Impulse 5

WORKBOOK

B2+/C1

Jeremy Bowell Paul Ashe
Patricia Reilly Laura Clyde
with Jeremy Day

macmillan education

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1 **Complete the survey. Then read the commentary in exercise 2. Ignore the gaps for now. Do you agree?**

English Learning Survey

1 What are your main reasons for learning English this year? How important is each of them?

1	To get a good grade in an exam	0 1 2 3 4 5
2	To help me in my future career	0 1 2 3 4 5
3	For my personal life (e.g. travel, friends)	0 1 2 3 4 5
4	Because it's interesting and fun	0 1 2 3 4 5
5	Because my teacher makes me study	0 1 2 3 4 5
6	_____	0 1 2 3 4 5

2 Which parts of learning English do you enjoy most/least?

1 Learning and practising grammar					
2 Building my vocabulary					
3 Improving my pronunciation					
4 Learning useful phrases for speaking and writing					
5 Practising speaking to be more fluent					
6 Developing my writing skills					
7 Improving my reading skills					
8 Enhancing my listening skills					

3 Which parts of learning English from question 2 should you / will you prioritise this year?

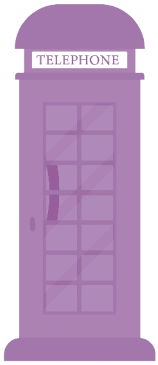
_____

4 How can you work on your English skills in addition to working hard in class and doing homework? Think of at least three ways and write them down. The ideas in exercise 2 will help you.

_____

_____

_____



2 **Complete the commentary on the survey in exercise 1 with one word in each gap.**

1 A vital part of successful language learning is motivation: if you know why you're studying, you're more likely [1] _____ succeed. Of course, exams are important, but you'll [2] _____ more out of the course if you look beyond the exam to other reasons for learning, and especially if you can take pleasure from your rapidly improving English skills. Don't [3] _____ the common mistake of thinking you're studying in [4] _____ to keep your teacher happy; you're studying for your own benefit, and your teacher's role is to help keep you motivated and focused.

2&3 It's useful to be self-aware of what you love and what you don't. Many learners tend to prioritise the parts of language learning [5] _____ they enjoy most and spend as [6] _____ time as possible on their least favourite parts. But in fact, all eight parts and more are important, and the most successful learners [7] _____ equal attention to all of them. Try to focus more [8] _____ your least favourite parts because that's where you're likely to experience the biggest improvement – and you may learn to like them, too!

4 You'll [9] _____ a long way if you work hard in class and do all your homework carefully and diligently. But if you want to turbo-charge your learning, you'll need to go beyond [10] _____ basics. Is there an app you can download to ensure you really know all the key words from the course – not just to understand them, [11] _____ to use them, too? How can you develop your reading and listening skills beyond this course? Will you [12] _____ able to work on your speaking skills with your family and friends? If you commit now, you'll be amazed at the progress you can make.

3 **Match the beginnings and endings in each set of sentences.**

1 The students, who had worked hard all year, got excellent grades. _____
The students who had worked hard all year got excellent grades. _____
   a The whole class deserved their success.
   b But the rest of the class failed.

2 I tried to walk to school. _____
I tried walking to school. _____
   a But I stopped after a few days because it took too long.
   b But I got lost and had to take a bus instead.

3 I studied all the vocabulary, _____
I've studied all the vocabulary, _____
I've been studying all the vocabulary, _____
   a but I haven't finished yet.
   b but that was a few weeks ago, and I don't remember it now.
   c so I'm pretty confident about today's test.

4 **Complete the word-formation table. You may use different suffixes or prefixes. Use a dictionary if necessary. There may be more than one correct answer.**

Noun (thing/ concept)	Noun (person)	Verb	Adjective
_____	a success	to _____	_____, unsuccessful
an _____	an _____, an overachiever, an _____	to _____	achievable, _____
_____, re-education	an _____	to _____, to re-educate	educated, _____, educational
(an) _____	–	to _____	improved, _____
_____, _____	–	to _____, to mispronounce	_____, unpronounceable
(a) development, _____	a _____	to _____, to redevelop	developed, _____, _____, underdeveloped, _____
an _____, a _____	–	to appoint, to _____, to _____	disappointed, _____
an _____	an _____	to _____, to re-apply	applicable, _____
_____	a _____	to _____	participatory
(a) _____, _____	a _____	to _____, to rediscover	_____, undiscoverable, undiscovered

5 **Write the missing verbs.**

1 _____: a meeting / on a second / your breath underwater
2 _____: pressure on sb / your prices up / off doing sth
3 _____: a decision / your destination / sth on a high shelf
4 _____: bald / into detail / down with the flu
5 _____: on your nerves / the door / rid of sth
6 _____: fun of sb / your mind up / a difference
7 _____: out of time / your own business / away from home
8 _____: advantage of sth / sth into consideration / sugar in your tea



6 **Are study techniques 1–12 good or bad? Check your answers on page 180.**

Reading

1 I always try to predict as much as I can before I read because it gives me a chance to use what I already know. It also gives me a purpose for reading: to check my predictions.
2 The best thing about reading is that it helps to build my vocabulary. I check every new word I come across in a dictionary and write it in my notebook.
3 The key to successful reading is efficiency, i.e. reading quickly to get a general understanding and find the most relevant information.

Writing

4 I find that it's much quicker to copy and paste my writing assignments from websites like Wikipedia because the quality of the writing is much better than anything I could produce myself.
5 I write a lot for pleasure in English: stories, dialogues, poems, and so on. And I force myself to use new grammar and vocabulary in my writing because experimentation is the key to success.
6 I expect my teacher to correct every mistake I make, and to write detailed guidance on how I can improve.

Listening

7 I watch and listen to lots of things in English: podcasts, TV shows, films, video games, and so on. I sometimes turn on English subtitles to help me understand some fragments.
8 I used to get stressed when I didn't understand every word during a listening exercise, which meant I lost concentration, but now I've trained myself to worry less about that.
9 I always read the audioscripts before class and check any unknown words so that I'm well prepared for listening activities.

Speaking

10 I always plan what to say very carefully in advance. In fact, I often say nothing out loud, but simply think about what I would say.
11 Speaking is all about fluency and confidence, so it doesn't bother me when my grammar is all over the place and my vocabulary is really basic.
12 Sometimes I speak English with my classmates. Other students often give us strange looks, but we don't care!

1 GET CREATIVE

Vocabulary

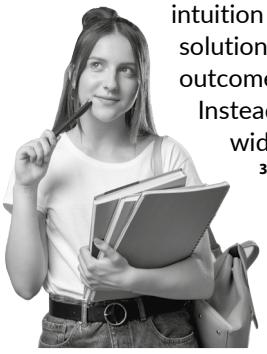
▶VIDEO 01

Vocabulary 1

Creativity

1 ♻ **Complete the text. Some letters are given.**

CREATIVE PROBLEM-SOLVING



Whenever you have a tough problem to solve, you may be tempted simply to [1] u_____ your intuition and come up with a common-sense solution. That often leads to a satisfactory outcome, but it might not always be the best. Instead, you should [2] c_____r a much wider range of alternatives. Start by [3] b_____g a long list of potential solutions to your problem. At this stage, it's best to [4] s_____d judgment over which ideas are good and bad, and simply collect as many as possible. When you've exhausted your ideas, it's time to [5] i_____y the pros and cons of each option. By this stage, you should have a pretty good idea of the best solution, but before you [6] d_____ your conclusion, take a few moments to [7] p_____t all the possible effects of your solution.

2 **Choose the correct options.**

1 I *receive* / *get* most of the inspiration for my novels from real-life events that happen to me.
2 Marco is very good at thinking on his *feet* / *box*. It never takes him long to make a decision.
3 In this class, I would like everyone to say what's on their mind and just think *out* / *on* loud.
4 Why are you always *brainstorming* / *daydreaming* during lessons? You need to pay attention!
5 Where did the *train* / *flash* of inspiration for your new video come from?
6 I start by planning the story's characters, and then everything else just falls into *place* / *space*.
7 Her novels have *followed* / *captured* people's imagination all around the world.
8 Most of my classmates aren't very creative and find it hard to think outside the *box* / *mind*.
9 He's very confusing to listen to. I'm struggling to follow his *pattern* / *train* of thought.
10 I often visit second-hand clothes shops, which *reacts* / *triggers* new ideas for my own designs.



3 **Complete the text with the correct forms of the words and phrases from the box.**

boost	dream up	emerge	explore	follow through
get stuck	go blank	stick with		

Creativity workshops for young bloggers

Do you ever [1] _____ for ideas when you are trying to write your latest blog post or produce your next video? Are you looking for new ways to [2] _____ your creativity online, gain more followers and get more people to share and engage with your posts and content? Then join us on the next Open Skies workshop at our beautiful New Forest centre, and learn how to unleash the creative genius within us all.

Each morning starts with a long walk in the forest, where the peaceful surroundings will allow new ideas and thoughts to [3] _____. Once back at the centre, the days are spent in group workshops, where you can meet and share ideas with other bloggers and take part in activities that will help you to develop the creative sides of the brain and [4] _____ completely new content ideas and original ways to write, produce and promote your blog. Our tutors will help you to [5] _____ the possibilities that are available to you next time your mind [6] _____. After the course, our tutors will continue to support you on your creative journey, helping you [7] _____ with the ideas you've generated and ensuring that you [8] _____ them and don't give up.

4* **Check you understand the underlined collocations with *idea*. Then match sentences 1–7 to follow-up sentences a–g.**

1 I find it hard to <u>come up with</u> novel ideas.
2 Let's meet up tomorrow to <u>bounce</u> some ideas <u>around</u>.
3 I'm <u>toying with</u> the idea of starting my own business.
4 I can see she has a lot of <u>ingenious</u> ideas in her head.
5 Unfortunately, all his ideas were a bit <u>half-baked</u>.
6 Please feel free to <u>share</u> any ideas that <u>occur to you</u>.
7 The ideas in my book <u>stem from</u> my experiences as a language learner.

a We're always <u>open to</u> new ideas.
b But she finds it very hard to <u>convey</u> them to others.
c Maybe we'll all give each other some inspiration!
d They all needed a lot more thought.
e It's much easier to <u>copy</u> other people's!
f But of course I've <u>fleshed</u> them <u>out</u> with plenty of research.
g But I haven't really <u>thought</u> it <u>through</u> yet.

Past perfect simple and past perfect continuous

▶VIDEO 02

1 **Match questions 1–6 to answers a–f.**

1 Where did you get the ideas for your poem? _____
2 Why didn't you enjoy the film? _____
3 How could you afford to buy such an expensive guitar? _____
4 Why were you so sleepy yesterday morning? _____
5 Why was your bus late? _____
6 Why were you smiling in this photo? _____

a I'd been watching my favourite series till 3 am!
b It had been snowing during the night and the whole city was jammed.
c We'd just won first place in a dancing competition.
d They were all things that had happened to me as a child.
e I'd been saving up for years.
f I'd already read the book, so I knew how it ended.

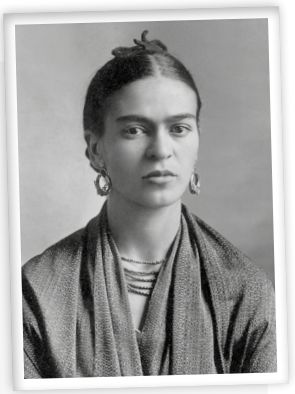
2 **Choose the correct options.**

1 I ***hadn't heard*** / ***hadn't been hearing*** of this band until I saw them play at the festival last weekend.
2 He was exhausted because he ***'d worked*** / ***'d been working*** all night to try and finish the portrait.
3 Shoppers ***had waited*** / ***had been waiting*** outside the store since midnight to buy the new smartphone.
4 Lisa ***had told*** / ***had been telling*** Pablo many times about the change of plan, but he still forgot.
5 They ***'d sat*** / ***'d been sitting*** in the cinema for ten minutes before they realised they were watching the wrong film.
6 I couldn't write down my ideas because I ***'d lost*** / ***'d been losing*** my pen.

4 **Complete the second sentence with up to four words so that it means the same as the first one. Use the word in capitals.**

1 I went to Italian classes for months before my trip, so I managed to get by in Italian. **BEEN**
I was able to get by in Italian during my trip because I _____ Italian classes for months.
2 Dickens was still writing *The Mystery of Edwin Drood* when he died. **FINISHED**
When Dickens died, he _____ _____ *The Mystery of Edwin Drood*.
3 The music finished before we got to the party. **ALREADY**
The music _____ by the time we got to the party.
4 We waited and then the bus came after thirty minutes. **WAITING**
We _____ half an hour when the bus came.
5 In 2018, Olga Tokarczuk became the first female Polish prose writer to win the Nobel Prize in Literature. **EVER**
Before Olga Tokarczuk won the Nobel Prize in Literature in 2018, no Polish woman _____ the award for prose.

3 **Complete the text with the correct forms of the verbs in brackets. Use the past perfect simple or continuous.**



Many famous artists are inspired by traumatic events in their lives, and for Frida Kahlo, the great Mexican artist, that event happened in 1925.

Kahlo [1] _____ (**not always want**) to be an artist. In fact, from an early age, she [2] _____ (**be**) more interested in science. She [3] _____ (**study**) at the National Preparatory School in Mexico City for almost three years when she was involved in a serious bus accident. It was during her recovery that she taught herself to paint, although her interest in art [4] _____ (**begin**) some years before that.

Kahlo's father was a professional photographer, and as a child she [5] _____ (**assist**) him in his studio. She [6] _____ (**also** / **learn**) how to draw at art classes she attended before deciding on a career in medicine. Kahlo's interest in art was also inspired by Diego Rivera, whom she [7] _____ (**meet**) while she was at the preparatory school. At the time, Rivera was a renowned mural painter who [8] _____ (**study**) in Spain and become friends with Pablo Picasso. Rivera [9] _____ (**paint**) a mural at Kahlo's school when she became interested in him and his work.

After she [10] _____ (**recover**) from her accident, Kahlo met Rivera again, and in 1929 they got married. After her marriage, she became more interested in Mexican folk art and her style of painting changed. During the 1930s, her work became more widely known, and by the end of the decade, she [11] _____ (**have**) exhibitions in New York and Paris, and the Louvre Museum [12] _____ (**buy**) one of her paintings.

Today, Frida Kahlo is recognised as one of the world's best-loved modern artists, whose work continues to appeal to new generations of artists and art lovers.

1.3 Speaking

Checking and clarifying information

1 **Complete the conversation with the words from the box. There is one extra word. Who are the people?**

essentially	mean	saying	straight	what	with	words



Anna So, I read the script, and I think it's pretty good, but some of it doesn't sound very realistic.

Tom Let me get this [1] _____. It's based on a true story, so it's completely realistic.

Anna What I'm [2] _____ is, some of the dialogue needs working on. [3] _____, I'm not sure the two main characters would have been so calm in such a difficult situation.

Tom You [4] _____ that people can't stay calm when they're under pressure?

Anna [5] _____ I mean is those two characters probably wouldn't have stayed calm. In other [6] _____, I think we need to change the way they react to each other.

Tom is a(n) _____.
Anna is his _____.

2 **Correct the mistakes in the sentences. Cross out one word in each sentence.**

1 Let me to put that another way. You need to be a lot more careful next time.
2 What it boils me down to is that I've run out of ideas.
3 I'm not quite the following here. What do you mean?
4 It's quite a complex process, but put in a nutshell, you need to check the instructions online.
5 Sorry, what was in that? I didn't hear the last word.

3 **Choose the correct options.**

1 X: While I'm out, can you keep an eye on the …
Y: _____
X: The soup. Make sure it doesn't boil over.
A Can you give an example?
B The what?
C What else?

2 X: I meant ten o'clock at night, not the morning.
Y: _____
X: Good. Sorry I didn't make myself clear.
A Exactly. It's up to you.
B I'm afraid you've lost me.
C Ah, I'm with you now.

3 X: What do you mean by 'beyond our means'?
Y: _____, it's too expensive.
X: Ah, that makes sense now.
A Simply put
B As you can tell
C If I'm hearing correctly

4 X: She never came to my house last night, and she never called or texted me.
Y: _____ you really had no idea where she was?
X: That's right, I didn't.
A Let me put that another way;
B Let me get this straight;
C What I'm saying is that

4 **Complete the dialogue. The first and last letters are given.**

X: Can you do me a favour? There's a competition at our school to write a short story and, well, in a [1] n_____l, I don't have any ideas.
Y: OK, I'm not quite [2] f_____g here. Am I [3] r_____t in thinking you'd like me to give you some ideas for the plot?
X: The [4] w_____t?
Y: The plot. In [5] o_____r words, what happens in the story.
X: Ah, I'm [6] w_____h you now. Well, yes, that would be great. But not just some ideas. What it [7] b_____s down to is that I'd like to take advantage of your skills as a writer, too.
Y: Sorry, what was that? If I'm [8] h_____g correctly, you seem to be asking me to write the story for you. Listen, I don't mind helping you …
X: So, you're [9] s_____g that you'll think about it?
Y: No! Let me get this [10] s_____t. I'll help you, but I'm not going to do it for you. Is that clear?
X: Yes, that makes [11] s_____e now. Thanks a lot. I really appreciate it.

A blog post about an unusual exhibition



home blog

Lego art

1 ____

I've got to tell you about an exhibition I went to recently that you really should check out. It's by the artist Nathan Sawaya, and it's called *The Art of the Brick*. You might have heard of it because it has been touring the world for more than a decade. CNN even described it as one of the world's 'must-see exhibitions'. However, it has also generated a fierce debate in the world of art. So, what is so special about Nathan Sawaya's art? He creates it out of Lego.

2 ____

Nathan's a really interesting guy, but his background isn't in art. He actually studied law at New York University. He had been working as a corporate lawyer in New York City before he swapped the world of business for his main passion, Lego art, in 2004. Later that year, he opened an art studio in New York City. While art and business may seem to be worlds apart, it seems likely to me that Nathan's corporate background and experience gave him a competitive edge in the brutally challenging art scene, where most artists barely scratch a living from their work.

3 ____

In 2007, Nathan held his first exhibition, *The Art of the Brick*. As the first artist to exclusively use Lego bricks as an art medium, he quickly gained international attention, from both fans and critics and also from bloggers like me! The exhibition was soon touring the world, and wherever it went, it attracted crowds of people. Many of the visitors were adults with fond memories of playing with Lego themselves as children, while many of the children were inspired and engaged by his art. He's now believed to be the eighth most popular artist in the world, whose works have sold for substantial sums.

4 ____

After I visited the exhibition, it wasn't difficult to see why it had become such a phenomenon. Nathan's art is impressive in scale, striking in appearance and thought-provoking. And most importantly, according to the artist himself, 'it engages the child in all of us while simultaneously illuminating sophisticated and complex concepts. Everyone can relate to the medium since it is a toy that many children have at home.' The highlight for me was three giant face masks in red, yellow and blue, which are both stunning and unsettling and really challenged my perceptions. I was certainly left with many questions about what is real and what isn't.

5 ____

But is it art and does it have a place in an art gallery? Not everyone agrees. When art critic Jonathan Jones reviewed the exhibition, he wrote that Lego was 'enormous fun' and that it didn't need to be described as something as profound as art. I'm not so sure and neither is Nathan, who has said that there are no rules in art. And after all, can't art be both fun and serious? While it's hard to describe the Lego replica of Michelangelo's *David* in the exhibition as art, other sculptures, such as those astonishing face masks, are much more provocative. So if that isn't art, then I guess we need to ask what is?

1 **Read the blog post and match headings A–F to paragraphs 1–5. There is one extra heading.**

A My opinions of the art
B Fierce criticism
C Controversial questions
D My latest recommendation
E The road to global fame
F An unexpected backstory

2 **Read the blog post again and choose the correct options.**

1 Why does the writer think readers may know about the exhibition?
A It has been featured recently on TV.
B It has been around for a long time.
C It is the only exhibition that uses Lego.
D The artist has had a number of previously successful exhibitions.

2 What was unique about Sawaya's first exhibition?
A The exhibition attracted both adults and children.
B It was given international attention.
C He made his work from nothing but Lego.
D It was put on in many different countries at the same time.

3 The artist says that using Lego
A made it easier for people to feel a connection with the work.
B made sense because his children had lots of it at home.
C was easier than working with other materials.
D was much more fun than using other materials.

4 Which claim from the blog post is <u>not</u> presented as the writer's opinion?
A Nathan's business background helped his career as an artist.
B People have paid a lot of money for Nathan's art.
C Nathan's work deserves to be successful.
D Some of Nathan's works are less artistic than others.

5 Which statement best describes the writer's main point of view?
A Sawaya's work follows the rules of art.
B The worlds of art and business are closer than they seem.
C More artists should take their art less seriously.
D Art can be fun and still make you think.

3 **Answer the questions.**

1 What is the 'fierce debate' mentioned in paragraph 1?

_____

2 What does the writer suggest about most artists?

_____

3 How does the writer feel about Jonathan Jones's criticisms?

_____

1.5 Vocabulary 2

Creative advertising

1 **Complete the text with the words from the box. There are two extra words.**

advertising	bargain	brand	consumers	copyright
promotional	ripped	special	value	

Advertising serves three main purposes. At the most basic level, it communicates information about [1] _____ campaigns, such as whether there's a(n) [2] _____ offer on a particular product at the moment, e.g. 'buy one, get one free'. At a deeper level, it's also about building trust in the [3] _____. Customers need to believe that the products are worth the money and feel confident that they aren't being [4] _____ off. Finally, the most sophisticated [5] _____ techniques are designed to build brand loyalty so that [6] _____ aren't tempted to switch to a cheaper copy of their usual brand. To some extent, legal tools, such as [7] _____ and trademarks, provide some protection against such copying, but brand loyalty is by far the most powerful weapon.

2 **Choose the correct options.**

1 In the 1980s, Levi's used upbeat pop songs from the 1950s in a ***haunting*** / ***legendary*** / ***static*** TV advertising campaign, which is still considered one of the best campaigns ever.
2 I prefer not to get into ***crafted*** / ***ingenious*** / ***philosophical*** questions, such as whether advertising is art. To me, if it works, that's all that matters.
3 In the twentieth century, billboards around sports pitches used to be ***philosophical*** / ***static*** / ***vibrant***, but modern technology allows the adverts on them to change and move during a match.
4 We pride ourselves on producing highly ***crafted*** / ***haunting*** / ***legendary*** advertising campaigns, with extremely careful attention to detail.
5 Consumers tend to ignore most adverts, so advertisers need to come up with ***ingenious*** / ***static*** / ***vibrant*** techniques to grab and hold their attention long enough to get the message across.
6 My favourite advert starts with somebody walking nervously through a spooky forest, accompanied by ***crafted*** / ***haunting*** / ***legendary*** music to build a sense of dread.
7 Roadside advertising hoardings often make use of ***ingenious*** / ***philosophical*** / ***vibrant*** colours, such as bright red or yellow, to catch drivers' attention in a split second.



3 **Put the lines of the text (a–g) in the correct order.**

- ☐ a many ideas from marketing, such as the power of intrigue and surprise. It aims to spark
- ☐ b people who might not necessarily see themselves as avid readers, to get them to think
- ☐ c at people's heartstrings so that they are desperate to visit our site to find out how they end.
- ☐ d Recently, we've been working on an advertising campaign which is designed to nurture
- ☐ e intrigue by putting the beginnings of short stories on posters. These have been selected to pull
- ☐ f twice about their assumptions about literature. The campaign encapsulates
- ☐ g young people's long-term interest in literature. We're targeting

4 **Choose the correct options.**

Creativity through constraints

I always used to struggle to [1] _____ novel ideas for my job as a copywriter for an advertising agency. Once, I was tasked with inventing a new name for a brand of deodorant, but I didn't have a clue where to start. The ideas I generated during my [2] _____ sessions were painfully predictable. But a few years ago, I came across a simple but [3] _____ technique that transformed my ability to think outside the [4] _____: creativity through constraints. The idea is that before you start thinking, you impose a constraint on yourself.
For example, let's say your answer needs to start with the letter 'P'. Now if we try to come up with a name for our deodorant, it's much easier to get started: 'pure', 'petal', 'pretty', 'power', and so on. Of course, once you've used the technique to [5] _____ a few ideas, it's fine to ignore your constraint.
So the word 'power' might lead us to 'energy', and we might end up with a brand name such as 'Pure Energy'. Try the technique for yourself next time your mind goes [6] _____. You'll be amazed at the new levels of creativity you can spark!

1	A follow through	B dream up
	C come up	D rip off
2	A intuition	B daydreaming
	C copyright	D brainstorming
3	A philosophical	B vibrant
	C emotional	D ingenious
4	A box	B edge
	C feet	D brand
5	A emerge	B nurture
	C trigger	D boost
6	A twice	B blank
	C stuck	D out



A podcast about art crime

1 **Complete the quiz with the correct words. The first letters are given. Then tick (✓) the true statements. Check your results on page 172.**

How much do you know about copyright?

1. Once an author's work is in the p_____ d_____, everyone can use it freely.
2. You only need to c_____ y_____ s_____ when you are quoting directly from them. Otherwise there is no need to.
3. In Poland, producing or selling c_____ goods can result in a prison sentence.
4. Many Polish academic institutions use special p_____ detection software, such as *Antyplagiat*. A single attempt by a student to g_____ c_____ f_____ another person's work may result in automatic expulsion.
5. Only certified inventors have the right to t_____ o_____ a p_____ for their invention.
6. Copyrighting your i_____ p_____ is not required, but it's recommended if you want to protect your creative ideas.
7. Your use of someone else's content on social media will not i_____ their c_____ if you do not intend to profit from it and cite your source.

2 **The words in the box are from a podcast. What do you think the podcast is about?**

auctioneers	conman	dealer	deception	fake	forger	fraud	masterpiece	replicas

3 **Complete the sentences with the words from the box in exercise 2.**

1 An art _____ is a person who copies paintings, etc. and pretends the copies are real.
2 _____ is a crime that involves lying in order to trick people.
3 _____ involves making people believe something that isn't true.
4 _____ are (almost) perfect copies of other things.
5 A _____ is a copy that is designed to deceive people into thinking it's real.
6 A _____ is a person who makes a living by tricking others.
7 A _____ is an extremely good piece of art, music, etc.
8 _____ are people and companies that organise auctions.
9 An art _____ makes a living by buying and selling works of art.

4 **01 Listen to a podcast about John Myatt and John Drewe. Who does each statement refer to? Write M (Myatt), D (Drewe) or B (both).**

1 One of his parents was a farmer. _____
2 He studied at art school. _____
3 He was honest about his work at first. _____
4 He bought many paintings. _____
5 He got £12,500 from Christie's. _____
6 He was sent to prison. _____
7 He still sells paintings now. _____

5 **01 Listen to the podcast again and complete the sentences.**

1 John Myatt became a highly talented artist while _____.
2 He decided to start selling his paintings because _____.
3 Drewe claimed that _____ had painted the pictures.
4 Some auction houses and dealers paid _____ for Myatt's forgeries.
5 The police have claimed that Myatt committed _____.

6 **Match the sentence halves from the podcast to make collocations.**

1 … and forged paintings that would generate _____
2 He won _____
3 He was completely honest _____
4 … a career conman and notorious _____
5 The two of them became partners _____
6 Myatt devoted more time _____
7 Drewe spent two years behind _____
8 After he had served _____
9 His fakes are now in huge _____
10 Myatt is finally able to get credit _____

a bars.
b profits of over €25 million.
c demand.
d for his amazing artistic skills.
e liar.
f to his paintings.
g a scholarship to go to a private boarding school.
h his sentence, he took up painting again.
i in crime.
j about what he was doing.



1.7 Grammar 2

Stylistic inversion

▶VIDEO 03

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

1 I always knew you'd be a great artist! Not for a moment _____ (**I / doubt**) your talent!
2 It's a terrible film. Not only _____ (**it / be**) too long, but the ending is also completely predictable.
3 He was an amazing musician, and his death is a great loss. Never again _____ (**we / hear**) such haunting music as he played.
4 When I was studying physics, little _____ (**I / know**) that I'd end up becoming a performance artist!
5 Although she's a famous artist now, not until she was in her fifties _____ (**she / sell**) a single painting.
6 I've been to many extraordinary exhibitions over the years, but never _____ (**I / witness**) anything as bizarre as this.
7 The artist worked incredibly quickly on my portrait. Scarcely _____ (**I / sit**) down when she had already finished!

2 Complete the second sentence so that it means the same as the first one. Use the correct past perfect simple forms.

1 The product hadn't been on sale for very long when the company began receiving complaints.
Barely _____ _____.
2 She had just finished writing her first novel when she started on the sequel.
No sooner _____ _____.
3 Soon after the plane had taken off, I realised that my handbag was missing.
Scarcely _____ _____.
4 They had just left the house when it started raining.
Hardly _____ _____.
5 The concert had just begun when the woman next to me passed out.
No sooner _____ _____.
6 I had just bought my new car when I was involved in a car crash.
Barely _____ _____.
7 Just after they had arrived at the museum, the fire alarm went off.
Hardly _____ _____.

3 Complete the story with the verbs from the box.

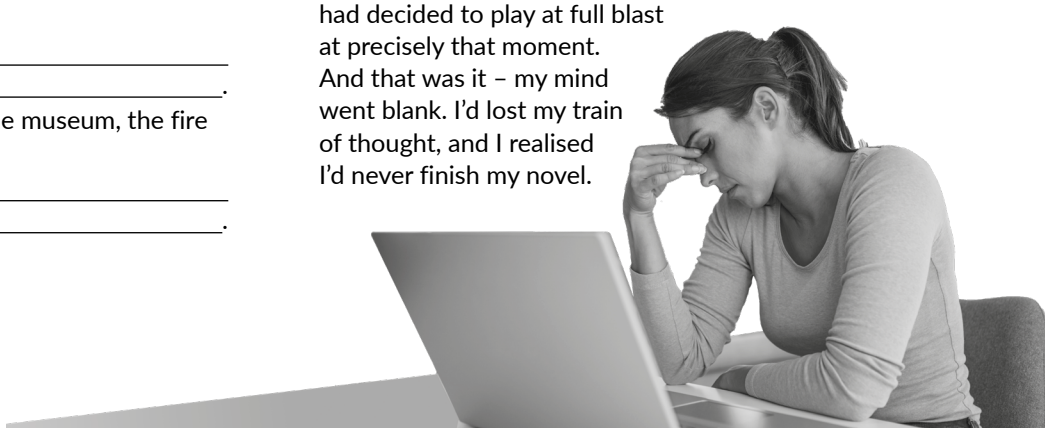
comes	lay	ran (x2)	sat	stood (x2)
was pouring	were (x2)			

Through the dark forest [1] _____ the thief, as fast as his legs could carry him. In his pockets [2] _____ bags of gold that he had stolen from the villagers as they had slept. As he emerged into a clearing in the forest, there, in front of him, [3] _____ an old wooden hut. From the chimney [4] _____ thick smoke. The thief peered through the dusty windows. Inside, on a wooden chair [5] _____ a little old man, all alone. And all around him [6] _____ bags of what appeared to be gold. The greedy thief kicked down the door and strode into the little house. 'Give me that gold,' he yelled. 'I'm terribly sorry, but that gold isn't mine,' said the old man. 'It belongs to my sister. She's gone hunting in the forest, but she'll be back soon. In fact, here she [7] _____ now.' Slowly, the thief turned to look back out through the door. There, towering over his head, [8] _____ an enormous giant. In her hands [9] _____ two moose that she had caught. The thief took one look at her and away he [10] _____ as fast as his legs could carry him.

4 Complete the text with the correct forms of the words from the box. There are two extra words.

attempt	come	drift	inspire	one
scarce	soon	work		

Last Wednesday, at one o'clock in the morning, I turned on my computer, determined to finish writing my novel. I [1] _____ on it for over two years, and was generally pleased with my work ... apart from the final chapter, which I'd written and rewritten perhaps five times, but not [2] _____ had I managed to find the twist that would form a suitably powerful ending. But as I [3] _____ off to sleep that night, I'd finally had that flash of [4] _____. I knew how to finish my story! However, no [5] _____ had I started to write than I was interrupted by a noise. Through the walls of my flat [6] _____ the muffled sound of heavy metal music, which my neighbour had decided to play at full blast at precisely that moment. And that was it – my mind went blank. I'd lost my train of thought, and I realised I'd never finish my novel.



1 **Read the conversation and rewrite verbs 1–6 to add emphasis. Use *do*, *does* or *did*.**



Cal Wow! Is that your painting? It [1] ~~looks~~ *does look* amazing!

