.*
b *By 2026 I'll have graduated from university.*

5 **PRACTISE** Choose the correct option to complete the sentences.

1 By 6.00 I'***ll have done*** / ***will be doing*** all my homework.
2 On Friday at 9.30, I'***ll have played*** / ***will be playing*** tennis with Jim.
3 At 7.30 we'***ll have eaten*** / ***will be eating*** dinner.
4 In six months' time, I'***ll have stayed*** / ***will be staying*** with my friend in England.

6 Write sentences from the prompts. Use the future continuous or the future perfect.

1 I / not study / at this school / in two years' time.
2 your family / move to Italy / by the end of March?
3 John / wait for us on the platform / when we get off the train?
4 Come round about 6.30. Jack and Maddy / arrive / by then.
5 In three months' time / we / live / in the USA.
6 you / finish / studying / by the time you're 26?

7 **WHAT'S RIGHT?** Choose the correct sentence.

1 By the end of this year, I will make a few new friends.
2 By the end of this year, I will have made a few new friends.
3 By the end of this year, I will be making a few new friends.

8 What other future forms can you see in the dialogues in exercise 2? Why have these tenses been used? Can you formulate simple rules for when we use these tenses to refer to the future?

9 Read the following sentences. What is the difference in meaning if any?

1 I am meeting Joe tonight.
2 I'm going to meet Joe tonight.
3 I'll be meeting Joe tonight.

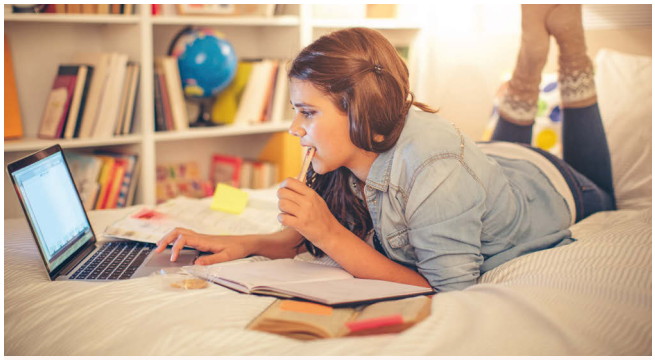
10 Complete the sentences with the time expressions below. Sometimes more than one answer is correct.

by 5.30 tonight in 2060 by Wednesday at that time by then at 6.30 tomorrow soon in September

1 ____ we'll have finished two full days of exams.
2 Will people be living in eco-friendly houses ____?
3 The plane lands ____, so I'll call you at 6.45.
4 I'm writing an essay about the year 2099. ____ no one will be using pens or pencils to write with.
5 Are you going out ____?
6 The first semester starts ____.
7 I'll finish my homework ____.

11 **NOW YOU DO IT** Work in pairs. Tell your partner what you, your best friend or someone in your family will/won't have done and what you or they will/won't be doing at the times below. Give reasons to support your opinion.

By 2026 ... • This time next year ... • On Saturday night ...



GRAMMAR REFERENCE page 131

2 READING AND VOCABULARY

reading for gist and detail • relationships and dating

1 Read the quiz and check the meanings of the words in bold. Then choose the answers which are true for you.

HOW ROMANTIC ARE YOU?

1 Do you believe in love **at first sight**?
a Definitely. **b** A bit. **c** Not at all.

2 Do you think that everybody needs a **soulmate**?
a Yes. **b** Sometimes. **c** Not really.

3 How often would you like to see someone you're **dating**?
a Every day. **b** A few times a week.
c Once a week.

4 How do you feel about romcoms and love stories?
a I love them. **b** I don't mind them.
c I hate them.

5 Do you celebrate Valentine's Day?
a Always. **b** It's not my priority.
c What for?!

6 How many **crushes** have you had so far?
a So many that I can't remember.
b More than two.
c One or two.

7 *Gossip Girl, Never Have I Ever, Atypical* – which of these series have you followed?
a All of them*.
b None.
c One, two*.

*What do you make of them? Would you recommend them to other young people?



2 Work in pairs. Ask and answer the questions in the quiz in exercise 1. Give reasons to explain your choices.

3 CD 1.12 Read the text quickly and answer the questions.

1 What do you learn about the characters, the relationship between them and their personalities?
2 What do you think the characters look like? Can you, using your imagination, describe their appearance in more detail?
3 What do you think may happen next in the story?

A

He was miles away. Some anxious thoughts were racing through his mind. His best mate, in fact, his one and only friend, was talking about some new series to watch that evening.
'Matt? Are you going to pop over tonight?' Roman asked. 'I have a surprise for you!'
'Uh, yeah, right. What time?' Matt answered hesitantly. Roman could sense that there was something going on inside Matt's head. 'Are you okay?' Roman asked.
'Yeah. Sure. I just ...' Matt stopped in mid-sentence.

B

The school bell rang, and all the students were leaving their classrooms. Matt turned back, looking for Roman, but instead of his best friend, he saw the new girl, Carla Hillway. She'd joined their class a couple of months before, and Matt couldn't stop thinking about her since then. It was the way she smiled and the fact that she wanted to chat to him, unlike most of the girls in their class.

C

Their eyes met briefly. Matt mumbled something and walked away. He was too self-conscious. He ran outside and bumped straight into Roman.
'Why did you leave me there on my own?' he asked, angrily.
'Sorry, I didn't mean to. I was just looking for someone.'
'I won't be staying for the extra chemistry, so see you tonight, right? By the way, what surprise do you have in mind?'
'I just want to share something with you. No worries. I'm not going to invite the whole class.'

D

As Matt was leaving school, he could hear Carla and another boy from their class joking together. He was confident that they were already an item. He wasn't even sure he fancied seeing Roman, but he wanted Roman to know about his feelings for Carla. Deep down he hoped that Roman would set him up with Carla. Then, suddenly, it occurred to him that the surprise could just be that. Roman guessed his feelings and was going to introduce him to his crush properly. That changed the whole perspective!

E

Matt rushed home, put on his new top, prepared what he was going to say and got on one of those city scooters to be there on time. 'I'll have forgotten what to say by the time I get there, but maybe she'll start the conversation.' Matt thought to himself. When he got there, Roman opened the door and grinned at his best friend. Then, Carla appeared wearing a gorgeous green jumpsuit and her hair in a ponytail. Matt was about to say something when Roman butted in. 'Matt, meet my new girlfriend.'

4 Read the text again and match fragments A–E to questions 1–6. One fragment matches two questions.

In which paragraph does the author

1 present how Matt's feelings were changing?
2 hint that Roman was worried about his friend?
3 describe Matt's personality directly?
4 mention how Matt felt in his class?
5 describe one of the character's appearance?
6 show Roman reassuring his friend?

5 Which information below is mentioned in the text?

1 Matt is Roman's only friend.
2 Carla comes across as a friendly person.
3 Roman didn't leave Matt on his own on purpose.
4 Matt wanted Roman to help him date Carla.
5 Carla was planning to tell Matt about her and Roman.
6 Matt likes to be punctual.

6 Read the text in exercise 3 again and write the questions for the answers below.

1 ____? No, he wasn't. He was thinking about something else.
2 ____? She has been there for two months.
3 ____? Outside.
4 ____? Because she was talking to another boy.
5 ____? A great outfit.
6 ____? Roman did, and he announced that Carla was his date.

7 Complete the summary of the text from exercise 3. Use no more than three words in each gap.

The fragment most possibly comes from a love story for teenagers, and it focuses on Matt's, one of the characters, feelings towards a new girl from his class, Carla. Roman, Matt's best friend, invites him to his place and [1]____, which Matt feels a little nervous about. Matt meets his crush in the corridor at school, but because he's [2]____, he walks away. He finds his friend in the school yard and [3]____ putting him in a very awkward situation with Carla. As Matt leaves school, he can see Carla and another classmate chatting away, and he assumes that the two of them have [4]____. He feels upset but remembers Roman's surprise and thinks that his best friend wants to help him out with Carla. Matt feels both [5]____ on his way to Roman's, but he soon discovers how wrong he's got everything.



8 Work in pairs and answer the questions.

1 Should best friends tell each other all their secrets? Why? / Why not?
2 What would make you break up a friendship with someone close to you?
3 Would you like someone to set you up with a date? Why? / Why not?
4 Is the extract interesting enough for you to read the rest of the story? Why? / Why not?

Vocabulary development

9 Choose the correct preposition to complete the sentences.

1 I felt embarrassed when everyone was staring *on* / *at* me.
2 My friend introduced me *to* / *with* Robert, and we have been a couple since then.
3 It's difficult to say why some people look attractive *to* / *for* us while others don't.
4 My brother got married *with* / *to* his classmate from secondary school.
5 I'd like to fall *in* / *for* love *to* / *with* a boy who is keen on mountain climbing like me.
6 My sister is married *with* / *to* two children.
7 My sister and her boyfriend are very close *with* / *to* each other.

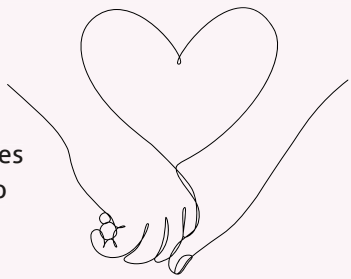
VOCABULARY CHALLENGE! Unit 2, page 109, exercises 3 and 4

10 Work in pairs. Read the sayings and quotations about love below. What do you think they mean? Do you agree or disagree with them? Give reasons to support your opinion.

1 Love is blind. – *I think it means that if you love someone, you can't see any faults in them and you think they are perfect. I think this statement is often true because ...*

1 Love is blind.

2 Anyone can catch your eye, but it takes someone special to catch your heart.



3 'Loving is not just looking at each other, it's looking in the same direction.'
– Antoine de Saint-Exupéry

4 'You know you're in love when you can't fall asleep because reality is finally better than your dreams.'
– Theodor Seuss Geisel

2 SPEAKING

negotiating • apologising • asking for permission

1 Describe the pictures. Which way of celebrating the end of the school year would you prefer? Why?



2 CD 1.13 Listen to the dialogue between two friends. Are the statements true or false?

1 Zac and Lisa are talking about someone's birthday party.
2 They agree to organise a barbecue party in the end.
3 They will do the shopping together.
4 Lisa is angry with Zac for losing her memory stick.

3 CD 1.13 Complete the Phrase Bank. Then listen to the dialogue again and check your answers.

PHRASE BANK

Making suggestions

Why [1] ___ *just go out to a club like we did last year?*
I think it might be [2] ___ *if we do something different.*
Maybe a better [3] ___ *would be to go to a pizza place?*
I really think that we [4] ___ *try to arrange something special.*
If you agree to ..., I'll take care of ...

Refusing / Accepting suggestions

I'm not [5] ___ *that's a good idea.*
Let's give it a try.
OK. That's [6] ___ *with me.*

Apologising

I'm [7] ___ *sorry for being late.*
I feel [8] ___ *about it.*
I'm afraid I have to apologise for ...
Let me buy you a new one to replace it.
Don't worry. | *It's not that important.*

4 Work in pairs. Role-play the dialogues, using the prompts below.

1 A Wystąp z propozycją zaproszenia grupy znajomych z innej klasy na Waszą imprezę klasową. Wyjaśnij, dlaczego uważasz to za dobry pomysł.
B Nie zgódź się z propozycją kolegi/koleżanki i zaproponuj inne rozwiązanie.

2 A Wspólnie z kolegą przygotowujecie projekt z języka angielskiego. Zaproponuj podział pracy.
B Zgódź się lub odrzuć propozycję. Uzasadnij swoje stanowisko.

3 A Przeproś koleżankę, że nie powiedziałeś/powiedziałaś jej całej prawdy. Podaj przyczynę swego zachowania.
B Powiedz, jak się w związku z tym czujesz, i poproś o dodatkowe informacje.

5 CD 1.14 Listen to the dialogue between a teacher and a student and answer the questions.

1 What does Emma discuss with her teacher?
2 What does the teacher agree to?

6 Complete the sentences with the words below.

allowed grateful impossible not able may fine

1 ___ we invite our boyfriends and girlfriends to come along?
2 Are we ___ to wear whatever we like?
3 I'm afraid ___.
4 I'm sorry, but it's ___.
5 Yes, that's ___. No problem.
6 Would you be ___ to do something about it?
7 I'd be ___ for your help.

7 Rewrite the sentences, using the prompts given. Then ask and answer the questions in pairs.

1 Let's buy him a book for his birthday. WHY
Why not buy him a book for his birthday?
2 I want to use your laptop. MAY
3 Can we wear something casual to the party? ALLOWED
4 Help me with my homework! ABLE
5 May I leave the class earlier today? POSSIBLY

8 Work in pairs. Read the instructions and role-play the dialogue. Use the language and ideas from this lesson.

Przebywasz w Anglii na kursie językowym i mieszkasz u angielskiej rodziny. Za tydzień przypadają Twoje urodziny i chciałbyś/chciałabyś urządzić małe przyjęcie w domu. Porozmawiaj z gospodarzem/gospodynią o:

- organizacji urodzin w jego/jej domu;
- liczbie zaproszonych gości;
- terminie i kosztach organizacji imprezy;
- sprzątaniu po imprezie.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

1 What birthday songs, in English and in Polish, do you know?
2 Why do you think people sing songs at people's birthdays?
3 What other celebrations do people usually sing songs at in your country? What are these songs?

WRITING

an opinion essay

2

1 **Work in pairs. Which of the following statements do you agree with? Why?**

1 Social networking sites are the best places to meet new people.
2 In the future even best friends will communicate mainly online.
3 Online dating is a good way for shy people to find a partner.

2 **Read the task and the example essay. How do the opinions of parents and teenagers differ?**

Dorośli coraz częściej wyrażają obawy, że młodzież udziela się towarzysko tylko na forach społecznościowych. Napisz **rozprawkę** (200–250 wyrazów), w której wyrazisz swoje zdanie na temat tego zjawiska, uwzględniając argumenty rodziców oraz ich nastoletnich dzieci.

As far as I am concerned, social networking sites make our social life more varied and exciting. More and more adults worry, however, that social media are teenagers' only means of interacting with their peers.

Firstly, many parents have trouble understanding their teenage children's need to be constantly connected to the Internet. This may be because they themselves use the Internet for work purposes rather than social reasons. As a result of this, online friendships do not seem acceptable to them as they would prefer their teenagers to socialise in the real world rather than the virtual one. Additionally, parents cannot control their children's online activity and fear that their teenage child may, for example, become a victim of cyberbullying.

As regards teenagers, they consider social networking sites a very important channel of communication with others and a source of entertainment as well as knowledge. The sites allow them to stay in touch with a lot of people at the same time, share photos, play games, blog or even do school projects outside of class. It would be hard to deny the fact that the Internet provides them with all they need: contact with their friends, fun and education.

In conclusion, I would say that social networking sites help young people make friends with others and develop their social skills despite all the concerns adults may have. Since we are surrounded by internet technology, grown-ups must accept the fact that online communication is here to stay.

3 **Read the essay in exercise 2 again and complete the tip.**

Rozprawka, której celem jest przedstawienie opinii autora na jakiś temat (***opinion essay***), składa się z [1] akapitów: we wstępie przedstaw [2] na temat opisany w zadaniu. W dwóch kolejnych akapitach uzasadnij swoje stanowisko w odniesieniu do obu aspektów z polecenia (w przykładowym eseju to [3] oraz [4]). Pamiętaj, aby logicznie uzasadnić swoje stanowisko. Rozprawka powinna być napisana w stylu [5].

4 **Find phrases in the essay in exercise 2 which match the headings in the Phrase Bank.**

PHRASE BANK

Introducing your opinion
I am of the opinion that … | *I strongly feel that …* | [1]

Presenting other points of view
It could be argued that … | *Others argue that …*
Another point of view is that … | [2]

Giving reasons, explaining results
The reason I say that is …
This is due to the fact that … | [3] | [4]

! Watch out

Because / ***Since*** / ***As*** + zdanie (ponieważ)
*I cried **because** my girlfriend left me.*
***Since / As** he doesn't have close friends, he feels very lonely.*
Because of + rzeczownik (z powodu, przez coś/kogoś)
*I cried **because of** my boyfriend.*

5 **Read the writing task below and choose a suitable opening paragraph. Why are the other answers wrong?**

Mówi się, że młodzi ludzie coraz później usamodzielniają się i coraz chętniej pozostają na utrzymaniu rodziców. Napisz **rozprawkę** (200–250 wyrazów), w której wyrazisz swoje zdanie na temat tego zjawiska, uwzględniając argumenty z perspektywy dorosłych dzieci i ich rodziców.

a It could be argued that young people become independent later and later these days. Being independent has its advantages and disadvantages.

b Do you agree that more and more young people leave the family home very late in life? Is it a good or bad idea?

c More and more young adults choose to live with their parents rather than live on their own. I strongly feel that this is a good solution for both the children and their parents.

d As far as I am concerned, young people cannot become independent because of unemployment. That's why they live with their parents.

6 **Read the statements below. Write sentences supporting each main point. Use the prompts in brackets to help you.**

1 There are sometimes very good reasons why young people stay at home with their parents.
(Think of economic reasons, being ready to live on your own.)
2 From the parents' point of view, the situation in which adult children live with them also has some advantages.
(Think of housework, sharing the bills, etc.)

7 **Do the writing task in exercise 5. Use the language and ideas from this lesson.**

2 ENGLISH IN USE

1 Work in pairs. Complete the phrases with the words below.

engaged single couple ring cheat

1 give someone a ___ / buy an engagement ___
2 ___ in an exam / ___ on someone
3 ___ ticket / a ___ mother
4 to get ___ / an ___ telephone line
5 a married ___ / a ___ of problems

2 Translate the Polish parts of the sentences into English. Use the phrases from exercise 1.

1 Helen ___ (*zaręczyła się z Tomem*) yesterday.
2 ___ (*Zadzwonię do Ciebie*) when I get home.
3 Many studies have shown that ___ (*szczęśliwe małżeństwa żyją*) longer.
4 I left Paul after ___ (*on mnie zdradził*).
5 ___ (*Bilet do Londynu w jedną stronę*), please.
6 You may ___ (*mieć kilka problemów*) with this application.
7 ___ (*Rodzice samotnie wychowujący dzieci*) are pretty commonplace nowadays.
8 Will you ___ (*kupisz pierścionek zaręczynowy*) by Friday?

3 Choose the correct word to complete each pair of sentences.

1 Where do you ___ out with your friends?
I need to ___ the washing out and then we can play.
a go **b** put **c** hang

2 I broke ___ with Tom because he kept lying to me.
My older sister looks ___ to our father.
a after **b** up **c** off

3 I can't get through to her. The line is ___ all the time.
Oliver and Julia got ___ last month.
a engaged **b** busy **c** married

4 ___ a list of all the things you need before going on holidays.
When we fall out, we usually ___ up quickly.
a meet **b** write **c** make

5 ___ I'm single, I feel lonely sometimes.
___ last year I've been trying to find a partner but without much luck.
a As **b** For **c** Since

6 We broke up after a really bad ___ and never made up.
John's ___ in favour of being an only child was not very convincing.
a fight **b** argument **c** point

7 I have a close ___ with my parents.
There's a ___ between poverty and happiness.
a connection **b** relationship **c** contact

4 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words.

1 My friend Lucy ___ (*get engaged*) to her boyfriend this time tomorrow.
2 As far ___ (*I / concern*), love at first sight is impossible.
3 I hope that I ___ (*have*) two children by the time I'm 30 years old.
4 The first time I ___ (*fall / love*) a boy was when I was 15.
5 Only ___ (*couple / people*) came to the party yesterday. I wonder why the others didn't.
6 Mark ___ (*play / football*) on Saturday afternoon. Do you fancy eating out with us after the match?
7 ___ (*none / us / take*) after our father. My sisters and I are not really into maths, but we all have artistic abilities like our mother.
8 I do not recommend these books. ___ (*neither / they / be*) very interesting.
9 What time ___ (*Ann / arrive*) tomorrow? Are you meeting her at the station?

5 Complete the text with the correct forms of the words below. There are two extra words.

support attract my relate introduce get married come split up



When I met Adam, it was love at first sight. I [1] ___ with my previous boyfriend just a week before, and I was absolutely devastated. A friend of [2] ___ invited me to her party to cheer me up. I went, but I was sure it would be the worst party of my life. How wrong I was! After about an hour I [3] ___ to Adam who turned out to be very friendly and funny and, what's more important, single. In addition, he seemed very [4] ___ to me. We have been a couple since then and this time next month we [5] ___. Adam is from England, so the wedding will be organised there. I am happy that all of my friends [6] ___ to the ceremony.

6 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Do you agree that friends are more important for young people than their families? Why? / Why not?
2 Do you get on better with boys or girls? Why is that?
3 What should an ideal friend be like? Are you a good friend?

Znajomość środków językowych *Tłumaczenie fragmentów zdań (zadanie otwarte), Sety leksykalne (zadanie zamknięte), Gramatykalizacja, Słowotwórstwo*

WORDLIST

2

Vocabulary MP3 10

acquaintance	/əˈkweɪntəns/	znajomy/znajoma
break up	/breɪk ˈʌp/	zrywać, rozstawać się
brother-in-law	/ˈbrʌðə(r)ɪnlɔː/	szwagier
colleague	/ˈkɒliːg/	kolega/koleżanka z pracy
couple	/ˈkʌpl/	para
distant relative	/ˌdɪstənt ˈrelətɪv/	daleki krewny/ daleka krewna
engaged to sb	/ɪnˈgeɪdʒd tʊ ˌsʌmbədi/	zaręczony/ zaręczona z kimś
fall for sb	/ˈfɔːl fə(r) ˌsʌmbədi/	zakochać się w kimś
fall out	/fɔːl ˈaʊt/	pokłócić się
fiancé/fiancée	/fiˈɒnseɪ/	narzeczony/ narzeczona
friends and foes	/ˈfrendz ənd ˈfəʊz/	przyjaciele i wrogowie
get on with sb	/get ˈɒn wɪθ ˌsʌmbədi/	dogadywać się z kimś
go out together	/gəʊ ˌaʊt təˌgeðə(r)/	wychodzić wspólnie
half brother	/ˈhɑːf ˌbrʌðə(r)/	przyrodni brat
half sister	/ˈhɑːf ˌsɪstə(r)/	przyrodnia siostra
hang out	/hæŋ ˈaʊt/	spędzać razem czas
look up to sb	/lʊk ˈʌp tʊ ˌsʌmbədi/	podziwiać kogoś
make up	/meɪk ˈʌp/	pogodzić się (z kimś)
nephew	/ˈnefjuː/	siostrzeniec/ bratanek
niece	/niːs/	siostrzenica/ bratanica
partner	/ˈpɑː(r)tnə(r)/	partner/partnerka
siblings	/ˈsɪblɪŋz/	rodzeństwo
single parent	/ˌsɪŋg(ə)l ˈpeərənt/	rodzic samotnie wychowujący dziecko
sister-in-law	/ˈsɪstə(r)ɪnlɔː/	szwagierka, bratowa
split up with sb	/splɪt ˈʌp wɪθ ˌsʌmbədi/	rozstać się z kimś
stepfather/ stepmother	/ˈstepˌfɑːðə(r), ˈstepˌmʌðə(r)/	ojczym/macocha
take after	/teɪk ˈɑːftə(r)/	być podobnym do kogoś, odziedziczyć po kimś pewne cechy
twin brother	/ˈtwɪn brʌðə(r)/	brat bliźniak
twin sister	/ˈtwɪn ˌsɪstə(r)/	siostra bliźniaczka
wedding	/ˈwedɪŋ/	ślub

Grammar 1 MP3 11

relative	/ˈrelətɪv/	krewny/krewna

Listening and vocabulary MP3 12

argument	/ˈɑː(r)gjʊmənt/	kłótnia; argument
breakup	/ˈbreɪkʌp/	rozstanie, rozpad związku
crippling	/ˈkrɪplɪŋ/	niszczący, paraliżujący
deep bond	/diːp ˈbɒnd/	głęboka więź
devastated	/ˈdevəsteɪtɪd/	zdruzgotany, załamany
due to a misunderstanding	/ˌdjuː tʊ ə ˌmɪsʌndə(r) ˈstændɪŋ/	z powodu nieporozumienia
end a relationship	/ˌend ə rɪˈleɪʃ(ə)nʃɪp/	zakończyć związek
friendship	/ˈfren(d)ʃɪp/	przyjaźń
grief	/ɡriːf/	żal
grumpy	/ˈɡrʌmpi/	zrzędliwy, gderliwy
heartbreaking	/ˈhɑː(r)tˌbreɪkɪŋ/	rozdzierający serce
it takes two to tango	/ɪt ˌteɪks tuː tə ˈtæŋgəʊ/	do tanga trzeba dwojga
long-term	/ˌlɒŋˈtɜː(r)m/	długoterminowy
lose touch	/luːz ˈtʌtʃ/	tracić kontakt (z kimś)
manipulative	/məˈnɪpjʊlətɪv/	manipulujący
minor	/ˈmaɪnə(r)/	niewielki, nieznaczny
painful	/ˈpeɪnf(ə)l/	bolesny
patch up the differences	/pætʃ ˌʌp ðə ˈdɪfrənsəs/	załagodzić konflikt
platonic	/plaˈtɒnɪk/	platoniczny
relationship	/rɪˈleɪʃ(ə)nʃɪp/	związek, relacja
romance	/rəʊˈmæns/	romans
spread rumours	/ˌspred ˈruːmə(r)z/	rozsiewać plotki
supportive	/səˈpɔː(r)tɪv/	wspierający, pomocny
time is a healer	/ˌtaɪm ɪz ə ˈhiːlə(r)/	czas leczy rany
toxic	/ˈtɒksɪk/	toksyczny
unaffected	/ˌʌnəˈfektɪd/	niedotknięty czymś, niewzruszony
underestimate	/ˌʌndəˈrestɪmeɪt/	nie doceniać
ups and downs	/ˈʌps ənd ˈdaʊnz/	wzloty i upadki
wallow in sth	/ˈwɒləʊ ɪn ˌsʌmθɪŋ/	pogrążać się w czymś

Grammar 2 MP3 13

with luck	/wɪð ˈlʌk/	przy odrobinie szczęścia

Reading and vocabulary MP3 14

anxious thoughts	/ˌæŋkʃəs ˈθɔːts /	niespokojne myśli
attractive to sb	/əˈtræktɪv tʊ ˌsʌmbədi/	pociągający, atrakcyjny dla kogoś
awkward	/ˈɔːkwə(r)d/	niezręczny
be close to sb	/bi ˌkləʊz tʊ ˌsʌmbədi/	być z kimś blisko
be married with children	/bi ˌmærid wɪð ˈtʃɪldrən/	mieć żonę/męża i dzieci
bump into	/bʌmp ˈɪntə/	wpaść na (coś/ kogoś)
date	/deɪt/	chodzić na randki
fall in love with sb	/fɔːl ɪn ˈlʌv wɪθ ˌsʌmbədi/	zakochać się w kimś
fancy	/ˈfænsi/	mieć na coś ochotę
get married to sb	/get ˈmærid tʊ ˌsʌmbədi/	poślubić kogoś
grin	/ɡrɪn/	uśmiechać się, szczerzyć zęby
have a crush (on sb)	/həv ə ˈkrʌʃ ɒn ˌsʌmbədi/	zadurzyć się (w kimś), zakochać się (w kimś)
in mid-sentence	/ɪn mɪdˈsentəns/	w pół zdania
introduce sb to sb	/ˌɪntrəˈdjuːs ˌsʌmbədi tʊ ˌsʌmbədi/	przedstawić kogoś komuś
love at first sight	/ˈlʌv ət ˌfɜː(r)st ˈsaɪt/	miłość od pierwszego wejrzenia
mate	/meɪt/	kumpel/kumpela
mumble	/ˈmʌmb(ə)l/	mamrotać
pop over	/pɒp ˈəʊvə(r)/	wpaść (do kogoś)
set sb up with sb	/set ˌsʌmbədi ˈʌp wɪθ ˌsʌmbədi/	umówić kogoś z kimś
romcom	/ˈrɒmˌkɒm/	komedia romantyczna
self-conscious	/ˌselfˈkɒnʃəs/	skrępowany
soulmate	/ˈsəʊlmeɪt/	bratnia dusza
stare at sb	/ˈsteə(r) ət ˌsʌmbədi/	gapić się na kogoś

Speaking MP3 15

dress code	/ˈdres ˌkəʊd/	zasady ubioru, etykieta ubioru
memory stick	/ˈmem(ə)ri ˌstɪk/	karta pamięci

Writing MP3 16

concern	/kənˈsɜː(r)n/	troska, obawa, zmartwienie
peer	/pɪə(r)/	rówieśnik
surrounded	/səˈraʊndɪd/	otoczony
varied	/ˈveərɪd/	różnorodny, urozmaicony

English in Use MP3 17

cheat	/tʃiːt/	ściągać (na egzaminie); zdradzać kogoś
engagement ring	/ɪnˈgeɪdʒmənt ˌrɪŋ/	pierścionek zaręczynowy
give sb a ring	/ɡɪv ˌsʌmbədi ə ˈrɪŋ/	dzwonić do kogoś, telefonować
married couple	/ˈmærid ˌkʌp(ə)l/	małżeństwo, para małżeńska
single ticket	/ˈsɪŋg(ə)l ˌtɪkɪt/	bilet w jedną stronę

Challenge! MP3 18

attraction	/əˈtrækʃ(ə)n/	przyciąganie, pociąg do kogoś; atrakcja (np. turystyczna)
be connected to sb	/bi kəˈnektɪd tʊ ˌsʌmbədi/	być powiązanym z kimś
be engaged	/bi ɪnˈgeɪdʒd/	być zaręczonym; być zajętym (o linii telefonicznej)
be related to sb	/bi rɪˈleɪtɪd tʊ ˌsʌmbədi/	być spokrewnionym z kimś
be under the impression	/bi ˌʌndə(r) ðiˈɪmˈpreʃ(ə)n/	odnosić wrażenie, sądzić
bring up	/brɪŋ ˈʌp/	wychowywać (dziecko)
compare sth to sth	/kəmˈpeə(r) ˌsʌmθɪŋ tʊ ˌsʌmθɪŋ/	porównywać coś z czymś
crush	/krʌʃ/	miażdżyć, kruszyć; zadurzenie, miłość
date	/deɪt/	daktyl; chodzić na randki, spotykać się z kimś
fancy	/ˈfænsi/	mieć na coś ochotę; podkochiwać się w kimś, czuć do kogoś pociąg
grow up	/ɡrəʊ ˈʌp/	dorastać
know from experience	/ˌnəʊ frəm ɪkˈspɪəriəns/	wiedzieć z doświadczenia
look like	/ˈlʊk laɪk/	wyglądać jak, być podobnym do
make friends with	/ˌmeɪk ˈfrendz wɪθ/	zaprzyjaźniać się z
match	/mætʃ/	pasować do siebie; dobrana para
party	/ˈpɑː(r)ti/	przyjęcie, impreza; partia polityczna
remain friends with	/rɪˌmeɪn ˈfrendz wɪθ/	pozostać w przyjaźni z
say something behind someone's back	/seɪ ˌsʌmθɪŋ bɪˌhaɪnd ˌsʌmwʌnz ˈbæk/	mówić coś za czyimiś plecami
support someone through a difficult time	/səˌpɔː(r)t ˌsʌmwʌn θruː ə ˌdɪfɪk(ə)lt ˈtaɪm/	wspierać kogoś w trudnym czasie

2 REVIEW

Complete all the exercises from this section in your notebook.

VOCABULARY

1 Are the definitions below true or false? Correct the false ones.

1 An **acquaintance** is someone you do not know very well.
2 A **colleague** is a friend from school.
3 A **fiancé** is someone you are married to.
4 A **half brother** is a brother who is the son of only one of your parents.
5 A **nephew** and a **niece** are the same as your cousins.

2 Complete the sentences with appropriate prepositions.

1 When Mike and I fall ___, we make ___ very quickly. Our arguments are never very serious.
2 I look ___ to my father because he's a wonderful man.
3 My sister got engaged ___ an Italian. She had been introduced ___ him by her colleague.
4 John fell ___ Amanda the first time they met. They've been going ___ together for a year now.
5 Tim and Rebecca don't get ___ very well anymore, and I think they'll split ___ soon.
6 When I met George, I fell ___ love ___ him immediately. It was love ___ first sight.

3 Work in pairs and test each other.

Student A: go to page 123.
Student B: go to page 129.

GRAMMAR

4 Choose the correct answer. Sometimes both options are correct.

1 *Most* / *A lot* of the people I know have only *a little* / *a couple of* real friends.
2 *A few* / *Many* people came to my barbecue party, but they didn't bring *some* / *any* food.
3 *None* / *Most* of the people I know like fancy dress parties.
4 I enjoy *all* / *both* romantic comedies and thrillers. I have *some* / *a few* on DVD at home.
5 *Most* / *All* teenagers dream of having *much* / *a lot of* friends.
6 There was *none* / *no* sugar left at home, so I went to get *some* / *a few* before the guests came.
7 I didn't know *any* / *no* people at the party. *Most of them* / *Most them* were my sister's colleagues.

5 Complete the sentences with the correct form of the verbs. Use the future perfect or the future continuous.

1 This time tomorrow we ___ (*celebrate*) our wedding anniversary.
2 I'm sorry, but I ___ (*not finish*) this project by next Monday.
3 They ___ (*be married*) for ten years in 2025.
4 Where ___ (*you* / *live*) in 20 years' time?
5 In two weeks' time Monica and Bob ___ (*enjoy*) their honeymoon.
6 Mum will be back at 3.00 p.m. ___ (*you* / *clean*) the flat by then?

6 Rewrite each sentence in two ways, using the phrases given.

1 Ellen broke up with Rob because of his difficult character.
Since ... / As ...
2 I think that friends are the most important people in teenagers' lives.
As far as ... / I am of ...
3 I suggest we go to a club to celebrate Valentine's Day this year.
Why not ... / I think it might be ...
4 We fell out because of a difference of opinion.
We fell out due ... / The reason ...
5 Some people think that the best time to start a family is when you are in your thirties.
Another point of ... / It could be ...

ENGLISH IN USE

7 GRAMATYKALIZACJA Uzupełnij zdania 1–6. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

1 My parents are ill, so ___ (*neither* / *they*) going to their school reunion party on Saturday.
2 ___ (*None* / *grandma*) distant relatives came to her birthday party because they all live abroad.
3 My sister Carrie ___ (*get* / *marry*) to her boyfriend Jack this time next week. I'm so happy for her!
4 I hope I ___ (*graduate* / *from*) university by the time I am 28.
5 Look, that is my half brother Tim – I ___ (*introduce* / *he*) you.
6 I get on really well with my sister-in-law – ___ (*most* / *the* / *advice*) she gives me is really helpful.

READING

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

In which paragraph does the author	
1 present the reasons why people may misunderstand each other?	___
2 enumerate the steps leading to better communication?	___
3 mention the name of a researcher who passed away?	___
4 talk about a common misconception?	___
5 refer to research on the challenges of interpersonal communication?	___

HOW TO AVOID COMMUNICATION BREAKDOWN

A

It's a common belief that just because we often hang out with our best friend or sibling, and we generally get on with them, we should have no problems communicating. Unfortunately, that is not the case, and we often feel upset, unhappy or even devastated when our friends or siblings misunderstand us. According to Prof. Boaz Keysar, a Professor of Psychology at the University of Chicago, communicating with people we know really well is way more difficult than with those we don't know well – or don't know at all. His studies show that there are a number of factors which cause communication problems with our nearest and dearest.

B

First of all, we often wrongly assume that people close to us understand what we are saying, so we don't even bother to check if our message is clear. Secondly, we tend to think that what we know is known to them as well – which is not always the case, as they may not have the same experiences or knowledge. However, it's the third factor which is responsible for most miscommunications: conveying subtle messages, that is messages which are sarcastic, emotional or vague. For example, when your friend apologises to you because he/she hasn't answered your emails or messages, and you say something like 'People lead such busy lives nowadays', it may be either interpreted as criticism ('You're not a good friend because you have no time for me.') or as empathy ('You're very busy at the moment.').

C

Unfortunately, such miscommunications may lead to an argument with your friend or sibling or to them giving you the silent treatment. As Prof. Keysar claims, we may find it difficult to eliminate our communication 'bad habits', but it is worth trying. One of the things you can try doing is learning the principles of nonviolent communication, developed by the late psychologist Marshall Rosenberg, according to whom conflicts between people are a result of miscommunication, i.e. when words are used for power struggles rather than real communication.

D

To make your communication successful, you need to start with a neutral observation – you should not judge, evaluate or interpret the situation. So, in the case mentioned above, you would say, 'You haven't answered my emails and messages' rather than 'You're not really a good friend' or 'You're not reliable'. Then, you should describe your feelings, for example 'I feel upset' rather than interpret the other person's feelings, for example 'You don't really care about me'. Finally, you need to express your needs ('I'd really like you to let me know what's going on') and express a request ('Would you please let me know you're busy?') rather than making a demand. Learning these steps takes time, like learning a new language, but it leads to better communication, deeper bonds and stronger and more supportive relationships.

SPEAKING

9 ROZMOWA Z ODGRYWANIEM ROLI **Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.**

Uczeń A

Przebywasz za granicą na wakacyjnym kursie językowym. Rozmawiasz z kolegą/koleżanką z grupy na temat zorganizowania imprezy pożegnalnej. W rozmowie z uczniem B omów poniższe cztery kwestie.



Uczeń B

Przebywasz za granicą na wakacyjnym kursie językowym. Rozmawiasz z osobą z grupy, która wystąpiła z propozycją, aby zorganizować imprezę pożegnalną. Rozmowę rozpoczyna uczeń A. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z wyborem miejsca imprezy i zasugeruj inne miejsce,
- zaproponuj, aby zaprosić na imprezę lektorów uczących Waszą grupę,
- wyraź obawę, czy termin będzie odpowiadał wszystkim uczestnikom kursu,
- zaproponuj pomoc przy organizacji imprezy.

WRITING

10 ROZPRAWKA **Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.**

Niektórzy uważają, że jedynacy, których jest coraz więcej we współczesnym społeczeństwie, nie są samotni, ponieważ budują głębokie więzi z przyjaciółmi. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, uwzględniając argumenty rodziców oraz ich dorastających lub dorosłych dzieci.



3 WORK AND LEARN

VOCABULARY

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

EMPLOYMENT AND CAREER DEVELOPMENT

• EMPLOYERS

92% of employers are looking for transversal skills such as curiosity, problem-solving skills, tolerance and confidence when recruiting.

64% of employers think international experience is important for recruitment (37% in 2006).

64% of employers say graduates with an international background are given greater professional responsibility.

• ERASMUS STUDENTS

More than 85% of Erasmus students study or train abroad to enhance their employability abroad.

• UNEMPLOYMENT RATE

Young people who study or train abroad are half as likely to face long-term unemployment.

5 years after graduation the unemployment rate of Erasmus students is **23% LOWER**.



1 Look at the data. Work in pairs and answer the questions.

1 Have you ever heard of Erasmus exchange programmes for students? What are they?
2 What do you learn about employment prospects and unemployment rates?
3 Why do you think having international experience is so important to employers?

2 Read the sentences about Erasmus students. Match the words below with the words in bold.

business owners practical perform look for get career prospects progress increase develop keen to run a business universal work placement / training period experience take part

1 Young people who study abroad **gain** a lot of **hands-on** knowledge and **boost** their **transferable** skills.
2 Graduates with international experience **fare** better on the job market and are more mobile employees.
3 Young people who **participate** in Erasmus programmes are more willing to move to other countries to **search for** employment.
4 Erasmus students are valued by **entrepreneurs** because they **foster** personality traits such as tolerance, confidence, curiosity and decisiveness while training abroad.
5 Erasmus trainees are more **entrepreneurial** than those students who have not **undergone** a **traineeship** abroad.
6 Erasmus participants can expect faster career **advancement** and improve their **employability**.

3 CD 1.15 Listen and repeat some of the words from exercise 2.

4 Translate the sentences in exercise 2 into Polish. Work in pairs. Take turns to read one sentence in Polish and ask your partner to translate it back into English.

5 Read the words and expressions below. Which do you think will be used by young people talking about their Erasmus exchange?

retire chance of promotion work overtime earnings part-time job workplace pay rise quit a job get a pension self-employed hire make a living covering letter job centre be overworked

6 CD 1.16 Listen to three Erasmus students and spot two things they all mention about the programme.

7 Complete the table with the correct forms of the words below.

train advance know participate employ

verb	nouns
train	

8 Can you add any adjectives to the table in exercise 7?

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

1 The ___ (*train*) who ran the course was very ___ (*know*) about the EU job market.
2 Career ___ (*advance*) is important to many ___ (*employ*).
3 Having soft skills makes you more ___ (*employ*), so your ___ (*participate*) in various training courses in e.g. communication skills really counts.
4 Helen has a very ___ (*advance*) ___ (*know*) of economics.
5 Is it easy to find ___ (*employ*) in your area? Are there any ___ (*train*) programmes available for undergraduates?

10 Read the sentences and complete them so that they are true for you. Then work with your partner and exchange your ideas.

1 I would/wouldn't like to become an entrepreneur because ___.
2 Some of my transferable skills include ___.
3 I could increase my employability by ___.
4 I would like to gain some hands-on knowledge to know how to ___.

VOCABULARY CHALLENGE! Unit 3, page 109, exercises 1, 2 and 3

11 WHAT DO YOU THINK? Work in groups of three. How do you understand the quotation below? Do you agree with it? Why? / Why not?

'You must either modify your dreams or magnify your skills.'
Jim Rohn

GRAMMAR 1

defining relative clauses

3

1 Look at the infographic. Work with your partner and answer the questions.

1 How do you interpret the information in the infographic?
2 How do these three generations differ in terms of their professional needs?
3 Do you identify with the description of Generation Z? Why? / Why not?

GENERATION X 1965 – 1980	GENERATION Y 1982 – 1995	GENERATION Z 1997 – 2012
work-life balance text message loyal personal computer	freedom & flexibility online & mobile digital entrepreneur tablet & smartphone	security & stability mobile apps multitaskers nano computing

2 LANGUAGE IN CONTEXT Read the fragment of an article about Generation Z at work. What else do you learn about their professional needs?

GenerationZ is a name which is usually used to refer to people who were born between 1997–2012. It's the next generation who came after the so-called Millennials (Generation Y). Generation Z are about one fifth of the workforce and they will be the employees that will shape the job market for years to come. Like any other generation before, they have their aspirations and expectations. The company where they work should value authenticity, independence, competition and teamwork at the same time. Unlike Millennials, Gen Zers appreciate job security and career advancement. So, a company owner whose firm employs these individuals will have to come up with solutions that will help Gen Zers climb up the career ladder.

3 ANALYSE Look at the highlighted examples of defining relative pronouns in the article in exercise 2. Choose the correct options to complete the rules.

a Defining relative clauses give ***extra / detailed*** information about a person, place or thing.
b They are ***important / not important*** to the sentence, and we ***can / can't*** leave them out.

4 Complete the rules with the correct relative pronouns.

which that whose who where

1 We use ___ for people.
2 We use ___ for things.
3 We use ___ for people or things.
4 We use ___ for places.
5 We use ___ to show that something belongs to someone.

5 WHAT'S RIGHT? Choose the correct sentences.

1 Career development is a factor which it is important for Gen Zers.
2 Career development is a factor which is important for Gen Zers.
3 Career development is a factor that is important for Gen Zers.

6 PRACTISE Complete the sentences with *which*, *who*, *whose* or *where*.

1 The employee ___ got the award was Greg.
2 I'd like to be able to write CVs ___ are professional-looking.
3 The most interesting programme ___ I watched last week was a documentary.
4 The man ___ dog was found 100 miles away was on TV last night.
5 That's the company ___ the documentary was filmed.

! Tip

- A relative clause can refer to the subject or the object of a sentence.
  Jane is the girl ***who got the job****. She got the job.* (subject)
  This is the girl ***who I met last week****. I met* ***her****.* (object)
- We can leave out *who*, *that*, *which* in a relative clause when it refers to the object of the sentence.
  This is the girl I met last week.

7 Look again at the sentences in exercise 6 and answer the questions.

1 In which sentences could we replace the relative pronoun with *that*?
2 In which sentences could we leave out the relative pronoun?

8 Rewrite each pair of sentences as one sentence, using a relative pronoun.

1 That's the company owner. He was in a TV programme last night.
2 I went to the conference room. I met Dave there.
3 I'm sure it was the fish. It gave me an upset stomach.
4 That's the article. I read it yesterday.

! Tip

We can also use ***which/that*** + ***in*** to talk about places, but we don't use a preposition when we use ***where***.
That's the house ***which*** *we lived* ***in****.*
That's the house ***where*** *we lived* ~~*in*~~*.*

9 Rewrite the sentences in two ways, beginning with *That's ...* Use *where* and *which/that*.

1 I slept in that room when I was a child. *That's the room ...*
2 We stayed in that hotel when we were on holiday.
3 I had a birthday dinner in that restaurant last year.

10 NOW YOU DO IT Complete the sentences so that they are true for you. Compare your answers with a partner and justify them.

1 I'd prefer a job which ___.
2 I've never heard of a company where ___.
3 A TV show that definitely impressed me was ___.
4 A person who has given me some great advice is ___.
5 A company whose products I buy very often is ___.

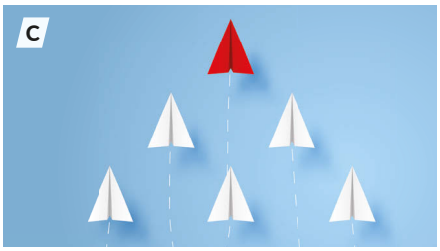
3 LISTENING AND VOCABULARY

listening for gist and detail • leadership

1 Look at the images. Work in pairs and discuss what aspects of being a leader they show.







2 Work in pairs. Make a list of qualities a good leader should have. Compare with another pair and choose the top five qualities. Justify your answers, using the language below.

A good leader should / ought to / must be ...
The qualities an effective leader should show / display manifest / include ...
Leadership is all about / calls for / involves ...
You can only be a respected leader if you ...

3 CD 1.17 Listen to the interview about 21st century leaders and answer the questions.

1 What did Tina Fry win? Why did she win?
2 What qualities of being a great leader does she mention?
3 What was Tina Fry like at school?
4 Why does the radio presenter sound surprised?
5 What does Tina Fry say about feedback?

4 CD 1.17 Listen to the interview again and choose the correct answers.

1 What shouldn't leaders ever do to their team members according to Tina Fry?
   a Demand too much of them.
   b Point out their weaknesses.
   c Make them do unsuitable tasks.
   d Ask them for feedback.
2 Which of the following pieces of information was stated indirectly?
   a Tina appreciates others' opinions.
   b Tina is very proud of her team.
   c Tina is a born leader.
   d Tina knows how to develop people's talents.
3 Which top quality of a leader does Tina Fry mention first?
   a Helping people on the team to develop.
   b Praising team members.
   c Good communication skills.
   d Passing on information to the team.
4 The purpose of the interview is to
   a encourage young people to become leaders.
   b present one of the best young entrepreneurs.
   c contrast various leadership styles.
   d share the current understanding of leadership.

5 Work in pairs and answer the questions.
What does a leader do when he/she

1 delegates tasks?
2 empowers team members?
3 is in charge of a project?
4 focuses on team members' strengths?
5 gives constructive feedback?
6 sets high expectations?

6 CD 1.18 Listen to the job interview and say what impression Joe makes on you. Does he know how to make a good impression in a job interview? Why do you think so?

7 CD 1.18 Listen again and complete the form.

Name: Joe Emerson
Experience:
He [1]___ a big theatre project.
He was [2]___ in various school projects.
Qualities:
Joe is [3]___ and [4]___. He also prides himself on his [5]___ and his [6]___ with others.
Support needed:
He may need us to help him with the [7]___ process.
He [8]___ advertising campaigns, and may need our help there.

8 CD 1.18 Listen again and write the verbs which go with the following nouns. Translate the expressions into Polish.

1 ___ a project
2 ___ the rehearsals
3 ___ responsibilities
4 ___ the project ___
5 ___ support
6 ___ someone a hand

9 Imagine your school is looking for a team leader to run an international Learn Languages project involving other students from your school. You are on the committee and want to recruit the best possible candidate. What questions would you ask them?

Group A (committee members) prepare three questions to ask
Group B (applicants) make a list of qualities you think will be useful

10 Work in pairs and run the interviews for the job in exercise 9. Who performed better? Who would get the job? Why?

GRAMMAR 2

non-defining relative clauses

3

1 LANGUAGE IN CONTEXT Read the text. Would you be interested in watching a programme like that? Why? / Why not?

DRAGONS' DEN

Would you make a good entrepreneur? Do you have what it takes to run a profitable business? Well, a UK reality TV show called *Dragons' Den* may help you get a few hints. This TV show, which has been running for over 15 years, is all about that. The programme, which is based on a Japanese show, allows a few businesspeople, who represent various areas of the industry, to present their business ideas to a panel of rich and demanding investors, who are called 'dragons'.

At the end of the show the investors select one business idea that they are prepared to sponsor in return for some percentage in the sales.

2 ANALYSE Look at the highlighted relative clauses in the text in exercise 1. Are the statements below true or false?

1 Non-defining relative clauses add extra information about a person or a thing.
2 The sentence still makes sense when we remove the relative clause.
3 We can leave out the relative pronoun.
4 We use commas to separate the clause from the rest of the sentence.
5 We can't use *that* in non-defining relative clauses.

3 PRACTISE Write sentences with non-defining relative clauses, using the information given.

1 My mum loves the programme. She watched it with me.
My mum, who loves the programme, watched it with me.
2 Joe Harper lives near us. Joe Harper was my mum's boss in 1990s.
3 The laptop broke on Friday. We bought it last year.
4 My grandad wants to go to Japan. He has never been out of the country.
5 I prepared a very interesting presentation. It was about work-life balance.
6 Our new office will be open next month. It was very difficult to furnish.

4 Put clauses a–d in the correct places in the text.

I recently read an article that is all about start-ups run by young people. The article tells you how to set up your own start-up. It was written by a young entrepreneur. It seems that more and more young people want to be self-employed to have more freedom. My brother is considering such an option too.

a who comes from Italy
b who is in his late twenties
c which I found online
d who are looking for work

5 Translate the Polish parts of the sentences into English. Add commas where necessary.

1 My sister ___ (*która była zmęczona pracą w banku*) gave in her notice.
2 The programme ___ (*który został sfilmowany we Francji*) was really interesting.
3 That's the man ___ (*którego samochód zwykle jest zaparkowany*) outside our gate.
4 Mr Jory ___ (*którego obrazy są tak popularne*) is a friend of my colleague's.
5 I went on ___ (*stronę internetową, którą zasugerowałeś*), and it was really helpful.

6 Complete the text with appropriate words. Use one word for each gap.



No matter what your job is or where you work, you can consider yourself lucky if your manager is a true leader. What is a true leader? It is someone [1] ___ does their best to help develop their team and to make them achieve their potential. Leaders are honest, open and respectful of other people's views, [2] ___ motivates their team members and makes them follow their leaders' example. A true leader supports his or her team and empowers them by delegating tasks [3] ___ could be done by himself or herself. However, thanks to this, team members learn or develop skills [4] ___ they wouldn't be able to improve in other situations. The leader will also provide them with constructive feedback, [5] ___ is really useful when learning a new skill, once their task is finished. So, even if you work in a place [6] ___ you will not stay forever, use the opportunity to observe and learn from a true leader if you meet one.

GRAMMAR CHALLENGE! Unit 3, page 110, exercise 1

7 NOW YOU DO IT Write down some information about people, things or events which are important to you.

1 a date
2 a person's name
3 something you own
4 a place
5 a job you dream of having

8 Work in pairs and tell your partner about the different things in exercise 7. Your story can be true or a lie. Your partner must decide if you are telling the truth.

4 November. That's the date when I fell over and had to go to hospital with a broken finger.

GRAMMAR REFERENCE page 132

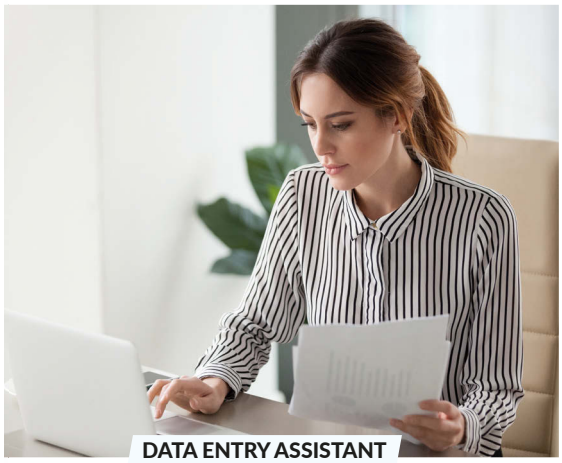
3 READING AND VOCABULARY

reading for gist and detail • temporary jobs • personal data



ONLINE TUTOR


BARISTA


DATA ENTRY ASSISTANT

1 Imagine you are looking for a temporary job. Look at the photographs and discuss which of these jobs you would consider doing and why.

2 What are the pros and cons of doing the jobs in exercise 1? What qualities do people need to have to do these jobs well?

3 CD 1.19 Read the blog entry and answer the questions.

1 What is it about?
2 How does the author feel about looking for employment?
3 Why does she want to try out different jobs?

4 Read the text again and complete gaps 1–4 with the correct fragments A–E. There is one extra fragment.

A Apparently, thanks to this, you can adjust your work schedule to your needs, maintaining the appropriate balance between your private and professional life. Sounds appealing?
B They will most certainly tell me about their internships or traineeships so that I can make up my mind faster.
C A lot of my friends are working, and I'm sure they can offer some useful advice. That's a good idea, isn't it?
D I really want to support myself and start building my portfolio, which may not be easy as I don't know too much about employment opportunities.
E I just feel I need to have a go at different jobs before I settle on one that really suits me.

HOME | MY BLOG | CONTACT ME



Well, the time has come for me to become more financially independent and to contribute to the family budget. I'm a grad. I've just turned 21. [1] ___ However, I realise that in the aftermath of the pandemic and due to technological advancements the job market has changed, new professions are being created and employers are looking for people with a certain set of skills.

I've also read about the so-called gig economy and giggers who are freelance employees usually working remotely and moving from project to project. [2] ___ Maybe, but what about your job security or job benefits? So, where do I start? How do I go about choosing the right job for me?

I guess I'm going to start with temp agencies which send you different job adverts for short-term employment. [3] ___ As a temp I'll be able to experience various working environments and see for myself if I'm cut out for an office job or if I'd rather work from home. Trying out different jobs will also help me discover my strengths and weaknesses. Am I good at creative tasks, are my people skills, such as functioning in a team, developed enough, or can I handle mundane tasks, etc.? For the time being, I have more questions than answers, but I believe the jobs which I'm going to do over the next year or so will give me some food for thought.

I'm also going to ask around. [4] ___ Most have been doing contract work and changing their employment on a regular basis just to see where they fit the most. I'm going to pick their brains when it comes to job interviews (no idea how to approach them ☹), reliable employers, most sensible working hours, contracts and all that. I'm dead set on landing a job and standing on my own two feet. I'm looking forward to my adult life, though I'm feeling a little overwhelmed. Any suggestions or tips, guys?

Like
Comment
Share


FOOD TRUCK ATTENDANT


CALL CENTRE WORKER


MYSTERY SHOPPER

5 Answer the questions, using the information from the text.

1 What reasons does the author give for wanting a job?
2 What are the pros and cons of working as a gigger according to the author?
3 What can you learn about yourself by doing different jobs?
4 Why is it a good idea to ask around before you apply for a job?
5 What are people skills? Can you add some more examples and explain why they are important to have?

Vocabulary development

6 Read the highlighted words and expressions in the text in exercise 3. Work with your partner and give their definitions in English.

7 Use the words and expressions from exercise 6 to complete the sentences.

1 Young people should leave home when they have enough money ____.
2 Most people appreciate having ____ because it means they don't worry about money to pay the bills every month.
3 My sister has worked as a ____ a few times, and she says that she had to do ____ which she didn't always like.
4 When you get experience and acquire new skills, you ____ which you can show to your future employer.
5 Different ____ will allow you to learn about how different businesses work.
6 A ____ helps you find temporary jobs, which may be a better option than scanning through hundreds of ____ yourself.
7 It isn't easy to find a ____ that would pay you good money and where you would feel fine.
8 Thanks to technological advancements more and more people ____.

VOCABULARY CHALLENGE! Unit 3, page 109, exercises 4 and 5

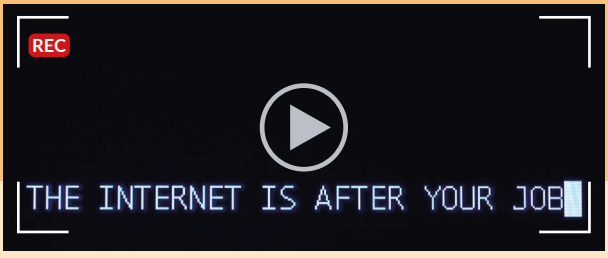
8 Read the list of jobs on offer for the coming summer. Work in pairs and choose two jobs you could do. What do you think these jobs would involve?

a clown in a local circus an entertainer at children's parties
a celebrity bodyguard a dog walker
IT help for the local community a wedding photographer

9 Imagine you are going to interview your partner for one of the jobs in exercise 8. Prepare four or five relevant questions and take turns to interview each other. Use the ideas below to help you.

First name: ____
Middle name: ____
Surname: ____
Date of Birth: ____
Current address: ____
Postcode: ____
Country of residence: ____
Nationality: ____
Personal qualities: ____
Experience: ____

Critical thinking



Look at the picture. Work in pairs and answer the questions.

1 How do you understand the sentence in the picture?
2 What jobs are likely to disappear in the future? What jobs are certain to appear? Why do you think so?

3 SPEAKING

describing a picture • jobs • adjectives

1 Read the list of jobs. Which of these jobs might not be popular with job seekers?

application software developer physical therapist
truck driver construction worker financial adviser
home health aid nurse practitioner personal care aid

2 Read the adjectives. Which are negative, positive and neutral in meaning? Which adjectives would you use to describe the jobs from exercise 1?

well-paid mundane part-time lucrative dead-end
low-paid monotonous skilled manual unskilled
blue-collar white-collar full-time stressful
challenging demanding menial high-powered
rewarding seasonal

3 CD 1.20 Look at the photograph. Listen to a student describing it. Does he describe all the necessary details?

1 Who and where is the person?
2 What does the person look like?
3 What is the person doing?
4 How is the person feeling?



4 CD 1.20 Complete the Phrase Bank with the correct words. Listen again and check.

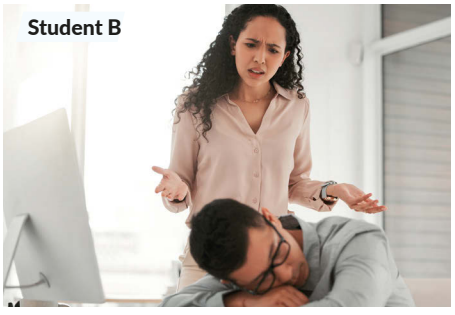
PHRASE BANK

Describing a picture

From what I can [1] ___, *the picture was taken in ...*
It [2] ___ */shows a man who ...*
In the foreground/background, I can see ...
He's wearing formal clothes [3] ___ *that he's at work.*
[4] ___ *from his face, he's fast asleep.*
He [5] ___ */seems to be alone in his office.*
He looks like / [6] ___ *he is working on a difficult project.*

5 Work in pairs. Look at the photographs. Take two minutes to prepare your description, using the language from exercise 4. Take turns to describe them.





6 Read the questions about the photographs in exercise 5. Make notes on how you would answer them. Think of:

- some more advanced language;
- linking words to link your ideas together;
- some synonyms to the words you are likely to repeat like e.g. boring, important, rewarding, difficult, tiring, etc.

Student A

1 What could the meeting be about?
2 What bores you to death? Why?
3 Describe the last time you found something you had to do very difficult and tiring.

Student B

1 Do you think the man does an important job? What makes you say that?
2 How important it is for a job to be rewarding?
3 Describe the last time you were tired at school.

7 Work in pairs and interview each other, using the questions from exercise 6.

8 Look at the photographs and prepare a set of three questions for your partner similar to those in exercise 6. Then describe the photographs and use the questions to interview one another.

Question 1 refers to the situation in the picture
Question 2 refers to your experience related to the situation in the picture
Question 3 refers to your past experience related to the topic of the picture



WRITING

a covering letter

3

1 Read the advertisement. Would you be interested in taking part in a Work & Travel programme? Why? / Why not? Which job would you choose and why?

SHORT-TERM AND SEASONAL WORK IN IRELAND

Have you ever thought of living and working on the Emerald Isle for up to a year?

Our Work & Travel programme is perfect for RECENT SCHOOL GRADUATES OR CURRENT STUDENTS 19+.

Earn €10–16 per hour. Jobs in the fields of travel and tourism, hospitality, retail and manual labour.

2 Read the CV. Match the headings with the information given.

Interests Experience Profile Education Training

Magdalena Krawczyk magdalenak@mail.co

1 _____

Sociable, approachable with exceptional communication skills; seeking a position in the retail sector. Highly-motivated and conscientious with a lot of self-confidence.

2 _____

2016–2019 10th Jacek Kuroń High School in Łódź
2019 A-levels: As and Bs in Polish, Maths, English and Social Science
2018 Language certificate: Level B2 Grade B

3 _____

School leader
– organising school events (sports competitions, discos, school-leaving ball)
Fundraiser and voluntary worker
– running charity events at school (collecting money for animal shelters and hospice)
– organising charity campaigns for children with local Polish Red Cross office

4 _____

Careers training: Customer Care

5 _____

I am a keen traveller and cyclist. My leisure pursuits also include photography and dance. I am also interested in marketing and management, which I wish to study as of next year.

References available at interview

3 Work in pairs and discuss what information you could include in a CV. Then write your own CV. Use the template from exercise 2.

4 Read the covering letter and answer the questions.

1 Does Magda's covering letter correspond to her CV?
2 Does she include all of the information from her CV?
3 What information could she add?

Dear Mr O'Connelly,

I am writing to apply for a job in the retail sector as part of the Work & Travel scheme in Ireland. I am particularly interested in the position of a sales assistant listed on your website. My reason for applying is that this post will allow me to use my experience and learn new skills.

Currently, I am a high school graduate. I have applied for a place at the University of Łódź to study marketing and management. I am due to start the course in October. My ambition is to continue education, receive a Bachelor's degree and pursue a career in the retail industry.

I have also been involved in a number of projects where I was responsible for the whole organisation and management from beginning to end. I was put in charge of teams on numerous occasions, and I managed to prove myself as a very communicative, approachable and reliable leader. I believe I have ample experience to work in a team and to be entrusted with more serious tasks.

I believe that 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: +48 333 444 555.

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

Yours sincerely,

Magdalena Krawczyk

5 Read the Phrase Bank and choose the correct answer. Sometimes both or all the answers are correct.

PHRASE BANK

Starting a covering letter

I am writing to apply for [1] ***the job of ... / the post of ... / the position of ...***
I am particularly/especially interested in the position of a ...

Describing your personality, ambitions and experience

My reason for applying is that this post will [2] ***allow / let / ensure*** *me to use my experience and learn new skills.*
My ambition is to [3] ***pursue / follow*** *a career in the retail industry.*
I have also been involved in a number of projects where I was [4] ***responsible / reliable*** *for ...*
I managed to [5] ***prove / show*** *myself as a very communicative, approachable and reliable leader.*
I believe I have [6] ***ample / sufficient / big*** *experience to work in a team.*
I [7] ***believe / guess / trust*** *that my experience as well as personal qualities make me a good candidate for the position advertised.*

6 Read the instructions and do the writing task. Use your CV from exercise 3.

Na stronie programu *Work & Travel* pojawiło się ogłoszenie o rekrutacji do pracy sezonowej na stanowisko kelnera/kelnerki w restauracji w Dublinie. Napisz **list motywacyjny** (200–250 wyrazów), w którym przedstawisz swoją kandydaturę oraz uzasadnisz, dlaczego jesteś odpowiednią osobą na to stanowisko.

3 ENGLISH IN USE

1 Read the questions and answer them in pairs.

1 How many students in your class are planning to go to university? How many are thinking of getting a job straight after school?
2 Would you agree that university education guarantees a better job? Why? / Why not?
3 How many people in your family are university-educated? Do they work in jobs related to what they studied?

2 Read the sentences and decide where the words below should go. There are two extra words.

it	the	a	in	myself	on	of

1 I want to earn enough to be able to support.
2 My sister would like to make living as a dancer.
3 Have you ever taken part any exchange programmes?
4 I have all the qualities to be in charge a team.
5 Getting a temporary job? Why not? I could give a go.

3 Read the text and complete the gaps. Use one word for each gap.

Have you ever heard people say that university education guarantees a well-paid job? Probably so. Yet, while having a degree is certainly some achievement, it does not automatically ensure your success [1] ____ the job market. Governments know it and people know it; yet, most young people are encouraged to follow a university course. As a result, there are numerous graduates who are [2] ____ to find their dream jobs and, what's worse, they end up earning far less than they had hoped for. In fact, a new study has revealed that more [3] ____ a half of British graduates are currently working in jobs [4] ____ do not require a degree – like in call centres or coffee shops. Also, not everyone is cut out for academic work, and those people might be better off training for a particular job. Unfortunately, there are plenty of average graduates [5] ____ dream of very well-paid jobs. To make matters worse, a lot of these graduates are left with thousands of pounds of debt after they [6] ____ to take out a student loan. That's what it's like in Britain. What's it like in your country?

4 What's the situation like in Poland? Is it hard to find employment for graduates? Are there universities which guarantee well-paid jobs for their alumni?

5 Read the questions. How would you react to them? Write as many correct answers as possible.

1 What's your job like?
2 What do you do?
3 What's the income you dream about?
4 Do you usually see through the projects you start?
5 Has there been a pay rise recently?

6 CD 1.21 Listen to questions (1–5) and choose the correct reactions (a–g). There are two extra reactions which you do not need to use.

a Well, the job is a bit dull.
b He earns a fortune.
c She was fired.
d He is a freelance copywriter.
e Karen, I guess.
f Because of low pay.
g Nothing fancy. Just a cashier.

7 Complete each pair of sentences with one word.

1 Digital creatives are artists who create ____ clips and computer-generated illustrations.
The performance was followed by an ____ discussion about its controversial plot.
2 I like all the ____ in this cartoon because they're just so funny.
How many ____ can you use in one tweet?
3 How would you like to ____ a living in the future?
I won't be able to ____ it to the party. I'll be working then.
4 What strategies are you going to ____ to solve this problem?
Do you think the company is going to ____ you for this position?
5 My boss has ____ expectations of all her employees.
It's ____ time you found yourself a part-time job.
6 Does anyone in your family ____ their own business?
The buses in my village don't ____ on Sundays.

8 Imagine you are going to talk to a careers adviser. Make a list of questions you would like to ask. Take turns to role-play the situation. Student A is a student, and student B is a careers adviser.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

1 What jobs could the woman do, judging by her room?
2 Would you like a job in which you spend most of your time in front of the computer? Why? / Why not?