Bea Thanks. But it was just painting by numbers, so I only followed the instructions. But I [2] ~~find~~ _____ it so relaxing.

Cal Yes, it [3] ~~sounds~~ _____ like a nice hobby. Can I touch your painting?

Bea It's best not to. The paint's still wet.

Cal OK. So, is there no creativity involved in painting by numbers?

Bea Not much! But I [4] ~~changed~~ _____ the colour of these flowers to make them look prettier.

Cal Really? Yes, they [5] ~~look~~ _____ lovely. Let me take a closer look. Oh no! I've got paint on my nose!

Bea Well, I [6] ~~warned~~ _____ you!

2 **Complete the sentences with the correct words formed from the words in brackets. There may be more than one correct answer.**

1 We're going to run a(n) _____ (**promote**) campaign to tell people about our special offer.
2 Only when you have all the relevant data should you draw your _____ (**conclude**).
3 Some artists claim to have _____ (**legend**) powers to see the essence of things, not just what's visible on the outside.
4 I have lots of comments on your story, but _____ (**simple**) put, I think you need to change the ending.
5 Of course I have my own opinions, but I try to suspend _____ (**judge**) until I've heard what everyone else has to say.
6 _____ (**consume**) aren't interested in the features of your product. They just want to know how it'll solve their problems.
7 The conman was a master of _____ (**deceive**) who could make anybody believe virtually anything.
8 This piece of music _____ (**capsule**) such a range of emotions in just four minutes.

3 **Complete sentences a–c with the same word.**

1 a I stopped talking so fast because I could see he wasn't _____ my train of thought.
b I'm good at coming up with ideas, but I'm useless at _____ through with them.
c Can you explain that again? I'm not quite _____ here.
2 a Please wait here for now, then at a given _____ I'll announce your arrival and you can come in.
b By the _____ we got to the conference, everyone else had left.
c There are lots of paintings, but it's well worth taking the _____ to study each one.
3 a I never used to like modern art, but that exhibition really made me _____ twice.
b It's a very fast-moving game, so you really need to _____ on your feet.
c She's quiet during meetings because she doesn't like to _____ out loud.
4 a Am I right _____ thinking this is your first time in an art gallery?
b The book is _____ the public domain, so you're free to use it however you wish.
c Your novel is rather long. _____ other words, you need to shorten it substantially.
5 a Let me _____ this straight. Are you saying you want to leave school to become an artist?
b Where did you _____ the inspiration for these amazing designs?
c I hate it when my bosses _____ all the credit for my hard work!
6 a Whenever I get stuck for _____, I find a walk in the forest is great for sparking my creativity.
b The purpose of this brainstorming session is to trigger new _____ for our next advertising campaign.
c These are all good _____, but you need to flesh them out with more detail.

4 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.**

1 I'm feeling nervous. Not since I was a child _____ (**I / dance**) in front of an audience.
2 Hurry up! _____ (**here / come / we**) bus now!
3 If _____ (**I / hear / correct**), you're telling me I need to start over, right?
4 When we bought this painting, _____ (**little / know**) that it was a valuable antique worth £50,000!
5 After they had planned the outline of the story, everything else _____ (**fall / place**).

1.9 Writing

A review

HOME ABOUT NEWS REVIEWS

So, you want to be the next C-BooL?

1 When a friend shared a beautiful piece of music she'd composed recently, I was keen to find out how she'd done it. When she told me it had been done using the Roland GO:KEYS keyboard, I knew I had to try it.

2 Not only is GO:KEYS a simple keyboard with over five hundred sounds to choose from, but it's also an impressive tool to produce music. People like me, who are no experts in music production, might find the number of options rather overwhelming at first, but as I discovered, you can pick up the basics in just a few minutes. What I liked best was the Loop Mix function, which allows you to create amazing music with little or no experience. What's more, the performance pads allow you to change the sound of your songs easily. Another big plus is the price tag, which is significantly lower than other keyboards of a similar standard.

3 The keyboard may be compact and easy to carry around, but what is frustrating is that it requires six batteries to power it and doesn't have its own rechargeable battery. I was also a little disappointed by its appearance. The red plastic makes it look cheap and easily breakable. Despite appearances, however, it's actually surprisingly sturdy.

4 Overall, this is a great keyboard for anyone wanting to make their own music. Although the best producers, like C-BooL, probably use more professional equipment, I'd certainly recommend it to beginners like me, and I'm sure most people would enjoy using it.

1 Read the review and choose the best summary.

a A fantastic keyboard for professionals to add special effects to their music.
b A fun and user-friendly compact keyboard for anyone who wants to start writing songs.
c A basic keyboard for those with some technical ability.

2 Underline examples of the following in the review.

1 Positive opinion adjectives
2 Negative opinion adjectives
3 Paragraph 1: Key details (What is the review about?)
4 Paragraph 2: Main features (What does the keyboard include?)
5 Paragraph 2: Two phrases for introducing advantages
6 Paragraph 3: Two phrases for introducing disadvantages
7 Paragraph 4: Two phrases for introducing a conclusion/recommendation

3 Put the words in the correct order to make emphatic sentences.

1 What / appreciate / the detailed / is / will / beginners / instruction screen.
_____
2 What / was / surprised / the most / me / the / price tag.
_____
3 What / the range / liked / particularly / was / I / of / sound effects.
_____
4 What / the / more / drop-down / needs / are / thought / menus.
_____

4 Complete the sentences with the adjectives from page 16 of the Student's Book. Some letters are given.

1 I loved the art on show at the gallery, which was truly o_____g.
2 The plot was a little f_____-f_____d, which made it hard to take the film too seriously.
3 The chef has a reputation for using i_____e techniques to create i_____e dishes, some of which take hours of intense work to prepare.
4 The script was written by a critically a_____d author, who has won many awards for her work.
5 The number of characters in the story was rather o_____g, so it was hard to keep track of who had done what.
6 The acting is s_____b, especially from the younger cast members, who gave an absolutely p_____l performance.
7 The instruction manual was written in such i_____e language that it was impossible to work out what to do.
8 The software is easy to use, which should make it a_____g to people without previous experience.

5 Write a review of an electronic gadget or piece of equipment you have used.



VOCABULARY

1 Match 1–8 to a–h to make collocations.

1	infringe	_____	a	somebody think twice
2	get	_____	b	your sources
3	make	_____	c	copyright
4	consider	_____	d	a conclusion
5	cite	_____	e	inspiration (from something)
6	capture	_____	f	your intuition
7	draw	_____	g	all the alternatives
8	use	_____	h	people's imagination

2 Put the words into the correct gaps.

1 I need a lot of time to plan, so I'm not good at thinking on my ~~heartstrings~~ _____.
2 The plot is rather intricate, but in a ~~train~~ _____ it involves travelling back in time.
3 I tried to think of something funny to say, but my mind went ~~straight~~ _____.
4 The story is over two hundred years old, so it's in the public ~~box~~ _____ now.
5 He's an excellent artist, which gives him a competitive ~~flash~~ _____ in the world of design.
6 I've always wanted to ... er ... sorry, I've completely lost my ~~feet~~ _____ of thought.
7 The haunting music is carefully crafted to pull at the audience's ~~edge~~ _____.
8 Let me get this ~~blank~~ _____. Are you saying I've bought a fake?
9 While I was drifting off to sleep, I had a sudden ~~domain~~ _____ of inspiration.
10 She's good at following instructions, but she finds it hard to think outside the ~~nutshell~~ _____.

GRAMMAR

3 Put the words in the correct order.

a anybody / this box / should / Under / open / no circumstances

_____
_____

b wonder / had / nobody else / been / I / laughing / why / did

_____
_____

c to help / has / no point / offered / At / me / anybody

_____
_____

d dark emotions / it encapsulates / I love / What / about / so many / is / this painting / the way

_____
_____

e enjoying / half an hour / I'd / comedy performance / for / been / the

_____
_____

4 Complete the mini-dialogues with sentences a–e from exercise 3.

1 X: _____
Y: Er, you're looking at a stain on the wall. The painting is behind you.
2 X: I've been waiting here for my eye test for twenty minutes. _____
Y: That's because you're in an art gallery. The optician's is next door.
3 X: _____
Y: Why not? Does it contain toxic chemicals?
X: No. It's my lunchbox.
4 _____ when the theatre attendant came up to me. 'You do realise the performance hasn't actually started yet, don't you?' she said. It turned out I'd been watching the caterers getting the buffet lunch ready. Well ... _____

ROUND-UP 1 2 3 4 5 6 7 8

5 Complete the dialogue with one word in each gap.

Max Did you manage to read my poetry collection?
Ava Yes. Er, thanks a lot for sharing something so personal with me.
Max They're extremely personal. Never before [1] _____ I allowed anybody else to read them. And? Did you like them? Were they funny?
Ava Funny? I didn't realise they were supposed to be funny. I [2] _____ find them quite powerful, though. They were rather, er, intricate, and after I'd [3] _____ reading for about eight hours I was tempted to give up. But I managed to stick [4] _____ them to the end. [5] _____ the time I'd finished, I was quite, er, overwhelmed.
Max With emotion?
Ava Er ... something like that. No sooner had I got to the end [6] _____ I felt a powerful urge to scream.
Max Wow! That's wonderful! So, do you think I should publish them?
Ava Hmm. [7] _____ I think you should do is choose the best three or four ... and shorten them.
Max And what about the others? Am I right [8] _____ thinking I should scrap them?
Ava Not necessarily. What it boils [9] _____ to is that I'm perhaps not the best person to appreciate your, er, unique talent.
Max Aha. I'm [10] _____ you now. Thanks a lot!



LISTENING

1 02 **Usłyszysz cztery wypowiedzi na temat wynalazków. Do każdej wypowiedzi 1–4 dopasuj zdanie A–E. Jedno zdanie zostało podane dodatkowo.**

A The speaker got the idea from a child.
B The idea seemed too simple to take seriously.
C Someone else took credit for the speaker's work.
D The speaker was unable to take out a patent.
E It took a long time to come up with the idea.

Speaker 1 _____
Speaker 2 _____
Speaker 3 _____
Speaker 4 _____

READING

2 **Przeczytaj tekst. W każdą lukę wpisz literę, którą oznaczono brakujące zdanie A–F. Jedno zdanie zostało podane dodatkowo.**

A After they had been living there for a few years, Christo and Jeanne-Claude's work began to receive more exposure, which enabled them to be more ambitious.
B But this changed, and by the time of Jeanne-Claude's death in 2009, both their names had earned the recognition they rightly deserved.
C Their best-known works include large-scale site-specific art installations, especially those that involved wrapping famous buildings, such as the Reichstag in Berlin and the Arc de Triomphe in Paris, in white fabric.
D They also claimed there was no deep meaning to their projects.
E In fact, towards the end of their career, they always travelled in separate planes, in order that if one was involved in a crash, the other would be able to continue their work.
F These projects involved a great deal of planning and negotiation, to come up with technical solutions, obtain permits and environmental approval, and persuade members of the public that their work was important.

The extraordinary art of Christo and Jeanne-Claude

Christo Vladimirov Javacheff and Jeanne-Claude Denat de Guillebon were two of the most influential and innovative artists of the twentieth and early twenty-first centuries. [1] _____ Because these projects were so visible and controversial, everyone in those cities and far beyond had an opinion about the artists.

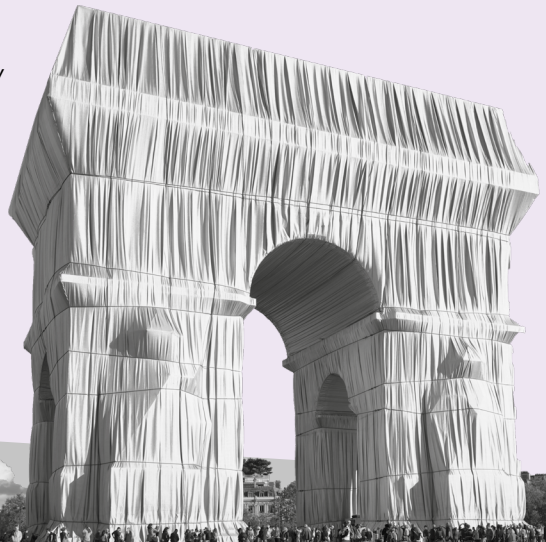
They met in Paris in 1958 after Christo had agreed to paint Jeanne-Claude's mother's portrait, and they got married the following year. Christo had worked as an artist for some years before they met, but once they began working together, they became more inspired.

In 1964, they moved to New York. [2] _____ In 1968, they began to wrap large structures in fabric. Although these projects took a huge amount of time to complete, they would only last for a few days or weeks once finished.

By the early 1970s, the pair had wrapped seven large structures in fabric, including a 2.5-kilometre stretch of the Australian coastline and a valley in the Rocky Mountains, USA. [3] _____ They also funded the projects exclusively from their own pockets, rather than accepting any money from sponsors.

The pair explained that these complex processes were an integral part of the artwork. [4] _____ They were simply a way of showing something familiar in a new light, and to create joy and beauty in the process.

Until the 1990s, these works were always created in the name of Christo alone, because years earlier they had decided that a man's name had more chance of success in the art world. [5] _____ Christo continued to plan and execute large-scale projects until his own death in 2020.



USE OF ENGLISH

3 **Uzupełnij każdą lukę jednym wyrazem, przekształcając wyraz podany w nawiasie.**



Józef Hofmann was a Polish-American musician and composer, born in Kraków in 1876. By the age of ten, he had already given a(n) [1] _____ (**critic**) acclaimed piano recital in Warsaw, performed throughout Europe and been described as a child genius. In the early twentieth century, he was regarded as one of the most [2] _____ (**stand**) pianists of his era. As a composer, he published over 100 works including piano concertos and ballet music.

Alongside his musical genius, he was also a prolific inventor, with over seventy patents to his name, including pneumatic shock absorbers for cars and planes, windscreen wipers (inspired by the movement of a musical metronome), and even a house that revolved with the sun. It has also been claimed that he invented the humble paper clip, taking his [3] _____ (**inspire**) from the shape of a musical treble clef. This claim seems a little [4] _____ (**fetch**), given that paper clips had almost certainly been in production for several years before Hofmann's birth.

4 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.**

1 Somebody asked me to write a play immediately after I finished writing my novel. **SOONER**
_____ written my novel than I was asked to write a play.

2 I spent six hours practising the piano, and I was absolutely exhausted by the end. **BEEN**
I was absolutely exhausted because _____ the piano for six hours.

3 I was surprised by the unexpected twist at the end of the film. **ME**
What _____ the way the film had an unexpected twist at the end.

4 There were too many people, and I couldn't find anywhere to sit. **ONLY**
_____ too many people, but there was also nowhere to sit.

5 **Przetłumacz fragmenty zdań na język angielski. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.**

1 When we finally found the cabin, we _____ _____ (*chodziliśmy*) for hours.

2 The advert needs to pull at the viewers' heartstrings and _____ (*zadziałać im na wyobraźnię*).

3 She has the talent, but she needs more practice. _____ (*Innymi słowy*), she's not ready yet.

4 We got there much later than expected. _____ (*Ledwo dotarliśmy*) when it was already time to leave.

WRITING

6 **Przeczytaj polecenie i wykonaj zadanie.**

Uczestniczyłeś/Uczestniczyłaś niedawno w popularnym festiwalu muzycznym. Wydarzenie było satysfakcjonujące od strony artystycznej, jednak zauważyłeś/zauważyłaś pewne niedociągnięcia organizacyjne. Napisz **artykuł** na 200–250 słów, w którym zrecenzujesz festiwal i zaproponujesz, jak poprawić jego organizację w przyszłości.



2 SCIENCE MATTERS

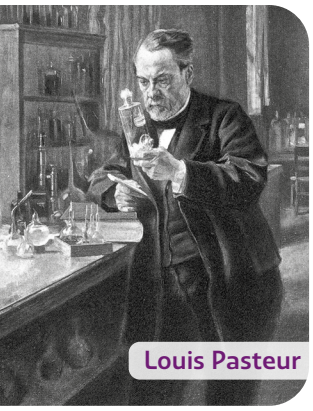
Vocabulary ▶VIDEO 04

Vocabulary 1

Scientific research

1 **Complete the text with the correct forms of the verbs from the box.**

carry	collect	do	draw	follow	keep	make



Louis Pasteur

The science of lucky breaks

A common misconception is that great scientists need an extraordinary amount of luck in order to [1] _____ groundbreaking discoveries. While luck certainly plays a part, it is much more important to be persistent while [2] _____ out scientific research by [3] _____ experiments again and again for months or even years. It also means being obsessively systematic by [4] _____ instructions to the letter and [5] _____ incredibly detailed written records of everything you do. You need to [6] _____ and evaluate a huge amount of evidence. 99.9% of the time, the only conclusion to be [7] _____ from your experiment is that you need to do it again, but in a slightly different way. But it's all worth it when the other 0.1% succeeds and you make your lucky breakthrough. As Louis Pasteur said, 'Chance favours only the prepared mind.'

2 **Choose the correct options.**

1 This method doesn't seem to be working. We are going to have to ***analyse*** / ***adopt*** a different approach.
2 Applying for a new passport is a very basic ***sample*** / ***procedure***, and it shouldn't take long.
3 If you ***scrutinise*** / ***conduct*** people carefully, you will be able to see how they change over time.
4 Your test result ***demonstrates*** / ***processes*** the possibility that you may pass the exam.
5 Did you take the time and effort to ***execute*** / ***collate*** evidence to support your claims?

3 **Match the sentence halves.**

1 The project involved global	_____	**a** sources, including interviews and experiments.
2 This supercomputer is currently processing	_____	**b** collaboration between universities.
3 Proper trials are needed to deem	_____	**c** to overcome is a lack of financial resources.
4 Our experts come from a range of fields	_____	**d** the drug safe for long-term use.
5 The team has made a major	_____	**e** a massive amount of data to identify patterns.
6 Our evidence is collated from diverse	_____	**f** research into the effects of sunlight on allergies.
7 For me as a scientist, the greatest obstacle	_____	**g** of study, including archaeology and geology.
8 We are currently conducting	_____	**h** breakthrough in the fight against malaria.

4 **Complete the sentences with one word in each gap.**

1 What are the _____ effects of this drug?
2 They're asking for twins and triplets to be guinea _____ in their research into hereditary diseases.
3 The job of a sound engineer sounds quite complicated, but it's hardly _____ science, is it?
4 We made the discovery through a process of trial and _____. We didn't really have a plan.
5 The AI technology they're working on is light _____ ahead of what's happening in our lab.
6 The discovery of penicilin and antibiotics represented a quantum _____ for the world of medicine.

5* **Complete the table with the correct irregular plural forms of these scientific words.**

	Singular	Plural
-a → -ae	antenna* formula*	1 _____ 2 _____
-ex / -ix → -ices	appendix* index*	3 _____ 4 _____
-is → -es	analysis axis crisis diagnosis hypothesis thesis	5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____
-on → -a	criterion** phenomenon	11 _____ 12 _____
-um → -a	bacterium** datum** medium** millennium*	13 _____ 14 _____ 15 _____ 16 _____
-us → -i	cactus* stimulus	17 _____ 18 _____

* Regular plurals (e.g. *antennas*) are also possible, but only in informal/non-scientific contexts.
** These forms are rare in everyday English. *Data* can be used as an uncountable noun or a plural (e.g. *The data is/are wrong*).

▶VIDEO 05

1 Choose the correct options.

1 You *mustn't* / *needn't* enter the laboratory without a member of staff.
2 You *can't* / *don't need to* go to all the lectures. You can choose three out of five to attend.
3 You really *might* / *ought to* report the theft to the police. They need to know about it.
4 A good degree *can* / *must* help you get a well-paid job with plenty of opportunities to progress.
5 Do you think I *may* / *should* see a doctor about my headaches? I'm not sure.

2 Complete the sentences with the modal verbs from the box and the correct forms of the verbs in brackets. There may be more than one correct answer.

can't	might	must	mustn't	need to	shouldn't

1 _____ I _____ (buy) any milk, or have we got some in the fridge?
2 It's a library, so you _____ (talk) loudly or use your mobile phone.
3 Linda has been revising for her exams all weekend. She _____ (be) really tired.
4 Toby lived in France for a year, but surprisingly he _____ (speak) much French.
5 You _____ (eat) too many sweets because they are bad for your teeth.
6 I'm not certain, but that _____ (be) an asteroid. What do you think?

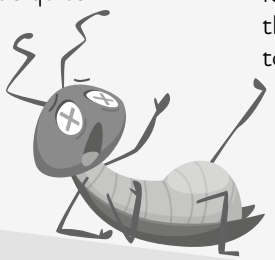
4 Complete the second sentence with up to four words so that it means the same as the first one. Use the word in capitals.

1 When I was at university, we weren't allowed to use a computer without asking permission. NECESSARY
During my studies, it _____ us to ask permission before using a computer.
2 I recommend that you re-analyse the evidence, but it's up to you. TO
I think you _____ the evidence again, but it's your decision.
3 I'm sure this phenomenon has a rational explanation. BOUND
There _____ a rational explanation for this phenomenon.
4 You must not tell anybody about our experiments. FORBIDDEN
You _____ about our experiments to anybody.
5 You're not obliged to wear a white coat in the lab, but you can if you like. NEED
You can wear a white coat in the lab if you like, but there _____ wear one.
6 The machine might overheat – it often does. PRONE
The machine _____.
7 Nobody told the participants of the experiment what to do. MEANT
The participants weren't told what _____ do during the experiment.

3 Complete the text with one word in each gap. Some letters are given.

A team of Polish researchers have been awarded a prestigious Ig Nobel Prize in biology for their research into magnetism in cockroaches, after they [1] s_____d in proving that dead magnetised cockroaches behave slightly differently from living magnetised cockroaches. I'm [2] s_____ you're wondering why anybody would want to magnetise cockroaches in the first place – and indeed this is the whole point of the Ig Nobel Prize.

It is [3] s_____d to celebrate 'achievements that first make people laugh, and then make them think'. In this case, the discovery reveals something about the vital role played by magnetism in the lives of cockroaches and other insects, and it's quite [4] p_____e that this knowledge will be useful to humans in the future.



The 2019 Ig Nobel Prize for chemistry went to a Japanese team who, thirty-five years before, had [5] m_____d to measure the amount of saliva produced daily by an average five-year-old. To obtain this result, several of the researchers' own children were [6] r_____d to spit into measuring cups throughout the day, and were [7] f_____n to swallow any of the saliva they had produced.

You may think it's [8] u_____y for anybody to measure a child's saliva production (and in case you're wondering, it's half a litre), but again, it's [9] l_____y that this knowledge will come in useful at some point in the future. As for the researchers' long-suffering children, they are now forty years old, and were invited to attend the ceremony and even [10] a_____d to pick up the award on behalf of their parents.

2.3 Speaking

Agreeing and disagreeing

1 **Read the conversation. Ignore gaps 1–11 for now. Which statements do both speakers agree with?**

a Modern teenagers are lazy.
b Mobile phones are bad for sleep patterns.
c It would be good for teenagers to start school later each day.

Dell Teenagers today are so lazy! They play on their phones all night and then they can't wake up in the morning.

Sid I'm afraid I would have to [1] _____ with you on that. It's not about laziness. It's biology. Our body clock shifts by about two hours during teenage years, so it's normal for us to go to sleep later and wake up later, too.

Dell You really [2] _____ so? Sounds like an excuse to me.

Sid I'm sorry, I just don't [3] _____ with you here. There's been a lot of scientific research into teenage sleep patterns. It's all about a hormone called melatonin.

Dell [4] _____? I'd say it's much more likely to be about mobile phone use at night.

Sid You're [5] _____, of course, that mobile phones are the enemy of a good night's sleep, but that applies to everyone, not just teenagers. We all need to learn to use them less, especially at bedtime.

Dell I'm totally [6] _____ you on that! Good quality sleep is far more important than checking your social media at 2 am!

Sid [7] _____! But it's not just about encouraging teenagers to go to sleep earlier. We also need to restructure their day, to fit in with their need to get up later.

Dell Hmm. You've got a(n) [8] _____, though I don't see how that would work in practice. You can't change the school timetable so it starts at midday!

Sid I know that's [9] _____, but even a little change can make a huge difference. There was an experiment in the USA where they shifted the school day back by one hour, and the positive impact on attendance, grades and moods was incredible. We could definitely try something like that here, too.

Dell I guess you're right, [10] _____ it would still face a lot of resistance.

Sid You can [11] _____ that again!

2 **Complete the conversation in exercise 1 with the words from the box.**

absolutely	agree	disagree	point	right	say
seriously	think	though	true	with	

3 **Put the words in the correct order to make phrases for agreeing and disagreeing.**

1 right / got / you've / that
_____

2 completely / cannot / afraid / I'm / agree / I
_____

3 not / you're / there / wrong / definitely
_____

4 think / don't / for / sorry / it's / me / I
_____

5 to / you / agree / got / with / I've
_____

6 don't / I / right / it's / sorry / just / think / but
_____

4 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.**

1 Some people believe science is the answer to all our problems, but _____ (**afraid** / **not**) so sure.
2 When you say we should replace sports with science at school, I agree _____ (**so** / **far**) there should be more science, but I don't agree with cutting sports.
3 Will technology reduce the need for language learning? _____ (**quite** / **contrary**). I think it will make it far more important.
4 The professor believes we should spend more time on practical applications, not just theory, and I must say I _____ (**not** / **agree** / **more**) with her argument.



A magazine article about senses

▶VIDEO 06

Right under our noses



1 Modern science has an extremely good understanding of three of our five senses: sight, sound and touch. In fact, sophisticated cameras, microphones and sensors allow us to go well beyond the capabilities of the human eye, ear and skin, enabling us to see, hear and feel things that would otherwise be completely imperceptible. But when it comes to our other two senses, smell and taste, technology seems to be lagging far behind. These two senses are closely related – in fact, it is often claimed that 75–95 percent of what we 'taste' is actually detected by our noses (although there seems to be little scientific evidence to back up such precise numbers).

2 While we have very different sensory cells (called receptors) on our tongues and in our noses, both systems work in a similar way. Put simply, when a particular type of molecule from the air or our food connects with one of these receptors, it sends a signal to our brains. Our brains analyse thousands or millions of those signals simultaneously, and interpret their combinations as specific odours or tastes. Unlike our sense of sight, which involves just a handful of different types of receptor, our noses contain around four hundred receptor types, whose precise functions we're still largely in the dark about. Those four hundred can combine in an almost infinite number of ways – and that's before we even start thinking about the receptors on our tongues.

3 This level of complexity explains why, in the mid-twenty-first century, we're still using dogs and not robots to detect smells that human noses can't detect. Dogs have been trained to sniff out all kinds of things, from bombs and narcotics to people trapped under collapsed buildings. Medical researchers are also increasingly turning to dogs' heightened sense of smell to identify diseases, from cancer to Covid, based on the distinctive smells they emit. This quick and easy way of spotting diseases has already saved many lives, and will surely save countless more. But dogs are expensive to train and look after. Surely it would be possible to build a robot to do the same task, wouldn't it?

4 In fact, scientists can already build tiny robotic receptors to detect specific molecules in the air. The problem is that there are billions of different molecules floating around us, which means even the most powerful computers can quickly become overwhelmed with too much information. However, advances in artificial intelligence (AI) are finally allowing us to make sense of all this data. Instead of researchers telling the computers what to look for, AI-powered computers train themselves to detect and interpret patterns in the data. Perhaps one day soon, AI-powered smartphones will include a sense of smell, which will be able to detect debilitating illnesses long before we're aware of them (as well as more mundane information, such as when we ought to take a shower). Whether we'll want to receive such information from our phones is another matter entirely.

1 Read the article and choose the best summary.

a Modern technology can improve on our five senses.
b Building machines that can smell and taste is a huge challenge.
c A dog's sense of smell is superior to both a human's and machine's.

2 Match parts of the text 1–4 to questions A–E. One of the parts of the text matches two questions.

In which paragraph does the author …

A summarise how a biological process works? ____
B introduce a high-tech approach to solving a challenge? ____
C make a confident prediction? ____
D question the accuracy of a common assertion? ____
E express surprise about the limitations of technology? ____

3 Read the article again and answer the questions.

1 In what way is technology 'lagging behind' in terms of smell and taste?

2 How do our brains create the impression of specific smells and tastes?

3 What advantages and disadvantages of sniffer dogs are mentioned?

4 What does the writer suggest about possible advances in smartphone technology?

5 What is the writer's overall opinion about getting machines to identify smells?

2.5 Vocabulary 2

The universe

1 **Put the letters in the correct order to complete the sentences.**

1 An exoplanet is a(n) **ntaelp** _____ that is outside our own **aosrl ytesms** _____.
2 The Artemis program is a(n) **cespa osnimis** _____ which aims to take **utsasonrat** _____ to the moon for the first time since 1972.
3 Edmond Halley was a(n) **trornmaeos** _____ who used his own observations of a(n) **motec** _____ in 1682 to calculate that it would return in 1758. The icy body was named in Halley's honour upon its punctual return.
4 Andromeda is the nearest large **ayalgx** _____ to our own, the Milky Way. It forms part of the Andromeda **iolecnntlaost** _____, which the Ancient Greeks named after the mythical Princess Andromeda. You'll need a(n) **eseptlcoe** _____ to see its distinctive spiral shape.

2 **Match the words from box A to the words from box B to make phrases. Use the phrases to complete sentences 1–8.**

A

black	infrared	insatiable	interstellar
northern	observable	outer	shooting

B

clouds	curiosity	hole	light	lights
space	star	universe		

1 The sky's clear tonight, so you might see a(n) _____. If you do, don't forget to make a wish!
2 _____ is invisible to the human eye, but can be detected by night-vision cameras.
3 I became an astrophysicist not because I wanted to solve specific problems, but simply because of my _____ to understand how the universe works.
4 The highlight of our trip to Iceland was when we saw the colourful _____!
5 There's no point looking for a(n) _____ with your telescope! No light can escape from them, so they're completely invisible!
6 Until recently, _____, the slightly denser patches of space between stars were believed to consist only of simple atoms. So scientists were stunned to discover complex organic molecules deep inside them.
7 The _____ has a radius of 46.508 billion light years, but it's amazing to think there may be so much more beyond that point.
8 There's no obvious way of determining where our Earth's atmosphere ends and _____ begins, but most international treaties use the Kármán line for this purpose.

3 **Complete the text with the correct forms of the words from the box. There is one extra word.**

asteroid	atmosphere	cosmos	eclipse
meteorite	orbit	piece	



When we think of our Solar System, we tend to forget the huge number of rocky [1] _____ that [2] _____ the Sun. These range from a metre to almost 1,000 kilometres in diameter. There are also countless meteoroids, which are similar but much smaller. When these meteoroids enter our Earth's [3] _____, they burn brightly, and we call them meteors, or shooting stars. They are usually destroyed during this journey, but from time to time, fragments called [4] _____ make it all the way to the Earth's surface. These visitors from distant parts of the [5] _____ are immensely valuable to scientists, as they enable them to [6] _____ together the secrets of the universe.

4 **Match words and phrases a–h to definitions 1–8.**

1 _____ – extremely important, new
2 _____ – the universe when you think of it as a system with order and patterns
3 _____ – build a story from fragments
4 _____ – inquisitiveness difficult to satisfy
5 _____ – type of invisible light that can feel warm
6 _____ – an accumulation of gas, plasma and dust
7 _____ – when a number of individuals contribute their expertise to a group
8 _____ – a ball-shaped region of the universe comprising all matter that can be seen from Earth or its space-based telescopes

a collective knowledge
b groundbreaking
c infrared light
d insatiable curiosity
e interstellar cloud
f observable universe
g piece together
h the cosmos

5* **Complete the text with the correct words formed from the words in brackets.**

The wisdom (and foolishness) of crowds

As individuals, we are all hopeless at making predictions. When researchers [1] _____ (**analysis**) these predictions using a(n) [2] _____ (**proceed**) that involves recording people's predictions and then checking them months or even years later, the results are uniformly terrible. However, according to recent [3] _____ (**ground**) research, there is one way of making remarkably good predictions: ask a huge number of people and take an average. It seems that individuals base their predictions on just one or two factors, while our [4] _____ (**collect**) knowledge is based on a far broader [5] _____ (**vary**) of sources, which makes it far more accurate.

A lecture on modern surgery

1 Complete the sentences with the correct particles.

1 If you look _____ the results, you'll see that cows with names produce more milk.
2 You can't rely _____ Miguel. He never seems to do what he says.
3 You'll need to plug _____ the USB cable to the back of the laptop to transfer the data over.
4 If that's not clear, we can go _____ the instructions once more.
5 There is always a lot of information to take _____ on the first day of school.
6 We have hooked _____ our patients to this machine so we can monitor their heart rates.
7 The King's visit to the school gave the students the opportunity to show _____ their work.
8 When you interview the politician, please don't bring _____ the allegations of nepotism.
9 You definitely take _____ your father – you have indistinguishable personalities.
10 This cream will take _____ the redness, but you may still need to see a doctor.

2 Replace the underlined words with the correct forms of some of the transitive phrasal verbs from exercise 1.

1 Neither of us wanted to <u>start discussing</u> _____ the argument we'd had the week before, so we avoided the subject completely.
2 The TV isn't working. Is it <u>connected</u> _____ to an electricity supply?
3 Who do you <u>look or behave like</u> _____ in your family?
4 Have you <u>understood and remembered</u> _____ everything we've just learnt in class?
5 I would like to <u>trust</u> _____ Sam to drive us, but he is always late, so we might miss the train!

3 The words in the box are from a lecture. What do you think the lecture is about?

biodegrade	blood vessel	cells	implants	limbs	nutrients	transplants

4 03 Listen to the lecture and choose the best summary.

a Bioprinting uses 3-D printers to produce body parts out of plastic that can be used to replace damaged limbs or organs.
b Bioprinting uses 3-D printers to produce body parts using a patient's own cells and is currently being used in hospitals around the world.
c Bioprinting uses 3-D printers to produce body parts using a patient's own cells. Scientists hope it will transform transplants and medical research in the future.

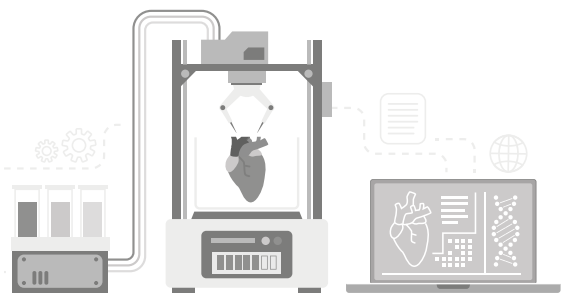
5 03 Listen again and complete the sentences with a word or short phrase.

1 After seeing what 3-D printers could do, scientists wanted to apply the technology to help them print human _____.
2 At first, scientists found it difficult to keep living cells alive because they needed _____ _____.
3 To solve this problem, they printed a tissue that had many _____.
4 When printed tissue was put into animals, the animals' own cells began to grow into _____.
5 Printing human organs could mean that patients will no longer need _____.
6 Scientists think it will be easier to print livers and kidneys than _____.
7 Using bioprinted human tissue makes it less necessary to use animals during _____ _____.
8 An American company has managed to print skin cells directly onto a patient's _____.

6 Complete the extracts from the lecture with the correct forms of the verbs from the box.

extend	focus	have	keep	limit	perfect	print	run	reject	save	see (x2)

1 ... plug in your 3-D printer and _____ an exact replica at home.
2 Doctors and scientists soon began to _____ the potential of this new technology ...
3 ... certain plastics designed to help the structure _____ its shape.
4 However, they _____ into difficulties when they tried to ...
5 So, scientists _____ their attention on developing a tissue that would ...
6 ... transplants, ... which their bodies can sometimes _____.
7 Using human tissue instead of animal tissue ... _____ many advantages.
8 Cosmetic companies _____ it as the best way to test their products ...
9 Once bioprinting techniques have been _____, their future uses will be _____ only by our imagination.
10 They could ... _____ or _____ millions of lives around the world ...



2.7 Grammar 2

Speculation and deduction (past, present and future)

▶VIDEO 07

1 Put the words in the correct order to make speculations and deductions.

1 They / for / any awards / won't / definitely / that terrible / win / research!

_____

2 That / can't / because / strange noise / coming / the 3-D printer / from / it's not / be / plugged in.

_____

3 I / salt / may / a little / have / added / too much / by mistake.

_____

4 Scientists / exoplanets / will / over the next / find / probably / thousands more / few years.

_____

5 If / to pay for / have / you're lucky, / might / you / not / a ticket.

_____

6 You / be / expect / joking / me to write / if you / your thesis / must / for you.

_____

2 Complete the text with the correct forms of the verbs in brackets.

Recognising women in science

Scientists can say they have done more for humanity than any other profession with the many amazing stories of discoveries and inventions. Unfortunately, throughout history, science [1] _____ (**may / not recognise**) the contributions female scientists have made to those achievements.



When Francis Crick and James Watson published their groundbreaking article on the discovery of the structure of DNA in 1953, they [2] _____ (**must / be**) aware that they couldn't have done it without the photographic images that the biophysicist Rosalind Franklin had taken the previous year.



Nineteenth-century mathematician Ada Lovelace [3] _____ (**could / be**) frustrated at the lack of recognition she received at the time she collaborated with the inventor of the mechanical computer, Charles Babbage. While translating an article for Babbage, she made a series of notes which some historians believe [4] _____ (**may / be**) the world's first computer program.



When Neil Armstrong first stepped on the moon in 1969, he declared it 'One small step for a man; a giant leap for mankind'. But he [5] _____ (**might / not realise**) that it was also a huge achievement for womankind, including the brilliant NASA mathematician and engineer Katherine Johnson, whose calculations ensured the rocket made it all the way to the moon and back.

3 Complete the second sentence so that it means the same as the first one. Use the word in capitals.

1 Archie only left home ten minutes ago, so I'm certain he isn't here yet. **ARRIVED**
Archie _____ yet because he only left home ten minutes ago.

2 Maybe the experiment will work, but it's also possible that it won't. **OR**
The experiment _____ work.

3 I'm sure Filippo broke the window. He was playing football in the garden earlier. **BROKEN**
Filippo _____ because he was playing football in the garden earlier.

4 I think it was Mike who sent the flowers to me, but I'm not completely sure. **COULD**
Mike _____ the flowers, but I'm not really sure.

5 Congratulations on your results! I'm sure you're delighted! **FEELING**
Well done! You _____ wonderful about your results!

6 I'm sure they're planning to publish the article online soon. **DEFINITELY**
The article _____ online soon.

7 It's probably Emma's bike outside because she told me she was coming. **LEFT**
Emma _____ outside because she told me she was coming.



4★ Match the pairs of sentences with the same meaning.

1 They're bound to stay. _____
2 They ought to stay. _____
3 There was no need to stay. _____
4 They didn't manage to stay. _____
5 They definitely didn't stay. _____
6 They might stay. _____
7 They must have stayed. _____
8 They had to stay. _____

a It was unnecessary to stay.
b They can't have stayed.
c It's possible that they'll stay.
d They are meant to stay.
e They were obliged to stay.
f I'm sure they stayed.
g They couldn't stay.
h They'll definitely stay.

1 **Complete the sentences with one word in each gap.**

1 Why did you have to bring _____ the subject of money? It was so embarrassing!
2 When you haven't been sleeping well, you're much more prone _____ getting ill.
3 I read the academic paper five times, but I'm still completely _____ the dark about what it all means.
4 I'm afraid I have to disagree with you _____ that.
5 Marta was showing _____ her new phone at school today, but I wasn't too impressed.
6 It took about ten months before I finally succeeded _____ getting a job.
7 I didn't understand the rules. Can you go _____ them again, please?
8 Yes, absolutely. I'm totally _____ you on that.

2 **Complete sentences a–c with the same word.**

1 a Their two salaries _____ give them quite a nice income.
b You are supposed to work _____ as a group because you get inspiration from each other.
c Astronomers are still piecing _____ a map of what our galaxy looks like.
2 a I'm willing to change my opinion if new evidence comes to _____.
b The new technology is _____ years ahead of what was available even three years ago.
c Some snakes have holes in their faces which enable them to see infrared _____.
3 a She doesn't get her intelligence from her dad, so she must _____ after her mother.
b I got confused because there was too much information to _____ in.
c The doctors couldn't cure his illness, but at least they managed to _____ away the pain.
4 a That's a really good point. I couldn't _____ more.
b While I _____ in so far as the theory is concerned, I'm not convinced it would work in practice.
c Although I'm not so sure about your methods, I've got to _____ with your conclusions.
5 a I'd like to make one or two comments if I _____.
b Research shows that we _____ not be doing enough to protect our identities online.
c Laughter _____ reduce the damaging effects of stress by lowering the stress hormones.



3 **Complete the text with the correct words formed from the words in the box. There are two extra words.**

able	alleviate	forbid	necessity	number	observe
possible	progress	remark			

STEPHEN HAWKING



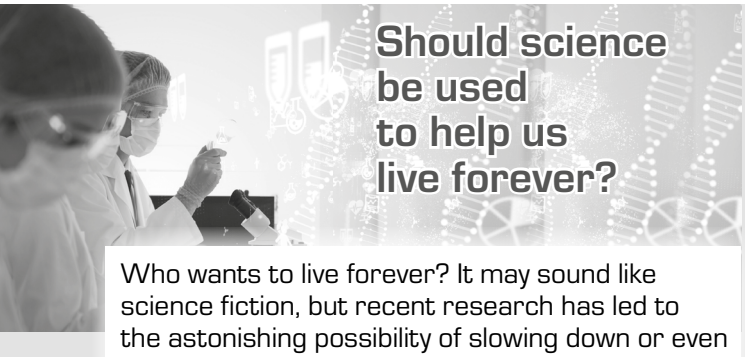
Professor Stephen Hawking was one of the most [1] _____ scientists of modern times. He made his name with groundbreaking research into the nature of black holes. He realised that despite being invisible, black holes should still be [2] _____ with the right equipment. Hawking's calculations demonstrated the [3] _____ of observing and measuring the emission of particles from the edge of a black hole, which became known as Hawking radiation. Despite initial scepticism of his findings among other scientists, they are now widely accepted.

At the age of twenty-one, Hawking was diagnosed with motor neurone disease, a(n) [4] _____ disorder that gradually paralysed him, and eventually led to his death in 2018, at the age of seventy-six. At first, he was fiercely independent, and his friends and family were [5] _____ to treat him differently, or even to help him. As his condition deteriorated, however, he was forced (extremely reluctantly) to use an electric wheelchair. When he lost the [6] _____ to speak, he used an electronic speech synthesizer with a robotic voice, typing out each word slowly and painstakingly with a hand-held switch, and later using a single muscle in one cheek. Despite this, Hawking was a prolific writer, whose credits includes the international best-seller *A Brief History of Time*, several works of children's fiction, and of course, [7] _____ important academic papers.



2.9 Writing

A for-and-against essay



Should science be used to help us live forever?

Who wants to live forever? It may sound like science fiction, but recent research has led to the astonishing possibility of slowing down or even reversing the aging process by tweaking our genes. So far, the procedure has worked on a handful of mice under extremely controlled conditions, so we are still far from a ready-made elixir of life. But for the first time ever, eternal life is within our grasp. The question is: is this a good thing or not?

On the one hand, nobody wants to die, so to a certain extent researchers should surely try to prolong our lives using whatever methods are available. What is more, the aging process is closely associated with an increase in illnesses and a deterioration in health. If this process could be slowed or reversed, it would save our health services a lot of money, and would remove a great deal of pain and suffering from people's lives.

On the other hand, it is widely accepted that the world is already overpopulated and that one of the main contributory factors is that people are living longer. Therefore, opponents of life-extending research might claim that scientists should instead focus on saving the planet. In addition, it might be argued that our limited lifespans motivate us to make the most of every moment. If we really could live forever, we might simply become lazy and waste the opportunity.

All things considered, medical science must continue to fight disease in order to help people live a long and decent life. Nevertheless, aging is not a disease, so we shouldn't try to beat it by allowing people to live forever, because that may cause more problems than it solves.

1 **Read the essay and choose the best summary.**

a The writer believes that medical science should be used to fight the ageing process and extend people's lives even though the world is overpopulated.

b The writer believes that everyone has the right to a long and healthy life and that old age should be treated like any other disease.

c The writer argues that science's role is to fight disease but not old age. Instead, it should focus on the world's most serious problems.

2 **Read the essay again and find features and devices 1–5.**

1 A question that the essay sets out to answer

_____

2 A phrase to show that an argument is true only up to a point

_____

3 A phrase to introduce a general opinion held by many people

_____

4 A phrase to introduce a counterargument that some people may make

_____

5 A phrase to introduce a summary

_____

3 **Complete the sentences with the words from the box.**

argumentation	balance	block	favour	held
legitimacy	outstanding	plus	substantial	truth

1 There could be an element of _____ to the idea that start-ups today require less capital than before to succeed.

2 While the potential for economic gain would be a definite _____, there are other issues that also need to be considered.

3 Having analysed both lines of _____, I would argue that we need to find a balance between the two extremes.

4 One _____ advantage is that the changes could be implemented quickly and cheaply.

5 It is generally _____ that the role of science is to understand the truth, rather than focus on what is right or wrong.

6 A major stumbling _____ might be that such a step would require a huge amount of investment.

7 Many experts are in _____ of making science more accessible to non-academics, while others claim that this could lead to a lowering of standards.

8 On _____, I believe the advantages outweigh the disadvantages.

9 On the one hand, there are _____ gains for businesses that can harness the latest technology.

10 There is some _____ to the idea that scientific research should somehow be regulated by an independent international body.

4 **Do the writing task.**

Sztuczna inteligencja ma coraz większy wpływ na nasze życie. Przedstaw w formie **rozprawki** na 200–250 słów zalety i wady wykorzystania tego typu technologii.

VOCABULARY

1 Choose the correct options.

1 Before the procedure is *deemed* / *conducted* safe, we need to *conduct* / *process* the data.
2 What approach was *provided* / *adopted* for this piece of research?
3 You can't rely *on* / *in* the accuracy of this evidence.
4 Is now a good time to *hook* / *bring* up the subject of data hacking?
5 What is your particular *field* / *source* of study?
6 It's difficult to take *after* / *in* so much information.

2 Complete the text with the words from the box.

analysed	breakthrough	demonstrated	evidence
go over	look at	scrutinised	theory

Obesity and pollution

Scientists at City University are close to a major [1] _____ in their research into obesity. Six months ago, Dr Alison Fletcher and her team began to test the [2] _____ that excessive weight gain could be caused by high levels of pollution. They decided to [3] _____ overweight people in fifty of the most polluted cities in the world. They [4] _____ their eating habits, lifestyle choices and medical history, as well as the levels of air pollution, and [5] _____ the results. 'It seems that we have [6] _____ the possibility that air pollution and obesity are related,' Dr Fletcher said. 'Colleagues of mine will [7] _____ the data again in more detail soon to see if other factors could be responsible for the link. They haven't collated enough [8] _____ to prove such a link yet, but it is hoped that it will lead to more funding for this important research.'

GRAMMAR

3 Complete the jokes. Some letters are given.

1 I bought an 'advanced solar powered clothes dryer', but they just sent me a clothes line. I guess they're a little p _ _ _ _ to exaggerate.
2 X: I saw lots of shooting stars last night!
Y: Er ... are you aware that it's New Year's Day? They _ i _ _ _ not all have been meteorites.
3 I've written a book about the world's greatest basements. It's _ _ u _ _ to be a best cellar.
4 X: How did you get those chemicals to explode?
Y: Actually, I was _ _ _ p _ _ _ _ to be making coffee.
5 X: It's just a simple medical operation, John. There's no _ _ _ d to panic.
Y: Thanks, doctor, but my name isn't John.
X: I know. I'm John.
6 X: Are these mushrooms in the fridge fresh?
Y: That's actually cheese. I _ u _ _ have left it there a bit too long.

4 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to six words in each gap.

1 You _____ (can / leave) your keys at home. You had them five minutes ago.
2 I know where the treasure is hidden, but I _____ (forbid / tell) anybody.
3 We should call your parents. They _____ _____ (must / get) worried now.
4 During yesterday's exam, everyone _____ _____ (oblige / remain) silent.
5 The chemistry teacher _____ (may / may not / joke) about failing half of the class this semester.
6 Cacti _____ (prone / rot) if they sit in damp soil for too long.

ROUND-UP 1 2 3 4 5 6 7 8

5 Choose the correct options.

New message

Hi, Meghan,
You [1] ***won't probably*** / ***definitely won't*** / ***won't definitely*** believe what happened at school yesterday. The city mayor was visiting, and everyone was [2] ***likely*** / ***meant*** / ***necessary*** to be on their best behaviour. Unfortunately, three of the rats from the biology lab [3] ***escaped*** / ***had escaped*** / ***had been escaping*** from their cages the previous night. Old Mr Jenkins, who looks after them, [4] ***can't*** / ***must*** / ***should*** have forgotten to shut their cage door.

Anyway, yesterday, [5] ***no sooner*** / ***not only*** / ***scarcely*** had the mayor started giving her speech than one of the rats [6] ***boosted*** / ***emerged*** / ***triggered*** from behind a curtain and ran across the stage right behind her. She [7] ***had to wonder*** / ***must be wondering*** / ***must have wondered*** why all the students started laughing.

The next one turned up in the drama studio just as the mayor was about to look around, but Ms Oliver, the drama teacher, had a [8] ***box*** / ***flash*** / ***train*** of inspiration. She [9] ***had been rehearsing*** / ***had rehearsed*** / ***rehearsed*** the school play when the mayor walked in and just pretended all the screaming was part of the rehearsal.

Then, just before the mayor left, she was sitting in the cafeteria having a coffee with the headteacher when her mobile phone rang. She put her hand into her bag and pulled out the last rat! And it was covered in chocolate. It [10] ***must smell*** / ***might be smelling*** / ***must have smelled*** the chocolate bar in her bag and gone in for a snack. Never before [11] ***had I seen*** / ***I'd seen*** / ***saw I*** such a look of horror on somebody's face!

I'll tell you what happened next when I see you tomorrow.

Joe

LISTENING

1 04 **Usłyszysz wywiad z ekspertem nauki postrzegania. Odpowiedz na pytania zgodnie z treścią nagrania.**

1 What examples does the professor give of issues that have already been solved?

_____

2 Which phrase did the interviewer hear even though the professor didn't say it?

_____

3 What efficient process does the professor describe?

_____

4 Where can people in China, Japan, Korea and Vietnam see a rabbit?

_____

5 Whose faces did our ancestors need to spot?

_____

6 Why is the interviewer going to start listening to her A/C system?

_____

READING

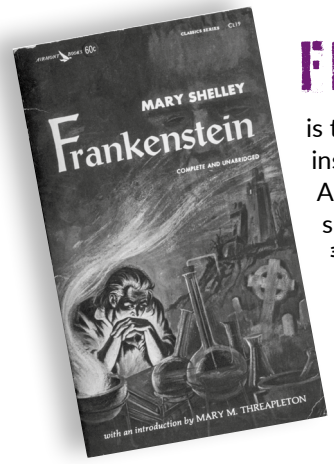
2 Przeczytaj fragment powieści. Uzupełnij streszczenie zgodnie z treścią fragmentu. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

It was on a dreary night of November that I beheld the accomplishment of my toils. With an anxiety that almost amounted to agony, I collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs.

How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form? His limbs were in proportion, and I had selected his features as beautiful. Beautiful! Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun-white sockets in which they were set.

The different accidents of life are not so changeable as the feelings of human nature. I had worked hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart. Unable to endure the aspect of the being I had created, I rushed out of the room and continued a long time traversing my bed-chamber, unable to compose my mind to sleep.

A cold dew covered my forehead, my teeth chattered, and every limb became convulsed; when, by the dim and yellow light of the moon, as it forced its way through the window shutters, I beheld the wretch—the miserable monster whom I had created. He held up the curtain of the bed; and his eyes, if eyes they may be called, were fixed on me. His jaws opened, and he muttered some inarticulate sounds, while a grin wrinkled his cheeks. He might have spoken, but I did not hear; one hand was stretched out, seemingly to detain me, but I escaped and rushed downstairs.



FRANKENSTEIN

is the story of a scientist who creates a monster and then uses scientific instruments to add a(n) [1] _____ and bring the monster to life. Although he had intended the monster to be beautiful, its [2] _____ spoiled its appearance. After bringing his creation to life, the scientist felt only [3] _____ with his work. The scientist thought that the monster was trying to [4] _____ to him.

USE OF ENGLISH

3 **Przetłumacz fragmenty zdań na język angielski. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 Why are they so late? _____ (*Mieli przyjechać*) two hours ago.
2 The TV isn't broken. I just forgot _____ (*go podłączyć*).
3 We didn't really have a plan. We just worked it out using a process of _____ (*prób i błędów*).
4 You want to borrow my laptop again? _____ (*Chyba żartujesz*)!
5 I need to conduct an experiment for school. Can you be my _____ (*królikiem doświadczalnym*)?

4 **Z opcji A–D wybierz właściwą odpowiedź.**

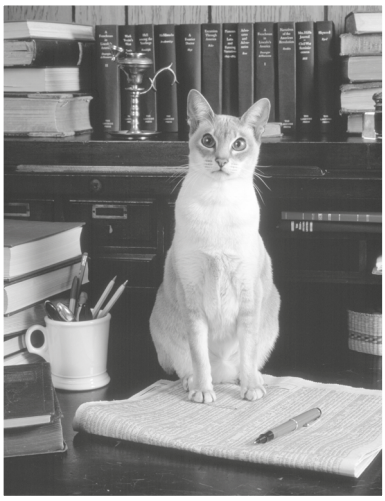


Do humans glow in the dark?

It's well-known that certain types of animals, including fireflies and various sea creatures, can emit light, using a technique called bioluminescence. But surely it's a bit [1] _____ to believe humans can glow in the dark too, isn't it? A team of scientists in Japan set out to [2] _____ this theory by locking five volunteers inside a light-tight room for hours at a time, and using super-sensitive cameras to detect any light that was emitted. [3] _____, the experiment worked! The equipment [4] _____ in picking up photons of light that are too few to be noticed by the naked eye (especially when there are other sources of light nearby). In case you're wondering, the cameras really did detect visible light, and not the [5] _____ light that is caused by heat. [6] _____ was the light emitted by the volunteers brightest on their foreheads, necks and cheeks, but it was also most visible in the late afternoon. Late at night, in contrast, barely any light was emitted. The researchers believe this discovery that light emission is somehow connected to our daily rhythms [7] _____ one day help doctors to identify illnesses simply by putting people into dark boxes and watching them glow.

1	A ingenious	B debilitating
	C insatiable	D far-fetched
2	A analyse	B test
	C observe	D propose
3	A Amazingly	B Essentially
	C In a nutshell	D Simply put
4	A supposed	B managed
	C succeeded	D obliged
5	A infrared	B vibrant
	C heightened	D interstellar
6	A Not until	B Not only
	C Rarely	D No sooner
7	A must	B ought
	C shall	D may

5 **Uzupełnij każdą lukę jednym wyrazem.**



The cat who became an expert in physics

In 1975, Professor Jack H. Hetherington wrote a long and important physics paper entitled *Two-, Three-, and Four-Atom Exchange Effects in bcc ^{3}He.*

[1] _____ had he finished writing when he realised he had accidentally referred to himself as 'we' instead of 'I' throughout the paper. In those days, typing involved writing laboriously on a typewriter, so it would [2] _____ taken him weeks to fix his error by re-typing the whole thing. Instead, because he was keen to get the paper published as soon as possible, he simply added a co-author, his cat, whom he called F.D.C. Willard. After publication of the paper, it didn't take long for the deception to [3] _____ to light, when another scientist [4] _____ an unexpected visit to Hetherington's college in search of the authors. Luckily, most people saw the funny side of the story, and the cat [5] _____ made a kind of honorary physics mascot at the university. F.D.C. Willard even went on to author another paper in 1980, this time in French.

WRITING

6 **Przeczytaj polecenie i wykonaj zadanie.**

Samochody autonomiczne (*self-driving cars*), które od pewnego czasu pojawiają się na naszych drogach, budzą wiele kontrowersji. Napisz **rozprawkę** na 200–250 słów, w której przedstawisz wady i zalety użytkowania takich pojazdów.



3 A BETTER WORLD

Vocabulary ▶VIDEO 08

Vocabulary 1

Change

1 **Complete the sentences with the correct forms of the words from the box.**

consume	extinct	foot	get	hill	possible	sound	sustain

1 One of the easiest ways to reduce your carbon _____ is to modify your _____ habits.
2 It's definitely a(n) _____ struggle to persuade people to switch to more _____ forms of energy than fossil fuels.
3 By _____ the alarm about illegal logging in the rainforest, conservationists hope to bring several endangered species back from the brink of _____.
4 It's all about _____ the message across that we can't rule out the _____ of a total breakdown in our climate.

2 **Match the sentence halves.**

1 When she was invited to give a presentation to the United Nations, she certainly rose _____
2 Some people will go _____
3 I didn't know there was going to be a concert this weekend. It must have slipped _____
4 We tend to think of bees as pests, but in fact they have shaped _____
5 I'm not keen on drawing attention to myself. I'd much rather stand _____
6 The purpose of the marketing campaign is to heighten _____
7 Instead of telling everyone else what to do, I think you should lead _____
8 Getting children to clean up their own litter is a great way of instilling _____
9 I think it's time the big oil companies were held _____
10 The company's attempt to conceal their wrongdoing actually fuelled _____

a under my radar. What a shame I missed it!
b by example, by doing the right thing yourself.
c people's awareness of environmental challenge.
d to the occasion. It was an amazing speech.
e the momentum in the campaign to force them to change.
f to extraordinary lengths to avoid taking responsibility for their actions.
g on the sidelines and support other people's work.
h the world more than perhaps any other creature.
i to account for the harm their products have done.
j in them a commitment to care for the planet.

3 **Translate into English.**



My favourite environmental activist is a young Ugandan vlogger called Irumba. His activism was [1] _____ _____ (*napędzany pasją*) for wildlife. He's launched a range of [2] _____ (*inicjatyw*) around the world and has worked hard to [3] _____ (*dodać siły*) young people to start their own campaigns, too. What I love about his videos is that he's extremely [4] _____ (*szczery do bólu*) about what he perceives as injustices. He's always keen to remind us that most of the world's problems are [5] _____ (*zawinionych przez nas samych*) and therefore we all share a responsibility for fixing them.

4 **Match 1–6 to a–f.**

1 It's such a small difference!
2 It is very different to how we've always done things.
3 People around the world both now and in the future will feel the effects of this.
4 Everyone was pleased with the decision because they were getting bored with how things were.
5 I hope it works because there's no way of going back to the old way of doing things.
6 This structural reorganisation means everything is going to be different at the deepest level.

a a considerable change
b an irreversible change
c a refreshing change
d a far-reaching change
e a fundamental change
f a subtle change

5★ **Complete the sentences with the idioms from the box.**

a change is as good as a rest	a change of scenery
changed beyond all recognition	changed hands
changed your tune	chopping and changing

1 So you're a vegan now? You've _____! You used to love eating meat.
2 When I went back to my old school after twenty years, it had _____.
3 I remember a time when a used car _____ for a few hundred pounds, but now they're much more expensive.
4 I was getting bored at home, so I went for a walk in the forest for _____.
5 The bus timetable keeps _____ every week. Why can't they keep it the same?
6 I've just finished my project, and a new one starts tomorrow! But I suppose _____.

▶VIDEO 09

1 Choose the correct options.

Global Change Forum

If you had the choice, [1] *will* / *would* you allow animals to be kept in captivity?



Mika03 I think it depends on the animal. If you keep small animals like mice, fish or rabbits in captivity, it [2] *isn't* / *won't be* a problem. It also depends on the conditions. If you give animals plenty of space and lots to do, they [3] *'ll* / *'d* probably be happy.



Nora4ever I think it's fine as long as the animals are happy and have a good life. Our city zoo is really good, and the animals are well cared for. If they [4] *weren't* / *hadn't been*, people wouldn't go there, and it would close down. We can all make a similar choice.



Donnie8 @Nora4ever But, if all the zoos in the world [5] *close* / *closed*, what would you do with the animals in them? They couldn't survive in the wild.



Nora4ever @Donnie8 Of course not! But if you [6] *read* / *had read* what I wrote, you would have understood that I didn't say that. I think zoos should stay open, but only if they take proper care of the animals.

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

1 Are you hungry now because you didn't have any breakfast?
Would you _____ some breakfast?

2 Li didn't pass the final exam, which is why she isn't a pilot.
Li would _____ the final exam.

3 Our school was flooded, so today we're studying at home.
If our school _____ at home today.

4 My dad couldn't help me with the homework because he isn't very good at maths.
My dad would have _____ better at maths.

5 You can't complain about the school president if you didn't bother to vote in the election.
If you had _____ complain about the school president.

6 Are we facing a climate crisis because we didn't switch to renewable sources of energy earlier?
Would we _____ to renewable sources of energy earlier?

3 Complete the sentences with one word in each gap. The first letters are given.

1 I_____ you could bring back any species from extinction, which would you choose?
2 Everyone is allowed to go home, a_____ that you've all completed your assignments.
3 I don't mind what time you get home as l_____ as you don't wake me up!
4 I always feel guilty w_____ I eat meat.
5 If you h_____ to see Teresa while you're out, please tell her to contact me.
6 The event should be a huge success, p_____ it doesn't rain.
7 I'm glad we took a taxi. O_____, we'd probably have been late.
8 If you s_____ need any help, just give me a ring.
9 I don't mind lending you my laptop on c_____ that you take good care of it.
10 S_____ the TV cameras had been there! It would have been amazing, wouldn't it?

4 Complete the wishes and regrets with your own ideas.

1 It won't stop raining! If only _____!
2 I made a stupid mistake! I wish _____!
3 There isn't enough time. If only _____!
4 I can't help you. I wish _____.
5 You didn't tell me. If only _____.

5 Complete the text with one word in each gap.

A world without plastic?

Have you ever wondered what life would [1] _____ like if plastic [2] _____ exist? It's an interesting thought, isn't it? If it [3] _____ never been invented, there would be a lot less waste to worry about. Did you know that if we could put all the plastic rubbish in the world together, it [4] _____ be bigger than Mount Everest? However, plastic is also one of the most useful materials we have. For example, it is used in every hospital in the world. If there [5] _____ no plastic in your local hospital, it would be an almost impossible task to keep it clean and safe. Plastic is also an integral part of every piece of technology you own. If it [6] _____ been invented, there [7] _____ be any TVs, computers, smartphones or watches. But we still need to re-think the way we use it. [8] _____ that we stop using plastic bags or bottles and use reusable ones instead, a lot less plastic [9] _____ end up in the ocean. And if countries around the world ban all single-use plastic and scientists can find a better alternative, we might be able to solve this problem before it's too late. But if we [10] _____, there may soon be more plastic in the ocean than fish. I wish governments [11] _____ stop ignoring these issues.

3.3 Speaking

Negotiating • Reaching an agreement



1 **Read the conversation between a teenage girl and her father. Answer the questions.**

1 Which person tries harder to negotiate? **Dad / Viki**
2 In your opinion, which person 'wins' the negotiation? **Dad / Viki**
3 Do you think the compromise is fair? **Yes / No**

Dad Hey, Viki, do you have a second? I need to run something past you.
Viki Sure. What's up?
Dad Well, we've been contacted by your school … again, about you skipping lessons every Friday to attend your environmental protests. This is a bit awkward, but we're starting to get worried about the impact on your education.
Viki Dad, we've talked about this. You know how important those protests are.
Dad I know, but is there any room for compromise?
Viki I'm afraid that's not going to be possible. The bottom line is that I've committed to striking every Friday until the world starts to take notice.
Dad I know. You've told us many times, but can we meet halfway on this? What about if we limit your protests to once a month, and I'll use my influence in the media to help you get your message across to a much wider audience. How does that sound?
Viki OK, I can live with that. As long as you promise to do all you can to help me.
Dad Of course. Great – it's a deal!

2 **Read the conversation in exercise 1 again and underline the things below.**

1 Two phrases for establishing what you want or need
2 Three phrases for trying to compromise
3 Two phrases for refusing an offer or suggestion
4 Two phrases for accepting an offer or agreement

3 **Match the statements to the most suitable responses.**

1 OK, I can live with that. _____
2 Is there any room for compromise? _____
3 Can we meet halfway on this? _____
4 How does that sound? _____
5 The bottom line is that there simply isn't any more time. _____
6 This is a bit awkward, but I don't think I'm going to meet the deadline. _____
7 I need to run something past you. _____

a Not ideal, to be honest. I was hoping for a higher price.
b That's not good, but let's work out a solution together.
c I'm afraid that's not going to be possible. We've already made a very generous offer.
d Do you mean 7.5% instead of 10%? Let's say 8.5% and you've got a deal.
e Really? What about if we work weekends?
f Sure. Go ahead. What's up?
g Great – it's a deal!