WORDLIST

3

Vocabulary MP3 19

advance	/əd'vɑ:ns/	zaliczka, awans; awansować
advanced	/əd'vɑ:nst/	zaawansowany, rozwinięty
advancement	/əd'vɑ:nsmənt/	awans, rozwój, postęp
be overworked	/bi: ˌəʊvə'wɜ:(r)kt/	być przepracowanym
boost your transferable skills	/bu:st jɔ:(r) trænsˌfɜ:rəb(ə)l 'skɪlz/	rozwijać uniwersalne umiejętności, które można wykorzystać w różnych dziedzinach
career	/kə'rɪə(r)/	kariera zawodowa
career advancement	/kə'rɪə(r) ədˌvɑ:nsmənt/	rozwój kariery zawodowej
chance of promotion	/tʃɑ:ns əv prə'məʊʃ(ə)n/	szansa na awans
covering letter	/'kʌv(ə)rɪŋ ˌletə(r)/	list motywacyjny
earnings	/'ɜ:(r)nɪŋz/	zarobki
employ	/ɪm'plɔɪ/	zatrudniać
employability	/ɪmˌplɔɪə'bɪləti/	możliwości zatrudnienia
employable	/ɪm'plɔɪəb(ə)l/	zdolny do pracy
employee	/ɪmˌplɔɪ'i:/	pracownik
employed	/ɪm'plɔɪd/	zatrudniony
employer	/ɪm'plɔɪə(r)/	pracodawca
employment	/ɪm'plɔɪmənt/	zatrudnienie
entrepreneur	/ˌɒntrəprə'nɜ:(r)/	przedsiębiorca
entrepreneurial	/ˌɒntrəprə'nɜ:(r)iəl/	przedsiębiorczy
fare	/feə(r)/	radzić sobie
foster	/'fɒstə(r)/	wspierać
gain hands-on knowledge	/geɪn hændˌzɒn 'nɒlɪdʒ/	uzyskać praktyczną wiedzę
get a pension	/get ə 'penʃ(ə)n/	otrzymać emeryturę
hire	/'haɪə(r)/	zatrudniać
job centre	/'dʒɒb ˌsentə(r)/	biuro pośrednictwa pracy
job market	/'dʒɒb ˌmɑ:(r)kɪt/	rynek pracy
job mobility	/'dʒɒb məʊˌbɪləti/	mobilność zawodowa
know	/nəʊ/	wiedzieć, umieć
knowledge	/'nɒlɪdʒ/	wiedza, znajomość
knowledgeable	/'nɒlɪdʒəb(ə)l/	obeznany, zorientowany, wykształcony
make a living	/meɪk ə 'lɪvɪŋ/	zarabiać na życie
participant	/pɑ:(r)'tɪsɪpənt/	uczestnik
participate	/pɑ:(r)'tɪsɪpeɪt/	uczestniczyć, brać udział
participating	/pɑ(r)'tɪsɪpeɪtɪŋ/	uczestniczenie; biorący udział
participation	/pɑ:(r)ˌtɪsɪ'peɪʃ(ə)n/	uczestnictwo, udział
part-time job	/pɑ:tˌtaɪm 'dʒɒb/	praca na pół etatu
pay rise	/'peɪ ˌraɪz/	podwyżka
quit a job	/kwɪt ə 'dʒɒb/	zrezygnować z pracy
retire	/rɪ'taɪə(r)/	przejść na emeryturę
search for employment	/sɜ:(r)tʃ fɔ:(r) ɪm'plɔɪmənt/	poszukiwanie pracy
self-employed	/ˌselfɪm'plɔɪd/	samozatrudniony
train	/treɪn/	szkolić (się), trenować
trained	/treɪnd/	wykwalifikowany, przeszkolony
trainee	/ˌtreɪ'ni:/	praktykant, stażysta
trainer	/'treɪnə(r)/	trener, szkoleniowiec
training	/'treɪnɪŋ/	szkolenie
undergo a traineeship	/ʌndə(r)ˌgəʊ ə ˌtreɪ'ni:ʃɪp/	odbyć staż
work overtime	/wɜ:(r)k 'əʊvə(r)ˌtaɪm/	pracować po godzinach
workplace	/'wɜ:(r)kpleɪs/	miejsce pracy

Grammar 1 MP3 20

career development	/kə'rɪə(r) dɪˌveləpmənt/	rozwój zawodowy
career ladder	/kə'rɪə(r) 'lædə(r)/	szczeble kariery
workforce	/'wɜ:(r)kˌfɔ:(r)s/	siła robocza

Listening and vocabulary MP3 21

be in charge of a project	/bi: ɪn ˌtʃɑ:(r)dʒ əv ə 'prɒdʒekt/	zarządzać projektem
born leader	/bɔ:(r)n 'li:də(r)/	urodzony przywódca
constructive feedback	/kənˌstrʌktɪv 'fi:dbæk/	konstruktywna informacja zwrotna
delegate tasks	/ˌdelɪgeɪt 'tɑ:sks/	przekazać zadania
display	/dɪ'spleɪ/	okazywać, manifestować
empower team members	/ɪmˌpaʊə(r) 'ti:m ˌmembə(r)s/	wzmocnić pozycję członków zespołu
focus on team members' strengths	/ˌfəʊkəs ɒn 'ti:m ˌmembə(r)s 'streŋθs/	koncentrować się na mocnych stronach członków zespołu
give sb a hand	/gɪv ˌsʌmbədi ə 'hænd/	pomóc komuś
set high expectations	/'set haɪ ˌekspek'teɪʃ(ə)ns/	stawiać wysokie oczekiwania
manifest	/'mænɪfest/	przejawiać
need support	/ni:d sə'pɔ:(r)t/	potrzebować wsparcia
schedule the rehearsals	/ˌʃedju:l ðə rɪ'hɜ:(r)s(ə)ls/	zaplanować próby
see the project through	/si: ðə ˌprɒdʒekt 'θru:/	doprowadzić projekt do końca
take on responsibility	/teɪk ˌɒn rɪˌspɒnsə'bɪləti/	wziąć odpowiedzialność

Grammar 2 MP3 22

give in your notice	/gɪv ˌɪn jə(r) 'nəʊtɪs/	złożyć wypowiedzenie
profitable	/'prɒfɪtəb(ə)l/	dochodowy, opłacalny

Reading and vocabulary MP3 23

barista	/bə'rɪstə/	barista
build your portfolio	/bɪld jə(r) pɔ:(r)t'fəʊliəʊ/	zbudować, stworzyć portfolio
call centre worker	/'kɔ:l ˌsentə(r) 'wɜ:(r)kə(r)/	pracownik centrum informacyjnego
country of residence	/ˌkʌntri əv 'rezɪd(ə)ns/	kraj zamieszkania
current address	/ˌkʌrənt ə'dres/	bieżący/aktualny adres
data entry assistant	/'deɪtə ˌentri ə'sɪst(ə)nt/	asystent ds. wprowadzania danych
date of birth	/deɪt əv 'bɜ:(r)θ/	data urodzenia
first name	/ˌfɜ:(r)st 'neɪm/	imię
food truck attendant	/'fu:d ˌtrʌk ə'tendənt /	pracownik obsługi food trucka
job advert	/'dʒɒb ˌædvɜ:(r)t/	ogłoszenie o pracę
job benefits	/'dʒɒb ˌbenɪfɪts/	dodatkowe świadczenia
job security	/'dʒɒb sɪˌkjʊərəti/	gwarancja stałego zatrudnienia, bezpieczeństwo zatrudnienia
middle name	/ˌmɪd(ə)l 'neɪm/	drugie imię
mundane task	/mʌnˌdeɪn 'tɑ:sk/	przyziemne, nieciekawe zadanie
mystery shopper	/ˌmɪst(ə)ri 'ʃɒpə(r)/	tajemniczy klient
nationality	/ˌnæʃə'nælətɪ/	narodowość, obywatelstwo
online tutor	/ˌɒnlaɪn 'tju:tə(r)/	prywatny nauczyciel/ prywatna nauczycielka, korepetytor/ korepetytorka online
personal data	/ˌpɜ:(r)s(ə)nəl 'deɪtə/	dane osobowe
personal qualities	/ˌpɜ:(r)s(ə)nəl 'kwɒlətɪz/	cechy osobowe
postcode	/'pəʊs(t)kəʊd/	kod pocztowy
short-term employment	/ʃɔ:(r)tˌtɜ:(r)m ɪm'plɔɪmənt /	zatrudnienie na krótki okres
support yourself	/sə'pɔ:(r)t jə(r)ˌself/	utrzymywać się samemu
surname	/'sɜ:(r)neɪm/	nazwisko
temp	/temp/	pracownik tymczasowy
temp agency	/temp 'eɪdʒ(ə)nsi/	agencja pośrednictwa pracy tymczasowej
temporary job	/ˌtemp(ə)rəri 'dʒɒb/	praca dorywcza
work remotely	/wɜ:(r)k rɪ'məʊtli/	pracować zdalnie
work from home	/ˌwɜ:(r)k frəm 'həʊm /	pracować z domu
working environment	/ˌwɜ:(r)kɪŋ ɪn'vaɪrənmənt/	środowisko pracy
working hours	/ˌwɜ:(r)kɪŋ 'aʊə(r)s/	czas pracy

Speaking MP3 24

blue-collar	/ˌblu:'kɒlə(r)/	fizyczny
challenging	/'tʃælɪndʒɪŋ/	wymagający
dead-end	/ˌded'end/	bez perspektyw
demanding	/dɪ'mɑ:ndɪŋ/	wymagający
full-time	/ˌfʊl'taɪm/	pełnoetatowy, w pełnym wymiarze
high-powered	/ˌhaɪ'paʊə(r)d/	ważny, odpowiedzialny
low-paid	/ˌləʊ'peɪd/	nisko płatny
lucrative	/'lu:krətɪv/	intratny
manual	/'mænjʊəl/	fizyczny, ręczny
menial	/'mi:niəl/	niewykwalifikowany
monotonous	/mə'nɒtənəs/	monotonny
rewarding	/rɪ'wɔ:(r)dɪŋ/	satysfakcjonujący
seasonal	/'si:z(ə)nəl/	sezonowy
skilled	/skɪld/	wykwalifikowany, uzdolniony, wprawny
stressful	/'stresf(ə)l/	stresujący
unskilled	/ʌn'skɪld/	niewykwalifikowany
well-paid	/ˌwel'peɪd/	dobrze płatny
white-collar	/ˌwaɪt'kɒlə(r)/	umysłowy, biurowy

Writing MP3 25

ample	/'æmp(ə)l/	wystarczający; dosyć, aż nadto
conscientious	/ˌkɒnʃi'enʃəs/	sumienny
post	/pəʊst/	stanowisko, posada
pursuit	/pə(r)'sju:t/	dążenie

Challenge! MP3 26

be cut out to do sth	/bi: kʌt ˌaʊt tə du: 'sʌmθɪŋ/	być do czegoś stworzonym
be in desperate need of	/bi: ɪn ˌdesp(ə)rət 'ni:d əv/	mieć rozpaczliwą potrzebę, desperacko potrzebować
be unaware of	/bi: ˌʌnə'weə(r) əv/	nie być czegoś świadomym
employ	/ɪm'plɔɪ/	zatrudnić, używać
give it a go	/ˌgɪv ɪt ə 'gəʊ/	spróbować
land	/lænd/	ziemia; wylądować
land a job	/ˌlænd ə 'dʒɒb/	znaleźć pracę
make ends meet	/ˌmeɪk endz 'mi:t/	wiązać koniec z końcem
move	/mu:v/	przesunąć, poruszyć, wzruszyć
perform	/pə(r)'fɔ:(r)m/	wystawiać (sztukę), wykonywać zadania
run	/rʌn/	biegać, zarządzać, prowadzić

3 REVIEW

Complete all the exercises from this section in your notebook.

VOCABULARY

1 Complete the words with the correct letters.

1 This project allowed me to g___n a lot of h___-on knowledge of economics and f___r my personality traits.
2 Have you ever p___d in an exchange programme? I have, and I must say it has increased my e___y a lot.
3 Erasmus participants who s___h for employment are valued by en___rs.
4 We get a p___ rise once a year, and we get paid extra for working o___e like in the evenings or at weekends.
5 I'd like to work in a place which can guarantee job s___y and some job b___ts like private medical insurance or a company car.

2 Match the words to create collocations. Use some of the expressions to complete the questions. Answer the questions in pairs.

A

make undergo support build
take quit give someone

B

a hand a living your portfolio a traineeship
yourself on responsibility a job

1 Is it a good idea for school students to ___ in a real company? Why? / Why not?
2 Why do people ___ most often? Is it always about low pay?
3 How much money do you need to earn to ___ these days?
4 Are you willing to ___ and be in charge of a project? Why? / Why not?
5 How would you like to ___ in the future? What career would you like to follow?



3 Choose adjectives which go with the noun *job*. Then translate the expressions into Polish.

transferable mundane dead-end self-employed
menial high-powered rewarding
low-paid unskilled blue-collar white-collar
full-time part-time seasonal decent overworked

GRAMMAR

4 Work in pairs and test each other.
Student A: go to page 123.
Student B: go to page 129.

5 Complete the sentences, using the words in brackets.

1 I hardly ever ___ (*read*) newspapers. Last time I ___ (*buy*) one was a few months ago.
2 How long ___ (*they / work*) on this project for? I guess it ___ (*be*) going on for months.
3 What job ___ (*you / do*) currently? What ___ (*you / learn*) so far?
4 We ___ (*already / find*) employment. We ___ (*only / start*) looking last month.
5 I ___ (*search*) for a job for months. I ___ (*be*) desperate to find any work.
6 It's the first time I ___ (*get*) paid in my life. It ___ (*make*) me feel so proud of myself.
7 What ___ (*you / do*) this time tomorrow? I ___ (*go*) out with my friends. Would you like to come along?
8 My plane ___ (*land*) at 3.20 p.m., so I think I ___ (*be*) at the office by 6 p.m.
9 By the time you ___ (*finish*) school, I ___ (*work*) for five years.

6 Rewrite the sentences, using the prompts in bold.

1 Will you manage to finish the project? **SEE** ___
2 It's my first job. **FIRST TIME** ___
3 Who's leading the project? **CHARGE** ___
4 How long do you work a day? **HOURS** ___
5 What job are you doing now? **PRESENT** ___

ENGLISH IN USE

7 **TŁUMACZENIE FRAGMENTÓW ZDAŃ (ZADANIE OTWARTE)** Przetłumacz na język angielski fragmenty zdań podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

1 My brother ___ (*który ma już 30 lat*) still lives with our parents.
2 The post ___ (*o którą się starałem*) is very well-paid.
3 That's the student ___ (*którego książki pomogły mi*) prepare for the exam.
4 Mrs Jones ___ (*której rady posłuchałam*) is the best teacher in our school.
5 We used the temp agency ___ (*którą zasugerowałeś*), and it was really useful.
6 The new office ___ (*które kiedyś było*) our canteen is quite spacious.
7 The exchange programme ___ (*o którym mówisz*) sounds very interesting.
8 My mother ___ (*która pracuje jako menedżer*) earns enough to support the family.

8 SETY LEKSYKALNE **W zadaniach 1–5 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 ____
- I think I'll have to get a part-time job while I study to ... myself.
- I strongly ... the view that developing soft skills can make you more employable.
- Ken's parents ... him financially as he does not have the time to work while studying medicine.

2 ____
- My sister, who is a physical therapist, dreams of ... her own business.
- When Tim was in high school, he was responsible for ... charity events at school.
- My biggest achievement is ... a marathon last year.

3 ____
- My dream is to pursue a ... in the sports and fitness industry.
- Doing an internship is a good way of improving your ... prospects.
- Ed Sheeran started his musical ... at the age of four when he began singing at his local church.

4 ____
- Lily decided to quit her ... because it wasn't rewarding enough for her.
- A lot of people expect to receive a lot of ... benefits from their employers.
- What ensures success in the ... market: a university degree or practical skills and hands-on knowledge?

5 ____
- Working in a call centre does not require any special knowledge or ... .
- If you want to boost your transferable ..., you should study and work in different countries.
- I'd like to attend a workshop to improve my communication ... as I'd like to work as a teacher or trainer.

LISTENING

9 CD 1.22 TEKST Z LUKAMI (NOTATKI) **Usłyszysz dwukrotnie wypowiedź na temat zawodów. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–4) w notatce tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

Old-time occupations

Bakers:
- first appeared in [1] ____ about 14,400 years ago
- fulfilled people's basic needs

Teachers:
- first appeared in ancient Greece and Rome
- provided knowledge to children of [2] ____

Medicine men / [3] ____:
- first appeared in ancient times, in Egypt, India, Greece and Rome
- cured diseases

Musicians:
- first appeared [4] ____ years ago in Slovenia
- provided entertainment

SPEAKING

10 ROZMOWA NA PODSTAWIE ILUSTRACJI **Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie nawzajem pytania i odpowiadajcie na nie.**

Uczeń A

1 What might people find attractive about this job?
2 Do you think this job will still be in demand in the future? Why? / Why not?
3 Describe the last time you were injured or hurt and had to use help from a specialist.



Uczeń B

1 Do you think the job that the man does is rewarding? Why? / Why not?
2 How important is this job for society?
3 Tell us about a teacher from your primary school you remember.



WRITING

11 LIST FORMALNY **Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.**

Znalazłeś/Znalazłaś ogłoszenie o rekrutacji do pracy sezonowej na stanowisku asystenta wychowawcy na obozie języka angielskiego w Hiszpanii. Napisz **list motywacyjny**, w którym przedstawisz swoją kandydaturę i wyjaśnisz, dlaczego jesteś właściwą osobą na to stanowisko.

4 HEALTHY MIND, HEALTHY BODY

VOCABULARY

addictions • eating disorders • health care system

1 Read the list of things people may get addicted to. Which addictions do you consider the most serious ones? Why?

- alcohol, drugs, cigarettes
- caffeine
- social media, online gaming, TV series
- gambling, shopping
- exercising, dieting

2 Work in pairs and answer the questions.

1 What do people with the addictions mentioned above do? How does it affect their lives?
2 What may the consequences of these addictions be?
3 Where may these addictions stem from?

3 Read the forum thread and paraphrase the expressions in bold.



Maggie: I don't get it. Why do people want to waste their lives getting addicted to something? What for?



Kieran: People **get hooked on** things for various reasons. Usually because of genetics or poor social support networks. **Addiction** gives them some form of relief, I guess.



Jake: Yeah, I agree. It's easier to **develop addictions** when you think there is no one you can talk to. That's why it is so important to take care of people you like or love. My mate got addicted to **online gaming** while he was going through some difficult time. For him, it was an **easy way out**. He didn't realise it was a **damaging coping strategy**. Me and my friends tried to support him in his choice to seek help and to show him that we would always be there for him.



Maggie: Jake, is your mate fine now?



Jake: Fortunately, yes. He **gave up compulsive gaming** with the help of a therapist. He spent six months going to sessions.



Kieran: How about people who **show dependence on** things like social media or TV series? I know a few people who love **binge watching** and some who are completely **glued to their screens** and get no sleep at all. And then there are social media addicts who stay up all night waiting for more likes under their posts.



Maggie: I know someone who is a shopaholic. She steals money from her parents to **feed her addiction**. I think she just buys stuff to **beat her mood swings**. I would like to help her, but I don't know how ... I didn't think shopping could be so **addictive**, in fact. I think she also suffers from **bulimia**, but I'm not sure.



Jake: I think you should get in touch with a **counsellor** and ask what you can do. Don't you have one at school? **Eating disorders** are very dangerous and, unfortunately, very common now. We had a girl with **anorexia** at school. She did get help in the end. And her classmates supported her the whole time.



Maggie: I'll try. Thanks.

4 CD 1.23 Listen to the podcast. What do the following numbers refer to?

16 1,300 15 12 90

5 CD 1.23 Listen again and complete the gaps with up to three words.

1 The author of the podcast ____ that less than 20% are addicted to the Net.
2 The researchers wanted to know if not having access to the Net ____ panic.
3 Most respondents admitted to ____ only while being online.
4 The author of the podcast compared Net addiction to ____.

6 Work in pairs. Imagine you can interview an ex-addict. Prepare three questions and answer them, using the expressions from exercise 3.

7 Read the words below. Work in pairs and divide them into the three categories: *places*, *people* and *treatment*. There is one extra word. What does it mean?

cure emergency unit a check-up operating theatre chemist's paramedic surgeon dietician health centre examination hospice ward surgery X-ray home visit

Places	People	Treatment
____	____	____

8 Read the words and decide which of them collocate with the verb *take*.

an appointment with a doctor sb's blood pressure medicines sb's temperature a full recovery minor injuries an operation preventative measures

9 Match the remaining words/expressions from exercise 8 with the verbs below.

• suffer/sustain • make/speed up • undergo/have • book/make

VOCABULARY CHALLENGE! Unit 4, page 110, exercises 1 and 2

10 Translate the Polish parts of the text into English.

I'm not the luckiest person in the world. I was walking back home and I slipped on the icy pavement and broke my leg. The ambulance [1] ____ (*zabrał mnie na szpitalny oddział ratunkowy*), where [2] ____ (*zostało zrobione prześwietlenie*) and they rushed me to the [3] ____ (*salę operacyjną*) to perform an operation on my leg. After the surgery, [4] ____ (*chirurg*) talked to my family and explained the details of my operation.

11 WHAT DO YOU THINK? Some people say that young people do not care about their health. Work in groups of three and prepare arguments for and against this statement. Then work with another group and have a discussion.

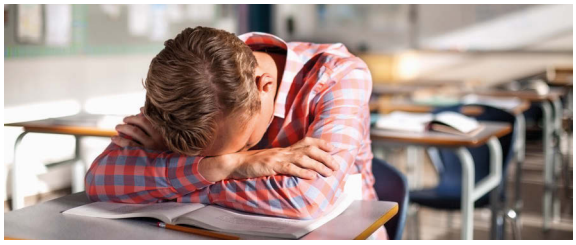
GRAMMAR 1

reported speech: review

4

1 Work in pairs and answer the questions.

1 How many hours a day do you sleep? Is it enough?
2 What do you do when you can't fall asleep?
3 What sleeping disorders have you heard of? How may the lack of sleep affect people's moods and behaviour?



2 LANGUAGE IN CONTEXT Read the news reports and find examples of reported statements, questions and commands.

1 This morning the police arrested a man who they said had caused a serious car accident. The police spokesperson revealed that the man had been driving in the city centre and had fallen asleep behind the wheel and then crashed into another vehicle. The police thought that the driver was under the influence of alcohol. However, it appeared that the man suffers from narcolepsy, a sleep disorder which may make the sufferer fall sleep at any time without realising it. The spokesperson confirmed that the man might be fined for causing the crash. The man himself admitted that he knew he shouldn't drive a car with his condition. The police told the man not to drive again or else he could cause a fatal accident.

2 A woman was found walking in her nightie in the street in the city centre. When she was stopped by the police, she said she didn't know where she was or why she was out alone. The police asked her if she had got lost, but the woman was unable to respond. She was taken to the nearest hospital to establish whether or not she was suffering from some mental condition. After the report was shown on TV this afternoon, the woman's husband came forward and stated that his wife is a sleepwalker and that she frequently leaves home in the middle of the night. The doctors told the man to seek medical help for his wife and lock the house properly for the night.

3 ANALYSE Choose the correct option to complete the sentences.

1 In reported speech, the main verb of the sentence is usually in the ***present*** / ***past*** tense.
2 In reported statements, we ***don't change*** / ***change*** the form of *should*, *could*, *might*, *ought to* and *would*.
3 In reported questions, we use ***the question word order*** / ***the word order of an affirmative sentence***.
4 In reported commands, we ***always*** / ***often*** use the infinitive form.

4 In the news reports in exercise 2, find two fragments where reported speech was not used. Why do you think we don't use reported speech in such a situation?

5 Complete the table with the correct forms.

	Direct speech	Reported speech
1	**A.** The police are looking for a man who is a sleepwalker. **B.** The police were looking for a man who is a sleepwalker.	**A.** He said that ____. **B.** ____.
2	**A.** Peter often feels so sleepy that he falls asleep on the bus and misses his stop. **B.** Peter felt so sleepy that he fell asleep on the bus and missed his stop.	**A.** She told me that ____. **B.** ____.
3	**A.** I haven't had much sleep because I've been studying for my tests. **B.** I hadn't had much sleep because I had been studying for my tests.	**A.** He said that ____. **B.** ____.
4	The police *will* / *can* / *may* / *should* / *must* / *have to* ask more questions.	He told us that ____.

6 Change the questions from exercise 1 into reported questions. Use the beginnings given.

The researcher asked me ...
The man wanted to know ...
They were interested to find out ...

7 Read the advice and report it, using reported commands.

The doctor told/advised/warned me ...

For a good night's sleep:
- reduce blue light exposure before you go to sleep,
- don't consume caffeine late in the afternoon,
- minimise external noise,
- set your bedroom temperature to max 20°C,
- don't eat at least two hours before your sleep,
- don't take power naps.

! Watch out

When using reported speech, you may have to change the following expressions:

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

8 PRACTISE Rewrite the sentences, using reported speech.

1 'When I was at school, I didn't get enough sleep. I had to study well into the night.' He said ____.
2 'Why aren't you in bed?' My mum asked me ____.
3 'Don't take any sleeping pills without talking to your doctor first.' He advised me ____.
4 'Last night I was tossing and turning in bed all night.' She said that ____.
5 'What time did you get up this morning? Did you sleep well?' He wanted to know ____.

GRAMMAR CHALLENGE! Unit 4, page 110, exercise 1

GRAMMAR REFERENCE page 133

4 LISTENING AND VOCABULARY

listening for gist and detail • first aid • physical and mental state

1 Look at the picture. Work in pairs. How many objects in the picture can you name?



2 Match the words below with the objects in exercise 1. Then say which ones you might need in an emergency.

plasters safety pins disposable sterile gloves painkillers bandage face mask scissors gauze dressings tweezers spray to relieve stings and bites antiseptic cream thermometer

3 Work in pairs. How could you help a person who has just

- passed out?
- broken a limb?
- choked and is out of breath?
- sprained his/her ankle?
- been stung by a wasp?
- had a nosebleed?
- burnt himself/herself?

4 CD 1.24 Listen to four students who have learnt how to administer first aid. What situations are they talking about?

5 CD 1.24 Listen again and match statements A–E with speakers 1–4. There is one extra statement.

This speaker

A explains how a certain device may help.
B warns you not to do something particular.
C encourages people to always give first aid.
D mentions three physical symptoms to look out for.
E urges you to call for help if you can't rely on a device.

6 Complete the expressions with the correct words. Use the audioscript on page 148. Then use the expressions to repeat the speakers' advice.

1 administer/give first ____
2 ____ an allergic reaction
3 send ____ an ambulance
4 ____ someone a mouth-to-mouth
5 carry ____ a test
6 ____ damage
7 give chest ____
8 ____ a defib
9 ____ unresponsive

7 Look at the photograph. Work in pairs and answer the questions.

1 What may have happened?
2 What's the woman thinking about? How is she feeling?
3 How could you help a person in such a situation?



8 CD 1.25 Listen to the account and say why the person decided to share it with listeners.

9 CD 1.25 Listen again and complete the sentences with the information from the recording.

1 The speaker's first reaction was to ____ on the road.
2 After a while, the cyclist was no longer ____.
3 The speaker forgot ____ aid.
4 The speaker felt ____ that she was unable to speak herself.
5 The speaker found the experience ____.
6 The speaker signed up on a first aid course so that she ____ in a similar situation in the future.

10 WHAT DO YOU THINK? Work in pairs and answer the questions.

1 Should first aid be a separate subject at school? Why? / Why not?
2 Would you know how to comfort a victim of a crime or an accident? What would you say to this person? What would it depend on?
3 Have you, or a person you know, ever been in an emergency situation? What happened? How did you/they react?

GRAMMAR 2

reporting verbs

4

1 Read the headlines. What do you think the articles are about? What information do they include?

PLASTIC SURGERIES AMONG TEENAGERS ON THE RISE

Social media to blame for teen cosmetic surgeries

PLASTIC SURGERIES: RISK NOT WORTH TAKING!

2 ANALYSE Read the reporting verb patterns in the table. Make sure you understand the meaning of the verbs. Use your dictionary if necessary.

verb + *to do*	*decide, threaten, hope, agree, expect, promise, offer, refuse*
verb + sb + *to do* sth	*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 (sb), remind (sb)*

3 ANALYSE Look at the verb patterns in exercise 2 again. Which verbs may follow more than one pattern?

4 LANGUAGE IN CONTEXT Read a fragment of the reporter's notes from the interview with Dr Philips. Does it mention any information suggested by the headlines in exercise 1? What does it say?



First, I mentioned a recent report saying that over 200,000 teens aged 13–19 in the USA had undergone plastic surgery the previous year and added that experts said social media were to blame. I asked Dr Philips whether that was true and if so, why teens wanted to go through all that pain. She confirmed that it was true. She explained that teenagers looked at images of celebrities and other young people which had been photoshopped and they wanted to look like that. Dr Philips mentioned that the most common procedures were to improve one's nose, ears, lips, chin, tummy and legs. She stated that those are serious surgeries and added that she kept telling all her patients that they shouldn't go for plastic surgeries. Next, she explained that those surgeries are too risky and often simply unnecessary.

5 CD 1.26 Read the text in exercise 4 again. Change reported speech into direct speech. Listen to the interview and check your answers.

! Watch out

Some verbs follow the following pattern:
verb + sb + preposition + *-ing*: *congratulate sb on doing sth, apologise to sb for doing sth, blame sb for doing sth, thank sb for doing sth*

6 Rewrite the following statements and commands, using the verbs given.

1 'Don't go for plastic surgery. It's painful and may lead to a serious infection.'
ADVISED / WARNED
2 'Don't forget about your appointment. I can take you there.'
REMINDED / OFFERED
3 'I'll tell your parents about your addiction. Why don't you go to see a psychologist?'
THREATENED / SUGGESTED
4 'Don't trust what you see online. Look at people around you. No one is perfect.'
INSTRUCTED / INVITED / ADDED
5 'I'm sorry I called you fat. It was horrible of me!'
APOLOGISED / STATED

7 Translate the Polish parts of the sentences into English. Use no more than five words.

1 The nurse ___ (*zasugerowała, by Jack skonsultował się*) a doctor about his insomnia.
2 A girl from my class ___ (*przyznała, że cierpi na*) anorexia.
3 My neighbour ___ (*podziękował mi za wezwanie*) for the ambulance after she had fallen down the stairs.
4 My grandma's therapist ___ (*spodziewał się, że ona*) make a complete recovery in a few weeks, but it took much longer.
5 A lot of my friends from school ___ (*skarżyło się na bycie*) anxious and tense because of too much schoolwork.
6 Christina ___ (*zdecydowała się zacząć*) up jogging outdoors in order to cope with stress.
7 The boy ___ (*zaprzeczył, że jadł*) chocolate although his mouth was smeared with it.
8 Jake ___ (*zaproponował, że zawiezie*) Susan to hospital when she sprained her ankle.

8 NOW YOU DO IT Work in pairs. Have a conversation based on one of the following questions. Write your conversation down. Then report it using reported speech.

1 What is 'body image'? Why do we pay so much attention to the way we look?
2 What could help teenagers worry less about their looks? How?
3 Do you blame social media for an increase in teens' dissatisfaction with their body image? Why? / Why not?
4 Do you think there should be regulations on posting photoshopped images online, e.g. compulsory labelling?

GRAMMAR REFERENCE page 133

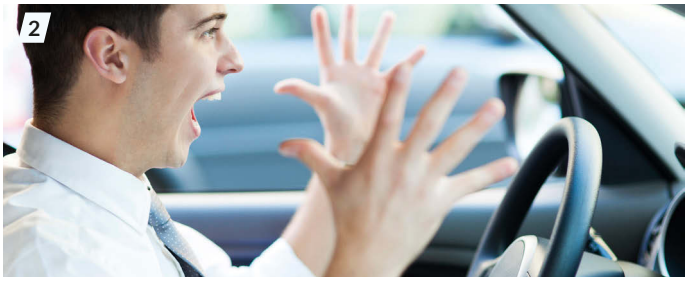
4 READING AND VOCABULARY

reading for gist and detail • emotional and mental well-being

1 Look at the photographs. Work in pairs and answer the questions.

1 Why are the people feeling like that? What may have happened to trigger such a reaction?
2 What do you think they are saying to themselves?
3 What may happen next? What would you do in such a situation?





2 Read the statements about stress. Work in pairs and decide if they are true or false. Check your answers on page 123.

1 All of these are stress hormones: dopamine, adrenaline and cortisol.
2 Adrenaline increases your heart rate.
3 Chronic stress may lead to obesity.
4 Symptoms of stress are mainly physical.
5 Stress may affect our immune system.
6 Humans need some stress to live well.

3 CD 1.27 Read the two texts. Why do you think they were written?

Text 1

IT SEEMS that everybody feels stressed these days, doesn't it? Apparently, more than half of adults are concerned about the levels of stress in their daily life, and I guess the same applies to young people who are still at school. Well, I'm certainly one of them. I find life very stressful, and it's beginning to take its toll on my mental and physical health. I can't get rid of the feeling of anxiety that's with me all the time, my body aches, and I often toss and turn in bed for no reason. As it's become unbearable lately, I've decided to seek help, which is what you do when you have a problem. Guess what I've found out ... I am one of many individuals who have developed habits which increase stress ... The doctor I talked to mentioned seven of them, and truth be told, I have them all. So, let me tell you about some of these bad habits, let them act as a warning, or at least encouragement, to make you think more about your mental and physical well-being now and in the future.

THE REASON WHY I suffer from insomnia is down to my excessive drinking of caffeinated beverages. I should have thought of that myself. Caffeine may also contribute to my moodiness and digestive problems. I was told to reduce the amount of such drinks to 400 mg per day, which is two cups of coffee.

ANOTHER EXPLANATION is apparently the fact that I see the negative in everything. 'You tend to dwell on problems and obsess over unnecessary details of your life,' the doctor said. People who are perfectionists, like me, are more likely to feel stressed out whenever things do not go according to plan or aren't perfect enough. I was advised to learn how to put things in perspective, treat mistakes as experiences I can learn from and focus on things I can change. Well, easier said than done.

LAST BUT NOT LEAST, it's my diet. When we feel under pressure, our bodies release cortisol which ramps up our appetite and we overeat. The more stressed one is, the more likely he or she is to eat unhealthy food which is rich in fat and sugars. It's a vicious circle. Anyway, the advice is to watch what you put on your plate and don't use food to deal with your negative emotions. So simple, heh?

Text 2

Stress is the body's natural response to danger. It's what helped our ancestors survive. Short-term stress does not lead to any serious health issues, as opposed to long-term stress which may put your health at risk. Stress may cause a number of serious health concerns and, as far as I can tell, should be avoided or at least alleviated.
How does it happen?
Stress starts in the hypothalamus in our brain. When we're stressed, the hypothalamus sends signals throughout our nervous system and then to our adrenal glands near the kidneys. As a result, they release stress hormones, including adrenaline and cortisol. Adrenaline, for example, may make you feel jittery. Your fingers may shake, and you may even feel dizzy.

Stress also increases our blood pressure which means you may feel very hot and sweat. It may also trigger tension headaches, panic attacks, sleeplessness, acne breakouts and weight gain.

Therefore, what humans should learn is how to cope with anxiety so that they don't fall victim to chronic stress, which is a real health hazard leading to depression and even cancer. What can we do? Well, first and foremost, identify the causes of stress in your life, and learn to control them, do exercise and keep in touch with your family and friends. People in relationships are less prone to stress, and when they do feel tense, it's easier to overcome it, doctors confirm.

4 Read text 1 again and choose the correct answers for questions 1–4.

1 We learn from the first paragraph that
   a everybody develops habits leading to stress.
   b the author worries about his/her future life.
   c most people who are stressed out look for professional help.
   d the author finds stress very hard to handle.
2 Caffeine makes the author
   a feel tense.
   b experience sleepless nights.
   c suffer from stomachaches.
   d feel angry.
3 How does the author feel about the advice given in the last two paragraphs?
   a The suggestions are quite useless.
   b Implementing the advice seems manageable.
   c The suggested options are impossible to act on.
   d The advice may be hard to put into practice.
4 Which of the following sentences is NOT true?
   a The author of the text claims that he has no sleep problems.
   b The author of the text tends to overthink certain problems.
   c The author of the text consulted a professional with his problem.
   d The author of the text believes that he can't change his diet easily.

5 Read text 2 again and complete the sentences so that they are true according to the text.

1 For hundreds of generations, stress has allowed ____.
2 When our adrenal glands get the signal, stress ____.
3 Feeling hot and sweating is a direct result ____.
4 Due to stress, people may suffer from e.g. sleeplessness, and some people may ____ weight.
5 ____ by doing physical exercise and staying in touch with other people.

6 Work in pairs and prepare a visual mind map about stress. Include as many details as you can find in the texts in exercise 3. Use drawings and add extra information.

Vocabulary development

7 Choose the correct option to complete the sentences. Both options may be correct.

1 Stress may *lead* / *contribute* to health *issues* / *problems*.
2 Exercise helps you *overcome* / *alleviate* stress.
3 We often *develop* / *increase* bad habits which make us feel *anxious* / *tense*.
4 When we feel under *stress* / *pressure*, our adrenal glands *release* / *return* cortisol.
5 Stress may *trigger* / *cause* headaches and the feeling of dizziness.
6 People who are *prone* / *likely* to stress must learn how to *handle* / *cope with* it.

8 Translate the sentences in exercise 7 into Polish.

9 Make correct adjectives from the words given, both positive and negative where possible. Check with the texts in exercise 3. What expressions were they used with?

stress	excess	digest	concern	bear

VOCABULARY CHALLENGE! Unit 4, page 110, exercises 3 and 4

10 Work in pairs and prepare a questionnaire to find out about the levels of stress among your classmates. Use the following ideas for questions.

The main stressors	Ways of coping	Experienced feelings	Effects of stress



11 Use your questionnaire to interview the other members of class. Present your findings.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

1 What do you think this person is trying to prove?
2 What drives people to take up challenges of this kind?
3 Can you give examples of similar tests of endurance?

4 SPEAKING

a stimulus-based discussion • expressing and justifying an opinion

1 Read the list of activities that help people look after their health. Work in pairs and answer the questions below.

twenty lengths in the pool • a brisk walk in the park • following a well-balanced diet • meditation • mindfulness exercises • long hot baths • drinking two litres of water a day • using relaxation techniques

1 Which of these activities are popular and which are not popular with people your age? Why? What would you add to the list above?

2 How much do you know about the relationship between keeping fit and your mental and physical health?

2 CD 1.28 Listen to Natalia doing the speaking task below. Would you make the same choice? Why? / Why not?

Popatrz na zdjęcia (1–3). Wygrałeś/Wygrałaś darmowy karnet w konkursie organizowanym przez lokalny klub sportowy. Masz do wyboru trzy formy wykorzystania tego karnetu.

- Wybierz te zajęcia, które – Twoim zdaniem – najlepiej poprawią Twoją kondycję fizyczną i psychiczną.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







3 CD 1.28 Listen again and complete the Phrase Bank.

PHRASE BANK

Giving arguments and justifying your opinions

Frankly speaking, none of these options really appeal to / [1] ____ me.
However, if I [2] ____ choose one, I'd go for the yoga exercises.
Another argument [3] ____ would be that it is a group activity, which means I ...
I [4] ____ yoga too since it ...
As [5] ____ / for the other options, I wouldn't choose ... because ...
I'm [6] ____ sitting in steam rooms and sweating it out.
[7] ____ I like it when ...
Relaxing as they sound, the other two options are just not [8] ____.

4 Read the expressions. Translate them into Polish.

quite frankly | if you ask me | as far as I know | to my mind | I'm in favour of | to be honest | to the best of my knowledge | personally, I think | from my point of view | I tend to prefer

5 Work in pairs. Use the expressions from the Phrase Bank and from exercise 4 to respond to the following choices.

1 An idea for a Saturday afternoon: a bike ride or meditation in the park.
2 A programme to watch: healthy diets or best marathon runners.
3 A course to attend: how to cope with stress or how to be more self-confident.

! Watch out

To show contrast, we use concession clauses. They may begin with an adjective or adverb, *no matter how* + adjective/adverb, or *however* + adjective/adverb, e.g.

Relaxing as a massage sounds, it just isn't my cup of tea. = No matter how relaxing a massage sounds, it isn't my cup of tea.

Healthily as/though I try to eat, I can't lose much weight. = However healthily I try to eat, I can't lose much weight.

6 Rewrite the following sentences, using the beginnings given.

1 Running seems easy to do, but I don't like it.
Easy ____.
2 Although people hear much about looking after their health, they often ignore the advice.
No matter ____.
3 Yoga may appear to be a strenuous activity, but in fact it's not so bad.
However ____.
4 Though mental health is important, some people are not aware of it.
Important ____.

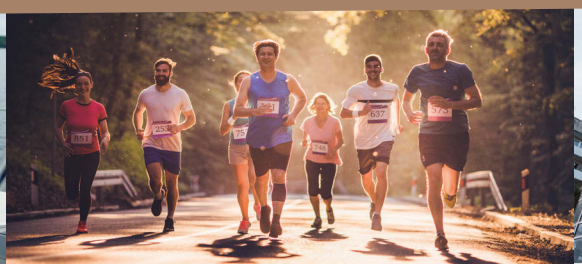
7 Work in pairs. Take turns to do the task in exercise 2. Use as much language from this lesson as possible.

8 Work in pairs. Go to page 114. Take turns to do the speaking task.

WRITING

a letter of enquiry

4


1 Look at the photographs. Work in pairs and discuss why people may be interested in taking part in these activities.

2 Imagine you want to take part in one of the events in exercise 1. Work in pairs and write down three questions you would like to ask the organisers.

3 Read the task and the letter of enquiry. Answer the questions.

1 Does the letter cover the points from the task well enough?
2 Does the author of the letter use a variety of phrases to enquire about the details?
3 What makes the letter sound formal?

Na stronie internetowej znalazłeś/znalazłaś ogłoszenie dotyczące udziału w londyńskim półmaratonie. Napisz list, w którym poprosisz o podanie interesujących Cię szczegółów na temat maratonu oraz wyjaśnisz, dlaczego chciałbyś/chciałabyś uczestniczyć w tym biegu.

Dear Sir/Madam,
I am writing in reference to your advertisement which I found on your webpage. I would like to enquire about participation in the London half-marathon next year. I would be grateful if you would be so kind as to send me some more details.

Firstly, I would like to know what criteria you apply when selecting the participants for the event, and whether or not people who are minors, like myself, are allowed to enter the run. I also wonder what the cost of the application is and if it is possible to receive some funding.

I would also appreciate more information about the preparation you advise prospective runners should undergo before the event. Additionally, it would be useful to learn whether or not I am required to produce a valid medical certificate and if so, what it should include.

I would also be interested in obtaining information regarding accommodation in London. Could you possibly recommend a reliable booking service?

Let me assure you that taking part in a marathon in London has always been my dream. I have been taking part in half-marathons held in Poland for the last year, and I feel I am ready to represent my country abroad. While in London, I could additionally do some sightseeing and practise my English.

I would be grateful to receive more details as soon as possible. Thank you for your assistance in this matter.

Yours sincerely,
XYZ

4 Read the letter in exercise 3 again and complete the Phrase Bank.

PHRASE BANK

Starting and ending a letter

I am writing in [1] ___ *to your ...*
I would be grateful to receive more details as [2] ___.
Thank you for your [3] ___ *in this matter.*

Making inquiries

I would like to [4] ___ *about ...*
I would be grateful if you would be [5] ___ *to send me some more details.*
I also wonder if it is [6] ___ *to ...*
I would also [7] ___ *more information about ...*
Additionally, it would be [8] ___ *to learn whether or not ...*
I would also be interested in [9] ___ *information regarding ...*
Could you [10] ___ *recommend ...?*

5 Read the letter in exercise 3 again. Find more formal equivalents of the following words and expressions.

taking part • choosing • teenagers • can • what's the price? • get • money • if I must • a place to stay • believe me

6 Use the expressions from the Phrase Bank to make the following sentences more formal.

1 Tell me about the sports activities organised during the sports camp.
2 I want to know more about special diets for marathon runners.
3 Where is the event held?
4 Who is in charge of the festival?
5 I need info about the sports equipment required for the tournament.

! Watch out

In letters of enquiry, we often use direct questions beginning with *Could you possibly ...? / Would you be so kind as to ...?* or indirect questions to sound polite.

7 Change the questions you wrote in exercise 2 into indirect questions using the following beginnings.

I would like to know ...
I would appreciate it if you could tell me ...
Would you be so kind as to ...?
I would like to enquire about ...
I would be grateful if you could explain ...

8 Read the instructions and do the writing task.

Na stronie internetowej znalazłeś/znalazłaś ogłoszenie o szkoleniu na temat zdrowych diet, które powinny być stosowane przez młodych ludzi. Napisz **list** (200–250 wyrazów), w którym poprosisz o podanie interesujących Cię szczegółów dotyczących diety oraz wyjaśnisz, dlaczego chciałbyś/chciałabyś uczestniczyć w tym szkoleniu.

4 ENGLISH IN USE

1 Read the quotation from the famous Austrian psychologist Sigmund Freud. Work in pairs and discuss whether you agree or disagree with it. Justify your opinions.



In the small matters trust the mind,
in the large ones the heart.
Sigmund Freud

2 Read the text. Choose the correct answer: a, b, c or d.

Sigmund Freud (1856–1939) was responsible for developing psychoanalysis, a method used for treating mental illness and also a theory which explains human behaviour. Now seen as controversial or even unscientific, psychoanalysis [1] ___ by hundreds of psychotherapists in the past to cure people of their psychological problems. Freud was of the [2] ___ that what happened to us in our childhood has a great impact on our adult lives and that it forms our personality. For example, he would say that anxiety which resulted from a traumatic experience in one's past is hidden from consciousness and may [3] ___ in problems when we grow up. In other words, we bury bad memories rather than deal with them.
Freud's work focused on finding how our conscious and subconscious minds work, and how they both affect our motivation, reactions and emotions. He also [4] ___ with the list of different defence mechanisms that we use not to feel anxious, such as denial when e.g. smokers may refuse to admit to themselves that smoking is harmful to them. [5] ___ of a number of controversies, his theories still have their followers. Maybe one day someone will either prove or disprove them for good.

1 a has been used
b was used
c is used
d had been used

2 a mind
b perspective
c opinion
d view

3 a lead
b cause
c trigger
d result

4 a got on
b came up
c made up
d put up

5 a Despite
b No matter
c Owing
d In spite

3 Rewrite the sentences, using the words given.

1 'I'm sorry for not helping you out,' said Harry. **APOLOGISED**
Harry ___ out.
2 I rang the clinic to arrange a visit. **APPOINTMENT**
I rang the clinic so as ___.
3 'What are you afraid of?' was the therapist's question. **ASKED**
The therapist ___ of.
4 Hiding your feelings is pointless. **USE**
It ___ feelings.
5 The patient said he did not suffer from any mental problems. **DENIED**
The patient ___ any mental problems.
6 'Shall I help you?' she asked. **OFFERED**
She ___ me.

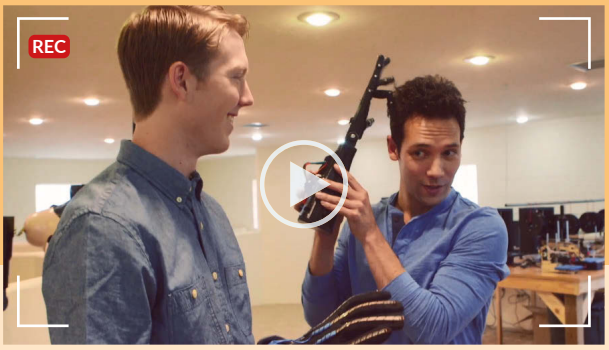
4 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than six words.

1 Angelica ___ (*admit* / *suffer*) panic attacks before school exams.
2 It was the first time I ___ (*feel* / *stress*) that I didn't know what to do.
3 I don't know many young people ___ (*capable* / *handle*) very stressful situations.
4 My brother ___ (*dream*) studying psychiatry long before he got into medicine.
5 There ___ (*be* / *rise*) the number of mental patients in the last decade.

5 Complete the text with the correct forms of the words in brackets.

When my brother Alex lost his leg in an accident, the whole family were just gutted. No one could possibly have imagined anything like that [1] ___ (***happen***). We all felt lost for a while. [2] ___ (***luck***), our family hardly ever gives up, and we all wanted to make sure that Alex would get back to 'normal' as soon as possible. We started searching for professional companies that produce artificial limbs and wearable prosthetics. That's how we came to know Dr Art Kuo, who has been helping amputees and the elderly with their [3] ___ (***mobile***) for quite some time now. Dr Kuo used to teach biomedical engineering before he turned to biomechanics. His main [4] ___ (***achieve***) has been to design smart prosthetics which allow people to walk easier even on [5] ___ (***even***) pavements. This gives the wearer as much confidence, agility and balance as possible. We got in touch, and we [6] ___ (***tell***) that thanks to modern technology people like Alex have no trouble moving about again. What they suggested [7] ___ (***do***) was finding some psychological help for Alex as well. They said that even the most [8] ___ (***support***) family might not be enough to put him back on track!

Critical thinking



Look at the picture. Work in pairs and answer the questions.

1 What could the conversation between the two men be about?
2 What do you think it means to be *mentally strong*? What does such a person do / not do in their everyday life?

WORDLIST

4

Vocabulary MP3 27

addiction	/əˈdɪkʃ(ə)n/	uzależnienie
addictive	/əˈdɪktɪv/	uzależniający
anorexia	/ænəˈreksɪə/	anoreksja
beat one's mood swings	/ˌbiːt wʌnz ˈmuːd ˌswɪŋz/	pokonać huśtawki nastrojów
binge watching	/ˈbɪndʒ ˌwɒtʃɪŋ/	maraton filmowy/ telewizyjny
book/make an appointment (with a doctor)	/ˌbʊk, ˌmeɪk ən əˈpɔɪntmənt (wɪθ ə ˈdɒktə(r)/	umówić się na wizytę (u lekarza)
bulimia	/bʊˈlɪmiə/	bulimia
caffeine	/ˈkæfiːn/	kofeina
check-up	/ˈtʃekˌʌp/	wizyta kontrolna
chemist's	/ˈkemɪsts/	apteka
counsellor	/ˈkaʊns(ə)lə(r)/	terapeuta
cure	/kjʊə(r)/	wyleczyć; lekarstwo (na jakąś chorobę)
damaging coping strategy	/ˌdæmɪdʒɪŋ ˈkəʊpɪŋ ˌstrætədʒi/	szkodliwy sposób radzenia sobie z problemami
develop addictions	/dɪˌveləp əˈdɪkʃ(ə)ns/	wykształcić nałogi
dietician	/ˌdaɪəˈtɪʃ(ə)n/	dietetyk/ dietetyczka
easy way out	/ˌiːzi ˌweɪ ˈaʊt/	chodzenie na łatwiznę
eating disorder	/ˈiːtɪŋ dɪsˌɔː(r)də(r)/	zaburzenie odżywiania
emergency unit	/ɪˈmɜː(r)dʒ(ə)nsi ˌjuːnɪt/	szpitalny oddział ratunkowy, SOR
examination	/ɪgˌzæmɪˈneɪʃ(ə)n/	badanie
feed addiction	/ˌfiːd əˈdɪkʃ(ə)n/	zaspokajać nałóg
gambling	/ˈgæmblɪŋ/	hazard
get hooked on	/ˌget ˌhʊkt ˈɒn/	zatracić się w nałogu
give up compulsive gaming	/gɪv ˌʌp kəmˌpʌlsɪv ˈgeɪmɪŋ/	przestać kompulsywnie grać w gry
glued to the screen	/ˌgluːd tə ðə ˈskriːn/	przyklejony do ekranu
have/undergo an operation	/ˌhæv, ʌndəˌgəʊ, ən ˌɒpəˈreɪʃ(ə)n/	mieć/przejść operację
health care system	/ˌhelθ keə(r) ˈsɪstəm/	ochrona zdrowia
health centre	/ˈhelθ ˌsentə(r)/	przychodnia
home visit	/ˈhəʊm ˌvɪzɪt/	wizyta domowa
hospice	/ˈhɒspɪs/	hospicjum
make/speed up a full recovery	/meɪk, spiːd ˌʌp ə fʊl rɪˈkʌv(ə)ri/	całkowicie wyzdrowieć / przyspieszyć całkowite wyzdrowienie
online gaming	/ˌɒnlaɪn ˈgeɪmɪŋ/	gry online
operating theatre	/ˈɒpəreɪtɪŋ ˌθɪətə(r)/	sala operacyjna
paramedic	/ˌpærəˈmedɪk/	ratownik medyczny/ ratowniczka medyczna
show dependence on	/ˌʃəʊ dɪˈpendəns ɒn/	wykazywać objawy uzależnienia od czegoś
suffer from	/ˈsʌfə(r) frəm/	cierpieć na coś
suffer/sustain minor injuries	/ˈsʌfə(r), səˈsteɪn ˌmaɪnər ˈɪndʒəriz/	doznać drobnych urazów
surgeon	/ˈsɜː(r)dʒ(ə)n/	chirurg
surgery	/ˈsɜː(r)dʒəri/	operacja, gabinet chirurgiczny
take medicines	/ˌteɪk ˈmed(ə)s(ə)nz/	brać leki
take preventative measures	/teɪk prɪˌventətɪv ˈmeʒə(r)s/	podjąć środki zapobiegawcze
take sb's temperature / blood pressure	/ˌteɪk ˌsʌmbədiz ˈtemprɪtʃə(r), ˈblʌd ˌpreʃə(r)/	mierzyć komuś temperaturę/ ciśnienie
therapist	/ˈθerəpɪst/	terapeuta
ward	/wɔː(r)d/	oddział
X-ray	/ˈeks,reɪ/	rentgen

Grammar 1 MP3 28

sleeping disorder	/ˈsliːpɪŋ dɪsˌɔː(r)də(r)/	zaburzenie snu
sleepwalker	/ˈsliːpˌwɔːkə(r)/	lunatyk/ lunatyczka

Listening and vocabulary MP3 29

administer/give first aid	/ədˌmɪnɪstə(r), gɪv ˌfɜː(r)st ˈeɪd/	udzielać pierwszej pomocy
antiseptic cream	/ˌæntiˌseptɪk ˈkriːm/	krem antyseptyczny
auto-injector, EpiPen	/ˌɔːtəʊɪnˈdʒektə(r), ˈepɪˌpen/	epipen (zastrzyk z epinefryną)
bandage	/ˈbændɪdʒ/	bandaż
be stung by a wasp	/bi ˌstʌŋ baɪ ə ˈwɒsp/	zostać użądlonym przez osę
be unresponsive	/bi ˌʌnrɪˈspɒnsɪv/	nie reagować, nie wykazywać znaków życia
blocked airways	/ˌblɒkt ˈeə(r)weɪz/	zablokowane drogi oddechowe
blood supply	/ˈblʌd səˌplaɪ/	dopływ krwi
break a limb	/ˌbreɪk ə ˈlɪm/	złamać kończynę
burn yourself	/ˈbɜː(r)n jə(r),self/	poparzyć się
carry out a test	/ˈkæri ˌaʊt ə ˈtest/	zrobić badanie
choke and be out of breath	/ˈtʃəʊk ən(d) bi ˌaʊt əv ˈbreθ/	dławić się i nie móc złapać tchu
conscious	/ˈkɒnʃəs/	przytomny
consolation	/ˌkɒnsəˈleɪʃ(ə)n/	pocieszenie
CPR (cardiopulmonary resuscitation)	/ˌsiːpiːˈɑː(r), ˌkɑː(r) diəʊˌpʊlmən(ə)ri rɪˌsʌsɪˈteɪʃ(ə)n/	resuscytacja
disposable sterile glove	/dɪˌspəʊzəb(ə)l ˌsteraɪl ˈglʌv/	jednorazowa sterylna rękawiczka
face mask	/ˈfeɪs ˌmɑːsk/	maska
first aid	/ˌfɜː(r)st ˈeɪd/	pierwsza pomoc w nagłych wypadkach
gauze dressing	/ˈgɔːz ˌdresɪŋ/	opatrunek z gazy
give chest compressions	/ˌgɪv ˈtʃest kəmˌpreʃ(ə)nz/	wykonywać masaż serca
give someone a mouth-to-mouth	/gɪv ˌsʌmwʌn ə ˌmaʊθtəˈmaʊθ/	zrobić komuś sztuczne oddychanie/ usta-usta
have a nosebleed	/ˌhæv ə ˈnəʊzbliːd/	mieć krwotok z nosa
painkiller	/ˈpeɪnˌkɪlə(r)/	środek przeciwbólowy
pass out	/pɑːs ˈaʊt/	stracić przytomność
physical/mental state	/ˌfɪzɪk(ə)l, ˌment(ə)l ˈsteɪt/	stan fizyczny/ psychiczny
plaster	/ˈplɑːstə(r)/	plaster, gips
relaxed muscles	/rɪˌlækst ˈmʌs(ə)lz/	rozluźnione mięśnie
safety pin	/ˈseɪfti ˌpɪn/	agrafka
scissors	/ˈsɪzə(r)z/	nożyczki
send for an ambulance	/ˌsend fər ən ˈæmbjʊləns/	wezwać pogotowie
split second	/ˌsplɪt ˈsekənd/	krótka chwila
sprain one's ankle	/ˌspreɪn wʌnz ˈæŋk(ə)l/	skręcić kostkę
spray to relieve stings and bites	/ˌspreɪ tə rɪˌliːv ˈstɪŋz ənd ˈbaɪtz/	spray łagodzący użądlenia i ugryzienia
stroke	/strəʊk/	udar
suffer from an allergic reaction	/ˌsʌfə(r) frəm ən əˌlɜː(r)dʒɪk riˈækʃ(ə)n/	mieć reakcję alergiczną
sustain damage	/səˌsteɪn ˈdæmɪdʒ/	odnieść obrażenia
swelling	/ˈsweliŋ/	opuchlizna
thermometer	/θə(r)ˈmɒmɪtə(r)/	termometr
traumatizing experience	/ˌtrɔːmətaɪzɪŋ ɪkˈspɪəriəns/	traumatyczne doświadczenie
tweezers	/ˈtwiːzə(r)z/	pęseta
use a defib	/ˌjuːz ə ˈdiːˌfɪb/	używać defibrylatora

Grammar 2 MP3 30

insomnia	/ɪnˈsɒmniə/	bezsenność
plastic surgery	/ˌplæstɪk ˈsɜː(r)dʒəri/	operacja plastyczna

Reading and vocabulary MP3 31

alleviate stress	/əˌliːvieɪt ˈstres/	łagodzić stres
bear	/beə(r)/	znosić
bearable	/ˈbeərəb(ə)l/	znośny
cause headaches	/ˌkɔːz ˈhedeɪks/	wywoływać bóle głowy
chronic stress	/ˌkrɒnɪk ˈstres/	przewlekły stres
concern	/kənˈsɜː(r)n/	troska, zaniepokojenie
concerned	/kənˈsɜː(r)nd/	zmartwiony, zaniepokojony
contribute/ lead to	/ kənˈtrɪbjuːt, ˈliːd tə/	prowadzić/ przyczyniać się do
cope with stress	/ˌkəʊp wɪð ˈstres/	radzić sobie ze stresem
develop bad habits	/dɪˌveləp ˌbæd ˈhæbɪts/	wykształcić złe nawyki
digest	/daɪˈdʒest/	trawić
digestive	/daɪˈdʒestɪv/	trawienny
emotional/mental well-being	/ɪˌməʊʃ(ə)nəl, ˌment(ə)l welˈbiːɪŋ/	dobrostan emocjonalny/ psychiczny
excess	/ɪkˈses/	nadmiar, przesada
excessive	/ɪkˈsesɪv/	nadmierny, przesadny
feel anxious	/ˌfiːl ˈæŋkʃəs/	być zdenerwowanym, zestresowanym
feel tense	/ˌfiːl ˈtens/	być spiętym
feel under pressure	/ˌfiːl ˌʌndə(r) ˈpreʃə(r)/	czuć presję
handle stress	/ˌhænd(ə)l ˈstres/	radzić sobie ze stresem
health issues/ problems	/ˈhelθ ˌɪʃuːz, ˌprɒbləmz/	problemy ze zdrowiem
immune system	/ɪˈmjuːn ˌsɪstəm/	układ immunologiczny
moodiness	/ˈmuːdinəs/	zmienny nastrój
overcome stress	/əʊvə(r),kʌm ˈstres/	zwalczyć stres
prone to stress	/ˈprəʊn tə ˈstres/	podatny na stres
release cortisol	/rɪˌliːs ˈkɔː(r)tɪzɒl/	uwalniać kortyzol
stressed	/strest/	zestresowany
stressful	/ˈstresf(ə)l/	stresujący
stressless	/ˈstresləs/	bezstresowy
trigger	/ˈtrɪgə(r)/	wywoływać
unbearable	/ʌnˈbeərəb(ə)l/	nie do zniesienia

Speaking MP3 32

strenuous	/ˈstrenjuəs/	forsowny, intensywny

Challenge! MP3 33

cure	/kjʊə(r)/	wyleczyć; lekarstwo (na jakąś chorobę)
disease	/dɪˈziːz/	choroba
dwell on problems	/ˌdwel ɒn ˈprɒbləmz/	zamartwiać się, przejmować się problemami
fall victim to sth	/ˌfɔːl ˈvɪktɪm tə ˌsʌmθɪŋ/	paść ofiarą czegoś
feel ill	/ˌfiːl ˈɪl/	źle się czuć
feel sick	/ˌfiːl ˈsɪk/	źle się czuć, mieć mdłości
feel unwell	/ˌfiːl ʌnˈwel/	źle się czuć
heal	/hiːl/	leczyć, goić się
hurt	/hɜː(r)t/	zranić, boleć; ranny
illness	/ˈɪlnəs/	choroba
injure	/ˈɪndʒə(r)/	zranić
obsess over unnecessary details	/əbˌses ˌəʊvər ʌnˌnesəs(ə)ri ˈdiːteɪlz/	przejmować się nieistotnymi szczegółami
put your life at risk	/ˌpʊt jə(r) ˌlaɪf ət ˈrɪsk/	doprowadzić się do sytuacji zagrożenia życia
sickness	/ˈsɪknəs/	choroba
take its toll on	/ˌteɪk ɪts ˈtəʊl ɒn/	odciskać swoje piętno na
toss and turn in bed	/ˌtɒs ən(d) ˈtɜː(r)n ɪn ˈbed/	przewracać się z boku na bok w łóżku
treat	/triːt/	leczyć
wound	/wuːnd/	zranić; rana

4 REVIEW

Complete all the exercises from this section in your notebook.

VOCABULARY

1 Complete the expressions with the correct verbs below. There are two extra verbs. Translate the expressions into Polish.

take do alleviate get make
feed develop cope with put

1 ___ hooked on sth
2 ___ / ___ an addiction
3 ___ sb's temperature
4 ___ an appointment
5 ___ / ___ stress

2 Choose the correct option to complete the sentences. Sometimes both options are correct.

1 Do you know how to ***administer*** / ***sustain*** first aid?
2 I hope Sue will be able to ***beat*** / ***overcome*** her depression with the help of her therapist.
3 He is not breathing! Has anyone ***asked*** / ***sent*** for an ambulance?
4 I'm afraid you will have to ***undergo*** / ***carry out*** a surgery. Your doctor will explain everything.
5 I don't think many young people know how to ***handle*** / ***deal*** stress.

3 Divide the following words and expressions into categories.

counsellor defib emergency unit check-up
operating theatre chemist's paramedic surgeon
dietician examination hospice mouth-to-mouth
ward surgery X-ray home visit rehab centre

People	Places	Objects	Experiences
___	___	___	___

4 Work in pairs and test each other.
Student A: go to page 123.
Student B: go to page 129.

GRAMMAR

5 Rewrite the following sentences, using reported speech.

1 'I had surgery last month, and I'm now recovering,' said Alan.
2 'I won't eat junk food ever again. It made me so ill.' said Veronica.
3 'Where is the nearest hospital? Do you know any good doctors here?' asked my neighbour.
4 'Do you follow a healthy diet? Can you cook healthy meals?' asked the dietician.
5 'We're going out for a run tonight, so don't call us then,' said Patrick.
6 'Don't ever try drugs! You may get addicted', said the therapist.

6 Use the prompts to write correct sentences. Add any necessary words. Then rewrite the sentences, using direct speech.

1 Mark / insist / tell / my sister / whole truth.
2 Last night / George / threaten / call / police / unless / noise / stop.
3 We / object / be / call / irresponsible. We / deny / do / anything wrong.
4 I / suggest / make / appointment / sooner / rather / later.
5 The nurse / congratulate / our son / be / brave.

ENGLISH IN USE

7 TRANSFORMACJE ZDAŃ (ZADANIE OTWARTE) Wykorzystując podane wyrazy, uzupełnij zdania tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów zdań i formy podanych wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 'Deep breathing exercises will help alleviate stress,' the therapist said. **THAT**
The therapist promised ___ help alleviate stress.
2 'I have never taken any drugs!' the boy shouted. **DENIED**
The boy ___ any drugs.
3 'When did you first suffer from an allergic reaction?' the doctor asked. **I**
The doctor asked me ___ from an allergic reaction.
4 'Don't drink so much coffee as it might give you a headache,' my brother said. **ADVISED**
My brother ___ so much coffee as it might give me a headache.
5 'I'm not going to see a doctor about my eating habits,' Amy said. **REFUSED**
Amy ___ a doctor about her eating habits.
6 'Do you know how to administer first aid?' the paramedic asked. **WE**
The paramedic asked us ___ to administer first aid.

READING

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

IS RUNNING ALWAYS GOOD FOR YOU?

When people feel stressed out and are fed up with sitting glued to their screens, they often turn to sport. Many of them buy trendy gear and shoes and take up running because it is considered to be good for your health. It has a positive impact on your heart as it reduces the risk of heart disease and heart attack, and it also contributes to better sleep patterns. [1] ___ The bad news, though, is that over 60% of runners suffer an injury sooner or later.

Doesn't it seem strange that with all the technological advancements in sports equipment and sports medicine so many people sustain minor (or major) injuries? According to specialists – doctors and runners alike – a lot of these injuries could be avoided. As long as you know what preventive measures you should take, that is. One of the biggest problems is that runners often put themselves under pressure and set impossible goals, or even worse, run through bearable pain. [2] ____
So, what are the rules of running safely? First of all, know yourself – or rather, your limits. [3] ____ The body must get used to new routines and learn how to recover. Some studies show that it is enough to run 30 minutes five times a week to get maximum benefits for your health, while excessive running (doing it every day, for example) will always lead to some injury. It is also important to listen to your body – when you feel pain, the sensible thing to do is stop for a few days and then go back to running – but with caution. If the pain persists, it might be a good idea to consult a specialist.
There are some other preventive measures you should take to avoid injuries. Do exercise on your hips, as strong hips make your body more stable. [4] ____ So, if you feel more tense without running, cross training is a good option for you. And last but not least – get good shoes. Listen to experts and shop assistants in specialist shops to help you decide, but in the end you have to choose shoes that fit you best. Hopefully, if you develop good habits, you will enjoy running without getting hurt.

A Runners and doctors warn us not to do too much, too soon and too fast.
B However, it is easy to develop bad running habits.
C Find other forms of exercise on the days when you don't go running, like swimming, cycling, walking or yoga.
D Unfortunately, when it becomes unbearable, it may lead to health issues rather than preventing them.
E It benefits mental health too, as it improves your mood.

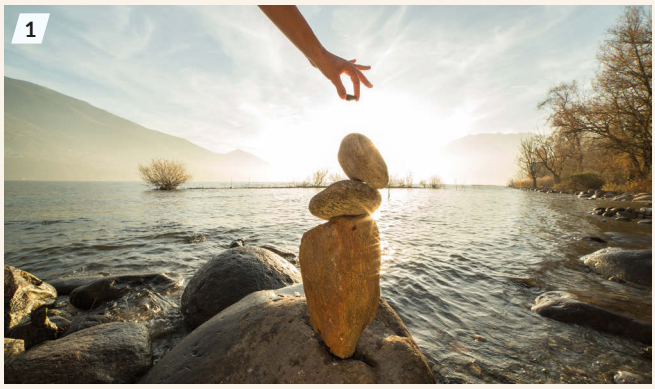
9 ODPOWIEDZI NA PYTANIA **Przeczytaj tekst ponownie i odpowiedz na pytania.**

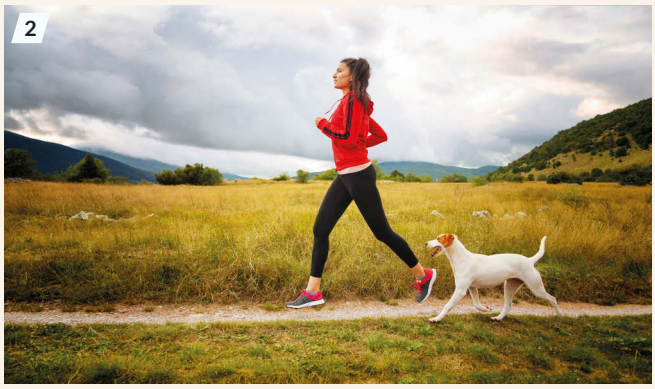
1 What goals should runners set for themselves?
2 Why is running through pain a bad idea?
3 What must your body get accustomed to?
4 What can you do on the days when you don't go running?

SPEAKING

10 ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO **Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania.**

Popatrz na zdjęcie 1., zdjęcie 2. i zdjęcie 3.
Przygotowujesz prezentację na temat tzw. *well-being*, czyli dbania o emocjonalne i fizyczne samopoczucie. Chcesz ją rozpocząć od jednego z poniższych zdjęć.
Wybierz to zdjęcie, które, Twoim zdaniem, najlepiej ilustruje pojęcie *well-being*, i wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







1 Which is more difficult to relax: your mind or your body? Why?
2 Some people say that in order to take care of other people, you should first take care of yourself. How far do you agree with this statement?

WRITING

11 LIST FORMALNY **Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.**

Znalazłeś/Znalazłaś ogłoszenie dotyczące weekendowych warsztatów na temat walki ze stresem. Napisz **list**, w którym poprosisz o podanie interesujących Cię szczegółów na temat warsztatów oraz wyjaśnisz, dlaczego interesują Cię takie warsztaty.