4 **Complete the sentences with the correct forms of the words from the box.**

chance	compromise	go	no	prepare
say	wonder	yes		

1 Sorry, that has to be a _____.
2 I can see what you're _____, but that wouldn't be acceptable to me.
3 Might you be _____ to reconsider your offer?
4 I'm _____ if there's any flexibility.
5 Sounds a great _____!
6 I'd like to say _____, but I'm afraid the price is still slightly too high.
7 Fine, let's _____ with that then.
8 Is there any _____ you could speak to your boss about this?

5 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.**

1 I'm afraid that's _____ (**bit / out**) my price range.
2 It's just an idea, but how about _____ (**we / were**) offer a discount?
3 Provided that you pay us in advance, I _____ (**see / reason**) we couldn't accept a lower price.
4 I understand that you want a good deal, but please consider it _____ (**my / point**) view.

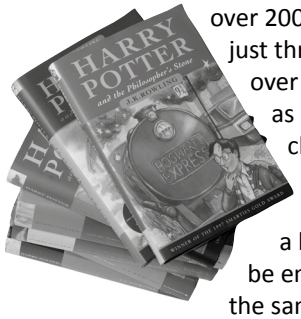
An online article about two novels

▶VIDEO 10

TWO BOOKS THAT CHANGED THE WORLD

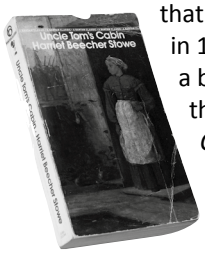
1 It is not unusual for someone to tell you that a novel has changed their life. Whether because of the story or because of something the main character says or does, novels can quickly capture our imagination and inspire us. But they can also have a much wider effect on society and culture.

2 When *Harry Potter and the Philosopher's Stone* was first published in 1997, no one could have foreseen that it would transform the children's publishing industry, add the word 'muggle' and several others to the dictionary, invent the sport of Quidditch, now played in universities around the world, and shape a generation of young people. Before *Harry Potter*, children's publishing as a whole was marketed to and read by children. Books used to be quite short (often between 100 and 150 pages) and sales tended to be rather modest. *Harry Potter* changed all that. That first novel in the series was well over 200 pages, and by the fourth book, published just three years later, the length had increased to over 600 pages. The books also quickly became as popular with adults as they were with children. For the first time, they were quite happy to be seen reading a children's book on their way to work and nobody turned a hair at the sight of them. How could they be embarrassed when everyone else was doing the same thing?



3 What was also interesting about the arrival of *Harry Potter* was how a series of novels could suddenly become part of popular culture like never before. They were endlessly discussed in magazine articles and talk shows, and the publication of each new novel (as well as the launch of each movie a few years later) was always a major news event. Some people also believe that the books were responsible for enticing children to read again. Instead of spending their money on video games, sweets or cheap plastic toys, children were choosing to buy books and discovering the joys of reading.

4 Some novels not only change culture but also have the power to change the world. Though controversial today, Harriet Beecher Stowe's American novel *Uncle Tom's Cabin* certainly did that. The novel tells the story of Tom, Eliza and her son Harry, who are bought and sold as slaves. Published in 1852, the book highlighted the cruelty and injustice of slavery at a poignant time when the USA was divided. In the South, it was legal, while in the North it was not only illegal but also despised. The novel was the first to present slaves as people with feelings, hopes and fears, and its effect on its readers was instant and profound. In the South, slavery supporters hated it, while in the northern states, it inspired more people to join the anti-slavery movement. Some people have even suggested that it was partly responsible for causing the Civil War in 1861, which was started by the northern states in a bid to unite the country and end slavery. In 1865, thirteen years after the publication of *Uncle Tom's Cabin*, the war was over, the country was united, and slavery had been abolished.



1 Read the article. Are the statements true (T) or false (F)? Find evidence in the text to support your answers.

1 It was a surprise to everyone that *Harry Potter* changed the publishing industry. T / F
2 Before *Harry Potter* was published, children's books didn't usually sell lots of copies. T / F
3 Adults often read the *Harry Potter* books in secret. T / F
4 *Uncle Tom's Cabin* was popular across the USA. T / F
5 *Uncle Tom's Cabin* was written about the American Civil War. T / F
6 Slavery was banned in the USA in the years that followed the publication of *Uncle Tom's Cabin*. T / F

2 Read the article again and choose the correct options.

1 What does the writer imply in paragraph 1 about novels that affect society and culture?
A They are relatively rare.
B They have less impact on people's lives than people claim.
C The actions and words of the lead character are especially important.
D They tend to be especially imaginative and inspirational.

2 Which of the following effects of the *Harry Potter* novels isn't mentioned?
A New words entering the English language
B A new sport that is now played in many countries
C Adults openly reading children's books
D Complex storylines with many characters

3 What does the writer mean by the *Harry Potter* novels becoming part of popular culture in paragraph 3?
A They discouraged children from wasting their money.
B They were made into films.
C They were regularly featured in the media.
D They got children reading again.

4 What does the writer say about the USA in 1852?
A It was a cruel and unjust country.
B It was split, with the North and the South having different views on slavery.
C The whole country supported slavery.
D It felt regret about the past.

5 What was unique about *Uncle Tom's Cabin* at the time it was published?
A It enraged people throughout the USA.
B It showed people that slaves were human.
C It described the wartime experience of slaves.
D It started an anti-slavery campaign.

3.5 Vocabulary 2

Social and personal values · Authorities

1 **Complete the table with the correct words.**

Noun	Positive adjective	Negative adjective
1 _____	courageous	–
2 _____	3 _____	dishonest
kindness	4 _____	5 _____
6 _____	7 _____	impatient
8 _____	wise	9 _____

2 **Complete the sentences with the correct words formed from the words in brackets. The words in brackets may not be in the correct order.**

1 I don't blame them for making a mistake – we're all _____ after all – but I do think they should have the _____ to apologise. (**courteous**, **fail**)

2 Many people claim I'm so lucky to be rich, but actually I put my _____ down to one thing: a never-ending _____ to hard work. (**commit**, **prosper**)

3 She had the nerve to question my _____ to the company, which I took as a sign of shocking _____ for me. (**loyal**, **respect**)

4 They've made some progress in terms of _____, with a few more employees from ethnic minority backgrounds, but unless they give those people a lot more responsibility, they're still a long way from true _____. (**diverse**, **include**)

5 I'm certainly not questioning his _____ – I'm sure he can be trusted 100%. But I'm just concerned that he's far too _____, with his obsession with buying expensive products. (**integral**, **material**)

6 Why are you so _____ about other people's mistakes? You should be more _____ about what caused them to make mistakes in the first place. (**compassion**, **judge**)

7 There's a lot more to _____ than just _____! Gangsters can usually trust each other to do what they promise, but that doesn't make them good people! (**moral**, **trust**)

3 **Complete the conversation on the right with the words from the box.**

backs	bases	down	going
out	stick	up	word

X: I hear you've been doing some volunteer work.

Y: That's right. I attend a refugee support group two evenings a week.

X: That's so great. What does it actually involve?

Y: Basically, our work covers a lot of 1 _____, from help with applying for jobs to dealing with cultural misunderstandings. But it's not so much about explaining things to them – we don't want to talk 2 _____ to them because they're really smart people. It's more about getting to know the refugees as individuals, as real people. So it's important for them to know that we've got their 3 _____ if ever they run into trouble, and we'll 4 _____ up for them when necessary.

X: Wow. Do you think I might be able to join your group?

Y: Yeah, that'd be awesome. But I should warn you, it's really hard at times. Quite a few volunteers tend to back 5 _____ after a few weeks, when the hard work kicks in. So we need people who'll stick around even when the 6 _____ gets tough.

X: Sure. I can commit to that … unless you think perhaps I won't be up to the job.

Y: You know I've never had a bad 7 _____ to say about you. I'll mention you to my managers.

X: Excellent. Thanks so much. I just hope I'll be able to live 8 _____ to your high standards!

4 **Complete the text with the correct words formed from the words in brackets.**

One of the biggest challenges with encouraging people to reduce their electricity consumption is that electricity is invisible. In the past, whenever electricity suppliers have tried to 1 _____ (**high**) consumers' awareness of their consumption patterns, for example by asking them to make a public 2 _____ (**commit**) to consume less, or even by sending them 3 _____ (**judge**) text messages to criticise excessive electricity usage, the impact has been modest at best. But one 4 _____ (**initiate**), launched by the Southern California Edison power company, has been remarkably successful. Consumers are issued with a small glowing ball called an Ambient Orb. The orb glows green when energy consumption is low, but turns red when it increases. This subtle change, by making energy consumption highly visible, has led to 5 _____ (**reach**) changes to people's electricity usage. It seems that people will go to extraordinary 6 _____ (**long**) to keep their orb from turning red, including turning off appliances whenever they're not in use and even drying clothes in the sunshine instead of a tumble drier. So, if you want to save money and save the planet at the same time, get yourself an Ambient Orb.

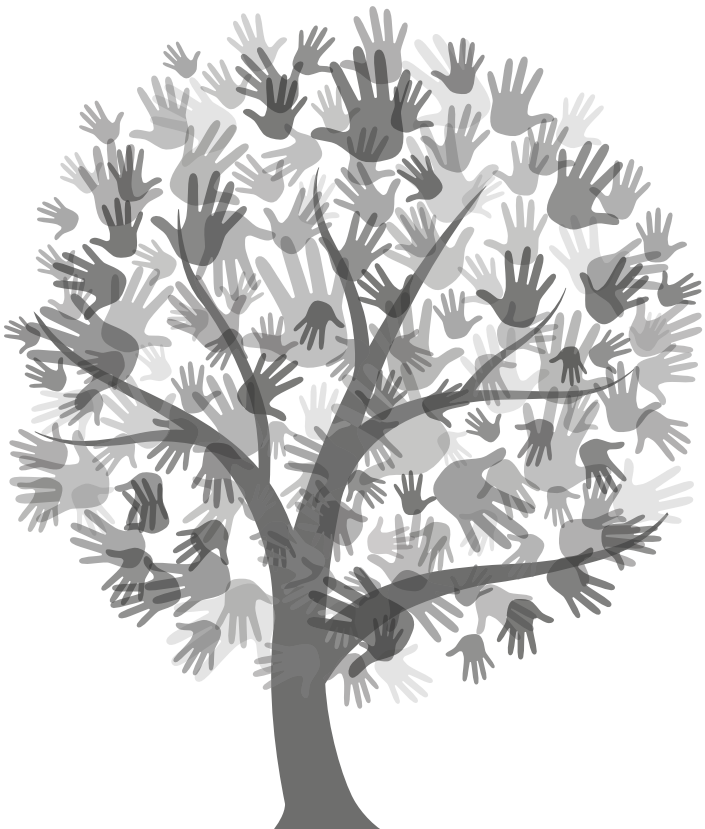


A podcast about social enterprises

1 **Complete the sentences with the correct phrasal verbs. Use one word from each box A–C. Use the paraphrases in brackets to help you.**

A	come face get look (x2) miss put stand
B	back down on out (x2) up (x3)
C	against for (x2) on (x2) to (x2) with

1 It's dangerous in the mountains, so you'll really need to _____ (**care about and be ready to help**) each other.
2 I'm going to arrive at the party late, so I'm probably going to _____ (**lose an opportunity to benefit from**) all the fun!
3 Please stop talking and _____ (**start making progress with**) your work.
4 The project has been a total failure, which we can _____ (**explain that it's a result of**) a lack of planning and some terrible luck.
5 When I _____ (**remember the past and think about**) some of the mistakes I've made over the years, it really makes me cringe!
6 I'm afraid sooner or later we're going to have to _____ (**admit and accept**) the fact that we're almost certainly going to fail.
7 Don't let other people push you around! You need to _____ (**defend something that is under attack**) what you believe in!
8 I'm not sure what I'll do if I _____ (**encounter and need to deal with**) any problems during my trip.



2 **The words in the box are from a podcast. Check their meaning and pronunciation. What do you think the podcast is about?**

benefit community enterprise food waste homeless

3 05 **Listen to a podcast about social enterprises that help people in difficulties. Choose the correct options.**

1 The founder of *Change Please* / *Olio* realised that people were more likely to stop and talk to a homeless person if they were selling something.
2 *Change Please* / *Olio* uses an app to introduce people with something to share to other people who would like it.
3 Over a million people use *Change Please* / *Olio*.
4 *Change Please* / *Olio* supports and provides work for people who might not be able to find work elsewhere.

4 05 **Listen to the podcast again and choose the correct options.**

1 Social enterprises
   A must invest all their profits in their local communities.
   B earn tens of billions of pounds for the UK economy every year.
   C are owned by local communities.
   D cost the UK economy around £60 billion per year.
2 Change Please
   A provides accommodation to its employees.
   B owns a bank for its employees.
   C operates from different locations across London.
   D provides free coffee and advice to homeless people in London.
3 Olio was set up to encourage people to
   A buy less food.
   B share unwanted food.
   C give unwanted food to local businesses.
   D get to know their neighbours.
4 Olio
   A can be used to find which shops have the best ingredients.
   B has already made over £2 million.
   C can bring people from local communities together.
   D keeps a share of the price when you sell your food.

3.7 Grammar 2

Inverted conditionals

▶VIDEO 11

1 **Rewrite the underlined parts of the sentences using inversion. Start your answer with *Should*, *Were* or *Had*.**

1 If you had told us you were coming, we would have prepared dinner.

_____

2 If I told you some important news, would you be able to keep it secret?

_____

3 If you need some assistance with your bags, please call a porter.

_____

4 If you didn't waste your money on expensive clothes, you would be able to afford a holiday.

_____

5 If the doctor hadn't been present, what do you think would have happened?

_____

6 If you see the headteacher, please tell her that I'll be late for the meeting.

_____

2 **Read the WATCH OUT box and correct one mistake in each sentence.**

1 I would have gone for a walk had it not been the strong wind.

2 Should you felt hungry during your visit, there is an excellent restaurant around the corner.

3 Hadn't you warned me, I might have had an accident.

4 Were humans go extinct, it would just take a few years for other animals to take over our world.

5 Should the door is locked when you arrive, please collect the key from the neighbour.

6 Weren't it for trees, we wouldn't have any oxygen to breathe.

WATCH OUT **Conditionals with *for***

We can make conditionals with *for* to imagine what would happen (or would have happened) if something didn't exist (or hadn't existed):

But for *your help, the project would have failed.*

If it weren't for */* ***Were it not for*** *your constant help, our work would be much harder.*

If it hadn't been for */* ***Had it not been for*** *your help yesterday, we would have really struggled.*

3 **Complete the web page with the correct forms of the words in brackets. Add modal verbs where appropriate.**



SAFE AND DRY

A campaign to protect our town from flooding

As I'm sure you know, last week's heavy rains came extremely close to flooding our city. [1] _____ (**it** / **rain**) for another hour, the river would have overflowed. [2] _____ (**that** / **happen**), parts of our town would have been damaged.

Although we were lucky this time, we might not be so lucky again [3] _____ (**the heavy rains** / **return**) in the future. To make matters worse, the flood embankments are now badly damaged in several places. But for these defences, who knows what damage [4] _____ (**occur**) last week. [5] _____ (**be**) our defences to break in the near future, the whole town could be flooded.

I believe it is time for the people of this city to take matters into their own hands. If every one of us [6] _____ (**be** / **help**) to repair and strengthen the flood defences, it would just take a few days and the town could be safe for generations to come.

With this in mind, I have decided to organise this campaign to encourage ordinary citizens to share responsibility for our flood defences. [7] _____ (**you** / **wish**) to join our campaign, please click this link. Please use this link to contact me [8] _____ (**you** / **have**) any questions.

4 **Translate into English.**

1 I've failed the exam. _____ (*Gdybym tylko uczyła się*) harder for it!

2 Please don't start eating without us, _____ (*chyba że będziesz naprawdę głodny*), of course.

3 _____ (*Gdyby nie*) that traffic jam earlier, we'd have arrived on time.

4 _____ (*Gdybyś przypomniał sobie*) the name of that actor, please let me know.

5 If _____ (*chciałbym, żebyś czyściła*) the bath from time to time. It's so annoying!

6 It was lucky we had our student ID cards with us last night. _____ (*W przeciwnym razie musielibyśmy*) to pay the full price.

1 **Complete the sentences with a suitable preposition in each gap.**

1 Do you have a second? I need to run something _____ you.
2 Look up at that tree. There's an amazing bird perched _____ that branch. What is it?
3 I thought my parents would be shocked about my new look, but in fact they didn't turn a hair _____ it.
4 It's not an ideal solution, but OK, I can live _____ that.
5 Instead of standing _____ the sidelines, you ought to get more involved.
6 We were worried that it would be too much work, but all the volunteers rose _____ the occasion and made it a great success.
7 That's still too expensive. Can we meet halfway _____ this?
8 Everyone is so focused on global crises that local issues often slip _____ the radar and get ignored.

2 **Complete the second sentence with up to four words so that it means the same as the first one. Use the word in capitals.**

1 They won't be able to cope unless they get a lot more support from us. **LONG**
_____ provide them with enough support, they should be able to cope.
2 He's very charming, but I'm not sure he can be trusted. **HIS**
Despite his charm, I'm not convinced _____.
3 Supposing you had an accident. What would you do? **HAVE**
_____ an accident, what would you do?
4 Is your project making good progress? **ON**
How are you _____ your project?
5 If you kept the orcas in captivity, it would negatively influence their behaviour. **WERE**
_____ the orcas in captivity, it would negatively influence their behaviour.

3 **Choose the correct options.**

1 It's going to be difficult. Is there any ***gap*** / ***room*** / ***space*** for compromise?
2 The training will last three hours because we need to ***consider*** / ***cover*** / ***discuss*** a lot of bases.
3 Why should young people have to find a solution, when the problems aren't even of our own ***causing*** / ***doing*** / ***making***?
4 I'm glad you warned me in advance. ***Assuming*** / ***Otherwise*** / ***Provided*** I'd never have known what to do.
5 I know this is important to you, but the ***bottom*** / ***middle*** / ***top*** line is we don't have enough money.
6 If you ***happen*** / ***occur*** / ***suppose*** to see Kuba when you're out, can you tell him to phone me?
7 I always try to lead by ***demonstration*** / ***example*** / ***model***, and I find that others then copy my good deeds.
8 I'm afraid that's a bit out of my price ***limit*** / ***scale*** / ***range***. Is there a cheaper option?

4 **Choose the correct options.**

WHY I VOLUNTEER



People often ask me why I spend so much of my time volunteering at the community centre. After all, the hours are long and the work is unpaid, and they claim I'm [1] _____ so many other ways of spending my time, like watching TV or doing sport. Well, I [2] _____ it down to three things: satisfaction, companionship and experience.

The satisfaction, of course, comes from knowing that I'm making a real difference to many people's lives, which adds a deep sense of meaning to my own life. When I'm helping others, it feels [3] _____ I'm actually benefitting even more.

As for companionship, I get on really well with the other volunteers. We often have a laugh together, and it's wonderful to know that we've got each other's [4] _____. Perhaps more surprisingly, I've also benefitted hugely from the relationships with the people I've been helping. When you stop seeing them as 'helpless victims' and treat them as your equals, you realise they're amazing people, with fascinating stories and useful advice to share.

Finally, volunteering is an incredible way of gaining invaluable work experience, from managing a team to dealing with crises, from planning a budget to organising fundraising events. It's an extremely steep learning [5] _____, but these are all skills that employers are desperate for. I'm convinced my CV will [6] _____ many potential employers to offer me a dream job in the future.

1 A living up to B figuring out C making way for D missing out on
2 A put B hold C talk D make
3 A as though B in case C if only D unless
4 A heads B eyes C backs D hands
5 A angle B curve C slope D path
6 A spark B instil C foresee D entice

3.9 Writing

A letter to the editor with a proposal



Dear Sir/Madam,

I am writing to voice my concerns about the city council's plans to [a] do away with over twenty kilometres of cycle lanes around the city, as described in a recent article on your website. According to your article, the plans are based on research that [b] purports to show that most of the cycle lanes are barely used, with fewer than ten bicycles per hour using some stretches of the network.

From where I stand, this proposal is [c] a prime example of short-term thinking from the city council. [d] It is widely acknowledged that the city has a serious problem with traffic jams and pollution, much of which comes from cars. If this city is to resolve such problems, it seems clear to me that encouraging more cycling must be part of the solution. Regarding the research cited in your article, the figures you quote certainly do not [e] match up with my own experiences. During the rush hour when the weather is good, there are literally hundreds of bicycles on the busiest stretches. In my humble opinion, it seems as if the researchers must have conducted their research either in the middle of the night or during a storm.

What is more, I believe that the main reason why the cycle lanes are underused is that cars frequently park on them, forcing the cyclists to [f] swerve into heavy traffic. Although it is illegal to park on cycle lanes, I have never seen a tow truck removing an [g] offending vehicle. Presumably many drivers believe they can [h] get away with flouting the law. Were the parking rules to be enforced more systematically, I am convinced that usage of the cycle paths would increase dramatically.

I have many more ideas with regard to how to increase the popularity of cycling within our city, which I firmly believe would be [i] of enormous benefit to all of its inhabitants. Should you wish to hear more of my suggestions, please do not hesitate to reach out so I can present them in the form of an article.

Yours faithfully,

Kevin Clare

1 Read the letter and answer the questions.

1 What issue is the writer drawing attention to?

_____

2 Why does he feel so strongly about this issue?

_____

_____

3 What reasons for low usage of cycle lanes does the writer identify?

_____

_____

4 What solution does he propose?

_____

5 What would he like the newspaper editor to do?

_____

2 Match underlined phrases a–i from the letter to definitions 1–9 below.

1 most people agree that _____
2 breaking the law/rules _____
3 claims (perhaps incorrectly) that it proves _____
4 extremely good for _____
5 correspond to _____
6 get rid of; liquidate _____
7 change directions suddenly to avoid crashing _____
8 a classic case of _____
9 avoid getting into trouble despite deliberately breaking _____

3 Put the letters in the correct order to complete the sentences.

1 I believe my proposals might **reovp** _____ to be of use to the city's planners.
2 In my **bulmeh** _____ opinion, there needs to be a total rethink of these proposals.
3 I expect my concerns will be **wlednokgeadc** _____.
4 I am writing in **eefnrerec** _____ to your recent article about youth culture.
5 Should you have any questions, please do not **eeasihtt** _____ to contact me.
6 To my way of **hkinnitg** _____, there is too much of a risk of something going wrong.
7 From my **potsindnta** _____, the problem lies with the lack of waste disposal facilities in the town.
8 Were there more parks in the city, the situation would change **ynoseuorml** _____.

4 Do the writing task.

Przeczytałeś/Przeczytałaś w lokalnej gazecie artykuł, którego autorka twierdzi, że w ostatnim czasie w Twojej okolicy nastąpił gwałtowny wzrost ilości śmieci, i że winę za ten stan rzeczy ponoszą nastolatkowie. Nie do końca zgadzasz się z tą oceną. Napisz **list do redakcji** gazety na 200–250 słów, w którym wyrazisz swoją opinię na temat przyczyn problemu i przedstawisz swoją propozycję jego rozwiązania.

VOCABULARY

1 Complete the sentences with one word in each gap.

1 Sorry for ignoring your email. I've been really busy, so it must have slipped under the _____.
2 The government kept the borders closed so as to avoid an overwhelming _____ of refugees.
3 There's a lot of information to study, so it's going to be a very steep learning _____.
4 They've always been so supportive and have never had a bad _____ to say about me.
5 It's always me that pays, so it would certainly make a(n) _____ change if you were to pay from time to time.
6 Don't worry – the protesters look scary, but they pose no _____ to the public.
7 I lived and worked in the city centre for a while, but I couldn't cope with the hectic _____ of life.
8 The easiest way to reduce your carbon _____ is to stop eating meat.

2 Complete the sentences with the correct words formed from the words in brackets.

1 Ooh ... you've dyed your hair blue. What a(n) _____ (**expect**) change!
2 Since we taught the parrot to swear, she's become a lot more _____ (**speak**) about politics.
3 I appreciate that you hate being talked down to, but from my _____ (**view**), it's an inevitable part of being a four-year-old.
4 She's so _____ (**material**). When I offered to buy her lunch, she expected me to pay her for her time!
5 I know it costs $500, but I'm wondering if there's any room for _____ (**flexible**). I can offer $50.

GRAMMAR

3 Match the sentence halves. Every combination is possible, but try to find the most sensible ones.

1 If you hadn't taught me to dance, _____
2 If I were you, _____
3 If you'd remembered to fuel up the car, _____
4 If I were a little taller, _____
5 If I hadn't eaten so much last night, _____
6 Unless it'd been for your quick thinking, _____
7 If I could fly, _____

a I wouldn't be such a great ballerina now.
b I'd be a brilliant basketball player.
c I wouldn't be feeling so sick now.
d it would make holidays much cheaper.
e we'd have arrived by now.
f who knows what might have gone wrong?
g I wouldn't have worn a white shirt to eat spaghetti.

4 Complete the story with one word in each gap.



Three pirates were shipwrecked on a desert island. After ten long years, during which their hair had grown long, their skin was burned and most of their teeth had fallen out, the Pirate Chief muttered to herself, 'If [1] _____ there were some way of getting off this island.' Barely had she uttered these words [2] _____ a magic elf appeared in a puff of smoke. 'Your wish is my command. You can have one wish each, but choose your wishes wisely. [3] _____ anybody wish for something ridiculous, like the power to make an infinite number of wishes, then I'll disappear forever.' The First Mate didn't need to wait. 'I wish I [4] _____ back home with my family,' she announced. And in a flash, she was gone. 'I did warn you to wish wisely,' said the elf. 'The First Mate is back home alright, but her skin is still burned and her teeth are still missing. Maybe if you were [5] _____ plan your wish a little more carefully, it might be sensible. [6] _____ the First Mate taken a little more care with her wish, she might have her teeth back now.' 'In that case, I wish I [7] _____ never been shipwrecked all those years ago,' said the Pirate Cook, and in a flash she was gone. 'Much better,' said the elf. 'She's now gone back in time to the day before the storm that sank your ship. With some luck, she'll make it home safely, and it'll be [8] _____ if nothing ever happened.'
The Pirate Chief felt confused. She didn't have a family to return to, and in fact [9] _____ rather enjoyed the company of her two fellow castaways over the past ten years. 'I'm so lonely,' she said. 'If only my best friends [10] _____ still here with me.' And in a flash, they were back ... and the elf was gone forever.

ROUND-UP 1 2 3 4 5 6 7 8

5 Put the words in the correct order.

1 Had / the bus / long / you / daydreaming / been / when / arrived?
_____
2 Were / there / the situation / would change / more time, / enormously.
_____
3 I wish / would be / less judgmental / you / a little / of / my mistakes.
_____
4 Should / to reach / need more / please do / not hesitate / you / help, / out.
_____
5 Had / have missed / the queues / we foreseen / we wouldn't / out on / for tickets, / the concert.
_____
6 The store manager / been / counterfeit / the / aware / can't / have / of / products.
_____

LISTENING

1 06 **Usłyszysz audycję publicystyczną na temat wolontariatu międzypokoleniowego. Na podstawie informacji z nagrania uzupełnij luki 1–6 w streszczeniu.**

INTERGENERATIONAL VOLUNTEERING SCHEME



The project gets people aged [1] _____ to work together on something – either something good for the city (e.g. elderly people who are not strong enough for physical work can care for [2] _____) or helping each other. Before joining the scheme, each participant is [3] _____ to make sure they have high moral standards. The main purpose of the scheme is to help people of different generations to [4] _____, [5] _____ and [6] _____ each other more.

READING

2 **Przeczytaj tekst. Uzupełnij zdania zgodnie z treścią tekstu. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.**

Whenever Shreya Joshi, a teenage high-school student in the US, checked her social media accounts, she was horrified by the amount of feuding, name-calling and intolerance she witnessed. If only people would stop yelling abuse at each other and try listening to other people's point of view, surely everybody would benefit. She realised that what young people needed was a way of channelling their raw anger and frustration into practical ways of making the world a better place, through engagement with political and civic processes. However, it was clear to Shreya that most young people felt totally apathetic towards the world of politics, assuming there was nothing they could do personally about the world's problems. Unable to find a ready-made solution in her school, she decided to take matters into her own hands.

She started by creating a simple curriculum for a set of civic engagement workshops, which she facilitated herself, covering topics such as how to vote, how to mobilise a group of people and how to fundraise. She was careful not to advocate for a particular political viewpoint, but rather to encourage young people to understand a range of viewpoints in order to make better informed decisions. Inspired by the impact she was clearly having, she set herself the target of creating a network of politically informed and engaged young people across the US, which she called Project TEAL.

TEAL stands for Tolerance, Engagement, Action and Learning. Tolerance is all about showing respect for other people's experiences, opinions and needs. It means taking the time to listen to people that you would normally disagree with, and trying to understand things from their standpoint. Engagement means keeping informed about what is happening in your community and in the wider world, and communicating with people who can make a difference. Action involves going beyond communication and actually getting things done, such as encouraging people to register to vote. Finally, learning is a reminder that this is a process, not a complete solution, and that it is therefore vital to keep an open mind.

In its first two years, Project TEAL has opened branches in seven states, with several more likely to follow soon. Shreya's simple curriculum has now developed into over forty ready-made workshops, which can be downloaded for free from their website, covering topics such as 'Why peaceful protest matters' and 'The importance of youth in politics'. Most impressively, they have been lobbying for a bill to fortify American Civics education, and have already met with eight congressional offices, where they advocated in person for their bill. There is still a long way to go before it could ever become a law, but Project TEAL is working extremely hard to turn this dream into reality.

1 Shreya decided to take advantage of the fact that young people were _____ by making them more politically engaged.
2 When her first _____ were successful, she decided to expand her project across the US.
3 If people are _____, they pay attention both to different viewpoints and to international events.
4 Project TEAL aims to create a law that _____.

USE OF ENGLISH

3 **Z opcji A–D wybierz właściwą odpowiedź.**

home | blog | community

FIVE TOP TIPS
for when you have to change schools

Last year, my dad got a new job in Birmingham, which meant that my family had to move and I had to go to a new school. It wasn't easy at first; in fact, I had to overcome many [1] _____. But when I look [2] _____ on it, I realise that it was a really positive experience and it helped me learn a lot.

1 It isn't easy trying to fit in with new people and make friends, but if you [3] _____ join some sports clubs and hobby groups at school or in your new town, it can be much easier to make friends and make the world of difference to your life.

2 You may [4] _____ up against students who don't want to make friends, with the new kid. But this is often because they are shy. Try to look for something that you might have in common with them and use that to start a conversation.

3 It's well [5] _____ taking the time to stay in touch with your old friends, too. If it's too far to visit them, you can catch up with them on social media. They'll give you lots of moral support and will help you through any difficult days.

4 Try not to miss out [6] _____ any opportunities to make friends. Audition for the school play or join the school council. A real turning point for me was when I volunteered for a community project the school organised. No sooner [7] _____ signed up than I quickly made lots of friends.

5 Most importantly, get on [8] _____ it! It might be difficult at first, but you can't go back, so you've got to try and make the most of it. And just remember, in a few months' time, you won't be the new kid anymore!

1	A	differences	B	obstacles
	C	decisions	D	opportunities
2	A	back	B	across
	C	over	D	down
3	A	will	B	might
	C	would	D	should
4	A	go	B	run
	C	come	D	meet
5	A	useful	B	important
	C	valued	D	worth
6	A	to	B	in
	C	on	D	of
7	A	had I	B	I've
	C	did I	D	have I
8	A	to	B	for
	C	about	D	with

4 **Uzupełnij zdania a–c tym samym wyrazem.**

1 a Didn't you understand? OK, let me put that another _____.
b The forest is going to be cut down to make _____ for a new housing estate.
c I can see your point, but to my _____ of thinking, it'll actually make things worse.

2 a I always _____ to extraordinary lengths to avoid offending people.
b I didn't really understand that last point. Can you _____ over it again?
c Is that your best offer? Fine, let's _____ with that, then.

3 a My grandmother suffers from a debilitating _____ that prevents her from walking.
b When we arrived at the hotel, our room was in a terrible _____.
c We were allowed to leave early on _____ that we went straight home.

4 a All of our dishes are products of inspiration and the ingredients available at a given _____ – that is why they are invariably unique.
b It does seem worth taking the _____ to do some research and make the right decision.
c By the _____ I visited the property, another client had already made an offer.

5 **Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Możesz dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.**

1 If you _____ (**happen** / **find**) a wallet full of money in the street, what would you do?
2 Helena isn't here. She must have _____ _____ (**pay** / **visit**) her neighbour.
3 I wish _____ (**somebody** / **explain**) me what to do earlier.
4 It's so unfair that nobody has been _____ _____ (**hold** / **account**) all this damage.
5 _____ (**have** / **they** / **act**) sooner, the flooding could have been less extensive.

WRITING

6 **Przeczytaj polecenie i wykonaj zadanie.**

Przeczytałeś/Przeczytałaś w lokalnej gazecie artykuł, którego autor twierdzi, że angażowanie się młodych ludzi w kampanie społeczne, ekologiczne i polityczne jest bezcelowe, ponieważ nie są oni w stanie niczego zmienić. Nie do końca zgadzasz się z tą oceną. Napisz **list do redakcji** lokalnej gazety na 200–250 słów, w którym opiszesz, w jaki sposób młodzi ludzie mogą wpływać na rzeczywistość, i zaproponujesz, jak można ich zachęcić do podjęcia działań.

4 CRIME WAVE

Vocabulary ▶VIDEO 12

Vocabulary 1

Crimes and punishments

1 **Complete the news reports with the correct words formed from the words in the box.**

arson	burgle	murder	rob	smuggle	theft	vandal

A convicted [1] _____ has been released from prison after serving twenty years for killing a rival gang member. Both gangs were involved in [2] _____ drugs into the country.

There has been a sharp decrease in the number of crimes involving stealing over the past year. There was only one attempted bank [3] _____ in the whole city, compared to six the previous year, and even that was unsuccessful. Most bank branches no longer store large amounts of cash on-site, so this type of crime is much less attractive to [4] _____, who are increasingly turning to other forms of stealing. The number of [5] _____ has also fallen by around twenty percent.

Police have arrested a group of teenage [6] _____, who are suspected of lighting fires around the city. Detectives believe they chose random buildings to set fire to as an act of [7] _____.

2 **Complete the sentences with the correct names of crimes. Write one word in each gap.**

1 Amy had a shop that didn't charge VAT on the goods it sold. All the money went into Amy's pocket … until she got arrested for _____ _____.
2 Brian couldn't accept that his ex-girlfriend no longer loved him, so he followed her and sent her endless messages, which she found extremely upsetting. Eventually, he was found guilty of _____.
3 Carla was an excellent painter. Unfortunately, she mainly painted copies of other people's work, and claimed they were originals. She ended up in prison for _____.
4 Denis attacked a stranger in the street for no reason. Luckily, the police caught him quickly and charged him with _____.
5 Frank worked for a gang of armed robbers. His job was to spend the stolen banknotes and replace them with 'clean' money that couldn't be traced. He got three years inside for _____ _____.
6 Esther was driving dangerously and caused an accident where somebody was killed. She was sentenced to eight years for _____.
7 Gill was an accountant. For years, nobody in her company noticed that she'd been secretly sending the company's money to her own bank account. She has denied the charges of _____.
8 When Hugo heard unofficially that his employer was going to be bought by a tech giant, he told his brother to buy thousands of shares while they were still cheap. After the official announcement, the share price doubled, and Hugo and his brother made a fortune … until the police arrested them for _____ _____.

3 **Are the statements true (T) or false (F)?**

1 If a judge is feeling lenient, she will probably give a criminal a harsh sentence. T / F
2 If you receive a suspended sentence, you are placed on probation and won't go to prison unless something else happens (e.g. you commit another crime). T / F
3 If you defraud somebody, you trick them into giving you something valuable (e.g. money). T / F
4 A deterrent is a form of encouragement. T / F
5 Rehabilitation involves encouraging criminals to stop committing more crimes. T / F
6 Arson and murder are examples of white-collar crime. T / F
7 The perpetrator of a crime is the person who committed it. T / F
8 If a prisoner is released on parole, he or she can go free before the end of their sentence. T / F
9 A criminal who receives a custodial sentence only has to pay a hefty fine. T / F
10 A loophole in the law is technically legal but really ought to be illegal. T / F

4* **Choose the correct options.**

1 The new police commissioner has vowed to ***get away with*** / ***crack down on*** / ***perpetrate*** petty crimes such as vandalism and shoplifting.
2 Security cameras have been installed in a bid to ***deter*** / ***plead guilty to*** / ***turn to*** crime in this area.
3 We are working tirelessly to identify the person who ***convicted*** / ***perpetrated*** / ***witnessed*** this crime.
4 After so many job losses, some people are believed to have ***convicted*** / ***cracked down on*** / ***turned to*** crime as a way of making a living.
5 How can the police be expected to ***curb*** / ***turn to*** / ***get away with*** crime when there are fewer and fewer police officers on the streets?

Advanced comparative forms

▶VIDEO 13

1 Match the sentences that are closest in meaning.

1 Anna is every bit as dishonest as Bob. _____
2 Anna is by far the least honest person. _____
3 Anna is slightly less honest than Bob. _____
4 Anna is possibly the most dishonest person. _____
5 Anna is not nearly as dishonest as Bob. _____

a Bob is almost as dishonest as Anna.
b Anna is a lot less honest than anyone else.
c Bob is far more dishonest than Anna.
d Bob is no less dishonest than Anna.
e There might not be anyone as dishonest as Anna.

2 Read the WATCH OUT box and put the words in the correct order to make sentences.

1 The / the longer / the police / it / more / examine / the crime scene, / thoroughly / will take.
_____
_____

2 Young offenders / rather / should / go / do / than / community service / to prison.
_____
_____

3 Some members / so / of / were / barely / old / the gang / as twelve.
_____
_____

4 Burglaries / a bit / used / frequently / are / more / happening / they / than / to.
_____
_____

5 The vandals / to repair / that / caused / it took / so / months / much damage / it.
_____
_____

6 The gang / carefully / this burglary / as / all their / planned / just as / previous ones.
_____
_____



WATCH OUT — **Time clauses**

When you use the structure ***the* + comparative, *the* + comparative** to talk about the future, don't use *will* or *going to* in the first part:

*The sooner you **confess** to the crime, the better it will be for all of us.*

NOT: ~~*The sooner you'll confess*~~

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

1 Many people believe violent crime is far more common than it really is.
Violent crime is nowhere _____ _____ many people think.

2 As people get older, they tend to become less and less tolerant.
The _____ they tend to become.

3 They needed to restrain the prisoner because he was so violent.
He was _____ he needed to be restrained.

4 It's just as dangerous to drive after taking drugs as after drinking alcohol.
Driving after taking drugs is no _____ drink-driving.

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

The truth about counterfeit goods

Counterfeit goods account for 2.5% of world trade, worth around €412 billion. Within the EU, counterfeit goods are [1] _____ big business that they make up 5.8% of the bloc's entire imports. While many see this trade as a victimless crime, in fact it is [2] _____ bit as harmful as more visible crimes, and we are all victims. For one thing, legitimate producers lose vast amounts of money to cheap impersonators. Far and [3] _____ the most common counterfeit goods are clothes, which cost legitimate producers as much as €43.3 billion each year in lost sales. Secondly, the less income those producers receive, the [4] _____ tax is paid to governments, which might otherwise be spent on public services. Third, counterfeit goods tend to be of [5] _____ lower quality than authentic goods, and may even be harmful. Counterfeit toys are often [6] _____ dangerous that they injure thousands of children each year. Finally, counterfeiting puts vast amounts of money into the hands of criminal gangs, who often use it to fund other illegal activities. Criminals are estimated to make €43 billion a year from counterfeiting, which is substantially higher [7] _____ the €28 billion that they make from drug trafficking.



4.3 Speaking

Discussing options • Making a choice







1 **Read the conversation. Which picture is the most and least suitable according to the speakers?**

Al What are you doing, Pat?

Pat I'm working on our campaign to discourage vandalism. Right now, I'm trying to choose a picture to put on our posters. It's between these three.

Al Well, they all look equally as appropriate. What message are you trying to convey?

Pat We're trying to show that vandalism isn't a victimless crime so that hopefully vandals will consider how their actions affect others.

Al Aha. Well, if you're looking for something that shows the victim, then this one would fit the bill. This poor guy has to clean up afterwards, which can't be much fun.

Pat Yeah, but I'm not too keen on that one, to be honest, the reason being that it looks pretty quick and easy to clean up the mess. It's his job, after all, so he's being paid to do it. The other issue is that the graffiti actually looks quite cool, so I don't think it's going to deter anyone.

Al Hmmm. You're right. In that case, this one would probably be marginally better.

Pat Yeah, I agree. But what makes you say that?

Al Well, the graffiti here is really ugly, and it's such a beautiful building. I like the idea that this conveys: vandalism makes beautiful things ugly.

Pat I know what you mean, but don't forget we're trying to focus on the victims. This doesn't really get the message across, does it?

Al Well, you could argue that the homeowner is the victim, but you're right that it's not especially obvious. OK, out of the three, I'd have to go for this one. I mean, I think we can all relate to the experience when we were kids – you go to the playground, but you can't play because some idiot has smashed things up. There are no two ways about it. It's the best one for your campaign.

Pat Cool. Thanks for your help.

2 **Find phrases in exercise 1 that mean the following.**

1 It communicates something that appeals to me.
_____
2 This would meet your requirements.
_____
3 My choice from these three would be ...
_____
4 ... because ...
_____
5 These are the three options.
_____
6 This one fails to communicate properly.
_____
7 I'm in no doubt at all.
_____
8 I prefer this one slightly.
_____
9 Each one seems as suitable as the others.
_____
10 I don't really like ...
_____

3 **Complete the phrases with the correct forms of the words from the box. There may be more than one correct answer.**

appeal	do	give	go	hesitate	opt	run	spoil	tear	tell

1 I'd say this one is out of the _____ because it's too dark.
2 I'm _____ between these three pictures.
3 This one doesn't _____ a lot for me.
4 _____ that I have to make a choice, I'd _____ for the second photo.
5 This one's got a lot _____ for it.
6 This one only _____ part of the story.
7 It's nowhere near as _____ as the other picture.
8 I'm _____ for choice.
9 I'm _____ between these two.

4 **Write a short paragraph (100–200 words) about one of the photos. You can use the ideas below.**

- What can you see in different parts of the picture?
- What message does the picture convey?
- How does the picture make you feel?

A fragment of a crime novel



Now, this private hotel of mine was a very old-fashioned house, dark and dingy all day long, with dead flowers in broken flowerpots. Never am I likely to forget the vile music of the cats throughout my first long wakeful night there. The second night they actually woke me; doubtless they had been busy long enough, but it was all of a sudden that I heard them, wide awake in an instant. My window had been very softly opened, and the draught fanned my forehead as I held my breath.

A faint light glimmered through a ground-glass pane over the door; and was dimly reflected by the toilet mirror, in its usual place against the window. This mirror I saw moved, and next moment I had bounded from bed.

The mirror fell with a horrid clatter: the toilet table followed it with a worse: the thief had gone as he had come.

A useless little balcony—stone slab and iron railing—jutted out from my window. I thought I saw a hand on the railing, another on the slab, then both together on the lower level for one instant before they disappeared. There was a dull yet springy thud on the grass below. Then no more noise but the distant thunder of the traffic, until the window next to mine was thrown up.

'What the devil's up? I was afraid someone had broken into your room!'

'As a matter of fact,' said I, 'someone did; but he's gone now, so let him be.'

'Gone? Not he! He's getting over that wall. After him—after him!' And the head disappeared from the window next mine.

I rushed into the corridor, and was just in time to intercept a singularly handsome young fellow. He was in full evening dress, and his face was radiant with the spirit of mischief and adventure.

'For God's sake, sir,' I whispered, 'let this matter rest.'

His dark eyes questioned me an instant, then fell as though he would not disguise that he recollected and understood.

'I am sorry to have robbed you of a pleasant chase,' said I. 'At one time I would have been the first to join you. But, to tell you the truth, I've had enough excitement lately to last me for my life.'

'I can believe that,' he answered, with his fine eyes full upon me.

I returned to my room for my dressing-gown and slippers. To find them, however, I had to light my candles, when the first thing I saw was the havoc my marauder had left behind him. The mirror was cracked across; the dressing table had lost a leg; and both lay flat, with my brushes and shaving table, and the foolish toilet crockery which no one uses (but I should have to replace) strewn upon the carpet. But one thing I found that had not been there before: under the window lay a formidable sheath-knife without its sheath. I picked it up with something of a thrill, which did not lessen when I felt its edge. The thing was diabolically sharp. I took it with me to show my neighbour.

'Hillo!' he cried, when I produced my trophy. 'Why, what the mischief have you got there?'

'My caller's card,' said I. 'He left it behind him. Feel the edge.'

I have seldom seen a more indignant face than the one which my new acquaintance bent over the weapon, as he held it to the light, and ran his finger along the blade. He could have not frowned more heavily if he had recognised the knife.

'The villains!' he muttered.

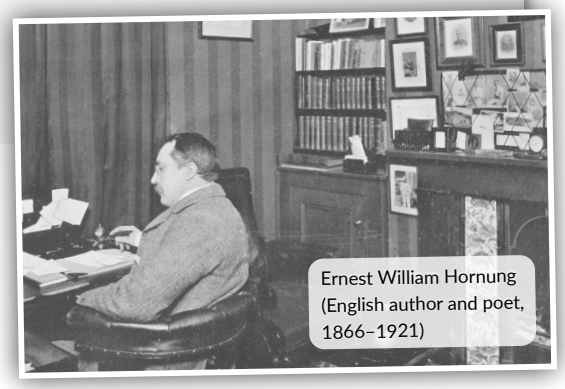
'Villains?' I queried. 'Did you see more than one of them, then?'

'Didn't you?' he asked quickly. 'There was at least one other beggar skulking down below.'

He stood looking at me, the knife in his hand, though mine was held out for it. 'Don't you think, Mr. Cole, that it's our duty to hand this over to the police? If you like I'll take it to Scotland Yard myself, and hand it over without mentioning your name.'

'Oh, if you keep my name out of it,' said I, 'you may do what you like! It's the proper course, no doubt; only I've had publicity enough, and would sooner have felt that blade in my body than set my name going again in the newspapers.'

(adapted from Ernest William Hornung, *Dead Men Tell No Tales*)



Ernest William Hornung (English author and poet, 1866–1921)

1 Read the extract quickly and choose the best summary.

a The narrator was lucky that he wasn't attacked.
b Some of the narrator's possessions were stolen, but the criminal was caught.
c The narrator's room was burgled but no damage was done.

2 Read the extract again and choose the correct options.

1 The narrator probably woke up because
A some cats started making a loud noise.
B somebody had opened his bedroom window.
C he heard the sound of a burglar.
D there was a light on in his room.

2 Why didn't the narrator want to chase after the burglar?
A He was scared of being attacked.
B The man from the next room offered to chase him instead.
C The burglar was already too far away.
D He wanted to avoid drawing attention to himself.

3 Which item(s) might not have been damaged during the break-in?
A the mirror
B the dressing table
C the brushes and shaving table
D the toilet crockery

4 The neighbour probably knew the narrator's name because
A they had met several times in the past.
B he had seen it written somewhere in the room.
C he had read about the narrator in a newspaper.
D a mutual acquaintance had mentioned it previously.

4.5 Vocabulary 2

Police work

1 **Rewrite the underlined phrases using the words in capitals.**

1 The detective <u>suspected</u> that the witness wasn't telling the truth. HUNCH

_____

2 The police have finally <u>solved</u> the crime after many years. BOTTOM

_____

3 The burglar was <u>arrested in the middle of committing her crime</u>. RED

_____

4 During his parole period, the prisoner wasn't allowed to <u>do anything bad at all</u>. FOOT

_____

5 We thought it was an important clue, but it was just <u>something irrelevant to the case</u>. HERRING

_____

6 Even though it wasn't just my fault, I <u>took responsibility on behalf of</u> the whole team. CAN

_____

7 I was in disguise, but one of the thieves recognised me and <u>revealed my true identity</u>. COVER

_____

8 I can help you, but I'm not going to do <u>all the unpleasant things that you're supposed to do</u>. DIRTY

_____

2 **Choose the correct options.**

1 Detectives are currently going ***door-to-door*** / ***flat-to-flat*** to interview all the neighbours.
2 We haven't solved the case yet, but there are quite a few ***lines*** / ***tracks*** of enquiry that we're following.
3 By studying the angle of the bullet holes, we can ***analyse*** / ***calculate*** the position of the gun.
4 Police believe there must be a bent ***copper*** / ***iron*** within their ranks who is feeding information back to the criminal gang.
5 I can't tell you my real name – I'm working ***uncovered*** / ***undercover*** at the moment.
6 We placed a tiny electronic device inside his shoe so we could ***chase*** / ***track*** his movements.
7 Our chief suspect has ***rejected*** / ***retracted*** his confession. He claims he was joking when he made it.
8 Two of the suspects were filmed in a restaurant at the time of the crime, so we can rule them ***out*** / ***up***.
9 I think we've got enough evidence to ***hammer*** / ***nail*** the perpetrator of this crime. Let's arrest him.



3 **Complete the dialogue with one word in each gap.**

Detective Come on, Buster. We know it was you that broke into the electronics warehouse last Tuesday evening. We've tracked [1] _____ dozens of witnesses who were there on the night in question. We've [2] _____ statements from all of them and every single one says they saw you. Just make your confession and we'll make sure you don't spend too long in prison.

Suspect But it wasn't me! I was alone in my flat at the time. I promise!

Detective A likely story! Is there anybody else who can corroborate that so-called [3] _____?

Suspect No, because I was alone. And maybe all those witnesses just saw somebody who looked like me.

Detective I don't think so. We've also been speaking with your [4] _____ in crime, you see. She held [5] _____ for about an hour during her interrogation, but in the end she admitted everything, and she grassed you [6] _____, too.

Suspect That's impossible. She can't have done that because she wasn't with me in the warehouse that night!

Detective Yeah, you're right. Sorry. I know she wasn't there. But you've just [7] _____ it slip that you were there! You're going to [8] _____ down for burglary, theft and handling stolen goods.

4* **Complete the text with the correct words formed from the words in the box. There are two extra words.**

confess	custody	deter	evade	fraud	suspend

WHITE-COLLAR CRIMINAL SENT TO PRISON

A local businessman who was found guilty of tax [1] _____ last week has been sentenced to five years in prison. The man is accused of [2] _____ the tax authorities out of over £100,000 by falsely claiming that his company employed over fifty people, whereas in fact he was the sole employee. The judge said she was obliged to give a(n) [3] _____ sentence due to the serious nature of the crime. She explained that she hoped the sentence would serve as a(n) [4] _____ to any other businesspeople who might be tempted to use illegal means to pay less tax. The man was taken straight to prison after the sentence was read out.

A radio interview with a writer

1 Match the sentence halves. Pay attention to the underlined collocations.

1 They opened part of the lab last week, but it won't be fully _____
2 We know when the victim died, but we haven't yet determined _____
3 Investigators are still examining the blood _____
4 Our job isn't just about catching the guilty, but also avoiding miscarriages _____
5 The forensic investigator told me to open my mouth so she could swab _____
6 We use a special type of sticky tape to lift _____
7 After you've collected fingerprints, you need to run them _____
8 Even the most careful criminal always leaves behind trace _____

a through the system to look for matches.
b of justice involving the innocent.
c the cause of death.
d operational for another six months.
e evidence for investigators to find.
f spatter patterns to find out if it was an accident.
g fingerprints from crime scenes.
h me for DNA.



2 The words in the box are from an interview with a writer. What do you think the interview is about?

alibi	clue	DNA analysis	fiction	mislead	novel	profiling	red herring	witness

3 07 Listen to the interview. Which sentence (a, b or c) best describes the topic?

a Jan's background as a writer and what she is planning on writing in the future.
b The background story behind Jan's latest book and the process of writing it.
c Jan's experience with the police when carrying out research for her book.

4 Read the notes in exercise 5 about Jan and her work. Decide what information you need to complete each gap (a number, a noun, an adjective, a verb, etc.).

5 07 Listen again and complete the summary.

About the writer
- Author of [1] _____ best-selling novels.
- First book published [2] _____.
- Genre of latest novel is [3] _____ _____.
- Previous novels are [4] _____ fiction.

Background to novel
- Inspired by an article about [5] _____ _____.
- Made the story more realistic by talking to detectives as well as [6] _____ _____.
- Studied DNA analysis and other [7] _____ _____.
- Planning took [8] _____.
- Created a timeline for each important character in order to include [9] _____ throughout the story.

Advice
- Force the reader to [10] _____ before the answer becomes obvious.
- Introduce the criminal [11] _____ _____.

The future
- Next book likely to be published [12] _____.

6 Complete the extracts from the interview by replacing the underlined phrases with the correct forms of words and phrases from the box.

be taken in by	credible character	draw in	fundamental to	plot	suspense	twists and turns

1 It had all the ingredients – a feeling that something bad is about to happen _____, good investigation, interesting characters, ...
2 If the story interests you, the writer, then you're much more likely to make the reader feel involved in the story _____.
3 The main story _____ doesn't necessarily need lots of unexpected events and surprises _____.
4 A well-planned story with heroes that feel real and believable _____ will keep you reading to the end, ...
5 So you think solving the crime is at the heart of _____ the book's success, do you?
6 ... someone you believe (although they're lying) _____, who turns out to have a darker, hidden, secret side.

4.7 Grammar 2

Gerunds and infinitives

▶VIDEO 14

1 **Add the verbs from the box to the categories below. Use a dictionary if necessary.**

appear	attempt	avoid	consider	imagine	involve	
mention	mind	postpone	pretend	recall	refuse	
regret	seek	suggest	tend	threaten	urge	volunteer

Verb + gerund: _____

_____

_____

_____

Verb + *to*- infinitive: _____

_____

_____

_____

2 **Complete the sentences with the gerund or *to*- infinitive forms of the verbs in brackets. Then add the underlined verbs to the table in exercise 1.**

1 If you delay _____ (send) your application much longer, you'll risk _____ (miss) the deadline.
2 If you believe you deserve _____ (receive) compensation, please do not hesitate _____ (contact) us.
3 Do you fancy _____ (come) to a party to help me celebrate _____ (finish) my course?
4 I really miss _____ (spend) time with my family, and I long _____ (see) them again.
5 I do not appreciate _____ (be) detained for no reason, and I demand _____ (speak) to my lawyer.
6 I fail _____ (understand) why they keep _____ (make) me wait for a simple answer.
7 When the other children dared him _____ (climb) the tallest tree, Peter claimed _____ (have) an arm injury.
8 I admit _____ (not like) Igor at first, but now I've grown _____ (respect) him.

4* **Choose the correct options.**

New message

Hi, Daniel,
You asked me to send you recommendations of great TV shows I've seen, so here goes. The show I'm watching now is [1] ***far and away*** / ***nowhere near*** / ***slightly*** the best crime show I've seen in years. It's about a gang of thieves who are planning to rob a bank. We watch them [2] ***plan*** / ***to plan*** everything in minute detail, and then we get [3] ***see*** / ***seeing*** / ***to see*** what goes wrong with their plan during the robbery itself. [4] ***Watch*** / ***To watch*** / ***Watching*** the show is quite exhausting because the action is [5] ***so*** / ***such*** / ***too*** fast that it's often hard [6] ***to work*** / ***working*** / ***work*** out what's going on. But I'd definitely recommend [7] ***keep*** / ***keeping*** / ***to keep*** going till the end – the amazing final episode is [8] ***by far*** / ***every bit*** / ***not nearly*** as good as I'd hoped it would be. The show claims [9] ***be*** / ***being*** / ***to be*** based on a true story, but when I was watching, most of it felt too far-fetched [10] ***to be happening*** / ***to have happened*** / ***happening*** in real life. But when I checked it out, it turned out that the events of the story really did happen, but they weren't [11] ***almost*** / ***just*** / ***quite*** as complicated as they are in the show. Now I actually regret [12] ***having read*** / ***to have read*** / ***to read*** up on the story earlier because it spoiled the surprise finale a little.
So, if you'd rather [13] ***not knowing*** / ***not know*** / ***not to know*** how it ends, I'd urge you [14] ***not doing*** / ***not do*** / ***not to do*** any research before you watch it!
So … check it out and let me [15] ***hear*** / ***hearing*** / ***to hear*** what you think of it.
All the best,
Marco



3 **Complete the second sentence with up to three words so that it means the same as the first one.**

1 I was so tired that I fell asleep.
I was too _____ awake.
2 It appears that nobody saw the thieves.
Nobody seems _____ the thieves.
3 It would be best for us to report this incident to the police.
We had _____ incident to the police.
4 The spy pretended that she was speaking on the phone.
The spy pretended _____ a phone call.
5 We have made a commitment that we will reduce crime in this area.
We are committed _____ in this area.
6 A vandal smashed up the bus shelter and I saw everything.
I saw a vandal _____ the bus shelter.
7 I have no recollection of volunteering for this project.
I don't _____ volunteered to help on this project.
8 You can easily see how they broke in.
It's _____ how they broke in.

1 **Complete the sentences with the prepositions from the box.**

between	down	for (×3)	on (×3)	through	to	up

1 You seem to be confused, so let me put you straight _____ a few things.
2 She's still in prison, but she's _____ _____ parole next week, so let's hope she gets it.
3 This photo has got a lot going _____ it, so I'd like to choose it.
4 Once we've collected the data, we need to run it _____ our computer system.
5 Prison should serve as a deterrent _____ criminals.
6 I'm not too keen _____ this photo.
7 The vandal is still _____ probation, but if he offends again, he'll end up in prison.
8 I'm hesitating _____ these two photos.
9 Although the gangster committed many crimes, he finally went _____ _____ tax evasion!

2 **Translate into English. Write up to five words in each gap.**

1 All the options look good to me.
I'm _____ (*mam ogromny wybór*).
2 After being found guilty, Angela received _____ (*wyrok w zawieszeniu*).
3 _____ (*Im wcześniej wyjdziemy*), the more time we'll have to enjoy the show.
4 The police are still trying to _____ _____ (*ustalić przyczynę śmierci*).
5 There are _____ (*nie ma co do tego dwóch zdań*). We're going to have to arrest them.
6 Although he confessed to the crime, he had to be released because of _____ (*luki w prawie*).
7 After a long investigation, we found ourselves _____ (*w ślepym zaułku*).

4 **Complete the text with one word in each gap.**

Martha Stewart



In the 1990s, Martha Stewart was by [1] _____ the most famous businesswoman in the USA. She had founded and built a huge business empire, written dozens of best-selling books and published a popular magazine, *Martha Stewart Living*. She even hosted her own TV show with the same name.

One of her investments was in a pharmaceutical company called ImClone, whose newly developed cancer drug, Erbitux, was [2] _____ effective during trials that it was expected to be approved imminently by the US medical regulators. Although ImClone's share price was rocketing, a few days before the expected approval, Martha sold her shares for nearly $250,000. This turned out to be exceptionally good timing, because in fact Erbitux was rejected by the regulator, causing the share price to crash. Although she claimed [3] _____ have arranged the sale well in advance of the announcement, police believed she must [4] _____ known about the regulator's decision before she sold her shares. Martha was eventually found guilty of [5] _____ trading and sentenced to five months in prison. She also landed a hefty [6] _____. After her release, Martha continued to be no [7] _____ of a celebrity than before, and went on to host a new TV show, *Martha*, from 2005 to 2012.

3 **Put the story in the correct order.**

- [ ] a the less I understood. How would I ever get to
- [ ] b spatter patterns on the walls, but still I could make
- [ ] c evidence that I had overlooked earlier, which put
- [ ] d the bottom of the case? Just then, a noise from outside interrupted
- [ ] e When I arrived at the scene of the crime, I spent hours lifting
- [ ] f hunch that something was missing, but the harder I looked,
- [ ] g me on the right scent: a long blonde hair above the window.
- [ ] h nothing of the evidence. It didn't make sense. I had a
- [ ] i my train of thought. I looked up and spotted a piece of trace
- [ ] j fingerprints from the furniture and taking photos of the blood



4.9 Writing

An article with a report



Whenever large groups of sports fans gather, emotions have a habit of running high. For the most part, police officers are extremely effective at keeping those high emotions from boiling over into violence.
[1] _____ at a recent football match, I gained first-hand insights into what the police could do better in such situations.

The experience started with a long walk from the train station to the stadium.
[2] _____ while the atmosphere was somewhat tense, there was no sign of trouble.
[3] _____ not far from the stadium, the crowd stopped moving forward and the street became dangerously crowded.

[4] _____ a rumour spread through the crowd that the ticket gates were closed, and that we would not be allowed to enter the stadium. A few fans yelled abuse at the police officers lining our route, who reacted by using pepper spray and later water cannons on the crowd. This felt excessive, as the vast majority of the fans had been completely peaceful until that point and were unable to escape anyway.
[5] _____ the whole experience was deeply traumatic and upsetting.

[6] _____ the police have an incredibly challenging job, and that usually they are extremely effective at managing dangerous situations. However, on this occasion, I believe they overreacted and made a bad situation worse. It should have been possible to remove the few troublemakers from the crowd without punishing everybody. I therefore recommend better training of police officers to deal with such situations, as well as better planning to cope more effectively when things go wrong.

1 **Read the article quickly and choose the best title.**

a How not to police an emotionally charged crowd
b Yet another example of poor policing
c The right response under challenging circumstances

2 **Complete the article with the phrases from the box. Use one of the phrases twice.**

As a result,	At the beginning,	However,
It goes without saying that	What followed was that	

3 **Underline the following in the report.**

1 Phrases in the first paragraph to generate intrigue
2 A phrase in the first paragraph to establish the story's background
3 Three events that happened in the second paragraph
4 Four events that happened in the third paragraph
5 The writer's opinion of the events in the third paragraph
6 Phrases in the final paragraph to present mistakes
7 Two recommendations in the final paragraph

4 **Correct the mistakes in the sentences. Cross out one word in each sentence.**

1 It is a common knowledge that custodial sentences can turn first-time offenders into hardened criminals.
2 After having presented the evidence, they went on to explain its significance.
3 As for a consequence, the event was not as successful as it could have been.
4 At the first outset, it was clear that things were not going according to plan.
5 It cannot quite be denied that extreme poverty can be a factor in people becoming criminals.
6 Owing it to the large number of attendees, there was not enough time for everyone to speak.

5 **Do the writing task.**

Niedawno padłeś/padłaś ofiarą kradzieży kieszonkowej w transporcie publicznym. Nie jesteś zadowolony/zadowolona ze sposobu, w jaki policja zajęła się twoją sprawą. Napisz **artykuł** do czasopisma studenckiego na 200–250 słów, w którym zdasz relację z przebiegu wydarzeń i zamieścisz sugestie odnośnie do kroków, które powinni podjąć policja i przewoźnik, aby skuteczniej zapobiegać tego typu przestępstwom.

VOCABULARY

1 Complete the jokes. Some letters are given.

1 After three days of analysis, the crime-scene investigators still couldn't work out why the rollmop was such an unusual colour. Eventually, they realised it was just a r __ __ h __ __ __ __ __ __.
2 A woman who repeatedly cut off the heads from flowers in her former employer's garden has been arrested for s __ __ l __ __ __ __.
3 An extreme sports enthusiast, who was left hanging from a bridge for four hours after bungee jumping without permission, has been found guilty of causing a public nuisance. He was given a s __ __ p __ __ __ __ __ sentence.
4 A hapless thief accidentally destroyed all the money he had stolen by putting it in a washing machine. He seems to have misunderstood the concept of m __ __ __ __ l __ __ __ d __ __ __ __ __.
5 X: I'm going to spend the day u __ __ __ __ c __ __ __ __ today.
Y: Are you going to wear a disguise to catch some criminals?
X: No. I'm going to stay in bed.
6 Police have arrested a man who was in the process of burgling a paint factory. He was caught r __ __-h __ __ __ __ __.
7 X: In your witness statement, you claim to have witnessed a m __ __ s __ __ __ __ __ t __ __.
Can you tell the court exactly what you saw?
Y: Er, sorry. You must have misread my handwriting. What I witnessed was a man's laughter.

2 Match 1–10 to a–j to make common idioms and collocations.

1	a partner	_____	a	can for somebody
2	to blow somebody's	_____	b	suspect
3	to have a	_____	c	crime
4	to nail a	_____	d	confession
5	tax	_____	e	cover
6	to carry the	_____	f	in crime
7	a white-collar	_____	g	hunch
8	a bent	_____	h	copper
9	to retract a	_____	i	dirty work
10	to do somebody's	_____	j	evasion



GRAMMAR

3 Choose the correct options.

a I was far and *away* / *near* the fastest runner.
b The burglars appear to *vandalise* / *have vandalised* one of the bedrooms.
c *Many and many* / *More and more* filing cabinets are being stolen
d Could you make that sentence *any* / *no* shorter?
e Two thieves have been sent to prison for *having* / *being* stolen a calendar.
f It's meant *looking* / *to look* like that.
g The police are believed *to look* / *to be looking* for a gang of organised criminals.