1–4 TEST PRACTICE

Complete all the exercises from this section in your notebook.

Rozumienie ze słuchu Wybór wielokrotny

1 CD 1.29 Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B, C albo D.

Tekst 1.

1 Ms Roth is
A a doctor. **B** a school nurse. **C** a teacher.

Tekst 2.

2 Which of the following is stated in the dialogue as a fact, not an opinion?
A Both children and adults can identify with the same characters.
B Adults buy a lot of cartoon-related products.
C The generation of Millennials refuses to grow up.

Tekst 3.

3 At the beginning of his talk, the speaker
A explains the reason why he chose the school.
B mentions the disadvantages of attending the school.
C thanks the headteacher for encouraging him to take up his career.
D points out an important message he received before starting the school.

4 Which of the following best describes the speaker's situation?
A He was so fond of reading books that he didn't need friends.
B He was worried that he would have to change in order to make friends.
C He was able to find a few people who had similar interests.
D He was lucky to be accepted by peers who he had little in common with.

5 The thing that the speaker is most proud of is that
A his academic career has been successful.
B his friendships have turned out to be long-lasting.
C he has fulfilled the promise he made to his mother.
D he has achieved a lot as a writer.

6 What is the main message of the speech?
A You should take care only of new friends.
B You shouldn't lose touch with old friends as new ones will be hard to find.
C Only the oldest friends will help you in the worst life situations.
D You are not likely to find new friends if you are yourself.

Rozumienie tekstu pisanego Odpowiedzi na pytania

2 Przeczytaj poniższy tekst i odpowiedz na pytania.

Energy drinks are usually advertised as products which boost your energy and improve your mental and physical performance. They are becoming more and more popular among young people. Statistics in the USA show that over 30% of teens between 12 and 17 drink them on a regular basis. While an energy drink from time to time does no harm, regular consumption may lead to all kinds of health concerns. The main problem with these drinks is the amount of caffeine they contain, which is far greater than in other drinks. The amount is usually more than double the amount found in other soft drinks.

Too much caffeine is addictive for a start, but also leads to headaches, poor sleep, heart problems, dehydration, digestive problems, or the so-called caffeine jitters – when you begin to feel anxious. All of these effects might interfere with concentration at school. Students become hyperactive, are easily distracted and their school results decrease. What's worse, high levels of sugar intake from energy drinks may cause obesity and tooth decay, which additionally increases health risks. As paediatricians underline, energy drinks have no nutritional value and there is no reason why both children and teenagers would need to use them.

Governments in some countries, like the UK, propose a ban on energy drinks to people under 16 to reduce health risks and obesity. It's probably a matter of time before most countries realise that some regulations are urgently needed.

1 What is the text about?
2 What's wrong with the amount of caffeine in energy drinks?
3 Why are teens' school results likely to decrease if they use energy drinks?
4 Why, according to the article, are some urgent solutions needed to deal with the problem of energy drinks?

Znajomość środków językowych Słowotwórstwo

3 Przeczytaj tekst. Uzupełnij każdą lukę (1–6), przekształcając wyrazy podane w ramce w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

exist difficult encourage become essence let success understand

Although the definition of a blended family is constantly changing, the term usually describes a family in which at least one parent brings a child from a previous relationship. Such families [1] ____ more and more common as people divorce and remarry far more often than before.

Blended families often experience [2] ____ in putting all the members together. It is a delicate and often time-consuming task, but not impossible to complete. In order to [3] ____, adults are recommended to avoid putting anyone in the new family under pressure. All the members should give each other time and space to get used to the new situation. It's also [4] ____ to talk things through. Couples are [5] ____ to attend some courses on how to handle potential problems. So, if you are part of a blended family, look for advice on how to cope with all that it brings. Fortunately, there are many resources available to offer [6] ____ and support to blended families.

Znajomość środków językowych Uzupełnianie luk w tekście jednym wyrazem

4 Przeczytaj tekst. Uzupełnij każdą lukę (1–6) jednym wyrazem tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

While it is often assumed that everyone looks for the same traits in a good friend, it seems possible that not all friendships are based on these fundamental qualities. Studies have shown that the three [1] ____ basic personality traits that people look for fall under three headings: Integrity, Caring and Congeniality. In [2] ____ words, we look for people we can trust, those who are sincerely concerned with our well-being and, in [3] ____ to that, people who are fun to be around. However, the trouble with this simplification of how friendship works is that less basic qualities can draw people [4] ____. While our very best friends are those who've earned our trust and affection, others can be an important part of our lives simply because they share a passion for a sport or other activity, have intriguing ideas about current topics or are just good fun to [5] ____ time with. So what it comes down to is that we can have different types of friends for different [6] ____, and all of them deserve our gratitude for sharing their lives with us.

Mówienie Rozmowa na podstawie ilustracji

5 Pracujcie w parach. Opiszcie zdjęcie, a następnie zadawajcie sobie nawzajem pytania i odpowiadajcie na nie.



1 What questions may the presenter be asked?
2 Do you enjoy listening to other people's presentations?
3 Tell us about a project you had to complete with other people.

Mówienie Rozmowa na podstawie materiału stymulującego

6 Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania.

Popatrz na zdjęcia 1–2. Wraz z kolegami i koleżankami organizujecie przyjęcie dla uczniów z zagranicy, którzy odwiedzili Was w ramach wymiany szkolnej. Masz do wyboru dwa miejsca, w których można zorganizować przyjęcie. Wybierz tę propozycję, która wydaje Ci się najbardziej odpowiednia, i uzasadnij swój wybór. Wyjaśnij, dlaczego odrzucasz drugą propozycję.





1 What other forms of entertainment, apart from discos, are popular among Polish teenagers? Why is this?
2 Why do you think some people find it difficult to relax in their free time?

Wypowiedź pisemna Rozprawka

7 Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Młodzi ludzie coraz rzadziej wyprowadzają się z rodzinnego domu, aby żyć samodzielnie. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, odnosząc się zarówno do korzyści finansowych, jak i wygody młodych ludzi, jakie wynikają ze wspólnego mieszkania z rodzicami.

5 RULES AND REGULATIONS

VOCABULARY

politics and state system • public offices



1 Describe the picture above. What does it show? Are you interested in politics? Why? / Why not?

2 Work in pairs and do the quiz. Check your answers on page 123.



HOW MUCH DO YOU KNOW ABOUT BRITISH POLITICS?

1 How old do you have to be to vote in an election in the UK?
a 16 **b** 18 **c** 21

2 Which of these is NOT one of the two Houses of Parliament of the United Kongdom?
a the Commons **b** the Lords **c** the Senate

3 What is the leader of the British government called?
a president **b** prime minister **c** chancellor

4 What is the UK?
a an aristocracy **b** a republic **c** a monarchy

5 How long is a term of office for the British government?
a 4 years **b** 5 years **c** 6 years

6 Which party is NOT one of the main political parties in the UK?
a Conservatives **c** Republicans
b Labour **d** Liberal Democrats

7 What is the area that a Member of Parliament (MP) represents called?
a an electorate **b** a constitution **c** a constituency

8 What do we call the formal written plans and promises that a party makes before an election?
a manifesto **b** referendum **c** cabinet
d policy

9 What are the parties that are not part of the government called?
a the Opposition **b** the minority **c** the coalition

10 What do we call someone who works for the government?
a a citizen **b** a minister **c** a civil servant

3 Complete the forum posts with the correct words from the quiz.



Mia15
Did you vote in the last [1] ____? I can't believe the British [2] ____ voted to re-elect the Conservative [3] ____ for another [4] ____! It's crazy! The MP for my [5] ____ wants to make fox-hunting legal again. Was that part of the Conservative [6] ____?



Bugsy99
No, it just said that the government would allow another vote on fox-hunting in the House of Commons. The [7] ____ will definitely vote against it. I voted in the last election but NOT for the Conservatives! Personally, I think they should vote to abolish the [8] ____. The Royal Family costs the taxpayer far too much!



Mia15
Nice idea! But that would need a [9] ____, surely? It's for every [10] ____ of the UK to decide something that big.

4 Match the people 1–3 with definitions a–c.

1 president **2** citizen **3** minister

a an official in charge of a government department
b the political leader of a country that does not have a king or queen
c someone who has the right to live permanently in a particular country

5 Work in pairs. Write a short quiz about Polish politics, using the prompts below. Then ask and answer the questions.

1 How old / vote?
2 How often / president / elect?
3 How long / term of office / for the government?
4 How many / past Polish prime ministers / you name?
5 When / last / referendum?
6 What / main parties?
7 What / know about / your local MPs?
8 How many / ministers / name?

VOCABULARY CHALLENGE! Unit 5, page 110, exercises 1 and 2

6 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 How can politicians make young people more interested in politics?
invite young people to parliament • younger politicians etc.

2 Some people say that there's no point in voting because all politicians are the same. Do you agree?

3 Is it a good idea to hold referendums or should governments make all the important decisions? Why?

GRAMMAR 1

comparatives and superlatives

5

1 Work in pairs and answer the questions.

1 Do you think going online is safer now than it used to be? Why? / Why not?
2 What problems can people cause for others online?

2 LANGUAGE IN CONTEXT Read the website comment. What are the advantages and disadvantages of communicating online?

THE WORST TYPE OF BULLY

Everyone knows that it is becoming more and more common for people to interact with each other online. The fastest broadband speeds ever are allowing us to get in touch online more easily than before, and more reliable signals make it less likely that our communication will be interrupted. People today are physically talking to friends less regularly than they used to. What is worse is that this has given the least honest among us the perfect opportunity to cheat, bully and break our social rules. Cyberbullying in particular is quickly becoming one of the worst problems. Hate mail can be sent to a person's entire social group. What is more, it can all be done anonymously, so these bullies behave much worse online than in the real world. Cyberbullying is harder to avoid and can hurt people more deeply than face-to-face bullying. The most seriously affected victims may even try to take their own lives.

3 ANALYSE Find examples of the following in the text in exercise 2.

1 a comparative adjective + *-er*
2 a superlative adjective + *-est*
3 a comparative adjective + *more* and/or *less*
4 a superlative adjective + *most* and/or *least*
5 an irregular comparative adjective
6 an irregular superlative adjective

4 Match the highlighted examples in the text with the rules below.

1 We usually use ***more*** and ***(the) most*** with comparative and superlative adverbs.
*You drive **more** carefully than Jim does. You drive **(the) most** carefully.*
2 For a **negative** comparison we can use ***less*** and ***(the) least***.
*I eat **less** quickly than I used to. I eat **(the) least** quickly in my family.*
3 Some adverbs have **the same form** as adjectives: ***fast***, ***hard***, ***late***, ***early***. Also, we can use ***better***, ***best***, ***worse***, ***worst*** as adverbs.
*She works very **hard**. She works **harder** than I do.*
*Mark sings **worse** than I do.*

5 PRACTISE Write the opposite comparative or superlative forms of the underlined words.

1 The online connection here is <u>the best</u> in this area.
2 Identity fraud is becoming <u>more common</u> today.
3 <u>The most effective</u> solution is to block unwanted mail.
4 This problem is <u>most likely</u> to affect older surfers.
5 The difficulty is <u>more easily</u> overcome than you imagine.
6 <u>The most difficult</u> response is to ignore bullies.

6 Write sentences from the prompts. Use comparative or superlative forms.

1 expensive / software / is not always secure.
2 I finished the test / quickly / than the other students, so I went home early.
3 Coding is / easy / than you think!
4 Cyberbullies are / powerful / if you meet them face to face.
5 The documentary was about / fit / man in our area.
6 The person who sang / good / won the competition.

! Tip

- We use ***as ... as*** to say that two things or people are equal in some way.
Jane is as tall as her sister.
I don't work as quickly as my brother.
- We use adverbs of degree (***a little***, ***slightly***, ***a bit***, ***far***, ***a lot***, ***much***) with comparative forms to make the difference between the two things bigger or smaller.
I'm a little taller than my best friend.
My mum is far more artistic than my dad.
- We often use the present perfect + ***ever*** with superlative forms.
That comment was the nastiest I've ever seen online.

7 Translate the Polish parts of the sentences into English. Use no more than five words.

1 The results arrived ____ (***znacznie szybciej niż***) we'd expected.
2 The test was ____ (***o wiele trudniejszy niż***) the teacher had warned.
3 Online bullies ____ (***stają się coraz bardziej agresywni***).
4 I speak English ____ (***trochę lepiej niż***) I speak German.

8 Rewrite the sentences, using the words given.

1 I'm more alert now than I was this morning. **NOT**
This morning I ____ now.
2 Penny is better than everyone else in the class at maths. **THE**
Penny is ____ at maths.
3 I thought the test would be much easier than this. **FAR**
The test is ____ I thought.
4 I fall into a much deeper sleep after I've done a lot of exercise. **MORE**
I sleep ____ after I've done a lot of exercise.
5 You pick up new things much quicker than I do. **AS**
I don't pick up new things ____.

9 NOW YOU DO IT Work in pairs. Compare two Polish or foreign politicians. Use the verbs and adjectives below.

honest convincing works speaks
cares about experienced

A is far more experienced than B, but he speaks much less powerfully.

GRAMMAR REFERENCE page 134

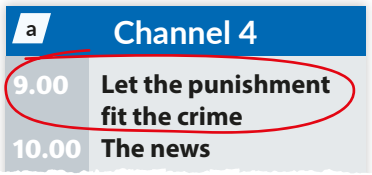
5 LISTENING AND VOCABULARY

listening for intention, context, gist and detail • breaking the rules • verbs with prepositions

1 Are there any rules or laws that you think are unnecessary? Why?

2 Work in pairs. Where might you see or read the following? What purpose do you think they have?

a



b



c



d



e



f



3 CD 1.30 Listen to three texts. Match three of the pictures (a–f) in exercise 2 with recordings 1–3. Which speakers are using more formal language? Why?

4 CD 1.30 Listen again. Choose the correct answers.

Text 1

1 The speaker is
- **a** a new MP.
- **b** a new leader of a protest group.
- **c** a new prime minister.

Text 2

2 What is the man doing?
- **a** Advertising a TV programme where viewers can vote.
- **b** Explaining what the charges are for voting in a TV programme.
- **c** Encouraging viewers to vote during a TV programme.

3 When should the listeners vote for their vote to be valid?
- **a** Before the discussion ends.
- **b** As soon as the discussion ends.
- **c** After the programme ends.

Text 3

4 What regulation would be difficult to accept according to public opinion?
- **a** Parents having to pay their children's fines.
- **b** Installing cameras in fitting rooms.
- **c** Helping the elderly as part of community service.

5 What punishment is NOT mentioned as the right penalty for shoplifting?
- **a** A fine.
- **b** Community service.
- **c** Being taken to court.

6 Do the speakers show agreement on the subject of the sign?
- **a** To some extent.
- **b** Pretty much so.
- **c** None whatsoever.

5 Complete the sentences with the missing prepositions. Then ask and answer the questions in pairs.

1 Should schools blame parents ___ their children's poor attendance? Why? / Why not?
2 Which of your friends can you count ___ during a crisis?
3 Are there any school rules that you worry ___ breaking?
4 Have your parents ever prevented you ___ doing something you really wanted to do?
5 What possible new school rule might result ___ a student strike?
6 Do you approve ___ using dictionaries during English exams?
7 Which recent political decision would you like to protest ___?
8 Have you recently been punished ___ something you didn't do?

VOCABULARY CHALLENGE! Unit 5, page 110, exercise 3

6 CD 1.31 Listen to part of a programme about 'legal highs'. What is a 'legal high'?

7 CD 1.31 Listen again and answer the questions.

1 Why do young people take legal highs?
2 Why are legal highs dangerous according to the expert?
3 Why is it difficult for the government to deal with this problem?
4 Do you think the law will prevent young people from taking designer drugs?
5 What is the moral issue they are talking about at the end of the discussion?

8 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Would you tell your parents or teachers about a friend of yours who takes drugs? Why? / Why not?
2 Would you warn a friend about a speed camera? Why? / Why not?
3 Do you think that politicians who break the law should not only suffer legal consequences but also lose their jobs? Why? / Why not?

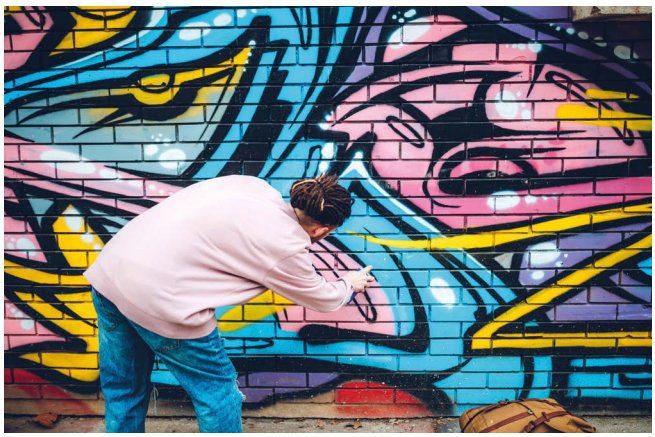
GRAMMAR 2

question tags; indirect questions

5

1 Work in pairs and discuss the questions.

1 Do you think people who paint graffiti are vandals or artists? Why?
2 Think about some graffiti or damage to public property that you've seen recently. Who do you think did it? Why?
3 Are you bothered by offensive graffiti slogans painted on public buildings, walls, bus stops, etc.? Why? / Why not?



2 CD 1.32 **LANGUAGE IN CONTEXT** Read and listen to the dialogue and answer the questions.

1 Do we know when exactly the graffiti was painted on the wall?
2 How do the speakers feel about it?

Mike I was wondering if you have seen the graffiti on the school wall. **It's so awful, isn't it?**

Susie Yeah. Someone must have done it late last night. **It wasn't there when we finished the school play rehearsal at 9.30, was it?**

Mike No, I don't think so. Do you know who did it?

Susie Not really, but everyone is saying that it's Mark Hammond from 3rd grade. **He's done something like this before, hasn't he?**

Susie Mark? No way. **Stop spreading rumours about people when you have no evidence, will you?**

Mike Sorry. I'd like to know who could have done something like this. **People just don't think, do they?**

Susie If only I knew. **Let's go and ask the others, shall we?** Maybe they have some idea who's behind it.

Mike OK. But beforehand, **help me with my maths homework, will you?**

3 **ANALYSE** Read the dialogue again. Read the sentences with question tags and choose the correct option. Sometimes both options are correct.

1 A positive statement has a *positive* / *negative* tag.
2 A negative statement has a *positive* / *negative* tag.
3 With commands we use *will* / *can*.
4 With 'let's ... ' we use *shall* / *will*.
5 Question tags are used *to ask for confirmation* / *for a polite request*.

! Watch out

With ***I am*** the correct question tag is ***aren't I?***
I'm coming with you, aren't I?

4 **PRACTISE** Add the correct tag to each statement.

1 This graffiti was painted by a famous artist, ____?
2 The police arrested the shoplifter, ____?
3 You can't just accuse people like that, ____?
4 The students have been cheating, ____?
5 You aren't too busy to talk, ____?
6 Let's report the crime, ____?
7 Don't lie to me, ____?

5 Complete the sentences with gramatically correct statements.

1 ____, did you?
2 ____, will you?
3 ____, shouldn't you?
4 ____, is it?
5 ____, doesn't she?
6 ____, shall we?
7 ____, can't you?
8 ____, aren't I?

GRAMMAR CHALLENGE! Unit 5, page 111, exercise 1

6 **ANALYSE** Read the dialogue in exercise 2 again. Find three indirect questions. Is the word order of an indirect question the same as in a direct question?

7 **PRACTISE** Reorder the words to make indirect questions.

1 was / the Queen / I / you / wondering / seen / if / morning / have / on / this / TV / .
2 head teacher / know / do / you / has / who / the / called / ?
3 know / something / I'd / like / to / who / have / like / could / online / this / posted / .
4 the programme / you / starts / be / tell / would / me / could / I / grateful / when / if / .
5 you / me / could / is / tell / where / the / station / police / ?
6 students / for / it / would / responsible / cyberbullying / be / useful / to / learn / protecting / who / against / is / .
7 survey / I / would / the / ask / like / results / to / about / of / the / .

8 **NOW YOU DO IT** Work in pairs. Write a conversation similar to the one in exercise 2 about another incident at a school, for example a case of bullying, theft or hate speech. Use some indirect questions and a minimum of six different question tags. Then practise your conversations in pairs.

GRAMMAR REFERENCE page 134

5 READING AND VOCABULARY

reading for gist and detail • international conflicts

1 Complete the pacifist manifesto with the words below.

soldiers civilians break war bombs rights

STOP WAR

WE WANT:

- [1] ____ to stop fighting
- countries at [2] ____ to make peace
- all sides of any conflict to respect human [3] ____

WE DON'T WANT:

- wars to [4] ____ out
- [5] ____ to explode
- innocent [6] ____ to die

2 Work in pairs and discuss the questions.

1 What domestic and international conflicts happening at the moment can you think of? Which are the most serious in your opinion? Why?
2 Is it possible to be friends with someone whose country is at war with yours? Why? / Why not?

3 CD 1.33 Read the text below and choose the best title.

a Senseless war
b The life of refugees
c Love above all
d Young and angry



'It is impossible for an Israeli and a Palestinian to fall in love,' says a Jewish woman I interview in Tel Aviv for my blog about 'forbidden love'. The tension between the nations is felt everywhere, and most young people say that the political, cultural and religious barriers are too hard for any lovers to overcome. It's hardly surprising. The two countries have been at war on and off since 1948 and the fighting has cost thousands of lives on both sides. Sadly, with little chance of finding a peaceful solution to this violent conflict, you are simply not supposed to make friends with your worst enemy unless you are brave enough to break this rule.

Among those few are Jasmin Avissar, an Israeli Jew, and Osama Zatar, a Palestinian Muslim. I talk to the couple as Jasmin is packing her suitcase after making a heartbreaking decision to leave her homeland. The situation is the most difficult we've ever experienced. 'They did everything possible to make my life miserable and make me leave, and unfortunately they have succeeded,' she says about her government with tears in her eyes. 'Our marriage was a human thing. We just fell in love. The society around us has made it political,' she adds. Then she smiles a bit and says: 'We just want to be a normal couple ... I don't want to have these huge, gigantic problems interfering in our marriage.'

When she says 'huge, gigantic problems', she means it. She describes how the couple first tried to live in Israel, but the Israeli authorities would not let Osama settle there for good as it is illegal for a Palestinian to live in Israel. Even when he was visiting Jasmin, they were afraid that he might get attacked by Israeli extremists just for being a Muslim. So, she says, they moved to the occupied West Bank, but there, their situation was just as bad. Osama was even accused of betraying his country, something which hit him the hardest. 'We were naive and thought we could win this fight, but we can't. So we have to go abroad and start a new life.' He explains that the only people who support them are their families and that the rest are just strangers. 'I feel like a refugee in my own country,' says Osama and ends our conversation.

I leave their flat thinking about the woman in the Tel Aviv café. I am sad but also relieved to say that she was not completely right. A love affair like this one may be possible. Jasmin and Osama certainly prove that love between people from different cultures can happen and last despite all the difficulties.

4 Are the sentences true or false?

1 The war has been going on since 1948.
2 Jasmin has made a choice to emigrate.
3 Jasmin blames both the Israeli government and society for the situation.
4 Osama risked his life when he was in Israel.
5 Osama always felt that the couple would not live happily in their homelands.
6 The text describes stereotypes in relations between people from different cultures.

5 Choose the correct answers.

1 According to the first paragraph, Palestinians and Israelis
a are expected not to keep company with one another.
b often break the rules.
c have some things in common.
d are upset because their countries are enemies.
2 What does Jasmin say?
a She admits that her marriage is very unusual.
b She claims that their life in the West Bank was better.
c She mentions that Osama was not allowed to live permanently in Israel.
d She stresses that the decision to leave was not so difficult.

3 For Osama, the worst was the fact that
   a he had been physically attacked.
   b he did not feel good in his own country.
   c other people from his country considered him a traitor.
   d the couple could not count on their families.
4 The author of the text
   a appears to be very upset by the whole story.
   b sounds a bit surprised by Jasmin and Osama's decisions.
   c feels sorry for the couple.
   d seems comforted by the story of Jasmin and Osama.
5 What conclusion can you draw from the text?
   a Intercultural marriages are usually pointless.
   b Political conflicts always impact on personal affairs.
   c Avoiding international conflicts is impossible.
   d Emigrating may be the only solution for mixed couples.

6 **Complete the summary of the text. Use no more than three words in each gap.**

The article describes quite a [1] ____ faced by one couple who have two different national and religious backgrounds. The journalist [2] ____ about forbidden love in Israel and Palestine, so he decides to interview a mixed couple who have been experiencing terrible obstacles on their way to happiness. The couple tells the interviewer that in [3] ____ they can't live in peace because they constantly fear for their safety. The only people [4] ____ count on are their closest families while they feel the rest of the society is against them. Their situation is so desperate that they have decided to [5] ____ abroad. The interviewer concludes that it's possible for a mixed couple to remain together [6] ____ there are mounting problems and hundreds of obstacles. True love is forever!

7 **Work in pairs and discuss the questions.**

1 Do you think the couple made the right decision to leave their homeland? Why? / Why not?
2 Is real love possible between people who come from different religions? Why do you think so?

Vocabulary development

8 **Match the highlighted words in the text with the definitions below.**

1 someone your country is fighting against
2 succeed in controlling a problem
3 being disloyal
4 someone made to leave his/her home
5 people with extreme political opinions
6 lack of trust between the nations
7 involving the use of physical force
8 not involving war

9 **Complete the sentences with the correct form of the words from exercise 8.**

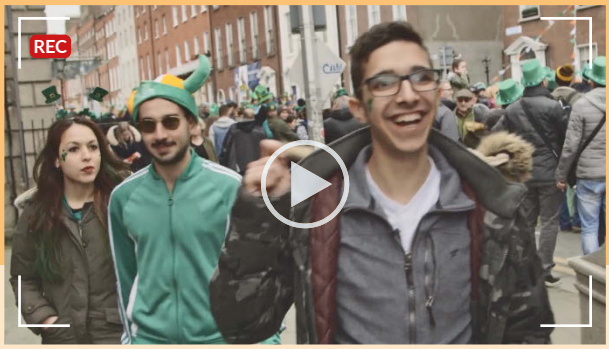
1 It isn't easy to find a ____ solution to many international conflicts.
2 People of different cultures who want to be together often have to ____ a lot of barriers in their lives.
3 As you travel through the Middle East, you can feel a lot of ____ between the nations there.
4 Helena had to leave her country because of the military conflict. She's now in a ____ camp in Turkey.
5 We were afraid of being attacked by the ____ just for being of a different religion.
6 The country you fight against in a war is your ____.
7 Joshua never ____ his country, but they called him a traitor anyway.
8 This ____ conflict has already killed over a thousand people.

VOCABULARY CHALLENGE! Unit 5, page 111, exercise 4

10 **Read the list of factors which may make communication between people from different cultures difficult. Add your own ideas. Which problems are the most serious? What can be done to help people from different cultures understand each other better?**

- languages
- traditions and customs
- values
- religious beliefs

Critical thinking



Look at the picture. Work in pairs and answer the questions.

1 What do you think is the occasion? Why is the young man smiling?
2 If you ever moved abroad, would you try to blend into the new society?
3 What could one do to integrate well into a new community?

5 SPEAKING

paraphrasing unknown words • speculating about the picture

1 Work in pairs. Look at the picture and answer the questions.



1 Do you recognise the people in the picture? Who are they?
2 Where do you think the picture was taken?
3 Do you think it's a good idea for celebrities to promote charity campaigns? Why? / Why not?

2 CD 1.34 Check the meaning of the words and phrases below in the wordlist on page 63. Listen to a student describing the picture in exercise 1. Which four of the words and expressions below has the student forgotten how to say in English?

refugee camp | slums | bodyguards | tents | migrants | rescue workers | refugees | ruins

3 CD 1.34 Listen again and put the Phrase Bank sentences in the order that you hear them in the recording.

PHRASE BANK

Expressing certainty and assumption

I expect it must be hard to ... | *I suppose the actress is making a speech.* | *I am almost certain that ...*
I can't be 100% sure, but I imagine that ...
I get the impression that ...
It seems that ... | *They could be politicians.*

4 Work in pairs. Take turns to describe the objects and people shown in the pictures (1–7) on the right. Guess which word your partner is paraphrasing. Use the phrases below to help you.

- I don't know what you call it in English, but ...
- I don't know the English word for ...
- It's a kind of a place where ...
- It's something / a thing you use for ...
- It's a person ... (whose job is to ...).
- It looks like ...
- It's made of ...
- You can ... with it.

5 CD 1.35 Listen to a student answering the two questions about the picture in exercise 1. Does the student give complete answers? Why? / Why not?

1 What do you think the actress experienced when she was visiting the camp?
2 Are you a good public speaker? What makes you say so?

6 CD 1.36 Read the text. Correct the mistakes the student has made. Then listen and check.

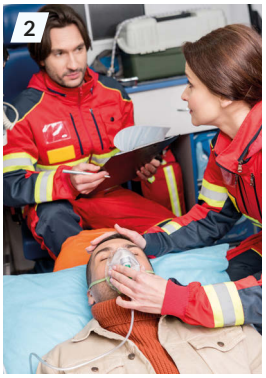
A **Tell me about a charity event you took part in.**

B It ~~happen~~ not long ago, when I was working as a volunteer for *Polska Akcja Humanitarna*. I decided to join their campaign after a terrible earthquake in Nepal a few days earlier. I worked with five other ~~peoples~~. We ~~walking~~ down the streets and encouraging people to donate money for Nepal. People could ~~buying~~ special T-shirts or send text messages to a special number. I felt good about helping ~~other~~ and very proud ~~about~~ our team. I must say it was the best experience I ~~ever had~~ in my life.

7 Work in pairs. Take turns to describe the picture in exercise 1 and answer the three questions in exercises 5 and 6.

8 Work in pairs. Go to page 114. Take turns to do the speaking task.















WRITING

a forum entry

5

1 Work in pairs and answer the questions.

1 What do you think citizenship and citizenship education are? Do you agree that they are important for young people? Why?/ Why not?
2 Who is a good citizen? Are you one? Why do you think so?

2 Read the two forum entries below. What points from Anna's entry does Matt refer to? Whose point of view do you support? Why?



By Anna Smith

Hi everyone,

I heard on the news that some politicians want to introduce a compulsory exam called 'Life in the UK' in order to test young people's knowledge of citizenship and politics.

Firstly, I must admit that I find their proposal ridiculous. I'm opposed to the idea of forcing teenagers to focus on citizenship education and politics. There are many more useful things to study for their future careers than those.

Also, I'm not in favour of a written test that checks whether someone is or isn't a good citizen. Instead, politicians should encourage young people to participate in various community projects such as helping the elderly or collecting funds for charity.

What do you think about this idea? Why don't you post your comments below?

That's all for now.

Anna



From Matt1992

Hi Anna,

I've just read your post and I'd like to share my point of view. I can understand your way of thinking, but I still believe that teenagers should know more about citizenship and politics so that they become more responsible citizens.

In my experience, most young people know very little about how their country is run or what they could do for their local community. I partly agree that a test may not be ideal, but, on the other hand, it's the quickest way of checking people's knowledge of a given subject.

However, I think you are right in saying that more charity projects for teenagers would teach young people citizenship better than any school lesson.

I wonder what the rest of you out there think. Whose point of view do you support? Let me know.

Matt

3 Complete the Phrase Bank with the words below.

think way opposed of find partly in go

PHRASE BANK

Expressing support / lack of support for an idea

I'm [1]___ *favour of the idea of ...* | *I* [2]___ *along with this point of view because ...* | *I am* [3]___ *to the idea of ...*

Relating to other people's opinions

I must admit that I [4]___ *their proposal totally ridiculous.*
I don't approve [5]___ *the idea that ...* | *I can understand your* [6]___ *of thinking, but I still believe that ...* | *I* [7]___ *agree with the idea that ...* | *I* [8]___ *you are right/wrong in saying that ...*

4 Write 2–3 sentences to express your opinion about the statements below. Use the expressions from the Phrase Bank.



1 Voting should be made compulsory. People who don't go to vote should be fined.



2 Poland should send the armed forces to fight in international conflicts.



3 Political parties should be funded by private sponsors rather than from the national budget.



4 Lessons about politics should be part of every teenager's education.

! Watch out

Spójników: *to*, *in order (not) to*, *so as to*, *so that*, *in order that* używamy, aby wyrazić cel.

They want to introduce an exam ***in order to*** */* ***so as to test*** *young people's knowledge of politics.*

It has to be done ***so that*** */* ***in order that*** *young people* ***become*** *responsible citizens.*

5 Join the sentences, using either *in order to / so as to* or *so that / in order that*.

1 Fiona takes part in charity events. She wants to help people in her local community.
2 I don't watch the news. I don't want to hear all those depressing stories.
3 We should help elderly people around us. They don't feel lonely.
4 Even young children should learn about politics. They will understand the world better.
5 All citizens need to vote. They have influence on the country's future.

6 Read the instructions and do the writing task.

Na forum internetowym przeczytałeś/przeczytałaś wpis, którego autor krytykuje młodzież za brak zainteresowania problemami społecznymi. Odpowiedz na ten **wpis** (100–150 słów) i:

- wyjaśnij, dlaczego zgadzasz / nie zgadzasz się z autorem wpisu,
- napisz, jakie problemy społeczne uważasz za ważne i dlaczego,
- opisz ostatnią akcję prospołeczną, w której brałeś/brałaś udział,
- napisz, co ta akcja wniosła do Twojego życia, i zachęć innych do uczestniczenia w podobnych akcjach.

5 ENGLISH IN USE

1 Complete each set of sentences with one word.

1 ___
- This government is ... more liberal than any we've had so far.
- They live ... from school. It takes them an hour to get there in the morning.
- As ... as I'm concerned, Alice can come back home whatever time she wants.

2 ___
- My mum works in a(n) ... . She is a civil servant.
- How long is a term of ... for the Polish government?
- Is there a lost property ... anywhere here? Most countries have them at their airports!

3 ___
- Everybody is hoping for a ... solution to this violent conflict.
- It's very ... out here on the beach. We're having a great time.
- They seem a noisy but ... group of protesters, so I stood by and watched them marching past.

4 ___
- I ... the rules at school, so I was punished quite often.
- The negotiations failed, and war ... out.
- My grandmother fell down the stairs and ... her hip.

2 Read the text and choose the correct answer: a, b, c or d.

European Youth Week (EYW) is an annual event for people between 18 and 27. It has been organised for over twenty years now in cooperation with ten European countries, including Poland. The idea behind the project is to promote integration among young European [1] ___. Young people meet [2] ___ take part in discussions and share their opinions on important matters.

The theme of European Youth Week 2015 concerned the ideas of citizenship and the employment market. According to many participants, it may have been the most challenging topic so far. The organisers wanted to make young people a [3] ___ more aware of their civil rights and duties than they seem to be at the moment. The discussions also concentrated on various barriers young people need to [4] ___ when they look for a job abroad. The debates resulted [5] ___ a number of innovative suggestions.

1 **a** civilians **b** societies **c** countries **d** citizens
2 **a** since **b** so that **c** in order to **d** because
3 **a** lot **b** far **c** many **d** much
4 **a** disappear **b** escape **c** hit **d** overcome
5 **a** from **b** in **c** with **d** of

3 Complete the text with the correct forms of the words below. There are two extra words.

ask	pretty	high	act	economy	know	invest	say

Young Enterprise is a UK charity organisation. It holds workshops and other events to help young people succeed in the ever-changing work environment by teaching them the relevant skills and [1] ___ as well as boosting their self-esteem. One of the areas they focus on is financial education so that teenagers understand how their country's economy works, how to deal with financial risk and manage their money well. In their [2] ___ workshops, they present the participants with real-life scenarios, role-plays, story writing and drawing tasks in which teens [3] ___ make important money decisions. In this way they get to find out about [4] ___ concepts like inflation, stock markets, mortgages, bank loans, VAT, to name but a few. For older teenagers there are classes on financial management where they learn how to make reasonable [5] ___. The workshops are a great opportunity to combine education with business, so no wonder they are [6] ___ popular. Would you be interested?

4 Translate the Polish parts of the sentences into English. Use no more than five words.

1 ___ (*Nie głosowałeś na*) the Liberal Democrats, did you?
2 The situation of the refugees ___ (*staje się coraz gorsza*). The whole world needs to respond to this humanitarian crisis.
3 Do you know what ___ (*jest wzrost inflacji*)?
4 Have you ever been ___ (*ukarany za*) something you didn't do?
5 You ___ (*nie widziałeś dziś Mary*), have you?
6 Have your teachers ever ___ (*powstrzymali cię przed zrobieniem*) something you really wanted to do?

Critical thinking



Look at the picture. Work in pairs and answer the questions.

1 What could this poster advertise? Why do you think so?
2 Should people your age understand how a country's economy works? Why? / Why not?

Znajomość środków językowych *Sety leksykalne (trzy zdania), Wybór wielokrotny, Słowotwórstwo, Tłumaczenie fragmentów zdań (zadanie otwarte)*

WORDLIST

5

Vocabulary MP3 34

aristocracy	/ˌærɪ'stɒkrəsi/	arystokracja
cabinet	/'kæbɪnət/	gabinet, Rada Ministrów
chancellor	/'tʃɑːnsə(l)ə(r)/	kanclerz
citizen	/'sɪtɪz(ə)n/	obywatel/ obywatelka
civil servant	/ˌsɪv(ə)l 'sɜː(r)v(ə)nt/	urzędnik/ urzędniczka służby cywilnej
coalition	/kəʊə'lɪʃ(ə)n/	koalicja
Conservatives	/kən'sɜː(r)vətɪvz/	Partia Konserwatywna
constituency	/kən'stɪtjʊənsi/	okręg wyborczy
constitution	/ˌkɒnstɪ'tjuːʃ(ə)n/	konstytucja
elect	/ɪ'lekt/	wybierać
election	/ɪ'lekʃ(ə)n/	wybory
electorate	/ɪ'lekt(ə)rət/	elektorat
fox-hunting	/'fɒksˌhʌntɪŋ/	polowanie na lisy
government	/'gʌvə(r)nmənt/	rząd
Houses of Parliament	/ˌhaʊsɪz əv 'pɑː(r)ləmənt/	izby parlamentu
Labour	/'leɪbə(r)/	Partia Pracy
Liberal Democrats	/ˌlɪb(ə)rəl 'deməkræts/	Partia Liberalnych Demokratów
manifesto	/ˌmænɪ'festəʊ/	program wyborczy
Member of Parliament	/ˌmembə(r) əv 'pɑː(r)ləmənt/	poseł/posłanka, członek parlamentu
minister	/'mɪnɪstə(r)/	minister
minority	/maɪ'nɒrətɪ/	mniejszość
monarchy	/'mɒnə(r)ki/	monarchia
official	/ə'fɪʃ(ə)l/	(wyższy) urzędnik
opposition	/ˌɒpə'zɪʃ(ə)n/	opozycja
party	/'pɑː(r)tɪ/	partia (polityczna)
policy	/'pɒləsi/	polityka (np. gospodarcza, społeczna)
politician	/ˌpɒlə'tɪʃ(ə)n/	polityk/polityczka
politics	/'pɒlətɪks/	polityka
president	/'prezɪd(ə)nt/	prezydent/ prezydentka
prime minister	/ˌpraɪm 'mɪnɪstə(r)/	premier
referendum	/ˌrefə'rendəm/	referendum
represent	/ˌrepɪ'zent/	reprezentować
republic	/rɪ'pʌblɪk/	republika
Republicans	/rɪ'pʌblɪkəns/	Partia Republikańska
royal family	/ˌrɔɪəl 'fæm(ə)li/	rodzina królewska
rules and regulations	/'ruːlz ənd ˌregjʊ'leɪʃ(ə)nz/	zasady i nakazy
state system	/'steɪt ˌsɪstəm/	ustrój polityczny
taxpayer	/'tæksˌpeɪə(r)/	podatnik
term of office	/ˌtɜː(r)m əv 'ɒfɪs/	kadencja
vote in an election	/ˌvəʊt ɪn ən ɪ'lekʃ(ə)n/	głosować, brać udział w wyborach

Grammar 1 MP3 35

anonymously	/ə'nɒnɪməsli/	anonimowo
hate mail	/'heɪt ˌmeɪl/	obraźliwe e-maile
identity fraud	/aɪ'dentɪtɪ ˌfrɔːd/	kradzież tożsamości

Listening and vocabulary MP3 36

approve of sth	/ə'pruːv əv ˌsʌmθɪŋ/	aprobować, pochwalać coś
be against the law	/bɪ əˌgenst ðə 'lɔː/	być wbrew prawu
be tempted	/bɪ 'temptɪd/	odczuwać pokusę
blame sb for sth	/'bleɪm ˌsʌmbədi fə(r) ˌsʌmθɪŋ/	winić kogoś za coś
break the rules	/ˌbreɪk ðə 'ruːlz/	łamać zasady
come into effect	/ˌkʌm ˌɪntʊ ɪ'fekt/	wchodzić w życie
count on sb	/'kaʊnt ɒn ˌsʌmbədi/	liczyć na kogoś
designer drugs	/dɪ'zaɪnə(r) ˌdrʌgz/	dopalacze
fine	/faɪn/	grzywna
go viral	/ˌgəʊ 'vaɪrəl/	rozprzestrzeniać się szybko w Internecie
keep up with sb/sth	/kiːp 'ʌp wɪθ ˌsʌmbədi, ˌsʌmθɪŋ/	nadążać za kimś/czymś, dotrzymywać komuś kroku
law-abiding	/'lɔːəˌbaɪdɪŋ/	praworządny
lead to addiction	/ˌliːd tʊ ə'dɪkʃ(ə)n/	prowadzić do uzależnienia
legal highs	/ˌliːg(ə)l 'haɪz/	legalne używki
make illegal	/ˌmeɪk ɪ'liːg(ə)l/	delegalizować
nick sth	/'nɪk ˌsʌmθɪŋ/	ukraść coś, zwędzić
offender	/ə'fendə(r)/	przestępca, sprawca
petition	/pə'tɪʃ(ə)n/	petycja
prevent sb from doing sth	/prɪˌvent ˌsʌmbədi frəm 'duːɪŋ ˌsʌmθɪŋ/	powstrzymać kogoś przed zrobieniem czegoś
protest against sth	/'prəʊtest əˌgenst ˌsʌmθɪŋ/	protestować przeciwko czemuś
punish sb for sth	/'pʌnɪʃ ˌsʌmbədi fə(r) ˌsʌmθɪŋ/	karać kogoś za coś
pure	/pjʊə(r)/	czysty, nieskażony
put sb off	/pʊt ˌsʌmbədi 'ɒf/	zniechęcać kogoś, odstręczać
recreational drug use	/ˌrekrɪˌeɪʃ(ə)n(ə)l 'drʌg ˌjuːz/	okazjonalne zażywanie narkotyków
result in sth	/rɪ'zʌlt ɪn ˌsʌmθɪŋ/	prowadzić do czegoś, kończyć się czymś
speed camera	/'spiːd ˌkæm(ə)rə/	fotoradar
worry about sth	/'wʌrɪ əˌbaʊt ˌsʌmθɪŋ/	martwić się czymś

Grammar 2 MP3 37

evidence	/'evɪd(ə)ns/	dowód
rehearsal	/rɪ'hɜːs(ə)l/	próba
report sth	/rɪ'pɔː(r)t ˌsʌmθɪŋ /	donosić na kogoś

Reading and vocabulary MP3 38

authorities	/ɔː'θɒrətɪz/	władze
be at war	/bɪ ət 'wɔː(r)/	być w stanie wojny
be relieved	/bɪ rɪ'liːvd/	odczuwać ulgę
betray	/bɪ'treɪ/	zdradzać
bomb	/bɒm/	bomba
brave	/breɪv/	odważny
break the rules	/ˌbreɪk ðə 'ruːlz/	łamać zasady
break out	/breɪk 'aʊt/	wybuchać (o wojnie, konflikcie)
civilian	/sɪ'vɪljən/	cywil
comforted	/'kʌmfə(r)tɪd/	pokrzepiony, pocieszony
enemy	/'enəmi/	wróg
explode	/ɪk'spləʊd/	wybuchać, eksplodować
extremist	/ɪk'strɪːmɪst/	ekstremista/ ekstremistka
heartbreaking	/'hɑː(r)tˌbreɪkɪŋ/	rozdzierający serce, dramatyczny
homeland	/'həʊmlænd/	ojczyzna
innocent	/'ɪnəs(ə)nt/	niewinny
interfere	/ˌɪntə(r)'fɪə(r)/	ingerować, przeszkadzać
international conflict	/ˌɪntə(r)ˌnæʃ(ə)nəl 'kɒnflɪkt/	konflikt międzynarodowy
make peace	/meɪk 'piːs/	pogodzić się, zawierać pokój
miserable	/'mɪz(ə)rəb(ə)l/	nieszczęśliwy, żałosny
naive	/naɪ'iːv/	naiwny
overcome a problem	/ˌəʊvə(r)ˌkʌm ə 'prɒbləm/	przezwyciężyć problem
peaceful	/'piːsf(ə)l/	spokojny, pokojowy
refugee	/ˌrefjʊ'dʒiː/	uchodźca
respect human rights	/rɪˌspekt ˌhjuːmən 'raɪts/	szanować prawa człowieka
senseless	/'sensləs/	bezsensowny
settle	/'set(ə)l/	osiedlić się, osiąść
soldier	/'səʊldʒə(r)/	żołnierz
tension	/'tenʃ(ə)n/	napięcie
violent	/'vaɪələnt/	pełen przemocy, gwałtowny

Speaking MP3 39

bodyguard	/'bɒdigɑː(r)d/	ochroniarz
migrant	/'maɪgrənt/	migrant
refugee camp	/refjʊ'dʒiː ˌkæmp/	obóz dla uchodźców
rescue worker	/'reskjuː ˌwɜː(r)kə(r)/	ratownik
ruins	/'ruːɪnz/	ruiny
slums	/slʌms/	ubogie części miasta, slumsy
tent	/tent/	namiot

Writing MP3 40

citizenship	/'sɪtɪz(ə)nʃɪp/	obywatelstwo
citizenship education	/ˌsɪtɪz(ə)nʃɪp ˌedjʊ'keɪʃ(ə)n/	edukacja obywatelska
community project	/kə'mjuːnətɪ ˌprɒdʒekt/	czyn społeczny
compulsory	/kəm'pʌlsəri/	obowiązkowy
ridiculous	/rɪ'dɪkjʊləs/	absurdalny, niedorzeczny

English in Use MP3 41

annual	/'ænjuəl/	doroczny, coroczny
mortgage	/'mɔː(r)gɪdʒ/	kredyt hipoteczny, hipoteka
stock market	/'stɒk ˌmɑː(r)kɪt/	giełda (papierów wartościowych)

Challenge! MP3 42

allow something for sb/sth	/ə'laʊ ˌsʌmθɪŋ fə(r) ˌsʌmbədi, ˌsʌmθɪŋ/	przeznaczyć coś na coś, wziąć coś pod uwagę
attack	/ə'tæk/	atakować, napadać, krytykować
be charged for	/bɪ 'tʃɑː(r)dʒd fə(r)/	zostać obciążonym (opłatą)
cost	/kɒst/	kosztować
cost lives	/kɒst 'laɪvz/	przypłacać życiem, pociągać za sobą ofiary
debate an issue	/dɪˌbeɪt ən 'ɪʃuː/	obradować w jakiejś sprawie
enter	/'entə(r)/	wchodzić
fight	/faɪt/	walczyć, kłócić się
form a government	/ˌfɔː(r)m ə 'gʌvə(r)nmənt/	formować rząd
hold a general election	/ˌhəʊld ə ˌdʒen(ə)rəl ɪ'lekʃ(ə)n/	organizować wybory powszechne
inform	/ɪn'fɔː(r)m/	informować
invade a place / a country	/ɪnˌveɪd ə 'pleɪs, ə 'kʌntri/	najeżdżać (tłumnie) jakieś miejsce/kraj
occupy your mind / a territory	/ˌɒkjʊpaɪ jə(r) 'maɪnd, ə 'terət(ə)ri/	zajmować umysł/ okupować terytorium
pass a law	/ˌpɑːs ə 'lɔː/	uchwalać ustawę, ustanawiać prawo
proposed legislation	/prəˌpəʊzd ˌledʒɪ'sleɪʃ(ə)n/	proponowana ustawa
result in	/rɪ'zʌlt ɪn/	spowodować coś
serve a term of office	/ˌsɜː(r)v ə ˌtɜː(r)m əv 'ɒfɪs/	sprawować urząd, rządzić przez kadencję
stand for re-election	/ˌstænd fə(r) ˌriːɪ'lekʃ(ə)n/	ubiegać się o drugą kadencję
surrender	/sə'rendə(r)/	poddawać się

5 REVIEW

Complete all the exercises from this section in your notebook.

VOCABULARY

1 Complete each sentence with the correct pair of words.

terms of office / constituency election / coalition
minister / overcome betray / enemy

1 The ___ announced a major programme to ___ the problem of unemployment.
2 People who ___ their country should go to prison. If you are disloyal to your country, you become its ___.
3 After two ___ in local government, my aunt has been asked to represent her ___ in the next general election.
4 We'll see after the ___ next week if this ___ stays in power. It'll be interesting to see if the people vote for them again.

2 Choose the correct preposition to complete the sentences.

1 The prime minister blamed his ministers *for* / *with* the lost election. He also said that he couldn't count *on* / *for* his own government to support him.
2 You can't prevent the workers *from* / *to* organising legal demonstrations. This might result *to* / *in* a general strike.
3 This conflict broke *out* / *off* years ago, and both countries have been *in* / *at* war ever since.
4 I know that most people approve *of* / *on* the new tax laws, but there will be people who will protest *opposite* / *against* them.

3 Complete the sentences with the correct forms of the words in brackets.

1 Most people prefer a ___ (*peace*) solution to a conflict to a ___ (*violence*) one.
2 Only a ___ (*minor*) of the countries in Europe are ___ (*monarch*).
3 The ___ (*tense*) is growing after the ___ (*extreme*) attacked the immigrants.
4 I support the ___ (*oppose*) party because they have better ideas about how to help the ___ (*refuge*).

GRAMMAR

4 Write sentences from the prompts. Use comparative structures.

1 Social science / not / be interesting / history. History is just the best subject of all.
2 Unfortunately, the economic situation in our country / get / bad / every year.
3 My sister / always be / bit / self-confident / me.
4 Tom / paint / beautiful paintings / I / ever / see in my life.

5 Add the correct question tag.

1 You must love detective stories to have so many on your shelf, ___?
2 Let's get Joe a book on forensic science, ___? He loves this subject, ___?
3 You witnessed the accident, ___? You should report it, ___?
4 Lend me £5, ___? Thanks.
5 Karen will be late as usual, ___? She has never been able to turn up on time, ___?
6 I'm still part of this team, ___? So, let me have a say in this matter, ___?
7 Your boyfriend wasn't involved in this robbery, ___?

6 Rewrite direct questions into indirect questions.

1 How should I find information about political parties?
2 Where is the nearest post office?
3 Where did Mary go?
4 Do you want to go to the Long Nights of the Museums?
5 How can I contact the Ministry of Foreign Affairs?

7 Work in pairs and test each other.

Student A: go to page 123.
Student B: go to page 129.

ENGLISH IN USE

8 TRANSFORMACJE ZDAŃ (ZADANIE OTWARTE)
Wykorzystując podane wyrazy, uzupełnij zdania tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów zdań i formy podanych wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 My brother runs quicker than me. **AS**
I don't ___ my brother.
2 I think we could organise a debate on hate speech, OK? **WE**
Let's organise a debate on hate speech, ___?
3 My essay is definitely not as good as yours. **FAR**
My essay is ___ yours.
4 Nowadays there are not as many hackers as there used to be. **LOWER**
Nowadays the number of hackers ___ in the past.
5 I would like to know your opinion on citizenship education. **WHAT**
I would like to know ___ citizenship education.
6 I have never met a friendlier person than Kate. **THE**
Kate is ___ I have ever met.
7 It is a lot easier to give in to bullies than to stand up to them. **MUCH**
It is ___ to stand up to bullies than to give in to them.

9 SETY LEKSYKALNE **W zadaniach 1–5 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 ___
- Franklin Delano Roosevelt was the only US president who served for more than two terms of ... .
- My father works as a civil servant and often has to stay late at the ... .
- Can you tell me where the nearest post ... is?

2 ___
- David was punished ... cheating in the final exam.
- I wonder if President Joe Biden will stand ... re-election.
- Should we blame migrants ... crossing borders illegally in search of a better life?

3 ____
- During the war, the capital city was ... by the foreign soldiers.
- I'm sorry I can't help you – my mind is too ... with the community project I'm part of.
- In 2013–2014, Ukrainian citizens ... Independence Square in Kyiv to protest against their president's policy.

4 ____
- Every organisation and institution should have clear ... and regulations which their employees and members should obey.
- If you break the ... in sport, you get punished.
- In this school, there are strict ... concerning dress code and hairstyle.

5 ____
- Possession of recreational drugs is against the ... in Poland.
- Do you think that parliament should pass a ... which would allow 16- and 17-year-olds to vote in elections?
- When driving, having your seat belts fastened is required by ... .

LISTENING

10 CD 1.37 **ZADANIA Z LUKAMI** **Usłyszysz dwukrotnie wywiad na temat programu resocjalizacji młodzieży. Na podstawie informacji zawartych w nagraniu uzupełnij zdania tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

1 When a teenager is found guilty of an offence, the court can either ____ or in a correctional institution.
2 The juvenile justice system aims to provide young offenders ____ and help them reintegrate with their communities.
3 Teenagers are prone to ____ and doing irresponsible or illegal things because their brains are not mature yet.
4 Within the Juvenile Justice Reentry program, correctional institutions co-operate with ____ to enable young offenders to get career or technical education.

SPEAKING

11 **ROZMOWA NA PODSTAWIE ILUSTRACJI** **Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie nawzajem pytania i odpowiadajcie na nie.**

Uczeń A



1 Why have the people decided to take part in this charity event?
2 How can schools promote citizenship education?
3 Tell us about a community project or event which you heard about or took part in.

Uczeń B



1 What are the people protesting against?
2 Are street protests and demonstrations an effective way of handling important issues? Why? / Why not?
3 Tell us about a situation in which you decided to express your concern about a political or social issue.

WRITING

12 **WPIS NA FORUM** **Przeczytaj polecenie i wypowiedz się na poniższy temat.**

Na forum internetowym poświęconym Twojemu miastu przeczytałeś/przeczytałaś wpis, którego autor krytykuje propozycję rozbudowy sieci ścieżek rowerowych w ramach budżetu obywatelskiego. Odpowiedz na **wpis na forum** i:
- wyjaśnij, dlaczego zgadzasz / nie zgadzasz się z autorem wpisu,
- napisz, jakie są najpilniejsze potrzeby Twojego miasta / Twojej dzielnicy,
- opisz, na jaką inicjatywę Ty zagłosowałeś/zagłosowałaś i dlaczego,
- zachęć czytelników do uczestniczenia w głosowaniu.

Napisz swoją wypowiedź w języku angielskim. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

6 ENVIRONMENTALLY FRIENDLY?

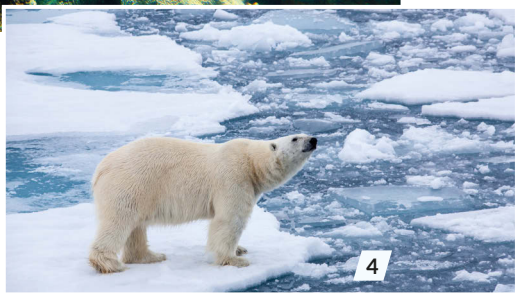
VOCABULARY

threats to the environment


1


2


3


4


5

1 Work in pairs. Name the most important environmental problems the places below are facing.

• your area • your country • the world

2 Match the pictures (1–5) with the environmental issues below.

deforestation poor waste management Arctic warming
intensive animal farming destruction of coral reefs

3 Match some of the compound nouns with the definitions below.

renewable energy sources climate change sea levels fossil fuels
greenhouse gases toxic chemicals carbon footprint landfill sites
air pollution ice cap global warming solar farm

1 a thick layer of frozen water and snow that covers parts of the Earth around the North or South Pole
2 places where rubbish is usually dumped
3 a place where sunlight is converted into energy to supply homes
4 the amount of pollution each person produces
5 sources of energy we extract from under the earth
6 elements such as wind and water, which can provide energy
7 different weather patterns that are caused by pollution
8 the slow increase of the temperature of the Earth

4 Complete the extracts from three campaigners' speeches with the compound nouns from exercise 3 in the correct form. Which issues from exercise 2 are described?


A

In many parts of the world, this is a huge problem as [1]___ are filling up and there aren't any good systems for getting rid of rubbish. Open dumping has a terrible impact on the people who live nearby. The [2]___ released can lead to disease and other environmental hazards.


B

This problem affects everyone in the world. [3]___ cause global warming. Because the climate is getting hotter, the [4]___ are melting faster than ever. This means that the [5]___ are rising too and people living in coastal regions are in danger.


C

Because of overpopulation, the demand for food has grown considerably. However, keeping lots of animals in this way is making the problem of [6]___ worse. People should realise that animals produce more dangerous gases than all the cars, planes and lorries in the world! These days individuals are becoming more aware of their [7]___ and are trying to use fewer [8]___ like oil and coal. Experts are trying to increase the use of [9]___ and the installation of [10]___ and wind turbines is becoming widespread. So why are we ignoring the problems and developing this means of feeding our populations?

5 CD 2.01 Listen to six speakers' comments (a–f). Which topics from exercises 2 and 3 are they talking about?

a ___ c ___ e ___
b ___ d ___ f ___

VOCABULARY CHALLENGE! Unit 6, page 111, exercise 1

6 Work in pairs. Name:

1 two items of waste that are NOT biodegradable.
2 two examples of a renewable energy source.
3 two fossil fuels.
4 an ecological issue that concerns you.

7 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Which human activities are most harmful to the environment?
2 Which of the environmental issues shown in the pictures are you most concerned about? Why?

GRAMMAR 1

third conditional

6

1 Work in pairs and discuss the questions.

1 What changes could you make to your life if you wanted to 'go green'?
2 What would you do if you saw a fire in a forest?

2 CD 2.02 **LANGUAGE IN CONTEXT** Read and listen to the interview with a firefighter after a wildfire in California and answer the questions.

1 Did the firefighters learn about the fire quickly?
2 Was the ground dry?
3 Did they use a new device?

Interviewer	So, Brendan, is the fire out now?
Brendan	Yes, almost. We're lucky. It could have been a lot worse. The fire might have spread much further if the wind had been in a different direction.
Interviewer	Did you get an early warning of the fire?
Brendan	Not really. It had already developed into quite a big fire when we got there. If we'd known about it earlier, we would have been able to put it out faster.
Interviewer	Would it have started so quickly if the ground hadn't been so dry?
Brendan	Oh no. If we'd had more rain over the last few months, it wouldn't have been so bad.
Interviewer	I hear you used a new device that showed you how the fire was moving?
Brendan	Yes, it was amazing. If we hadn't used it, we would have had a much harder job chasing the fire.

3 **ANALYSE** Copy and complete the table with the correct words. Check your answers with the dialogue in exercise 2.

THIRD CONDITIONAL

Conditional clause	Result clause
If + past perfect	*would (not) + have* + past participle
If we [1] ___ *about it earlier,*	*we* [2] ___ *able to put it out faster.*
Result clause	**Conditional clause**
could/might + have + past participle	*if* + past perfect
The fire [3] ___ *much further*	*if the wind* [4] ___ *in a different direction.*

4 Find one example of a third conditional using a negative form and one using a question form in the dialogue in exercise 2.

5 Choose the correct option to complete the rules.

1 We use the third conditional to talk about unreal situations in the *past* / *present*.
2 The *If* clause *is* / *isn't* always at the beginning of the sentence.

6 **PRACTISE** Match 1–5 with a–e to make sentences.

1 If I hadn't gone out in the rain,
2 If I'd revised,
3 Would you have gone to the lecture,
4 I might have been given a new phone
5 I wouldn't have missed out question 8

a I would have passed the test.
b if I'd got good marks.
c I wouldn't have caught a cold.
d if I'd read the paper carefully.
e if you hadn't had to help your mum?

7 **WHAT'S RIGHT?** Choose the correct sentence.

1 If I hadn't gone to the party, I wouldn't have met Karin.
2 If I wouldn't have gone to the party, I hadn't met Karin.
3 If I didn't go to the party, I hadn't met Karin.

8 Write sentences from the prompts.

1 If / my aunt / know / about the wildfires / she / not / go / to California last month.
2 The flood water / not / come / into our house last week / if / we / have / protection.
3 If / the firefighters / not / act / quickly / more people / die in the fire.
4 If / they / not build / so many roads and houses here / they / not / destroy / the animals' natural habitats.
5 If / we / have / more time yesterday / we / go / to the safari park.

9 Join the sentences to make comments from people who were involved in the wildfire. Use the third conditional.

1 My cat jumped on me. I woke up.
2 I didn't look out of the window. I didn't see the fire.
3 The tourist didn't put out his cigarette. The fire started.
4 We ran quickly. We avoided the falling tree.
5 The firefighters came into my house. I didn't die.

10 Complete the sentences with your own words. Compare your answers with a partner.

1 If I hadn't ___ last week, I ___.
2 If I had ___ this morning, I ___.
3 If I had ___ when I was younger, I ___.
4 If our teacher hadn't ___, we ___.
5 If the weather had ___ yesterday, I might ___.

11 **NOW YOU DO IT** Work in pairs. Make a chain story together. Start with the sentence below and either use the prompts or make up your own story.

I got up late this morning.

miss my bus • walk to school • see the crime • speak to the police • recognise an old family friend • invite her round to chat • learn about her career • apply to join the police force

If I hadn't got up late this morning, I wouldn't have missed my bus.
If I hadn't missed my bus ...

GRAMMAR REFERENCE page 135

6 LISTENING AND VOCABULARY

listening for context, gist and detail • protecting the environment • prepositional phrases

1 Work in pairs and discuss the questions.

1 How has the weather in Poland changed since you were a child?
2 Do you think summer holidays will be more like those in picture A or picture B in the future? Why?





2 CD 2.03 Listen to four people giving possible solutions to the problems resulting from climate change and answer the questions.

1 Which speaker is
a a TV reporter?
b a homeowner?
c a student?
d a protester?
2 Which speaker uses more formal language?

3 CD 2.03 Listen again. Match statements A–E with speakers 1–4. There are two statements which match the same speaker.

This speaker mentions
A the lack of government help.
B ways of preventing water damage.
C the relocation of inhabitants.
D a need for alternative accommodation.
E a future report about plans and ideas.

4 Complete the sentences with appropriate prepositions. Which statements do you agree with? Why?

1 I would never go ___ a protest march.
2 We need to look ___ scientists for solutions to environmental problems.
3 Most schools' approach ___ teaching children about the environment is very good.
4 Families in our country have made great steps forward ___ recycling more and more waste items.
5 People all over the world should prepare ___ more natural disasters ___ a result of climate change.
6 It's better to invest ___ the future rather than complain ___ the past.
7 In 20 years' time, all buildings at risk will be equipped ___ flood protection devices.

5 Which sentences (1–6) use informal language and which use formal language? Find examples of formal and informal phrases. How could you change the sentences to change the level of formality?

1 The past is past, right?
2 We've got to cope with things that are happening now.
3 We've got to plan how to deal with stuff like flooding.
4 The consequences need to be dealt with.
5 In addition to this, all sea defences need to be strengthened.
6 What has the government done? Zilch!

6 CD 2.04 Listen to part of a debate about the responsibility for dealing with environmental problems. Which of these measures are mentioned?

1 recycle waste
2 buy fewer products
3 cut down on energy use
4 insulate houses
5 save water
6 install solar panels
7 grow your own vegetables
8 stop using plastic bags

7 CD 2.04 Listen again and complete the sentences.

1 The man begins the conversation by saying that people have to ___ for any changes to materialise.
2 The woman ___ the man's point of view.
3 The woman is of the opinion that individuals already do enough to ___.
4 The woman gives the example of investing in research as one of the ways in which ___.
5 The man insists that it is ___.
6 The speakers sound as if they ___ in the end.

VOCABULARY CHALLENGE! Unit 6, page 111, exercise 2

8 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 In what other ways can climate change affect people's lives?
2 Can individuals really help protect the environment? Why? / Why not?

Critical thinking



Look at the picture. Work in pairs and answer the questions.

1 When should children start learning about protecting the environment?
2 What would encourage people to be more environmentally friendly: punishment (e.g. fines) or benefits (e.g. discounts for recycling)?

GRAMMAR 2

conditional sentences revision; mixed conditional sentences

6

1 LANGUAGE IN CONTEXT Read the texts. Who is an environmental investigator? What do you learn about working as an environmental investigator?



1 If you are interested in this line of work, you must weigh up its pros and cons. If I were you, I would also talk to someone who has been an environmental investigator for some time, as they will give you honest advice. For me, this job is all about protecting the environment and preventing species from becoming extinct as a result of trade. **If you come with me one day, you'll be able to see for yourself.**



2 I wouldn't have become an environmental investigator if my friend hadn't persuaded me to join him on one of his missions. He had been asked to do a background check on a company suspected of polluting a local river and was looking for an assistant. We bumped into each other just by chance in the shopping mall. **If I hadn't gone shopping that day, I wouldn't be an investigator now.**



3 Unless you tend to lose your cool easily, you can become an investigator. One feature that all good investigators have in common is the ability to remain cool, calm and collected in difficult situations. **It's a job for you provided you are patient** and don't mind waiting or watching someone for hours. **If I wasn't like that, I wouldn't have survived in this job.**

2 ANALYSE Read the texts again and decide which of the sentences in bold are examples of zero conditional, first conditional, second conditional, third conditional and which are mixed conditional sentences. Then copy and complete the table with the correct words.

MIXED CONDITIONAL SENTENCES

Conditional clause	Result clause
If + past perfect *If I* [1] ___ *shopping that day,*	*would (not)* + infinitive *I* [2] ___ *an investigator now.*
Conditional clause	Result clause
If + past simple *If I* [3] ___ *like that,*	*would (not) + have* + past participle *I* [4] ___ *in this job.*

3 Work in pairs and answer the questions based on your analysis of the sentences in bold in exercise 2.

1 Which conditional sentences refer to universal truths? Which tenses are used in this type of conditional sentence?
2 Which conditional sentences refer to the future, present and past moments? How do we form these conditional sentences?
3 Which two conditional sentences can we mix? Which tenses are used in each case? How would you explain the rules for using them?
4 Which other words or expressions are used instead of *if*? Could you use *as long as, provided / providing, on condition that* instead of *if* in each of the conditional sentences in exercise 2?

4 PRACTISE Complete the mini-dialogue with the correct forms of the verbs in brackets.

A Have you heard the latest news? The police have announced that they managed to find a large group of ivory smugglers.
B Yes, but if the investigator [1] ___ (*not help*) them, the smugglers [2] ___ (*not be*) in prison now.
A It's true. If the police [3] ___ (*not get*) information from the investigator, they [4] ___ (*not find*) the ivory smugglers.
B Good. If I [5] ___ (*work*) as a policewoman, I [6] ___ (*ask*) investigators for help all the time. They have connections, different ways of getting to the bottom of things.
A Yes, I agree.

5 Write sentences, using mixed conditionals. Use the following information.

1 Sarah never listens to her parents. She got into trouble with the police again.
2 Joe became a WWF volunteer two years ago. He is a volunteer programme coordinator now.
3 Tim is too unreliable. That's why he didn't get the job.
4 Alice studied hard to become a vet. She's a happy manager of a clinic now.

GRAMMAR CHALLENGE! Unit 6, page 111, exercises 1 and 2

! Watch out

It's possible to use continuous tenses in conditional sentences and modal verbs instead of ***will*** and ***would***.

If you are planning to become an investigator, you may need to seek some professional advice.

If you hadn't been driving so fast, you could have avoided the accident.

If you weren't doing these exercises, what might you be doing right now?

6 PRACTISE Translate the sentences into English.

1 Gdybyś mógł pracować z jakimś znanym biologiem, kogo byś wybrał?
2 Jeżeli planujesz oglądać jakiś serial, mógłbyś obejrzeć *The Blue Planet*.
3 Jeżeli nie będziesz używał laptopa, mogę z niego skorzystać?

7 NOW YOU DO IT Write three questions for each of the beginnings given. Then use the questions to interview your partner.

1 What do you do when ___?
2 What will you do if ___?
3 What would you do if ___?
4 What would you have done if ___?
5 Where would you live now if ___?