4 Complete the jokes with the sentences from exercise 3.

1 X: I hereby sentence you to a custodial sentence of ten years, with immediate effect, with no possibility of probation or parole.
Y: _____
X: Sure. You're going down for ten years. Better?
2 X: I'm sorry, ma'am. _____ It's a real mess.
Y: It's OK, officer. I have a teenage daughter. _____
3 _____ They got six months each.
4 _____ from office supply shops. _____
5 X: What a lovely gold watch!
Y: Thanks. I won it in a race. _____
X: Congratulations! Who were you racing against?
Y: The shopkeeper and a police officer.

ROUND-UP 1 2 3 4 5 6 7 8

5 Complete the story with the correct forms of the verbs in brackets. There may be more than one correct answer.

In 2015, police in Maine, USA, were trying to catch a twenty-four-year-old man, Christopher Wallace, who was accused of [1] _____ (**steal**) some cooking equipment. After weeks of investigations, the police still [2] _____ (**not make**) any progress in their search for him. At this point, Wallace seems [3] _____ (**assume**) that he was smarter than the police because he posted a photo to Snapchat claiming [4] _____ (**hide**) in his home. Police officers saw the photo and rushed over to his house [5] _____ (**arrest**) him. [6] _____ (**search**) the whole house yet again and come up with nothing, the investigators were ready [7] _____ (**call off**) the search. At that point, Wallace [8] _____ (**must / feel**) supremely confident, for he posted to Snapchat once again, explaining that the police were in his house but that they would never find him because he was hiding in a cupboard. The investigators promptly opened the cupboard from the photo and saw Wallace [9] _____ (**stand**) inside.

LISTENING

1 08 **Usłyszysz wywiad z Martym, specjalistą w dziedzinie kryminalistyki. Wybierz właściwą odpowiedź, zgodną z treścią nagrania.**

1 What did Marty study first?
- A biochemistry
- B medicine
- C molecular science
- D law

2 His current job doesn't involve
- A crime scene investigation.
- B DNA analysis.
- C administrative tasks.
- D court appearances.

3 Marty thinks that TV shows about forensic science
- A are more accurate than some people claim.
- B should be more honest and realistic.
- C may trick young people into choosing the wrong career.
- D serve a useful purpose despite their drawbacks.

4 Which personality trait does he not think you need to be a forensic scientist?
- A Patience and punctuality.
- B Impartiality and lack of bias.
- C Tolerance of criticism.
- D Confidence under pressure.

5 In general, how does he feel about his job?
- A It can be boring at times, but he's proud of his work.
- B He enjoys most aspects of his work.
- C There's a lot of glamour and excitement.
- D It is more stressful and exhausting than he expected.

READING

2 **Przeczytaj tekst. Dopasuj akapity tekstu A–D do pytań 1–5. Jeden z akapitów pasuje do dwóch pytań.**

In which paragraph does the author

1 admire the creativity of undercover police work? _____
2 highlight the benefit of painstaking preparation? _____
3 mention an example of unfair discrimination? _____
4 reveal a failure to address an underlying challenge? _____
5 describe the appearance of a police officer? _____



The wedding sting

A Police officer Debbie Williams was one of the only women ever to make it through the notoriously gruelling and male-dominated police academy in Flint, Michigan. Unlike male applicants to the police force, Williams was told she would need to complete a four-year degree before being allowed to sign up. Having dreamed of catching bad guys since childhood, Williams refused to give up on her ambitions, and finally, at the age of thirty, was admitted to the training programme. A few years later, she was one of Flint's top undercover cops, not least because the local criminals never suspected a woman could join the Flint police.

B In the 1980s, Flint was dubbed America's worst place to live, thanks to extreme unemployment and a horrendous problem with drug abuse. Williams led the police's efforts to catch the city's drug dealers, by posing as a hopeless drug addict and buying drugs around the city. After six months, Williams had got to know pretty much every dealer in town. In fact, she had gained their trust so completely that nobody was surprised when she invited all her dealers to her upcoming wedding to a long-haired, overweight low-life known as Lacy 'Moon' Brown.

C Like Williams, Moon was working undercover, and looked nothing like a stereotypical police officer. In fact, with his two-packs-a-day cigarette habit and his tendency to drop pieces of food in his beard, he acted every bit like the small-time criminal that he claimed to be. Moon also had a history of turning crime-fighting into art form. While working in a different city, he had once arrested a stolen property dealer and spread the news that the dealer had died. At the dealer's 'funeral', several gang members turned up to show their respects … and were promptly arrested.

D The wedding, however, was by far the most audacious undercover sting ever attempted. It needed to be meticulously planned in order to persuade all those hardened criminals to attend, and then to arrest them simultaneously, so as not to alert anybody to the trap they were in until it was too late. Given that all the dealers were heavily armed and under the influence of drugs and alcohol, it was also an unpredictable and highly dangerous situation. In the end, forty dealers were arrested, many of whom were successfully prosecuted thanks to all the evidence that Williams had collected earlier. Unfortunately, despite the success of the sting, there was no noticeable impact on Flint's drug problem, and the city is still known today as one of America's most dangerous places.

USE OF ENGLISH

3 Uzupełnij każdą lukę jednym wyrazem, przekształcając wyraz podany w nawiasie.

When a Wrocław businessman, Dariusz Janiszewski, went missing in 2000, Polish police were in the dark as to what had happened to him. Even when the man's body was found in the Oder river four weeks later, with clear signs of torture and murder, the police had no leads to follow. Within six months, the [1] _____ (**penetrate**) case had been closed due to a lack of evidence. The investigation remained stalled until a major [2] _____ (**break**) in 2005, when police received a tip-off that they should read a best-selling novel by a Polish pulp fiction writer, Krystian Bala. The novel, which had been published in 2003, told the tale of the 'perfect crime', a brutal murder that left no clues as to the [3] _____ (**perpetrate**). The crime in the novel bore such an uncanny resemblance to the mysterious case of Dariusz Janiszewski that Bala immediately became a prime suspect – not just for the police, but also in the media. Despite claiming to [4] _____ (**write**) the book after reading about Janiszewski's murder in the press, the writer had such detailed knowledge of the crime that there was [5] _____ (**spread**) speculation that he must have been involved. It later transpired that Bala had known Janiszewski and had even suspected him of having an affair with his wife. Around the time of the murder, Bala had telephoned Janiszewski, and shortly afterwards he had sold the man's phone over the Internet. Although there was not quite enough evidence to convict Bala of Janiszewski's [6] _____ (**abduct**) and murder, he was sentenced to twenty-five years in prison for planning and [7] _____ (**orchestrate**) the crimes.

WRITING

5 Przeczytaj polecenie i wykonaj zadanie.

Wziąłeś/Wzięłaś udział w krótkim kursie „Praktyczne wprowadzenie do kryminalistyki", skierowanym do maturzystów, którzy rozważają studia i karierę zawodową w tej dziedzinie.
Mimo że kurs Ci się podobał i wiele z niego wyniosłeś/wyniosłaś, miałeś/miałaś wrażenie, że wystąpiły pewne problemy zarówno z zakresem prezentowanej wiedzy, jak i organizacją kursu.
Napisz **artykuł** do gazetki szkolnej na 200–250 słów, w którym zdasz relację z przebiegu kursu i zarekomendujesz go innym uczniom oraz zamieścisz sugestie, co organizatorzy powinni poprawić.



4 Uzupełnij zdania a–c tym samym wyrazem.

1 a Did anybody actually _____ the suspect attack the victim?
b I _____ what you're saying, but I'm afraid I disagree with your conclusion.
c Provided that you have completed your work, I _____ no reason why you can't leave early.

2 a It's a wonderful idea, but the _____ line is that it's too expensive.
b Did the police ever get to the _____ of the case of the missing jewels?
c Please sign your confession at the _____ of the page.

3 a Although it was supposed to be a feast, there was _____ as much food as we'd eat on a normal day.
b _____ had I taken my new phone out of the box when it was stolen.
c Sorry I didn't phone you – I had _____ any time between my lessons.

4 a After we collect the evidence, we _____ it through the computer to look for matches.
b Do you have a moment? I have a few ideas that I'd like to _____ past you.
c I don't mind being an employee, but I'd love to _____ my own company one day.

5 a Could we eat vegetarian food today _____ than meat?
b I heard a rumour that he's been stealing, but I'd _____ not say who told me.
c Given that the guitar costs over £200, it does appear _____ misleading to describe it as a bargain.

6 a I'm so angry! I'm going to _____ those vandals pay for all this damage!
b Even after months of investigations, police can still _____ nothing of this case.
c They're going to knock down the old museum to _____ way for a new supermarket.

5 LIVING TOGETHER

Vocabulary ▶VIDEO 15

Vocabulary 1

Problems of the modern world

1 **Complete the text with words and phrases to describe life stages. Some letters are given.**

The problem with time, money and health

During [1] c_____d, it can feel as if time goes on forever. We don't have any money, but who needs money when you're a kid? By the time we reach [2] a_____e, however, we can only fantasise about having our own money, and time seems to run faster, too … but at least most of us are in good health. As we hit [3] e_____ a_____, we can start to earn money and even enjoy a little free time … until our own children come along. By [4] m_____ a_____, with a bit of luck we're finally doing OK for both time and money, but this is when our health starts to go downhill. Finally, during [5] r_____t, we suddenly have too much time, and hopefully enough money, but now we finally appreciate how our health is the most valuable gift of all.

2 **Put the words into the correct gaps.**

1 In 2020, the main reason for identity ~~ownership~~ _____ was to apply for government documents and benefits in somebody else's name.
2 When inflation is accounted for, Polish national income has increased by 750% since 1980, a year ~~rate~~ _____ increase of almost 19%!
3 Abject ~~wage~~ _____ is defined by the United Nations as 'a condition characterised by severe deprivation of basic human needs'.
4 Although deforestation has slowed, trees are still being cut down at an alarming ~~decline~~ _____.
5 The human race experienced a population ~~distribution~~ _____ from around 1 billion people in 1800 to around 8 billion today.
6 Although the richest 10% of Polish households own 37% of the country's wealth, wealth ~~expectancy~~ _____ is far more even than in the USA.
7 The minimum ~~of privacy~~ _____ in Poland has grown from 260 PLN per month in 1995 to around 3,500 PLN in 2022.
8 Allegedly, 80% of all websites are secretly tracking our online behaviour, a huge invasion ~~theft~~ _____.
9 Life ~~poverty~~ _____ in Poland stood at only 61 years in the 1950s, but had grown to 78 by 2019.
10 There has been a steep ~~explosion~~ _____ in the number of murders in Poland, from 2.4 per 100,000 people in the early 1990s to 0.7 in 2020.
11 Home ~~on year~~ _____ rate is high in Romania – over 96% of families live in their own homes.

3 **Choose the correct options.**

X: How's it going? I haven't seen you for years!
Y: Good, thanks. We're still living from hand to [1] ***eye*** / ***mouth*** / ***foot***, but I can't complain.
X: But I thought you won the lottery a few years ago. Shouldn't you be living the [2] ***dream*** / ***hope*** / ***wish***?
Y: Well, we were for a while. We spent about two years living life to the [3] ***complete*** / ***full*** / ***top*** – expensive restaurants, foreign holidays, that kind of thing. To be honest, we were living in cloud [4] ***chicken*** / ***cuckoo*** / ***pigeon*** land, and not thinking straight about money. We ended up living beyond our [5] ***costs*** / ***means*** / ***reasons***, and the money ran out faster than we expected.
X: Hmm, I read an article once about how you shouldn't change your lifestyle after winning the lottery, but it was written by some academic living in an ivory [6] ***castle*** / ***fort*** / ***tower***, so I didn't think it was true in real life.
Y: Oh, it's absolutely true. And to make matters worse, our accountant ended up taking half of our money for herself. We were furious at first, but you know, live and let [7] ***go*** / ***live*** / ***pass***. You live and [8] ***discover*** / ***learn*** / ***study***, I suppose.
X: Oh, come on! There must be something you can do to get your money back.
Y: I don't think so. We've decided to stop living in the [9] ***history*** / ***memory*** / ***past***. Now we just live for the [10] ***current*** / ***moment*** / ***second*** and enjoy the simple things. It was nice being rich at first, but it didn't really live up to our [11] ***expectations*** / ***hopes*** / ***plans***. I much prefer our normal life now.

4* **Find three nouns with the suffix *-hood* or *-ship* in exercises 1 and 2. Then add the suffix *-hood* or *-ship* to words 1–14 below.**

1 brother_____ = a group of 'brothers'
2 false_____ = a lie
3 girl_____ = an experience/time
4 hard_____ = poverty
5 knight_____ = an official award
6 leader_____ = a skill
7 likely* → _____ = probability
8 lively* → _____ = income
9 member_____ = all the members
10 neighbour_____ = the local area
11 parent_____ = an experience/time
12 partner_____ = a type of business
13 relation_____ = a connection
14 sponsor_____ = an offer to sponsor sb

*Change the *-y* to *-i* before you add the suffix.

▶VIDEO 16

1 Choose the correct options.

1 Lots of different vegetables can ***be used*** / ***use*** to make ratatouille.
2 The kitchen mop ***was*** / ***is*** probably invented by Manuel Corominas, a Spanish engineer.
3 I ***were*** / ***had*** my nails painted by the manicurist.
4 The restaurant was very busy, so we were lucky the table ***had*** / ***has*** been reserved.
5 The charity fundraising target ***has reached*** / ***has been reached*** already.
6 The students might ***send*** / ***be sent*** home from school if the weather deteriorates.
7 I will ***have my hair dyed*** / ***have dyed my hair*** by the hairdresser.
8 The euro ***has adopted*** / ***has been adopted*** by nineteen countries.



2 Read the WATCH OUT box and rewrite the sentences using a causative structure.

1 Somebody stole my phone yesterday.
_____
2 I will pay somebody to make a cake for my mum's birthday.
_____
3 I asked somebody to check my homework before I handed it in.
_____
4 Jurek is getting somebody to clean his car before he sells it.
_____
5 People have vandalised Mr and Mrs Peters' garden five times.
_____
6 My sister pays somebody to cut her hair every month.
_____
7 I had to go away for the weekend, as somebody was painting my house for me.
_____
8 If you skip school again, I'll stop your pocket money.
_____

WATCH OUT **Causatives for unpleasant events**

When we use causatives to talk about unpleasant events (usually crimes), it's much more common and natural to use *have*, not *get*.
I had my flat burgled last week.
NOT: ~~*I got my flat burgled last week.*~~

3 Rewrite the sentences in the passive voice.

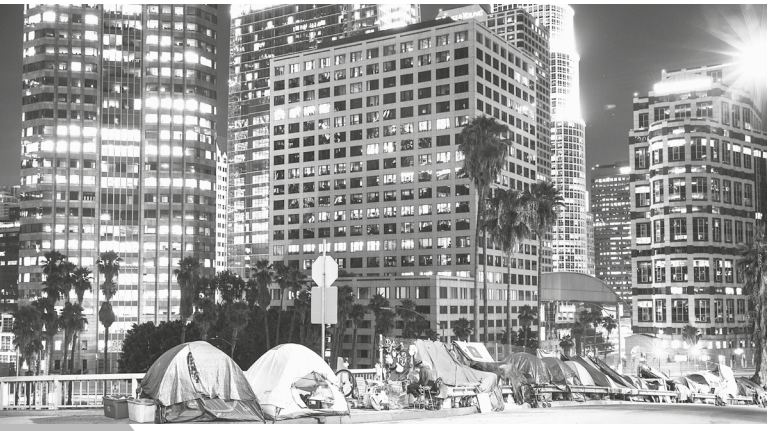
1 Adam gave Maria the calculator.
a Maria _____.
b The calculator _____.
2 People often say that life is getting better.
a It _____.
b Life _____.
3 The teacher showed the class a video about Ireland.
a A video _____.
b The class _____.
4 People believed there was a toddler in the car.
a It _____.
b There _____.
5 The teacher has set Pola extra homework.
a Pola _____.
b Extra homework _____.
6 We understand that the package arrived yesterday.
a It _____.
b The package _____.
7 Mr Jenkins will send us a list of passive forms.
a A list _____.
b We _____.
8 Ed's already sold the CD to someone in Kent.
a Ed's CD _____.
b Someone _____.
9 Everybody knows there was a party here last night.
a It _____.
b There _____.

4★ Complete the second sentence with up to four words so that it means the same as the first one.

1 It's possible that I will finish my school project by this evening.
My school project may _____ by this evening.
2 I'm paying a famous artist to paint my portrait.
I'm _____ by a famous artist.
3 They should ban plastic straws.
Plastic straws _____.
4 It is expected that the world's population will peak around 2050.
The world's population _____ around 2050.
5 You can make the omelette with cheese.
The omelette _____ cheese.
6 People consider that there was far more violence in previous centuries.
There is _____ far more violence in previous centuries.
7 They ought to use a variety of images.
A variety of images _____.

5.3 Speaking

Speculating about a photo



1 **Read a conversation about the photo above and complete it with questions a–f. There are three extra questions.**

a What do you think it's like to live in a place like that?
b Which city do you think it shows?
c I wonder how other residents of the city feel about it.
d Do you have any idea what country it might be?
e Which side of the city has probably existed longer?
f Why do you think people end up living like that?

Pat I'm trying to find a photo for my project on wealth distribution. What do you think of this one?

Lex Yeah, it's great. [1] _____

Pat To hazard a guess, I'd say that it's one in the US. New York, for example.

Lex No, there's no way it could be New York, not the centre at least. New York is much more densely packed, so you wouldn't be able to see so much sky. My gut feeling is that it's Los Angeles, which is famous for its uneven wealth distribution, and it's a lot more spread out than New York.

Pat Hmm, maybe. [2] _____ In tents, I mean.

Lex It's hard to say for sure, but perhaps they came to the city to work, and then lost their jobs or something.

Pat That's feasible. I suppose there's a possibility that the people who live there are actually in employment, but not earning enough to rent a flat. So, I'm tempted to say that they may have chosen to live in those tents to save money. What do you think?

Lex I know what you mean. Look at those tents. It looks as though they're new and of high quality, so the people who live there may well be earning money. [3] _____

Pat They've got to feel sorry for the poor people in the tents, and they probably feel guilty too, about being so much richer than those people.

Lex Do you think so? My guess would be that they feel hostile towards the people in the tents, who are basically living for free, instead of paying rent like everyone else. And spoiling the view of what would otherwise be a beautiful neighbourhood.

2 **Look at the conversation in exercise 1 and underline phrases that mean the following. The phrases are given in the right order.**

1 I'm totally guessing, but I think
2 I'm sure it isn't
3 My instinct tells me that
4 I'm not certain at all, but
5 I guess it's just about possible that
6 something makes me want to say
7 They seem to be
8 are probably
9 I'm sure they're feeling
10 I'd guess that

3 **Complete the sentences with the words from the box.**

expression	faint	imagine	likely	must	pretty	pure	shot	way

1 It's a _____ guess on my part, but I'd say they're coming home from a concert.
2 I'd say that it's _____ obviously a queue for a cinema or something like that.
3 That _____ have been a really unpleasant experience.
4 From his _____, I'd say that this man is feeling jealous of the other guy.
5 It's highly _____ that the people in the photo know each other well.
6 There's a(n) _____ chance that it wasn't an accident, but some kind of crime.
7 From the _____ he's standing, I'd _____ that he's hurt his back somehow.
8 It might be a long _____, but I'd guess that the two people are neighbours.

4 **Write a similar conversation about the photo below. Use the three unused questions from exercise 1.**



An article about community gardening



Green fingers help you grow, too!

1 Nothing tastes better than freshly picked organic fruit or vegetables which you have grown yourself, and if this is coupled with sharing them with new friends, then it is a winning formula!

2 Community gardens are popping up in the most unexpected places and are offering local people the opportunity to cultivate not only their gardening skills, but their social skills, too. Perhaps as a reaction to GM (genetically modified) crops, as well as the modern obsession with tracking fitness and eating healthily, more and more people are returning to work the land and grow their own food in the company of other like-minded individuals in the community.

3 However, it is not just in local neighbourhoods that these allotments are appearing. Vegetable plots are being set up in more and more schools. In addition to teaching about where food comes from and how your body is fuelled by it, gardening is also seen as a way to help students develop what are believed to be key life skills, such as emotional intelligence, creativity, interpersonal skills and a growth mindset. The popularity of these school farms has risen dramatically. The Farm to School project in the USA dates back to the late 1990s, when there were just a handful of schools, but by 2014 it involved over 42,500 schools right across the country. The importance of similar organisations in the UK was reflected in the words of King Charles when he said, 'I hope and pray that this will continue for the next thirty years because there is no doubt in my mind that its work is only going to grow in importance.'

4 However, it is not just for future skills that vegetable gardens are seen as beneficial. Due to the increased mental health issues suffered by people nowadays, community allotments have a significant role to play in mental health. With more than seventy percent of people in Europe living in urban areas and the fact that city dwellers are 38% more likely to suffer from mental illness, it is argued that contact with other people in a green space is crucial for lifting our spirits. A study, published in the UK, surveyed 136 allotment users before and after a gardening session. The results showed a significant improvement in self-esteem and general health and a reduction in fatigue and depression after just one hour of gardening. It was proven that community allotments play a vital role in promoting both mental and physical health.

5 So, if you ever find your exams getting you down, or you are just tired of sitting at your desk and drifting off into a world of your own, why not get outside for a bit of uplifting work in the garden? You'll feel better and also have some delicious organic food to show for it!

1 **Read the article and choose the best summary.**

a Learning to grow your own vegetables helps you feel different.
b Meeting people can help you with important life skills for the future.
c Participating in a communal garden can help you in several ways.

2 **Read the article again and choose the correct options.**

1 What does the text suggest in paragraph 2?
A Several recent developments have had a negative impact on society.
B More and more community gardens are appearing in unusual locations.
C Local neighbourhoods have started to play a bigger role in developing our social skills.
D New trends in food production and consumption are bringing communities together.

2 What does the text suggest in paragraph 3?
A All schools in the USA have a vegetable garden.
B A vegetable plot teaches the origins of food as well as more complex life lessons.
C Vegetable gardens are more important in the USA than in the UK.
D The main benefit of school vegetable gardens is to teach about where food comes from.

3 What does paragraph 4 suggest based on the scientific evidence available?
A Working alone in a garden is especially beneficial for your physical and mental health.
B Living in a city is the main cause for feeling depressed and unhealthy.
C Mental health problems have increased because of urbanisation.
D Participating in a community garden can help reduce mental health issues.

3 **Find words and phrases in the article that mean the following.**

1 a talent for gardening (title)
2 appearing suddenly and unexpectedly (paragraph 2)
3 sections of a community garden assigned to different people (paragraph 3)
4 pieces of land devoted to a particular type of plant (paragraph 3)
5 a person's way of thinking and developing (paragraph 3)
6 a small number of people or things (paragraph 3)
7 the extent to which you like and respect yourself (paragraph 4)

5.5 Vocabulary 2

Elections • Voting

1 **Complete the information about British and American politics with one word in each gap.**

1 The _____ of _____ in America is the President. In Britain, it's the King or Queen.
2 In Britain, the main _____ _____ are the Conservatives and Labour; in the USA, they're the Democrats and the Republicans.
3 In the British House of Commons, there are 650 _____ of _____, or MPs for short.
4 City _____ in Britain are responsible for local transport and education, but their powers are very limited.
5 In Britain, the Prime Minister is the _____ of _____.
6 Presidential _____ in the US take place every four years.
7 The most important _____ in the UK are the Chancellor of the Exchequer (who runs the economy), the Home Secretary (who's in charge of law enforcement) and the Foreign Secretary (who manages relations with other countries).

2 **Complete the poster with one word in each gap. Some letters are given.**

HOW TO VOTE IN POLISH ELECTIONS

If you are over eighteen years of age and a Polish or EU citizen, you can vote in local, national and European elections. If you're not sure of your [1] e_____y to v_____, check with your municipal office. You can check online to find out which [2] p_____g s_____n to use. In most cases, it will be a school, sports centre or other community building near your home. Before you leave home, make sure you have your ID card with you! When you arrive, wait for your turn. Show your ID to the [3] p_____g c_____k, who will check that your name is on the [4] e_____l r_____r. If it is, he or she will [5] i_____ your b_____t p_____r. Read this carefully, and if you're not sure what to do, ask the clerk for assistance. Go into one of the [6] b_____s and draw the curtain behind you to [7] e_____e the s_____y of your choice. Fold the paper in half and come back out to the main area. Now you're ready to [8] c_____ your v_____ by posting it into the large box. Make sure it goes all the way in!

Congratulations! You've just successfully taken part in the democratic process.



3 **Match the sentence halves.**

1 The Prime Minister is helping several MPs to campaign _____
2 The candidate has outlined _____
3 After a very close vote, the losing candidate has demanded _____
4 Before elections, researchers take _____
5 People with a criminal conviction aren't allowed to stand _____
6 MPs are expected to represent _____
7 After the election, the politician delivered _____
8 The Back to Basics party has won _____

a for election in my country.
b a speech to thank her supporters.
c the policies that she will implement if she's elected.
d over fifty seats in the election.
e for the upcoming election.
f a recount to confirm the results.
g a lot of opinion polls to try to predict the outcome.
h their constituency, not just their party.

4 **Tick (✓) the correct statements.**

1 A manifesto is a protest march or demonstration.
2 In Poland, the term of office for a Senator or Sejm deputy is four years.
3 A sitting MP is one who never makes speeches.
4 An impartial official is a member of a political party.
5 An MP's maiden speech is the first one they deliver to parliament.
6 If something happens in the run-up to the election, it takes place afterwards.
7 A teller counts ballot papers after an election.
8 A by-election takes place to replace an MP who has died or resigned before the end of term.
9 A party political broadcast must ensure a balance between a range of political viewpoints.

5* **Complete the text with one word in each gap. The first letters are given.**

Electoral fraud may be on the increase

Since 2000, the number of known cases of electoral fraud has increased at an alarming [1] r_____, mainly as a result of the explosion in identity [2] t_____. Gangs of criminals have somehow gained access to the electoral [3] r_____ and made copies of people's IDs in order to vote in their names as early as possible on election day. The fraud often comes to light when the authentic owner of that ID turns up to the [4] p_____ station in order to [5] c_____ their vote. However, in local elections, where [6] t_____ is generally much lower, far fewer cases are spotted, making it impossible to calculate the true scale of the problem.

An interview with a sociologist

1 **Choose the correct options.**

1 In my country, most water companies are badly *-inspected* / *-policed* / *-regulated*. They can break the rules about water quality without being punished.
2 Watching TV isn't harmful in itself, but it has negative knock *-off* / *-on* / *-out* effects, like encouraging people to sit for too long.
3 Monaco is the world's most *closely-* / *densely-* / *thickly-* populated country, over 26,000 people per square kilometre.
4 Typing all this data in by hand is so time *-consuming* / *-eating* / *-swallowing*. There must be a more time *-conserving* / *-keeping* / *-saving* way of doing it.
5 Although we don't have an official dress code here, there are well *-created* / *-established* / *-founded* norms that say what is and is not acceptable to wear in the office.
6 Instead of making last *-minute* / *-moment* / *-second* decisions all the time, we need to adopt a more forward *-considering* / *-looking* / *-thinking* approach.
7 It's impossible to find the FAQs on this website. They should be a lot more easily *-accessible* / *-friendly* / *-understandable*.
8 I realise we need to spend quite a lot of money to solve this problem now, but we also need to find a long *-period* / *-term* / *-time* solution that's a lot more cost *-effective* / *-productive* / *-successful*.
9 After a long day of studying, it's wonderful to have a much *-necessary* / *-needed* / *-required* sit down in front of the TV!
10 Should you wish to disinfect your hands, sanitation points are readily *-available* / *-practical* / *-usable* throughout the building.

2 **The words in the box are from an interview. What do you think the interview is about?**

acronym	deprived	flat-hunting	in debt	precarious
psychologist	sociology	stand for		

3 09 **Listen to an interview with sociologist Michael Cunningham. Are the statements true (T) or false (F)? Correct the false statements.**

1 Michael thinks society has changed a lot in recent decades. T / F
_____
2 The first worry students have when they leave home is finding somewhere to live. T / F
_____
3 New technology is preventing many students from sleeping properly. T / F
_____
4 Social media does not offer a solution to any of the problems students have. T / F
_____

4 09 **Listen again and complete the summary.**

Michael Cunningham is a sociologist who has been teaching for the last [1] _____ years. He has realised that the things his students today are worried about are [2] _____ his students worried about in the past, which can be summarised with the acronym [3] _____.

'S' is for sustenance, shelter and [4] _____. 'M' is for money. One in three young adults find themselves in [5] _____. 'R' is for relationships (explains why students go to so many [6] _____) and self-realisation (the sense that others can hear your [7] _____). Self-realisation is readily-available to everyone with access to [8] _____.

5 **Complete the extracts from the interview with the correct forms of the phrasal verbs from the box.**

deal with	get over	hit off	open up
put forward	stand for		

1 Have you noticed any changes in the students you have _____ _____ over the years?
2 ... SMR, which is based on a theory _____ _____ by the psychologist Abraham Maslow, in 1943.
3 The 'S' _____ _____ three things ...
4 Once they have _____ _____ this problem, they are happier, as they feel safer.
5 ... making friends and _____ it _____ with someone you are attracted to ...
6 ... social media has _____ _____ the possibility for anyone with an Internet connection to be heard.

6 **Match 1–8 to a–h to make collocations.**

1	(society) as a	_____	a a difference
2	left to	_____	b job market
3	the continued	_____	c their own devices
4	the precarious	_____	d progression
5	their first step on	_____	e whole
6	fulfilling	_____	f the ladder of debt
7	making	_____	g use of (digital screens)
8	a positive	_____	h their potential



5.7 Grammar 2

Passive gerunds and passive infinitives

▶VIDEO 18

1 Complete the sentences with the simple passive infinitive or simple passive gerund forms of the verbs in brackets.

1 My sister hopes _____ (choose) for the school football squad.
2 I expect _____ (offer) a job as soon as I leave university.
3 Maria does not regret _____ (give) a smaller role in the school play.
4 My science project needed _____ (finish) by the end of last week.
5 As I am quite shy, I try to avoid _____ (ask) to talk in front of the class.
6 Zuzia remembers _____ (interview) by the police after the robbery.

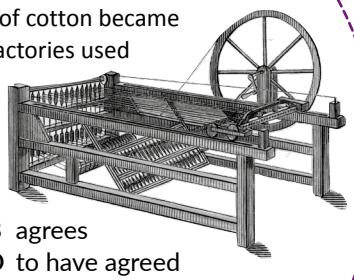
2 Choose the correct option to complete the second sentence so that it means the same as the first one. In two sentences, both options are correct.

1 They're building a skyscraper in the centre, and it's going to be the tallest building in the city.
The skyscraper ***being built*** / ***having been built*** in the centre is going to be the tallest building in the city.
2 I'm still angry now because somebody photographed me last night.
I'm still angry now about ***being photographed*** / ***having been photographed*** last night.
3 It seems that the car was moved a few hours ago.
The car seems ***to be moved*** / ***to have been moved*** a few hours ago.
4 When I was a teenager, people used to treat me like a child, and I was desperate for that to change.
When I was a teenager, I used be desperate ***to be treated*** / ***to have been treated*** like an adult.
5 I waited in the garden because I'd been told I couldn't enter the building.
Being told / ***Having been told*** I couldn't enter the building, I waited in the garden.
6 I'm delighted that I've been awarded this honour.
I'm delighted ***to be awarded*** / ***to have been awarded*** this honour.

4 Choose the correct options.

The Spinning Jenny

It [1] _____ that the growth and development of modern-day society in the UK started with the agricultural revolution of the 18th century. Some say that population growth in the cities might [2] _____ by improvements in farming machinery. Because of these rural developments, there was a sudden shortage of work and so many labourers [3] _____ to the cities by more job opportunities. At the same time, banks [4] _____ greater freedom to lend money to entrepreneurs to start up new ventures. This meant that large factories, providing many jobs, could now [5] _____. With growing cities, new inventions [6] _____ to meet the demands of an ever-increasing population. One very significant invention for the cloth trade was the Spinning Jenny, which [7] _____ in Lancashire by James Hargreaves and made material much more quickly than could [8] _____ by a single person. The weaving of cotton became a big business, and many large factories used enormous versions of the Spinning Jenny which [9] _____ by coal in order to satisfy the demand for the new products.