GRAMMAR REFERENCE page 135

6 READING AND VOCABULARY

reading for gist and detail • endangered species

1 Work in pairs. In three minutes, how many animals can you write down in each category below?

1 animals which can swim
2 animals which are active at night
3 animals which only live on one continent
4 animals which are predators
5 animals which are reptiles
6 wild animals which live in Poland
7 animals which are mammals
8 animals which are amphibians

2 Describe the pictures accompanying the text. What could the text be about?

3 CD 2.05 Read the text quickly, ignoring the gaps, and check your answer in exercise 2.

4 Read the text again and complete gaps 1–4 with sentences a–e. There is one extra sentence.

a Nevertheless, the statistics seem so worrying that something has to be done about the problem except introducing total bans on hunting.
b On top of this, they invited the most popular celebrities to endorse the campaign and to prompt all Aussies to take action.
c Their report also draws attention to other quite disturbing facts.
d School students are encouraged to look after them, and, at the same time, learn to take responsibility for their country's wildlife.
e It is home to dozens of endangered species, many found nowhere else on the planet, and without effective protection programmes, the country may lose one to two native species per decade.

5 Read the text again and complete the sentences.

1 If humans ____, we wouldn't have lost so many animal and plant species.
2 If we don't deal with the problem of endangered species, we ____.
3 Australia has done a lot to protect its fauna since ____.
4 National Threatened Species Day ____ aware of the problem.
5 The authorities praise ____ involvement in the initiative.

6 Work in pairs and answer the questions.

1 Should young people be aware of endangered species in their country and ways of helping them survive? Why? / Why not?
2 Are people obliged to help endangered species survive despite the costs of such conservation programmes? Why? / Why not?
3 What could individuals do to help homeless animals?
4 Do you think engaging celebrities into environmental campaigns may help the cause or encourage people to take part?

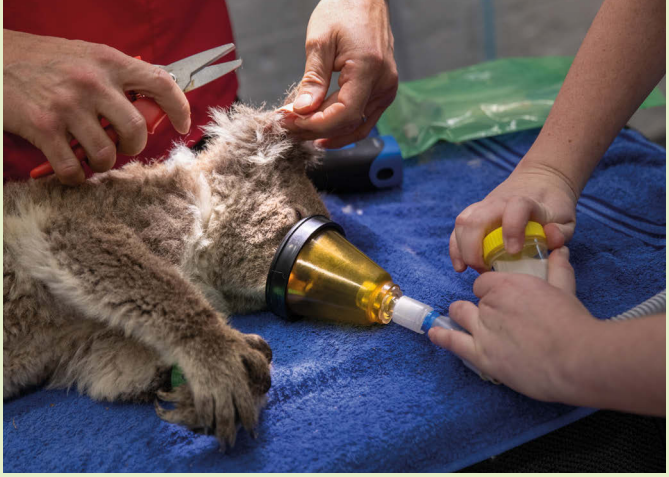


Have you ever thought about how many species wouldn't have died out if it hadn't been for human activity, be it trophy hunting, destroying animals' natural habitats or causing climate change? Well, the number is hard to believe. According to conservation experts, since the 16th century at least 680 species have become extinct because of mankind's cruel acts. [1] ____ For example, 25% of mammals, over 40% of amphibian species, almost 33% of sharks and 25% of plant species are on the verge of extinction, and environmentalists warn that unless we act now, they will vanish within decades.

One of the countries that takes the problem very seriously is Australia, which, perhaps, comes as no surprise. [2] ____ Habitat destruction for cattle breeding and disastrous forest fires are mainly to blame. You may even remember the upsetting images of the 2019–2020 bushfires showing kangaroos or koala bears caught in the fire. Almost three billion native animals suffered as a result, which made the Australians think harder about nature protection.

The outcome is truly praiseworthy. The country's environmentalists, with the help of the government, have taken a number of measures to save their endangered species from extinction. Every year they release a list, called the red list, of plants and animals on the verge of extinction which need help to survive. That's also why they have established National Threatened Species Day to raise awareness of the problem. [3] ____ They even chose the culminating moment.

The date, September 7th, chosen for this special day isn't accidental either. In fact, it marks the date when the last Tasmanian Tiger, one of Australia's endemic species, died in captivity.



The initiative's aim is also to preserve the country's flora in both national parks, botanic gardens and towns. One of the ideas is to create seed banks which are specially designed places where the seeds of the plants on the brink of extinction are kept. [4] ___ The authorities are happy with the result of the campaign and say that if citizens didn't want to get involved, it would be much harder to carry on with the project.
Well done, Australia! Let's follow your example! ☺



Vocabulary development

7 Complete the compound nouns below. Check your answers with the text in exercise 3.

1 ___ park
2 ___ hunter
3 ___ act
4 ___ ban
5 ___ experts
6 ___ species
7 ___ habitat

8 Complete the sentences with the compound nouns from exercise 7 in the correct form.

1 ___ do everything possible to save ___ from extinction.
2 A lot of animals die after their ___ is destroyed by humans.
3 ___ are prepared to pay a lot of money to be able to hunt down a particular animal. The problem is that they are not often punished for their ___.
4 Luckily, there is a ___ on hunting in all ___. Animals can live safely there.

9 Match the phrases which have similar meanings. Then translate them into Polish.

become extinct | native species | campaign | on the brink of | die out | protection | conservation | initiative | on the verge of | endemic species

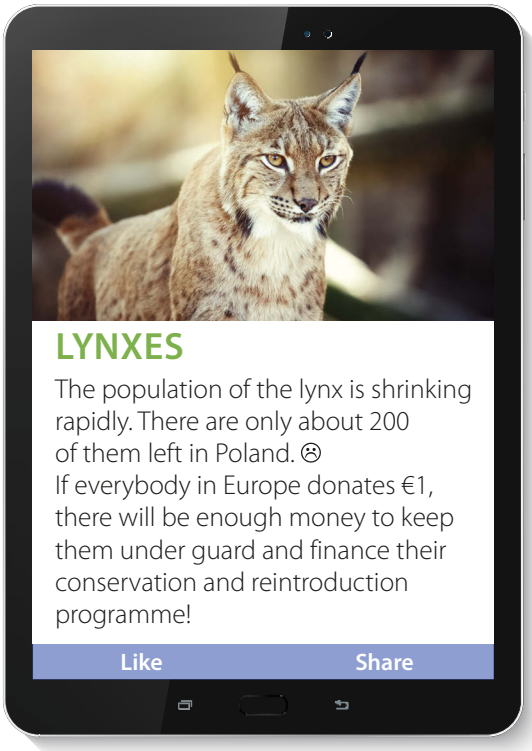
VOCABULARY CHALLENGE! Unit 6, page 111, exercises 3, 4 and 5

10 Choose the correct preposition to complete the sentences.

1 According *to* / *with* conservation experts, there are more and more endangered species in the world.
2 Australia is home *for* / *to* many endemic species.
3 A lot of animals die *at* / *in* captivity or badly-run zoos.
4 Australia wants to carry on *with* / *at* its animal protection programme.
5 We all should take responsibility *on* / *for* our country's wildlife.

11 Imagine you have seen the message below on a social networking site. Write a post (100–150 words) in response to the call for help. Include the information below.

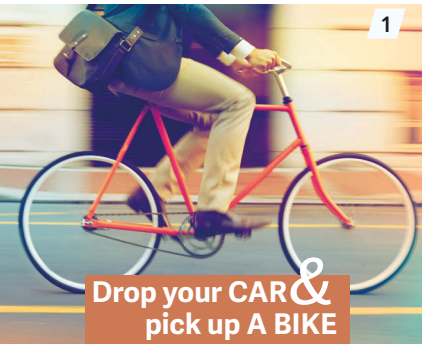
- What do you think of this idea?
- What else could be done to help?
- Would be prepared to help promote the campaign?



6 SPEAKING

hypothesising • questioning other people's point of view

1 Work in pairs. What two aspects of cycling in the city do the posters below present?





2 CD 2.06 Listen to a dialogue and answer the questions.

1 What is the topic of the conversation?
2 What arguments do Ola and Philip give to support their points of view?

3 CD 2.06 Listen again. Which two of the phrases from the Phrase Bank have the speakers not used?

PHRASE BANK

Hypothesising

I think the situation is unlikely to change ... | The chances are that ... | Certainly, there will be more ... | There is every chance that ... | No doubt, the situation will improve. | If they introduced ..., it would be something. | If it ever happens ..., I'll ...

Questioning other people's points of view

Frankly, I doubt it. | Why not?
It's all very well, but ... | Well, yes, but don't you think that ...? | How pessimistic! | Maybe, though I'm not so optimistic. | Sure, but how realistic is that?

4 Work in pairs and role-play the dialogue. Use the prompts in brackets to help you.

Student A Do you think that a total ban on cars in city centres is a good idea?
Student B To my mind, it's not a perfect solution. ___ (*Uzasadnij swoją opinię*).
Student A It's all very well, but we do need to do something to reduce the traffic. ___ (*Wyjaśnij, dlaczego nie zgadzasz się z uczniem B*).
Student B I'm not so sure that's true. There are many disadvantages to a ban on cars in the city centres. ___ (*Przedstaw inne, dodatkowe problemy związane z zakazem*).
Student A I agree up to a point, but ___. (*Wyjaśnij swój punkt widzenia*).
Student B Do you think the idea of a total ban on cars in city centres will actually be possible? ___ (*Wysuń przypuszczenie, że zakaz ma swoje realne podstawy*).
Student A Well, from my point of view ___. (*Przedstaw swoje przewidywania i uzasadnij je*).
Student B Maybe ...

5 CD 2.07 Listen to the dialogue. Whose opinion do you share?

6 CD 2.07 Listen again and complete the sentences with the missing words.

1 It's not ___, is it?
2 I ___ it's a good idea.
3 I see what you ___.
4 Isn't it ___ time people realised ...?
5 I agree up to a ___.
6 I'm not so sure that's ___.
7 Spot ___. I couldn't ___ more.
8 You're ___ wrong.

7 Work in pairs. Choose one question each.

Student A: Answer the question, using the prompts below to help you.
Student B: Agree or disagree with your partner's opinion and give reasons.

1 What will happen if car traffic is not reduced?
more pollution • more traffic jams • more angry drivers, more accidents

2 Would it be a good idea to stop supermarkets from selling plastic and paper bags to customers? Why?/Why not?
yes: less waste, better for the environment, fewer trees cut down
no: shops must offer bags for the shopping, what if someone forgets his/her own bag

8 Prepare your answer to the question below. Brainstorm arguments to support your opinion. Then give a presentation to the class. Speak for at least two minutes.

Do you think it will be possible for people to live a fully eco-friendly life in the future?

9 Work in pairs. Go to page 115. Do the speaking task.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

1 Why might bikes be popular in developing countries?
2 Are bikes a good alternative to public transport in big cities?
3 Do people ride a bike in Poland to keep fit or to show that they are environmentally friendly?

WRITING

a letter to the editor

6

1 Work in pairs. How many of these signs do you recognise? What ideas do they represent?







2 Read the writing task below. How many paragraphs would you include in the letter? What information would you include in each paragraph?

Niedawno przeczytałeś/przeczytałaś artykuł mówiący o tym, że młodzież nie ma świadomości ekologicznej. Napisz **list** (200–250 wyrazów) **do redakcji lokalnej gazety**, w którym zgodzisz się z opinią autora. Wyjaśnij, z czego wynika taka sytuacja, oraz zaproponuj, w jaki sposób można zachęcić młodzież do bardziej ekologicznego trybu życia.

3 Read the example letter below. Decide which of the missing paragraphs (A or B) should go in the letter. Why is the other paragraph unsuitable?

Dear Sir/Madam,

1 I am writing in response to the article about the problem of young people not being 'green' enough. I fully support this opinion, and I would like to share my point of view on this matter.

2 ___

3 Therefore, if we want to improve the situation, certain steps must be taken. First of all, imagine if all the parents made their lifestyles more ecological and involved their children in those changes. Then, it might be useful to organise workshops at schools during which the students would learn about ecological issues. Finally, what if teenage TV channels and social networking sites made more effort to 'sell' an ecological attitude rather than show hundreds of adverts? Would this not make young people reflect?

4 To conclude, I am convinced that if adults stressed the importance of being eco-friendly more and set a good example, young people would feel inspired. After all, the best way to learn is by example.

I look forward to hearing from you.

Yours faithfully,

XYZ

A Young people have no idea what it means to be environmentally friendly. They drop litter everywhere, buy bottled water and use too much energy by constantly plugging in their smart devices or watching TV. In addition, they have no idea what can and cannot be recycled. Many young people have never heard of such problems as climate change or the protection of endangered species. The situation is truly hopeless.

B Firstly, I believe this situation may have to do with the way they are brought up at home. Many grown-ups are poor role models themselves. Every day they drive to work, carry plastic bags or overuse energy. Additionally, the problem could be connected with the fact that young people do not receive proper ecological education at school as teachers have little time to discuss green issues. This situation may also result from the fact that the media and social networking sites hardly ever promote pro-environmental attitudes.

4 Complete the phrases with the missing words. Check your answers with the letter in exercise 3. Then translate the phrases into Polish.

PHRASE BANK

Hypothesising

I believe this may have to [1] ___ *with …*
The problem could/may be [2] ___ *with the fact that …*
This situation could/may [3] ___ *from the fact that …*
If adults stressed the importance of …, more young people would …
Imagine if all the parents [4] ___ *their lifestyles more ecological.*
What [5] ___ *teenage TV channels made more effort to …?*

5 Read the statements below. Make hypotheses about the possible causes of the problems described, using the prompts to help you.

1 People buy a lot of old environmentally unfriendly cars.
lower price • be not aware of the pollution these cars may cause • allowed by law

I believe that this may have to do with the lower price of these cars. Secondly, …

2 We produce more and more rubbish.
do not recycle • throw away things that could still be used • be not aware of environmental issues

3 The Earth's climate is changing.
global warming caused by greenhouse gases • overconsumption of energy • cut down tropical forests

6 Work in pairs. Brainstorm ideas about the causes of the problem below and possible solutions. Then write a short paragraph to include in a formal letter.

Problem: Few young people take part in ecological campaigns.

Causes: ___

Solution: ___

7 Read the instructions and do the writing task.

Niedawno przeczytałeś/przeczytałaś artykuł mówiący o tym, że młodzież rzadko angażuje się w akcje na rzecz ochrony przyrody. Zgadzasz się z tym punktem widzenia. Napisz **list** (200–250 wyrazów) **do redakcji** lokalnej gazety, w którym wyjaśnisz, z czego wynika taka sytuacja, oraz zaproponujesz, w jaki sposób można by zwiększyć zainteresowanie młodzieży tego typu działalnością.

6 ENGLISH IN USE

1 Choose the appropriate response.

1 It's high time people stopped using cars.
   a I couldn't agree more.
   b I believe this may have to do with air pollution.
2 Will climate change continue to be such a big problem in the future?
   a It's likely to.
   b I see what you mean.
3 What will happen to this animal shelter?
   a I doubt it.
   b The chances are that it will be closed.
4 It is unlikely they'll introduce a total ban on hunting.
   a Why not?
   b Spot on. I couldn't agree more.
5 Why did you buy these shoes? They were made from crocodile leather!
   a If I knew, I wouldn't buy them.
   b If I had known, I wouldn't have bought them.

2 Choose the correct answers a, b or c to complete the mini-dialogues.

1 X If I could decide, I would ban the cars from the city centre.
Y ___
X You're probably right, but wouldn't it be just great?!

   a Sure, but how realistic is that?
   b Frankly, I doubt it.
   c I'm not so sure it's true.

2 X Are you coming with me to the Natural History Museum?
Y ___
X Why can't you?

   a I'd rather go.
   b What if I did?
   c Not this time.

3 X Why ___ turn up at the meeting?
Y If you had told me, I would have come!

   a didn't you
   b don't you
   c would you like to

4 X What will happen to this dog? Will someone adopt him?
Y ___
X I hope so.

   a The chances are they won't.
   b I think it's probable.
   c I agree up to a point.

5 X All trophy hunters should go to prison, shouldn't they?
Y ___
X I'm glad more people think just like me!

   a You're absolutely right!
   b Certainly not!
   c Why exactly?

3 Translate the Polish parts of the sentences into English. Use no more than five words.

1 If people had not hunted animals in the past, many species ___ (*nie wymarłyby*).
2 ___ (*Gdybyś częściej ćwiczył*), you would feel better.
3 ___ (*Są duże szanse na to, że*) one day people will take care of the natural environment better.
4 If we recycled more, ___ (*byłoby mniej śmieci*) in landfill sites.
5 ___ (*Jeśli pogoda będzie dobra*), we'll go to the park and pick up the rubbish.
6 If people ___ (*ograniczyliby zużycie energii*), it would help our planet a lot.
7 Just think ___ (*co mogłoby się stać*) if all those toxic chemicals had gone into the river!
8 If you weren't so distracted, ___ (*zdałbyś ten*) test.
9 Using more ___ (*odnawialnych źródeł energii byłoby*) a very good idea.
10 I concentrate well at school if I ___ (*śpię osiem godzin*).

4 Complete the text with the correct forms of the words in brackets.



Perhaps the best known fact about *Rafflesia arnoldii* is its [1]___ (***bear***) smell, which is like rotting meat, but few people know that it is actually one of the strangest plants [2]___ (***find***) on Earth. It has no roots, no leaves and no stem, but instead it boasts the biggest flower in the world. However, because of its rarity, and its own biology, *Rafflesia* is now an [3]___ (***danger***) species, first of all because its [4]___ (***nature***) habitat is decreasing. Another problem is the fact that the flower lasts only a few days while the male and female flowers are so rare that it's often [5]___ (***possible***) for the plants to cross-pollinate each other. [6]___ (***conserve***) experts are doing their best to help the plant survive by building special research centres, but they say they may be [7]___ (***able***) to prevent this unusual plant from dying out.

5 Work in pairs. In five minutes, how many more words in each category can you write? Compare your answers with another pair.

1 endangered species: *rhino*, ...
2 environmental problems: *water pollution*, ...
3 pro-environmental activities: *insulating houses*, ...
4 natural habitats: *jungle*, ...
5 plants: *rose*, ...

Vocabulary MP3 43

air pollution	/ˌeə(r) pəˈluːʃ(ə)n/	zanieczyszczenie powietrza
Arctic warming	/ˈɑː(r)ktɪk ˌwɔː(r)mɪŋ/	topnienie lodów Arktyki
carbon footprint	/ˌkɑː(r)b(ə)n ˈfʊtprɪnt/	ślad węglowy
climate change	/ˈklaɪmət ˌtʃeɪndʒ/	zmiany klimatyczne
deforestation	/diːˌfɒrɪˈsteɪʃ(ə)n/	wylesienie
destruction of coral reefs	/dɪˌstrʌkʃ(ə)n əv ˈkɒrəl ˌriːfs/	niszczenie raf koralowych
environmentally friendly	/ɪnˌvaɪrənˌment(ə)li ˈfrend(d)li/	ekologiczny, przyjazny dla środowiska
fossil fuels	/ˈfɒs(ə)l ˌfjuːəlz/	paliwa kopalne
global warming	/ˌgləʊb(ə)l ˈwɔː(r)mɪŋ/	globalne ocieplenie
greenhouse gases	/ˈgriːnhaʊs ˌgæsɪs/	gazy cieplarniane
hazard	/ˈhæzə(r)d/	zagrożenie, niebezpieczeństwo
ice cap	/ˈaɪs ˌkæp/	pokrywa lodowa
intensive animal farming	/ɪnˌtensɪv ˈænɪm(ə)l ˌfɑː(r)mɪŋ/	intensywny chów zwierząt
landfill sites	/ˈlæn(d)fɪl ˌsaɪts/	wysypiska śmieci
marine life	/məˌriːn ˈlaɪf/	flora i fauna morska
melt	/melt/	topnieć, rozpuszczać się
open dumping	/ˌəʊp(ə)n ˈdʌmpɪŋ/	nielegalne wysypisko śmieci
overpopulation	/ˌəʊvə(r) ˌpɒpjʊˈleɪʃ(ə)n/	przeludnienie
poor waste management	/pʊə(r) ˈweɪst ˌmænɪdʒmənt/	zła gospodarka odpadami
renewable energy sources	/rɪˌnjuːəb(ə)l ˈenə(r)dʒi ˌsɔː(r)sɪz/	odnawialne źródła energii
sea level	/ˈsiː ˌlev(ə)l/	poziom morza
solar farm	/ˈsəʊlə(r) ˌfɑː(r)m/	elektrownia słoneczna
threat to the environment	/ˌθret tʊ ðɪ ɪnˈvaɪrənmənt/	zagrożenie dla środowiska
toxic chemicals	/ˌtɒksɪk ˈkemɪk(ə)lz/	toksyczne chemikalia

Grammar 1 MP3 44

put out a fire	/pʊt ˌaʊt ə ˈfaɪə(r)/	ugasić ogień

Listening and vocabulary MP3 45

approach to sth	/əˈprəʊtʃ tʊ ˌsʌmθɪŋ/	podejście do czegoś
as a result of sth	/əz ə rɪˈzʌlt əv ˌsʌmθɪŋ/	w wyniku czegoś
baking hot	/ˌbeɪkɪŋ ˈhɒt/	upalny
be equipped with sth	/bi ɪˈkwɪpt wɪθ ˌsʌmθɪŋ/	być wyposażonym w coś
buy fewer products	/baɪ ˌfjuːə(r) ˈprɒdʌkts/	kupować mniej produktów
caravan	/ˈkærəvæn/	przyczepa kempingowa
complain about sth	/kəmˈpleɪn əˌbaʊt ˌsʌmθɪŋ/	narzekać na coś
cope with	/ˈkəʊp wɪθ/	radzić sobie z czymś
cut down on energy use	/kʌt ˌdaʊn ɒn ˈenə(r)dʒi ˌjuːz/	ograniczać zużycie energii
far-fetched	/ˌfɑː(r)ˈfetʃt/	przesadny, zbyt daleko idący
go on a protest march	/gəʊ ɒn ə ˈprəʊtest ˌmɑː(r)tʃ/	iść na marsz protestacyjny
grow your own vegetables	/ˌgrəʊ jə(r) ˌəʊn ˈvedʒtəb(ə)lz/	uprawiać własne warzywa
heatwave	/ˈhiːtˌweɪv/	fala upałów
industrial plant	/ɪnˌdʌstriəl ˈplɑːnt/	fabryka, zakład przemysłowy
install solar panels	/ɪnˌstɔːl ˈsəʊlə(r) ˌpæn(ə)lz/	instalować panele słoneczne
insulate houses	/ˌɪnsjəleɪt ˈhaʊsɪz/	ocieplać domy
invest in sth	/ɪnˈvest ɪn ˌsʌmθɪŋ/	inwestować w coś
look to sb for sth	/ˈlʊk tʊ ˌsʌmbədi fə(r) ˌsʌmθɪŋ/	zwracać się do kogoś o coś
make a step forward in sth	/ˌmeɪk ə ˈstep ˌfɔː(r)wə(r)d ɪn ˌsʌmθɪŋ/	zrobić krok naprzód w czymś
prepare for sth	/prɪˈpeə(r) fə(r) ˌsʌmθɪŋ/	przygotować się do czegoś
protecting the environment	/prəˌtektɪŋ ðɪ ɪnˈvaɪrənmənt/	ochrona środowiska
recycle waste	/riːˌsaɪk(ə)l ˈweɪst/	wykorzystywać materiały wtórne
save water	/ˌseɪv ˈwɔːtə(r)/	oszczędzać wodę
spokesperson	/ˈspəʊksˌpɜː(r)s(ə)n/	rzecznik/ rzeczniczka
stop using plastic bags	/ˌstɒp ˌjuːzɪŋ ˌplæstɪk ˈbægz/	zaprzestać używania plastikowych toreb
strengthen sea defences	/ˌstreŋθ(ə)n ˈsiː dɪˌfensɪz/	wzmacniać wały nadmorskie
stuff	/stʌf/	rzeczy, coś
technological advances	/teknəˌlɒdʒɪk(ə)l ədˈvɑːnsɪz/	postęp technologiczny
zilch	/zɪltʃ/	kompletnie nic

Grammar 2 MP3 46

ivory smuggler	/ˈaɪv(ə)ri ˌsmʌg(ə)lə(r)/	przemytnik kości słoniowej

Reading and vocabulary MP3 47

amphibian	/æmˈfɪbiən/	płaz
become extinct	/bɪˌkʌm ɪkˈstɪŋkt/	wyginąć
breed	/briːd/	hodować
campaign	/kæmˈpeɪn/	kampania
cattle	/ˈkæt(ə)l/	bydło
conservation	/kɒnsə(r)ˈveɪʃ(ə)n/	ochrona przyrody
conservation experts	/kɒnsə(r)ˈveɪʃ(ə)n ˌekspɜː(r)ts/	specjaliści od ochrony przyrody
cruel act	/ˌkruːəl ˈækt/	okrutne zachowanie
die out	/daɪ ˈaʊt/	wymrzeć, wyginąć
endangered species	/ɪnˌdeɪndʒə(r)d ˈspiːʃiːz/	zagrożony gatunek/ zagrożone gatunki
endemic species	/enˌdemɪk ˈspiːʃiːz/	gatunki endemiczne
environmentalist	/ɪnˌvaɪrənˈment(ə)lɪst/	ekolog, działacz/ działaczka na rzecz ochrony środowiska
initiative	/iˈnɪʃətɪv/	inicjatywa
lynx	/lɪŋks/	ryś
mammal	/ˈmæm(ə)l/	ssak
national park	/ˌnæʃ(ə)nəl ˈpɑː(r)k/	park narodowy
native species	/ˌneɪtɪv ˈspiːʃiːz/	gatunek miejscowy
natural habitat	/ˌnætʃ(ə)rəl ˈhæbɪtæt/	naturalne środowisko życia
on the brink of	/ɒn ðə ˈbrɪŋk əv/	bliski czegoś, na skraju czegoś
on the verge of	/ɒn ðə ˈvɜː(r)dʒ əv/	bliski czegoś, na skraju czegoś
predator	/ˈpredətə(r)/	drapieżnik
protection	/prəˈtekʃ(ə)n/	ochrona
reptile	/ˈreptaɪl/	gad
save a species from extinction	/seɪv ə ˌspiːʃiːz frəm ɪkˈstɪŋkʃ(ə)n/	ocalić gatunek od wyginięcia
seed bank	/ˈsiːd ˌbæŋk/	bank nasion
total ban	/ˌtəʊt(ə)l ˈbæn/	całkowity zakaz
trophy hunter	/ˈtrəʊfi ˌhʌntə(r)/	łowca trofeów
vanish	/ˈvænɪʃ/	znikać

Speaking MP3 48

bike lane	/ˈbaɪk ˌleɪn/	ścieżka rowerowa
cyclist	/ˈsaɪklɪst/	rowerzysta/ rowerzystka
eco-friendly	/ˈiːkəʊˌfren(d)li/	ekologiczny, przyjazny dla środowiska

Writing MP3 49

green issues	/ˌgriːn ˈɪʃuːz/	problemy ekologiczne
grown-up	/ˈgrəʊnʌp/	dorosły
litter	/ˈlɪtə(r)/	śmieci
pro-environmental attitude	/ˌprəʊɪnvaɪrən ˌment(ə)l ˈætɪˌtjuːd/	podejście pro-ekologiczne
role model	/ˈrəʊl ˌmɒd(ə)l/	wzór do naśladowania
rubbish	/ˈrʌbɪʃ/	śmieci

English in Use MP3 50

animal shelter	/ˌænɪm(ə)l ˈʃeltə(r)/	schronisko dla zwierząt
cross-pollinate	/ˌkrɒsˈpɒləneɪt/	zapylać krzyżowo
leaf	/liːf/	liść
rare	/reə(r)/	rzadki
root	/ruːt/	korzeń
stem	/stem/	łodyga

Challenge! MP3 51

(non-) biodegradable	/(nɒn) ˌbaɪəʊdɪˈgreɪdəb(ə)l/	(nie) biodegradowalny
ability / inability	/əˈbɪlətɪ, ˌɪnəˈbɪlətɪ/	zdolność, umiejętność / niezdolność, niemożność
able / unable	/ˈeɪb(ə)l, ʌnˈeɪb(ə)l/	zdolny/niezdolny
ably	/ˈeɪblɪ/	umiejętnie
affect	/əˈfekt/	oddziaływać, mieć wpływ na
alternative	/ɔːlˈtɜː(r)nətɪv/	alternatywny
biological	/ˌbaɪəˈlɒdʒɪk(ə)l/	biologiczny
change sb's mindset	/ˌtʃeɪndʒ ˌsʌmbədiz ˈmaɪn(d)set/	zmieniać czyjś sposób myślenia
comfort / discomfort	/ˈkʌmfə(r)t, dɪsˈkʌmfə(r)t/	wygoda/niewygoda
comfortable / uncomfortable	/ˈkʌmftəb(ə)l, ʌnˈkʌmftəb(ə)l/	wygodny/ niewygodny
comfortably	/ˈkʌmftəblɪ/	wygodnie
ecological	/ˌiːkəˈlɒdʒɪk(ə)l/	ekologiczny
harmful	/ˈhɑː(r)mf(ə)l/	szkodliwy
harming	/ˈhɑː(r)mɪŋ/	krzywdzący, szkodzący czemuś
have an effect on sth	/həv ən ɪˈfekt ɒn ˌsʌmθɪŋ/	mieć wpływ na coś
honest / dishonest	/ˈɒnɪst, dɪsˈɒnɪst/	uczciwy, szczery / nieuczciwy, nieszczery
honestly	/ˈɒnɪs(t)lɪ/	uczciwie, szczerze
honesty / dishonesty	/ˈɒnɪstɪ, dɪsˈɒnəstɪ/	uczciwość, szczerość / nieuczciwość, nieszczerość
instil new habits	/ɪnˌstɪl njuː ˈhæbɪts/	wyrabiać nowe nawyki
make the problem go away	/ˌmeɪk ðə ˈprɒbləm gəʊ əˌweɪ/	spowodować, że problem zniknie
miss the point	/ˌmɪs ðə ˈpɔɪnt/	nie rozumieć istoty rzeczy
possibility / impossibility	/ˌpɒsəˈbɪlətɪ, ɪmˌpɒsəˈbɪlətɪ/	możliwość/ niemożliwość
possible / impossible	/ˈpɒsəb(ə)l, ɪmˈpɒsəb(ə)l/	możliwy/ niemożliwy
possibly	/ˈpɒsəblɪ/	możliwie
renewable	/rɪˈnjuːəb(ə)l/	odnawialny
responsibility / irresponsibility	/rɪˌspɒnsəˈbɪlətɪ, ɪrɪˌspɒnsəˈbɪlətɪ/	odpowiedzialność/ nieodpowiedzialność
responsible / irresponsible	/rɪˈspɒnsəb(ə)l, ˌɪrɪˈspɒnsəb(ə)l/	odpowiedzialny/ nieodpowiedzialny
responsibly	/rɪˈspɒnsəblɪ/	odpowiedzialnie
safe / unsafe	/seɪf, ʌnˈseɪf/	bezpieczny/ niebezpieczny
safely	/ˈseɪflɪ/	bezpiecznie
safety	/ˈseɪftɪ/	bezpieczeństwo
tackle the problems	/ˌtæk(ə)l ðə ˈprɒbləmz/	stawiać czoło problemom
take responsibility	/ˌteɪk rɪˌspɒnsəˈbɪlətɪ/	brać odpowiedzialność

6 REVIEW

Complete all the exercises from this section in your notebook.

VOCABULARY

1 Complete the sentences with the missing words.

1 Experts say that g___ gases are responsible for global w___.
2 Ice c___ are melting and sea l___ are rising due to climate ch___.
3 There is a total b___ on hunting in national p___.
4 No one is allowed to deposit toxic ch___ at landfill s___.
5 The natural h___ of many animals is decreasing because of d___. Cutting down forests should be made illegal.

2 Complete the sentences with the correct forms of the words in brackets.

1 There are thousands of ___ (*danger*) species which ___ (*conserve*) experts are trying to protect.
2 People need to start using ___ (*renew*) energy sources a lot more than they are at the moment.
3 Car fumes cause most of the air ___ (*pollute*) in towns.
4 Poor waste ___ (*manage*) means there is more and more rubbish in our cities.
5 Trophy ___ (*hunt*) should go to prison for killing wild animals.

3 Choose the correct preposition.

1 In Poland people should prepare *to / for* very cold winters.
2 All houses should be equipped *with / in* solar panels to use solar energy.
3 We must look *to / up* scientists for solutions to reduce energy consumption.
4 Stop complaining *for / about* the local government's policies on waste collection.
5 What is the best approach *for / to* recycling?

4 Work in pairs and test each other.

Student A: go to page 123.
Student B: go to page 129.

GRAMMAR

5 Join the sentences. Use the third conditional.

1 I did not study for the biology test. I failed it.
2 People hunted a lot in the past. Many species died out because of this.
3 I used a lot of energy last month. I received a very high electricity bill.
4 My bike got a puncture. I went to school by car.
5 The guards did not protect the animals well enough. The animals were killed.
6 We did not take a map. We got lost in the safari park.

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

1 If I ___ (*not be*) flexible and diligent, I ___ (*not work*) as an investigator.
2 If I ___ (*not go*) to the meeting that day, I ___ (*not be*) a firefighter now.
3 No cucumber salad for me, please. I always ___ (*get*) a rash if I ___ (*eat*) cucumbers.
4 If you ___ (*book*) the tickets last month, we ___ (*be*) on holidays now.
5 If Ann ___ (*work*) for the police, she ___ (*arrest*) the trophy hunters.
6 If the cat ___ (*feel*) any better, it ___ (*have to*) stay longer in the clinic.

ENGLISH IN USE

7 **TŁUMACZENIE FRAGMENTÓW ZDAŃ (ZADANIE OTWARTE)** Przetłumacz na język angielski fragmenty zdań podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę możesz wpisać maksymalnie pięć wyrazów. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

1 If the prices of electricity hadn't gone up, my parents ___ (*nie zainstalowaliby*) solar panels on the roof of our house last summer.
2 If you really want to protect the environment, you ___ (*powinieneś kupować mniej*) products, such as clothes or electronic devices.
3 If I ___ (*gdybym miała na sobie*) a crash helmet, I wouldn't have hurt my head in a cycling accident last week.
4 If I ___ (*gdybym umiał rysować*), I would have prepared a better poster for my biology project.
5 If I hadn't volunteered to work in an animal shelter last year, I ___ (*nie miałabym psa*) now.
6 What ___ (*byłbyś/byłabyś w stanie*) to do if you were much taller?

8 **SŁOWOTWÓRSTWO** Przeczytaj tekst. Uzupełnij każdą lukę (1–6), przekształcając wyrazy podane w ramce w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

comfort degradable environment harm honest possible responsible truth

A lot of people think that it is not worth obsessing about being ecological or undertaking [1] ___ behaviours as one person has little or even no influence on climate change or the state of the environment. They claim that it is [2] ___ for one person to make a difference. Personally, I consider this view [3] ___ – who knows what the world would be like today if we had started recycling waste, buying fewer products and using alternative sources of energy 20 or 30 years ago? I realise that it may be difficult to get rid of some old habits as the new, more ecologically friendly ones, can make our life [4] ___ – after all, not everyone feels so happy about buying fewer clothes or shoes. I would be [5] ___ if I said that I never buy anything on a whim. However, we can't just turn a blind eye and wait for the problem to resolve itself. We can't escape [6] ___ for looking after our planet as we are all in this together, aren't we?

READING

9 WYBÓR WIELOKROTNY **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.**

Lucy looked around. If someone had told her that it would take her hours to clean up her grandmother's small kitchen, she wouldn't have believed it. And yet, here she was, surrounded by boxes filled with empty jars and bottles, plastic bags and hundreds of loose pages with old recipes torn out from old magazines, scattered all over the table. Gran Maggie, Lucy's grandmother, had sent Lucy to her old flat to clean it up and throw away all the things that would probably be useless in her new flat. Gran Maggie had broken her hip rather badly, and after coming back from hospital decided she had to sell her old flat on the top floor. Right now, she was staying in Lucy's parents' house and was looking for something smaller and more comfortable on the ground floor so that she wouldn't have to climb the stairs anymore.

Lucy sighed. It seemed as if her grandma lacked the ability to get rid of anything. She needed to phone her.

'Hello, it's me, Lucy. Gran Maggie, what do I do with all those bottles, jars and plastic bags? Why did you keep so many of them?', she asked.

'Lucy, you told me yourself that I should recycle waste and reuse all those containers and bags, didn't you? You accused all your family of buying too many things and not recycling waste. We were so fed up with you. You said we had to take care of the planet.'

Gran Maggie may have been in her late 70s and unable to walk properly, but she was very good at using sarcasm. 'To give grandma credit,' Lucy thought to herself, 'I did use to be a bit crazy about being pro-environmental when I was a teenager.' I literally forced everybody around to adopt new habits, like buying fewer things and cycling instead of driving. I went to all the protest marches in defence of the planet and endangered species, wore my clothes and shoes until they were not usable any longer and made everyone switch off any electric devices they were not using.

'I must admit, though, Lucy, that if you hadn't insisted on us saving water and electricity, I would still pay astronomical bills. I didn't really think about it that much,' said Gran Maggie. 'I admired your attitude. I wasn't so responsible when I was your age.'

Well, well, well. If her grandmother was able to admit to being wrong, nothing was impossible, Lucy smiled to herself.

'Lucy, just bring me the old recipes. I wouldn't like to lose them. And you can throw away all the other things. Just make sure you put them in the right recycling bins, dear.'

1 Which is true about Gran Maggie?
- **A** She wanted her kitchen to be cleaned up before she came back from hospital.
- **B** She was going to live in Lucy's parents' house from now on.
- **C** She broke her hip after moving in with Lucy's parents.
- **D** She asked Lucy to tidy up her kitchen before selling her flat.

2 Gran Maggie was going to sell her old flat because
- **A** she found Lucy's parents' house uncomfortable.
- **B** it was too big for her.
- **C** it would be difficult for her to use the stairs.
- **D** the water and electricity bills were too high.

3 When Lucy was a teenager,
- **A** she made everyone wear their clothes and shoes until they were worn out.
- **B** she drove her family crazy with her ecological views.
- **C** she kept switching off electric devices.
- **D** she didn't throw away any reusable bags or containers.

4 We can conclude that Gran Maggie
- **A** was a rather responsible person.
- **B** was never sarcastic.
- **C** found it difficult to say she made a mistake.
- **D** never acted on Lucy's suggestions.

5 Which is the best title for the story?
- **A** Never Too Old To Learn
- **B** Old Habits Die Hard
- **C** Trust The Elderly To Know Better
- **D** Eco-friendly or Eco-crazy?

SPEAKING

10 ROZMOWA Z ODGRYWANIEM ROLI **Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.**

Uczeń A

Organizujesz w swojej szkole piknik ekologiczny. Namawiasz kolegę/koleżankę do pomocy przy organizacji tego wydarzenia. W rozmowie z uczniem B omów poniższe cztery kwestie.

główne cele wydarzenia | miejsce wydarzenia | termin wydarzenia | zadania do wykonania

Uczeń B

Rozmawiasz z kolegą/koleżanką, który wystąpił / która wystąpiła z propozycją, abyś wziął/wzięła udział w zorganizowaniu pikniku ekologicznego. Rozmowę rozpoczyna uczeń A. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z propozycją ucznia A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- zaproponuj, aby zaangażować więcej osób w przygotowanie wydarzenia,
- wyraź swoją niechęć do wystąpień publicznych.

WRITING

11 LIST FORMALNY **Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.**

Niedawno przeczytałeś/przeczytałaś artykuł mówiący o tym, że młodzież nie traktuje kryzysu klimatycznego z należytą uwagą. Nie zgadzasz się z tym punktem widzenia. Napisz **list do redakcji** lokalnej gazety, w którym opiszesz przykłady działań przeczące tezie zawartej w artykule.

7 GOOD FOOD GUIDE

VOCABULARY

describing food

1 Work in pairs and answer the questions.

1 Are you interested in the quality of food and the way things are cooked?
2 What types of foods do you prefer?
3 What types of foods do you avoid? Why?
4 Were you a picky eater as a child?

2 Read the online restaurant reviews. Would you like to visit any of these restaurants? Why? / Why not?

Food Know — Your Honest Reviews!

Fran's Fresh Fish



If you love traditional fish and chips, try this place! The fish is never overdone and the chips are crisp, not soggy. I love fried food of all kinds, but theirs is truly mouth-watering!



Heavenly Bakery

I've tried both savoury and sweet baked goods here, but I'd only recommend a few things. Their muffins are delicious and the apple pie is scrumptious, but avoid the cakes. The ones I tried were dry, sickly-sweet and disgusting. On the savoury side, the cheesy bagels are delectable.

Luck Now



Good steamed dumplings are rare, but here they are definitely moreish – tender and moist, with a great spicy filling. I couldn't stop eating them! Surprisingly, they also do succulent grilled fish, cooked over a fire with very hot red pepper sauce. There is nothing bland here.



Melody Pub

I like a traditional pub lunch on a Sunday, but NOT when it's badly cooked. This pub has a beautiful interior, but the food is truly revolting. The roast beef was as tough as shoe leather and doused in lumpy, nasty gravy. The boiled vegetables were a wet, smelly mess. Stick to the drinks.

3 Complete the sentences with the highlighted food adjectives from the text in exercise 2.

1 I think that a well-baked cake should be m___ and soft, not d___ and crumbly.
2 I love s___ foods with lots of chilli pepper in them, but unfortunately, I have a sensitive stomach, so I mainly stick to b___ foods like plain rice and steamed vegetables.
3 I prefer s___ dishes like meat pies and stews to s___ dishes like cakes and pies.
4 If you steam vegetables for a short time, they are c___ and taste very fresh, but if you boil them for a long time, they get o___ and simply feel s___.
5 Considering how much I paid for this steak, I expected it to be t___, but instead it was so t___ that I could barely chew it. I told the waiter that it was d___ and made him take it back to the kitchen.
6 My mum's biscuits not only look truly d___, they taste great as well. In fact, the best word to describe them is m___. Once you start, you can't stop eating them!

4 CD 2.08 Listen to Sue and Tom talking about their food preferences and answer the questions.

1 Why isn't Sue following any particular diet?
2 When Sue says that sweets are supposed to be a treat, what does she mean?
3 Why was Sue called 'little rabbit' in her childhood?
4 What food do Tom and Sue both like a lot?
5 What two reasons does Tom give for not liking salads?
6 What type of vegetables does Tom dislike the most?

5 Make adjectives from the words below. Add the correct prefix(es) where possible. Then check with the audioscript on page 153.

health nutrition appeal harm sense love benefit enjoy starve cook

6 What do the words you made in exercise 5 refer to in the conversation?

VOCABULARY CHALLENGE! Unit 7, page 112, exercise 1

Critical thinking



Look at the picture. Work in pairs and answer the questions.

1 Do you ever buy food from a food truck? Why? / Why not?
2 What are the reasons why food trucks are getting more and more popular: prices, a variety of cuisines, fast service, etc.?

GRAMMAR 1

quantifiers and other determiners

7

1 LANGUAGE IN CONTEXT Read the ad below. Would you like to join the grand opening of Belle Epoque?

Belle Epoque

We are a new French restaurant, located in the Old Town, serving plenty of delicious nouvelle cuisine dishes with lots of flavour and a great deal of character.

Why us?

Fact is, in this part of the city you are truly lost for choice – there are dozens of exquisite restaurants, each of them serving loads of scrumptious food.

So why is Belle Epoque special?

- We combine genuine 'bistro' cuisine with Parisian style and the entire warmth of the charming French countryside.
- Every dish is presented with a great amount of attention to detail.
- We are one of only few restaurants in the city committed to serving organic products.
- We have a whole lot of incredible eat-in or takeaway lunch options, numerous vegetarian dishes and even a few vegan choices.
- We offer a number of different shared plates so that you can sample several options at once with friends or family.
- The whole menu will change about once a week, so there is little chance of getting bored of us!

Come to our GRAND OPENING this FRIDAY at 7 p.m.
and experience a little taste of France!

2 ANALYSE Read the ad again. Choose the correct option to complete the rules.

1 *Little / Few* is a quantifier used with plural countable nouns. *With / Without* the indefinite article *a*, it emphasises a very small number of something.
2 *Little / Few* is a quantifier used with uncountable nouns. *With / Without* the indefinite article *a*, it emphasises a very small amount of something.
3 *Every / Each* usually refers to an individual person or thing in a group. *Every / Each* usually refers to all the people or things of a particular type.

3 Complete the table with the highlighted quantifiers from exercise 1.

Quantity	With countable nouns	With uncountable nouns	With countable and uncountable nouns
100%	each, ___		all, entire, ___
	both (of)		
			most
	many, dozens of, ___	much, ___, ___	a lot of, ___, ___, ___, ___
	a couple of, a few, ___	___	some
	___	little	
0%	neither (of)		no, none of

4 CD 2.09 PRACTISE Choose the correct option to complete the sentences. Then listen to the dialogue and check.

1 I'm afraid we only have *a number of / a few* bookings.
2 People only had a *couple / number* of days to make plans after we sent out the emails.
3 *Each / Several* of my friends are coming for sure.
4 I suspect *most / the whole* of the local restaurant critics will be here.
5 There's *little / a little* we can do about it now.
6 We have *both / plenty* of fresh vegetables, and there's *no / a lot of* meat and fish.
7 Unfortunately, *all / none* of the baked goods have arrived yet.
8 If you want French sparkling water, there is *none / little* at all. I tried *both / none* of our suppliers, but *neither / none* of them had any.
9 You'd think suppliers could complete *the entire / all* order, but in my experience they never do.

5 PRACTISE Complete the sentences with the correct quantifiers. Use *of* where necessary.

1 Unfortunately, ___ people have heard of our restaurant. We need to advertise more.
2 There are ___ types of food that I enjoy cooking – Italian, French and Indian are just ___ them.
3 ___ the items on my list was available in that shop, but I found ___ them in another shop.
4 We've used up ___ the tomatoes. Can you get some?
5 The waiter was balancing trays in ___ hand.
6 I made the casserole ___ days ago, but it's still good.
7 I had ___ time to prepare dinner, so I only made ___ soup and ___ fish cakes.
8 There is ___ coffee left, so there won't be enough for everyone.

! Tip

- Some nouns are countable in one meaning, but uncountable when used with another meaning.
  There aren't ***many chocolates*** *left.*
  Would you like ***some chocolate?***
- Some nouns are countable in Polish, but uncountable in English, e.g. ***advice, furniture, hair, information, money, news, luggage, accommodation***.

They do not have a plural form and are used with singular verbs.

The news is on Channel Five at nine o'clock.

To talk about quantities of uncountable nouns, we use expressions such as ***a piece of, a bit of, an item of***.

This is a very beautiful piece of furniture.

6 Translate the Polish parts of the sentences into English. Use no more than five words.

1 '___ (*Czy cały ten bagaż jest*) yours?'
'No, I've only brought ___ (*dwa bagaże*) with me.'
2 The news about the food shortage ___ (*są złe*), but I haven't heard ___ (*wszystkich szczegółów*) yet.
3 'Has Tim cleared ___ (*wszystkie stoliki*) yet?'
'No, ___ (*niektóre są*) still occupied, and ___ (*kilkoro gości*) have just sat down.'
4 ___ (*Każdemu z nas dano*) a dish to cook.
___ (*Wszyscy byliśmy*) very excited.
5 'Do you want ___ (*trochę czekolady*) for dessert?'
'Yes, please. ___ (*Te czekoladki są*) amazing.
6 Dana's cooking advice ___ (*są zwykle bardzo dobre*), but I would ignore ___ (*jej radę*) about frying meat. It doesn't work.
7 Your ___ (*meble kuchenne wyglądają*) really modern. Our kitchen looks so old.

GRAMMAR REFERENCE page 136

7 LISTENING AND VOCABULARY

listening for gist, context and detail • restaurants and cooking • food insecurity • compound adjectives

1 Work in pairs and answer the questions.

1 Do you enjoy eating out? What type(s) of restaurant do you prefer?
2 Are you more concerned about the quality of the food or the cost?

2 Describe the pictures. Which dish is the most appealing to you? Why?



3 CD 2.10 Listen to the radio interview and answer the questions.

1 Where are the two people?
2 What is it like to run a restaurant?
3 What is unusual about Della's position as the head chef of a restaurant?
4 How does she describe her style of cooking?
5 Why isn't Della too fond of molecular gastronomy?

4 Match 1–7 with a–g to form compound adjectives.

1 highly	a risk
2 well-	b recommended
3 open-	c known
4 self-	d energy
5 high-	e confident
6 high-	f minded
7 modern-	g day

5 Complete the sentences with the compound adjectives from exercise 4.

1 This is a ____ restaurant. All the critics say very good things about it.
2 ____ cuisine offers much more variety than old-fashioned, traditional food.
3 Opening your own restaurant is a ____ business because so many new restaurants fail.
4 Tim prefers working in a ____ environment like a restaurant because it's never slow or boring.
5 Nowadays, many ____ chefs use their fame to advertise products.
6 It takes an ____ cook to be willing to try completely new styles of cooking.
7 A successful chef is always ____ and doesn't doubt their abilities.

6 Look at the infographic. What conclusions can you draw from it about the problem of hunger in the USA? What might be the causes of this situation?

In the United States, one in seven people struggles with hunger.

Every day millions of Americans have to make difficult choices.

34% of households have to make the choice between paying for food and paying for transportation.

31% of households have to choose between paying for medical care and paying for meals.

27% have to make the choice between feeding their family and paying the rent.



(based on information from www.feedingamerica.org)

7 CD 2.11 Listen to the lecture on food insecurity and choose the correct answers.

1 The speaker is
  a presenting possible solutions to a problem.
  b outlining the causes of a problem.
  c describing the realities of a problem.
  d critising the local governments.
2 What problem is being discussed?
  a the high price of food
  b lack of food in developing countries
  c lack of food in wealthy countries
  d inadequate help for well-off families
3 Which of the following pieces of information is stated first?
  a getting food for free
  b the disproportion between rich and poor families
  c cooperation between community members
  d children not having any breakfast before school

8 CD 2.11 Listen again. Find and correct eight factual mistakes in the summary.

Most people believe that hunger only exists in poorer countries, but actually close to one in four children in richer countries has too little to eat. Another fact is that many families get help from government food programmes, but still fail to meet the food needs of their families. It is shocking that one wealthier couple can spend a hundred dollars on a restaurant meal, but poor families have the same amount to spend on food for a week. The situation is likely to become more serious because food prices and the number of people are going down.

9 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Do you know how to cook? If so, what kinds of foods do you enjoy cooking? Who do you cook for? If not, would you like to learn to cook?
2 Is hunger a problem where you live? What do you think are the possible solutions to food insecurity in your country?

GRAMMAR 2

expressing necessity and ability (past, present, future)

7



1 Do you have any problems with certain kinds of foods? When did this start? What do you have to do to avoid the problem?

2 CD 2.12 **LANGUAGE IN CONTEXT** Listen to someone talking about food sensitivities. Are the sentences true or false?

1 Food allergies and intolerances are often confused.
2 Food intolerances can kill you.
3 The girl is allergic to two types of food.
4 Her food allergy began in childhood.
5 Her allergy got worse over time.
6 The allergy has nearly killed her.
7 She has found ways to manage her allergy.

3 **ANALYSE** Go to the audioscript on page 154. Complete the table with the examples from the text to illustrate each structure.

Description	Form	Example
Ability in the present	*can* present tense of *be + able to*	___ ___
Ability in the past	*could* past tense of *be + able to*	___ ___
Ability in the future	*will + be able to*	___
Necessity in the present	*have to / need to* *must*	___ ___
Necessity in the past	*had to* *needed to*	___ ___
Necessity in the future	*will have to / will need to*	___

4 **PRACTISE** Joseph is a boy who is being treated for a nut allergy. Look at the information below and write sentences about his past, present and future.

e.g. Joseph could not / was not able to eat any nuts when he was three.

AGE 3
- eat any nuts? ×
- avoid unfamiliar food products? ✓
- eat store-bought cakes or sweets? ×

NOW
- eat tiny amounts of nuts? ✓
- visit the doctor regularly? ✓
- avoid products with lots of nuts? ✓

FUTURE
- carry emergency medication for allergies? ✓
- continue to see the doctor every week? ×
- be less careful about what he eats? ✓

5 Rewrite the sentences, using verbs of ability or necessity.

1 It was necessary for Henry to drink lots of milk when he was younger.
2 Janna was given the choice to eat whatever she wanted when she was growing up.
3 Kelly wasn't allowed to eat sweets when she was a child.
4 The dietician has told Misty to avoid milk products because they make her sick.
5 Jonas can eat any amount of food and never gains any weight.
6 The doctor has told Susan to take vitamins because she lacks energy.
7 After his treatment, eating nuts won't be a problem for John.
8 Sara will always have a problem with eating certain kinds of fruit.

6 Read the text and choose the correct answer: a, b, c or d.

When Carrie was a university student, she had a summer job as an assistant cook in a popular tourist resort. The restaurant where she worked with her friend Kate served [1]___ of fried and grilled fish. The first time she went there with Kate, [2]___ had any idea how to clean and prepare fish before cooking – or how difficult it would be to stand on their feet for 8 hours a day. They also [3]___ learn how to cook the fish so that it wouldn't be overdone or dry. It took them [4]___ of time to learn how to do it quickly and efficiently. But once Carrie [5]___ get organised, she started looking forward to going to work even when there were lines of hungry tourists waiting for their orders. She enjoyed cooking and serving the food to people. However, Kate did not deal with the pressure so well, and the whole experience discouraged her [6]___ ever working in the catering industry again.

1	**a** plenty	**b** entire	**c** lot	**d** an item
2	**a** both	**b** all	**c** each	**d** neither
3	**a** had	**b** must	**c** needed to	**d** could
4	**a** most	**b** quite a lot	**c** great amount	**d** whole
5	**a** was able	**b** succeeded in	**c** managed to	**d** was capable of
6	**a** off	**b** to	**c** of	**d** from

GRAMMAR CHALLENGE! Unit 7, page 112, exercises 1 and 2

7 **NOW YOU DO IT** Work in pairs. Talk about the following situations. Use different structures to talk about ability and necessity.

1 Ask and answer questions about food-related rules you had as a child. How have these rules changed?
2 Talk about at what age you had the following abilities.
ride a bicycle • swim • prepare a simple meal • read a book on your own
3 Describe something you were able to do recently in spite of some difficulty.

GRAMMAR REFERENCE page 136

7 READING AND VOCABULARY

reading for gist and detail • distinguishing fact and opinion • food waste

1 Work in pairs. Describe the pictures (1–2). What is the possible connection between them? What problem is illustrated?



2 Complete the sentences below with the correct forms of the word *waste*.

1 Poland is among the five most _____ nations in Europe when it comes to food.
2 Nine million tonnes of food go to _____ every year.
3 The food products most often _____ are bread, fruit, cold meat and vegetables.
4 The greatest amount of food gets _____ by young, well-educated people living in big cities.
5 Food banks help distribute around 140,000,000 kg of food to reduce food _____.

3 CD 2.13 Listen and check your answers to exercise 2. Which piece of information surprised you the most?

Quality Cooking
by Annette Campbell

I had been looking forward to my first visit to New York for months. My American friend, Debbie, had promised to take me on a trip round the Big Apple's most exclusive restaurants. As a foodie, I thrive on new culinary experiences, and she knows it. On my arrival, Debbie gave me a list of the restaurants and their set menus. The first place was called the Salvage Supperclub. Although the name sounded a bit odd, the three-course meal sounded mouth-watering: tomato gazpacho served with French bread crostini, roast duck breasts and cheesecake with raspberry sauce. Judging by this gourmet choice, I expected a posh establishment. However, when we reached our destination, I was in for a big surprise. The place was a converted dumpster, and full of my friend's friends.

When my initial shock was over, I was told that the place was a freegan restaurant, and all the food there had been salvaged from the supermarkets bins. It turned out that all Debbie's friends there were freegans, or dumpster divers, who instead of buying food from the stores saved it from their bins. I had come across articles about people like them before, but I certainly didn't think you could make a feast like this from the food you found. It was a huge eye-opener.

Naturally, I was curious to learn more, so the moment we finished eating, I turned to my friend's friends for more answers. Without exception, all said that once they'd found out about the scale of food waste in the USA, they'd decided to take some action. They did not consider themselves particularly responsible for the problem, but felt that something had to be done. Tom, Debbie's best friend, added 'You know, we bin between 30 and 50% of our food, which makes you think. However, when you realise that most of the wasted food is still packaged, and even before its sell-by date, it truly angers you. That's why I joined the group.' Another friend, Cloe, confessed to getting inspired by Rob Greenfield, America's well-known ecologist and activist who, for a month, ate only out of store dumpsters. Cloe told me all about his *Food Waste Fiasco* action, in which all the perfectly edible food he found in the bins was displayed in one place and photographed. She quickly found one of the photos online to prove her point.

Then came the story of Larry, who seemed to be the most radical of all. 'The first time I went dumpster diving, I couldn't believe my eyes when I saw all the waste.' Larry sounded concerned about the situation around the world too. 'This is a universal problem which we need to address. So much food goes off needlessly. Everyone will have to learn how to buy less of it. Excess food should be donated to food banks, while celebrity chefs should encourage people to use up leftovers, and there should be penalties for anyone whose bin contains any wasted food.'

Larry's words struck a chord with everyone. They all nodded in agreement and said that not enough was being done to promote what they call a 'zero waste policy.' I couldn't help but agree. 'Back in Britain, we are not much better,' I told everyone. 'Actually, we are the most wasteful country in Europe when it comes to food. France, though, is better,' I added. 'They've made it illegal for supermarkets to dispose of edible food in such a way.' This came as little consolation, as the overall feeling was that the majority of Western cultures do not respect food.

Then, to change everyone's mood, Debbie said, 'Don't you think we are doing our bit to improve the world? I do. Look,' she said, 'twenty of us feasted on what I consider a scrumptious and nutritious meal.' This brought smiles back to everyone's faces, and mine too. I was most grateful to my friend for making me part of this experience. It was both food for my stomach and food for thought.



4 CD 2.14 **Read the blog entry on page 82 and answer the questions.**

1 Who are freegans, or dumpster divers?
2 What did Annette think of the meal and the meeting?

5 **Read the text again and choose the correct answers.**

1 Which of these statements about Annette is false, according to the first paragraph?
a She thought that the food in the first restaurant would be appealing.
b She enjoys eating out a lot.
c She found the name of the first restaurant rather ordinary.
d She knew in advance which restaurants she was going to visit.

2 Annette was the most surprised by the fact that
a people like freegans exist in the first place.
b one could make a delicious meal using food from rubbish bins.
c freegans never buy grocery products from supermarkets.
d there are places like freegan restaurants.

3 Which of the following reasons was given by all Debbie's friends for becoming freegans?
a They were inspired by other people to become freegans.
b They felt furious about wasting food.
c They blamed themselves for wasting food.
d They realised how serious food waste was.

4 Which of the following was not Larry's idea?
a All unwanted but edible food has to be redistributed.
b It would be advisable to punish individuals for wasting food.
c People must learn how to spend less time shopping.
d The issue of food waste has to be dealt with on a global level.

5 Which of the following statements is given as a fact, not an opinion, according to the last two paragraphs of the text?
a The meal Debbie ate was tasty and good for her health.
b People in most Western countries show little appreciation for food.
c The British waste the most food in Europe.
d Debbie's friends contribute to making the world a better place.

6 **Work in pairs and answer the questions.**

1 What do you think of freegans and their attitude to food?
2 Would you like to eat out at a place like the one mentioned in the text? Why? / Why not?
3 How much food gets wasted in your home? What food products do you or members of your family throw out most often? Why?
(past sell-by date? not tasty? gone off? other reasons?)
4 Should people be punished for wasting food? Why? / Why not?

Vocabulary development

7 **Match the definitions below with some of the highlighted words from the text in exercise 4. There are three extra phrases.**

1 fit for consumption
2 additional, not needed
3 food not eaten at the end of a meal
4 save something from being wasted/destroyed
5 become too bad to eat, decay
6 throw out / get rid of (two words)
7 the time after which food should not be sold
8 of good quality (about food and drink)

8 **Work in pairs. What do the words or phrases which you have not used in exercise 7 mean? If necessary, use a dictionary to help you.**

9 **Complete the following pieces of advice with the words or phrases from exercise 7.**

1 Freeze vegetables to prevent them from [ ].
2 Never [ ] any food that is still [ ]. Think of how to use it for another meal.
3 Learn to use up dinner [ ] in order not to waste food you could not finish.
4 Buy food items with a short [ ] so that supermarkets won't have to [ ] of them.
5 Donate any [ ] food to food banks.

VOCABULARY CHALLENGE! Unit 7, page 112, exercises 2 and 3

10 **Write a blog entry. Include the information below.**

- Express your opinion about food waste in your country.
- Say how you and your family deal with food waste.
- Say what you think should be done about this problem.
- State who is responsible for taking action to reduce food waste.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

1 What do you think growing cities, as shown in the video still, may be?
2 Should people grow their own vegetables and herbs wherever possible, e.g. in their gardens, on their balconies or in common public places? Why? / Why not?

7 SPEAKING

organising a speech

1 Work in pairs. Describe the pictures. Which of them illustrates your typical food choices? Why do you choose the foods you do?





2 Read the topic below. What is your opinion? What arguments would you use to support your opinion? Consider the points below.

Should the government be able to control what we eat and drink in order to protect our health, or is freedom of choice more important?

- the cost and availability of different kinds of food
- individual tastes
- education about health and nutrition
- freedom of choice
- the problem of obesity

3 CD 2.15 Now listen to a student giving a speech on the topic. Choose the correct answers.

1 In the introduction, the speaker
   a presents both sides of the argument.
   b presents an argument based on personal experience.
2 The speaker supports the statement because she believes that
   a people need protection.
   b people lack the knowledge to make the right food choices.
3 In her first point, the speaker argues that freedom of choice regarding food
   a doesn't really exist.
   b is important to protect.
4 The speaker's second point is that
   a convenience food should be harder to buy.
   b healthy food should be easier to obtain.
5 The third point she makes is that
   a healthy foods should be made cheaper.
   b unhealthy foods should cost more.
6 In her closing, the speaker
   a mentions arguments for the other point of view.
   b summarises her own statements.

4 CD 2.15 Listen again. Which expressions from the Phrase Bank has the student used?

PHRASE BANK

Stating an opinion

I (firmly) believe that ... | I (strongly) support ...
I am wholly in favour of ... | I support the idea of ...
I am firmly opposed to ...

Giving evidence to support an opinion

There are several reasons why I believe ...
It is a fact that ... | There is strong evidence to support ...
The problem with this argument is that ...

Organising ideas

Firstly, ... | In the first place, ... | My second point is that ...
In addition to this, ... | The third point I want to make is ...
My final point is that ... | To sum up, ...

5 CD 2.16 Now listen to two speakers, giving their opinions on the topic below. Answer the questions.

Turning to a vegetarian or vegan diet is the only way for humans to survive in a polluted and overcrowded world.

1 What style is each of the speakers using?
formal/academic or informal

2 Which of the points below do the speakers mention to support their opinions?
   a the taste of food
   b environmental issues
   c freedom of choice
   d human health

6 Which speech style from exercise 5 do you think is more effective? Why? Which speaker, in your opinion, gives more convincing arguments?

7 Work in pairs. Choose one of the topics below. Decide on your opinion. Then decide what style you will use, what aspects you will cover and what facts you might include. Plan your speech and present it to the class. Use the checklist below to help you.

1 All students must be taught cooking skills in school so that they can live independent and healthy lives when they leave home.
2 Many schools have introduced bans on selling unhealthy snacks and drinks. What do you think of this move?
3 Worrying too much about what you eat can have a negative effect on your health and happiness.

CHECKLIST

- state your opinion
- give a personal or factual example
- present your arguments in order
- mention arguments for the other point of view
- give a conclusion that restates your opinion

WRITING

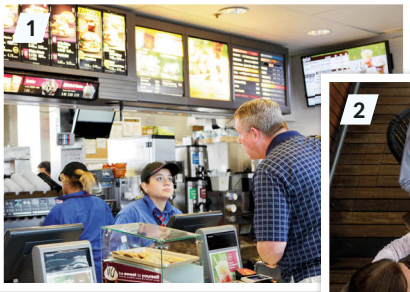
a for and against essay

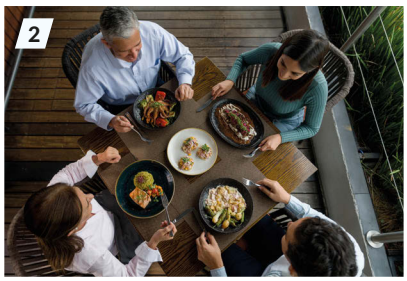
7

1 Work in pairs and describe the pictures. Answer the questions.

1 Why do people eat in places like the ones shown in the photographs?
2 Which of the following are, in your opinion, the most popular food outlets in Poland? Why do you think this is the case?

pizzerias burger bars pancake bars kebab stands
sushi bars sandwich bars dumpling bars





2 Read the writing task and the example essay below. Answer the questions.

1 Does the introduction correspond to the topic of the essay? Why? / Why not?
2 How many different arguments for and against are there? What are they?
3 What does the author say in the conclusion?

Jedzenie poza domem stało się częścią naszego codziennego życia. Napisz rozprawkę, w której przedstawisz wady i zalety spożywania posiłków poza domem.



Our eating habits have recently undergone a significant transformation. Fewer and fewer people are preparing meals at home, choosing to eat out instead. Although some people feel this is a positive change, others argue that it has considerable drawbacks.

The main advantage of eating out is convenience. **It cannot be denied that** dining out means not having to do any shopping, cooking or washing-up. The idea appeals to busy people, who struggle to find the time to prepare meals at home. **Another argument in favour of this is that** a meal at a restaurant allows people to sample new cuisines and, thus, enrich their diets. Restaurant customers learn about new types of foods and methods of cooking, which they can later use when preparing meals at home.

The major disadvantage of eating at restaurants **is the fact that** meals do not always meet the necessary sanitary standards, which may lead to problems such as indigestion. Additionally, the food served in fast food outlets often contains too much salt or fat. **Those against the idea often add that** eating out is more expensive than cooking dinner at home. Moreover, you also probably leave a tip, which raises the cost of your meal significantly.

All things considered, although there are many benefits of eating out, there are also some drawbacks involved. While a meal out means less work and more flavour, it may not always be an economical or healthy option. Personally, I prefer home-made food to restaurant meals for economic reasons.

3 Find the sentences in the essay in exercise 2 which match the headings in the Phrase Bank below.

PHRASE BANK

Listing advantages and disadvantages

A definite plus is that ...
The most serious/considerable drawback is that ...
It may be advantageous for (people) to (cook) at home.
On the negative/positive side, ... | [1] | [2] | [3]

Expressing general opinion and other people's points of view

It is widely/generally believed that ...
It could be argued that ...
Some / Many people / Others claim / argue / feel / maintain / point out that ... | [4] | [5]

Concluding

Taking everything into consideration/account, ...
Having considered both sides of the argument, ...
All in all, ... | [6]

4 Write sentences, using the prompts below and the expressions from the Phrase Bank.

1 great disadvantage / eat out / the considerable cost.
2 some people / point / restaurant meals / not be / always healthy.
3 it / not / deny / eat out / can be / a fantastic social activity.
4 argument / favour / eat out / be / make a meal / can be / time-consuming.

5 Complete the sentences with the linking words below. Sometimes more than one answer is correct.

whereas / while although / though
despite / in spite of however / nevertheless

1 More and more people in Poland are eating out ____ the fact that it is expensive.
2 Sushi bars have become popular in Poland. They are, ____, not the most often visited places in this country.
3 ____ some people love cooking, others find it the most tedious activity imaginable.
4 ____ I consider myself a good cook, I do not make meals at home due to the lack of time.

6 Read the instructions and do the writing task.

Dziś trudno wyobrazić sobie życie bez restauracji typu fast food. Napisz **rozprawkę** (200–250 wyrazów), w której przedstawisz wady i zalety stołowania się w takich miejscach.

7 ENGLISH IN USE

1 Complete the sentences so that they are true for you. Compare your answers in pairs.

1 I'd like to be able to ___ (think of an unusual talent).
2 I'll never forget ___ *-ing* (think of some exciting event from the past).
3 I could never get used to ___ *-ing* (think of some unpleasant duty).
4 My ___ is always ___ *-ing* (describe a person whose behaviour annoys you).

2 Complete the table with the verbs and phrases used to express ability, necessity and permission which correspond to these patterns.

manage be (in)capable of force make succeed in let enable

1 verb + infinitive	___
2 verb + object + infinitive without *to*	___
3 verb + object + infinitive	___
4 verb + preposition + *-ing* form	___

3 Rewrite the following sentences, using the words given.

1 Our parents always said we didn't have to eat food we didn't like.
FORCED
2 I have never managed to cook roast beef.
SUCCEEDED
3 My parents never allowed me to eat too many sweets.
LET
4 My aunt told me to wash up after dinner. What a chore!
MADE
5 I was able to cook an omelette for breakfast without any help.
MANAGED
6 I couldn't cook at all when I was young.
CAPABLE
7 The cookery lessons at school made it possible for me to learn how to prepare healthy meals.
ENABLED

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 None ___ (*popular diet* / *seem*) appealing to me. I need a diet rich in proteins and vegetables.
2 Simon ___ (*not able* / *find*) a big enough restaurant for his birthday party, so he had to postpone it.
3 I wonder if ___ (*I* / *succeed* / *make*) a pizza at home.
4 ___ (*great* / *amount* / *food*) is wasted every year. Something must be done about it.
5 This restaurant will have to offer ___ (*whole* / *lot*) new dishes on their menu to attract customers.

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



If you wonder why some people may not exactly be a picture of health, diet experts may be able to offer some answers. A recent study has shown that individuals who go to bed after 11.00 p.m. are more [1] ___ (***like***) to put on weight than those who fall asleep earlier. To discover why some people who try to lose weight are [2] ___ (***success***), the researchers used data collected by a fitness tracker called *Jawbone*. The [3] ___ (***participate***) of this experiment wore a wristband which monitored their sleep patterns and the calories they ate every day. They also had to complete their food [4] ___ (***consume***) diaries to compare the results. The data provided plenty of [5] ___ (***prove***) that people who stay up late consume an extra 220 calories per day, as they snack on food later into the evening. This means that, on average, people may put on an extra kilogram of weight every month if the extra [6] ___ (***day***) calories are not offset by regular exercise. The scientists behind this research believe that their study may help some people avoid putting on [7] ___ (***extra***) kilograms.

6 Complete each set of sentences with one word.

1 ___
- Wipe the chicken ... with paper towels, and then rub in all the spices.
- Tomorrow it's going to be ... in most parts of the country.
- I'm looking for a shampoo for ... hair. I need it for my hair to look shiny.

2 ___
- We have an order for a takeaway ... few minutes. It's really good for the business.
- It's good not to eat meat ... now and again.
- There's ... chance that one day most people will become vegans.

3 ___
- Put the butter in the fridge. I don't want it to ... off.
- When I ... grey, I'm going to start dying my hair.
- Where do the plates ...? In this cupboard?

4 ___
- I was asked about my ... in music, and I just said I like most genres.
- I'm afraid this dish has a slightly bitter ... .
- Irmina has a real ... for adventure, so she does a lot of extreme sports and travels widely.

7 WHAT DO YOU THINK? Work in pairs and answer the questions.

1 On a scale of 1 (very unhealthy) to 6 (very healthy), how healthy is your diet? What does your everyday diet include?
2 How are dietary habits changing in Poland?
eating out • different diets • variety of cuisines • celebrity chefs • other ways?
3 What are the dangers of irresponsible dieting?
4 Do you think it's possible to lose weight and still enjoy your meals? Why? / Why not?

Znajomość środków językowych *Transformacje zdań (zadanie otwarte), Gramatykalizacja, Słowotwórstwo, Sety leksykalne (trzy zdania)*

Vocabulary MP3 52

apple pie	/ˌæp(ə)l ˈpaɪ/	szarlotka
baked	/beɪkt/	pieczony
beloved	/bɪˈlʌvɪd/	ukochany
beneficial	/ˌbenɪˈfɪʃ(ə)l/	korzystny
bland	/blænd/	mdły, bez smaku
boiled	/bɔɪld/	gotowany
chew	/tʃuː/	żuć
cooked	/kʊkt/	gotowany
crisp	/krɪsp/	chrupiący, kruchy
cuisine	/kwɪˈziːn/	kuchnia (danego kraju/regionu)
delectable	/dɪˈlektəb(ə)l/	wyśmienity, smakowity
delicious	/dɪˈlɪʃəs/	pyszny
disgusting	/dɪsˈgʌstɪŋ/	ohydny, wstrętny
douse	/daʊs/	oblewać
dry	/draɪ/	suchy, wysuszony
dumplings	/ˈdʌmplɪŋz/	pierogi
enjoyable	/ɪnˈdʒɔɪəb(ə)l/	miły, przyjemny
fried	/fraɪd/	smażony
grilled	/grɪld/	grillowany
harmful	/ˈhɑː(r)mf(ə)l/	szkodliwy
healthy	/ˈhelθi/	zdrowy
lumpy	/ˈlʌmpi/	grudkowaty
meat pie	/ˌmiːt ˈpaɪ/	mięso zapiekane w cieście
moist	/mɔɪst/	wilgotny, niewysuszony
moreish	/ˈmɔːrɪʃ/	wciągający, pyszny
mouth-watering	/ˈmaʊθˌwɔːt(ə)rɪŋ/	rozpływający się w ustach
nasty	/ˈnɑːsti/	paskudny, wstrętny, nieapetyczny
nutrition	/njuːˈtrɪʃ(ə)n/	odżywianie
nutritious	/njuːˈtrɪʃəs/	pożywny
overcooked	/ˌəʊvə(r)ˈkʊkt/	rozgotowany
overdo	/ˌəʊvə(r)ˈduː/	rozgotować, przesadzić
overdone	/ˌəʊvə(r)ˈdʌn/	przesmażony, rozgotowany
put sb off	/pʊt ˌsʌmbədi ˈɒf/	zniechęcać kogoś
revolting	/rɪˈvəʊltɪŋ/	odrażający, ohydny
roast	/rəʊst/	pieczony (o mięsie)
savoury	/ˈseɪv(ə)ri/	słony, wytrawny
scrumptious	/ˈskrʌmpʃəs/	przepyszny, świetny
sensible	/ˈsensəb(ə)l/	rozsądny
sickly-sweet	/ˈsɪkliˌswiːt/	przesłodzony
smelly	/ˈsmeli/	śmierdzący, cuchnący
soggy	/ˈsɒgi/	rozmoczony, rozmiękły
spicy	/ˈspaɪsi/	pikantny
starving	/ˈstɑː(r)vɪŋ/	umierający z głodu
steamed	/stiːmd/	gotowany na parze
stew	/stjuː/	gulasz
succulent	/ˈsʌkjʊlənt/	soczysty
sweet	/swiːt/	słodki
taste	/teɪst/	smak
tender	/ˈtendə(r)/	delikatny, miękki
tough	/tʌf/	twardy
treat	/triːt/	przyjemność, na którą można sobie pozwolić od czasu do czasu
unappealing	/ˌʌnəˈpiːlɪŋ/	nieprzyjemny, nieapetyczny
unhealthy	/ʌnˈhelθi/	niezdrowy

Grammar 1 MP3 53

casserole	/ˈkæsərəʊl/	danie zapiekane w piekarniku, zapiekanka
supplier	/səˈplaɪə(r)/	dostawca
give sb advance notice	/ˈgɪv ˌsʌmbədi ədˈvɑːns ˌnəʊtɪs/	powiadomić kogoś z wyprzedzeniem
sample	/ˈsɑːmp(ə)l/	próbować, kosztować

Listening and vocabulary MP3 54

feed	/fiːd/	karmić
food insecurity	/ˌfuːd ˌɪnsɪˈkjʊərəti/	brak bezpieczeństwa żywnościowego
high-energy	/ˌhaɪˈenə(r)dʒi/	dynamiczny
high-risk	/ˌhaɪˈrɪsk/	ryzykowny, wysokiego ryzyka
highly recommended	/ˌhaɪli ˌrekəˈmendɪd/	wychwalany, rekomendowany
household	/ˈhaʊshəʊld/	gospodarstwo domowe
modern-day	/ˌmɒdə(r)nˈdeɪ/	współczesny
open-minded	/ˌəʊpənˈmaɪndɪd/	otwarty, o otwartym umyśle
phenomenon	/fəˈnɒmɪnən/	zjawisko
self-confident	/ˌselfˈkɒnfɪd(ə)nt/	pewny siebie
texture	/ˈtekstʃə(r)/	konsystencja
well-known	/ˌwelˈnəʊn/	dobrze znany

Grammar 2 MP3 55

clear your throat	/ˌklɪə(r) jə ˈθrəʊt/	odchrząkać
digestive problems	/daɪˌdʒestɪv ˈprɒbləmz/	problemy trawienne
food allergy	/ˈfuːd ˌælə(r)dʒi/	alergia pokarmowa
food intolerance	/ˈfuːd ɪnˌtɒlərəns/	nietolerancja pokarmowa
gain weight	/ˌgeɪn ˈweɪt/	przybierać na wadze
manage to do sth	/ˌmænɪdʒ tə ˈduː ˌsʌmθɪŋ/	zdołać coś zrobić
succeed in sth	/səkˈsiːd ɪn ˌsʌmθɪŋ/	powieść się, udać
swallow	/ˈswɒləʊ/	połykać

Reading and vocabulary MP3 56

bin	/bɪn/	wyrzucać (do śmieci)
consolation	/ˌkɒnsəˈleɪʃ(ə)n/	pocieszenie
dispose of sth	/dɪˈspəʊz əv ˌsʌmθɪŋ/	wyrzucać coś, pozbywać się czegoś
dumpster	/ˈdʌmpstə(r)/	kontener na śmieci
edible	/ˈedɪb(ə)l/	jadalny, nadający się do jedzenia
establishment	/ɪˈstæblɪʃmənt/	instytucja, placówka
excess	/ˈekses/	zbędny, zbyteczny
eye-opener	/ˈaɪˌəʊp(ə)nə(r)/	odkrycie, rewelacja
feast on sth	/ˈfiːst ɒn ˌsʌmθɪŋ/	zajadać się czymś
food bank	/ˈfuːd ˌbæŋk/	bank żywności
food waste	/ˈfuːd ˌweɪst/	marnowanie żywności
foodie	/ˈfuːdi/	smakosz
get wasted	/ˌget ˈweɪstɪd/	marnować się
go off	/ˌgəʊ ˈɒf/	zepsuć się (o jedzeniu)
go to waste	/ˌgəʊ tə ˈweɪst/	zmarnować się
gourmet	/ˈgɔː(r)meɪ/	wykwintny, wyśmienity
leftovers	/ˈleftˌəʊvə(r)z/	resztki (z posiłku)
salvage	/ˈsælvɪdʒ/	ocalić, uratować
sell-by date	/ˈselbaɪ ˌdeɪt/	data przydatności do spożycia
wasteful	/ˈweɪs(t)f(ə)l/	rozrzutny, marnotrawny

Speaking MP3 57

buffet	/ˈbʊfeɪ/	bufet, bar
convenience food	/kənˈviːniəns ˌfuːd/	gotowe danie
kale	/keɪl/	jarmuż
nutrient	/ˈnjuːtriənt/	składnik odżywczy
obesity	/əʊˈbiːsəti/	otyłość

Writing MP3 58

indigestion	/ˌɪndɪˈdʒestʃ(ə)n/	niestrawność
sanitary	/ˈsænət(ə)ri/	sanitarny

English in Use MP3 59

be (in)capable of	/bi (ɪn)ˈkeɪpəb(ə)l əv/	(nie) być w stanie
cookery lessons	/ˈkʊk(ə)ri ˈles(ə)nz/	lekcje gotowania
enable	/ɪnˈeɪb(ə)l/	umożliwiać
force	/fɔː(r)s/	zmuszać

Challenge! MP3 60

accuse sb of sth	/əˈkjuːz ˌsʌmbədi əv ˌsʌmθɪŋ/	oskarżać kogoś o coś
acquire a taste for sth	/əˌkwaɪə ə ˈteɪst fə(r) ˌsʌmθɪŋ/	polubić coś, rozsmakować się w czymś
approve of sth	/əˈpruːv əv ˌsʌmθɪŋ/	pochwalać coś, popierać coś
be a fussy / picky eater	/bi ə ˌfʌsi, ˌpɪki ˈiːtə(r)/	być wybrednym, grymasić przy jedzeniu
be as hungry as a bear	/bi əz ˈhʌŋgri əz ə ˈbeə(r)/	być głodnym jak wilk
begin with sth	/biˈgɪn wɪθ ˌsʌmθɪŋ/	zaczynać od czegoś
confess to sth	/kənˈfes tə ˌsʌmθɪŋ/	przyznawać się do czegoś
confuse sb/sth with sb/sth	/kənˈfjuːz ˌsʌmbədi, ˌsʌmθɪŋ wɪθ ˌsʌmbədi, ˌsʌmθɪŋ/	mylić kogoś/coś z kimś/czymś
consist of sth	/kənˈsɪst əv ˌsʌmθɪŋ/	składać się z czegoś
cope with sth	/ˈkəʊp wɪθ ˌsʌmθɪŋ/	radzić sobie z czymś, uporać się z czymś
deal with sth	/ˈdiːl wɪθ ˌsʌmθɪŋ/	radzić sobie z czymś, zajmować się czymś
decide on sth	/dɪˈsaɪd ɒn ˌsʌmθɪŋ/	decydować się na coś
depend on sth	/dɪˈpend ɒn ˌsʌmθɪŋ/	zależeć od czegoś
differ from sth	/ˈdɪfə(r) frəm ˌsʌmθɪŋ/	różnić się od czegoś
discourage sb from sth	/dɪsˈkʌrɪdʒ ˌsʌmbədi frəm ˌsʌmθɪŋ/	zniechęcać kogoś do czegoś
eat like a bird / horse	/ˌiːt laɪk ə ˈbɜː(r)d, ˈhɔː(r)s/	jeść jak ptaszek / jeść za dwóch
explain sth to sb	/ɪkˈspleɪn ˌsʌmθɪŋ tə ˌsʌmbədi/	wyjaśniać coś komuś
feast on sth	/ˈfiːst ɒn ˌsʌmθɪŋ/	ucztować
get rid of sth	/ˌget ˈrɪd əv ˌsʌmθɪŋ/	pozbywać się czegoś
have a sweet tooth	/hæv ə ˌswiːt ˈtuːθ/	lubić słodycze
insist on sth	/ɪnˈsɪst ɒn ˌsʌmθɪŋ/	nalegać na coś
look forward to sth	/ˌlʊk ˈfɔː(r)wə(r)d tə ˌsʌmθɪŋ/	nie móc się czegoś doczekać
object to sth	/əbˈdʒekt tə ˌsʌmθɪŋ/	sprzeciwiać się czemuś
plan on sth	/ˈplæn ɒn ˌsʌmθɪŋ/	planować coś
prevent sb from sth	/prɪˈvent ˌsʌmbədi frəm ˌsʌmθɪŋ/	powstrzymywać kogoś przed czymś
provide sb with sth	/prəˈvaɪd ˌsʌmbədi wɪθ ˌsʌmθɪŋ/	dostarczać komuś coś
remind sb of sth	/rɪˈmaɪnd ˌsʌmbədi əv ˌsʌmθɪŋ/	przypominać komuś o czymś
resign from sth	/rɪˈzaɪn frəm ˌsʌmθɪŋ/	zrezygnować z czegoś (np. pracy)
save from sth	/ˈseɪv frəm ˌsʌmθɪŋ/	uchronić przed czymś
turn one's stomach	/ˌtɜː(r)n wʌnz ˈstʌmək/	przyprawiać o mdłości, sprawiać, że komuś robi się (od czegoś) niedobrze
turn to sb/sth	/ˈtɜː(r)n tə ˌsʌmbədi, ˌsʌmθɪŋ/	zwracać się do kogoś/w stronę czegoś
your eyes are bigger than your stomach	/jər ˌaɪz ə ˌbɪgə(r) ðən jə ˈstʌmək/	nałożyć zbyt dużą porcję na talerz, być zachłannym

7 REVIEW

Complete all the exercises from this section in your notebook.

VOCABULARY

1 Replace the underlined words with their synonyms below.

salvage moreish excess savoury gourmet
go off soggy tender bin bland

1 The meat they served us was not tough and tasty, but the salad was a bit tasteless.
2 I didn't like the chips because they were too soft.
3 Any extra food items should be donated to food banks before they rot.
4 These peaches are really juicy. Why don't you make something really tasty with them?
5 People shouldn't throw away any good food. It's our duty to save it.
6 This restaurant serves only high quality food. They serve both sweet and non-sweet dishes.

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

1 The cake looked ____ (*taste*), so I ordered it. Unfortunately, it was ____ (*sick*)-sweet.
2 We are looking for the most ____ (*advantage*) location to open a new restaurant.
3 Although this is a ____ (*high*) recommended restaurant, I don't go there because they serve only ____ (*spice*) food.
4 I found the food absolutely ____ (*revolt*), especially the fish, which was ____ (*smell*) and tasted ____ (*disgust*).

3 Work in pairs and test each other.

Student A: go to page 123.
Student B: go to page 129.

GRAMMAR

4 Rewrite the underlined parts of the sentences, using the words given. Make any necessary changes.

1 I refused to talk to him for many reasons.
WHOLE
2 How many suitcases would you like to check in?
LUGGAGE
3 It will be possible for me to cook something tonight.
ABLE
4 There was a power cut, so a takeaway was the only option for us.
HAD
5 Was it necessary for you to book a table in this restaurant?
NEED
6 We never spend a lot when we go out.
AMOUNT
7 Yesterday, I managed to bake my first cheesecake.
SUCCEEDED
8 Can she prepare a soufflé?
CAPABLE

5 Complete the text with appropriate words. Use quantifiers or linking words to express contrast. Put one word in each gap.

We were looking for a venue for my birthday party, preferably one that could also offer accommodation for my guests. [1] ____ there seemed to be plenty of places on offer, [2] ____ of the ten hotels we visited suited me, the last two were especially bad. In the first one, the furniture was really old-fashioned, [3] ____ the other one couldn't offer a vegetarian menu. What's worse, [4] ____ of them had a patio outside in case the weather was nice. Eventually, we asked a friend for [5] ____ advice, and he suggested two cosy hotels a [6] ____ kilometres from the city centre. We went there to check them out, and [7] ____ of them proved just perfect, well, [8] ____ the fact that they were a bit too pricey.

6 Join the sentences, using the linking words given. Decide on the best order of the sentences. Make any necessary changes.

1 Some people maintain that there are some restaurants that serve healthy meals. Others claim that we cannot trust the quality of restaurant food. ***whereas / in spite of***
2 Organic food is fairly expensive. More and more people are buying organic. ***nevertheless / while***
3 There are fast food restaurants which serve healthy salads. Most fast food outlets offer fattening burgers and chips. ***although / despite the fact***
4 Choosing to eat out may be a time-saving option. It is considered far less economical. ***however / even though***

ENGLISH IN USE

7 **UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM** Przeczytaj tekst. Uzupełnij każdą lukę (1–6) jednym wyrazem tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Do you know how [1] ____ food goes to waste worldwide every year? Actually, it's more than one third of [2] ____ the food produced in the world! Every day [3] ____ of delicious and fresh food gets wasted. Can we do something to help this situation? Yes, we can: the owners of restaurants, cafés, hotels, bakeries and shops prefer to sell it at a reduced price before it reaches its sell-by date as they wouldn't be [4] ____ to sell it after that. If you want to help fight food waste, join our community. You just [5] ____ to download our app and find out where you can buy and collect food at a really attractive price. All you have to remember is that you can't be too picky as you never know what your order will consist [6] ____ – just be ready for a surprise!

8 GRAMATYKALIZACJA **Uzupełnij zdania 1–8. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 My cousin's wedding reception was great – there ____ (*be* / *load*) various snacks and desserts.
2 Thanks to the cookery lessons I've attended, I ____ (*capable* / *make*) an entire vegetarian meal.
3 You wouldn't believe how ____ (*weight* / *I* / *gain*) during the pandemic lockdown in 2021.
4 It's the first time that I have ____ (*succeed* / *bake*) bread which is not lumpy!
5 The little boy didn't want to eat the desserts because ____ (*neither* / *they* / *be*) sweet enough for him.
6 ____ (*you* / *have*) eat everything you were given as a child even if it was bland or tasteless?
7 I'm really sorry. I won't ____ (*be* / *able* / *eat*) your birthday cake as I'm allergic to chocolate.
8 You ____ (*not* / *need* / *add*) anything to the soup – it's really spicy.

LISTENING

9 CD 2.17 DOBIERANIE **Usłyszysz dwukrotnie cztery wypowiedzi na temat gotowania. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker mentions	
A their parents' reactions to their chosen lifestyle.	
B the high cost of their eating habits.	
C positive memories from their childhood.	
D the different dietary needs of their family members.	
E the reasons why they wanted to develop their skills.	

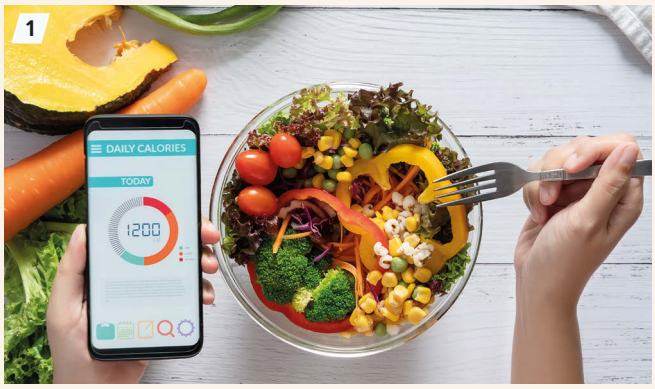
10 CD 2.17 ODPOWIEDZI NA PYTANIA **Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu.**

1 How does physical activity influence the diet of one of Speaker 1's children?
2 Why doesn't Speaker 2 need to buy any food?
3 What does Speaker 3 like cooking most?
4 When did Speaker 4 express interest in cooking?

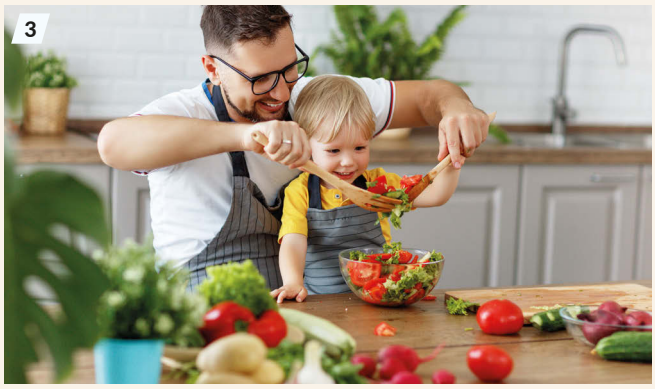
SPEAKING

11 ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO **Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania.**

Popatrz na zdjęcie 1., zdjęcie 2. i zdjęcie 3. Razem z kolegą/koleżanką przygotowujecie prezentację na temat zdrowego odżywiania. Prezentację chcesz rozpocząć od jednego z poniższych zdjęć. Wybierz to zdjęcie, które, Twoim zdaniem, będzie najlepiej pasowało do tematu, i wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







1 Why do some people find it difficult to stick to a chosen diet?
2 When do you think we develop eating habits: in childhood or later in life?

WRITING

12 ROZPRAWKA **Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.**

Liczne grono osób uważa, że w Polsce powinno być więcej powszechnie dostępnych jadłodzielni (punktów służących do nieodpłatnej wymiany żywności pomiędzy użytkownikami). Napisz **rozprawkę**, w której wyrazisz swoją opinię na ten temat, odnosząc się do problemu marnowania żywności oraz dzielenia się jej nadmiarem.

8 HOW THINGS WORK

VOCABULARY

giving instructions • phrasal verbs

1 Think of some device which you use every day and how you operate it. Describe it to your partner so that he/she can guess what it is.

2 Match the instructions for using different devices and machines with the pictures (a–d).

1 **Plug** the device **in**. **Select** the desired temperature, **attach** the brush or nozzle attachment you need, and **switch** it **on**. **Adjust** the air output to the desired power, point and style!

2 **Key in** your destination, using the keypad. When your destination is **displayed**, **insert** your payment card and **enter** your PIN. When your ticket is **dispensed**, collect it from the window and validate it at the nearest turnstile. You are ready to travel! Don't forget to **validate**, or you may be fined!

3 **Type in** or select your destination from the map. **Scroll down** and **choose** Walk, Drive, or Public Transport mode. **Hit the enter key** and wait for your route to be calculated. **Follow the** spoken **instructions** or the arrows on the display screen.

4 Put on your helmet and **mount** the machine. **Turn the key**, **activate** the fuel supply, **kick-start** the motor or **press the starter button** and off you go! Don't forget to **indicate** when making a turn, and remember to **accelerate** and **brake** slowly or you could end up in trouble.

3 Complete the sentences with the correct form of the words in bold in exercise 2.

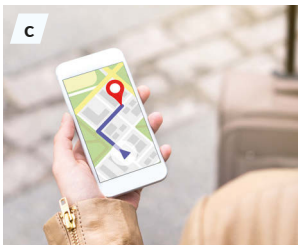
1 If you fail to ____ your ticket before you get on the train, you may have to pay a fine.
2 With this hairdryer, you can ____ from 6 different temperatures, and you can also ____ the air power to suit your needs.
3 You need to ____ your card and ____ your PIN number before the ATM will ____ any cash.
4 You can ____ your phone in right here if you need to charge it.
5 When my brother rides his scooter, he ____ and ____ so quickly that he always leaves marks on the road!
6 To use this search program, you have to ____ the information you want, ____ the enter key and then ____ down until you see the exact information you need.
7 When you get a new device, you should read and ____ the instructions carefully, or you might use it incorrectly.

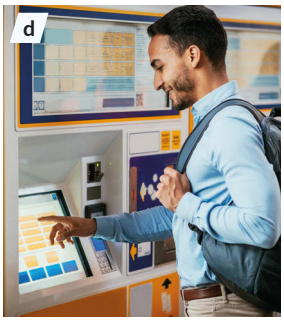
4 CD 2.18 Listen to three dialogues about different devices. Complete the sentences.

1 You have to ____ to start the scooter.
2 Cindy's scooter was made by ____.
3 The girl's calling ____.
4 The advice she gets is to ____.
5 The woman's card is ____.
6 The man offers ____.









5 In pairs, think of a new device that performs a useful function. Use the verbs from exercise 2 and the phrases below to describe how it is operated. Present your instructions to the class to see if your classmates can guess what device it is.

Before you start, ... The first thing to do is ...
The first/next step is ... Next, ... At the same time, ...
While you are doing this, ... During this process, ...
After you have ... Finally, ... The last thing to do is ...
The last stage is ...

VOCABULARY CHALLENGE! Unit 8, page 112, exercises 1 and 2

Critical thinking



Look at the picture. Work in pairs and answer the questions.

1 How do people come up with innovative products: on their own or through brainstorming with others?
2 Which devices have changed the way that we live today?

GRAMMAR 1

passives review

8

1 What devices do you depend on in your daily life? Could you get by without any of them? Why? / Why not?

2 LANGUAGE IN CONTEXT Read the dialogue. What does Katie like about the kind of phone she has?

Katie Hang on a sec. Oh, it's just a text from a friend.
Tim What is that phone you have? It looks ridiculous!
Katie What do you mean, what is it? It's a flip phone, of course! I [1]___ (*give*) it as a gift.
Tim When [2]___ (*it* / *make*)? I thought flip phones stopped [3]___ (*produce*) years ago!
Katie Actually, they [4]___ (*still* / *make*) by all the major companies. At one point, they [5]___ (*phase out*) slowly because companies thought no one wanted them, but then they realised there was still a demand. As a matter of fact, they've recently become quite fashionable again.
Tim Seriously? But not many things [6]___ (*can* / *do*) on a flip phone! Can you even access the Internet?
Katie Sure, if you want to. Phone calls are easy to make, and you can send messages easily enough. I [7]___ (*never* / *give*) a good enough reason to change to a smartphone.
Tim Well, you have a point. Do they have other advantages?
Katie Well, if you drop it, it [8]___ (*not damage*) because it's so strong. It isn't attractive to pickpockets as it's not the kind of thing that [9]___ (*would* / *buy*) by criminals, is it? Perfect for me.

3 CD 2.19 Complete the dialogue in exercise 2 with the correct passive forms. Then listen and check your answers.

4 ANALYSE Complete the rules for forming the passive.

The passive is formed with
a the verb ___ in the correct tense + past participle.
b a ___ verb (e.g. *can* / *will* / *may*) + *be* + past participle.

5 Which of the statements below is incorrect?

We use the passive
a when the action is more important than the person who performs the action.
b to focus attention on the person or thing affected by the action.
c to make one action stand out from the other actions.
d when the agent of the action is obvious, unimportant or unknown.

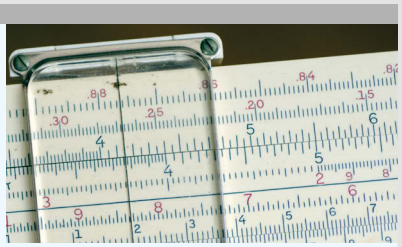
! Tip

- We use ***by*** with the passive to say who or what performed the action we are talking about.
  *It was given to me **by** my brother.*
- We use ***with*** with the passive to name the tool or method used to do something.
  *The box was opened **with** a knife.*
- When we use verbs that always take a preposition, the preposition stays with the verb in the passive sentence.
  *Someone must **look into** this problem.*
  *This problem must be **looked into**.*
  (Not: ~~*This problem must be looked.*~~)

6 PRACTISE Write sentences in the passive, using the prompts. If possible, use *with* or *by* to say who an action was done by or what it was done with.

1 a new computer lab / set up / at our school right now.
2 the volume on this device / cannot turn down / the user.
3 tickets / should pay for / a debit or credit card.
4 the plumbers started repairing the pipe after the water / turn off.
5 video cassettes / produce at this factory / before it closed.
6 my hairdryer / break / my brother / when he dropped it on the floor yesterday.
7 the door / can unlock / two turns of the key.

7 Decide if the underlined parts of the text can be rewritten in the passive. Rewrite the relevant parts.



Before [1]companies introduced electronic calculators to the general public in the 1960s, the best way to do complex mathematical calculations was with a slide rule. A slide rule is a device [2]which does not use power of any kind. Instead, [3]users can slide the parts back and forth to match up the columns of numbers so that [4]they can carry out certain kinds of calculations. Slide rules [5]turned out to be extremely useful for many problem-solving tasks. Of course [6]the introduction of electronic calculators made difficult calculations much easier, so not many [7]students have learnt how to use a slide rule in the past few decades. But if you have the chance, I highly recommend that you try one.

GRAMMAR CHALLENGE! Unit 8, page 113, exercise 1

8 NOW YOU DO IT Work in pairs. Look at the headlines below. First, decide what the complete sentences would be. Then talk about what the headlines mean and why the journalist chose to use the passive. What do you think the stories are about?

1 **Frozen water discovered on Mars**

2 **Celebrities' gadgets to be auctioned for charity**

3 **Millions donated for new technical school**

4 **STOLEN COMPUTER SOLD TO POLICE OFFICER**

5 **Hacker released and arrested on same day**

GRAMMAR REFERENCE page 137

8 LISTENING AND VOCABULARY

listening for gist and detail • the future of technology

1 Describe the objects in the pictures. What are they for? Do you have any machines in your home that do chores for you? What are they and how do they work?





2 CD 2.20 Listen to a young person talking about his first-hand experience with new home technologies. Answer the following questions.

1 Why is Dan Carson a guest on the show?
2 What is his invention designed to do?
3 What do his parents do?
4 What was the problem with the facial recognition system?

3 CD 2.20 Listen again and choose the correct answers.

1 Dan Carson is unique because
a he is the first recipient of the award.
b he is younger than other award recipients are.
c both his parents have won the same award.
d his invention is the first of its kind.

2 Dan wanted his invention
a to work better than others.
b to be cheaper than others.
c to be approved by engineers.
d to be extremely light and small.

3 What is true of Dan's parents?
a They are both very musical.
b They are very messy at home.
c Their inventions are always successful.
d They don't give up easily.

4 What is Dan's attitude to failed experiments?
a They can cause a lot more work.
b They are embarrassing but unavoidable.
c They present an opportunity to gain knowledge.
d They provide a fun break from hard work.

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

1 The latest facial ____ (*recognise*) software can identify criminal suspects at airports, in shops and while they are walking down the street.
2 He won a very ____ (*prestige*) award for his work in improving digital educational tools.
3 Water ____ (*pure*) tablets are not always enough to make water safe to drink.
4 If companies which produce gadgets don't invest time and energy in constant ____ (*innovate*), customers may lose interest in their products.
5 Jon is the ____ (*receive*) of a scholarship that will help him pay for university.
6 We skidded off the road and crashed, but ____ (*fortune*) no one was hurt!

5 How likely do you think the following predictions are? Give reasons for your opinions.

1 **Within 50 years, we will be living on other planets.**
2 **Hunger and disease will be a thing of the past in 100 years.**
3 In 50 years, computers will run the world and will do a better job of it than humans.

6 CD 2.21 You are going to listen to someone talking about his work as a futurist. What do you think this job involves? Listen and check your answers. Write down as many details as you can.

7 CD 2.21 Listen again and complete the notes.

Common misconception about the job:
- foretelling the future using a crystal ball

Numbers:
- worldwide organisation with [1] ____ members
- practising professionals with various background

What the job actually involves:
- [2] ____ different versions of the future
- examining the past and the present, especially things changing right now
- creating an image of where these changes [3] ____ us

Some predictions:
- smart technology is going to be more and more important
- the development of modern technology cannot [4] ____

8 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 What technological trends do you think might not be a positive development? Why?
2 Describe a situation in which you had to solve a technical problem.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

1 What kind of information do you search for on the Internet most often?
2 What are the limitations and possible dangers of looking for information online?

GRAMMAR 2

impersonal constructions with passive voice

8

1 CD 2.22 **LANGUAGE IN CONTEXT** Read and listen to the story. How did Leyland Smart's life change? Why?

Leyland Smart, now 26 years old, is believed to have been one of the cleverest and most infamous computer hackers of all time. Smart is said to have broken into at least 10,000 computer systems in his short career, and people assume he would still be hacking today if not for a surprising occurrence. At the age of 19, he broke into a crowd sourcing account, hoping to take all of the money from it. But, instead of going directly into the account, he stopped and read about the cause the money was being collected for. It was the story of a young boy who had become seriously ill at the age of eight. Evidently, Smart suddenly stopped and asked himself what he was doing and why. It was assumed that he was happy with his crime-fuelled lifestyle, but actually that wasn't the case. At the age of 20, Smart turned himself in to the police, who charged him with numerous counts of theft and computer crime. It is said that Smart is now a completely reformed character, and currently he works for the government in their cybercrimes division.

2 **ANALYSE** Copy and complete the table with the examples from the article. Then answer the questions (a–c).

Active	Impersonal passive 1 (*It* + passive + *that* clause)	Impersonal passive 2
People say that Smart is now a completely reformed character.	1 ____	*Smart is said to be now a completely reformed character.*
People believe that Leyland Smart was one of the cleverest and most infamous computer hackers of all time.	*It is believed that Leyland Smart was one of the cleverest and most infamous computer hackers of all time*	2 ____
People assumed that he was happy.	3 ____	*He was assumed to be happy.*

Which sentences/structures refer to

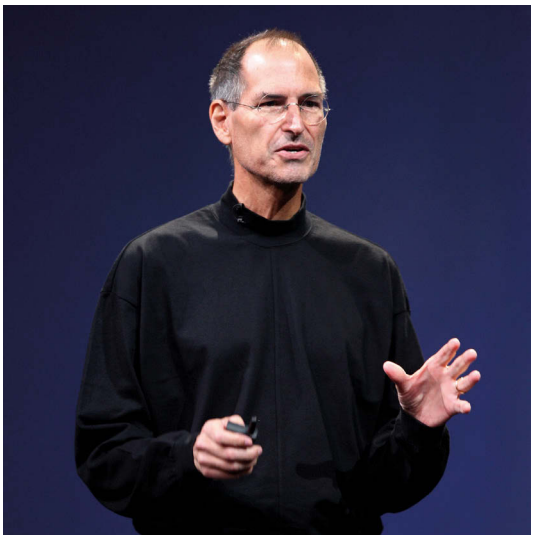
a the present situation?
b the past situation?
c what people say now about a past situation?

3 **Choose the correct option to complete the rules.**

1 We use passive reporting structures to report ***opinions and facts*** / ***events*** without naming the ***source*** / ***reason***.
2 Passive reporting structures tend to be used in ***informal*** / ***formal*** situations.

4 **WHAT'S RIGHT?** **Choose the correct sentences.**

1 Steve Jobs is believed to have been a great innovator.
2 Steve Jobs believed to be a great innovator.
3 It is believed that Steve Jobs was a great innovator.



5 **PRACTISE** **Rewrite each sentence in two different ways, using impersonal constructions.**

1 People say that computers are already advanced enough to make their own decisions.
2 Many people believe that living on other planets will be possible in less than 50 years.
3 They assumed that she was the most innovative engineer in the company.
4 People once hoped that time travel was possible.
5 Experts say that high tech gadgets cost much more than they are actually worth.
6 People think that depending on technological devices has made us less active.
7 We believed that Bell was a great inventor.

6 **Write complete sentences from the prompts, using impersonal constructions.**

1 it / claim / driverless cars / be / less likely to cause accidents / in the future.
2 Elon Musk / say / believe / we / now live / in a computer simulation.
3 many successful businesspeople / know / be / dyslexic.
4 it / believe / in the 19th century / there be / intelligent life on Mars.
5 Julie / consider / be / a mathematical genius.
6 it / say / lately / this new company / soon be bought / by a larger firm.
7 distracted driving / know / be / the cause of many accidents / nowadays.

7 **NOW YOU DO IT** **Work in pairs and discuss the controversial statements below. Use some impersonal constructions.**

1 It is assumed that intelligent life exists on other planets.
2 It has been proven that poor people are happier than wealthy people.
3 Most young people are believed to have little interest in technical advances.
4 Playing video games is known to make children calmer.

GRAMMAR REFERENCE page 137

8 READING AND VOCABULARY

reading for intention and gist • distinguishing fact and opinion • scientific misconceptions

1 Read the following statements. Work in pairs and decide which of them have been scientifically proven to be inaccurate. Then go to page 123 and check your answers.

1 We only use 10% of our brain.
2 We have more than five senses.
3 Chameleons change colour to match their surroundings.
4 Eating too many eggs is bad for you.
5 The Sun is yellow.
6 Tomatoes are fruits.

2 CD 2.23 Read the text quickly and decide what is the author's main reason behind writing it.

3 Match the paragraphs (1–4) with the headings (A–F) below. There are two extra headings.

A Influential theory not based on facts
B Great hopes destroyed
C Little faith in science
D Not always accurate
E Rules of well-conducted experiments
F Practice that could be fatal

4 Are the statements below facts (F), opinions (O), or is there no information mentioned in the text (NI)?

1 The aim of most researchers is to explain reality.
2 More scientific theories are confirmed than challenged.
3 The theory of the four elements was hugely popular among the doctors.
4 George Washington's death was caused by a bloodletting procedure.
5 The shape of one's skull may provide information about someone's intellectual abilities.
6 Phrenology was used to promote social prejudice.
7 Nuclear fusion is a physical process which takes place in nature.
8 Martin Fleischmann and Stanley Pons deliberately misled the public.

5 Read the sentences and complete the gaps so that the information is true about the text.

1 In the history of science, ___ false theories.
2 Bloodletting was believed ___ all medical problems.
3 It wasn't until the 19th century that scientists ___.
4 Phrenology led to spreading prejudice after it was claimed that the look of your skull enabled experts ___.
5 The experiment with cold fusion resulted in scientists ___ practice.

6 Work in pairs and answer the questions.

1 Have you heard of any of the theories described in the text? Which seems the most interesting to you? Why?
2 Which invention or discovery would revolutionise the world the most? Why do you think so?
3 What questions do you think science will never fully answer? Why?

1 ___



Scientists are said to be motivated by the desire to make sense of the world around us and to find new solutions to existing problems. Scientific activity usually involves problem-solving. Typically, a hypothesis is put forward, tested in numerous experiments and finally accepted or rejected based on the analysis of the results. Research is often a process of trial and error, which means that scientists may make mistakes, just like everyone else, and that scientific theories should not always be taken for granted. As a matter of fact, no field of science has been free from misconceptions. The history of science is full of false theories that were eventually discredited.

2 ___



An example of a questionable medical practice that was promoted by doctors as a cure for almost every disease is bloodletting, that is, the withdrawal of blood from a patient. The practice was based on the ancient theory of the four humours, advanced by the Greek physician, Hippocrates (460–370 BC), which stated that the four basic elements: earth, air, fire and water were related to the four basic human humours: blood, phlegm, black bile and yellow bile. Each humour was associated with a particular organ in the human body, so if someone was ill, the doctors widely believed that it was due to an imbalance of the four humours. Therefore, removing some amount of one of the humours, like blood, was thought to help the sick. The theory became a widely applied medical practice and was popular until the beginning of the 20th century. The treatment, however, often led to the patient's death. One of the most famous victims was George Washington, whose fever and breathing problems were treated this way. He died as a result. The idea that bloodletting was beneficial to the patient was finally disproved in the second half of the 1800s, after scientists invented statistical methods for evaluating the effectiveness of medical procedures.

3

Another problematic scientific theory, which gained popularity among neurologists and common people in the 18th and 19th centuries, was phrenology. Phrenologists claimed that a person's mental functions, character traits and talents were linked to different areas of the brain, and could be felt as 'bumps' on the skull. The theory was developed by Franz Joseph Gall, an Austrian doctor, who maintained that the larger a particular brain area was, the more likely the person was to have certain qualities.
For example, if an individual had a particularly big bump on their skull in the area for, say, colours, this person was assumed to have a gift for painting. Gall arrived at his conclusions through research which he primarily carried out on the skulls of a narrow group of people: his friends, gifted people, criminals and mental patients. Sadly, the principles of his theory were also used to discriminate against people. It was assumed, for example, that the shape of the skull made it possible to determine which race or sex was superior. Luckily, the theory was eventually completely discredited by scientific research.



4

And finally, more recently, in 1989, the world of science was electrified by the news that a nuclear reaction had been produced at room temperature. Nuclear fusion, which normally occurs inside stars, is a process in which two light atoms join together, or fuse, into a single heavier atom, releasing a lot of energy in the process. Two American electrochemists, Martin Fleischmann and Stanley Pons, boldly claimed that they had achieved cold fusion in an experiment where an electric current was run through a solution of palladium chloride and sea water to generate some neutrons. The experiment was considered to be a major breakthrough in science as cold fusion could potentially produce unlimited amounts of clean and cheap energy. Unfortunately, the enthusiasm disappeared when other scientists tried to repeat the experiment and failed to obtain similar results. This naturally led to accusations that Fleischmann and Pons had falsified the results of their research. It also spawned a debate on good and bad scientific practice. Despite the setback, however, scientists across the world continue researching cold fusion in the hope that one day they will make a historic discovery.

Vocabulary development

7 Match 1–7 with a–g to form phrases. Then check your answers in the text in exercise 2.

1 develop / disprove / discredit	**a** the results of the research
2 field of	**b** a theory
3 conduct / carry out	**c** breakthrough
4 major	**d** science
5 falsify	**e** a hypothesis
6 put forward / reject / accept	**f** a historic discovery
7 make	**g** an experiment / research

8 Complete the sentences with the correct form of the phrases from exercise 7. Sometimes more than one answer is possible.

1 The geocentric theory of the universe ____ by Copernicus.
2 Molecular biology is a fast developing ____. A lot of research is currently being done on the human DNA.
3 This scientist is said ____ a lot of research before he formulated his theory.
4 The two scientists were accused of ____ the results of the research.
5 Finding a cure for all types of cancer will certainly be a ____ in medicine, and a scientist who will do it will ____.
6 The researcher could not understand why his theory ____ by other scientists. Unlike them, he believed that there was enough evidence to prove it.

VOCABULARY CHALLENGE! Unit 8, page 113, exercise 3

9 Read the quotations and explain what they mean. What do they tell you about how science and scientists work? Choose one quotation which could become a motto for a science festival organised at your school. Justify your answer.



An expert is a person who has made all the mistakes that can be made in a very narrow field.

Niels Bohr



Nothing in life is to be feared, it is only to be understood. Now is the time to understand more so that we may fear less.

Marie Curie

8 SPEAKING

choosing products • talking about technical problems

1 Work in pairs. Which of these items would you be most likely to buy? Why? Which would you probably not buy?



2 How did you choose your mobile phone? Which of these features are most important to you when buying a new phone? Why? Why are the other features not as important?

sound quality | size and weight | long battery life
brand name | good protection against damage
look and design

3 CD 2.24 Listen to a customer and shop assistant discussing a type of product. Make notes of what they say about the following.

1 the requirements the customer has for his phone
2 key features of the SportX3 and the Runner
3 the price difference
4 how to start using it

4 Work in pairs and make a list of phrases that are often used while shopping. Use the headings below to help you.

a explaining what you're looking for
b asking about special features
c asking for / offering assistance
d asking/explaining how something works
e explaining advantages
f offering possibilities
g asking about price / commenting on the price

5 CD 2.24 Now listen again. Which of the expressions below do the speakers use? Label the phrases with the correct headings (a–g) from exercise 4.

6 Work in pairs. Go to page 115 and take turns to do the speaking task.

7 CD 2.25 Listen to two friends talking about something that isn't working properly. Answer the questions.

1 What device is malfunctioning?
2 What has the man tried doing to fix it?
3 What does his friend try? Is it successful?
4 What is the last suggestion that the friend makes?

8 CD 2.25 Complete the phrases with the words below. Then listen again and check.

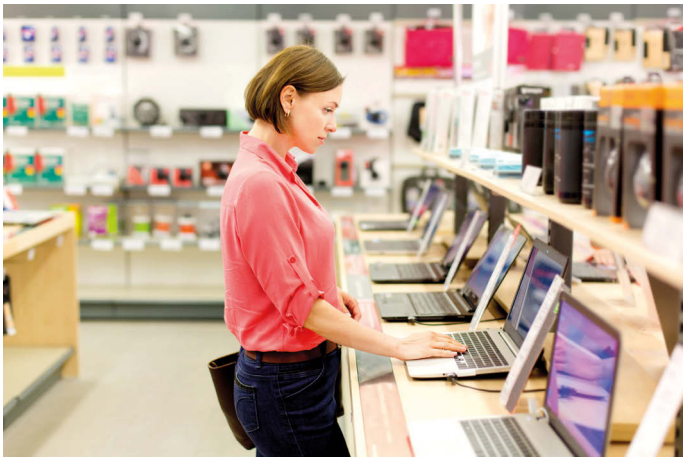
fix | couldn't | issue/problem | possibly | look
everything | help | just

1 *Could* that be the ___?
2 I *could* really use some ___.
3 *Could* you have a ___?
4 If you *could* ___ reboot ...
5 You *could* ___ ...
6 It ___ be ..., *could* it?
7 You've done ___ you *could*.
8 I'd ___ it if I *could*.

9 Work in pairs. Role-play the dialogue, using the language from the Phrase Bank.

Robisz zakupy w sklepie ze sprzętem elektronicznym. Zastanawiasz się nad kupnem laptopa. W rozmowie ze sprzedawcą omów poniższe kwestie.

rodzaj laptopa i cena | warunki gwarancji | promocje | sposób obsługi



PHRASE BANK

1 ___
I wonder if you could help me. | *I am happy to assist you.*
What is it you're looking for? | *What can I help you find?*
2 ___
I'm trying to find a ... / I'm on the hunt for a new ...
It absolutely has to be ... / It also has to have ...
3 ___
Here are two models that might interest you.
You might like this one. | *The other choice is ...*
4 ___
What other features does it offer?
Does it have any other special features?
Can I use the phone with any provider?
5 ___
As you can see, it's very ...
An added bonus is that ... / Another great feature is ...
6 ___
How much is that going to set me back? / How much would that cost?
What are the prices like? / What is the price range?
That's a steep price! / That's a bit pricey.
7 ___
If you could just show me how to ... / I'd like to be shown how to ...
First, you ... | *After that, ...* | *Then, you ...*
The next thing you do is ... | *Finally, you ...*



WRITING

a letter of complaint

8

1 Have you or someone you know experienced any of the problems below? What exactly happened? How was the problem solved?

defective/faulty/damaged goods cold calling
unsatisfactory customer service shoddy workmanship
malfunctioning equipment slow wi-fi connection
inefficient technical support inadequate facilities
no internet access / broadband

2 Read the writing task and the example letter of complaint below. What is the problem? What action does the author think should be taken to solve it?

Od dłuższego czasu masz w domu problem z dostępem do Internetu, a liczne skargi telefoniczne do operatora nie przyniosły skutku. Napisz do dostawcy usług **list z zażaleniem**, w którym przedstawisz problem i napiszesz, jakich działań oczekujesz.

Dear Sir/Madam,

I am writing to complain about the internet connection your company provides as part of my contract for telecommunications services.

I am quite dissatisfied with the internet service, which falls short of our expectations. Although it is currently being advertised as the fastest in the country, this has not been our experience. We not only regularly experience interruptions to the service, but also often have no access to the Internet at all. Owing to this problem, I am unable to set up a reliable wi-fi network at home and members of my family cannot count on doing their work online. Consequently, not only are we unable to fully profit from a service we are paying for, but also our work-life balance is deteriorating.

What makes matters worse is that despite my repeated calls to your helpline, my complaint has not been dealt with properly. The assistants I spoke with were rude and refused to treat my problem seriously.

I expect to see this problem solved as soon as possible. First of all, I would appreciate it if a technician from your company would contact me immediately in order to establish the source of the poor connection. Secondly, I believe that due to this inconvenience, the payments I have made since signing the contract should either be refunded or credited towards my future bills.

I would be most thankful for your support in resolving this urgent issue.

I look forward to hearing from you.

Yours faithfully,

Lucas Evans

3 Complete the phrases from the example letter with the correct words.

PHRASE BANK

Making complaints

I am writing to [1] ___ *about …* | *I am quite dissatisfied with … , which* [2] ___ *short of our expectations.*
We not only regularly [3] ___ *interruptions to the service, … but also …* | *Owing to this problem, I am* [4] ___ *to …*
What makes [5] ___ *even worse is the fact that …*

Demanding action

I expect to [6] ___ *this problem solved as soon as possible.*
First of all, I would [7] ___ *it if …*
Secondly, I believe that due to this [8] ___*, the payments should be refunded …* | *I would be most* [9] ___ *for …*

4 Write a few sentences to complain about the problems below. Use the prompts and the expressions from the Phrase Bank.

1 inadequate facilities at the college library (no audiobooks, no sockets to charge phones, no computers to use, no photocopying machine)
2 malfunctioning and outdated equipment in the school lab (old-fashioned computers, broken multimedia beamer, no interactive whiteboard, only black-and-white printers)

! Watch out

- We use a number of linking words to express reason and result:
  Since / As / Because + clause
  Owing to / Due to / Because of / On account of + noun
  Consequently, / As a result, / For this reason, / Therefore, … + sentence
- Verbs expressing reason and result: *lead to, cause, result in.*

5 Rewrite the sentences, using the words given. Suggest other words which could be used to rewrite the sentences.

1 We cannot download any course materials. There is no free wi-fi connection. **SINCE**
2 The college lacks modern equipment. We cannot learn by using technology. **OWING**
3 The inability to use the Internet is a cause of great frustration among the students. **RESULTS**
4 We are unable to participate in this webinar as it is too expensive. **BECAUSE OF**
5 The Internet on the campus is not for free. Students have to pay for using it. **REASON**
6 The lessons rarely start on time because there are frequent technological problems. **ACCOUNT**

6 Read the instructions and do the writing task.

Jesteś zawiedziony/zawiedziona wyposażeniem technicznym sal szkoły językowej, do której uczęszczasz. Napisz do dyrekcji szkoły **list z zażaleniem** (200–250 wyrazów) na zaistniałą sytuację, przedstaw problem i napisz, jakich działań dyrekcji oczekujesz.

8 ENGLISH IN USE

1 Work in pairs. Describe the picture and answer the questions.

1 What situation do you think the picture shows?
2 Why do you think the woman looks upset?
3 What would you do if you were in the woman's place? Why?



SAY NO TO PHUBBING

2 LANGUAGE IN CONTEXT Have you heard of 'phubbing'? Do you have any idea what it might be? Read the forum entry and check your answers.

Hi everyone!
Have you ever been phubbed on a date? Well, I have, and here is my story.
The other week, I was sitting in a café, reading **my school lecture**, when this guy came up to me and introduced himself. He seemed very **sympathetic**, so when he asked me out to dinner, I agreed straightaway. We met last Friday and to my surprise, he turned up wearing **a dress**. The **local** was quite **obscure** too, and the food was just **fatal**. However, the worst thing was that during almost the whole dinner my 'date' kept **sending SMS**. I was getting **nervous**, and I asked him politely to stop. He said I was making **an affair** and that everybody does it. He added that he could **eventually** stop using his phone if I insisted, but I decided to leave instead. Later on, I came across an article on this **actual** trend of ignoring people around you by playing with your phone! What's your take on this? Or am I just being paranoid?

3 ANALYSE What is wrong with the words in bold in the post in exercise 2? Replace them with their correct English equivalents below.

friendly current set text for literature
a tracksuit texting possibly terrible restaurant
a scene shabby annoyed

4 PRACTISE Study the words in bold in the post again. What do they mean in English?

5 Complete the sentences below with the correct form of the words from the text in exercise 2.

1 I'm taking an exam tomorrow based on all the physics ___ from this year. I feel rather ___ because I don't think I understand everything.
2 I listened to the ___ news on the radio, and they said that there had been a ___ accident in the city centre. Two people were killed.

6 Complete each set of sentences with one word.

1 ___
- Tim ... the competition on the off-chance that the opposition might be weak.
- I ... all the information, but the site wouldn't work.
- Silence fell as I ... the room. It felt very awkward.

2 ___
- Warsaw has been the ... for many international conferences.
- The last ... of the installation is likely to be the hardest.
- I'd love to appear on ... with a famous band.

3 ___
- Had I ... the laptop would be such bad quality, I wouldn't have purchased it.
- The scientist is ... to have stolen the idea from his colleague from the lab.
- Apart from vaccines, there is no ... way to protect against some diseases.

4 ___
- Get your facts ... before you start accusing people of things they haven't done.
- This meat doesn't smell ... . I think it's off.
- I assume Helen seems the ... person for the job.

! Watch out

- We use ***have / get something done*** when a professional person (a mechanic, a hairdresser) does some work for us, e.g.
  *I **had my laptop fixed** yesterday.*
  *I **am having my hair cut** at the moment.*
  *My brother **will have his new tablet delivered** next Monday.*
- We also use ***have something done*** to describe some unfortunate events that happen to people, e.g.
  *My father **had his car stolen** yesterday.*
- We use ***need doing / need to be done*** when we want to say that something has to be fixed, e.g.
  *My car **needs repairing / to be repaired**.*
  *Laura's hair **needs cutting / to be cut**.*

7 Rewrite the sentences, using the structures from the *Watch out!* tip.

1 Someone must repair my TV set.
2 Someone in the shop replaced the battery in Bob's smartphone.
3 My neighbours' house has just been painted.
4 I must adjust the wing mirror in my car.

8 Complete the sentences, using the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

1 ___ (*it / be / assume*) that she was the most creative member of the team.
2 My laptop wasn't working properly despite the fact that I ___ (*have / it / repair*).
3 All the mobile phones ___ (*must / turn*) for the duration of the take-off and landing.
4 Marie Curie ___ (*believe / carry*) test tubes with radium in her pockets during her research.
5 This phone ___ (*can / activate*) this nanocard. No other card will work.

WORDLIST

8

Vocabulary MP3 61

accelerate	/ək'seləreɪt/	przyspieszać
activate	/'æktɪveɪt/	uruchamiać, aktywować
adjust	/ə'dʒʌst/	dostosowywać, regulować
attach	/ə'tætʃ/	zamocować
brake	/breɪk/	hamować
choose	/tʃu:z/	wybierać
destination	/ˌdestɪ'neɪʃ(ə)n/	miejsce docelowe, cel podróży
dispense	/dɪ'spens/	wydawać, wysuwać
display	/dɪ'spleɪ/	wyświetlać (na ekranie)
enter	/'entə(r)/	wpisywać
follow instructions	/ˌfɒləʊ ɪn'strʌkʃ(ə)nz/	postępować zgodnie ze wskazówkami
fuel supply	/ˌfju:əl sə'plaɪ/	dopływ paliwa
get stuck	/get 'stʌk/	blokować się, zacinać
give instructions	/gɪv ɪn'strʌkʃ(ə)nz/	udzielać instrukcji
hit the key	/hɪt ðə 'ki:/	naciskać klawisz
indicate	/'ɪndɪkeɪt/	włączać kierunkowskaz
insert	/ɪn'sɜ:(r)t/	wkładać
key in	/ki: 'ɪn/	wpisywać (na klawiaturze)
keypad	/'ki:pæd/	klawiatura numeryczna
kick pedal	/'kɪk ˌped(ə)l/	pedał rozrusznika
kick-start	/'kɪkstɑ:(r)t/	uruchamiać rozrusznikiem nożnym
mount	/maʊnt/	wsiadać (na rower, motocykl)
nozzle	/'nɒz(ə)l/	koncentrator, końcówka skupiająca do suszarki
overheat	/ˌəʊvə(r)'hi:t/	przegrzewać (się)
plug in	/plʌg 'ɪn/	podłączać do prądu
press the button	/pres ðə 'bʌt(ə)n/	naciskać przycisk
run on an autopilot	/ˌrʌn ɒn ən 'ɔ:təʊˌpaɪlət/	działać mechanicznie, bez zastanowienia
scroll down	/skrəʊl 'daʊn/	przewijać w dół
select	/sɪ'lekt/	wybierać
swipe	/swaɪp/	przeciągać (kartę)
switch on	/swɪtʃ 'ɒn/	włączać
turn the key	/tɜ:(r)n ðə 'ki:/	przekręcać kluczyk
turnstile	/'tɜ:(r)nstaɪl/	bramka obrotowa
type in	/taɪp 'ɪn/	wpisywać (na klawiaturze)
validate	/'vælɪdeɪt/	kasować (bilet)

Grammar 1 MP3 62

flip phone	/'flɪp ˌfəʊn/	telefon z klapką
pickpocket	/'pɪkˌpɒkɪt/	kieszonkowiec
slide rule	/'slaɪd ˌru:l/	suwak logarytmiczny

Listening and vocabulary MP3 63

fortune / fortunate / fortunately	/'fɔ:(r)tʃən, 'fɔ:(r)tʃənət, 'fɔ:(r)tʃənətli/	przypadek, traf / szczęśliwy, pomyślny / na szczęście
innovate / innovation / innovator	/'ɪnəʊveɪt, ˌɪnəʊ'veɪʃ(ə)n, 'ɪnəʊveɪtə(r)/	wprowadzać innowacje / innowacja / innowator
innovative / innovatively	/'ɪnəveɪtɪv, 'ɪnəveɪtɪvli/	innowacyjny / innowacyjnie
invention	/ɪn'venʃ(ə)n/	wynalazek
mess about with sth	/mes ə'baʊt wɪθ ˌsʌmθɪŋ/	bawić się czymś, wygłupiać się
portable	/'pɔ:(r)təb(ə)l/	przenośny
prestige / prestigious / prestigiously	/pre'sti:ʒ, pre'stɪdʒəs, pre'stɪdʒəsli/	prestiż / prestiżowy / prestiżowo
pure / purely / purifier / purity / purification / purify	/pjʊə(r), 'pjʊə(r)li, 'pjʊərɪfaɪə(r), 'pjʊərəti, ˌpjʊərɪfɪ'keɪʃn, 'pjʊərɪfaɪ/	czysty / czysto, wyłącznie / oczyszczacz / czystość, nieskazitelność / oczyszczenie / oczyszczać
receive / receiver / reception / recipient	/rɪ'si:v, rɪ'si:və(r), rɪ'sepʃ(ə)n, rɪ'sɪpiənt/	otrzymywać / odbiorca, odbiornik / odbiór, sygnał, zasięg / odbiorca, adresat
recognisable / recognise / recognised / recognition	/'rekəgnaɪzəb(ə)l, 'rekəgnaɪz, 'rekəgnaɪzd, ˌrekəg'nɪʃ(ə)n/	rozpoznawalny / rozpoznawać, uznawać / uznany / rozpoznanie, uznanie
unavoidable	/ˌʌnə'vɔɪdəb(ə)l/	nieunikniony, nieuchronny

Grammar 2 MP3 64

assume	/ə'sju:m/	przypuszczać, zakładać
inventor	/ ɪn'ventə(r)/	wynalazca
turn yourself in to the police	/tɜ:(r)n jə(r)ˌself ˌɪn tʊ ðə pə'li:s/	zgłosić się na policję (o przestępcy)

Reading and vocabulary MP3 65

bloodletting	/'blʌdˌletɪŋ/	upuszczanie krwi
bump	/bʌmp/	guz
character trait	/'kærɪktə(r) ˌtreɪt/	cecha charakteru
conduct / carry out an experiment / research	/kənˌdʌkt, ˌkæri 'aʊt ən ɪk'sperɪmənt, rɪ'sɜ:(r)tʃ/	przeprowadzać eksperyment / badanie
develop / disprove / discredit a theory	/dɪˌveləp, dɪsˌpru:v, dɪsˌkredɪt ə 'θɪəri/	rozwijać / obalać / dyskredytować teorię
electric current	/ɪˌlektrɪk 'kʌrənt/	prąd elektryczny
falsify the results of the research	/ˌfɔ:lsɪfaɪ ðə rɪˌzʌlts əv ðə rɪ:'sɜ:(r)tʃ/	fałszować wyniki badań
field of science	/ˌfi:ld əv 'saɪəns/	dziedzina nauki
invent	/ɪn'vent/	wynaleźć
major breakthrough	/ˌmeɪdʒə(r) 'breɪkθru:/	znaczący przełom
make a historic discovery	/ˌmeɪk ə hɪˌstɒrɪk dɪ'skʌv(ə)ri/	dokonać epokowego odkrycia
put forward / reject / accept a hypothesis	/pʊt ˌfɔ:(r)wə(r)d, rɪˌdʒekt, əkˌsept ə haɪ'pɒθəsɪs/	przedstawiać / odrzucać / przyjmować hipotezę
questionable	/'kwestʃ(ə)nəb(ə)l/	podejrzany
scientific misconceptions	/saɪənˌtɪfɪk ˌmɪskən'sepʃ(ə)nz/	błędne przekonania naukowe
skull	/skʌl/	czaszka
take sth for granted	/ˌteɪk ˌsʌmθɪŋ fə(r) 'grɑ:ntɪd/	przyjmować coś za pewnik, za coś oczywistego
withdrawal of blood	/wɪðˌdrɔ:əl əv 'blʌd/	pobranie, upuszczenie krwi

Speaking MP3 66

battery life	/'bæt(ə)ri ˌlaɪf/	czas pracy baterii
carrier	/'kæriə(r)/	dostawca usług
concrete	/'kɒŋkri:t/	beton
coverage	/'kʌv(ə)rɪdʒ/	zasięg
reboot	/ˌri:'bu:t/	zrestartować
pop up	/pɒp 'ʌp/	wyskakiwać, pojawiać się
run a system check	/ˌrʌn ə 'sɪstəm ˌtʃek/	przeprowadzić test systemu
service provider	/'sɜ:(r)vɪs prəˌvaɪdə(r)/	dostawca usług
set back	/set 'bæk/	kosztować kogoś
steep price	/ˌsti:p 'praɪs/	wygórowana cena

Writing MP3 67

cold calling	/'kəʊld ˌkɔ:lɪŋ/	akwizycja przez telefon
complaint	/kəm'pleɪnt/	reklamacja
defective / faulty / damaged goods	/dɪˌfektɪv, ˌfɔ:lti, ˌdæmɪdʒd 'gʊdz/	wadliwe / wybrakowane / uszkodzone produkty
inadequate facilities	/ɪnˌædɪkwət fə'sɪlətiz/	nieodpowiednio przystosowane obiekty
inefficient technical support	/ɪnɪˌfɪʃ(ə)nt ˌteknɪk(ə)l sə'pɔ:(r)t/	niewydajne wsparcie techniczne
malfunctioning equipment	/mælˌfʌŋkʃ(ə)nɪŋ ɪ'kwɪpmənt/	źle działający sprzęt
no internet access / broadband	/nəʊ ˌɪntə(r)net 'ækses, 'brɔ:dˌbænd/	brak dostępu do Internetu / stałego łącza internetowego
shoddy workmanship	/ˌʃɒdi 'wɜ:(r)kmənʃɪp/	niechlujna robota
slow wi-fi connection	/sləʊ 'waɪfaɪ kəˌnekʃ(ə)n/	wolne połączenie wi-fi
socket	/'sɒkɪt/	gniazdko elektryczne
unsatisfactory customer service	/ʌnsætɪsˌfækt(ə)ri kʌstəmə(r) 'sɜ:(r)vɪs/	niesatysfakcjonująca obsługa klienta

English in Use MP3 68

actual – current	/'æktʃuəl, 'kʌrənt/	faktyczny – aktualny
dress – tracksuit	/ dres, 'træksˌsu:t/	sukienka – dres
eventually – possibly	/ ɪ'ventʃuəli, 'pɒsəbli/	w końcu – ewentualnie
fatal – terrible	/ 'feɪt(ə)l, 'terəb(ə)l/	śmiertelny – fatalny
have an affair – make a scene	/həv ən ə'feə(r), meɪk ə 'si:n/	mieć romans – robić aferę
lecture – set text	/ 'lektʃə(r), set 'tekst/	wykład – lektura szkolna
local – restaurant	/ 'ləʊk(ə)l, 'rest(ə)rɒnt/	lokalny – restauracja
nervous – annoyed	/ 'nɜ:(r)vəs, ə'nɔɪd/	nerwowy – zdenerwowany
obscure – shabby	/ əb'skjʊə(r), 'ʃæbi/	niejasny – obskurny
sympathetic – friendly	/ ˌsɪmpə'θetɪk, 'frend(d)li/	współczujący – sympatyczny
text	/tekst/	wysyłać SMS-y

Challenge! MP3 69

a difference of opinion	/ə ˌdɪfrəns əv ə'pɪnjən/	różnica opinii
a fact of life	/ə ˌfækt əv 'laɪf/	smutna rzeczywistość
as a matter of fact	/əz ə ˌmætə(r) əv 'fækt/	w rzeczywistości
bring up	/brɪŋ 'ʌp/	poruszać temat
come up with	/kʌm 'ʌp wɪð/	wymyślić (coś)
contrary to popular opinion	/ˌkɒntrəri tʊ ˌpɒpjʊlə(r) ə'pɪnjən/	wbrew powszechnej opinii
facts and figures	/ˌfækts ən 'fɪgə(r)z/	fakty i liczby
get your facts right	/get jə(r) ˌfækts 'raɪt/	ustalić fakty, upewnić się
keep your opinions to yourself	/ki:p jə(r) ə'pɪnjəns tʊ jə(r)ˌself/	zatrzymać swoje zdanie dla siebie
know (sth) for a fact	/nəʊ ˌsʌmθɪŋ fə(r) ə 'fækt/	wiedzieć coś na pewno
look into	/lʊk 'ɪntə/	zajmować się (czymś), zbadać dokładnie
mess up	/mes 'ʌp/	niszczyć, psuć
stand out	/stænd 'aʊt/	wyróżniać się
turn into	/tɜ:(r)n 'ɪntə/	zmieniać (coś) w (coś)
turn out	/tɜ:(r)n 'aʊt/	wytwarzać, produkować

8 REVIEW

Complete all the exercises from this section in your notebook.

VOCABULARY

1 Choose the correct option to complete each sentence.

1 *Insert* / *Dispense* your card in the terminal and *press* / *enter* your PIN.
2 Don't forget to *validate* / *indicate* your ticket.
3 This theory was completely *discredited* / *turned down* based on new evidence.
4 The scientist *carried out* / *carried off* extensive research, which eventually led to a major *invention* / *breakthrough* in science.
5 Don't forget to *indicate* / *accelerate* your turns.

2 Work in pairs and test each other.

Student A: go to page 123.
Student B: go to page 129.

GRAMMAR

3 Correct one or two lexical or grammatical mistakes in each sentence.

1 If you want to win a prestige reward, you must be consistent in the way you use research methods.
2 We are having our wi-fi connection fix today.
3 What your actual occupation is?
4 It is believe that the latest facial recognise software will be used by the police.
5 I always get nervous when I need to prepare a presentation about a school lecture.

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

1 I ___ (*give*) my first laptop for my 11th birthday, but it broke down and needed ___ (*repair*).
2 My mother ___ (*have* / *her new car* / *steal*) before she even had her first ride in it.
3 This problem ___ (*must* / *deal with*) as soon as possible.
4 Columbus is believed ___ (*discover*) America.
5 A new stretch of the motorway ___ (*build*) on the outskirts of my town at present.