1 A is agreed B agrees C be agreed D to have agreed
2 A be encouraging B have encouraged C be encouraged D have been encouraged
3 A were attracted B were attracting C are attracted D attracted
4 A gave B were given C have given D should be given
5 A have been built B being built C be built D have built
6 A have to be created B will be created C had been created D had to be created
7 A was invented B invented C is invented D be invented
8 A do B be done C be did D are done
9 A have powered B be powered C have been powered D were powered

3 Replace the underlined phrases with passive gerund or passive infinitive forms of the verbs in bold. Add other words if necessary. There may be more than one correct answer.

1 I hate <u>it when people **laugh** at me</u>.
I hate being laughed at.
2 I'm so disappointed <u>that she hasn't **invited** me</u> to her party.
_____
3 <u>The time when they **sent** me</u> home for misbehaving was one of the worst moments of my school days.
_____
4 I'm proud of <u>the fact that I was **admired**</u> by him.
_____
5 If you want <u>people to **notice** you</u>, you should wear bright colours.
_____
6 <u>Because everybody **encouraged** me</u> to take part, I was feeling confident.
_____
7 The teacher was angry because she expected <u>that we had **learned**</u> the new vocabulary already.
_____

1 **Use the underlined words to create new words for definitions 1–10 below. There may be more than one correct answer.**

1 life _____ (n): how long people are <u>expected</u> to live
2 _____ (n): the right to keep things <u>private</u>
3 _____ (adj): so positive that it <u>lifts</u> your spirits
4 _____ (n): becoming an <u>adult</u>
5 _____ (adj): so loud and energetic that it <u>rouses</u> you from sleepiness
6 _____ (n): keeping things <u>secret</u>
7 _____ (adj): so loud that it makes you temporarily <u>deaf</u>
8 home _____ (n): <u>owning</u> your home
9 _____ (adj): not supporting any <u>party</u>
10 _____ (adj): so positive that it fills you with <u>joy</u>

2 **Complete the sentences with the words from the box. You can use some words more than once.**

at	for	from	in	off	on	to	up

1 This is a pure guess _____ my part, but I'd say there are about six million people.
2 I'm afraid I don't have her email address _____ hand. I'll send it to you later.
3 As soon as they have been elected, politicians start campaigning _____ the next election.
4 The lecture was so boring that I started to drift _____ after a few minutes.
5 We're certainly not rich, but we're also not exactly living hand _____ mouth.
6 Prices have been increasing _____ an alarming rate recently.
7 It's hard to say _____ sure, but _____ his expression, I don't think he's telling the truth.
8 I was so excited about the concert, but in the end it didn't live _____ _____ my expectations.
9 I was ready to give up, but my spirits were lifted when I saw all my friends willing me _____.
10 Don't forget to tune _____ _____ this podcast next week for some more insights.



3 **Translate into English. Write up to five words in each gap.**

1 When we arrived at the hotel, our room _____ (*był nadal sprzątany*).
2 The ballot papers are still waiting _____ (*na przeliczenie*). (Hint: Use a passive infinitive.)
3 _____ (*Skradziono moje hasła*) last week. (Hint: Use a causative.)
4 _____ (*Bycie oskarżonym o*) shoplifting was an extremely stressful experience.
5 _____ (*Często mówi się, że*) society is getting weaker.
6 I need to take my laptop to the shop _____ (*aby go naprawić*).
7 _____ (*Podano mi*) your name by one of my colleagues.
8 _____ (*Zamiast podziękowań*) for my help, I was yelled at! (Hint: Use a passive gerund.)

4 **Complete the text with one word in each gap.**

Direct democracy in Switzerland

Direct democracy is a process where decisions are made by the people themselves, rather than [1] _____ made by politicians acting on their behalf. In small communities, direct democracy can be implemented by inviting every citizen along to a forum to [2] _____ their voices heard and their votes counted. But in a large country, the only way for direct democracy to work is through referenda. And no country makes such extensive use of referenda as Switzerland.

Officially, Swiss direct democracy dates [3] _____ to 1848, when it was enshrined in the Swiss Constitution, but it has [4] _____ used across the country since at least the 14th century. Of course, Switzerland also has elected politicians who make most of the day-to-day decisions, but all major changes must be approved in a referendum. Furthermore, every citizen has the right to file an initiative – a request for a change to be [5] _____ to the constitution. If the initiative attracts enough support from other citizens, a referendum must be called. Direct democracy has a significant impact at a federal level, with nearly seven hundred referenda [6] _____ been held since 1848. However, Switzerland is divided into twenty-six regions called cantons, and it is at this level that direct democracy makes the most difference. If you want to [7] _____ a new school built in your village, you can simply file a citizen's initiative. If you can gather enough signatures from your neighbours, then the school [8] _____ be built.

Despite the continued popularity of Swiss direct democracy, turnout at referenda is actually decreasing year [9] _____ year, and is now down to around forty percent. This decline is considered to [10] _____ been caused by the sheer number of votes that each citizen is expected to cast each year.

5.9 Writing

An opinion essay



Are new inventions always a good thing for society?

1 The modern world is characterised by the relentless progress of technology, but is it actually good for society? Personally, while I accept that hi tech hasn't always had a positive effect, I still strongly believe that our world has been made a better place through technological discoveries.

2 By far the most impactful invention of recent times has been the Internet. We now have unlimited knowledge at our fingertips. Improved communications also mean that we can spend our lives travelling, and still be only a video call away from our loved ones, our work or our studies. It is true that the Internet has some drawbacks, like stealing our time; however, they pale into insignificance compared to the huge benefits.

3 Moreover, new inventions have transformed society by revolutionising the way we live. Unlike previous generations, we no longer have to spend a significant proportion of our lives growing food or making things by hand. Whereas millions of labour-intensive jobs have been lost, they have been more than made up for by the millions of new jobs that have been created. What is more, those new jobs are often more meaningful and pleasurable.

4 In conclusion, I am convinced that when it comes to new inventions, the pros outweigh the cons. They have greatly facilitated our communication abilities and improved our way of life. As I see it, despite some drawbacks, new inventions are a positive thing for society as a whole.

1 **Read the essay and choose the best summary.**

a There are more negative consequences of new inventions than positive ones.
b There are more positive consequences of new inventions than negative ones.
c The positive and negative consequences of new inventions are about equal.

2 **Read the essay again. In which paragraph(s) does the writer do the following?**

1 Draw a conclusion _____
2 Present counterarguments _____
3 Introduce his/her opinion _____
4 Present arguments to support his/her opinion _____
5 Introduce the question that the essay answers _____

3 **Underline at least one phrase in each paragraph that the writer uses to contrast arguments with counterarguments.**

4 **Write sentences giving your opinion on issues 1–4. Use the underlined expressions in exercise 3.**

1 Homework
_____
_____
_____

2 Social media
_____
_____
_____

3 Fast food
_____
_____
_____

4 Mobile phones
_____
_____
_____

5 **Do the writing task.**

Niedawno przeczytałeś/przeczytałaś artykuł o tym, że media społecznościowe zabierają nam cenny czas, który powinniśmy spędzić z rodziną i przyjaciółmi. Napisz **rozprawkę** na 200–250 słów, w której wyrazisz swoją opinię na ten temat.



VOCABULARY

1 Complete the sentences with the words from the box. Change three of the adjectives into adverbs.

abject	cost-effective	faint	full	general	high
impartial	much-needed	political	raucous		

1 It was such a(n) _____ party that the neighbours called the police to complain.
2 It is _____ likely that we will receive compensation.
3 I'm going to bed early tonight to catch up on some _____ sleep.
4 Polling station staff must remain absolutely _____ and must not openly support a candidate or political party at election time.
5 The Prime Minister's speech will be featured in the next party _____ broadcast on the BBC.
6 It is _____ accepted that loneliness is bad for your health.
7 After growing up in _____ poverty, she is now a multi-millionaire.
8 There's a(n) _____ chance that it might rain this weekend.
9 Renting a car can be a more _____ option than buying one.
10 I am _____ convinced that more needs to be done about this situation.

GRAMMAR

2 Put the words in the correct order to make sentences.

a But / have / written / it / to / by / appears / been / your father.
_____

b You / given / the dog's / have / been / dinner / must / by mistake.
_____

c Would / be / you / to / insulted / through / the / prefer / window?
_____

d It / appear / have / doesn't / been / to / cooked.
_____

e There / this / to / three / types / are / of people / in / said / be / world.
_____

f I / to / that inside / like / to be / refuse / my own / spoken / home!
_____

g I / of the / being / explain / things / to / expected / in front / hate / whole class.
_____

h He / your desk / during / under / spotted / was / hiding / the exam.
_____

3 Complete the dialogues with sentences and questions a–h from exercise 2.

1 X: Mum, do I have to go to school today? _____
Y: But you're the teacher. It's your job.
2 X: Waiter! There's something wrong with this meat. _____
Y: Ah, yes, sorry, ma'am. _____ Your meal is in the dog's bowl – I'll fetch it for you now.
3 X: You're a cheat and a liar!
Y: How dare you! _____
X: I can go outside if you like. _____
4 X: Your essay is excellent. _____
Y: How can you tell?
X: _____
5 _____ Those who can count … and those who can't.

ROUND-UP 1 2 3 4 5 6 7 8

4★ Choose the correct options.

X: Hey, guess what! I'm [1] ***standing*** / ***voting*** for election to the school council!
Y: Wow! That's great news!
X: Yeah! I'm going to [2] ***have*** / ***make*** some posters printed: 'Vote for me for some [3] ***badly-regulated*** / ***much-needed*** improvements to the way the school is run!'
Y: Sounds good. There's definitely a lot [4] ***being*** / ***to be*** improved!
X: Thanks. [5] ***Being*** / ***To be*** elected to the school council will be so cool! There's only one problem: I need to [6] ***deliver*** / ***present*** a speech. But I can't think of anything to say!
Y: Why don't you [7] ***ensure*** / ***outline*** some of your policies?
X: Hmm, policies. I don't exactly have any [8] ***easily-accessible*** / ***readily-available*** policies yet. I'm still, er … working on them. Do you think that's a problem?
Y: It's a pure guess on my [9] ***hand*** / ***part***, but my [10] ***gut*** / ***heart*** feeling is that YES, OF COURSE IT'S A PROBLEM! How many people will vote for you if you haven't got any policies?
X: Er … I don't know.
Y: To [11] ***hazard*** / ***risk*** a guess, I'd say, er, zero. There's a [12] ***faint*** / ***soft*** chance that one or two of your mates will vote for you, but I wouldn't count on it.
X: Great! Let's start work on that poster, then!



LISTENING

1 10 **Usłyszysz wypowiedzi czterech osób na temat zmian społecznych w ich krajach. Do każdej wypowiedzi 1–4 dopasuj pytanie A–E. Jedno pytanie zostało podane dodatkowo.**

Which speaker …

A hopes that the future will be an improvement on the present situation?
B celebrates the people who led to the change?
C expresses regret for the changes that have occurred?
D feels generally positive about the change but is worried about the future?
E mentions a system that is failing to cope with the change?

Speaker 1 _____
Speaker 2 _____
Speaker 3 _____
Speaker 4 _____

READING

2 Przeczytaj tekst. Odpowiedz na pytania zgodnie z treścią tekstu.

Loneliness

1 Most of us tend to think of social company as a luxury, something nice but not terribly important, at least when compared with other needs such as food and shelter. But recent research suggests that loneliness can be just as debilitating as many physical illnesses, and can be as harmful to our health as smoking or obesity. Perhaps this shouldn't surprise us. After all, it is widely recognised that depriving somebody of the company of others can serve as a powerful punishment: when a child is naughty, he or she is sent out of the room to spend time alone; when a criminal misbehaves, he or she is subjected to the torture of solitary confinement.

2 According to groundbreaking research led by John T. Cacioppo, loneliness isn't simply a somewhat uncomfortable feeling, but can in fact have profound effects on human physiology, including our blood pressure, our hormones, our immune system and even the expression of our genes. Cacioppo was one of the founders and pioneers of the scientific field of social neuroscience, which aims to bridge the gap between sociology and human biology by identifying how social forces can affect physiology, as well as how our physiology can influence our social interactions.

3 One of Cacioppo's main fields of research was the physiology of loneliness, but he also conducted investigations into the power of social interactions as a form of therapy and healing. Again, it seems that spending time with others doesn't simply lead to 'warm feelings', but it can actually hasten your recovery from physical or mental illness and boost your immune system.

4 This remarkable need for social interaction appears to have been selected for over millions of years of human evolution as a way of encouraging us to help and support each other, to miss each other when we're apart, and to forgive each other after falling out – all of which are important for our survival. The pain we feel from loneliness is remarkably similar to the physical pain we feel when we injure ourselves and serves a similar evolutionary purpose. However, the benefits of loneliness only work up to a point.

5 Cacioppo's research shows that damage to our genes, as a result of loneliness, hinders their ability to regulate our hormones effectively, which can dramatically impair our cognitive abilities, our willpower, and our levels of perseverance. It can also limit our ability to read social signals, exercise social skills and control our own emotions. These problems then form a kind of negative feedback loop, where we lack the willpower or the ability to make new social connections, and we become trapped in a cycle of loneliness and isolation.



6 The implications are clear, not just for those of us in the early stages of loneliness ourselves, but also for the friends and relatives of people who might be suffering from loneliness: if you make an effort to spend time together, talking and enjoying yourselves (not just checking your phones all the time), it can make a profound and long-term difference to your physical and mental well-being.

1 According to paragraph 1, why shouldn't we be surprised that loneliness is so harmful?

_____

2 What examples of 'how social forces can affect physiology' in a negative way are mentioned in paragraph 2?

_____

3 In which paragraph does the writer mention examples of 'how our physiology can influence our social interactions'?

_____

4 Why does the writer use the word 'again' in paragraph 3?

_____

5 What does the writer mean by 'the benefits of loneliness' in paragraph 4?

_____

6 What, in your own words, are the six direct social outcomes of ineffective hormone regulation?

_____

7 How should we help somebody who might be suffering from loneliness?

_____

USE OF ENGLISH

3 Uzupełnij zdania a–c tym samym wyrazem.

1 a I spent three years working for a corporation, but I hated the hectic pace of _____.
b After my health scare, I've decided to stop worrying and start living _____ to the full.
c In some parts of the world, _____ expectancy is actually going down.

2 a What does UNICEF _____ for?
b I was going to _____ for election, but I was worried nobody would vote for me.
c Instead of simply following other people's orders, you should _____ up for what you believe.

3 a While I was chatting with Monika, she accidentally _____ it slip that she's thinking of leaving.
b I'm sorry if I didn't make myself clear. _____ me put that another way: you're fired!
c There's no point in seeking revenge. You need to live and _____ live.

4 a It might be a(n) _____ shot, but I'd guess that you're actually in with a chance of winning.
b I know pizzas and chocolate are wonderful, but they're not good for you in the _____ term.
c I wouldn't mind working longer hours as _____ as I was paid a sensible salary for doing it.

5 a Most people would _____ us believe that social bonds are weakening, but I disagree.
b I'm not sure what'll happen, but I _____ a hunch that things are about to get very interesting.
c I need an operation to _____ the bones in my nose straightened.

6 a I'm not a great singer, but I love belting _____ ballads in the shower!
b After six hours of intense police interrogation, the suspect couldn't hold _____ any longer.
c She volunteered to help with the clean-up, but then she backed _____ at the last moment.



4 Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki. Dwa wyrazy zostały podane dodatkowo.

aware	consider	dense	distribute	eligible	give
margin	prosper				

DOES MORE MONEY MAKE SOCIETIES HAPPIER?

There is widely [1] _____ to be a strong correlation between wealth and happiness. Most politicians and economists seem to base their policies on the assumption that increasing [2] _____ will inevitably make people feel happier. However, research suggests that it can actually have the opposite effect in countries where wealth [3] _____ is uneven. Most of us actually feel less happy if the gap between the rich and the rest is increasing. Even if our own financial situation is [4] _____ better than it was a year ago, we can't help but feel cheated when others seem [5] _____ a much larger share of the pie. This phenomenon is especially pronounced in countries that are [6] _____ populated, where rich and poor live side-by-side.

5 Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Możesz dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 Too many brochures appear _____ (**print**) yesterday.
2 Due to the poor weather, it was necessary _____ (**everybody / stay**) indoors.
3 It's a great job offer, but read the advert carefully to check your _____ (**eligible / apply**).
4 It's a well-known problem, and there are _____ (**believe / be**) any good solutions.
5 As far _____ (**I / concern**), they don't deserve to get their money back.
6 The angry customer claimed to _____ (**rip / off**).
7 That's yet more evidence of her guilt. _____ (**all / this / be / say**), we still haven't proved anything.
8 I expect to _____ (**have / I / concern / acknowledge**) in the next issue of your magazine.
9 After years of _____ (**live / beyond / mean**), their debts have finally caught up with them.

WRITING

6 Przeczytaj polecenie i wykonaj zadanie.

Niedawno obejrzałeś/obejrzałaś film, w którym zacytowano głośną wypowiedź znanej polityczki: „Nie ma czegoś takiego jak społeczeństwo – są tylko pojedynczy mężczyźni, kobiety i rodziny".
Napisz **rozprawkę** na 200–250 słów, w której przedstawisz swoją opinię na ten temat.

6 DECISIONS, DECISIONS

Vocabulary 1

Making choices

Vocabulary ▶VIDEO 19

1 **Choose the correct options.**

1 I've decided *about* / *on* / *over* a starter, but I'm still trying to *make* / *pick* / *take* up my mind what to have for the main course.
2 We're going to meet sometime next week, but we haven't *attached* / *fixed* / *stuck* a time yet.
3 I thought we'd *fixed* / *reached* / *selected* a decision, but now she wants to change her *brain* / *head* / *mind* again.
4 I was going to apply for that job, but in the end, I decided *against* / *between* / *opposite* it.
5 I'd like you to *hand* / *pick* / *place* three cards from the pack. It's totally *off* / *over* / *up* to you which ones you take.
6 They've decided to make twenty percent of staff redundant, but they won't say how they *appeared* / *arrived* / *attended* at that decision.

2 **Complete the conversation with the correct forms of the verbs from the box.**

go back on	go with	look back	mull over
opt for	sleep on	stick with	

Ian Is everything OK? You look like you're [a] in a bit of a quandary.
Ari Yeah, well, I need to apply for a university course and I [b] keep umming and ahing over it.
Ian So how many options are you [1] _____?
Ari That's the problem. [c] I'm spoilt for choice. To be honest, I'm tempted to [d] take the line of least resistance and [2] _____ what my parents want me to study – architecture.
Ian But it's your decision, not theirs. Do you even want to be an architect?
Ari Well, yes and no.
Ian Come on, you can't [e] sit on the fence all your life! OK, let's try an experiment. Imagine you have to [f] make a snap decision right now. What does your heart tell you to [3] _____? Five, four, three ... hurry up!
Ari OK, OK. Philosophy.
Ian Congratulations! You've made your decision! Now you need to [4] _____ it. No more changing your mind. You can't [5] _____ it now! How do you feel about that?
Ari Er ... not great. I'm kind of [g] having second thoughts about it already. I'm worried that ten years from now, I'll [6] _____ and regret my decision. Maybe I should study music instead ... or accountancy. What do you think?
Ian I think you need to [7] _____ it. Let's talk about this again tomorrow.

3 **Match phrases a–g from exercise 2 to definitions 1–7 below.**

1 _____ – avoid making a decision
2 _____ – I have too many options
3 _____ – starting to regret my decision
4 _____ – choose the easiest option
5 _____ – faced with a difficult decision
6 _____ – decide instantly
7 _____ – can't make a decision

4 **Tick (✓) the true statements.**

1 If you make a poor choice, you're sure to regret it.
2 An informed decision is 100% based on your feelings and instincts.
3 A spur-of-the-moment decision is one that you plan carefully in advance.
4 If you make a bold decision, you're brave enough to make a big change.
5 A no-brainer is a decision to do something stupid.
6 A painful decision is one that you have to make, even though it hurts.
7 Collaborative decisions are made by people deciding alone.
8 If you face a stark choice, your options are excellent.
9 A rash decision is one that you make too quickly and you'll regret later.
10 A hasty decision is made slowly and carefully.

5* **Complete the sentences with the words from the box, derived from the verbs *choose* or *decide*.**

choice	choosy	chosen	decidedly	decisive
decisively	indecision	indecisive	undecided	

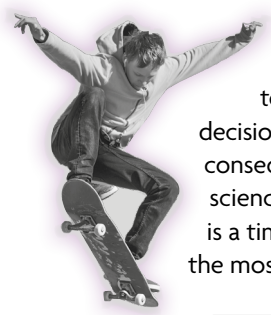
1 Today's game is _____. It will decide who becomes the next champion.
2 Because I'd left my monthly ticket at home, I had no _____ but to walk home.
3 I need to make a decision this week, but I'm still _____ between two options.
4 Stop being so _____! You need to learn to make decisions!
5 When it comes to tea, my grandmother is extremely _____. It must be the finest Earl Grey.
6 The match was totally one-sided, and we were beaten _____, 15–0!
7 When you are ready, please circle your _____ response on the answer sheet.
8 The food was _____ home-made. It was easy to tell it hadn't been cooked by a professional.
9 Thanks to your _____ over which flights to book, we ended up missing the special offer.

▶VIDEO 20

1 **Choose the correct options.**

Risky decisions

Researchers at Cornell University have calculated that the average American adult makes 35,000 decisions each day. Thankfully, they are not all choices [1] ***which*** / – / ***what*** could change the course of our lives. These decisions range from [2] ***which*** / – / ***what*** we choose to wear to the people [3] ***whose*** / ***who*** / ***that*** social profiles we decide to like (or not). The researchers, [4] ***that*** / ***what*** / ***who*** chose to focus their studies specifically on the choices made by hundreds of teenagers, concluded that adolescents are not as impulsive as is often believed. In fact, they found that teenagers, who tend to weigh up the decisions [5] ***what*** / – / ***when*** they make carefully, are just more willing to take calculated risks than adults are. Professor Valerie F. Reyna says that the teenage brain, [6] ***when*** / ***that*** / ***which*** is in transition between a child's and an adult's brain, is better adapted to take calculated risks, whereas an adult is part of a particular age group [7] ***which*** / – / ***what*** is more likely to avoid risks even though the decisions may have less favourable consequences for them. So, it appears that science may have proof that adolescence is a time [8] ***which*** / ***that*** / ***when*** we make the most well-balanced choices in our lives.



2 **Join the two sentences using relative clauses and the underlined words.**

1 The librarian provided water for the students. Some students had been studying all night.
The librarian provided water for the students, some of whom had been studying all night.

2 The politician only received eleven votes. Six of those votes were from members of his family.
_____

3 The teacher was very proud of the students. All of the students had passed the final exam.
_____

4 I managed to finish my essay just before midnight. Half of it had been copied from the Internet.
_____

5 My vet has five children. None of the children have decided to study veterinary medicine.
_____

6 My friends all say they like travelling. Many of them are taking a year out to travel.
_____

7 I lost my job and got a new one on the same day. This was all quite a shock!
_____

3 **Read the WATCH OUT box. Then reduce the underlined relative clauses where possible. Which relative clause can't be reduced?**

1 The tennis match that is starting at 2 pm has been moved to Court 4.
_____

2 A film which was directed by Nicolas Roeg is on TV tonight.
_____

3 The form which you have to fill in is on my desk.
_____

4 Anybody who wants to leave early should speak to the organiser now.
_____

5 I've made up my mind to sign up to the driving school which is next to my house.
_____

WATCH OUT **Reduced relative clauses**

- You can reduce a relative clause by removing the relative pronoun (e.g. *that*, *who*) and the verb *be*, e.g.:
  Only a few of the people ~~who had been~~ invited to the presentation turned up.
- You can't reduce a relative clause that has a subject between the relative pronoun and *be*, e.g.:
  The bus that we were waiting for never came.
- You can reduce a present or past simple relative clause even when a continuous form would be impossible/unnatural, e.g.:
  We bought a packed lunch, which consisted of ...
  We bought a packed lunch, consisting of ...
  NOT: ~~*We bought a packed lunch, which was consisting of ...*~~

4 **Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.**

1 John liked the people that he was sharing a flat with. **WHOM**
John liked the _____ was sharing a flat.

2 Many important people belong to this organisation. **WHICH**
It is an organisation _____ belong.

3 It was hugely relieving when they finally turned up safe and sound. **WHICH**
They finally turned up safe and sound, _____ relief.

4 I owe my English teacher a lot. **WHOM**
It is my English teacher _____ owe a lot.

5 Is that the boy with whom your sister arrived? **TURNED**
Is that the boy _____?

6.3 Speaking

A job interview

1 **Match interview questions 1–6 to responses a–f.**

1 Why did you apply for this job? _____
2 What is your availability should you be offered the job? _____
3 Could you tell us about where and what you're studying at the moment? _____
4 Do you have any preferences regarding your working hours, or are you flexible? _____
5 Are you good at managing your time? _____
6 What do you consider to be your most important strengths? _____

a I think so, although of course it's never easy. To be perfectly honest, I must admit to taking on too much at times, so I have to be extremely well-organised to meet all my deadlines. I start every day by making a to-do list, and I have a rule that I have to keep going until I've cleared my list.

b Of course. I'm in my second year of an engineering design course at UCL. So the experience of working for your company at weekends would be invaluable for my professional development, because it would allow me to put into practice many of the theoretical skills that I'm building during my studies. Hopefully, your company could also benefit from some of the cutting-edge techniques I've been studying.

c Well, it appealed to me because your company has an excellent reputation for supporting its employees, so I realised it would be an unequalled opportunity for me to develop my skills and make the most of my talents. It also looked like a lot of fun.

d It's an interesting question. I would think my main strength is my ability to empathise with others. I've been told frequently that I'm an excellent listener, and I'm extremely patient. So I think I'd be a good choice for the position because those skills are vital for every role that involves managing people.

e To answer your question, I would say that I can be fairly flexible up to a point. My studies do keep me busy, and of course I wouldn't want to undermine my studies by working too many hours. But I would say I could be available for two evenings each week, plus weekends.

f I do have another job at the moment, so I would have to give my current employer four weeks' notice. I'm fully aware that your company is looking to employ somebody as quickly as possible, so I know that's not ideal. But I strongly believe in always fulfilling my commitments, so I wouldn't be prepared to let my current employer down.

2 **Look at the underlined phrases in exercise 1. Find words for definitions 1–4.**

1 _____ – unique, without parallel
2 _____ – worth more than can be measured
3 _____ – conscious, knowing
4 _____ – job vacancy

3 **Complete the mini-dialogues with the words from the box.**

avid	choice	considerable	fan	have	suited	valid

1 X: Why should we employ you?
Y: I think I'd be a good _____ for the position because I have excellent qualifications.
2 X: You didn't really answer my question. I asked you about your weaknesses.
Y: That's a(n) _____ point. Sorry. Let me clarify what I was trying to say.
3 X: What are you interested in?
Y: I'm a great _____ of modern architecture.
4 X: Why should we give you the job?
Y: Well, I'd be particularly _____ to this role because of my innovative ideas.
5 X: What are your hobbies?
Y: I'm a(n) _____ reader of poetry and science fiction.
6 X: Can you tell us about a time when you demonstrated leadership skills?
Y: That would _____ to be when I led an expedition of children to the North Pole.
7 X: What do you do when you're not working or studying?
Y: I spend a(n) _____ amount of my free time watching TV, to be honest.

4 **Choose three questions from the list below. Write short responses, as if you're in a job interview. Use the Key Phrases on page 161.**

1 Do you think you have any particular weaknesses?
2 What are your main hobbies and interests?
3 Do you prefer working independently or in a team?
4 What would you be able to bring to the job that other applicants may not?
5 What would you say has been your greatest achievement in the last year?
6 What could you gain from working with us?



An article about careers



The future has still to be written

1 _____ Are you being encouraged to choose your future career now? Are you feeling uncertain about whether the steady job of your dreams will still exist by the time you enter the job market? Don't worry, you are not alone.

2 _____ The job market is always evolving, but in recent years, rapid technological advancements have had a particularly dramatic effect. However, while new technology will have replaced five million jobs within the next ten years, it will also have created exciting new opportunities in careers never previously imagined. Due to the speed of change, young people today are required to think about studying for jobs that do not even exist yet. And if you are in this situation now, you will be glad to know that there are some interesting options on the horizon.

3 _____ For instance, if your heart is set on a career in engineering, then why not look into becoming a waste disposal engineer? For the record, this isn't just a fancy name for rubbish collectors, who will always be in demand (although perhaps we'll need fewer of them in future). In fact, it's all about turning waste into something useful, which we're only beginning to learn how to do. We often see news about the mountains of waste our consumer societies produce and their impact on the environment. Deciding how best to dispose of, or reuse, this resource for the benefit of everyone is sure to be a job of utmost importance in the near future.

4 _____ For those looking for a hands-on career in the field of medicine, you may want to consider the possibility of becoming a body-part creator. As breakthrough medical treatments continue, the possibility of recreating and replacing a part of your body, whether for medical purposes (to replace missing or faulty organs) or for cosmetic purposes (to make you look more attractive), is closer to becoming a reality than ever before. Therefore, we will need people to create and replace these body parts, much like a car mechanic today.

5 _____ Are you seeking a career in the travel industry? What about becoming a commercial space pilot? Space travel will become considerably easier and more affordable as humans start to explore space for new holiday destinations and experiences. Holidays in outer space might also become more desirable as the Earth's landscapes are affected by climate change or destroyed by overpopulation.

6 _____ On a similar theme, if you are keen on science and ecology, a career as an extinct species revivalist could be the right path for you. De-extinction of species that have disappeared relatively recently, such as the woolly mammoth, dodo and Tasmanian tiger, is a controversial issue within the scientific community. Nonetheless, advantages could include new sources of medicines and increased public support for wider conservation programmes. The greatest benefit, however, may be in the knowledge we acquire, which can help to save other species from extinction. After all, humans may have brought about the near extinction of the black rhino or the Sumatran tiger, but it will also require human intervention to save them.

7 _____ You may be asking yourself if it is possible to study for such careers. Well, you will be delighted to know the answer is yes. Although such jobs do not currently exist, they are likely to be a reality in several years' time. Therefore, university degrees are being offered in American and British institutions with 'future-proof' modules that include transferable skills and content that is adaptable to these new future careers, making them relevant today and for many years to come.
If you are still undecided about the career path you are most cut out for, you would do well to keep an eye on technology and all of the varied opportunities that it is creating in the job market.

1 **Look at the lesson heading and the title of the article. What type of careers do you think the text will be about?**

2 **Read the article and match headings A–G to paragraphs 1–7.**

A Back to life
B It is not just you
C New parts for old
D Future topics
E Recycled engineers
F Jobs come and go
G Out of this world

3 **Read the article and choose the correct options.**

1 What does the text suggest in paragraph 2?
- A There will be fewer jobs in the future due to technology.
- B The employment situation is changing more quickly than ever.
- C Most of today's jobs will no longer exist in the future.
- D Technology has had a broadly negative impact on the job market.

2 What does the text suggest in paragraph 3?
- A Waste disposal engineering is already at an advanced stage of development.
- B Technology will create new jobs in the field of waste collection.
- C Future generations will need to dramatically reduce the waste they produce.
- D The problems created by humans today will require new jobs to offer solutions.

3 What does paragraph 4 suggest about medicine?
- A Body-part creators will mainly create body parts for people who don't have them.
- B In the near future, body parts may be as simple to replace as car parts are now.
- C We will soon be able to produce parts of our bodies which need replacing.
- D Doctors in the future will soon be able to replace any part of our bodies they want.

4 Which reason for space travel is <u>not</u> suggested in paragraph 5?
- A To save time and money
- B To do something for the first time
- C To avoid extreme weather
- D To get away from the crowds

5 What does paragraph 7 suggest about university degree courses?
- A Most of the courses available now will not be useful in the future.
- B New courses exist now which will not become outdated.
- C Most courses in the UK and the USA are designed to be valid for future jobs.
- D New courses will be created in the future to prepare students.