5 Complete the text with appropriate words. Put one word in each gap.

Science is interesting, but it can be made even more fascinating, and this is precisely what Hank Green felt when together with his team he set [1] ___ his YouTube science channel called SciShow. The show is a series of entertaining and informative videos covering plenty [2] ___ scientific fields from chemistry to psychology. It was launched in 2012, and by February 2016, 820 of their videos [3] ___ been released. The channel has a large audience and [4] ___ said to have over two million subscribers and 435 million views (May 2016).

What are the reasons [5] ___ their success? Well, Hank Green understands that people are curious about science and that complex ideas [6] ___ to be presented in a clear and exciting way to draw their attention. Green also invites star guests, deals with questions asked [7] ___ the audience and disproves common scientific myths.

6 Translate the Polish parts of the sentences in brackets into English. Use no more than five words.

1 I'm sorry I can't give you a lift. I ___ (*mój samochód jest w naprawie*) this week.
2 Since she started her career, Ruth ___ (*zawsze udaje się*) reaching her goals.
3 Alan is believed ___ (*że zrezygnował z*) his job after an argument with his boss.
4 ___ (*To, co podziwialiśmy*) was Mark's determination to complete his research project.
5 The scientist explained that ___ (*księżycowi zajmuje*) 27.3 days to orbit the Earth.

ENGLISH IN USE

7 TRANSFORMACJE ZDAŃ (ZADANIE OTWARTE)
Uzupełnij zdania 1–8 tak, aby zachować znaczenie zdania wyjściowego. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Some people believe that Elon Musk is a great innovator.
Elon Musk ___ a great innovator.
2 I think you need to conduct more experiments to prove your hypothesis.
I think more experiments ___ to prove your hypothesis.
3 Do you think that the police should use facial recognition software?
Do you think that facial recognition software ___ the police?
4 The machine will not start unless you type in the password.
The machine will not start if the password ___.
5 A lot of people believe that John von Neumann was the cleverest man that ever lived.
John von Neumann ___ the cleverest man that ever lived.
6 A few companies are testing driverless cars in different parts of the world.
Driverless cars ___ in different parts of the world.
7 Scientists have recently discredited the theory that our life is determined by our genes only.
The theory that our life is determined by our genes only ___ recently.
8 Do you think someone will give a reward to the scientists behind the Covid-19 vaccines?
Do you think the scientists behind the Covid-19 vaccines ___?

8 GRAMATYKALIZACJA Uzupełnij zdania 1–8. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

1 This door ___ (*can* / *open*) a personalised card after it scans your fingerprints.
2 When will you ___ (*have* / *printer* / *repair*)?
3 The Dutch explorer Willem Janszoon is ___ (*believe* / *discover*) Australia.

4 My brother used to ____ (*have* / *hair* / *cut*) at a barber, but now he cuts it himself with a hair clipper.
5 I'm sorry, but the defective part ____ (*not replace*) yet.
6 The fantasy writer is ____ (*believe* / *write*) the final book of his world famous trilogy right now.
7 The battery ran out while new ____ (*software* / *install*) in my laptop, so I had to reboot it.
8 Do you know who the digital ____ (*camera* / *invent*)?

READING

9 UZUPEŁNIANIE STRESZCZENIA W JĘZYKU ANGIELSKIM **Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki (1–4) zgodnie z treścią tekstu tak, aby jak najbardziej precyzyjnie oddać jego sens. Na pytania należy odpowiedzieć w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**

INNOVATION DOES NOT COME EASY

It was another long day at school. I was looking aimlessly through the window while most of my classmates were struggling to follow the teacher's explanations. Personally, I thought Mr Hicks was a very good teacher, able to explain things well, but a lot of my friends disagreed with me. Well, I kept my opinion about him to myself because I was fortunate to understand physics effortlessly. I was curious about the world, and when something sparked my interest – like the laws of physics or chemistry – I would look for the answers. Mind you, I don't mean just ponderous tomes, but also science-related vlogs or channels.

My best friend Mack just didn't get it. He thought I was some kind of a genius. Which was quite funny because I thought he was the one who stood out, as he was capable of drawing really well. So, when he started falling behind with physics at school, I decided to help him. I took it for granted that I would be able to help him, but, sadly, it turned out that I wasn't. I was really annoyed with myself because I didn't know what else I could do. Mack kept saying that he just wasn't smart enough.

And then, one day, I had a eureka moment: maybe we spoke two different languages – if Mack was into images, maybe he should be given images, not lengthy scientific explanations? So, while I was trying to explain how electric current works, I started drawing very simple images to illustrate what I was talking about, as if I was creating an animated story with some narration. This was a breakthrough moment for both of us: I finally managed to disprove Mack's theory that he simply didn't have a head for numbers and physics, and I also came up with an idea of how to put our skills into practice.

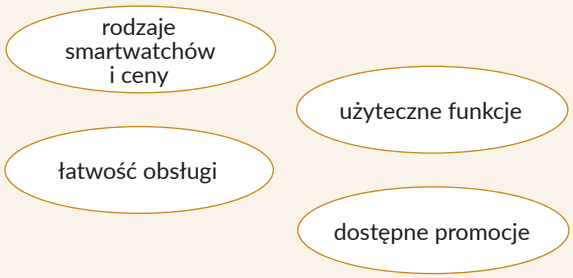
Here's where our innovative idea comes along. Thanks to Mack, I realised that even the best videos and best explanations may be difficult to grasp for teenagers, especially those who are blessed with a strong visual imagination. So, Mack and I started recording short films in which I explain the laws of physics in really simple words, unlike those you might find in other vlogs run by scientists or teachers – while Mack illustrates my words with simple animations. We carried out a little experiment and tested our first videos on our friends – and they loved them. We uploaded them and started our own vlog called *Physics comes easy*, and we have quite a lot of followers already.

The narrator often felt bored in physics lessons because he was able to understand the subject without any effort. It was because he searched for information on topics which he [1] ____, as he was curious and inquisitive by nature. His friend, Mack, whose strong suit was drawing, considered him [2] ____. When Mack found it difficult to keep up with physics lessons, the narrator decided to help him learn. Unfortunately, he wasn't very successful, until one day he realised that Mack might not respond well to his explanations as he might prefer visual stimuli. This [3] ____ to be a breakthrough moment: Mack realised that he was able to comprehend physics as long as it was presented using a variety of images. Both the boys put their [4] ____ into practice and started a vlog in which they provide simple explanations of the laws of physics accompanied by simple animations.

SPEAKING

10 ROZMOWA Z ODGRYWANIEM ROLI **Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.**

Uczeń A
Poszukujesz w sklepie ze sprzętem elektronicznym prezentu na 18. urodziny swojej siostry. Zastanawiasz się nad kupnem smartwatcha. W rozmowie z uczniem B omów poniższe cztery kwestie.



Uczeń B
Pracujesz w sklepie ze sprzętem elektronicznym. Rozmawiasz z klientem/klientką. Rozmowę rozpoczyna uczeń A. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z propozycją ucznia A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- zapytaj, jakie sporty i formy aktywności uprawia osoba, która używałaby smartwatcha,
- wyraź obawę związaną z dostępnością wybranego modelu,
- udziel porady dotyczącej użytkowania produktu.

WRITING

11 LIST FORMALNY **Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.**

Zapisałeś/Zapisałaś się na kurs konwersacyjny języka angielskiego, który odbywa się online. Zarówno lektor, jak i treść zajęć satysfakcjonują Cię, ale jesteś zawiedziony/zawiedziona niską jakością techniczną kursu. Napisz **list z zażaleniem** do firmy prowadzącej kurs, przedstaw problem i napisz, jakich działań oczekujesz.

5–8 TEST PRACTICE

Complete all the exercises from this section in your notebook.

Rozumienie ze słuchu Tekst z lukami

1 CD 2.26 **Usłyszysz dwukrotnie fragment wywiadu dotyczącego tolerancji. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–6) tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

Subject matter: How [1] ____ these days

- Interviewee: Adam, secondary school student, age: 17, brought up in [2] ____
- Adam's motto is [3] ____
- Adam believes that his peers share [4] ____
- Adam and his friends show tolerance as long as [5] ____
- Living in a multicultural society is what Adam strongly [6] ____

Rozumienie tekstu pisanego Dobieranie (zdań do luk)

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

Plastic is not so fantastic anymore. In the past it was considered the wonder material – cheap and versatile. However, no one could have predicted that it would take over our planet. [1] ____ Since then, its amount has only increased, leading to very serious environmental problems for planet Earth, its citizens and the natural world.

Most of the plastic that people use is single-use and consists of water bottles, plastic wraps and containers which are used by supermarkets to sell food in. It's also all the kinds of containers that we use in our kitchens like lunch boxes or barbecue dishes, cling foil or simply plastic carrier bags. And all of this is plastic that the planet simply cannot digest. [2] ____ As if that wasn't enough, plastic which interacts with food and the microplastics which get into water system are believed to cause health problems for humans too. Scientists say that the chemical that is found in plastic containers called BPA can be found in our blood, urine and even breast milk. It's toxic. As simple as that.

It's high time people gave up plastic and got to use glass, wooden or metal containers instead. In some countries, supermarkets are looking into more eco-friendly options such as asking shoppers to bring their own jars, bottles or boxes to transport food home. Other initiatives come from businesses themselves. [3] ____ Food wraps can be made, for instance, from cotton soaked in beeswax. Such wraps can be reused and are fully recyclable.

Some people believe that it's the governments which need to take tough action and simply ban plastics altogether; others advocate that everyone should start with their own homes and implement a zero-waste philosophy of life. [4] ____ Don't buy any plastics, refuse plastic straws in bars and restaurants, stop buying disposable utensils for your barbecue, carry your own shopping bags with you. Don't wait for the authorities to act. Act yourself!

A Companies are growing more and more aware and concerned with the waste that is produced and coming up with technologies to cut down on plastic in the first place.

B What's more, the majority of these plastic containers are binned as soon as we get home and take our food out of them. They then end up dumped at landfills or in waterways, polluting the environment and killing hundreds of animals.

C Although humans are trying to make a lot of effort, most of it is in vain because what they think gets recycled has just been disposed of. Why would anyone want to recycle then?

D It may appear to be a daunting challenge, but only on the surface. In fact, it's pretty doable.

E Astonishingly enough, between 2002 and 2012, for example, we manufactured more plastic than people did in the entire 20th century.

Znajomość środków językowych Sety leksykalne

3 **W zadaniach 1–6 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 ____
- Lack of public awareness is an important cause of poor ... management.
- Most people are not aware of how much food goes to ... .
- Even young children should be taught how to recycle ... .

2 ____
- Most of us ... it for granted that we will be able to use our planet's resources forever.
- How much sugar do you ... in your coffee?
- People need to ... responsibility for the area in which they live.

3 ____
- Our teachers don't approve ... students using offensive language.
- In spite ... being on a diet, Karl didn't succeed in losing as much weight as he intended to.
- When I studied online, my breakfast consisted ... a large mug of coffee and a bagel.

4 ____
- His lazy attitude and unpunctuality ... him his job.
- How much would it ... to upgrade this computer?
- Extreme weather ... almost 700 lives in the US in 2021.

5 ____
- I can always count ... Mark for technical support – he studies IT.
- I was a fussy eater, but my grandma insisted ... me eating a lot of fruit and vegetables.
- Belinda didn't decide ... the student accommodation because of the slow wi-fi connection.

6 ____
- When I'm too busy to cook, I tend to buy convenience ... .
- More and more people suffer from ... allergies nowadays.
- ... banks are non-profit organisations, and they rely on donors and volunteers to do their tasks.

Znajomość środków językowych Gramatykalizacja

4 Uzupełnij zdania 1–8. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

1 Joan ____ (*practise* / *song*) for weeks before she tried out for the singing competition.
2 I know it's hard at first and that you feel hungry all the time, but you will ____ (*get* / *used* / *eat*) less very soon.
3 Jonathan ____ (*could* / *become*) a great swimmer, but he was not serious enough about training.
4 Kathy is planning ____ (*take* / *judo*) next month.
5 Organising a large reception ____ (*likely* / *cost*) a lot of money.
6 It's a good idea ____ (*avoid* / *eat*) too much before an important competition.
7 I ____ (*have* / *follow*) his running career ever since he started competing.
8 Joan ____ (*must* / *wait*) for a long time because she was really annoyed when we arrived.

Mówienie Rozmowa z odgrywaniem roli

5 Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

Uczeń A

Twoja klasa przygotowuje się do wzięcia udziału w organizacji Dnia Nauki dla uczniów i uczennic szkół podstawowych. Namawiasz kolegę/koleżankę do pomocy przy organizacji tego wydarzenia. W rozmowie z uczniem B omów poniższe cztery kwestie.

- główne cele wydarzenia
- termin wydarzenia
- planowane atrakcje
- podział zadań do wykonania

Uczeń B

Rozmawiasz z kolegą/koleżanką, który zaproponował / która zaproponowała, abyś wziął/wzięła udział w organizacji Dnia Nauki dla uczniów i uczennic szkół podstawowych. Rozmowę rozpoczyna uczeń A. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/wybrane punkty:

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z propozycją ucznia A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Zaproponuj swoją pomoc w czymś, w czym jesteś dobry/dobra.
- Wyraź wątpliwość dotyczącą atrakcyjności propozycji dla dzieci.
- Zasugeruj, że dzieci najlepiej uczą się poprzez zabawę.

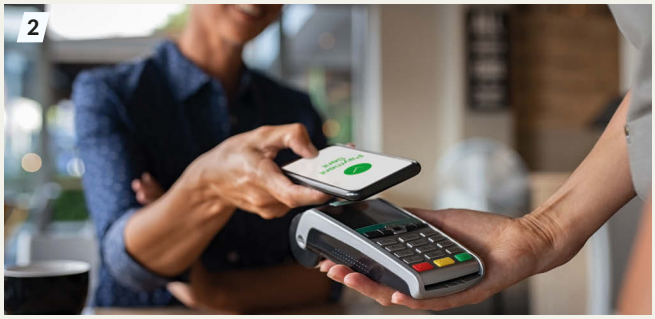
Mówienie Rozmowa na podstawie materiału stymulującego

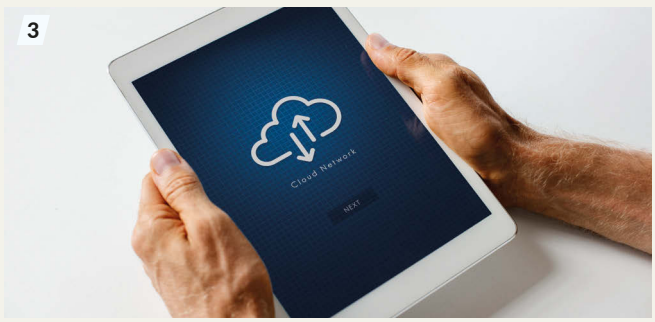
6 Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania.

Popatrz na zdjęcia 1–3. Przygotowujesz prezentację na temat nowinki technologicznej, która, Twoim zdaniem, najbardziej zrewolucjonizowała życie ludzi na przełomie XX i XXI wieku. Masz do wyboru trzy możliwości.

- Wybierz tę nowinkę, która była najbardziej rewolucyjna, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







1 What would you miss the most if you had no access to the Internet? Why?
2 What are the pros and cons of the rapid technological progress that we are witnessing? Why do you think so?

Wypowiedź pisemna Artykuł

7 Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Młodzi ludzie coraz częściej angażują się w akcje na rzecz ochrony środowiska naturalnego. Zwykle są bardziej zaangażowani niż dorośli. Napisz **artykuł** do gazety w odpowiedzi na zaproszenie do wyrażenia własnej opinii na ten temat.

1 CULTURE
copyright laws

1 Work in pairs and answer the questions.

1 What is copyright? What does it protect?
2 What is intellectual property? Should it be protected?
3 Do you try to make sure that what you download from the Internet is legal in terms of copyright laws? Why? / Why not?
4 Have you heard of ACTA 2? If so, what is it? Why is it controversial for some people?

2 Read the text on the right and answer the questions.

1 What could the title for this article be?
2 Who may the article have been written for? What evidence do you have for your ideas?
3 How do you think the situation will develop?

3 You have been asked to explain the main points of the article to a person who does not understand English. Read the text again and find four main points. Translate them into Polish and write a short summary in Polish.

Ten tekst jest o... Zwraca uwagę na...
Autor pyta czytelnika, czy...
Jedną z głównych myśli jest... Autor porusza kwestię...

4 Read the expressions from the article and complete them with the verbs below.

adhere to share get (x2)
implement curb make (x2) be create

1 ____ intellectual property
2 ____ acknowledgement/credit
3 ____ royalties
4 ____ content
5 ____ copyright laws
6 ____ copyright laws
7 ____ internet piracy
8 ____ a living as a content developer/creator
9 ____ concerned with copyright issues
10 ____ something available for free

! Watch out

Indefinite pronouns can be used as the subject of the sentence.

Indefinite pronouns in the singular are: ***anybody***, ***anyone***, ***anything***, ***each***, ***either***, ***everybody***, ***everyone***, ***everything***, ***neither***, ***nobody***, ***none***, ***no one***, ***somebody***, ***someone***, ***something***.

Indefinite pronouns in the plural are: ***both***, ***few***, ***many***, ***others***, ***all***, ***any***, ***most***, ***some***.

No one *in my class knew much about copyright issues. Only Mark and Julia had heard of them before, but* ***neither*** *knew too much.*

People are divided when it comes to ACTA 2. Some are against, ***others*** *are in favour.*

Have you ever written a story, song lyrics, created a work of art or composed a piece of music or taken some photographs? If that's the case, you have created intellectual property – which is anything that comes out of your head. Many people do not mind sharing such content with other people. However, others who make a living as content creators would appreciate getting some acknowledgement (and in some cases royalties) for their work.

To protect content creators, governments have had to implement copyright laws to prevent people from copying the material for free and without giving any credit. Money isn't always the issue, as what a lot of content developers want is recognition and their name being visible. The problem is that Internet users don't always adhere to these laws, some break it deliberately and others are not even aware of the problem. How many times have you used a photograph, a quotation, a piece of music in your school presentation without even acknowledging the author – not to mention not paying for using the content? Do you copy and paste stuff from the Internet without much concern for who wrote it?

Questions like these should become part of any school's education, experts claim, and add that, sooner or later, it won't be so easy to obtain content for nothing. Governments across the world will have to curb Internet piracy whether people approve or disapprove of it. The EU introduced its ACTA 2 (The EU Copyright Directive) in 2019 despite protests from European citizens and is determined to protect the rights of the content creators from artists and researchers to journalists and media. If you want to use the content – pay, don't share what isn't yours, they say!

It's hard for young people to understand why copying things should be made illegal. They view piracy as socially acceptable because it seems impersonal. The content is not theirs and therefore everybody can use it. According to some experts, what should happen is schools ought to teach about copyright issues by putting a human face on the problem. Imagine your tutor asks you to design something for which you work hard on. He then informs you that it will be exhibited, but you can't put your name next to it. Alternatively, your class is asked to make video tutorials about e.g. how to study effectively and that these could then be sold as a package to younger students for a profit. But then your teacher uploads the tutorials on the school's website and makes them available for free. What would your reaction be?

No one can tell how the situation will develop, but copying and pasting stuff may not be so easy in the future. How do you feel about it? Are you concerned with copyright issues at all?

5 Translate the fragments in brackets into English. Use no more than four words.

1 ____ (*Ktoś zapytał*) us about copyright issues in Poland. ____ (*Niewielu*) knew what to say.
2 Tim and Claire admitted to using illegal music sites, but ____ (*żadne nie czuło się*) guilty as a result.
3 Who supports ACTA 2? ____ (*Wszyscy są*) against it! Do you ____ (*znasz kogoś, kto jest*) in favour of it?

6 **PROJECT TASK: CLASS SURVEY** Work in groups of three and design a class survey to find out about your classmates' awareness of copyright issues and their attitude to the problem. Prepare five questions. Interview the others. Take notes and present the results.

CULTURE

stages of life

2


1


2


3

1 Look at the pictures. Work in pairs and answer the questions.

1 What family situations do these photographs show (use some of the words below in your answer)? What feelings do they convey?

nephew niece stepmother half-sister great-grandmother adopted son widow divorced mother-in-law

2 What may the people in the photographs be thinking at the moment?

3 What do you think may be special about each relationship? What makes you say that?

2 Read the words below and say which you could use to describe the people in the pictures in exercise 1.

toddler pensioner adolescent teenager infant newborn adult elderly middle-aged pre-teen / tween retired expectant mother pregnant maternity leave extended family relatives close-knit family

3 Work in pairs. Discuss what usually makes people happy at the stages of life in exercise 2. Justify your answers.

4 CD 2.27 Listen to the interview and decide which information below was mentioned first and which last.

Worrying much less about employment.
Sharing things with others.
The time when people become more uptight.
The importance of a reliable partner in life.

5 CD 2.27 Listen again and complete the sentences based on the information in the interview.

1 Young teens' happiness stems from feeling _____.
2 People's happiness is strongly connected with _____.
3 Apart from one's budget, what matters are _____.
4 According to the World Happiness Report, what contributes to happiness is also _____.
5 At the end of the interview, the interviewer sounds _____.

6 Make nouns from the adjectives below. Find in the audioscript on page 157 how these nouns were used.

anxious content generous free expectant

! Watch out

Reflexive pronouns like ***myself***, ***yourself***, ***ourselves***, ***themselves*** are used in a number of contexts:

1 When the subject and the object refer to the same person or thing.

*She accidentally cut **herself** while she was dicing the vegetables.*
*He bought a present for **himself**.*
*I enjoyed **myself** at the party.*

2 When we want to emphasise some information.

*The author signed the book for me **herself**!*
*They went to the office **themselves** to sort out the problem.*

In some cases adding a reflexive pronoun changes slightly the meaning of the verbs e.g. *help yourself to sth* (take another piece of e.g. the cake), *behave yourself* (behave well), *see yourself as* (imagine yourself to be someone).

7 Rewrite the following sentences, using verbs with reflexive pronouns.

1 We had a lot of fun at the family party last night.
2 The children caused no problems at the wedding.
3 Take another piece of the quiche if you want.
4 I got injured when I fell off the bike.
5 It was Ariana Grande who I met.
6 No one taught me how to be a good father.
7 It wasn't your fault. Your cousin is to blame.
8 I can't imagine that one day I may become a parent.

8 PROJECT TASK: POSTER Work in pairs and make a poster about the pros and cons of being your age. Brainstorm ideas first, choose the most interesting aspects, present the information on an A3 piece of paper, add some visuals. Vote for the best poster.

3 CULTURE

social and international organisations • children's rights

1 Read the names of the social and international organisations. How many of them have you heard of? What do you think their mission is?

Polish Humanitarian Action

The Empowering Children Foundation

UNICEF

Humanium

WHO

Helsinki Foundation for Human Rights

Ombudsman for Children's Rights

Save the Children



2 Do you know what your rights are? Read the list of some of the children's rights. Work in pairs and discuss how you understand them. What is a child entitled to? Are these rights respected in Poland?

CHILDREN'S RIGHTS

- Right to life and development
- Right to protection of privacy
- Right to health protection
- Right to care by both parents
- Right to name and nationality
- Right to the protection of identity
- Right to education
- Right to freedom of opinion and expression
- Right to playtime and rest time

3 CD 2.28 Listen to the podcast and say which rights from exercise 2 it refers to.

4 CD 2.28 Listen again and note down:

1 any numbers you hear and what they refer to,
2 children's rights which are sometimes violated,
3 Janusz Korczak's words.

5 Work in pairs and answer the questions about the expressions from the podcast.

1 What do you need to do to **compile a report**?
2 How can you **promote the well-being of children**?
3 When do people **suffer from malnutrition**?
4 What makes some people **discriminate against** others?
5 What do you do when you **violate a right**?
6 How do parents who **exercise absolute parental authority** behave?
7 What do you do when you try to **combat the problem**?
8 Which social groups tend to be the most **vulnerable**?

6 Work in pairs and answer the questions.

1 Does your experience correspond to what the report points out? Do you see these problems where you live?
2 Would you say that you have the freedom to express your opinions at home and at school? What makes you say that?
3 Are children (under the age of 18) aware of their rights? How aware are you?
4 Would you be willing to work for an NGO for free to help people in need? Why? / Why not?
5 How do you understand Janusz Korczak's words mentioned at the end of the podcast?

7 Work in pairs and discuss whether you agree or disagree with the following quotations.

"If you have children who are going through or have passed puberty, you should not interfere with their lives, uninvited."
Jesper Juul

"It is easier to build strong children than to repair broken men."
Frederick Douglass

"Children must be taught how to think, not what to think."
Margaret Mead



8 PROJECT TASK: PRESENTATION Prepare a short presentation (5–7 slides) about one of the organisations from exercise 1 or any other that deals with human or children's rights. Present it to the class and vote for the most interesting one.

CULTURE

dating across the cultures

4

1 Work in pairs and discuss the questions.

1 When do young people start dating? Where do they most often go on dates?
2 How do you decide whom to date? Who asks whom for a date? Who pays when you go out?
3 How popular are dating apps?

2 Work in pairs and do the quiz. Complete the statements about dating with the names of the countries below. Then turn to page 123 and check your answers.

Serbia Iran Italy Japan Wales South Korea
the Netherlands and Spain

Quiz

1 It's normal for couples in ____ to wear rings as early as 3 months after starting a relationship.

2 In ____, the man pays for everything on a date.

3 It is against the law to date in ____ until young people are of marrying age.

4 In ____, girls give boys chocolate gifts on Valentine's Day.

5 It is a custom to split the bill when you go out in ____.

6 In ____, young couples in love give and receive 'love-spoons' as a symbol of their adoration.

7 Love locks, or love padlocks, originated in ____.

3 CD 2.29 Listen to three speakers (Eliana, Hannah and Thomas) talking about their experiences of dating people from other cultures. Who did they date? What were the speakers surprised by?

4 CD 2.29 Listen again. Match each speaker (1–3) with two of the statements below. There is one extra statement.

Which speaker
a admits to being impolite?
b made someone else feel uneasy?
c mentions the importance of social etiquette in the country he/she is talking about?
d became more tolerant because of his/her experience?
e regrets not learning more about dating traditions in the other culture?
f was surprised by what had happened to him/her?
g behaved too informally for the occasion?

5 Explain the meaning of the phrases below in your own words. If necessary, use a dictionary to help you.

chat sb up ask sb out be the social norm
be attracted to split the bill
experience a culture clash
form a steady relationship commit a faux pas

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

1 In Poland, in the past, couples did not use to ____ when they went out; it was the man who had to pay.
2 When you travel abroad, you must know what ____ in the country you are visiting. It will help you avoid ____ and offending someone with your behaviour.
3 Tina really fancied that boy, so she ____ him ____. It's perfectly fine to suggest a date to a boy you ____.
4 In some countries, young people date only when they are ready to ____ and get married.
5 When we visit other countries, we often ____, which is caused by the fact that we represent different traditions and social norms.
6 Tom spent the whole evening trying to ____ Eve ____, but she wasn't interested in him.

7 Work in pairs and answer the questions.

1 Which of the dating habits described by the speakers in exercise 3 surprised you the most and the least? Why?
2 What may be the benefits of having a partner from a different culture?
3 What other problems may mixed couples experience? (different traditions and celebrations, religious faith, different attitude to raising children, etc.)

8 Read the task below and write an email.

You have a new boyfriend/girlfriend from a foreign country. Write an email to your friend from England in which you describe the following:

- how you met him/her and the impression this person made on you;
- the cultural differences you have observed so far;
- an uncomfortable situation which was caused by a cultural misunderstanding and how you dealt with it;
- the advantages and disadvantages of having a boyfriend/girlfriend from another country.



CHALLENGE

UNIT 1 VOCABULARY CHALLENGE

1 What do these people do on television? Match the words below with statements 1–8.

commentator judge voice-over artist host newsreader forecaster contestant pundit

1 I watch people dance and sing and choose the best.
2 I give my opinion on who is going to win a football match. I used to play myself.
3 I tell people what the weather is going to be like over the next few days.
4 I ask guests on my programme lots of questions.
5 I tell people what's been happening in the world today.
6 I watch sports competitions and describe what's happening.
7 I play a character in a cartoon series. You can hear me, but you never see who I really am!
8 I take part in a competition on TV.

2 Choose the correct words to complete the sentences.

1 She was *quoting* / *telling* statistics.
2 The statistics *encouraged* / *supported* her view.
3 Newspapers have a political *bias* / *prejudice*.
4 Newspapers *describe* / *present* the news in a certain way.
5 They may not *say* / *tell* actual lies.
6 They certainly *bend* / *break* the truth.
7 History books *colour* / *paint* their country in the best light.

3 Make nouns from the words below, using the suffixes in the table.

enjoy member project weak original able express entertain perform silent sculpt prefer create please sponsor lonely real active move friendly fail relate relation act

-ment	*-ness*	*-ion*	*-ship*	*-ence/ -ance*	*-ity*	*-ure*

4 Complete the sentences with the words from exercise 3.

1 Dancing gives me a lot of ___ment and ___ure. It's my favourite activity.
2 This artist is known for his video ___ions and street ___ances. Thousands of people always come to watch him in action.
3 I appreciate this painter's artistic ___ions, for example, the wooden ___ures she makes.
4 The musician couldn't cope with his ___ure to win another contract and his ___ness after his girlfriend had left him.
5 Film is my favourite form of ___ment. I like Tim Burton's movies best because of their ___ity. No one makes movies like him.
6 This art club only gets money from ___ship fees, so it is now looking for commercial ___ship.
7 I like performance art because it's usually full of ___ion and ___ment. I like it when a lot is going on at the same time.

UNIT 1 GRAMMAR CHALLENGE

Other uses of tenses

Present continuous and past continuous are used to talk about someone's annoying habits.
My brother ***is always leaving*** a mess in his room.
My sister ***was forever borrowing*** my clothes without my permission.

Present perfect is used to talk about the future to refer to a completed action.
When / Once / As soon as / The moment the film ***has finished***, we must leave.

Past continuous is used with ***think***, ***wonder*** and ***hope*** to express politeness or uncertainty.
I ***was thinking*** of inviting John to my exhibition.
I ***was wondering*** if you could help me.

1 Translate the sentences into English.

1 Kiedy tylko dostanę odpowiedź od Marka, będziemy mogli kupić bilety.
2 Miałam nadzieję, że pomożesz mi, kiedy skończysz swój projekt.
3 Kiedy mój młodszy brat był mały, ciągle śpiewał piosenki Beyoncé. Nienawidziłam tego!
4 Dlaczego Ty zawsze bierzesz moje mazaki do odrobienia swojej pracy domowej?
5 Zastanawiałam się, czy aby nie wyjechać gdzieś na kilka dni.

2 Complete the sentences so that they are true for you.

1 I was wondering ___.
2 The minute ___.
3 My best friend is constantly ___.
4 I was hoping ___.
5 Once I ___.
6 My neighbours were forever ___.

UNIT 2 VOCABULARY CHALLENGE

1 Complete the sentences with the correct words below.

brought up / grew up

1 My sister and her husband ___ their children in the countryside.
2 My sister and I ___ in the countryside.

made / remained

3 I've ___ friends with a lot of the people I met at my first school.
4 I've ___ a lot of friends at my new school.

related to / connected to

5 My mum is ___ the British royal family! It's through a cousin of her grandfather, I think.
6 My dad's company is ___ businesses all over Europe.

look like / take after

7 I ___ my older sister. We've both got dark hair and blue eyes.
8 My sister and I both ___ our dad and like classical music.

2 Complete the sentences with the prepositions below.

under through behind to (x2) from

1 It's impossible to compare a friendship ___ a romantic relationship.
2 It's always wrong to say things ___ a person's back.
3 Most big arguments are due ___ a silly misunderstanding in the first place.
4 It's important to support your friend ___ a difficult time even if you don't agree with what she or he has done.
5 Most people are ___ the impression that I'm not very romantic, but it isn't true.
6 I know ___ experience that dating websites are not the best place to meet a partner.

3 Match the words below with the definitions. Do you know other meanings of these words?

date party crush be engaged match attraction fancy

1 be someone's fiancé(e) *(adjective)*
be busy (about a phone line) *(adjective)*
2 go together (e.g. clothes) *(verb)*
two people exactly right for each other *(noun)*
3 a sweet brown sticky fruit *(noun)*
go out with someone *(verb)*
4 press something so hard that it breaks *(verb)*
a strong feeling of romantic love for someone *(noun)*
5 a feeling of liking someone *(noun)*
something interesting to see or do *(noun)*
6 a social event where people meet to enjoy themselves *(noun)*
a political organisation *(noun)*
7 want to do or have something *(verb)*
be attracted to someone *(verb)*

4 Complete the sentences with the correct form of the words from exercise 3.

1 When I was young, I had a ___ on Robert. We even ___ for a while, but then we split up.
2 The wedding was just great. The ___ lasted the whole night.
3 The ___ between them was immediate and we knew they would get ___ soon.
4 I ___ going to the party, but I don't have a pair of shoes to ___ this dress.
5 The Tourist Office's number is ___ all the time. Maybe you could go online to check out the local ___ before we leave the hotel.
6 Julia really ___ a boy in her class. She believes he's a perfect ___ for her.

UNIT 2 GRAMMAR CHALLENGE

We can use ***both***, ***either*** and ***neither*** to talk about two people or things.

- ***Both (of)*** (the one and the other) + ***plural verb***
  Both *my brothers* ***go*** *to university.* ***Both of*** *you can help me.*
- ***Either (of)*** (this one or the other one) + ***singular verb***
  We can watch a comedy or a thriller. ***Either*** *film is good.*
- ***Neither (of)*** (not this one or the other one) + ***singular verb***
  Neither of *my two sisters* ***plays*** *tennis.*
- ***None of*** (to talk about more than two people or things) + ***singular / plural verb***
  None of *my good friends* ***was/were*** *at the party.*

1 Complete the sentences with *both*, *either*, *neither* or *none*. Then translate the sentences into Polish.

1 ___ of the two contestants in the final could answer the question, so they had to call their friends for help.
2 You can ask ___ Tim or Laura. They ___ speak French well.
3 I did ___ exercise 1 and exercise 2 for homework, but ___ of my answers were correct, so I had to do them again.
4 I can wear ___ of these two T-shirts to the party. Which would you choose?

UNIT 3 VOCABULARY CHALLENGE

1 Read the words. What's the first meaning which comes to mind? What other meanings of the following verbs do you know? Use your dictionary if necessary. Write sentences to illustrate two different meanings of the verbs.

a employ
b perform
c move
d run
e land

2 Match the verbs from exercise 1 to the following meanings.

1 touch down / get
2 act in a play / carry out
3 move fast / manage
4 give a job to someone / use
5 get from one place to another / touch emotionally

3 Complete the sentences with the verbs from exercise 1.

1 It's not easy to ___ a well-paid job these days.
2 The task we had to ___ was quite challenging.
3 This scene really ___ me. I almost cried.
4 Who ___ this firm? It's really well-managed.
5 During the course, we learnt which techniques we could ___ to do well in the interview.

4 Read the expressions below and say what they mean. If necessary, use a dictionary to help you.

give it a go make ends meet be in desperate need of land a job be unaware of be cut out to do something

5 Use the expressions from exercise 4 to write a forum entry in which you were encouraged to answer the question below.

What jobs are good for high school students?

UNIT 3 GRAMMAR CHALLENGE

We can put a non-defining relative clause with ***which*** at the end of a sentence to comment on the main clause. Look at the examples and note the different references.
We listened to the news, which was in French. (***which*** refers to the news)
We listened to the news, which made me feel upset. (***which*** refers to the fact that we listened to the news)

1 **Rewrite each pair of sentences as one sentence, using *which*. Add commas where necessary. What does the clause refer to?**

1 It was raining. It made it hard to put up the tent.
2 Hannah gave me a card. It had a picture of a beach on it.
3 Jack didn't phone me last night. It was very unusual.
4 We're planning to go to the USA. It's very exciting.
5 I bought a new smartphone. It was on special offer.
6 My brother spends hours on his computer. It gives him headaches.

UNIT 4 VOCABULARY CHALLENGE

1 **Read the expressions. Check their 'medical' meaning in a dictionary. Find as many expressions with these words as you can. What's the difference in how these words are used in English?**

1 treat/cure/heal
2 wound/injure/hurt
3 feel ill / feel sick / feel unwell
4 disease/illness/sickness

2 **Choose the correct option to complete the sentences. Sometimes all options are correct.**

1 **A** They ***treat*** / ***cure*** bacterial infections with antibiotics.
B My grandfather was relieved when he learnt he had been ***cured*** / ***treated*** of cancer.
C My foot ***cured*** / ***healed*** in no time.
2 **A** The man was ***injured*** / ***wounded*** in the accident.
B I ***hurt*** / ***injured*** my arm while playing basketball.
C One person was critically ***hurt*** / ***wounded*** in this morning knife attack.
3 **A** Alan can't come. He's ***sick*** / ***ill*** / ***unwell***.
B Thomas had to go home because he felt ***unwell*** / ***ill***.
C I'm feeling ***ill*** / ***sick***. I'm going to vomit.
4 **A** Cancer is a very serious ***sickness*** / ***disease***.
B I often suffer from car ***illness*** / ***sickness***.
C Addictions often lead to ***illness*** / ***disease***.

3 **Complete the expressions with the words below.**

dwell fall turn put toll obsess

1 take its ___ on ...
2 toss and ___ in bed
3 ___ on problems
4 ___ over unnecessary details
5 ___ victim to ...
6 ___ your life at risk

4 **Translate the following sentences using the expressions in exercise 3.**

1 Niewłaściwa dieta odbija się na naszym zdrowiu.
2 Nie ma sensu cały czas roztrząsać problemów.
3 Długotrwały stres może być groźny dla naszego zdrowia.
4 Niektórzy ludzie zamartwiają się byle problemem.
5 Ludzie wrażliwi często padają ofiarą przewlekłego stresu.

UNIT 4 GRAMMAR CHALLENGE

1 **Rewrite the following sentences back into direct speech.**

1 Mark said that he couldn't get to sleep because he had been thinking about his exams the previous day.
2 Jane asked me how much sleep I had had the night before and asked whether or not I needed some more sleep that evening.
3 Tom told me that he knew what had happened to the sleepwalker who had been found in the street that afternoon.
4 Ellen asked me where I preferred to sleep and what pillows I would rather use.
5 Allan said that I had to be there at noon and told me that he might have some news for me then.

UNIT 5 VOCABULARY CHALLENGE

1 **Complete the sentences with the verbs below.**

debate form stand serve pass hold

1 The government is going to ___ a general election on 5 May.
2 Our local MP isn't going to ___ for re-election.
3 One party needs a clear majority to ___ a government.
4 In the USA the president can only ___ two terms of office.
5 Next month the government wants to ___ a law to introduce another tax.
6 MPs will ___ some important issues this month.

2 **Complete the statements in your own words. Then compare your answers with a partner.**

1 The new law that I would like the government to introduce would be ___.
2 I would/wouldn't like to stand for election because ___.
3 I have recently debated the political issue of ___.

3 **Rewrite the sentences in a more formal style, using the words below.**

inform enter result in legislation charged allow

1 You may still **have to pay**.
You may still ___.
2 This is an announcement to **let all passengers know** ...
This is an announcement to ___ ...
3 There will be checks before you **go into** the departure lounge.
There will be checks before you ___ the departure lounge.
4 This could **mean** long delays.
This may ___ long delays.
5 Please **give yourselves** an **extra half-hour** ...
Please ___ ...
6 People are concerned about **a possible new law** ...
People are concerned about ___ ...

4 Complete the sentences with the correct form of the verbs below. Use each verb twice. There are two extra verbs.

surrender attack invade hit cost fight occupy

1 Work will ___ your mind, so you won't think about me so much.
2 The soldiers ___ by some terrorists in the middle of the street, but luckily managed to fight them back.
3 The town is ___ by hundreds of tourists every day.
4 The army ___ this territory for years before they finally left.
5 This conflict ___ many lives so far and it looks like there will be more casualties in the future.
6 Some newspapers ___ the prime minister for sending soldiers to fight in Afghanistan.
7 The minister of defence said that the new army helicopters would ___ more than expected.
8 My grandfather ___ in the Warsaw Uprising in 1944.
9 Germany ___ Poland in 1939.
10 My neighbours keep ___ all the time. I can hear the arguments through the walls.

Decide which sentences illustrate the literal and which the metaphorical use of the verb. Then choose three verbs and write your own sentences.

UNIT 5 GRAMMAR CHALLENGE

With pronouns such as ***somebody/everybody/nobody/someone/everyone/no one***, we use 'they' and the verb in the plural form e.g. *Nobody knows, do they?*
With negative adverbs in the sentences, we use positive tags, e.g. *He never lied, did he?*
In polite requests, we use 'would', e.g. *Close the door, would you?*
We use the so-called ***same-way tag questions*** to express interest, surprise or anger, e.g. *So, you think it's funny, do you? So, you are a graffiti artist, are you?*

1 Read the conversation. Add question tags where you think they fit.

A Why did you post these horrible comments about Julie? You think it's funny.
B I've never done it before. It's my first time, really. Everyone makes mistakes.
A You did the same last year. You wrote about Harry. And your excuse was exactly the same.
B Let's forget about it. I won't do it again, I promise.
A Stop posting such comments. Then I might consider not reporting you to the head.
B I'm a good person. I'm sorry. I won't do it again.

UNIT 6 VOCABULARY CHALLENGE

1 Choose the correct option to complete the sentences. Sometimes both options are correct.

1 Plastic bags are a serious problem because they are non- ***biological*** / ***biodegradable*** waste.
2 ***Harmful*** / ***Harming*** gases are released by waste products from factories.
3 It is very important to increase our use of ***alternative*** / ***renewable*** energy sources to replace fossil fuels.
4 Schools are now concentrating on encouraging students to discuss ***ecological*** / ***environmental*** issues.
5 Water pollution has an ***affect*** / ***effect*** on fish and other sea creatures.

2 CD 2.04 Complete the phrases from the recording with the verbs below.

take make change missing tackle instil

1 We need to ___ people's mindsets.
2 We need to ___ new habits.
3 Everyone must ___ responsibility.
4 Governments need to ___ the problems.
5 You are ___ the point.
6 This is not going to ___ the problem go away.

3 Copy and complete the table with the missing parts of speech.

adjective	negative adjective	noun	negative noun	adverb
possible				
able				
		responsibility		
safe			x	
				honestly
		comfort		

4 Work in pairs and test each other on the parts of speech from exercise 3.

A *What's the opposite of 'safe'?* **B** *'Unsafe'.*

5 Change the underlined words to the part of speech in brackets and rewrite the sentences correctly.

1 We should use nature's resources with great <u>responsibility</u>. (*adverb*)
2 The way the money was divided between the charities was <u>honest</u>. (*adverb*)
3 The safari park guards led the visitors to a <u>safe</u> place after a lion tried to attack one of them. (*noun*)
4 It is not <u>possible</u> to save all endangered species. (*noun*)
5 Sometimes conservation experts do not have the <u>ability</u> to help endangered species. (*negative adjective*)

UNIT 6 GRAMMAR CHALLENGE

We can use inversion with conditional sentences. We use it for emphasis.

1 Read the information. How do we form inversion in conditional sentences?

1st conditional
If you (happen to) see John, please tell him to contact me.
Should you (happen to) see John, please tell him to contact me.
2nd conditional
If you became Prime Minister, what laws would you change?
If you were to become Prime Minister, what laws would you change?
Were you to become Prime Minister, what laws would you change?
3rd conditional
If I had known you were coming, I would have prepared something to eat.
Had I known you were coming, I would have prepared something to eat.

2 Translate the fragments, using inversion in conditional sentences.

1 ___ (*Gdybym zdawał sobie sprawę*) that you were in trouble, I would have helped you.
2 ___ (*Gdybyś miała zmienić jedną rzecz w życiu*), what would it be?
3 ___ (*Jeżeli będziesz potrzebował pomocy*), do not hesitate to contact me.
4 ___ (*Gdyby tylko Ania zapytała o radę*), I would have told her what to do.
5 ___ (*Jeżeli będą chcieli zrobić sobie przerwę*), invite them over for coffee.
6 ___ (*Gdybyś miał zmienić szkołę*), where would you like to study?

UNIT 7 VOCABULARY CHALLENGE

1 Guess the meaning of the phrases below. If necessary, use a dictionary to help you. Then complete the sentences with the correct expressions.

be a fussy/picky eater have a sweet tooth
acquire a taste for sth be as hungry as a bear
eat like a bird/horse turn one's stomach
one's eyes are bigger than one's stomach

1 Look at all the food you've put on your plate! Your ___. You don't normally eat that much.
2 I didn't use to like green salad at all, but I kept eating it until I ___.
3 Carla's kids are such ___! They don't like any vegetables, like few kinds of fruit, and refuse to eat red meat at all.
4 Sam really ___. He'd eat cake and sweets all day long if you let him.
5 Are we having dinner soon? I'm ___, so I hope there's plenty of food!
6 Chuck ___ – the amount of food he eats doesn't seem enough to feed a small child.
7 Overcooked vegetables really ___! They both look and smell disgusting to me.

2 Match the verbs with the prepositions they go with.

OF FROM ON TO WITH

consist differ prevent object cope accuse deal
decide turn get rid resign provide insist confess
explain begin approve confuse feast remind save
look forward depend discourage plan

3 Translate the Polish parts of the sentences in brackets into English. Use the verbs and prepositions from exercise 2.

1 What ___ (*mogłoby zniechęcić młodych ludzi do jedzenia*) junk food? Who ___ (*mógłby im wyjaśnić*) the negative effects of such a diet?
2 I ___ (*pomyliłam sól z pieprzem*) and made my lunch inedible.
3 I ___ (*nie mogę się doczekać*) the family dinner on Saturday. We're going to an Indian restaurant.
4 My sister ___ (*zdecydowała się na*) a vegetarian diet because she ___ (*sprzeciwia się*) killing animals for food.
5 Everybody ___ (*będzie musiał się nauczyć, jak zapobiegać wyrzucaniu jedzenia*) if we really want to reduce food waste.
6 How ___ (*możemy poradzić sobie z*) the problem of food waste? So many people don't realise that ___ (*pozbywanie się*) edible food is wrong.
7 If you want to be healthy, ___ (*zacznij od ograniczenia*) the amount of sweets you eat. Make sure you ___ (*dostarczasz swojemu organizmowi*) plenty of vitamins.

UNIT 7 GRAMMAR CHALLENGE

1 Study the examples below and answer the questions.

Which structures do we use to talk about
a a general ability in the past?
b an ability to do something on one occasion in the past?
c inability to do something on one occasion in the past?

1 When I was six, I *could bake* / *was able to bake* a pretty good cheesecake.
2 Luckily, I *was able to finish baking* the cheesecake before the power went off.
3 I *couldn't* / *wasn't able to* repair the fridge last night.

2 Rewrite the sentences, using *could* or *be able to*.

1 By the time she was seven, Sara ___ (*cook*) simple meals.
2 The shops were shut, but John ___ (*prepare*) a decent meal with the ingredients he had.
3 David and Linda ___ (*finish*) their shopping before the storm began.
4 As a child, Sam ___ (*make*) delicious bread.
5 I simply ___ (*eat*) fish as a child. I thought it was disgusting!
6 The cake burned, but I ___ (*save*) it by cutting off the outside.
7 Kate had no sugar, but she ___ (*make*) a batch of biscuits, using honey.
8 We ___ (*not get*) a reservation at that restaurant, so we ate at home.

UNIT 8 VOCABULARY CHALLENGE

1 Match the phrasal verbs with their meanings.

1	bring up	**a**	damage or spoil
2	come up with	**b**	produce in quantities
3	look into	**c**	think of sth new
4	mess up	**d**	examine a problem or situation
5	stand out	**e**	be noticeable or important
6	turn into	**f**	change from one thing to another
7	turn out	**g**	mention or suggest

2 Complete the text, using the correct form of the phrasal verbs from exercise 1. Make any necessary changes.

The 3-D printer [1] ___ as one of the most remarkable inventions of recent years. But how did someone [2] ___ the idea of creating a machine which can [3] ___ a design ___ an actual object? Someone first [4] ___ the idea back in the 1980s, when manufacturers in Japan [5] ___ creating a simpler and faster way to [6] ___ large numbers of plastic objects. The first machines were very expensive and often [7] ___ the objects they created, but over the years the technology has been simplified, and has become so reasonably priced that it is now available to everyone.

3 Complete the sentences below with either *fact*/*facts* or *opinion*/*opinions*. Then translate the sentences into Polish.

1 Some people think that science is only for very smart people. However, as a matter of ____, that isn't true.
2 Contrary to popular ____, science is not always as error-free as we think.
3 Mistakes in medical procedures are unfortunately a ____ of life.
4 There was a difference of ____ between the experts during the debate, which led to a serious argument.
5 Do you know for a ____ that this is how much that brand-new tablet costs?
6 If someone says that you should keep your ____ to yourself, it means they don't want to hear your arguments. This does not lead to a real debate.
7 Before research is published, all the ____ and figures should be checked thoroughly.
8 Don't publish this article before you get your ____ right.

UNIT 8 GRAMMAR CHALLENGE

1 Study the examples of using *-ing* forms and infinitives in the passive. Then, rewrite the sentences below, using passive *-ing* forms or infinitives.

I don't like it when people ask me to lend them my phone.
I don't like ***being asked*** *to lend people my phone.*
He was disappointed when they didn't offer him a new phone.
He was disappointed ***not to be offered*** *a new phone.*

1 He enjoyed it when they allowed him to try out the 3-D gaming station.
2 Gina likes it when friends invite her out.
3 She hates it when people send her annoying emails.
4 She hoped they were going to send her an invitation.
5 Marcus was furious when they didn't give him the latest model of laptop.
6 I don't mind it when the teacher asks me questions in class.
7 It was amazing that they asked us to speak at the new technology convention.
8 It was strange that I wasn't invited to Sue's birthday party.

EXTRA ACTIVITIES

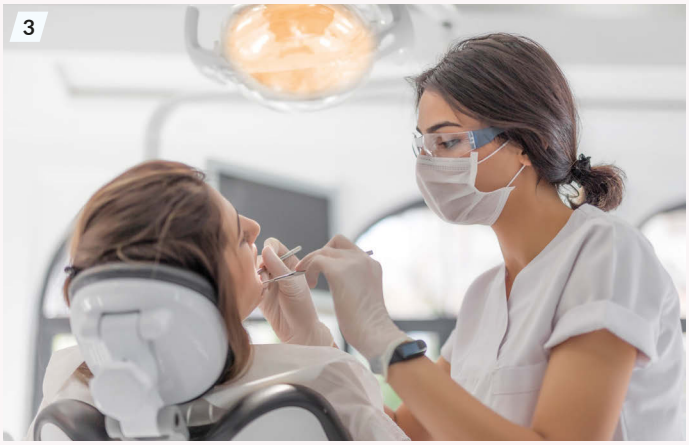
Unit 4 page 46, exercise 8

Popatrz na zdjęcie 1., zdjęcie 2. i zdjęcie 3. Wasza szkoła planuje zorganizowanie spotkania z przedstawicielem służby zdrowia, aby opowiedział uczniom, na czym polega praca w tym sektorze. Możesz zaprosić któregoś z przedstawicieli zawodów medycznych.

- Wybierz tę osobę, której praca może najbardziej zainteresować uczniów Twojej szkoły, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







Unit 5 page 60, exercise 8

Work in pairs. Describe one photo each and answer the three questions.





Student A

1. Why do you think the girls look so happy?
2. Do you support any charity organisations? Why? / Why not?
3. Tell me about a time when you felt proud of yourself.

Student B

1. Why do you think these young people have decided to take part in this event?
2. Would you like to work as a volunteer? Why? / Why not?
3. Tell me about a situation in which you helped someone in trouble.

EXTRA ACTIVITIES

Unit 6 page 72, exercise 9

Work in pairs and do the task. Then swap roles and do the task again.

Uczeń A

Wraz z kolegą/koleżanką z Australii przygotowujecie akcję mającą na celu zachęcenie młodzieży z Waszej miejscowości do segregacji śmieci. W rozmowie z uczniem B omów poniższe cztery kwestie.

- rodzaj planowanej akcji
- promocja Waszych działań
- podział obowiązków
- zaangażowanie kolegów i koleżanek

(Rozmowę rozpoczyna uczeń B.)

Uczeń B

Jesteś kolegą/koleżanką ucznia A. Rozmawiacie na temat organizacji akcji, mającej na celu zachęcenie młodzieży z Waszej miejscowości do segregacji śmieci. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- powiedz, że według Ciebie należy rozwiesić plakaty na terenie miejscowości,
- poinformuj, że poprosisz swoją rodzinę, aby pomogła w przygotowaniach.

Unit 8 page 96, exercise 6

Work in pairs. Choose one of the problems shown in the pictures and role-play a dialogue discussing how to solve it. Use the language from the speaking lesson.



- dropped phone into water



- bike has a loose chain / flat tyre



- dropped laptop



- dishwasher overflowed

Student A: Explain the problem and say what you have already done to try to resolve it.

Student B: Suggest ways of fixing the problem, and come to a decision about what to do.

1 SPEAKING TEST

Units 1–2

2 minuty — Rozmowa wstępna

1 **Work in pairs and answer the questions.**

1 What is your favourite TV programme? Why?
2 Do you prefer arts or science lessons? Why?
3 Which family member do you admire most? Why?
4 What activities do you like to do with your friends? Why?

4 minuty — **Zadanie 1.** — Rozmowa z odgrywaniem roli

2 **Work in pairs and do the task. Then swap roles and do the task again.**

Uczeń A
Wraz z kolegą z Danii organizujecie grilla dla przyjaciół. W rozmowie z uczniem B omów poniższe cztery kwestie.

- miejsce i czas przyjęcia
- lista gości
- menu
- niespodzianka dla gości

(Rozmowę rozpoczyna uczeń A.)

Uczeń B
Jesteś kolegą/koleżanką ucznia A. Ustalacie szczegóły organizacji grilla dla grupy przyjaciół. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- nie akceptujesz zaproponowanej listy gości,
- masz czas jedynie w weekendy.

3 minuty — **Zadanie 2.** — Rozmowa na podstawie ilustracji

3 **Take turns to describe the picture and answer the three questions.**



1 Why do you think there are so many people in the museum?
2 Do you often go to museums or art galleries? Why? / Why not?
3 Tell us about a recent visit to a gallery or an exhibition.

5 minut — **Zadanie 3.** — Rozmowa na podstawie materiału stymulującego

4 **Work in pairs. Take turns to do the task and answer the two questions.**

Popatrz na plakaty 1–2. Bierzesz udział w organizowaniu kampanii mającej na celu zachęcenie młodych ludzi do czytania książek. Wyraź swoje zdanie na temat wykorzystania w kampanii poniższych plakatów.

- Wybierz ten plakat, który będzie, Twoim zdaniem, bardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.





1 What are the advantages of reading electronic books?
2 How far do you agree with the statement that television has an educational role?

SPEAKING TEST

Units 3–4

2

2 minuty — Rozmowa wstępna

1 **Work in pairs and answer the questions.**

1 In your future job, would you prefer to work for somebody or be your own boss? Why?
2 Do you have a healthy lifestyle? Why? / Why not?
3 In your opinion, what makes a good boss? Why?
4 What do you usually do when you have a flu? Why?

4 minuty **Zadanie 1.** Rozmowa z odgrywaniem roli

2 **Work in pairs and do the task. Then swap roles and do the task again.**

Uczeń A
Podczas pobytu w USA starasz się w restauracji o pracę sezonową. Rozmawiasz z menadżerem/menadżerką restauracji. W rozmowie z uczniem B omów poniższe cztery kwestie.

wynagrodzenie
okres zatrudnienia i czas pracy
stanowisko
mocne strony kandydata

(Rozmowę rozpoczyna uczeń B.)

Uczeń B
Jesteś menadżerem/menadżerką restauracji, w której uczeń A ubiega się o pracę wakacyjną. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- poinformuj, że nowy pracownik musi uczestniczyć w weekendowym szkoleniu wstępnym,
- poproś ucznia A o dosłanie mailem referencji od poprzedniego pracodawcy.

3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji

3 **Take turns to describe the picture and answer the three questions.**



1 How does the person feel? Why do you think so?
2 Do you consider working in a hospital in the future? Why? / Why not?
3 Describe a situation when you gave someone health advice.

5 minut **Zadanie 3.** Rozmowa na podstawie materiału stymulującego

4 **Work in pairs. Take turns to do the task and answer the two questions.**

Popatrz na zdjęcia 1–2. Wraz z klasą weźmiesz udział w warsztatach dotyczących umiejętności niezbędnych do wykonywania pracy.

- Wybierz warsztaty, które, Twoim zdaniem, będą bardziej dla Was przydatne, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



Work well in a team



1 What do you think is a good age to choose a career path? Why?
2 In your opinion, what makes a job satisfying? Why?

3 SPEAKING TEST

Units 5–6

Units 5–6

2 minuty — Rozmowa wstępna

1 **Work in pairs and answer the questions.**

1 Which charity do you most admire? Why?
2 Are there any school rules you think are too strict? Why?
3 Do you do anything regularly to help the environment? Why? / Why not?
4 What's your favourite animal? Why?

4 minuty **Zadanie 1.** Rozmowa z odgrywaniem roli

2 **Work in pairs and do the task. Then swap roles and do the task again.**

Uczeń A
Wraz z kolegą/koleżanką z Kanady organizujecie w szkole imprezę, aby w ten sposób zebrać pieniądze na cele charytatywne. W rozmowie z uczniem B omów poniższe cztery kwestie.

rodzaj imprezy

przygotowania

termin i czas trwania

cel, na który chcecie przeznaczyć środki

(Rozmowę rozpoczyna uczeń A.)

Uczeń B
Jesteś kolegą/koleżanką ucznia A z Kanady. Rozmawiacie na temat organizacji imprezy charytatywnej w szkole. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- chciałbyś/chciałabyś przeznaczyć zebrane środki na schronisko dla zwierząt,
- nie chcesz zajmować się zbiórką pieniędzy.

3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji

3 **Take turns to describe the picture and answer the three questions.**



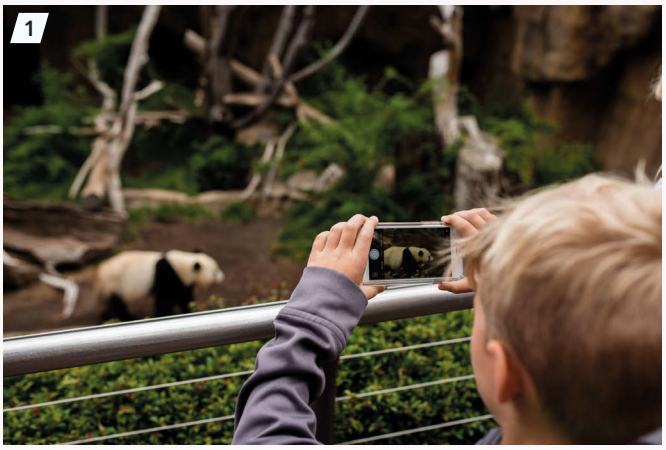
1 Why do you think the people are protesting?
2 What would make you protest against something in the street?
3 Describe when you or someone you know took part in a protest or a demonstration.

5 minut **Zadanie 3.** Rozmowa na podstawie materiału stymulującego

4 **Work in pairs. Take turns to do the task and answer the two questions.**

Popatrz na zdjęcia 1–2. Wraz z kolegami i koleżankami pracujecie nad projektem dotyczącym ochrony zagrożonych gatunków. Wyraź swoje zdanie o wykorzystaniu w kampanii poniższych zdjęć.

- Wybierz zdjęcie, które lepiej, Twoim zdaniem, obrazuje to zagadnienie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.





1 Do you think it's important for young children to learn about protecting the natural environment? Why? / Why not?
2 Why do you think so many people give money to charities that help animals?

SPEAKING TEST

Units 7–8

4

2 minuty — Rozmowa wstępna

1 **Work in pairs and answer the questions.**

1 Do you believe in miraculous diets? Why? / Why not?
2 How do you usually solve problems with technology?
3 Do you think young children should learn how to cook? Why? / Why not?
4 What is your favourite application on your mobile? Why?

4 minuty **Zadanie 1.** Rozmowa z odgrywaniem roli

2 **Work in pairs and do the task. Then swap roles and do the task again.**

Uczeń A
Wraz z kolegą/koleżanką z Australii organizujecie w Waszej międzynarodowej szkole Dzień Zdrowego Odżywiania. W rozmowie z uczniem B omów poniższe cztery kwestie.

czas trwania i miejsce imprezy

podział obowiązków

promocja wydarzenia wśród uczniów

menu

(Rozmowę rozpoczyna uczeń A.)

Uczeń B
Jesteś kolegą/koleżanką ucznia A z Australii. Rozmawiacie na temat organizacji Dnia Zdrowego Odżywiania w Waszej szkole. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- chciałbyś/chciałabyś zwrócić szczególną uwagę na promowanie wegetarianizmu,
- nie chcesz zajmować się zakupami.

3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji

3 **Take turns to describe the picture and answer the three questions.**



1 What might the girl do next? Why do you think so?
2 What is your favourite piece of technology?
3 Describe when you or someone you know lost a phone or a laptop.

5 minut **Zadanie 3.** Rozmowa na podstawie materiału stymulującego

4 **Work in pairs. Take turns to do the task and answer the two questions.**

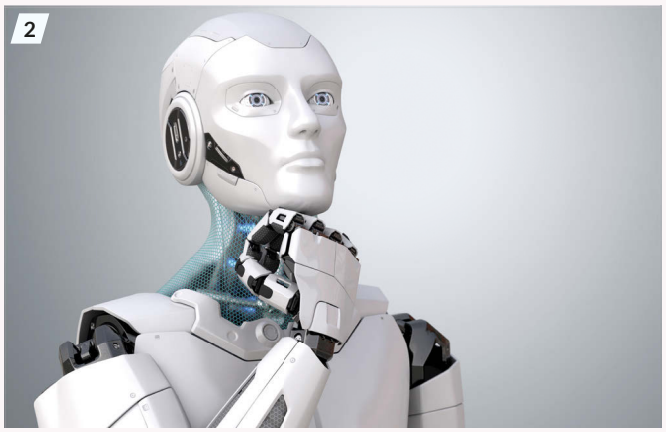
Popatrz na zdjecia 1–2. Przebywasz na wymianie szkolnej w Londynie. Szkoła, do której chodzisz, planuje zorganizowanie Dnia Nauki.

- Wybierz temat, który, Twoim zdaniem, będzie bardziej interesujący dla uczniów Waszej szkoły, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

1



2



1 What would make science more interesting for young people? Why do you think so?
2 Do you think robots will take people's jobs in the future? Why? / Why not?

1–8 SPEAKING BANK

Unit 1

Introducing the topic Wprowadzanie tematu

When it comes to ..., I'd say that ... Jeśli chodzi o..., to powiedziałbym/powiedziałabym, że...

As far as working as a professional musician is concerned, I believe that ... Jeżeli chodzi o pracę zawodowego muzyka, uważam, że...

Discussing advantages and disadvantages Omawianie zalet i wad

The main advantage / disadvantage of ... is the fact that ... Główną zaletą/wadą... jest to, że...

There is nothing better than ... Nie ma nic lepszego od ...

Personally, I think that there are many disadvantages of ... Uważam, że jest wiele wad...

One good / bad point about ... is ... Dobrą/Złą stroną ... jest to, że...

Another advantage / disadvantage is that ... Kolejna zaleta/wada to ...

One very convincing argument in favour / against ... is that ... Przekonującym argumentem za/przeciw... jest to, że...

The main drawback is ... Główną wadą jest to, że...

Showing contrast Wyrażanie kontrastu

On the one hand, ... On the other hand, ... Z jednej strony ... Z drugiej strony...

However, ... Jednakże...

Nevertheless, ... Niemniej jednak ...

Summing up Podsumowanie

All in all, ... Ogólnie rzecz biorąc, ...

To sum up, ... Podsumowując, ...

In conclusion, ... Na koniec...

Unit 2

Making suggestions Przedstawianie propozycji

Why not just go out to a club like we did last year? A może poszlibyśmy do klubu, tak jak w zeszłym roku?

I think it might be better if we do something different. Myślę, że lepiej będzie, jeśli zrobimy coś innego.

Maybe a better solution would be to go to a pizza place? Może lepszym pomysłem byłoby pójście do pizzerii?

I really think that we should try to arrange something special. Naprawdę uważam, że powinniśmy zorganizować coś wyjątkowego.

If you agree to ..., I'll take care of ... Jeśli się zgodzisz, aby..., to ja zajmę się...

Refusing / Accepting suggestions Odrzucanie/Przyjmowanie propozycji

I'm not sure that's a good idea. Nie jestem pewien/pewna, czy to dobry pomysł.

Let's give it a try. Spróbujmy.

OK. That's fine with me. OK, zgadzam się.

Apologising Przepraszanie

I'm awfully sorry for being late. Bardzo przepraszam za spóźnienie.

I feel terrible about it. Bardzo mi przykro z tego powodu.

I'm afraid I have to apologise for ... Obawiam się, że muszę przeprosić za...

Let me buy you a new one to replace it. Proszę, pozwól mi w zamian kupić Ci nowy.

Don't worry. Nie przejmuj się

It's not that important. Nic się nie stało.

Asking for permission Pytanie o pozwolenie

May we invite our boyfriends and girlfriends to come along? Czy możemy przyprowadzić swoje sympatie?

Are we allowed to wear whatever we like? Czy możemy ubrać się w dowolny sposób?

I'm afraid not. Niestety, nie.

I'm sorry, but it's impossible. To, niestety, niemożliwe.

Yes, that's fine. No problem. Oczywiście, nie ma sprawy.

Making requests Wyrażanie próśb

Would you be able to do something about it? Czy mógłby Pan / mogłaby Pani zająć się tą sprawą?

I'd be grateful for your help. Będę wdzięczny/wdzięczna za pomoc.

Unit 3

Describing a picture Opisywanie zdjęcia

From what I can gather, the picture was taken in ... Z tego co widzę, zdjęcie zostało zrobione w...

It depicts/shows a man who ... Ukazuje mężczyznę, który...

In the foreground / In the background I can see .... Na pierwszym planie / W tle widać...

He's wearing formal clothes suggesting that he's at work. Jest w stroju oficjalnym/wizytowym, co sugeruje, że jest w pracy.

Judging from his face, he's fast asleep. Sądząc po jego twarzy, śpi głębokim snem.

He appears/seems to be alone in his office. Wydaje się być sam w biurze.

He looks like / as if he is working on a difficult project. Wygląda jakby pracował nad trudnym projektem.

Unit 4

Giving arguments and justifying your opinions Podawanie argumentów i uzasadnianie swojego punktu widzenia

Frankly speaking, none of these options really apeal to / suit me. Szczerze mówiąc, żadna z tych możliwości/propozycji mi nie odpowiada.

However, if I were to choose one, I'd go for the yoga exercises. Jednak gdybym miał/miała coś wybrać, zdecydowałbym/zdecydowałabym się na jogę.

Another argument in favour would be that it is a group activity, which means I ... Kolejnym argumentem przemawiającym za tym byłoby to, że jest to działalność grupowa, co oznacza, że ja...

I might opt for yoga too since it ... Mógłbym/Mogłabym też zdecydować się na jogę, ponieważ...

As regards / for the other options, I wouldn't choose ... because ... Jeśli chodzi o inne opcje, nie wybrałbym/wybrałabym ..., ponieważ...

I'm not a fan of sitting in steam rooms and sweating it out. Nie jestem fanem/fanką siedzenia w łaźniach parowych i pocenia się.

Nor do I like it when ... Nie lubię też, gdy ...

Relaxing as they sound, the other two options are just not my cup of tea. Pomimo że pozostałe dwie opcje mogą się wydawać relaksujące, po prostu mi nie odpowiadają.

Unit 5

Expressing certainty and assumption Wyrażanie pewności i przypuszczenia

I expect it must be hard to ... Wydaje mi się, że trudno jest...
I suppose the actress is making a speech. Przypuszczam, że aktorka właśnie przemawia.
I am almost certain that ... Jestem prawie pewien/pewna, że...
I can't be 100% sure, but I imagine ... Nie mogę być pewien/pewna na 100%, ale wyobrażam sobie, że...
I get the impression that ... Mam wrażenie, że...
It seems that ... Wydaje się, że...
They could be ... Oni mogą być...

Unit 6

Hypothesising Wysuwanie hipotez

I think the situation is unlikely to change. Myślę, że jest mało prawdopodobne, że ta sytuacja się zmieni.
The chances are that ... Wszystko wskazuje na to, że...
Certainly, there will be more ... Z pewnością będzie więcej...
There is every chance that ... Istnieją spore szanse na to, że...
No doubt, the situation will improve. Sytuacja bez wątpienia się polepszy.
If they introduced ..., it would be something. Gdyby został wprowadzony ..., to byłoby coś.
If it ever happens, I'll ... Jeśli to kiedykolwiek się stanie, ...

Questioning other people's points of view Kwestionowanie opinii innych osób

Frankly, I doubt it. Szczerze mówiąc, wątpię w to.
Why not? Dlaczego nie?
It's all very well, but ... Wszystko dobrze, tylko...
Well, yes, but don't you think that ...? Cóż, masz rację, ale czy nie uważasz, że...?
How pessimistic! Jaka pesymistyczna wizja!
Maybe, though I'm not so optimistic. Być może, ale nie jestem aż takim optymistą / taką optymistką.
Sure, but how realistic is that? Jasne, ale na ile jest to realny scenariusz?

Agreeing and disagreeing Zgadzanie się i niezgadzanie z jakimś punktem widzenia

It's not right, is it? To nie w porządku, prawda?
I reckon it's a good idea. Myślę, że to dobry pomysł.
I see what you mean, but ... Rozumiem, co masz na myśli, ale...
Isn't it high time people realised ...? Czy to nie jest najwyższy czas, aby ludzie zdali sobie sprawę z tego, że...
I agree up to a point. Zgadzam się do pewnego stopnia.
I'm not sure that's true. Nie jestem pewien/pewna, czy to prawda.
Spot on! I couldn't agree more. Racja! Zgadzam się całkowicie.
You're completely wrong. Zupełnie nie masz racji.

Unit 7

Stating an opinion Wyrażanie opinii

I (firmly) believe that ... (Głęboko) Wierzę, że...
I (strongly) support ... (Gorąco) Popieram...
I am wholly in favour of ... Jestem zdecydowanie za...
I support the idea of ... Popieram ideę...
I am firmly opposed to ... Zdecydowanie sprzeciwiam się...

Giving evidence to support an opinion Podawanie argumentów na poparcie własnego stanowiska

There are several reasons why I believe ... Jest kilka powodów, dla których uważam, że...
It is a fact that ... Faktem jest, że...
There is strong evidence to support ... Istnieją mocne dowody na poparcie...
The problem with this argument is that ... Problem z tą argumentacją jest taki, że...

Organising ideas Wymienianie argumentów

Firstly, ... In the first place, ... Po pierwsze, ... Najpierw, ...
My second point is that ... Druga kwestia to...
In addition to this ... W dodatku...
The third point I want to make is ... Trzeci problem, który chcę omówić, to...
My final point is that ... Ostatnią kwestią jest...
To sum up, ... Podsumowując, ...

Unit 8

Asking for / Offering assistance Prośba o pomoc / Oferowanie pomocy

I wonder if you could help me. Czy mógłby/mogłaby mi Pan/Pani pomóc?
I am happy to assist you. Z chęcią Pani/Panu pomogę.
What is it you're looking for? Czego Pan/Pani szuka?
What can I help you find? Czy mogę Pani/Panu pomóc w znalezieniu czegoś?

Explaining what you're looking for Wyjaśnianie, czego poszukujemy

I'm trying to find a ... / I'm on the hunt for a new ... Szukam nowego/nowej...
It absolutely has to be ... / It also has to have ... To koniecznie musi być... / Musi mieć też...

Offering possibilities Proponowanie

Here are two models that might interest you. Te dwa modele mogą Pana/Panią zainteresować.
You might like this one. Ten może się Panu/Pani spodobać.
The other choice is ... Jest jeszcze...

Asking about special features Pytanie o cechy produktu

What other features does it offer? Jakie ma jeszcze inne cechy?
Does it have any other special features? Czy ten produkt ma jakieś inne specjalne funkcje?
Can I use the phone with any provider? Czy mogę używać tego telefonu w jakiejkolwiek sieci?

Explaining advantages Opisywanie zalet

As you can see, it's very ... Jak Pan/Pani widzi, jest wyjątkowo...
An added bonus is that ... / Another great feature is ... Dodatkowym atutem jest... / Kolejną świetną cechą jest...

1–8 SPEAKING BANK

Commenting on the price Wyrażanie opinii na temat ceny

How much is that going to set me back? / How much would that cost? Jak bardzo obciąży to moją kieszeń? / Ile to by mnie kosztowało?

What are the prices like? / What is the price range? W jakim zakresie kształtują się ceny?

That's a steep price! / That's a bit pricey. Cena jest wygórowana. / To jest dość drogie.

Asking about / Explaining how something works Omawianie działania urządzenia

If you could just show me how to … / I'd like to be shown how to … Czy może mi Pan/Pani pokazać, jak… / Chciałbym/Chciałabym wiedzieć, jak…

First, you … Najpierw…

After that, … Potem…

Then, you … Następnie…

The next thing you do is … Potem należy…

Finally, you … Na koniec…

Talking about technical problems Omawianie problemów technicznych

Could that be the problem? Czy na tym polega problem?

I could really use some help. Naprawdę przydałaby mi się pomoc.

Could I have a look? Może rzucę okiem?

If you could just reboot … Może ponownie uruchomisz …

You could possibly … Może spróbujesz…

It couldn't be …, could it? Chyba nie chodzi o…, prawda?

You've done everything you could. Zrobiłeś/Zrobiłaś wszystko, co możliwe.

I'd fix it if I could. Naprawiłbym/Naprawiłabym to, gdybym potrafił/potrafiła.

TEST EACH OTHER

Student A

Review 1 page 14, exercise 4

Decide if the following statements are true or false. Then test your partner.

1 If something is monotonous, it is dull.
2 Clay is sometimes used by sculptors.
3 A still life painting usually shows people.
4 Impartial means the same as objective.
5 If you are concerned about something, you are disappointed with it.

Review 2 page 26, exercise 3

Complete the questions with the words below. Then interview your partner.

rumours crush take attractive

1 When did you have your first ____? Who was it on?
2 Who do you ____ after in your family? Why do you think so?
3 What makes people ____ to each other?
4 Who spreads ____ more often: men or women? Why do you think so?

Review 3 page 38, exercise 4

Read the questions and make sure you can answer them. Then test your partner.

1 What can you boost?
2 Is a mundane job an interesting one?
3 What is the adjective from of 'entrepreneur'?
4 What do you do when you delegate tasks?
5 What is career advancement?

Review 4 page 50, exercise 4

Make adjectives from the following words. Then test your partner.

1 bear
2 stress
3 addict
4 digest
5 trauma

Review 5 page 64, exercise 7

Use the prompts to write the questions. Add any necessary words. Then use the questions to interview your partner.

1 Who / effective / politician / you / ever / hear of? Why?
2 If you / be / politician, what / be / in your manifesto? Why?
3 What policies / you / like / your government / introduce? Why?
4 you agree / politics / be / far / interesting / most people think? Why? / Why not?

Review 6 page 76, exercise 4

Decide if the following statements are true or false. Then test your partner.

1 The meanings of 'die out' and 'become extinct' are different.
2 A carbon footprint is a type of toxic chemical.
3 A lion is a predator.
4 Solar farms are considered eco-friendly.
5 If you instil new habits, you teach someone to behave in a particular way.

Review 7 page 88, exercise 3

Answer the questions. Then test your partner.

1 How may a **foodie** spend their Saturday afternoon?
2 What food is good when it's **crisp**?
3 What **leftovers** could be used to make another meal?
4 What could be an example of a **savoury** dish?
5 When was the last time you **feasted on** a meal?

Review 8 page 100, exercise 2

Make sure you can answer the questions below. Then test your partner.

1 When you say that **something falls short of your expectations**, what do you mean?
2 What do you do when you **mount a motorbike**?
3 What is the noun from **receive**? Make a sentence, using this word.
4 How do we say 'wysłać smsa' in English?
5 What can you **adjust** when you sit in the car?

Quizzes – answer key

UNIT 4, page 44, exercise 2
1 F 2 T 3 T 4 F 5 T 6 T

UNIT 5, page 54, exercise 2
1 b 2 c 3 b 4 c 5 b 6 c 7 c 8 a 9 a 10 c

UNIT 8, page 94, exercise 1
Sentences 1, 3, 4 and 5 have been scientifically proven to be wrong.

CULTURE 4, page 107, exercise 2
1 South Korea 2 Italy 3 Iran 4 Japan
5 the Netherlands and Spain 6 Wales 7 Serbia

1–8 WRITING BANK

Rozprawka za i przeciw

Wiele krajów ubiega się o organizowanie ważnych międzynarodowych imprez sportowych. Napisz **rozprawkę**, w której przedstawisz dobre i złe strony organizacji takich imprez dla danego kraju lub miasta.
Wypowiedź powinna zawierać 200–250 wyrazów.

Countries around the world are anxious to win the right to organise events of worldwide importance. Games such as the Olympics and the World Cup are seen as a feather in a nation's cap and a good way to raise its international profile. On the other hand, controversy has surrounded several recent world-class events, and many people claim that hosting them has many disadvantages.

There are many arguments in favour of organising such events. In the first place, being chosen as a host gives a country the sense that it is an important international player. This creates a feeling of national pride, which can reduce social and political differences. Secondly, the chosen country can showcase its culture, food and scenery, and this brings positive attention. Thirdly, local businesses can earn international recognition.

Unfortunately, countries which have hosted large events often end up with many regrets. Putting on a major competition is extremely expensive, and the host country often winds up in serious debt. In addition to this, countries are often left with sports facilities which are rarely used and expensive to maintain. Finally, the money spent on organising the event is often taken away from more urgent needs such as schools, housing and reliable infrastructure.

Each country which competes to host an important international sporting event must weigh international recognition and increased business against the possibilities of internal debt. Only after careful consideration is it possible to decide whether it will really benefit, or if it will be left in a worse condition than before the event.

Pamiętaj o właściwej strukturze rozprawki za i przeciw. We wstępie sformułuj tezę, adekwatną do tematu. Teza powinna zawierać stwierdzenie, że autor omówi w pracy argumenty przemawiające za jakąś kwestią i występujące przeciw niej.

Akapit 1.: akapit przedstawiający argumenty na 'tak'

Akapit 2.: akapit przedstawiający argumenty na 'nie'

W zakończeniu podsumuj główne wątki wypowiedzi.

Rozprawka wyrażająca opinię

Ostatnio coraz częściej można znaleźć w Internecie ogłoszenia, w których oferuje się wolne miejsca podczas wspólnych podróży samochodem. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat tej formy podróżowania, odnosząc się do kwestii bezpieczeństwa oraz kosztów podróży.
Wypowiedź powinna zawierać 200–250 wyrazów.

Ridesharing services are a fairly recent phenomenon, and they have caused a lot of controversy as they have grown in popularity. I am personally very much in favour of these types of services, both for their convenience and low cost. Based on my experience, I would also argue that they are a relatively safe way to travel.

One of the concerns raised about these services is safety.

A number of citizens worry that the drivers of ridesharing services are neither trained nor guaranteed to be trustworthy individuals. Considering how few negative incidents have occurred since the introduction of ridesharing, I feel that this concern is unjustified. Most of the ridesharing programmes make it possible for the user to check the background of the driver as well as leave some feedback after the ride.

Cost is another concern. The opponents point out instances when ridesharing services dramatically increased their prices during special events or rush hours, causing people to pay much more than they had expected. The truth is that these instances have been rare, and that ridesharing is usually significantly cheaper than a taxi service since the costs of running the service are far lower.

There will always be people who will choose a traditional taxi because they feel more secure there, but I believe that ridesharing is the way of the future. It is convenient and affordable, and the drivers are often young, interesting people with whom it is a pleasure to share a ride.

We wstępie nawiąż do tematu rozprawki (omów zjawisko oferowania przez kierowców wolnych miejsc osobom zainteresowanym wspólną podróżą) oraz przedstaw własną opinię na ten temat.

W kolejnych akapitach omów obie kwestie wskazane w poleceniu: (1) bezpieczeństwo oraz (2) koszty podróży. Argumentacja powinna być zgodna z Twoją opinią przedstawioną we wstępie rozprawki.

W zakończeniu nawiąż do treści zaprezentowanych w rozwinięciu i ponownie przedstaw opinię ze wstępu, używając innych sformułowań.

List formalny

Dowiedziałeś/Dowiedziałaś się, że ze względów finansowych podjęta została decyzja o rezygnacji z planowanej w Twojej okolicy rozbudowy sieci ścieżek rowerowych. Napisz **list do redakcji** gazety, w którym przedstawisz negatywne skutki takiej decyzji oraz zaproponujesz sposób pozyskania niezbędnych funduszy.

Wypowiedź powinna zawierać 200–250 wyrazów.

Stosuj oficjalne zwroty rozpoczynające i kończące list. Jeśli znasz nazwisko adresata, rozpocznij zwrotem *Dear Mrs Jones*, a w zakończeniu użyj *Yours sincerely*. Jeśli piszesz do osoby, której nazwiska nie znasz, rozpocznij list zwrotem *Dear Sir/Madam*, a w zakończeniu napisz *Yours faithfully*.

Dear Sir/Madam,

I am writing to express my displeasure with the fact that the city council has decided against building the additional cycle lanes which were promised. I am not at all sure that the council members understand the importance of these new paths or the importance of keeping their word.

I would like to mention some of the negative consequences of neglecting to build these cycle lanes. Since more and more drivers and cyclists are using the same streets, it has become increasingly dangerous for residents to commute to work or school. Collisions happen nearly every day, and most of them occur in places without cycle lanes. In addition to this, the present situation discourages many people from cycling instead of driving. Since one of our city's goals is to reduce pollution and congestion, it makes sense that cycling should be made as safe and convenient as possible.

The council claims that it has had to use the money set aside for these paths for other projects. To solve this problem, I would suggest that cyclists be asked to pay a yearly licensing fee and that the money be used only for cycling-related improvements. I would also recommend that the city should channel the funds set aside for building an expensive new stadium into improving life for the many cyclists who depend on safe lanes to get around.

I hope the city councillors read this letter and reconsider their short-sighted decision regarding the cycle lanes. These paths are a necessity, not a luxury, and the people of our city need them.

Yours faithfully,

XYZ

We wstępie określ cel listu.

W rozwinięciu w sposób przejrzysty i logiczny omów oba elementy tematu: (1) przedstaw negatywne skutki decyzji o rezygnacji z rozbudowy ścieżek rowerowych oraz (2) zaproponuj sposób pozyskania funduszy.

Zakończenie listu powinno nawiązywać do treści zaproponowanych w rozwinięciu.

1–8 WRITING BANK

Artykuł

Ostatnie badania wykazały spadek zainteresowania młodych ludzi teatrem. Napisz do czasopisma młodzieżowego **artykuł**, w którym omówisz zalety uczestnictwa młodych ludzi w spektaklach teatralnych oraz polecisz przedstawienie, które ostatnio oglądałeś/oglądałaś.

Wypowiedź powinna zawierać 200–250 wyrazów.

Pamiętaj, aby nadać artykułowi tytuł, który przykuje uwagę czytelnika.

LIVE THEATRE WILL KEEP YOU ALIVE

As recent statistics indicate, teenagers are the least likely of any age group to say they will attend the theatre. This raises the question whether this is a negative trend, as some theatre critics and educators claim. I'd say that theatre has a lot to offer to young audiences. However, I disagree with the idea that watching any play is going to improve our lives.

There are some aspects of live theatre that are absent from films or on television. One of these is the element of the unexpected. Sometimes actors forget their lines, someone trips or stumbles, or an actor expresses an emotion in a new or unique way. For the audience, it is proof that art is alive, and also that it is something we can actually experience in real time. For young people, who often remove themselves from the feelings of others and hide behind their portable screens, this can be a revelation.

A case in point is a play I went to see recently with my English class called 'Evering'. It is by a very young playwright, and it presents the interests of the youth such as friendships, social media and video games. I could see that it really resonated with my classmates. The performance was so convincing that even the most unwilling viewers were drawn in.

This demonstrates my point: we need more plays by young people, for young people, presented in innovative ways. Live theatre gives us the chance to see that great art can help a person understand his or her own emotions as well as those of people around them.

Pamiętaj, że wstęp powinien być nie tylko zgodny z tematem, ale również na tyle interesujący, aby zachęcić czytelnika do przeczytania artykułu.

W rozwinięciu szczegółowo omów oba elementy tematu: (1) zalety uczestnictwa w spektaklach teatralnych oraz (2) rekomendację niedawno obejrzanego przedstawienia.

Zakończenie powinno być zgodne z tematem i treścią całej wypowiedzi.

Writing checklist

Oceń swoją pracę pod kątem poniższych kryteriów:

- ✔ **TREŚĆ** – Czy treść pracy jest zgodna z tematem? Czy nie pominąłeś/pominęłaś istotnego elementu tematu? Czy przedstawione argumenty są poparte przekonującymi wyjaśnieniami i przykładami?
- ✔ **FORMA** – Czy praca jest uporządkowana i podzielona na części (wstęp, rozwinięcie, zakończenie)? Czy długość pracy nie wykracza znacznie poza podany limit słów?
- ✔ **SPÓJNOŚĆ I LOGIKA WYPOWIEDZI** – W jakim stopniu wypowiedź funkcjonuje jako całość? Czy poszczególne zdania i części/akapity są ze sobą w klarowny sposób powiązane? Czy wstęp i podsumowanie pracy są zgodne z jej rozwinięciem? Czy praca jest jasna i czytelna dla odbiorcy?
- ✔ **ZAKRES ŚRODKÓW JĘZYKOWYCH** – Czy zastosowałeś/zastosowałaś urozmaicone słownictwo i różnorodne struktury gramatyczne?
- ✔ **POPRAWNOŚĆ** – Czy praca nie zawiera błędów gramatycznych, leksykalnych, ortograficznych lub interpunkcyjnych?

Unit 1 A BLOG ENTRY Wpis na blogu

Positive review Pozytywna recenzja

This is one of the most exciting / fascinating films I have ever seen. Jest to jeden z najbardziej ekscytujących/fascynujących filmów, jakie widziałem/widziałam.

I highly recommend this album because ... Gorąco polecam ten album, ponieważ...

The film is well worth seeing because ... Naprawdę warto obejrzeć ten film, ponieważ...

I think it will appeal to young people because ... Myślę, że spodoba się młodym ludziom, ponieważ...

The phenomenal acting was definitely the best thing about the movie. Fenomenalna gra aktorska była zdecydowanie najmocniejszą stroną tego filmu.

I found the whole plot very engaging too. Uważam, że fabuła też była bardzo wciągająca.

This film is a must-see because it talks about love and death as well as teenage dreams and fears. Ten film trzeba zobaczyć, ponieważ opowiada on o miłości i śmierci, a także o marzeniach i obawach nastolatków.

Negative review Negatywna recenzja

I must say (the concert) was nothing special / just terrible. Muszę powiedzieć, że (ten koncert) to nic specjalnego / był po prostu okropny.

(The show) was not as funny / entertaining as I'd expected. (Program) nie był tak zabawny/ciekawy, jak się spodziewałem/spodziewałam.

To my mind, the film was not as good as the book. Moim zdaniem, film nie był tak dobry jak książka.

I wouldn't recommend this film because ... Nie polecam tego filmu, ponieważ...

One disappointing thing was probably the soundtrack, which was a bit too monotonous for me. Jedną z rozczarowujących rzeczy była muzyka, która była dla mnie zbyt monotonna.

Unit 2 AN OPINION ESSAY Rozprawka wyrażająca opinię

Introducing your opinion Wyrażanie własnego zdania

I am of the opinion that ... Moim zdaniem...

I strongly feel that ... Jestem głęboko przekonany/przekonana, że...

As far as I am concerned, ... Jeżeli o mnie chodzi,...

Presenting other points of view Przedstawianie innych punktów widzenia

It could be argued that ... Można stwierdzić, że...

Others argue that ... Inni twierdzą, że...

Another point of view is that ... Z innego punktu widzenia...

It would be hard to deny the fact that ... Trudno zaprzeczyć, że...

Giving reasons, explaining results Opisywanie przyczyn i skutków

The reason I say that is ... Omawiam tę kwestię, ponieważ...

This is due to the fact that ... Dzieje się tak z powodu ...

As a result of this ... W wyniku tego...

This may be because ... Być może, dzieje się tak dlatego, że...

Unit 3 A COVERING LETTER List motywacyjny

Starting a covering letter Rozpoczynanie listu motywacyjnego

I am writing to apply for the job of ... / the post of ... / the position of ... Piszę, aby zgłosić swoją kandydaturę na stanowisko...

I am particularly / especially interested in the position of a ... Jestem szczególnie zainteresowany/zainteresowana stanowiskiem...

Describing your personality, ambitions and experience Opisywanie swojej osobowości, ambicji i doświadczenia

My reason for applying is that this post will allow me to use my experience and learn new skills. Swoją kandydaturę motywuję tym, że to stanowisko pozwoli mi wykorzystać swoje doświadczenie i zdobyć nowe umiejętności.

My ambition is to pursue / follow a career in the retail industry. Moją ambicją jest rozwijać karierę zawodową w handlu detalicznym.

I have also been involved in a number of projects where I was responsible for ... Brałem/Brałam też udział w wielu projektach, w których byłem/byłam odpowiedzialny/odpowiedzialna za...

I managed to prove myself as a very communicative, approachable and reliable leader. Udowodniłem/Udowodniłam, że jestem bardzo komunikatywnym/komunikatywną, przystępnym/przystępną i godnym/godną zaufania liderem/liderką.

I believe I have ample / sufficient experience to work in a team. Sądzę, że mam wystarczające doświadczenie, aby pracować w zespole.

I believe / trust that my experience as well as personal qualities make me a good candidate for the position advertised. Wierzę, że moje doświadczenie, jak również moje cechy osobowości, czynią ze mnie dobrego kandydata / dobrą kandydatkę na stanowisko wskazane w ogłoszeniu.

Unit 4 A LETTER OF ENQUIRY List z zapytaniem

Starting and ending a letter Rozpoczynanie i kończenie listu

I am writing in reference to your ... Piszę w odniesieniu do Państwa ...

I would be grateful to receive more details as soon as possible. Byłbym wdzięczny / Byłabym wdzięczna, gdybym mógł / gdybym mogła jak najszybciej otrzymać więcej szczegółów na ten temat.

Thank you for your assistance in this matter. Dziękuję za pomoc w tej sprawie.

Making inquiries Zasięganie informacji

I would like to enquire about ... Chciałbym/Chciałabym zapytać o...

I would be grateful if you would be so kind as to send me some more details. Byłbym wdzięczny / Byłabym wdzięczna, gdyby mogli Państwo wysłać mi więcej szczegółów na ten temat.

I also wonder if it is possible to ... Zastanawiam się również, czy możliwe jest...

I would also appreciate more information about ... Byłbym również wdzięczny / Byłabym również wdzięczna za więcej informacji o...

Additionally, it would be useful to learn whether or not ... Ponadto przydatna byłaby informacja na temat...

1–8 WRITING BANK

I would also be interested in obtaining information regarding ... Chciałbym/Chciałabym również uzyskać informacje dotyczące...
Could you possibly recommend ... Czy mogliby Państwo polecić...

Unit 5 A FORUM ENTRY Wpis na forum

Expressing support / lack of support for an idea Opowiadanie się za czymś lub przeciwko czemuś

I'm in favour of the idea of ... Popieram pomysł...
I go along with this point of view because ... Zgadzam się z tym punktem widzenia, ponieważ...
I am opposed to the idea of ... Jestem przeciwny/przeciwna idei...

Relating to other people's opinions Odnoszenie się do opinii innych osób

I must admit that I find their proposal totally ridiculous. Muszę przyznać, że ich propozycja jest, moim zdaniem, całkowicie niedorzeczna.
I don't approve of the idea that ... Nie podzielam poglądu, że...
I can understand your way of thinking, but I still believe that ... Rozumiem twój tok myślenia, jednak uważam, że...
I partly agree with the idea that ... Częściowo zgadzam się z poglądem, że...
I think you are right/wrong in saying that ... Myślę, że masz rację / mylisz się, mówiąc, że...

Unit 6 A LETTER TO THE EDITOR List do redakcji

Hypothesising Wysuwanie hipotez

I believe this may have to do with ... Wydaje mi się, że to może mieć związek z...
The problem could / may be connected with the fact that ... Ten problem może mieć związek z faktem, że...
This situation could / may result from the fact that ... Ta sytuacja może wynikać stąd, że ...
If adults stressed the importance of being eco-friendly, young people would feel inspired. Gdyby dorośli przywiązywali większą wagę do ekologii, zainspirowałoby to młodych ludzi.
Imagine if all the parents made their lifestyles more ecological. Wyobraź sobie, że wszyscy rodzice prowadziliby bardziej ekologiczny styl życia.
What if teenage TV channels made more effort to ... ? A gdyby kanały telewizyjne dla nastolatków włożyły więcej wysiłku w...?

Unit 7 A FOR AND AGAINST ESSAY Rozprawka za i przeciw

Listing advantages and disadvantages Wymienianie zalet i wad

A definite plus is that ... Wyraźną zaletą jest to, że...
The most serious / considerable drawback is that ... Najpoważniejszą/Największą wadą jest...
It may be advantageous for (people) to (cook) at home. (Gotowanie) w domu może być korzystne.
On the negative / positive side, ... Negatywnym/Pozytywnym aspektem jest...
The main advantage of ... is ... Główną zaletą... jest...
Another argument in favour of this is that ... Kolejnym argumentem przemawiającym za tym jest to, że...
The major disadvantage is the fact that ... Najpoważniejszą/Główną wadą jest fakt, że...

Expressing general opinion and other people's points of view Przedstawianie ogólnych opinii oraz opinii innych osób

It is widely / generally believed that ... Powszechnie uważa się, że...
It could be argued that ... Można by stwierdzić, że...
Some / Others claim / argue / feel ... Niektórzy/Inni twierdzą/uważają, że...
Many people maintain / point out that ... Wiele osób twierdzi/wskazuje, że...
It cannot be denied that ... Nie można zaprzeczyć, że...
Those against the idea often add that ... Przeciwnicy tego poglądu często dodają, że...

Concluding Kończenie wypowiedzi

Taking everything into consideration / account, ... Biorąc to wszystko pod uwagę, ...
Having considered both sides of the argument, ... Po rozważeniu zarówno argumentów za, jak i przeciw,...
All in all, ... Reasumując, ...
All things considered, ... Biorąc wszystko pod uwagę,...

Unit 8 A LETTER OF COMPLAINT List z zażaleniem

Making complaints Składanie reklamacji

I am writing to complain about ... Chciałbym/Chciałabym złożyć skargę na...
I am quite dissatisfied with ... , which falls short of our expectations. Jestem niezadowolony/niezadowolona z..., który nie spełnia naszych oczekiwań.
We not only regularly experience interruptions to the service, but also ... Usługa jest nie tylko często niedostępna, ale również...
Owing to this problem, I am unable to ... Z tego powodu nie mogę...
What makes matters even worse is the fact that ... Sytuację pogarsza fakt, że...

Demanding action Prośba o rozwiązanie problemu

I would like to see this problem solved as soon as possible. Chciałbym/Chciałabym, żeby ten problem został jak najszybciej rozwiązany.
First of all, I would appreciate it if ... Po pierwsze, byłbym zobowiązany / byłabym zobowiązana, gdyby...
Secondly, I believe that due to this inconvenience, the payments should be refunded. Po drugie, uważam, że z powodu tych niedogodności należy mi się zwrot kosztów.
I would be most thankful for ... Byłbym bardzo wdzięczny / Byłabym bardzo wdzięczna za...

TEST EACH OTHER

Student B

Review 1 page 14, exercise 4

Decide if the following statements are true or false. Then test your partner.

1 A sitcom is a type of radio programme.
2 Painters use canvas to paint on.
3 A masterpiece is a great work of art.
4 Amusing means the same as excellent.
5 Watercolours are used in performance art.

Review 2 page 26, exercise 3

Complete the questions with the words below. Then interview your partner.

heartbreaking hang friendship soulmate

1 What's more important to you: a ____ or a romantic relationship?
2 Do you think it's possible to find a ____? Why? / Why not?
3 What kind of people do you usually ____ out with? Why?
4 Give an example of a ____ book or film.

Review 3 page 38, exercise 4

Read the questions and make sure you can answer them. Then test your partner.

1 What is a covering letter?
2 What can you schedule?
3 What transferable skills can you name?
4 What's the opposite of a permanent job? What do you call a person who does it?
5 Why could a person get fired?

Review 4 page 50, exercise 4

Translate the following words/expressions into English. Then test your partner.

1 zakrztusić się
2 zemdleć
3 krwotok z nosa
4 być użądlonym przez osę
5 wyzdrowieć

Review 5 page 64, exercise 7

Use the prompts to write the questions. Add any necessary words. Then use the questions to interview your partner.

1 Which charity organisation in Poland / work / hard / to help people in need? Why?
2 What / be / bad punishment ever for you?
3 What / you like / little about the town you live in?
4 Who / be / respected / politician / you / ever / see? Why do you think so?

Review 6 page 76, exercise 4

Decide if the following statements are true or false. Then test your partner.

1 'Protection' means the same as 'conservation'.
2 Coal is an example of a fossil fuel.
3 A frog is a reptile.
4 The word 'species' has the same singular and plural form.
5 People insulate houses to make them look more beautiful.

Review 7 page 88, exercise 3

Answer the questions. Then test your partner.

1 What type of food can **lumpy** describe?
2 What can you **bake** and what can you **roast**?
3 What is the most **scrumptious** meal you've ever had?
4 What type of food can **moist** describe?
5 What food can you **steam**?

Review 8 page 100, exercise 2

Make sure you can answer the questions below. Then test your partner.

1 Complete the sentence: Contrary to popular opinion, ...
2 How do you say 'uruchomić silnik' in English?
3 What is the opposite of **accept** in the expression 'accept a hypothesis'?
4 What is the personal noun from **innovation**? Make a sentence using this word.
5 How do you say 'fatalny' in English?

1 GRAMMAR REFERENCE

GRAMMAR 1 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.

GRAMMAR 2 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?*
- opisywaniu 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 problems with their lines even though they **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 opisania 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.*

GRAMMAR 1 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*** (obaj): ***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 lm.	*Both of my brothers* **live** *in Szczecin.* (Obaj moi bracia mieszkają w Szczecinie.)
Either (of) + rzeczownik + czasownik w lp.	*Either of the books* **is** *interesting.* [Każda z tych (dwóch) książek jest ciekawa.] *Did either child help you yesterday?* [Czy któreś z (dwojga) dzieci pomogło Ci wczoraj?]
Neither (of) + rzeczownik + czasownik w lp.	*Neither car* **is** *fast.* [Żaden z tych (dwóch) samochodów nie jest szybki.] *Which book are you going to buy? Neither.* [Którą (z dwóch) książek zamierzasz kupić? Żadnej 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.*

GRAMMAR 2 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 decyzje: ***I'm going to buy*** *her a wonderful gift.*

Konstrukcji z ***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 reading watching TV	at eight o'clock tomorrow.

Pytania i krótkie odpowiedzi

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

Why/ Where	will	I/you/we/they he/she/it	be sleeping be reading be watching TV	at eight o'clock tomorrow?

Future perfect

Zdania twierdzące i przeczące

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

Pytania i krótkie odpowiedzi

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

How many books How many projects	will	I/you/we/ they he/she/it	have read have finished	by the end of the week?

3 GRAMMAR REFERENCE

GRAMMAR 1 defining relative clauses

Zdania przydawkowe definiujące udzielają szczegółowej i niezbędnej do zrozumienia zdania informacji o jednym z rzeczowników występujących 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 przyimkiem.
*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.*

GRAMMAR 2 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)

GRAMMAR 1 reported speech: review

W mowie zależnej główny czasownik w zdaniu występuje 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 **zdania 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

GRAMMAR 2 reporting 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

5 GRAMMAR REFERENCE

GRAMMAR 1 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 – young**er** – **the** young**est***
*big – big**ger** – **the** big**gest***
*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 przysłówków.
*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 – hard**er** – **(the)** hard**est***
*early – earli**er** – **(the)** earli**est***

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.*

GRAMMAR 2 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 forma zdania głównego:
*So you're related to the president, **are you?***

GRAMMAR 1 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.*

GRAMMAR 2 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/przyszłego) 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 111, UNIT 6

W zdaniach warunkowych możemy zamiast ***if*** zastosować **inwersję**, jeśli chcemy położyć wiekszy 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.

7 GRAMMAR REFERENCE

GRAMMAR 1 quantifiers and other determiners

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. Wyrażeń ***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 amout 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
	few	little	
0%	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

GRAMMAR 2 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***, np.
  *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***, np.
  *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.*

GRAMMAR 1 passives review

Strony biernej używamy, gdy:

- wykonawca czynności jest nieznany lub nieistotny:
  *The computer **has been hacked**.* (wykonawca nieznany)
  *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	We ***are given*** a lot of homework.
Present continuous	Our house ***is being redecorated***.
Past simple	The invitations ***were sent*** last week.
Past continuous	The roof ***was being repaired*** at that time.
Present perfect	I'***ve been asked*** a lot of questions.
Past perfect	The room ***had been cleaned*** by the time we checked in.
Future simple	You ***will be informed*** about the test results tomorrow.
Be going to	Who ***is going to be appointed*** deputy?
Future perfect	More than a hundred documents ***will have been checked*** by Friday.
Modal verbs	They ***can be given*** another chance. These sandwiches ***mustn't be eaten***. The car ***must have been stolen***.

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.*

GRAMMAR 2 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.)

LEXICAL PATTERNS

DEPENDENT PREPOSITIONS

about		
care about	troszczyć się o coś, dbać	*Everyone should **care about** the environment.*
careful about	ostrożny, uważny	*I don't trust John. Be **careful about** what you say to him.*
concerned about	zaniepokojony	*All parents are **concerned about** their children's education.*
conclusion about	wniosek na temat	*We have not come to any **conclusion about** this subject.*
curious about	ciekawy czegoś	*Students were **curious about** their exam results.*
doubts about	wątpliwości co do czegoś	*Luke has never had any **doubts about** his career choice.*
enthusiastic about	rozentuzjazmowany czymś	*The whole team are **enthusiastic about** the tournament.*
knowledgeable about	dobrze znać się na czymś	*He seems **knowledgeable about** ancient Greece.*
laugh about	śmiać się z	*Now I can **laugh about** that accident, but it didn't seem funny then.*
optimistic about	optymistycznie patrzący na coś, dobrej myśli	*The party is **optimistic about** winning the elections.*
at		
genius at	geniusz w (jakiejś dziedzinie)	*He's a **genius at** maths. He can process numbers like a computer.*
good at	dobry w (jakiejś dziedzinie)	*Are you **good at** tennis?*
laugh at	śmiać się z kogoś	*Everyone was **laughing at** me when I slipped on a banana peel.*
master at	mistrz w czymś	*My aunt is a **master at** baking cakes.*
scream at	krzyczeć na	*Why are you **screaming at** the TV? It can't hear you.*
stare at	gapić się na	*It's rude to **stare at** people on the bus.*
from		
differ from	różnić się od czegoś	*Ben **differs from** Bill a lot even though they are twins.*
different from	inny od czegoś	*The sequel is very **different from** the first movie.*
discourage sb from	zniechęcać kogoś do czegoś	*Heavy snowfall **discouraged** me **from** leaving the hotel.*
prevent sb from sth	powstrzymywać kogoś od (zrobienia) czegoś	*The fire fighters **prevented** the fire **from** spreading.*
resign from	zrezygnować z czegoś (np. pracy)	*The Prime Minister **resigned from** office after the referendum.*
result from	wynikać z czegoś	*The arrests **resulted from** an anonymous phone call.*
save from	uchronić przed czymś	*You can't **save** me **from** my own mistakes.*
withdraw from	wycofać (się) z	*Wills **withdrew from** the race after he twisted his ankle.*
for		
apologise for	przepraszać za	*Joey **apologised** to Roy **for** scratching his car.*
argument for	argument za	*There are some good **arguments for** introducing the euro to Poland.*
beneficial for	korzystny dla	*Cycling is highly **beneficial for** your health.*
blame for	winić za	*Don't **blame** the weather **for** your bad mood.*
campaign for	prowadzić kampanię na rzecz	*Suffragettes **campaigned for** women's rights.*
care for sth/sb	troszczyć się o coś, zajmować się kimś	*People should **care for** their elderly parents.*
famous for	słynny (z jakiegoś powodu)	*Holland is **famous for** tulips and windmills.*
grateful for	wdzięczny za coś	*I am **grateful for** the support of my family.*
nominate for	nominować do	*Who can **nominate** films **for** the Academy Awards?*
reason for	powód czegoś	*Obesity is a **reason for** many diseases.*
in		
believe in	wierzyć w	*When did you stop **believing in** Santa Claus?*
course in	kurs z czegoś	*I've signed up for a **course in** Spanish.*
degree in	stopień naukowy (w jakiejś dziedzinie)	*My brother's got a **degree in** business.*
engage in	angażować się w coś	*This is our last chance to **engage in** the new science project.*
engaged / engrossed in	zaabsorbowany, pochłonięty czymś	*He was so **engaged** / **engrossed in** the book he didn't hear the doorbell.*
enrol in	zapisywać się (np. na kurs)	*How many students have **enrolled in** this course so far?*
increase / decrease in	wzrost / spadek czegoś	*The police have recently noticed an **increase** / **decrease in** crime.*
involved in	zaangażowany w coś	*They were so **involved in** the conversation that they missed the train.*
major in	studiować jakiś kierunek	*What did you **major in** at university?*
participate in	brać udział	*Everyone in the class **participated in** the workshop.*
result in	doprowadzać do czegoś	*Changes in climate can **result in** the extinction of life on Earth.*
specialist in	specjalista w (jakiejś dziedzinie)	*Bob is a **specialist in** theoretical physics.*
successful in	odnoszący sukcesy w czymś	*More and more people seek advice how to be **successful in** their career.*
take pride in	być dumnym z czegoś	*My football team **takes pride in** winning nine matches in a row.*
of		
accuse sb of	oskarżać kogoś o coś	*The police **accused** John **of** stealing the money.*
approve of	pochwalać coś, popierać coś	*Paul's parents don't **approve of** his decision to quit school.*
aware of	świadomy czegoś	*I wasn't **aware of** the new regulations because I had spent a year abroad.*

LEXICAL PATTERNS

consist of	składać się z czegoś	*The series **consists of** 12 episodes.*
disadvantage / advantage of	wada / zaleta czegoś	*What are the **disadvantages** and **advantages of** living in the city?*
dispose of	pozbywać się czegoś, wyrzucać coś	*Please **dispose of** this wrapper carefully.*
fond of	lubić coś	*I'm very **fond of** the Harry Potter books.*
frightened of	przerażony czymś, bojący się czegoś	*Don't be **frightened of** making mistakes.*
get rid of	pozbywać się czegoś	*Ann **got rid of** the old clothes she hadn't worn in years.*
lack of	brak czegoś	***Lack of** sleep can lead to serious health problems.*
proud of	dumny z czegoś	*Jean was **proud of** herself when she won the skiing contest.*
remind sb of	przypominać komuś kogoś	*You **remind** me **of** my preschool teacher.*
sense of	poczucie czegoś	*How would you describe your personal **sense of** style?*
tired of	zmęczony czymś	*I'm **tired of** arguing over irrelevant issues.*
typical of	typowe dla	*It's **typical of** the Browns to come uninvited.*
on		
based on	na podstawie czegoś	*The movie is **based on** a true story.*
congratulate sb on	gratulować czegoś	*I would like to **congratulate** you **on** your marriage.*
decide on	decydować się na coś	*I can't **decide on** a movie to watch tonight.*
depend on	zależeć od czegoś	*The success of many celebrities **depends on** their popularity on social media.*
dependent on	zależny od czegoś	*Young people are too **dependent on** mobile technology nowadays.*
focus on	koncentrować się na czymś	*I find it hard to **focus on** my studying when I am under stress.*
impact on	wpływ na coś/kogoś	*Natural disasters have a great **impact on** the region's economy.*
influence on	wpływ na coś/kogoś	*My first music teacher had a huge **influence on** me.*
insist on	nalegać na coś	*I strongly **insist on** getting a full refund as the stereo is out of order.*
keen on	zainteresowany czymś, zapalony do czegoś	*Danny is not too **keen on** modern art.*
opinion on	opinia na temat czegoś	*What's your **opinion on** using tablets instead of paper books at school?*
plan on	planować coś	*Josh is **planning on** throwing a big surprise birthday party for his girlfriend.*
to		
access to	dostęp do	*It's a secure website, and I don't have **access to** it.*
appeal to	przemawiać do kogoś, podobać się komuś	*This advertisement **appeals** mainly **to** young people.*
attempt to	próba czegoś	*I will make an **attempt to** break the school swimming record.*
attitude to	podejście, stosunek do czegoś	*Mike has a relaxed **attitude to** exams.*
attracted to	przyciągać do czegoś, pociągać	*Why are so many people **attracted to** extreme sports?*
bound to	zobowiązany do czegoś, zobligowany	*Monica felt **bound to** tell her friend the truth.*
close to	blisko do czegoś	*We live **close to** the city centre.*
confess to	przyznawać się do czegoś	*I must **confess to** being hopeless with numbers.*
dedication to	poświęcenie się czemuś, oddanie czemuś	*His **dedication to** work is inspiring.*
determined to	zdeterminowany coś zrobić	*Tom is **determined to** finish his assignment over the weekend.*
devote oneself to	poświęcić się czemuś	*After his wife's accident, Chris **devoted** himself **to** his family.*
drawback to/of	wada czegoś	*What are the **drawbacks to/of** studying away from home?*
explain sth to sb	wyjaśniać coś komuś	*My friend from London **explained** the British educational system **to** my classmates.*
key to	klucz do czegoś	*Self-confidence seems to be the **key to** success.*
lead to	prowadzić do czegoś	*Nuclear weapons may **lead to** the destruction of the world.*
object to	sprzeciwiać się czemuś	*The local community strongly **objected to** closing down their only cinema.*
opposed to	przeciwny czemuś	*I am completely **opposed to** testing cosmetics on animals.*
opposition to	sprzeciw wobec czegoś	*There was a lot of **opposition to** the new legislation.*
recommend sth to	polecać coś komuś	*Sarah **recommended** this restaurant **to** all her friends.*
similar to	podobny do	*I am not **similar to** any of my brothers.*
solution to	rozwiązanie czegoś	*Can you help me find a **solution to** this problem?*
threat to	stanowić zagrożenie dla czegoś/kogoś	*The new law is a potential **threat to** democracy.*
(un)likely to	(nie)prawdopodobny	*The latest Harry Potter book is **likely to** become another bestseller.*
with		
argument with	kłótnia z	*George has had an **argument with** his colleague.*
associated with	powiązany z czymś	*Mr Parker has been **associated with** our company for 15 years.*
begin with	zaczynać od czegoś	*The story **begins with** the police investigating the crime scene.*
charge sb with	oskarżać kogoś o coś	*The FBI **charged** the man **with** hacking into a government system.*
compare with	porównywać z	*Don't **compare** yourself **with** other people – everyone is different.*
concerned with	dotyczyć (czegoś)	*The book is mainly **concerned with** problems of young people.*
confuse sb/sth with	mylić kogoś/coś z kimś/czymś	*I don't think we've met. You must be **confusing** me **with** someone else.*
connect sb/sth with	łączyć z	*The bridge will **connect** the east side of the river **with** the west.*

LEXICAL PATTERNS

cope with	radzić sobie z czymś	*Many students can't* ***cope with*** *school-related stress.*
deal with	radzić sobie z czymś	*I need to learn how to* ***deal with*** *rude people.*
dissatisfied with	niezadowolony z czegoś	*Factory workers went on strike because they were* ***dissatisfied with*** *working conditions.*
engage with	zaangażować się w coś	*Paul is actively* ***engaged with*** *the local community.*
familiar with	zaznajomiony z	*I'm not* ***familiar with*** *this software. Is there a user manual?*
good with	umiejący obchodzić się z	*We need someone who is* ***good with*** *children.*
identify with	identyfikować się z	*Joy greatly* ***identifies with*** *the political views of the Democratic Party.*
popular with	popularny wśród (w jakiejś grupie)	*Nowadays classical music isn't very* ***popular with*** *young people.*
provide sb with	dostarczać komuś coś/czegoś	*Can you* ***provide*** *me* ***with*** *more details?*
relationship with	relacja z, związek z	*Do you have a good* ***relationship with*** *your father?*
socialise with	spędzać czas z	***Socialising with*** *my friends after school is my favourite pastime.*
OTHER PREPOSITIONS		
fight against	walczyć przeciwko	*The surgeons were* ***fighting against*** *time.*
judge by	oceniać po	*Don't* ***judge*** *a book* ***by*** *its cover.*
measure by	mierzyć za pomocą	*Success in life can't be* ***measured by*** *the amount of money alone.*
misunderstanding between	nieporozumienie pomiędzy	*There was a* ***misunderstanding between*** *the girls over the trip.*
offended by	obrażony, dotknięty czymś	*I was* ***offended by*** *what you said and I expect an apology.*
shocked by	zaszokowany przez	*The scientific world was* ***shocked by*** *the latest discovery.*
step towards	krok w kierunku	*A correct diagnosis is the first* ***step towards*** *recovery.*
strike sb as	wydawać się komuś jakieś	*The main character* ***strikes*** *me* ***as*** *selfish and unforgiving.*
surrounded by	otoczony przez	*The lake was* ***surrounded by*** *the hills.*
PHRASAL VERBS		
bounce back	pozbierać się, dojść do siebie	*Jim* ***bounced back*** *after the failure as if it had never happened.*
bring about	spowodować, doprowadzić do	*A small change can* ***bring about*** *huge improvements.*
bring together	zgromadzić	*Live music* ***brings*** *people* ***together****.*
bring sth up	poruszać temat	*I'd like to* ***bring up*** *the subject of wasting food at the meeting.*
bump into	wpadać na kogoś	*Rosie* ***bumped into*** *an old friend of hers in front of the club.*
carry out	przeprowadzać	*I love* ***carrying out*** *scientific experiments.*
catch on	przyjąć się, zyskać popularność	*Touch screens have really* ***caught on****.*
catch up	nadrobić zaległości, porozmawiać	*I haven't seen you in ages. Let's have coffee and* ***catch up****.*
catch up with	dogonić, nadrobić stratę	*Jack couldn't* ***catch up with*** *other players after taking 2 months off.*
chat sb up	zagadnąć kogoś, poderwać	*I'm shy and I find it hard to* ***chat up*** *girls.*
come across as	sprawiać wrażenie, uchodzić za	*Ian* ***comes across as*** *a very friendly man.*
come down to	sprowadzać się do czegoś, chodzić o coś	*As to the lost game, it all* ***comes down to*** *learning from our mistakes.*
come into	odziedziczyć, wejść w posiadanie	*What would you do if you* ***came into*** *a large fortune?*
come up with	wymyślić (coś)	*That's the only idea I can* ***come up with*** *right now.*
cut back on	ograniczać coś	*The doctor told me to* ***cut back on*** *sugar.*
date back to	pochodzić (z jakiegoś okresu, z jakiegoś czasu)	*This castle* ***dates back to*** *the 12th century.*
drop out of	odpaść z, wycofać się z	*Mark sprained his ankle and* ***dropped out of*** *the tournament.*
end up with	zakończyć czymś	*I was lucky because I* ***ended up with*** *a great summer job by the beach.*
fall behind	odstawać, pozostawać w tyle	*Tom* ***fell behind*** *because the half-marathon was too challenging for him.*
fall behind with	mieć w czymś zaległości	*You'd better get to work or you will* ***fall behind with*** *your training.*
fit in with	pasować, wpasować się	*Julia had problems* ***fitting in with*** *her classmates after her family had moved to Germany.*
get round to	w końcu coś zrobić	*When will you* ***get round to*** *washing the dishes?*
get behind	mieć opóźnienie w czymś	*What can you do when you* ***get behind*** *schedule?*
get into	zacząć coś, zainteresować się	*Ellen really* ***got into*** *astronomy although she hated it at the beginning.*
get into	dostać się (do szkoły)	*If I don't* ***get into*** *college, I'll find a job and try again next time.*
give away	rozdawać (za darmo)	*The event sponsor is* ***giving away*** *T-shirts.*
give out	rozdawać	*The museum* ***gives out*** *information packs to visitors.*
give up	zarzucić, przestać	*My sister* ***gave up*** *eating meat after she'd watched a show about vegans.*
give up on sth	rezygnować z czegoś	*Do not* ***give up on*** *hope.*
go for	wybrać coś	*If I were you, I'd* ***go for*** *a more ambitious course.*
go in for	zająć się czymś	*Mary chose to* ***go in for*** *a career in the show business.*
go off	zepsuć się	*The cheese smells a bit sour. It may have* ***gone off****.*
go through	przejrzeć, przeszukać, sprawdzić	*I* ***went through*** *my pockets in search of the keys.*
go up / down	rosnąć/spadać	*Petrol prices often* ***go up*** *before a long weekend and go down after it.*
hang out with	spędzać czas z kimś	*Ben likes* ***hanging out with*** *his friends after school.*

hold back	powstrzymywać	*I find it difficult* ***hold back*** *my emotions in stressful situations.*
hold sb up	zatrzymywać kogoś, opóźniać	*A traffic jam* ***held*** *Dave* ***up*** *and he was late for a meeting.*
keep up with	być na bieżąco z czymś	*I can't* ***keep up with*** *modern technologies. They change too fast.*
live up to	spełniać (np. oczekiwania)	*The film did not* ***live up to*** *our expectations.*
look after	zajmować się kimś/czymś	*Kate* ***looks after*** *her baby brother when their parents go out in the evenings.*
look forward to	nie móc się czegoś doczekać	*I* ***look forward to*** *your reply.*
look into	zająć się czymś, zbadać	*The manager promised the company will* ***look into*** *the problem.*
make up	wymyślać, zmyślać	*Children have a vivid imagination and* ***make up*** *wild stories.*
make up for	nadrabiać zaległości	*Patrick was driving fast trying to* ***make up for*** *the delay.*
mess about with	spędzać z kimś czas, wygłupiać się	*Teenagers prefer* ***messing about with*** *friends to studying.*
mess sth up	niszczyć, psuć	*The recipe is very easy. You can't* ***mess*** *it* ***up****.*
miss out on	stracić okazję do czegoś, przegapić	*Matt got sick on school holidays and* ***missed out on*** *a trip to London.*
pass sth on	przekazywać coś	*Could you please* ***pass*** *my feedback* ***on*** *to the others?*
pass sth up	tracić, przepuszczać	*If I am offered a job overseas, I will definitely not* ***pass*** *it* ***up****.*
pay back	zwracać pieniądze, spłacać	*Can you lend me 20 zlotys? I'll* ***pay*** *you* ***back*** *next week.*
pick up	wybierać, odbierać	*To* ***pick up*** *a parcel from the post office, you need to show an ID.*
pick up	kupić	*Could you* ***pick up*** *some milk on your way home?*
plug in	podłączać do prądu	*Before first use,* ***plug in*** *the iPad and wait till it's fully charged.*
point out	zauważyć, zwrócić uwagę	*As you rightly* ***pointed out****, nobody is anonymous online.*
put down	odłożyć (na bok), oderwać się (od czegoś)	*The novel was fascinating. I couldn't* ***put*** *it* ***down****.*
put forward	wysunąć, zaproponować	*Local council* ***put forward*** *a plan to increase security in the area.*
put sb off	zniechęcać kogoś	*This book has really* ***put*** *me* ***off*** *reading other horror stories.*
put together	sporządzić (listę gości), zebrać, utworzyć (drużynę)	*When organising a party, start with* ***putting together*** *a guest list.*
put up with	znosić, tolerować	*I will not* ***put up with*** *such treatment any longer!*
run out of	zabraknąć, skończyć się	*We've* ***run out of*** *eggs. Can you get some on the way home?*
sail through	zdać śpiewająco (egzamin)	*Having studying hard, Cecil* ***sailed through*** *his final exams.*
scroll down	przewijać w dół	***Scroll down*** *to the bottom of the page for further instructions.*
set back	kosztować kogoś	*This trip will* ***set*** *us* ***back*** *£1000, which is more than we've expected.*
set sth up (as an event)	organizować, aranżować	*Let's* ***set up*** *a team meeting tomorrow.*
set up	zakładać, otwierać (firmę)	*Louise* ***set up*** *her own business at the age of 18.*
stand out from	wyróżniać się spośród	*With pink hair and a bright T-shirt, Tom* ***stood out from*** *the crowd.*
stand sb up	nie przyjść na spotkanie, wystawić kogoś	*Have you ever been* ***stood up*** *by anyone?*
stick to	trzymać się czegoś (np. planu)	*Let's* ***stick to*** *the facts rather than waste time on gossip.*
stock up on	uzupełniać zapasy czegoś	***Stock up on*** *water, food and equipment before you go camping.*
switch on / off	włączać / wyłączać	*When your computer has crashed,* ***switch*** *it* ***off*** *and* ***on*** *again.*
take after	być do kogoś podobnym	*All three of their children* ***take after*** *their dad.*
take out	uzyskać, zaciągnąć (np. kredyt)	*Many American students* ***take out*** *huge student loans.*
take part in	brać udział w	*Jake didn't want to* ***take part in*** *the school play.*
take to	polubić kogoś, przekonać się do kogoś	*Although Monica didn't use to like Andy, she gradually* ***took to*** *him.*
take up	zacząć (uprawiać), zainteresować się	*I* ***took up*** *judo and swimming in high school.*
throw out	wyrzucać	*I* ***threw out*** *my old shoes because one had a hole in it.*
try on	przymierzać (ubranie)	***Try on*** *the clothes before purchase as we don't accept refunds.*
try out	wypróbować coś	*I'd like to buy a scooter. Can I* ***try*** *it* ***out*** *first?*
turn down	odrzucać (ofertę), odmawiać	*Isabella* ***turned down*** *a job offer.*
turn into	zmieniać (coś) w (coś)	*Eric is a great chef. He can* ***turn*** *nothing* ***into*** *an amazing meal.*
turn into sb	zmieniać się w kogoś/coś	*Caterpillars* ***turn into*** *butterflies.*
turn out	wytwarzać, produkować	*The company* ***turns out*** *1000 watches a week.*
turn out	okazać się (kimś/czymś)	*The weekend* ***turned out*** *fantastic despite the pouring rain.*
turn round	odwracać (się od kogoś)	*She* ***turned round*** *and saw a man pointing a gun at her.*
turn sb away	odprawiać (kogoś)	*The clinic is fully booked and regularly* ***turns*** *patients* ***away****.*
turn to	zwracać się do kogoś (o coś)	*Bill* ***turned to*** *his brother for advice.*
turn up	pojawiać się, przychodzić	*Sue* ***turned up*** *for the show an hour late and she wasn't allowed inside.*
type in	wpisywać (w wyszukiwarce)	***Type in*** *the password to log in.*
warm up	rozgrzewać się, robić rozgrzewkę	*It's important to* ***warm up*** *before the run.*
wear off	mijać, kończyć się	*Our initial enthusiasm* ***wore off*** *when we realised how steep the mountain was.*
work out	zrozumieć coś, pojąć	*Have you* ***worked out*** *how to access the Internet yet?*

LEXICAL PATTERNS

PREPOSITIONAL PHRASES		
against all the odds	pomimo wszystkich przeciwności	*Veronica won the game **against all the odds**.*
at a discount	ze zniżką	*The BMW dealer is selling new cars **at a discount** now.*
at the centre of	w centrum czegoś	*Joe enjoys being **at the centre of** attention.*
at the expense of	kosztem czegoś	*The production was increased **at the expense of** quality.*
at the top of	na szczycie czegoś	*The views **at the top of** the mountain are breathtaking.*
away from the hustle and bustle	z dala od zgiełku	*I want to move to the country to live **away from the hustle and bustle** of the city.*
beyond belief	nie do wiary	*Russell's stories about his encounters with aliens were **beyond belief**.*
beyond one's abilities	przekraczać czyjeś umiejętności	*Doing pushups is **beyond** my **abilities**.*
by chance	przypadkiem	*Do you believe life on Earth began **by chance**?*
by contrast to/with	w przeciwieństwie	***By contrast with** our previous teacher, Mr Nash does not give us many tests.*
from start to finish	od początku do końca	*She was responsible for the team **from start to finish**.*
in comparison to/with	w porównaniu z	*Why are things more expensive **in comparison to** last year?*
in favour of	na korzyść czegoś/kogoś	*The jury gave a verdict **in favour of** the defendant.*
in great form	w świetnej formie	*Leo Messi was **in great form** throughout the World Cup.*
in stock	w sprzedaży	*Do you have these dresses in size 10 **in stock**?*
off the beaten track	z dala od cywilizacji	*Martin's family always spend their holiday **off the beaten track**.*
on account of	z powodu czegoś, na skutek czegoś	*Shops are closed tomorrow **on account of** the public holiday.*
on order	na zamówienie	*This model is available **on order** only.*
on sale	w promocji, w przecenie	*There is a large selection of flat-screen TVs **on sale** now.*
on the predictable side	dość przewidywalny	*The book was a bit **on the predictable side**.*
out of character	nietypowy (dla kogoś)	*Although it was quite **out of character**, Kate ventured on a trip to India alone.*
out of place	nie na właściwym miejscu	*Being adventurous, Thomas has never felt **out of place** even in the most peculiar places.*
out of reach	poza zasięgiem	*Keep all medicine **out of reach** of children for their safety.*
out of the way	na uboczu	*The hotel was **out of the way** whereas we had hoped for a more central location.*
out of this world	nieziemski	*The steak was **out of this world**! We're definitely going back to that restaurant.*
with regard to	odnośnie czegoś	*I'm calling **with regard to** the job ad.*
VERB PATTERNS		
verb + *-ing*		
avoid	unikać	*Kevin moved to the city centre to **avoid** commuting.*
can't help	nie móc przestać, nie móc nic poradzić na coś	*I **can't help** laughing at the thought of Bob in a Batman costume.*
deny	zaprzeczać	*The defendant **denied** seeing the victim on the day of the murder.*
enjoy	lubić	*Lucy **enjoys** cooking and swimming.*
fancy	mieć ochotę na coś	*Do you **fancy** going out for a walk?*
feel like	mieć na coś ochotę	*We all **felt like** getting a snack before the movie.*
keep	robić coś stale, kontynuować	*My sister **keeps** telling the same old jokes.*
miss	tęsknić za czymś, brakować komuś czegoś	*I'll **miss** going to the cinema with you.*
practise	ćwiczyć	*How often do you need to **practise** playing the piano?*
risk	ryzykować	*I wouldn't **risk** taking pictures in the rain.*
spend your time	spędzać czas	*Josh **spends** most of **his time** doing sports.*
suggest	sugerować	*I **suggested** printing more invitations.*
verb + infinitive		
agree	zgadzać się	*My neighbour **agreed** to look after my dog while I was away.*
aim	dążyć do, zmierzać	*I **aim** to pass my driving test by the end of the year.*
arrange	ustalać, uzgadniać	*Tim and I **arranged** to meet after my horse-riding lesson.*
fail	nie zrobić czegoś, nie wykonać czegoś	*Our team **failed** to qualify for this year's Olympic Games.*
happen	zrobić coś przypadkiem	*I **happen** to know the best Italian restaurant in the city.*
manage	zdołać coś zrobić	*Olivia **managed** to find decent accommodation near the university.*
offer	oferować	*My school **offers** to organise many extracurricular activities to students.*
pretend	udawać	*Let's **pretend** to be tourists from Brazil.*
seem	wydawać się	*Monica **seems** to be rather upset about something.*
tend	mieć w zwyczaju coś robić	*Beginners **tend** to overestimate their skills.*
volunteer	podjąć się zrobienia czegoś	*My parents **volunteered** to help out with our school trip.*
want	chcieć	*I **want** to focus on my studies.*

LEXICAL PATTERNS

verb + object + bare infinitive		
help	pomagać	*Can you **help** me understand this question?*
let	pozwalać	*My aunt doesn't **let** her children play computer games.*
make	zmuszać kogoś	*Lee's parents **make** him do his homework right after school.*
verb + object + infinitive		
allow	pozwalać	*Elise's parents won't **allow** her to go clubbing.*
ask	prosić kogoś, żeby coś zrobił	*Tom's wife **asked** him to take the dog to the vet.*
cause	powodować	*Volcano eruptions may have **caused** the dinosaurs to become extinct.*
enable	umożliwiać	*A bank loan **enabled** Jeff to open up his own business.*
encourage	zachęcać	*My parents strongly **encourage** me to study abroad.*
help	pomagać	*I'm **helping** my younger brother to learn how to ride a bike.*
invite	zapraszać	*The host **invited** the audience to take part in the debate.*
motivate	motywować	*Sometimes I find it hard to **motivate** myself to revise for my exam.*
persuade	przekonywać	*My teacher **persuaded** me to take the matura exam in German.*
remind	przypominać	*The teacher **reminded** us not to use dictionaries during the exam.*
want	chcieć	*I **want** you to know you can always count on me.*
verb + infinitive or *-ing* (little or no change in meaning)		
begin	zaczynać	*We **began** to run / running when it started raining.*
bother	fatygować się, sprawiać sobie kłopot	*Why do I even **bother** to help / helping Jack when he doesn't appreciate it?*
can't stand	nie cierpieć, nie znosić	*Peter **can't stand** to be / being alone, and he is looking for a roommate.*
continue	kontynuować	*Will you **continue** to use / using this keyboard? If not, can I have it?*
prefer	woleć	*I **prefer** to study / studying in the library.*
start	zaczynać	*The snow **started** to fall / falling two days before Christmas.*
verb + infinitive or *-ing* (with a difference in meaning)		
forget	zapomnieć, żeby coś zrobić / zapomnieć, że się coś zrobiło	*I'll never **forget** meeting my girfirend for the first time.* *Please do not **forget** to lock the door.*
go on	przejść do robienia czegoś / kontynuować coś	*You can't **go on** pretending that everything is fine.* *The teacher explained grammar to us and then **went on** to discuss the text we read.*
mean	mieć zamiar coś zrobić / oznaczać coś	*Joe **meant** to call his mother but he forgot. / Asking for help **meant** calling his mother.*
regret	wyrażać ubolewanie / żałować, że się coś zrobiło	*We **regret** to inform you that the airport is closed due to a heavy snowfall.* *I **regret** not travelling more when I was younger.*
remember	pamiętać, żeby coś zrobić / pamiętać, że się coś zrobiło	*Please **remember** to turn off the lights.* *I **remember** turning the lights off before leaving the house.*
try	usiłować coś zrobić / spróbować coś zrobić	***Try** not to wake up the children when you get back.* *If your Internet isn't working, **try** restarting your wi-fi connection.*

Word formation

ADJECTIVE SUFFIXES

-able	replaceable, comfortable
-al	logical, personal
-ant	tolerant, pleasant
-ed	satisfied, prepared
-ful	respectful, successful
-ive	competitive, expensive
-ous	adventurous, poisonous
-ory	satisfactory, sensory

NOUN SUFFIXES

-ance/-ence	guidance, existence
-tion/-sion	motivation, permission
-ity	possibility, responsibility
-ness	readiness, forgetfulness

PREFIXES

prefix	meaning	examples
de-	opposite	demotivate, derail
in- *un-* *ir-* *il-* *im-* *non-* *dis-*	opposite, not	incompetent, intolerant unusual, uneducated irregular, irresponsible illogical, illegal immature, impartial non-smoking, non-stop discourage, disapprove
mis-	wrongly	misunderstand, misinform
over-	too much	overeat, overworked
under-	too little	underpaid, underdeveloped
re-	again	retake, rearrange
inter-	between, among	international, interact

LEXICAL PATTERNS

WORD FAMILIES

noun	personal noun	verb	adjective	adverb
prestige	–	–	prestigious	prestigiously
innovation	innovator	innovate	innovative	innovatively
adventure	adventurer	adventure	adventurous	adventurously
purity	–	purify	pure	purely
reception	recipient	receive	–	–
invention, inventiveness	inventor	invent	inventive	inventively
fortune	–	–	fortunate	fortunately
recognition	–	recognise	recognised	–

AUDIOSCRIPT

UNIT 1

CD 1.01

Nina I stayed in last night and chilled out watching TV all evening, but it was really boring. There weren't any good films or drama series on. First, I watched a team of students answering questions which I couldn't even guess at! Then, there were a load of celebrities being interviewed by Alan Davies. They told a couple of stories about how they had become famous but nothing that interesting.

James You were obviously watching the wrong channel. Didn't you check out the TV guide? On Sky, I saw a great programme about sharks – very educational! Then, I thought I'd have a laugh. I watched people making fools of themselves trying to jump on big balls to get across a river! The crazy things people do to appear on TV and win a bit of money!

Nina You're lucky. We haven't got satellite TV, and it was my sister's turn to choose what to watch. I even had to sit through a politician talking about how he was going to make life better for everybody in the country!

James Mhm!

CD 1.02

Betty Hi Adam! What are you watching?

Adam I'm watching a programme called *Would I Lie to You?* To be honest, I watch it quite often. It's a TV comedy panel show which has been running for twelve years. Have you ever seen it?

Betty No, I haven't. What is it about?

Adam Well, there are two teams that compete against one another. The team members try to make the other team believe some crazy stories. Sometimes they tell the truth, but often they lie through their teeth. The programme is getting funnier and funnier despite the fact that it's been on for so long. I've been watching it since I started high school, I think. I just love it!

Betty I can see! What are you doing after that? I'm going out for a meal with my friends. I've been studying the whole day, and I'm tired. I need to chill out. Do you fancy joining us?

Adam I've ordered a pizza, and it's on its way. Plus another of my favourite series starts at 5.00, so I'd better stay at home.

Betty OK. Just don't forget to take the rubbish out. I've just cleaned the kitchen and we don't need any mess there! See you later!

CD 1.03

1

I'm afraid I'm not very adventurous or original! I like getting my news the same way as people have been getting it for a long time. I read about it in a newspaper. I really enjoy turning over the pages and choosing where I want to start or being able to look at something again. They're full of lots of different topics. You can read about news events at home and in other countries, and there are often columns where politicians or famous people give their opinions. Personally, I love the cartoon strips and the sports pages. My daughter complains that most newspapers are biased towards one political party – but that's fine with me because it's the party that I support!

2

I feel really strongly that newspapers aren't objective in the way that they present the news and they should be. It depends on who owns the paper and which party they support or which pays them the most, and that's not right! No, I much prefer getting impartial news from a neutral source. In my opinion, international news websites give the most reliable information about what's happening. You get the facts, and that's what's important. Also, I can access online news wherever I am – on the train, in my bedroom, at school ... I don't have to spend ages looking through a big newspaper to find something that I'm interested in reading!

3

I must admit that I'm addicted to social media sites, so it's not surprising that that's the way I get news. I'm interested in what's happening now and, as I'm on Facebook a lot of the time, I get photos and personal reports about breaking news all over the world. It's immediate – people in different countries post photos, comments and videos of events as they happen. Then other people add their comments and you get an excellent picture. It's clear, fast, effective and the best way to get objective news for my generation.

4

As far as I'm concerned, there's only one reliable way to get the news and that's on television. The channel that I watch is excellent at presenting the news clearly, with pictures and videos to make it interesting. Then they have discussions with experts, who give several points of view, and I can make up my own mind about what I think. The coverage of events is great too. They have reporters all over the world to get the latest stories as they happen. I really don't trust people who use social media to post pictures and news stories. How can you rely on them? Who knows what's true and what isn't? There's no one to check! They're responsible for spreading a lot of lies.

5

To tell the truth, I don't believe that any source of news can be objective. That's why, whenever I'm interested in any topic or news, I tend to turn to different sources – the Internet, newspapers, radio or television – to get the news. I assume that each of them presents information in a certain way and is often biased, even if I consider them quite reliable. In fact, I've recently become aware of the fact that some news which one television programme will focus on is not even mentioned in another programme shown on a different channel. This is a really thought-provoking observation, isn't it?

CD 1.04

I was watching a chat show the other night, and the host was talking to a journalist about the influence that the media has on people's politics. Oh, I got SO angry with the journalist. She was quoting statistics to support her view, which is that people don't change their political ideas because of what is written in newspapers. That's crazy! Everyone knows that nearly all newspapers and their online editions have a political bias, so they present the news in such a way as to persuade readers that their view is correct. They may not tell actual lies to do this, but they certainly DO bend the truth. And their readers listen to them and believe them. But there are times when they really do lie to us. Think about what happens in wartime. The public don't get the truth in the newspapers, do they? No, they are given the so-called facts that the politicians want them to hear. Propaganda like this helps governments get support for what they do. Later, when the war is over, we might learn the truth. However, even years afterwards the history books usually paint their own country in the best light. It sometimes takes decades to find what really happened in times of conflict.

CD 1.06

1

Well, when it comes to live concerts, they are my favourite form of entertainment. I'd say that the main advantage of going to a concert is the fact that you have a unique chance to watch your favourite band give a live performance. There is nothing better than seeing your idols in action and hearing them play your favourite tunes. You can also meet other fans of the same band, and sing and dance together. All of this creates an unforgettable atmosphere. To sum up, live concerts are just great artistic and social events.

2

Personally, I think that there are many disadvantages to working as a professional musician. The main drawback is the fact that unless you become famous, it won't be easy for you to find a proper job and you may waste your talent. Another disadvantage is that even when you are famous, you may not always be happy with your job, for example, you have to give concerts all the time, which is very tiring. What's more, as a celebrity you have no privacy as paparazzi follow you everywhere. All in all, on the one hand, this profession may look very attractive, but on the other hand, it's not always well paid or easy to do.

CD 1.07

Most of you have probably seen the films *Aladdin* or *Beauty and the Beast*, which were both hugely successful and got great reviews. However, not everyone knows that these two films are both remakes. What is a remake, then? It is a film or series which uses the same storyline and the same characters but has new actors, better special effects, different costumes, and is sometimes set in different times or locations. *Beauty and the Beast*, the musical from 2017 starring fantastic Emma Watson as Belle, is based on the animation from 1991, and *Aladdin* (2019) directed by Guy Ritchie – on the animated film under the same title from 1992. Why do film production companies keep retelling the same stories? To my mind, the answer is simple – to earn money. The new *Aladdin* cost 183 million dollars and has made over 1 billion dollars worldwide. No wonder that a lot of films and TV series from the late 1990s and early 2000s are being remade. Some of these new versions are not remakes, actually, but reboots. A reboot is defined as a film or a series which has the same characters, but the storyline is different. It is not common knowledge that some popular series, like *The Flash* or *Chilling Adventures of Sabrina*, are both reboots of the series which also started in the 1990s. Are the new versions considered worth seeing? I believe they are, as they both have an engaging plot, excellent acting and a great soundtrack. Aren't remakes or reboots risky? Will the audience be curious about the new versions of stories they know well? Well, it seems that once the audience loves a certain character or finds a particular story moving, they will want to see those characters or the story again – or maybe make their children fall in love with them too.

UNIT 2

CD 1.08

1

A Hi! How are you getting on?
B Oh, I've nearly finished, thank goodness. It's been quite difficult. Thanks for your help. You're so good at this complicated work – I wish I had half of your ability!
A No problem – glad I could help! Some of us are going for a pizza after work. Do you fancy coming?
B Sounds great. Let me know when you're going.

2

A I recognise you! You were at my brother's wedding.
B Yes, we spoke briefly about your car.
A That's right. It's still running well! It's a pity that my brother and his wife aren't together any more.
B Yes, such a shame. Still, maybe I'll see you again at his next wedding!

3

A Happy birthday, Chrissy. I hope you like your present.
B It's great, thanks. Mum says you spent too much!
A Your mum and I never agreed on anything – even when we were little. But I usually got what I wanted because I was older! I still do. Enjoy it! It's the sort of thing your mum likes – you two are so similar!

CD 1.09

Interviewer Hi, Alice. Thanks for phoning in. As you know, this morning we're talking about the sad old story of breaking up. What would you like to say on the subject?
Alice Hi! So far, your callers have been talking about how to deal with the end of romantic relationships. Everybody knows how hard that can be.
Interviewer So what other kind of relationship could we think about?
Alice Well, how about the end of a really strong friendship, a platonic one? When you've known someone and been a loyal, supportive friend for years, it can be terribly painful and heartbreaking when it ends.
Interviewer You know, that's something I've never really thought of. You tend to think that friendships end naturally when people move away or get older, perhaps get new jobs, you know – that sort of thing.
Alice Yeah, and of course that happens. But when you share a deep bond, like very close friends do and you go through all sorts of life experiences with them, it can be almost like a marriage! Then when one of the friends ends the friendship, the other one can be devastated.
Interviewer I guess you're speaking from experience, Alice?
Alice Yes, I am. A few years ago the person I'd been best friends with for ten years texted me to say she never wanted to see me or talk to me again. It was all due to a misunderstanding. She was under the impression that I was gossiping and spreading nasty rumours about her behind her back. I SO wasn't.
Interviewer Did you try to explain?
Alice Over and over again, but she wouldn't listen. I felt so bad – not because I'd done anything wrong, but because I'd lost someone who was really a big part of my life. What made it worse was that she was obviously unaffected. It left an empty place inside me. I can understand how your last caller felt when his girlfriend broke up with him after five years.
Interviewer That is such a sad story, Alice. And you've given me a lot to think about. So, listeners – do you agree? Can the end of a friendship be as heartbreaking as the end of a romance? Phone in on …

CD 1.10

1

I appreciate that the end of a friendship can affect people badly. However, I really don't think you can compare it to the devastation caused by the breakup of a long-term relationship such as a marriage. I would go so far as to say that it has a relatively minor effect. After all, most of us have more than one good friend, but we don't usually have more than one long-term partner. I doubt that a friend getting grumpy because of something I said or didn't say would cause me many sleepless nights. Come on, Alice – get a life!

2

I know exactly where Alice is coming from. People underestimate the value and strength of a strong friendship. Just think about it. Romantic relationships break up all the time. And who is there to support us through all the emotional ups and downs? Our friends. So, when someone you've trusted and depended on for support throughout the years suddenly stops being a friend, it can be crippling. My thoughts are with you, Alice – remember, the same as for romantic breakups – time is a healer.

3

Well, if you ask me, conflicts show what we are made of, and whether or not we can handle our feelings not to hurt others, or if we have the strength to apologise and forgive. I'd say that instead of wallowing in grief, Alice should find a way of patching up the differences with her friend and build her relationship anew. It probably won't be easy, but it's worth a try.

4

Falling out with a friend can't be easy, but it's never just one person's fault. It usually takes two to tango unless we talk about the so-called toxic relationships in which one person is manipulative or uses emotional blackmail. I used to have a mate like that, and it took me ages to realise how bad the relationship was for my self-esteem. My parents helped me see through that person, and eventually we went our separate ways. I don't know if the same applies to Alice, but it's good to know that these things happen.

CD 1.11

James So this is almost the last day of university and the end of our studying.

I can't believe we finish tomorrow. Next step – work! I wonder where we'll be in ten years' time. What do you think you'll be doing?
Lucy Well, with luck, I'll be earning a lot of money because I'm going to find a well-paid job! I imagine I'll have got married by then, but I probably won't have had any children. That can wait! I'll have married someone rich, so we won't be living in a small flat, but in a big country house! What will you have done by then?
James Good luck with that! I definitely won't have got married by then, but I certainly won't be living at home either. Perhaps I'll be sharing a flat with a friend. Will you still be riding your bike everywhere? I'll have learned to drive by next year, so I'll be able to come and visit you in the country! Well, talking of the very near future, what are you doing tonight, Lucy? Fancy eating out?
Lucy Why not? I'm not doing anything special. How about going to the new Chinese place? I promise I won't be late this time.
James OK, I'll be waiting outside. 7 p.m. sharp!

CD 1.13

Zac Hi, Lisa. Where have you been? I've been waiting for half an hour.
Lisa I'm awfully sorry for being late. I missed the bus.
Zac Oh, I see. Anyway, have you got any more ideas about our end-of-year class party? Why not just go out to a club like we did last year?
Lisa I'm not sure that's a good idea. I think it might be better if we do something different. I suggest a barbecue party in the park. There's a picnic area there and it's close to school.
Zac Well, I don't know. A barbecue party in the park will take a lot of preparation. Who will do the shopping and the clearing up afterwards? Maybe a better solution would be to go to a pizza place?
Lisa Don't be cross, but I would really prefer something more original. It's our last year together, so I really think that we should try to arrange something special.
Zac OK, let's give it a try. But what if it rains?
Lisa Don't be so pessimistic. I'm sure the weather will be fine. Anyway, if you agree to do the food shopping, I'll take care of the plates and cups, and things like that.
Zac Maybe the other way round? I wouldn't know what food to get.
Lisa OK, that's fine with me. Let's go shopping together and I'll ask the others to sort out the rest.
Zac Thanks, Lisa. There's one more thing … I'm really sorry, but I've lost the Memory Stick you gave me yesterday, with all the class photos on it. I feel terrible about it.
Lisa Oh, well. Don't worry. I've saved them on my laptop, so it isn't a big deal.
Zac Let me buy you a new one to replace it.
Lisa That's fine. It's not that important. Let's make a shopping list now!

CD 1.14

Teacher Please come in. How can I help you?
Emma I'd like to talk to you for a minute about the school-leaving ball.
Teacher Certainly. What's the matter?
Emma Just a couple of questions. May we invite our boyfriends and girlfriends to come along?
Teacher I'm afraid not. The ball has always been only for our students, as you know.
Emma Yes, I do, but I thought perhaps we could possibly change it this year.
Teacher I'm sorry, but it's impossible.
Emma Oh, I see. Another thing has to do with the dress code. Are we allowed to wear whatever we like?
Teacher Yes, that's fine. No problem as long as you make sure you look smart and presentable.
Emma Thank you. And one more thing, actually. It's about Tracy. She doesn't want to come to the ball because she has fallen out with some of the people in our class. Would you be able to do something about it?
Teacher Certainly, but have you talked to her yourself?
Emma I've tried, but she doesn't really want to open up to me. It would be a shame if she didn't come.
Teacher OK. Leave it with me then.
Emma Thank you. I would be grateful for your help.
Teacher You're welcome.

UNIT 3

CD 1.15

entrepreneur
entrepreneurial
advancement
transferable
knowledge

CD 1.16

1

Hi, I'm Zuza. I'm from Poland and I've just returned from my Erasmus programme. What I enjoyed the most was actually the fact that I acquired a set of completely new skills such as creative thinking and project planning, which I guess I'll be able to employ in many situations in my life. I also hope that I'll become more employable in the future as a result. It was great to meet so many people and get to know their cultures. Really worthwhile.

2

Hi. My name's Paul and I'm English. I believe I really benefited from the programme. I gained a lot of hands-on knowledge on running a small business. What is more, I got some new competences which are pretty universal such as critical thinking. I believe I stand a greater chance of landing a good job as a result. I also improved my French, which is added value.

3

Hello, Peter here. I'm from the Netherlands, and for me the biggest advantage of the Erasmus programme was learning how to be more entrepreneurial, if you know what I mean. Be more courageous, decisive and business-like. On top of that, I also became more skilled, I mean I acquired some soft skills which I'd lacked before. Apparently, that's what's likely to help your career advancement, so fingers crossed.

CD 1.17

Radio presenter Hello, with us in the studio is Tina Fry, a young businesswoman who has just won the best start-up leader award. Pleasure to meet you, Tina. Tell us why you think you've won the contest.
Tina Fry Hello everyone. What a question to begin the interview with! You should ask the committee, not me. Well, I guess I must have met all the criteria that they were looking for.
Radio presenter Such as?
Tina Fry The notion of leadership has changed over the years. You may remember that in the past an effective leader was supposed to be tough, focused on results and be in charge of everything. Now leaders are seen as enablers, facilitators, people who help the other members of the team succeed and learn new skills, and I think that's what I am good at, and it's what was noticed by the jury.
Radio presenter You're only 25 years old. How come you know what it takes to be a great leader? And what does it actually mean?
Tina Fry I have always been a people person, even at school I would take on

various projects and gather people round me. It just comes naturally to me, it's in my genes, I'd say. As for the qualities of a great leader, one has to know how to manage different people on your team, how to communicate with them and work with the talents they have rather than look for faults in them – my focus this year in fact. For example, when you delegate tasks to people, make sure the task fits the person's competencies and interests, don't force things on people. It's counterproductive, never ever go down this path.

Radio presenter Empower through delegation, they say. Focus on people's strengths … What about sharing information and giving feedback to your team?

Tina Fry Yes, that's also top on the list of qualities leaders should be equipped with. Share as much information as you can, so that people feel they are in the loop, they know what's going on. Constructive feedback is also a key factor. It's not easy to give it, but it's crucial to a person's performance. In my start-up, we give each other feedback every week. I also get it from the others, it's always very useful.

Radio presenter One final piece of advice for future leaders?

Tina Fry Appreciate what people do, say thank you, pay compliments, but also set high expectations and believe in your team. Treat them the way you'd like to be treated yourself!

Radio presenter Well, well. Hardly surprising you've won the contest. Your team must love you. Congratulations once again.

Tina Fry Thanks a lot. I love them too, and all they do for the company!

CD 1.18

Recruiter OK, Joe. Thanks for coming. We are looking for a team leader to be in charge of our art project. Have you got any experience in running similar projects?

Joe Yes, I was once put in charge of a big theatre project at school. My responsibilities included finding the venue for our performance, communicating with the people on the team, and scheduling the rehearsals. I was also a head boy at school, and that involved a lot of work on various school projects.

Recruiter OK, sounds good. What qualities do you think you have to take on such responsibilities?

Joe My enthusiasm, determination to see the project through. I'm also very communicative and cooperative.

Recruiter Are there any areas where you might need support as a team leader?

Joe Well, perhaps I could do with some help when we start looking for the people for your project. Also, maybe someone could give me a hand with the advertising side of the project. It's not my strong suit.

Recruiter OK, thanks for now. We'll be in touch.

CD 1.20

From what I can gather, the picture was taken in some kind of an office. It depicts a man, probably a manager, who has fallen asleep on his desk. Judging from his face, he's fast asleep. He's wearing formal clothes suggesting he's at work. He looks as if he has been working on some difficult and tiring project. Now, he's sitting on his swivel chair in front of his desktop computer and he's resting his head on the keyboard. He was probably exhausted and that's why he's dropped off like that. He appears to be alone in his office, so no one can see him asleep.

CD 1.21

1 What job did you apply for?
2 What's it like being a temp?
3 Who's in charge of this department?
4 Why did she quit her job?
5 How does he earn a living?

CD 1.22

People often discuss jobs which have emerged during the digital revolution, or the jobs which are likely to appear in the near future, but let us focus on the oldest jobs which are still up to date. It shouldn't come as a surprise that some of those jobs are connected with people's basic needs. Let's take bakers – what can be more crucial than providing food? The oldest evidence of making bread comes from a site in Jordan and shows that it was made 14,400 years ago. However, the old-time occupations are not only connected with basic human needs. Do you know that the teaching profession dates back to ancient Greece and Rome? Back then, people who were knowledgeable and spoke different languages were employed by wealthy families in order to teach their children. Another job that has been in existence since ancient times is the medical profession – in those times, there were healers and medicine men, who used traditional medicines to cure all kinds of diseases, from ancient Egypt to India, Greece and Rome. Nowadays, with advancements in medicine, modern doctors need much more specialised knowledge than in the past, and they need to undergo a traineeship before they start their career, but the essence of the profession remains the same. Last but not least, there are musicians. Surprisingly to some, the musical profession is almost as old as the hills. The first instrument, a simple flute, which was found in Slovenia, is considered to date back to 43,000 years ago. Even though not all historians agree about that date, we know for sure that the first musical instruments were made from bone, wood or animal skins, and they were developed in many regions of the world, from Mesopotamia to North Africa. However, what the early and modern musicians have in common is their aim – to provide entertainment to people.

UNIT 4

CD 1.23

I've just read the results of a survey on Net addiction among young adults, and in some way I was relieved to find out that only 16% seem obsessively addicted to the Internet. Well, it's still a significant number of respondents (there were 1,300 of them) who admitted to spending 15 hours a day glued to their online devices. The researchers asked young people how much time they spend online, how much they panic without access to the Net, and how they think time spent online affects their relationships with other people. A lot of them responded saying that they feel a sense of euphoria only when online. It's like a drug addiction, your brain reacts in the same way to the lack of what you crave for. The respondents were asked how their use of the Internet has impacted on their relationships with other people in the past 12 months, and that was the saddest news for me. It turned out that 90% of those people lost touch with their closest family or avoided conversations with them.

CD 1.24

1

Giving first aid needs confidence. You really need to be certain of how to react in a given situation. For me the most challenging is helping a person who has suffered an allergic reaction as it may take split seconds for this person to die. The symptoms include a rash or swelling on their body, including the face and the neck, which may slow down your breathing. If the swelling is very serious, the airways get blocked, and you may simply stop breathing. People who have a known allergy should carry an auto-injector with them. If so, follow the instructions on the device. If not, send for an ambulance, and make the sufferer as comfortable as possible until paramedics arrive. Remove the allergen if possible.

2

For me, the hardest was to learn how to help someone who is breathing but is unresponsive because you know they are alive, but can't tell you what's wrong with them. When the person is like that, their muscles relax and their tongue may block their airways. You need to move their head back, put them on their side in a safe position. Under no circumstances give them mouth-to-mouth! Call 112 as soon as possible and wait for help. It's important to check the person's breathing every 30 seconds until the paramedics arrive.

3

During my first aid course, I learnt how to react in various situations. What I remember the most is what to do when you suspect someone has had a stroke. Strokes happen due to a blockage of the blood supply to the brain, which may have an effect on the sufferer's appearance, speech or sight. The thing you need to do is carry out the so-called FAST test. F for face. Check if there is weakness on one side of their face. A for

Arms. See if the person can raise both arms. S for speech. Listen and determine if you can easily understand what the person is saying. T is for time: call 999 immediately. The sooner help arrives, the less damage the brain will sustain.

4

Helping someone who is not breathing and is unresponsive is a bit of a challenge, but it isn't impossible to learn. First, make sure they are not breathing: their chest and stomach won't be moving and you won't hear any breaths. Call an ambulance, and while you are waiting, give chest compressions which we call CPR (cardiopulmonary resuscitation). If there is a defib (defibrillator), use it according to the instructions. These machines can shock the heart back into a normal rhythm. These days you can find defibs in many public places, so do look around.

CD 1.25

I was once a witness to a terrible crash. It'll stay with me for the rest of my life, I think. I was walking back home when I heard this most awful bang behind me. I looked back and it turned out that a speeding car had run into a cyclist on the pedestrian crossing. The car sped away. The cyclist was lying on the road, bleeding, but he was conscious. I ran towards him, but I really didn't have a clue what to do. He was mumbling something and kept talking about his wife. I tried to show that I was listening to him, trying to stop the bleeding with my own shirt. Another man came along, and he called 999. The cyclist started to groan in pain and he was losing consciousness. I started to panic and was feeling out of my depth. In the meantime, the guy who came along had left. The ambulance wasn't coming. The cyclist wasn't breathing. I felt lost and was trying desperately to recall how to give first aid. Just when I was about to start to give the guy a mouth-to-mouth, I heard the wail of the ambulance. The paramedics arrived and took charge. I was so distressed myself that I couldn't speak. That experience left me traumatised for some time to come. It also made me join a first aid course. I don't ever wish to be in a situation like that and lose my cool. Luckily the cyclist made it. It was my only consolation …

CD 1.26

Reporter A recent report says that over 200,000 teens aged 13–19 in the USA underwent plastic surgery last year. Social media are to blame, experts say. Dr Philips, is that true? And if so, why do teens want to go through all that pain?

Dr Philips I'm afraid it is true, and we do look for the reasons in social media. Teenagers look at images of celebrities and other young people which have been photoshopped, and they want to look like that. The most common procedures are to improve one's nose, ears, lips, chin, tummy and legs. These are serious surgeries, and I keep telling all my patients that they shouldn't go for plastic surgeries as these are too risky and often simply unnecessary.

CD 1.28

Quite frankly, none of these options really suit me. However, if I were to choose one, I'd go for the yoga exercises. Yoga is a form of physical and mental activity, which appeals to me. Another argument in favour of yoga would be that it is a group activity which means I will get to meet other people and possibly make new friends. I might opt for yoga too since it is meant to help you overcome stress from what I've heard. As regards the other options, I wouldn't choose the sauna experience because I'm simply not a fan of sitting in steam rooms and sweating it out. Nor do I like it when someone gives me a massage. I just don't like it when someone touches my body. Relaxing as they sound, the other two options are just not my cup of tea.

TEST PRACTICE 1–4

CD 1.29

1

Ken Good afternoon, Ms Roth.

Ms Roth Good afternoon, Ken. You look pale. Is everything OK?

Ken Not really, Ms Roth. I'm feeling dizzy and a little bit sick.

Ms Roth Why don't you sit for a moment and calm down? Take a few deep breaths. Let me get you a glass of water … Here you are.

Ken Thank you, Ms Roth.

Ms Roth Are you feeling any better?

Ken A little bit. I guess it's because I haven't slept very well the last few days, and I skipped breakfast this morning as I didn't want to be late for school. I also had a nosebleed earlier today. It's the maths competition which is really stressing me out.

Ms Roth I see. Ken, you don't have to come to my class now – you should go home and get some rest. You should also see a doctor about that. Why don't you phone your parents and wait for them to pick you up?

Ken Thank you, I will.

2

Jeff Matt, we know that young adults and adults watch animated movies with as much interest as children. It's understandable with kids, but why do grown-ups go for films like that?

Matt Yes, indeed. We are witnessing an increased interest in cartoons and cartoon-related merchandise among people who are twenty plus. I guess such shows are some form of relief from reality. I also tend to believe that adults as much as children can identify with cartoon characters. Most people recognise certain behaviour patterns, see themselves in the situations the protagonists are experiencing. Age is irrelevant here. Some experts also believe that it's because the so-called Millennials don't want to grow up.

Jeff Aren't they called kidults?

Matt Yes, indeed. Kidult refers to adults who do or purchase the same things as teenagers. Lots of products with various cartoon characters on them are targeted at adults, not just children. The numbers don't lie – such products sell really well among adults.

Jeff Is it a way of regaining your childhood or something?

Matt I guess so …

3

First of all, I'd like to thank the headteacher for inviting me to deliver a speech on your graduation day. I had the good fortune to attend your school, class of 1980 graduates. I am grateful for all the knowledge I gained here and all the inspiration I received from the teachers, but the most important lesson back then came from my mother. I was a little worried about starting a new school, as I was a quiet boy, a bookworm, wrapped up in reading science-fiction and fantasy. On the very first day, just before I left for school, my mum said to me: 'I just want you

to have a good time. Find good friends, be yourself and enjoy every minute of your time there.' And that's what I did. I didn't try to make a good impression on any of my peers, I simply was myself. Luckily, there were quite a few people in my class who liked science-fiction and fantasy too, and we started to hang out together. We talked about books, played games and went to concerts and parties. We also helped each other with schoolwork as each of us had some difficulties with one or two subjects. I may be a professor of literature and a science-fiction writer, but I was, and still am, hopeless at physics. Luckily, my friend Ann acted as my private physics tutor and helped me get through it. She urged me to keep studying and doing my homework – even when I told her I had had enough. But it wasn't only about fun, hobbies and schoolwork. We also supported each other through difficult times, like when one of us split up with a boyfriend or girlfriend, or had a fight with our parents. Life was not always easy, but we were there for each other. When I felt I was under pressure, I knew I could count on my friends. On the day I graduated, I was grateful for the motivation to keep writing which I received from my teachers, but I also realised that I had done what my mum had asked me to do: I had a lot of fun, remained true to myself, and found really good friends. Actually, we have stayed in touch all these years, despite the fact that we don't even live in the same country. We know we can still rely on each other and support each other when needed. And that is what I'm most proud of: not my achievements, not the books I've written, but the fact that the five of us remained friends, even though we have different personalities, backgrounds, and different professions. So, always remember, good friends will get you through the worst of times, so be loyal and supportive, and don't forget to keep in touch with them. Thank you.

UNIT 5

CD 1.30

1

I'd first like to thank everyone who voted for me and to say that I'll do my best to represent your interests in Parliament. I know that a lot of you are worried about the proposed legislation that would allow hundreds of new homes to be built in this area. This would result in the disappearance of green spaces in the neighbourhood and a significant increase in the number of cars, which would consequently lead to heavy traffic and pollution. Thus, I'm planning to fight this every step of the way. If you would like to protest against the proposed changes, please sign the online petition. We can prevent this from happening. I know I can count on your support.

2

And on Topic for Today on Channel 4 at 9 o'clock, we have a debate on crime and punishment. Robin Woodson and the panel will be discussing the issue of how to punish offenders for different crimes. The first question is whether we need stricter laws to be passed – would society approve of them? Would stricter laws prevent possible offenders from committing crimes? The second issue is punishment for less serious crimes – is a fine always a good idea? Shouldn't fines be replaced with community service so that offenders would have to serve local communities? Finally, we will talk about what can be done to prevent crime amongst youngsters – can anything be done to stop vandalism, for example? Can we always blame poverty when young people break the rules? After that discussion, the phone lines will be open for the public to cast their vote on the major questions. Remember not to vote until the discussion has finished. If you vote too early, then your vote will not be valid, but you may still be charged.

3

A Do you think such a sign actually prevents anyone from nicking things? Personally, I doubt it.
B Really? Well, when I look at one, I feel discouraged enough, but then again, I'm a law-abiding citizen. I think I would be too scared.
A Just imagine what would happen if you were caught. I bet your parents would be absolutely furious and disappointed in you.
B Exactly. I would feel so ashamed.
A I suppose for anyone who does it without thinking such a sign means nothing. Actually, if someone wanted to do it for fun, maybe to impress their friends or peers, it might pose a challenge. You know what it's like – some people our age are often tempted to break rules and regulations.
B Yes, I agree, it's almost as if it gave them some kind of a high, you know. It's not about obtaining the things they steal, but rather the adrenaline of stealing and not getting caught. I guess that sign is designed to warn people against the consequences of the crime they may be thinking of committing.
A Possibly, as a deterrent for someone who hasn't done it before. But, if they really wanted to prevent people from nicking things, there should be cameras in the fitting rooms.
B What? Are you off your head? That would be a massive violation of your privacy. I don't think anyone would approve of such a law.
A I guess you're right. So, can anything discourage teens from shoplifting?
B I'm not sure what kind of punishment there is for that. If it is a fine, then I suppose it's the parents' duty to pay, isn't it? In my opinion, some community service might be a better idea, you know, when you have to do unpaid work in your free time, for example cleaning up rubbish or helping in old pensioners' homes. I've read somewhere that it is a really effective kind of punishment as it allows young offenders to build connections with people and businesses in their community.
A Well, you seem to be really interested in this?
B Actually, I'm considering becoming a lawyer and defending human rights in court.
A That's fantastic. I think you're the right person for the job.

CD 1.31

Interviewer OK, so tonight we're talking about recreational drug use and how it can be stopped. Jacky Nelson, what's your opinion?
Jacky Yes, well, unfortunately, I don't think it can be stopped altogether. Young people will always be tempted to take drugs for the experience, and for many of them this will inevitably lead to addiction. It's human nature to want to try something different, and just because it's against the law doesn't mean that they will be put off – in fact, quite the opposite.
Interviewer Yes, I understand where you're coming from, but could we focus on the legal highs that are getting so much press these days? The point here is they are legal, so young people can buy them online or from someone at a party. The fact that they're legal probably means that kids who wouldn't normally take recreational drugs think that they're safe … while they're not.
Jacky Far from it! There have been a lot of deaths recently from legal highs. The trouble with these drugs is that at first – when the drugs initially appear – they are chemically pure. OK, they're not good for our health in the long run, but teenagers think it's OK to take them once or twice. However, later when the drug has created a need, the makers start adding cheap materials like caffeine to the pills to make more profit, and then the pills become very, very dangerous – causing death in some cases.
Interviewer Yes, there have been several deaths recently.
Jacky The problem is that although the government is aware of the problem, as soon as they make one of these drugs

illegal, another appears on the market. It's impossible to keep up with the producers.
Interviewer Perhaps the recent campaign by the parents of one kid who died after taking one of these drugs at a party will be effective?
Jacky Yes, I think it could well be. Their story has gone viral already – it's all over the social media websites – that is the way to reach people these days. Also, the new law that comes into effect later this year has a much wider range. It will ban all mind-altering substances and make them illegal. In theory, it should cover all these drugs we've been discussing. How it works in practice we shall have to wait and see. The makers of these terrible drugs are very clever at finding ways round the rules for as long as possible.
Interviewer In the parents' campaign, they ask teenagers to tell their parents or teachers about the friends they have who take these drugs. Do you think that will happen?
Jacky I don't know. In spite of the seriousness of the problem, kids are not willing to report a mate. It's a question of loyalty.
Interviewer Let's put that to the vote, shall we? The big question tonight is: Would you report a friend who you know is taking designer drugs? Yes or no? The phone lines will be open for fifteen minutes.

CD 1.32

Mike I was wondering if you have seen the graffiti on the school wall. It's so awful, isn't it?
Susie Yeah. Someone must have done it late last night. It wasn't there when we finished the school play rehearsal at 9.30, was it?
Mike No, I don't think so. Do you know who did it?
Susie Not really, but everyone is saying that it's Mark Hammond from 3rd grade. He's done something like this before, hasn't he?
Mike Mark? No way. Stop spreading rumours about people when you have no evidence, will you?
Susie Sorry. I'd like to know who could have done something like this. People just don't think, do they?
Mike If only I knew. Let's go and ask the others, shall we? Maybe they have some idea who's behind it.
Susie OK. But beforehand, help me with my maths homework, will you?

CD 1.34

I can't be 100% sure, but I imagine that photograph may have been taken somewhere in an Arab country. I am almost certain that it shows Angelina Jolie, the famous American actress. It seems that she may have visited er, er I don't know what you call it in English, but it's a place for er, er people who have had to leave their homes because of a war. In the foreground, I can see the actress and some men. They could be politicians, or her er, er, er I mean people who protect her. I suppose the actress is making a speech or giving an interview. I get the impression that she's quite concerned with what she has seen because she looks very serious. In the background, there are some young people who are listening to her, and lots of white er, er, er things like houses made of material where these people probably live. I expect it must be hard to live in a place like that.

CD 1.35

Teacher What do you think the actress experienced when she was visiting the camp?
Student I think this experience can't have been easy for her. She probably saw a lot of poor people.
Teacher Are you a good public speaker? What makes you say so?
Student To be honest, I don't think I'm a good public speaker. Being a public speaker is not for me. I don't like speaking in public.

CD 1.36

I'm going to tell you about a charity event I took part in. It happened not long ago, when I was working as a volunteer for *Polska Akcja Humanitarna*. I decided to join their campaign after a terrible earthquake in Nepal a few days earlier. I worked with five other people. We were walking down the streets and encouraging people to donate money for Nepal. People could buy special T-shirts or send text messages to a special number. I felt good about helping others and very proud of our team. I must say it was the best experience I had ever had in my life.

CD 1.37

Interviewer Our guest today is Dr Michelle Shapiro, the author of the Juvenile Justice Reentry program. Could you tell us why you got involved in the project?
Shapiro Good afternoon. First, I have a question, Ben, and I wonder if you know the answer to it. Are you aware of how many teenagers in the US commit an offence and are then referred to juvenile courts, that is courts for youngsters under the age of 18, or 17 in some states, every year?
Interviewer Not really. 400,000?
Shapiro Twice as many, actually. Somewhere between 700,000 and 800,000. In 2018 it was 750,000, in 2019 slightly less than 700,000. If a teenager is taken to court and is considered guilty of an offence, they can either be placed on probation or taken from their home and placed in some kind of a correctional institution. I always wondered what happens to those young people afterwards – when they are on probation or after they come back from those institutions. What's your opinion, Ben? Do you think these kids turn to crime?
Interviewer Well, I suppose some of them do.
Shapiro The numbers show that a lot of them do. However, I believe in second chances, that's why I decided to look into what might prevent young offenders from committing offences or more serious crimes. The goal of the juvenile justice system is to help offenders develop all kinds of skills so that they wouldn't be tempted to break the law again – and to help them reintegrate into their communities. The question I asked myself was, is there anything that I can do to help those kids?
Interviewer It's not that easy for them, is it? They come back to families which are often not very stable, and to communities in which violence, breaking rules and regulations, are the norm.
Shapiro Exactly. Most of them struggle at school, some of them suffer from various mental health disorders and – being teenagers – are prone to risky behaviours in order to fit in with others, or just for fun.
Interviewer Or to make an impression on their peers.
Shapiro We now know a lot about the human brain and how slowly it matures, so risk-taking behaviours and doing silly things to impress your peers are something that most teenagers will grow out of. However, once they get into a correctional institution, they often end up committing more serious offences.
Interviewer I believe there are agencies and programs that offer counselling and psychological help to youngsters, right?
Shapiro Yes, you're right. Those teenagers need to learn how to cope with emotions, with stress, with difficulty, and with peer pressure. However, our research showed that what helps most is to equip them with knowledge and skills which will allow them to either continue their education successfully – or start working. They may not be able to change their family situation, but they may start feeling good about themselves, get better grades at school, or start earning their own money and learn how to be independent. Research shows that people who are employed are not as likely to get involved in crime as those without a job.
Interviewer So, what exactly do you do in the project?
Shapiro Our main aim is to provide good quality career education and technical education to young offenders – those who are in correctional institutions or those who have just left them. We have already found a few schools and community colleges which co-operate with us, and we are building programs in which juvenile offenders can start learning or developing useful skills while they are still in correctional facilities – and then continue their education.
Interviewer Thanks, Dr Shapiro, we will talk about the details after the break ...

UNIT 6

CD 2.01

a Personally, I think they're a TERRIBLE idea – they look ugly and surely they don't work when it's cloudy!

b How on earth do you calculate THAT? How many miles have I travelled? How many vegetables from other countries have I eaten? How much packaging do I throw away? Impossible!

c These are getting fuller and fuller. We're running out of space for many more. And they smell TERRIBLE if you live close!

d The river near here is full of them. I blame the factory and the rubbish dump too. Have you seen all the dead fish? I NEVER swim there anymore.

e This way of producing meat is BARBARIC! Have you seen the pictures of cows just crowded together and never ever moving? It's horrid. And the methane gas they produce adds enormously to the air pollution.

f If you go scuba diving in Australia, you can see how they've been damaged. If they disappear completely, it will affect EVERY aspect of marine life and then where will we be?

CD 2.02

Interviewer So, Brendan, is the fire out now?
Brendan Yes, almost. We're lucky. It could have been a lot worse. The fire might have spread much further if the wind had been in a different direction.
Interviewer Did you get an early warning of the fire?
Brendan Not really. It had already developed into quite a big fire when we got there. If we'd known about it earlier, we would have been able to put it out faster.
Interviewer Would it have started so quickly if the ground hadn't been so dry?
Brendan Oh no. If we'd had more rain over the last few months, it wouldn't have been so bad.
Interviewer I hear you used a new device that showed you how the fire was moving?
Brendan Yes, it was amazing. If we hadn't used it, we would have had a much harder job chasing the fire.

CD 2.03

1
I know it's what we are all studying at the moment, but I think everyone's obsessing too much about WHY we've got so many environmental problems like floods and baking hot summers, and we aren't thinking enough about how we ought to deal with them. The past is the past, right? And we've got to cope with things that are happening right now and also, what's really important, plan how to deal with stuff like flooding and rising sea levels in the future so that my generation can actually survive! Perhaps we've got to stop building houses near the coast and move everyone to higher land. Maybe that sounds far-fetched, but we've got to do something radical.

2
Whether climate change is a result of humanity's increased use of fossil fuels or natural changes to the planet, the consequences need to be dealt with, and the international meeting held in London earlier today, attended by representatives of our government, debated those issues.
A summary of the points discussed, along with proposed solutions, will be published next month. A spokesperson for the conference described the meeting as progressive and an important step forward in bringing innovative ideas together in the fight to protect the environment and prepare for future problems.

3
We had a really bad time last winter. Our house is quite close to the river, and after all the rain the river burst its banks, and the water came up the road and into all the houses! We dashed around, trying to move all the important things upstairs, but it still caused loads of damage. We had to live in a caravan in the garden for months afterwards before the house was ready for us to move back in! We need to look to the scientists now. There have got to be some new technological advances that can stop this happening. You know, equipping new houses with special walls that come up when the water rises and strong banks by the rivers to stop them flooding. The problem isn't going to go away next year, is it?

4
If the reports and film footage of the severe flooding last year and the terrible heatwaves we've been experiencing this summer haven't got you worried, then nothing will! Scientists have been warning us for years that climate change is here to stay, and what has the government done? Zilch! For goodness sake, we've got to stop sleepwalking into a total disaster. So, tell all your friends to go on our peaceful March for Action on Climate Change in London next Saturday. We don't want more reports on why it's happened – we want more money to stop its effects! See you all at the weekend.

CD 2.04

Man It's quite clear to me that it's people's attitude to the environment that needs to change if we're going to get anywhere in the fight against the problems the world is facing. We, that's you, me and everyone watching at home, need to take responsibility. We need to change people's mindsets and instil new habits. We have to recycle, cut down on our use of gas and oil, not buy more than we need …
Woman I'm sorry, but I just don't buy into this whole 'it's down to us' thing. Haven't you noticed? People ARE recycling, they're getting house insulation, putting in solar panels … There's only so much we, as individuals, can do! It's governments that need to tackle the problem on the world stage. They must introduce new laws, stop big corporations from cutting down rainforests, make the big industrial plants cut their pollution levels, invest in research, and more.
Man But it all starts with individual steps …
Woman I'm sorry, but I completely disagree! You are totally missing the point. If you think a few people refusing to use plastic bags is going to make the whole problem go away, then you are very much mistaken.
Man You know very well that is NOT what I'm saying …

CD 2.06

Ola I've just heard someone on the radio say that cycling is the best way to get around the city. Frankly, I doubt it. It may be the most environmentally friendly, but surely not the safest for the cyclist.
Philip Why not? There are bike lanes everywhere now. Why don't you like the idea?
Ola It's all very well, but in Poland, for example, there aren't enough bike lanes, so cyclists have to use roads. This leads to accidents. And I think the situation is unlikely to change for the better. Cycling is trendy, so certainly, there will be more bikes in our cities, but the number of cars won't go down. I guess more cyclists will mean more accidents.
Philip How pessimistic! No doubt, the situation will improve. There is every chance that there will be more and more bike lanes in the future, and also the drivers will get used to the cyclists, and both will be more careful.
Ola Maybe, though I'm not so optimistic. If they introduced a ban on cars in the city centres, it would be something. Cyclists would be much safer then. Don't you think?
Philip Sure, but how realistic is that?
Ola I wish it was! And if it ever happens, I'll start cycling in the city myself.

CD 2.07

Peter I'm sorry I'm late, but I got stuck in the city centre. There were lots of cyclists on their bikes, riding through the main streets, blocking all the cars behind them. It's not right, is it?
Julia Well, it happens every last Friday of the month. It's called Critical Mass, and it's like a protest event. Cyclists want to draw people's attention to problems such as the need for more bike lanes and the safety of cyclists in the city. I reckon it's a good idea.
Peter I totally disagree. What they do is just block the traffic and annoy people! Is it even legal?
Julia Of course it is, but I see what you mean. They just want to show how difficult it is to cycle when you are part of the city traffic, when you are stuck behind all the cars. Isn't it high time people realised what the problem is?
Peter I agree up to a point. People have the right to protest, but you can't just block all the streets like that! Why don't they organise a march or write a petition?
Julia Because even if they did, it wouldn't have such an impact on people as slowing down the traffic, other cars and even buses which want to use the same route. What

they do may make drivers angry, but it also makes them think about the problem.
Peter I'm not so sure that's true. In fact, it's turned me against cyclists even more. I'd rather they cycled in the forest or parks than in the city centre. That's where they belong!
Julia Oh, Peter! You sound like my father. He says cyclists in cities are danger to drivers and themselves.
Peter Spot on. I couldn't agree more. I love cycling, but this city is not ready for cyclists yet.
Julia Well, I think both of you are completely wrong. Cycling is fantastic and it's here to stay.

UNIT 7

CD 2.08

Tom You seem to eat pretty healthy and nutritious food most of the time, Sue. Are you following a certain kind of diet, or is it simply that you find some kinds of food unappealing?
Sue I'm not following a diet, no. Actually, I think most strict diets are pretty harmful, and I believe they make you fret about food way too much. I can't really think of a type of food I wouldn't touch … I'm just trying to be sensible about what I eat.
Tom But I've hardly ever seen you eat anything sweet like cakes or pastries. Do you really not fancy them then?
Sue No, I find them really scrumptious, and I do eat some – I just try not to overdo it. It's not that I'm afraid of gaining weight or anything, I only think it's better to avoid too much refined sugar and white flour. Sweet things are supposed to be a treat, right? Not the main part of your diet!
Tom So what's your absolutely most beloved food?
Sue Well, I adore fresh vegetables, especially salads. My parents used to call me 'little rabbit' because I fed myself with mainly greens when I was small. Another thing I find totally moreish is bacon. I'd eat it with every meal if I could.
Tom I'm with you there, but I suppose all the salt in it isn't very beneficial for you. I'll tell you what my absolutely favourite food is, though – chips! In fact, I enjoy fried foods of all kinds. Fish and chips, though – that's the perfect meal for me. Really enjoyable!
Sue What about vegetables? I don't see YOU eating salad very often.
Tom It's not that I don't like it. It just seems like a lot of work, if you know what I mean. All that washing and chopping, and you're still starving afterwards. I don't mind cooked vegetables, though, just so long as they aren't soggy or smelly. Nothing puts me off more than overcooked veg!

CD 2.09

James Have many people made reservations for the restaurant opening tomorrow evening?
Lucy I'm afraid we only have a few bookings. We didn't really give people a lot of advance notice. In fact, people only had a couple of days to make plans after we sent out the emails and put the announcement on social media.
James That's my fault, I'm afraid. I forgot! Well, several of my friends are coming for sure. And I suspect most of the local restaurant critics will be here. Anyhow, there's little we can do about it now. Let's just hope for the best. So, have all of the supplies been delivered?
Lucy I think so. We have plenty of fresh vegetables, and there's a lot of meat and fish. Unfortunately, none of the baked goods have arrived yet.
James Oh, those are coming tomorrow. We want to make sure they're very fresh. What about the sparkling water?
Lucy Well, some of the water is here. Unfortunately, if you want French sparkling water, there is none at all. I tried both of our suppliers, but neither of them had any.
James You'd think suppliers could complete the entire order, but in my experience, they never do. Anyhow, we have a great amount of water from other countries, so it shouldn't be a problem.
Lucy Then I guess we're ready to go. I'm so excited. I'm sure this restaurant is going to be a huge success!

CD 2.10

Interviewer Welcome to Chat Time on Radio 8. I'm very happy to be talking to Della Radcliffe today in her highly recommended restaurant, Pot Pan. Thanks for inviting me, Della.
Della Thanks. It's great of you to come and visit.
Interviewer First off, I've noticed that we're the only ones here today. Is it a day off for your restaurant?
Della Yes, we're shut on Mondays. Making and serving food is such a high-energy business I feel like we all deserve a whole day off once a week. You can't believe how crazy it is in here on a normal day – it would be pretty impossible to do an interview with all the activity.
Interviewer I understand. So, my first question is: You are well-known as one of the youngest chefs to ever open their own restaurant here. How did that come about?
Della Well, first I'll tell you how I came to cook. When I was growing up, my grandmother lived with us, and she was an amazing cook. I was fascinated by the way she could create wonderful dishes out of a few raw ingredients, and they were always delicious. I was always in the kitchen, so when I was about 6, she'd give me little tasks – just washing vegetables and things like that. But by the time I was 8, she was teaching me how to make some of her most unique dishes, and I was hooked.
Interviewer So you haven't been to a cooking school or had any professional training?
Della Not exactly, no. All of my training was practical. I got my first actual cooking job at the age of seventeen at a really good traditional restaurant. The owner was very open-minded, so I started creating my own recipes based on what my gran had taught me. It turned out that people really liked them – which of course is the whole point of cooking – so I felt more self-confident about developing my own style.
Interviewer How would you describe your style of cooking?
Della I'd say it's fairly traditional, but with a modern-day twist. I'll take a normal vegetable dish, for example, but while most cooks would boil the vegetables until they're soggy, I'll grill them and serve them crisp, with some herbs or lemon juice to give them more intensity. It's vital for food to look good too, so the colours are very important.
Interviewer What do you think of fusion cooking, where the styles of different countries are combined?

Della Well, it's not really my approach, though I do borrow techniques from other cooking styles for some of my dishes. One thing I don't understand at ALL is molecular gastronomy.
Interviewer Which is?
Della It's where chefs use scientific techniques to turn food into forms and textures that are completely unrecognisable – for example, there's a thing that looks like an egg yolk which is actually made out of mango fruit. I like to look at a food and understand what I'm about to eat! Oh, and about opening my restaurant when I was twenty. The restaurant owner I've mentioned before was so impressed with my skills that she decided to finance a new restaurant that would allow me to develop my own style. It's a high risk business, so I'll always be grateful for the monetary help. Without her support, I would never have had such an amazing opportunity!

CD 2.11

While we tend to think of hunger as a phenomenon which occurs exclusively in developing countries, the truth is that as many as one in five children in the developed world goes to bed hungry each night or goes to school on an empty stomach each morning. It is also true that many more families depend on free food from food banks and other charities, and that they still fail to meet the basic food needs of their families. What is particularly disturbing about this situation is that a wealthy couple can spend a few hundred dollars on a single restaurant meal, while poor families have less than that amount to spend on groceries and other necessities for an entire month. As leaders of the community, we need to come together and find a solution to this problem, which will only get worse as the population increases and the price of food continues to rise.

CD 2.12

There is a lot of talk nowadays about food allergies and food intolerances, and often people can't explain the difference clearly. An intolerance often causes stomach discomfort and other digestive problems, but it isn't life-threatening. So, you need to steer clear of certain foods when possible, but there's no reason that you must avoid them at all costs. Food allergies tend to be more serious. I have an allergy to cucumbers and melons, so I am not able to eat them at all. As a child, I was able to eat all fruits and vegetables without any problem, but later I noticed that when I tried to talk after eating cucumbers, I had to clear my throat a lot. Later, I found that I couldn't swallow properly after eating them. I thought, 'Next time I won't be able to breathe!' and decided that I needed to avoid them. Of course, many people suffer from allergies to foods which are so severe that even the dust from a peanut could possibly kill them. In my case, I will just need to check restaurant food for any suspicious ingredients and get on with my life.

CD 2.13

Did you know that Poland is among the five most wasteful nations in Europe when it comes to food, just after Great Britain, Germany, France and Holland? Nine million tonnes of food go to waste in this country, and both food producers and individual consumers are to blame. Around two million tonnes of food are wasted by individual households each year. The food products most often wasted are bread, fruit, cold meat, vegetables, dairy products and ready-made meals. The most food gets wasted by young, well-educated people living in big cities. Also, the wealthier the person, is the more food he or she is likely to put in the bin. Luckily, there are food banks in Poland which distribute about 140,000,000 kg of unwanted grocery products every year to reduce food waste. In 2015, food banks helped feed around 200,000 people with groceries worth 320,000,000 PLN!

CD 2.15

Young people do not always make wise food choices. Being a young person myself, and a lover of fast food, I know first-hand that this is true. Give me the choice between broccoli and chips, and the chips will win every time! Seriously though, it is a fact that people do not always use their knowledge of what is healthy to choose what they are going to eat. And I firmly believe that the government has a duty to protect its citizens. For this reason, I support the idea of making laws to limit the size of soft drinks and reduce the fat and sugar content of the food we buy. People who oppose this idea say that freedom of choice is more important. The problem with this argument is that people do not really have free choice when it comes to unhealthy food. In the first place, we are constantly bombarded with adverts promoting unhealthy choices, so everywhere we go, we are tempted to buy things which are not good for us. This means that we are not actually choosing for ourselves at all. My second point is that our busy lifestyles make choosing unhealthy foods much easier than choosing healthy ones. Fast food is readily available, but it is a fact that healthier choices are harder to find and may need time and effort to prepare. If healthier choices were as widely available and convenient as fast food, I think we would be more likely to eat in a healthier way. The third point I want to make is that the price plays a role in our choices. Fast food tends to be cheaper than healthy food, and so young people with limited budgets make the obvious choice. If the government introduced rules that would limit the prices of healthy food options, I am convinced that eating habits would improve dramatically. For these reasons, I am wholly in favour of limiting unhealthy food options. I also support reducing the amount of advertising for junk food and introducing price limits on healthy food options. In addition to this, I believe that more should be done to teach students about good nutrition in schools. With these actions, everyone would have a much better chance of leading healthy lives.

CD 2.16

1

Just imagine that you're at a buffet, and you have a choice between a delicious, juicy hamburger and a serving of crisp kale salad. Now, if you're like me, you'll know the answer – the burger is victorious, and the kale can go back to whatever too-healthy place it came from. The idea that everyone should be made to stick to a vegetarian or vegan diet is something worth fighting against, and I'm willing to be one of the soldiers in the fight. I think we need meat to grow a healthy body and mind, and I'm also sure we can find less harmful ways to raise farm animals. OK, let's grow more vegetables and raise fewer animals if we have to – but let me choose a tasty steak or burger now and then, please!

2

To my mind, reducing the number of animal products we consume would be a wise step towards protecting our environment and making sure that everyone in the world had enough to eat. Studies have shown that a balanced vegetarian or vegan diet can be extremely healthy, can provide all of the nutrients we need and has a much more limited environmental impact than an animal-based diet. In fact, research shows that 18% of all greenhouse gases are caused by animal agriculture. Animal farming not only causes pollution to air and water but also poses a threat to public health because of overuse of antibiotics. For these reasons, the argument for a vegetarian or vegan diet seems very convincing.

CD 2.17

1

Being a working mum, I find it incredibly difficult to find the time to cook well-balanced and healthy meals for all my family members. Each of my three children has to follow a different diet: my oldest daughter is vegan, my son needs a really nutritious diet as he plays volleyball, and my younger daughter has got a food allergy. The truth is, I'd have to spend a few hours a day in the kitchen if I were to serve home-made meals. So, during the week, we order takeaway food from a reliable catering company suited to our needs, but at weekends I make sure that we cook and eat together something that caters to all our tastes.

2

My parents keep nagging me about not cooking and using catering services. They accuse me of wasting money and being spoilt. Well, I am a working girl, spending a great amount of time in the office, and I just don't feel like cooking just for myself. However, there are a whole lot of other reasons why I order food. First of all, my catering diet is really healthy as it is well-balanced and prevents me from putting on weight. Secondly, no food gets wasted in my household as all my meals are prepared for me, and I hardly ever do any extra shopping. Thirdly, I support local catering services. Last but not least, I have time to unwind after a hard day's work.

3

I could afford to eat out or buy convenience food, but nothing relaxes me more than cooking. I love trying out new recipes, mixing ingredients, and feasting on what I cooked with my partner and my friends. I have even attended a few cookery courses to become more creative and bolder in the kitchen.
I have a sweet tooth, so I just love making mouth-watering desserts. Surprisingly, when I was a child, I used to be a very fussy eater. My parents made me eat traditional meals, but I hated them back then. However, I've learned to appreciate all kinds of cuisines, and now I'm able to prepare both traditional and more unconventional meals.

4

I remember cooking with my mum when I was little. I loved helping her out in the kitchen. She often recalls that I got interested in cooking after I watched a cooking show for kids on TV. My mum encouraged me to assist her even though I made a terrible mess in the kitchen. When we made pancakes or dumplings, there was flour everywhere! I loved talking about cooking too. She taught me words such as 'bland', 'delectable' and 'scrumptious' and asked me to describe how something tasted to me. I was capable of making lunch by myself when I was 9. No wonder that I'm really popular among my friends in the halls of residence.

UNIT 8

CD 2.18

1

Cindy Hi, Paul.
Paul Hey, Cindy. Thanks again for lending me your scooter, but I'm having a small problem … I can't get it to start.
Cindy What do you mean? It was working fine yesterday.
Paul Well, I turned the key, I activated the fuel supply and then I pushed the start button, but nothing happened. Am I missing something?
Cindy Oh! Sorry, Paul, I forgot to explain that part. You see, my brother built the scooter out of parts from different models, so the start button isn't actually connected to anything. You have to use the kick pedal to start it.
Paul Well, THAT makes sense … sort of. Here, let me try it. OK, that worked! Thanks, and I'll bring it back this evening.

2

Cindy Uh, hello? Yes, I've just bought a new hairdryer, and I'm trying to use it for the first time, but nothing is happening. I'm wondering if there's something wrong with it, or if maybe I'm doing something wrong.
Paul Well, let me see if I can help. First of all, have you plugged it into a wall socket?
Cindy Yes, of course I have! And I've checked that the wall socket is on too. Then I set the dryer to HOT, adjusted the airflow and switched it on, but … nothing, like I've said.
Paul Can you check one thing for me? On the plug head, there's a very small round button. Can you press that button once, please?
Cindy OK. Oh, there it goes! So what was the problem?
Paul That's a shut-off button in case the unit overheats. Sometimes, it gets stuck while the product is being shipped.
Cindy Well, thanks! Now I can get ready to go out.

3

Cindy Excuse me. I was just trying to use the cash machine outside the bank, and it took my card.
Paul Oh, sorry about that. I'm sure you've used a cash machine before, right?
Cindy Yes, of course. I inserted my card, keyed in my PIN and chose my transaction, but then it just stopped – no message or anything.
Paul Let me just check your account here on the computer. Can you just swipe your card in the device there?
Cindy How can I swipe my card when it's stuck in the machine outside?
Paul Oh, sorry. I'm afraid I'm running on autopilot here. Let me just close my window, and I'll come out to the lobby and help you. I'm sure we can work out what's wrong and get your card back without any problem.

CD 2.19

Katie Hang on a sec. Oh, it's just a text from a friend.
Tim What is that phone you have? It looks ridiculous!
Katie What do you mean, what is it? It's a flip phone, of course! I was given it as a gift.
Tim When was it made? I thought flip phones stopped being produced years ago!
Katie Actually, they are still being made by all the major companies. At one point, they were being phased out slowly because companies thought no one wanted them, but then they realised there was still a demand. As a matter of fact, they've recently become quite fashionable again.
Tim Seriously? But not many things can be done on a flip phone! Can you even access the Internet?
Katie Sure, if you want to. Phone calls are easy to make, and you can send messages easily enough. I have never been given a good enough reason to change to a smartphone.
Tim Well, you have a point. Do they have other advantages?
Katie Well, if you drop it, it won't be damaged because it's so strong. It isn't attractive to pickpockets as it's not the kind of thing that would be bought by criminals, is it? Perfect for me.

CD 2.20

Interviewer Welcome to Table Talk. I'm Janet Mason, and my guest today is the youngest recipient of the Young Achievers Award, Dan Carson. Welcome, Dan.
Dan Thanks. It's great to be here.
Interviewer So, you're only fifteen and you've won this prestigious award. What makes you a young achiever?
Dan Do you mean why did they pick me for the award? I guess it's because of my project, which is an idea for a new kind of portable water purification system. I kept hearing that people all over the world lack clean water, so I wanted to come up with something really affordable, unlike most others, and easy to produce. Part of the award programme lets me work with professional engineers and innovators in order to turn my idea into something really useful.
Interviewer And how did you become interested in science and engineering? Is this something that runs in your family?
Dan Well, both my parents are developers of high tech inventions, so it was likely I'd do the same. Luckily, they both encouraged me to explore other things too. I'm actually quite musical, so I play the piano and the violin, and I also love doing sports like tennis and golf. But I think in the same way they do.
Interviewer And how is that?
Dan Oh, I see a problem, I look into it and I try to come up with a solution of some kind. The cool thing about my parents is that they're very adventurous. They never say, 'Oh, that's impossible, that can't work.' They just keep trying.
Interviewer I understand that your house is full of new ideas. Is it fun living with all of that new technology
Dan Well, it's always interesting. I mean, we have a lot of the latest smart home innovations – a robot cleans the floors,

you can look inside the fridge with your smartphone, things like that. But both my parents love messing about with mechanical inventions, and that's where it does get unexpectedly interesting.
Interviewer How do you mean?
Dan For example, my mum invented a bedmaking machine. It was meant to pull up the bedcovers, smooth them out and make it all look tidy. Unfortunately, it kept getting stuck at the top of the bed, so you couldn't actually get into bed at night! Another funny one was my dad's face recognition security system. Instead of using a key to open the door, you just looked into a camera and the door unlocked for you. But one day, the system wouldn't recognise any of our faces – and of course none of us had a key because we supposedly didn't need one! We had to call a locksmith in the end.
Interviewer So being the son of inventors has its fun side?
Dan Absolutely. So many inventions just don't work out – but we always learn something new from the failures, and that's what creativity is all about – learning as much as you can from everything you do.

CD 2.21

When I'm introduced to strangers as a futurist, they often give me a strange look, as if they thought I'm about to pull out a crystal ball and tell them that they're going to meet the love of their life tomorrow or suggest they not try out for a sports team next week. I'm not surprised nor offended by this reaction. That's because I suspect that not many people are familiar with the field of futurism or futurology. There aren't actually many of us around – our worldwide organisation has fewer than 2000 members, and not all of them are practising professionals. I am, although I neither trained in the field nor do I have an official title.
I actually studied to be a mathematician, became interested in statistics, and then – through one of my professors – began working on a project which dealt with possible future trends in population growth, the environment and the quality of life.
I will say right now that I do NOT know for certain what the world will be like in 50 or 100 years. I do have some suspicions, but I know that intuition is not a good guide.
In my view, one of the most important roles of a futurist is to consider alternatives, and to realise that many unexpected things can happen. What we do is study the past and present, especially the changes taking place right now, and then build up a picture of where these changes might lead us. For example, many people ask me if I think computers will be able to make their own decisions in the future, and a lot of us wonder if this could be a threat to humanity, or if it's simply the inevitable development of modern technology. Well, I don't know what will happen, I do know for certain that smart technology will continue to play a bigger and bigger role in our daily lives, and that there is probably no way to reverse that.

CD 2.22

Leyland Smart, now 26 years old, is believed to have been one of the cleverest and most infamous computer hackers of all time. Smart is said to have broken into at least 10,000 computer systems in his short career, and people assume he would still be hacking today if not for a surprising occurrence. At the age of 19, he broke into a crowd sourcing account, hoping to take all of the money from it. But, instead of going directly into the account, he stopped and read about the cause the money was being collected for. It was the story of a young boy who had become seriously ill at the age of eight. Evidently, Smart suddenly stopped and asked himself what he was doing and why. It was assumed that he was happy with his crime-fuelled lifestyle, but actually that wasn't the case. At the age of 20, Smart turned himself in to the police, who charged him with numerous counts of theft and computer crime. It is said that Smart is now a completely reformed character, and currently he works for the government in their cybercrimes division.

CD 2.24

Customer Excuse me. I wonder if you could help me. I'm looking for a new phone, but I'm not sure which one is best for my needs.
Shop assistant Sure, I'm happy to assist you. What is it you're looking for exactly?
Customer Well, I'm on the hunt for a very tough phone. I do a lot of sports like hiking, kayaking and climbing, and obviously my phone gets dropped in the dirt a lot, and even into water occasionally. It also has to have high quality sound. I'm actually a musician, and I'm very picky about what music sounds like, even on a phone.
Shop assistant OK. Here are two models that might interest you. The first is the SportX3. As you can see, it's very well protected from dirt, water and impact. You can drop it on concrete from 2 metres and nothing will happen. An added bonus is that it was designed for people who listen to music while they do sports, and I've been told the sound quality is excellent. The other choice is the Runner. It doesn't have the same level of protection as the SportX, but the sound quality is amazing.
Customer I like the look of the SportX. What other features does it offer?
Shop assistant It has a very long battery life, which is great if you're out in the wilderness. Another great feature is the adjustable vibration. I know if you're doing things outdoors, you often don't hear or even feel our phone, but it's hard to miss a call with this one.
Customer That sounds perfect. I missed plenty of calls out hiking, but that's partly a question of coverage too. Can I use the phone with any service provider?
Shop assistant Absolutely. It's just like any other phone in that way.
Customer How much is that going to set me back?
Shop assistant The SportX is usually £800, but we're having a special deal right now, so it's only £600. The Runner is £450.
Customer Wow, that's a steep price, isn't it? It sounds as if it's worth it, though. I think I'll take the SportX. Great! OK, now, if you could just show me how to move my coverage to this phone.
Shop assistant That's pretty simple. First, make sure the phone is fully charged. Then you put the new SIM card right in here. OK, now we turn on the phone. Here's your main screen. The next thing you do is go to the service app. Open the app and it gives you a choice of carriers. Select your service provider, enter your phone number and follow their instructions. It'll be up and running in no time.
Customer Thanks very much. So, do I pay you or ...?
Shop assistant Yes, I can take your payment. Is this a debit or credit card?
Customer It's credit.
Shop assistant Great. I'll be back in just a second.

CD 2.25

Man Something's going on with my laptop. Look at this! The same message keeps popping up again and again, and I can't get it to stop. I wonder if it's got a virus or a bot in it. Could that be the issue?
Woman It could easily be a virus, sure. You've tried rebooting it, haven't you?
Man It's been rebooted several times, but that doesn't seem to be fixing things. I could really use some help. Could you have a look? I know you're great with computers.
Woman If you could just reboot it one more time, I'll watch and see what happens.
Man OK, here goes.
Woman Hmm. That's really odd. You could possibly run a system check and see if anything turns up.
Man I've already tried that. I didn't see anything. It couldn't be the modem, could it?
Woman No, the signal is fine. Here's what you could do. First, go to Settings. Then go to the control panel and click on system tools, and then reinstall system.
Man Could you explain that again? I didn't get all of it.
Woman Here, let me do it. Is there anything that you need to save on here?
Man Not really, no. The important stuff is saved in the cloud.
Woman OK, just wait a few minutes. Now we'll restart and ... oh darn! It still isn't working! Well, I'd fix it if I knew how, but evidently there's a more serious problem. I think you should have it looked at by a technician.
Man That's OK. Thanks. You've done everything you could.

TEST PRACTICE 5–8

CD 2.26

Interviewer Hi, Adam. It's great to have you here with us today. As you know I'm currently doing some research on today's youth, and one of the areas I'm most willing to explore is young people's attitudes to tolerance. So, let me ask you some questions about yourself and your stance on that – OK?

Adam Sure. Fire away!

Interviewer You attend a secondary school, don't you? And you are still a minor, right?

Adam That's correct. But only until next week!

Interviewer OK. What do you associate with the word tolerance? What springs to mind when you think about it? And, would you call yourself tolerant?

Adam For me it's all about accepting other people's points of view and the choices they make. I stand by this simple rule: live and let live. Personally, I hope I tend to show tolerance towards other people's standpoints. I reckon I'm quite liberal in my way of thinking.

Interviewer OK. Thanks. Would you confirm that most people your age share such an attitude?

Adam I can only speak for my friends, people I know. Most of them hold similar attitudes. We are certainly more tolerant of one another's beliefs, relationship choices and lifestyles than our parents or grandparents, but only provided that people who think differently do not pose a threat to us. We actually talked about it in our social science class last week.

Interviewer What do you mean?

Adam For example, we discussed people with extreme views. We rather tend to accept the perspectives they have, but if those views are used to promote violence, then obviously we're against that.

Interviewer I see. Are you happy to live in a multi-national society?

Adam Well, that's the only society I know. I was raised in the UK before I came to live here, and my assumption is that people respect similar values in this country. Yes, it's absolutely fine by me.

Interviewer Thanks a lot.

Adam You're welcome.

CULTURE 1–4

CD 2.27

Interviewer Ted, can you tell us something about the newest research into happiness? Apparently, researchers know when in our lives we, the Brits, are the happiest. Is this right?

Ted Yes, indeed. One UK-based foundation conducted this very research and discovered that happiness levels tend to be the highest when you are sixteen, and then again in your 70s. Of course, this doesn't mean that in-between you are all but miserable. Anxiety levels go up in your mid-20s and then the mid-50s. It's when people blame themselves for their failures too.

Interviewer Interesting. How do they account for these trends?

Ted When you're an adolescent, your whole life is ahead of you, you just feel hopeful I guess, and later on, when you become a senior citizen, you don't stress out about work, you aren't bothered by things that used to worry you earlier on like getting a well-paid job.

Interviewer And why do people in-between feel less cheerful?

Ted Unsurprisingly so, it's connected with our financial well-being. Homeowners, people with higher income and those with good health are likely to feel more optimistic, but it's not always the case. People get anxious about their finances, the bills and things. However, your contentment with life also hangs on factors like a satisfying relationship and good physical condition.

Interviewer And where are people the happiest?

Ted The 2019 World Happiness Report pointed to the Scandinavian countries and the Netherlands. All the top countries tend to have high values for all six of the key factors that have been found to boost well-being: income, healthy life expectancy, social support, freedom, trust, and generosity towards other people.

Interviewer I see. Thanks Ted. I'm looking forward to my 70s then … if I live to that ripe old age, that is.

Ted Look after yourself and you will!

CD 2.28

I'm 18 years old and ever since I remember I have always been involved in some charity work. Recently, I've taken an interest in charity organisations helping children. The main reason is that I come from a poor background, so I know that in some areas children need support. The other reason is a report on children's rights I recently read compiled by an NGO – that is, a non-governmental organisation. It claims that in some European countries about one in four children suffer from poverty, especially in single-parent families and large families. About 20% of children are clinically obese, some percentage suffer from malnutrition and some children coming from racial minorities are discriminated against. Some other reasons why I became worried are that there are places with high CO_2 emission which violates the right to live and grow up in a clean environment. Last but not least, the report mentions the freedom of expression and opinion and states that a child's opinion is sometimes ignored and that parents tend to exercise absolute parental authority. Of course, there are numerous foundations that run programmes to combat the problems and in many countries you can contact the Ombudsman for Children's Rights. What is more, a lot of organisations promote the well-being of children worldwide. They also provide legal help for victims of children's rights violations and offer support in local projects to help the young. Many teachers remind parents that children have the right to rest, have some free time, and to take part in games and recreational and cultural activities too. Still, though, more must be done to protect the most vulnerable. That's why I've decided to help out. Do you know Janusz Korczak? The famous Jewish doctor, educator and author? He said what has become my motto 'Children are not the people of tomorrow, but people today.' His words are my motivation.

CD 2.29

Interviewer Today, we are talking to three young people who have experienced what we may call intercultural dating: Eliana from Israel, Hannah from the USA and Thomas from England. Eliana, what was your experience like?

Eliana I was born into a fairly conservative Jewish family, and in our culture dating is not usually done for fun. It's considered to be a serious matter, the time when two young people meet to see if they're compatible enough to form a steady relationship. It's a sign of being pragmatic, so we tend to date when we are ready to get married. So, imagine my discomfort when I went to Amsterdam on a student exchange at the age of 17, and boys were chatting me up all the time. I didn't realise that informal dating was the social norm there, so I would tell them 'no'. When my Dutch friend eventually explained that all those boys wanted was just to pass the time together, I became more understanding. I even decided to go on a few dates. All in all, I guess it was good for me to realise that the way people date may not necessarily be the same in every country, which made me more open-minded.

Interviewer What about you, Hannah?

Hannah In the USA, dating in groups is not uncommon, at least at the early stages of a relationship. Couples hang around together, go to diners in groups. We are also used to splitting the bill, and we ask each other out. This means that if I'm attracted to a boy, I'll invite him out, end of story. I was in for a bit of a surprise last year, though, when a Brazilian boy joined our class. He came across as very outgoing, so one day I suggested going out. He seemed clearly uncomfortable, but agreed to eat out with me. When we met up in front of the diner, I introduced him to all my friends. He couldn't believe his eyes, and said politely

that he was not ready for this, and left. I was not only embarrassed, but also upset. No other boy had treated me like that before! In fact, I found it very impolite. Only later did I find out that in Brazil, girls don't invite boys out, and they don't have group dates, which is why he reacted that way. This was the first time I had experienced such a culture clash.

Interviewer And finally Thomas. You are about to marry a Russian lady. How was your first date?

Thomas To begin with, a total disaster. I managed to commit every possible faux pas on our first date. The first problem was my casual clothes – I was wearing a pair of jeans and a T-shirt, as we do in England when we go out. She, on the other hand, came dressed to kill. Then, I presented her with a bunch of yellow tulips, which, as it turned out, was a gross mistake. Yellow flowers are usually given there to suggest the end of the relationship. But the worst was that I didn't realise that Russian women are more traditional than English women and appreciate small gestures such as opening doors and pulling out their chair at a restaurant. I could see Tamara was not too impressed. Luckily, she didn't get upset. Well, I cared about her, so I did my homework, read up on courtship in Russia, and improved my manners. Next time we met up, the flowers were red. Still, I should have done that before I even asked her out for the first time.

Interviewer How sweet! Thanks to Eliana, Hannah and Thomas for sharing their stories. Now the lines are open, so if you would like to share similar stories, give us a ring …

IRREGULAR VERBS

MP3 70

Infinitive	Past simple	Past participle
arise	arose	arisen
awake	awoke	awoken
be	was, were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned, burnt	burned, burnt
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed, dreamt	dreamed, dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit, fitted	fit, fitted
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt, kneeled	knelt, kneeled
knit	knitted	knitted
know	knew	known
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leapt, leaped
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
mow	mowed	mown, mowed
overcome	overcame	overcome
oversleep	overslept	overslept
pay	paid	paid
prove	proved	proved, proven
put	put	put
quit	quit	quit
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn, sewed
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled, smelt	smelled, smelt
speak	spoke	spoken
speed	sped, speeded	sped, speeded
spend	spent	spent
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen, swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
undergo	underwent	undergone
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
wring	wrung	wrung
write	wrote	written

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