6.5 Vocabulary 2

Employment

1 **Complete the sentences with the correct forms of the words from the box.**

boost	bunk	faff	get	give	hand	learn	let	put	sit

1 Stop _____ around and get on with your work!
2 The workers were fed up, so the boss gave a speech in an effort to _____ morale.
3 It's going to be a huge challenge, but I'm looking forward to _____ my teeth into it.
4 I've decided to _____ in my notice and look for a different job.
5 Our office is far too small, with everyone _____ cheek by jowl.
6 I was thinking of quitting my horrible job, but I've decided to _____ it another week to see if things improve.
7 I'm afraid you need six months of training before we _____ you loose on the actual database.
8 I know there's a lot to take in, but I'm sure you'll _____ the ropes in a few weeks.
9 I hate being told what to do by someone half my age, but I have to _____ the job before my ego.
10 The boss was away on Friday, so most of the workers _____ off early and went for a picnic.

2 **Complete the conversation. Some letters are given.**

Ava So, how's the new job going?
Mo It's OK, but most of the other members of the [1] w_____e are a bit weird.
Ava So you'll [2] f_____ right in then!
Mo No, I'm serious. They seem to think that because I'm new, they can make me do all the [3] d_____y work, like bringing them coffee.
Ava What?!? Tell them to make their own coffee!
Mo Well, I don't want to [4] f_____ out with them – not during my [5] p_____y period, at least! I want to make a good impression.
Ava No, but that's just bullying. If I were you, I'd have no [6] q_____s about standing up for myself. Have you spoken to your manager yet?
Mo No. She's never at [7] h_____ when I want to talk to her. She's always tied up in meetings.
Ava OK, so you need to make an appointment to discuss this with her. I mean, if you spend all your time looking after your colleagues, how can you meet the [8] d_____s of your actual job?
Mo Exactly. I've tried to [9] s_____e some of my tasks, but I never have enough time anyway.
Ava Well, at this rate you're going to be made [10] r_____t. You need to make an appointment with your manager ASAP.
Mo OK, but what if I get [11] k_____d back?
Ava Then you need to take [12] s_____k of the situation and start looking for a job in a company where you're a bit more respected.

3 **Choose the correct options.**

1 My work is so *galling* / *mind-numbing* / *stifling*. I do the same task about two hundred times a day!
2 We've got some *galling* / *high-powered* / *supportive* visitors coming today – people who can decide whether we'll lose our jobs or get promoted.
3 Thanks for that *mind-numbing* / *stimulating* / *supportive* presentation, Kacper. You've given us all a lot to think about.
4 I find my job extremely *high-powered* / *stifling* / *stimulating* because nobody wants to hear creative solutions.
5 It was so *galling* / *high-powered* / *stimulating* when my boss took all the credit for my work on the project.
6 The atmosphere in the office is pretty *stifling* / *mind-numbing* / *toxic* right now because everyone is blaming each other for the tiniest of mistakes.
7 We have a wonderfully *high-powered* / *stimulating* / *supportive* team. Everyone looks after each other.

4* **Complete the text with the correct words formed from the words in brackets.**

THE SHOCK OF LEAVING SCHOOL



All through my school years, I'd managed to avoid making [1] _____ (**pain**) decisions that might affect my future career, mainly by following the line of least [2] _____ (**resist**). So I simply dropped the subjects that I least enjoyed, and focused on the ones that are most universally useful, like maths and English. But as my school-leaving exams approached, I realised I was suddenly [3] _____ (**spoil**) for choice, and for the first time in my life I could do whatever I wanted. It was terrifying! So I decided to make a(n) [4] _____ (**collaborate**) decision, involving my family and friends, but although everyone was extremely [5] _____ (**support**), they kept telling me I had to make up my own mind. So, I ended up making a(n) [6] _____ (**haste**) decision to study law. Within a few weeks of my course starting, I was having second [7] _____ (**think**) about it. There was an extremely heavy [8] _____ (**work**), and I was struggling to meet the incredibly tight [9] _____ (**line**) on my assignments. I soon realised I wasn't cut out for life as a law student. After half a year, I dropped out and decided to study something much more suited to my passions – journalism. But I don't regret my failed experiment as a law student. For one thing, it gave me a solid [10] _____ (**ground**) in the world of business and contracts, which is always useful. More importantly, it helped me to realise what was important to me and what wasn't.

A podcast about making decisions

1 **Complete each conversation with the words from the box.**

insurance	peanuts	pension	perks	salary

X: I hear you're getting paid [1] _____ in your new job.
Y: Well, it's true that the starting [2] _____ is pretty low, but there are some other [3] _____ of the job. For example, I get free health [4] _____, and the company offers a generous [5] _____ plan, too.
X: Cool. Shall we go and buy a coffee to celebrate?
Y: Er ... I'm a bit short on cash right now. Sorry!

follow	get	kick

X: Thanks for coming to the meeting. We're here to decide which of our junior managers, Ada or Brian, deserves to become a senior manager. Who would like to [6] _____ off our discussion?
Y: Can I start? Brian is completely useless. Ada is a far better manager, and her financial results are incredible. I think she should [7] _____ promoted.
Z: Yes, but she doesn't always [8] _____ our company's dress code, does she? Brian, on the other hand, always dresses immaculately in smart suits. I think he deserves it.

burnout	buzz	clock	socks

X: Are you OK? You look exhausted!
Y: Well, I've been working my [9] _____ off recently. We've got a terrifying deadline – 8 am tomorrow, so we're working against the [10] _____ to meet it.
X: And? Are you on schedule?
Y: As long as I work all night tonight! I don't mind, though. All this pressure gives me a [11] _____. It's quite exciting!
X: Hmm ... well, it can also cause [12] _____, so you need to look after yourself.

2 **The words in the box are from a podcast. What do you think it is about?**

consumers	crowd	decision-making	imitation
pop-up	salesperson	terms and conditions	



3 11 **Listen to the podcast and choose the best summary.**

a We usually ask others before making our decisions.
b We are often influenced by marketing techniques when making decisions.
c We cannot be easily influenced when making decisions.

4 11 **Listen again and answer the questions.**

1 What two examples of decision-making does the speaker give during the introduction?

_____

2 According to the podcast, what job can you do if you become an expert in consumer psychology?

_____

3 Why might we choose to visit a busy restaurant?

_____

4 What is the connection between online terms and conditions and sweets and chocolate?

_____

5 How can a salesperson persuade you to buy a particular mobile phone?

_____

6 Why might we be influenced by an actor wearing a costume?

_____

7 Which trigger word can influence the way we feel about ourselves?

_____

8 What did the soft drink company print on its products?

_____

5 **Complete the extracts from the podcast with the correct forms of the words in brackets.**

1 ... companies _____ (**increase**) invest a huge amount of time and money into ...
2 ... so that they can more _____ (**effect**) convince them to buy certain products or services.
3 Research has _____ (**prove**) that there are several significant factors ...
4 The first (factor) is _____ (**imitate**).
5 ... we are more likely to buy ... the online product with lots of _____ (**recommend**) ...
6 ... we prefer to ... take the line of least _____ (**resist**), if you like.
7 Therefore _____ (**market**) try to make it as easy as possible for us ...
8 ... we tend to _____ (**connect**) when confronted with too many options.
9 Words in marketing campaigns are chosen very carefully in order to influence our _____ (**behave**).
10 ... psychologists suggest _____ (**person**) the product ...

6.7 Grammar 2

Cleft sentences

▶VIDEO 21

1 Complete the second sentence so that it means the same as the first one. Use a cleft sentence with *what* or *all*.

1 Whenever I'm feeling stressed, I go for a walk.
Whenever I'm feeling stressed, _____ _____ go for a walk.

2 I need a long holiday and nothing else.
_____ a long holiday.

3 We've decided to invite them for a second interview.
_____ to invite them for a second interview.

4 She only eats fruit and vegetables.
_____ fruit and vegetables.

5 Why are you angry? I only said your idea is a little unconventional!
Why are you angry? _____ that your idea is a little unconventional!

6 At the meeting, several top managers were made redundant.
_____ several top managers were made redundant.

7 My manager just yells at me all the time!
_____ yell at me all the time!

8 I was wondering whether it might be possible to raise my salary very slightly.
_____ whether it might be possible to raise my salary very slightly.

9 If I were you, I'd hand in my notice.
_____ hand in my notice.

2 Choose the correct responses.

1 X: Can you lend me fifty złotys?
Y: _____
a Sorry. All I've got is twenty.
b Sorry. It's only twenty that I've got.

2 X: Why did you break the photocopier?
Y: _____
a It wasn't me! What Derek did was break it!
b It wasn't me! It was Derek that broke it!

3 X: Have those books arrived yet? We ordered them ages ago!
Y: _____
a No, all that happened yesterday was that we ordered them.
b No, it was only yesterday that we ordered them.

4 X: I can't turn off my computer!
Y: _____
a OK. What you need to do is hold down this button for five seconds.
b OK. It's this button that you need to hold down for five seconds.

3 Read the WATCH OUT box and rewrite the sentences so that they start with *It is/was* and the underlined words and phrases.

1 Hannah got the job.
It was _____.

2 I have to make a really hard decision.
_____

3 We're going to win the competition.
_____

4 I've lost a lot of money.
_____

5 I applied for the job to please my parents.
_____

6 I realised something was wrong only when I heard the police sirens.
_____

7 I heard the rumour from Thomas.
_____

8 We left early because we were exhausted.
_____

WATCH OUT **Cleft sentences beginning with *It***

In a cleft sentence beginning with *It*, we usually put a noun phrase or a pronoun after *is/was*, but it is also possible to put other structures in that position. After these structures, always use *that*, not *which*.

Sharon decided to go by bus yesterday to save money.
It was Sharon who/that decided ...
It was by bus that Sharon decided ...
It was to save money that Sharon decided ...
It was yesterday that Sharon decided ...

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

Should I stay or should I go?

The school leaving age in the UK is currently sixteen years. However, there are voices [1] _____ are calling for a change. [2] _____ was in 1972 that this limit was set, with the aim of creating more skilled workers. Nowadays, there are those [3] _____ are calling to lower it to fourteen in order to allow the least academic students, for [4] _____ an apprenticeship might be more useful, to leave school early. John Bangs, a member of the National Union of Teachers, told reporters that if this were to be implemented, what would [5] _____ is that many early leavers would end up earning less than those [6] _____ stayed on for an extra two years. [7] _____ is for this reason that he recommends keeping the leaving age at sixteen. There are even people who say the leaving age should be increased to eighteen, [8] _____ would lead to a reduction in youth unemployment as well as the number of acts of vandalism [9] _____ out by teenagers. The debate has been raging for decades, and [10] _____ seems likely is that it will not end any time soon.

1 Complete the sentences with suitable prepositions.

1 The company's bad reputation as an employer deterred me _____ applying for the job.
2 I'd be particularly suited _____ the role because it's so similar to my current position.
3 My boss is great. She's always _____ hand whenever I'm not sure how to do something.
4 Medical students spend years studying the theory before they're let loose _____ real patients.
5 I'm _____ a quandary and I'm not sure what to do.
6 We've got only three hours to meet this deadline, so we're really working _____ the clock today.
7 If I had to choose, I'd opt _____ this one.
8 I must admit _____ overthinking at times.
9 The bus was totally packed this morning, with everyone standing cheek _____ jowl.
10 So? Are you going to change your mind or stick _____ your original decision?

2 Complete the sentences with the correct forms of the phrasal verbs from the box.

cut out	fall out	fit in	go with	hand in	mull over	pay off	set up	take on

1 Instead of applying to work for someone else, why don't you _____ _____ your own business?
2 Rebecca resigned from her job after _____ _____ with her boss over the toxic atmosphere.
3 I hate making snap decisions. I prefer to _____ them _____ for a few days at least.
4 I borrowed £20,000 ten years ago, and I'm still not even close to _____ it _____ yet!
5 I've been offered a better job, so I'm going to _____ _____ my notice at my old workplace.
6 I don't mind where we go. I'm happy to _____ _____ the majority.
7 As you're so scared of heights, I'm not sure you're _____ _____ for a job as a crane operator.
8 Good luck in your new job! I'm sure you'll _____ right _____ with all your new colleagues!
9 I tend to _____ _____ too much, and then I struggle to meet deadlines.

3 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.

1 The man _____ (**from / we / buy**) the car turns out to have been a criminal.
2 About half the workforce are going _____ _____ (**make / redundant**).
3 Please join the video call five minutes early to reduce the time _____ (**spend / faff / around**) the beginning of the meeting.
4 Our security guard has an easy job. All he _____ _____ (**do / all / day**) watch TV.
5 The presentation consisted of a string of terrible jokes, _____ (**three / quarter**) I'd heard before.
6 You should call Ali. It _____ (**he / start**) the rumour about you last week.
7 I kept _____ (**um / ah**) whether to apply for the job or not.
8 _____ (**happen / next**) that the car started making a terrible screeching noise.

4 Complete sentences a–c with the same word.

1 a They actually offered me a job, then a few days later they went _____ on their decision.
b I got my first job straight after my studies, and I haven't looked _____ since.
c Every time I make a suggestion, I get knocked _____. It's so frustrating!
2 a The employees have been faced with a stark _____: either take a 50% pay cut or lose their jobs.
b The menu was so full of delicious dishes that I was completely spoilt for _____.
c I think I'd be a good _____ for this position because I have many of the skills you need.
3 a I have considerable _____ in the hotel and catering business.
b The _____ of working for your company would be invaluable for my personal development.
c I know from _____ what it's like to be made redundant, unfortunately.
4 a When I started working there, I struggled to _____ the demands of my job.
b It's vital that you _____ all your deadlines. We can't afford any delays.
c Your price is still rather high for us. Can we _____ halfway on this?
5 a I'd like to kick _____ today's discussion by showing you an email from a dissatisfied customer.
b I've got nothing to do at work today, so I think I might bunk _____ early and go home.
c I've been working my socks _____ for weeks to get this report ready on time.
6 a I know you want to resign, but please _____ it another week to see if we can change your mind.
b If you've already learned to use spreadsheets, it'll _____ you a head start in your new job.
c Your university degree should _____ you a solid grounding in your chosen career.

6.9 Writing

A job application letter

1 Complete the sentences using the name of a set of skills or a characteristic. The first letters are given.

1 I am good at getting others to do what I tell them to do.
I have strong l_____ skills.
2 I'm very good at listening and expressing my message clearly.
My c_____ skills are exceptional.
3 I'm good at juggling lots of tasks without missing deadlines.
I have outstanding t_____-m_____ skills.
4 I believe strongly in working hard to get things done.
I have a strong w_____ e_____.
5 I'm good at resolving fights and disagreements between other people.
I have excellent c_____-r_____ skills.
6 It's hard for me to find solutions when things go wrong.
My p_____-s_____ skills are second to none.

2 Complete the sentences with one word from box A and one word from box B.

A: broad fair laid quick self (×2) sharp strong

B: back centred minded (×2) motivated tempered willed witted

1 She's so _____-_____. She never thinks about anybody apart from herself!
2 Sometimes it's good to be _____-_____ and not to let others change your mind.
3 I'm generally pretty _____-_____, and happy to consider a very wide range of opinions.
4 It's great that you don't get stressed easily and are happy to go with the flow, but you're perhaps a little too _____-_____ to be a manager.
5 We're looking for a _____-_____ candidate who can get on with the job without being told what to do and why to do it all the time.
6 Judges need to be _____-_____, by giving everyone a chance to be heard and not allowing the opinions of others to influence their decisions.
7 He's very _____-_____, so if you make him angry, you'll regret it!
8 As a paramedic, you need to be extremely _____-_____ to deal with situations that change by the second and make decisions quickly.



3 Choose the correct options.

I am writing with [1] *application* / *connection* / *regard* to the [2] *availability* / *position* / *vacancy* for a Kids' Club animator, as advertised on the website SharkJobs.co.

I am nineteen years old, and I am [3] *actually* / *currently* / *temporarily* preparing for my school-leaving exams. I am [4] *due* / *expected* / *likely* to take my exams in May, after which I will be available until the end of September.

Last summer, I spent two months working in a children's soft play centre. During that time, my [5] *demands* / *duties* / *necessities* included selling tickets at the door. I was also [6] *in charge* / *obliged* / *responsible* for ensuring the children's safety while they were playing. [7] *Before* / *Prior* / *Subsequently* to this, I was employed by a marketing agency to hand out leaflets at weekends. My experience may not be [8] *attractive* / *extensive* / *massive*, yet I am willing to learn whatever skills you require for the job. Despite my [9] *poor* / *rare* / *limited* experience, I am convinced that my positive attitude and willingness to learn will enable me to [10] *cope* / *excel* / *struggle* at this job.

The qualities which would allow me to be a valuable [11] *addition* / *inclusion* / *member* to your team are my leadership skills and my patience. Furthermore, I believe this job would [12] *allow* / *let* / *persuade* me to develop my self-confidence as a speaker of Spanish and English.

Please find [13] *attachments* / *enclosed* / *inside* references from my former employer. Should you need any further information, please do not [14] *attempt* / *bother* / *hesitate* to contact me.

I am [15] *available* / *free* / *possible* for an interview at any time, and I would appreciate a(n) [16] *instant* / *prompt* / *sudden* response regarding my application.

4 Write an application letter in response to the job advert below. You can invent whatever details are necessary, as long as your letter sounds natural and sensible for a person of your age.

www.sharkjobs.co

VIDEO GAME TESTERS REQUIRED

We're looking for young people to test new video games for our clients. We don't just want applications from gamers; we're also keen to employ people with little or no experience of video games.

Key skills and abilities:

- Ability to work hard and stay focused on the job (not just to play!)
- Ability to identify weaknesses and faults and communicate those clearly in a written report.
- Open-mindedness: a willingness to try a wide range of games, not just those that appeal to you.
- Trustworthiness: these pre-release games are confidential, so we need to be able to trust you.

VOCABULARY

1 Complete the sentences with the words from the box.

back	brainer	centred	moment	numbing
on	powered	willed		

1 When they offered me more money for less work, it was a no-_____.
2 After all those years of studying, it was great to get some hands-_____ experience.
3 The boss put a gold statue of herself in the office. She's so self-_____.
4 I don't worry about deadlines and heavy workloads. I'm just totally laid-_____!
5 The salary is good, but the work itself is totally mind-_____.
6 I'm looking forward to the chance to meet some high-_____ decision-makers.
7 Don't let others tell you what to do. You need to be more strong-_____.
8 I didn't really plan to buy the games console. It was a spur-of-the-_____ thing.

2 Match 1–9 to a–i to make riddles.

1 Why did the bee take up bungee jumping?
2 What did the airline pilot say when she got some negative written feedback?
3 Why are cats bad at making decisions?
4 Why did the busy employee get cold feet?
5 What did the indecisive customer in the bed shop say?
6 Why did a monkey apply for a bad job?
7 Why did the alligator leave her job so suddenly?
8 Why is the escapologist so bad at his job?
9 Why did the candidate wear protective clothing to the job interview?

a It was a snap decision.
b To make a good overall impression.
c Because she'd worked her socks off.
d 'I'll take it on board.'
e He's still learning the ropes.
f It gave him a buzz.
g They prefer to sit on the fence.
h He'd heard the other employees were paid peanuts.
i 'Let me sleep on it.'

4 Every sentence in exercise 3 contains either a relative clause without a relative pronoun or a reduced relative clause. Write the relative clauses from exercise 3 in full.

1 The team *which was meeting in the conference room*
2 The English _____
3 The bus _____
4 The little _____
5 A man _____
6 The professors _____
7 The giant _____

5 Rewrite this sentence in at least five ways using cleft sentences with *it* or *what*.

My neighbour decided to apply for a job as a tightrope walker because she needed a steady job.

ROUND-UP 1 2 3 4 5 6 7 8

6★ Choose the correct options.

Ava How did the job interview go?

Max Not great. When I arrived at the office, there was one other candidate waiting. She seemed perfect for the job. She knew everything about the company, was dressed immaculately, and spoke incredibly confidently, [1] ***all of which / most of what*** made me realise I didn't stand a chance. So, [2] ***it / what*** I decided to do was try to subtly discourage her from bothering with the interview, by, er, making up some stories.

Ava What? You lied to her?

Max Well, [3] ***it / that*** was because I really wanted that job that I did that. [4] ***All / Then*** I told her was that I'm friends with a former employee, from [5] ***who / whom*** I'd heard that the staff got paid peanuts. What [6] ***did happen / happened*** next was she stood up and left. It meant I was the only candidate [7] ***leaving / left***! It was [8] ***I whom / me that*** was going to get the job!

Ava And? Did you?

Max No. It turned out I'd [9] ***been making / made*** a mistake. [10] ***It / She*** wasn't the other candidate that I [11] ***was / 'd been*** speaking to, but the HR manager. When I got into the interview room, it was [12] ***her that / she who*** was interviewing me!

GRAMMAR

3 Think of suitable endings for sentences 1–7. Then match them to endings a–g. The sentences do not seem to make sense at first, but they are all correct. HINT: If you get stuck, try exercise 4 first.

1 The team meeting in the conference room
2 The English teachers speak
3 The bus left at eight o'clock
4 The little people earn
5 From our boat we spotted a man eating fish
6 The professors taught English at the university
7 The giant painting on the gallery wall

a failed the course.
b is insufficient.
c disagreed.
d has huge teeth.
e is simplified.
f had broken down.
g and chips.

LISTENING

1 12 **Usłyszysz trzy teksty. Wybierz właściwą odpowiedź, zgodną z treścią nagrania.**

Text 1

1 What did Adam and Lucy both do when buying jeans recently?
- A Visit a range of shops to try on several pairs
- B Choose the cheapest option
- C Consider both the size and price of the jeans
- D Make a snap decision

2 What emotion does Lucy often feel after making a decision?
- A satisfaction
- B regret
- C disappointment
- D despair

3 What does Lucy imply when she says 'that sounds about right' at the end?
- A She earns more than Adam but is less happy.
- B She and Adam earn a similar amount, but Adam is happier.
- C She earns less than Adam but is happier than him.
- D Adam is happier because he earns more money.

Text 2

4 What was the main reason that the candidate worked so hard?
- A She was keen to impress her managers.
- B She was afraid of getting into trouble.
- C It gave her a buzz.
- D She didn't want to gossip with her colleagues.

5 How did she feel about her colleagues' work ethic?
- A She looked down on them.
- B She felt sorry for them.
- C She was jealous of them.
- D She tried to remain neutral.

Text 3

6 What is the manager's main purpose for calling the meeting?
- A To deny incorrect rumours
- B To fully involve employees in decision-making
- C To announce compulsory redundancies
- D To boost employees' morale

READING

2 **Przeczytaj tekst. W każdą lukę wpisz literę, którą oznaczono brakujące zdanie A–F. Jedno zdanie zostało podane dodatkowo.**

- **A** And in fact, one by one, the decent people I enjoyed working with either resigned or were fired.
- **B** But after a few weeks, I gradually starting finding my feet again.
- **C** I had to work my socks off in order to meet the demands of the job, but it was worth it in the end.
- **D** I excelled at my job, and I'd just been offered a huge promotion to lead a team of thirty developers on a groundbreaking project to push the frontiers of what was possible.
- **E** After all, I'd been infected with the same bug as the others and desperate to claw my way to the top of the pile.
- **F** That had been wonderful at first, when the campus mentality suited my lifestyle as an ambitious twenty-something.



The toughest decision of my career

Five years ago, I was at the pinnacle of my career, working for one of the tech giants, as part of an elite team consisting of the best developers, marketers, engineers and financial whizzkids in the business. The salary was excellent, and the perks of the job included a company car, health insurance and a generous pension plan, as well as unlimited chocolate bars and lattes from the well-stocked office canteen. [1] _____ What was not to love?

There was just one problem: I hated my job. The company culture was such that employees were expected to spend every waking hour in the office. If they weren't at their desk or in meetings, they were working out in the office gym, dining in the office canteen, playing video games in the office common room, or simply strolling around the office gardens. [2] _____ But as I settled down and started a family, it soon became clear that a private life was incompatible with the demands of the job.

To make matters worse, the atmosphere in the office became more and more toxic, as experienced employees constantly feared being replaced by high-flying recent graduates. [3] _____ Gradually, the old team of supportive colleagues turned into a pack of self-centred managers with massive egos, who assumed that their own career progression depended on beating their rivals.

So, when the promotion offer came in, I was of course tempted to seize it. [4] _____ But instead of taking the line of least resistance, I decided to take stock in order to weigh up my options. It was at that point that I realised that I wasn't cut out for this dog-eat-dog world. So, I took a deep breath and made the bold decision to hand in my notice.

At first, I was convinced I'd made a terrible mistake. My whole sense of self had been tied up with my workplace, so it was painful to rediscover who I was as an individual again, rather than as an employee. The sudden salary cut was also pretty devastating. [5] _____ I took a job in my local shop for a year, which was a refreshing change, although the work itself was rather mind-numbing. At least my time working on the till gave me plenty of thinking time, which is how I worked out a much more sensible career plan: to set up my own business as a consultant.

Nowadays, I work just two days a week. I'm earning much less than before, but the quality of my life is beyond compare. Above all, I now have a lot more time for myself, my physical and mental health, and my young family.

USE OF ENGLISH

3 **Z opcji A–D wybierz właściwą odpowiedź.**

How about a career as a Careers Advisor?

Most of us are familiar with careers advisors who work with children and young adults [1] _____ to work out which career path to follow. The children can be as young as thirteen, in which case the advisor is mainly putting the children on the right [2] _____ to help them decide which school subjects to focus on. Children with unrealistic ambitions, such as becoming a pop star or an astronaut, can be gently pointed towards more achievable career paths (without [3] _____ those possibilities completely – after all, future pop stars or astronauts need advice as much as anybody).

When working with older teenagers and young adults, the advisor should identify the particular skills, competencies, qualifications and experiences [4] _____ for the specific job that the person is considering. Of course, the advisor can't be expected [5] _____ detailed knowledge of every career path, but instead they should have the research skills to find the relevant information quickly.

Some careers advisors work with adults who have already begun their careers and are now looking for a change, perhaps because they [6] _____ redundant from their current job, or because they have realised that they are not [7] _____ for the career that they originally planned. In such cases, the advisor may act like a counsellor or therapist, mainly listening to what the client says in order to [8] _____ information that might point towards the next stage of their career.

1 A tried B to be trying C trying D to have tried
2 A scent B line C way D route
3 A setting up B paying off C ruling out D bunking off
4 A to need B needed C needing D need
5 A being acquired B having acquired C to have acquired D to be acquiring
6 A had made B had been made C were making D have been made
7 A kicked off B cut out C mulled over D knocked back
8 A glean B shoulder C streamline D trigger



4 **Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki. Dwa wyrazy zostały podane dodatkowo.**

choose	far	resolve	reverse	stifle
suit	transfer	trust		

Dear Ms Sanchez,

I am writing to apply for the position of shop manager. As you will see from my enclosed CV, I have considerable experience in this field, which I believe makes me a(n) [1] _____ candidate for the position. I have a wide range of [2] _____ skills, including people management, financial planning and marketing.

In my current job as manager of a furniture shop, I am responsible for a team of fifteen workers. This experience has been excellent for developing my [3] conflict-_____ skills, as the members of my team are constantly arguing.

Although I love my current job, unfortunately it is facing severe financial difficulties as a result of [4] _____ changes in the market, as more and more purchases are now made online.

If you require references, my current employer will confirm that I am extremely [5] _____: I can be relied upon to do what I am told.

Should you require any [6] _____ information, please do not hesitate to contact me.

Yours sincerely,

Kerri Smith

WRITING

5 **Przeczytaj polecenie i wykonaj zadanie.**

You have seen the following job advert in your local newspaper, and you have decided to apply. You believe you have many of the skills that the employer is looking for. Write an **application letter** in response to the ad. You can invent whatever details are necessary, as long as your letter sounds natural and sensible for a person of your age.

Vacancy for: IN-STORE SHOPPING CONSULTANTS
MEGGGA DEPARTMENT STORE

We are looking to recruit part-time shopping consultants to work in our department stores. We have vacancies in a range of departments (women's fashion, men's fashion, toys, sports equipment, household goods, furniture, etc). The working hours are flexible, so these positions are ideal for students who are looking to fit casual work around their studies.

Shopping consultants provide advice to customers who are struggling to make purchasing decisions. Full training is provided, but it helps if you are already interested in the goods in your department. Candidates should be adaptable, self-motivated and able to work under pressure. In your application, please state which department(s) you would like to work in and why you are suitable for the job.

7 FOOTPRINTS

Vocabulary ▶VIDEO 22

Vocabulary 1

Tourism · Overtourism

1 ♻ **Put the lines from the postcard (a–i) in the correct order. The underlined words will help you.**



- ☐ a alleys and spectacular views of the surrounding countryside. Right now, we're soaking up
- ☐ b sums on tacky T-shirts and fridge magnets. But we're going to head for one of the flea
- ☐ c destinations in the nearby mountains. Our journey today took us through some stunning
- ☐ d Hi, Aneta! Greetings from Spain! After a few days in Marbella, one of the most popular
- ☐ e the atmosphere in a little café on the town square, but later we're going to hunt for
- ☐ f markets, away from the tourist traps, to try and pick up something more authentic!
- ☐ g scenery. We've stopped for lunch in the pretty town of Ronda, which has endless winding
- ☐ h resorts on the Costa del Sol, today we've hired a car in order to explore some more remote
- ☐ i souvenirs. There are dozens of touristy gift shops – it looks like most tourists spend vast

2 **Complete the sentences with the correct forms of the verbs from the box.**

allay	alleviate	antagonise	burden	ditch	fold
go about	place	shoulder	welcome		

1 We expected to be _____ with open arms, but instead we were made to feel very unwelcome.
2 We had plans for the weekend, but we had to _____ them because George got sick.
3 I struggled to _____ my way through the thick crowd of tourists on the market square.
4 The meeting was supposed to _____ our concerns, but it actually made us feel even worse!
5 Esther was a successful artist until she was _____ by failing eyesight.
6 Most of the businesses are struggling financially, and many are expected to _____ soon.
7 I want to visit somewhere filled with people _____ their daily business, not just tourists.
8 The new ring road should _____ the pressure on the jammed roads in the centre.
9 Our neighbours are always having loud parties, which really _____ the other residents.
10 Next week's event is expected to attract hundreds of thousands of tourists, which will _____ huge demands on the local transport systems.

3 **Complete the text with one word in each gap. The first letters are given.**

When my village council announced plans to become a tourist attraction, most residents were extremely [1] s_____ about it. Although it's picturesque, it's often unpleasantly hot, and we couldn't imagine anybody would be willing to wander around our village in the [2] s_____ temperatures. How wrong we were!

The promotional campaign was a huge success. At first, locals were delighted with the [3] s_____ numbers of tourists, and the money they spent in the village. The hustle and [4] b_____ of visitors made a welcome change from the empty streets we'd had before. We grumbled about the [5] d_____ packaging and other litter they left behind, but the financial benefits made up for it. However, as the number of visitors continued to grow at an [6] u_____ rate, leading to ridiculous price [7] h_____ in shops, the locals became less enthusiastic. Over the years, however, this pent-up [8] f_____ boiled over, and some locals began being rude towards tourists. It all got rather nasty. Nowadays, our village is trying to promote [9] r_____ tourism, by encouraging tourists to visit our neighbouring villages, which would benefit from a larger share of the tourists … and their money.

4* **The words from the box can all be used as nouns and as verbs. Complete each sentence with the same word in each gap.**

concern	ditch	fold	hike	market	rate	shoulder

1 Local shops always _____ their prices for the tourist season, so it looks like we'll have to take a(n) _____ all the way to the supermarket on the edge of town!
2 My questions _____ the number of tourists visiting the area. My main _____ is that the numbers are unsustainable.
3 The local town _____ itself as 'a slice of the quieter life away from the tourists', but the town's flea _____ were absolutely bustling!
4 Our water bottles were too heavy, so we decided to _____ some of the water by pouring it into a muddy _____ by the side of the road.
5 Normally, I'm happy to _____ the burden of carrying the heaviest equipment, but I can't today because I injured my _____ yesterday.
6 First, _____ the paper in half, and then open it up again and carefully cut along the _____.
7 Although the number of tourists has grown at an alarming _____, most visitors still _____ the city an attractive destination.

▶VIDEO 23

1 Use substitution to replace the underlined phrases and make the sentences sound more natural.

1 I knew you'd be upset about the news. <u>The fact that you'd be upset about the news</u> _____ is why I didn't tell you immediately.
2 It's a long journey to the beach, and we probably won't get <u>to the beach</u> _____ till 11 am, so make sure you bring a snack because you won't be able to buy any food until <u>11 am</u> _____!
3 I bought seven fridge magnets in the souvenir shop: an expensive <u>fridge magnet</u> _____ for myself, and six cheap <u>fridge magnets</u> _____ for my friends.
4 We'll be fine as long as the petrol station is open. If <u>it isn't open</u> _____, we're going to run out of petrol in the middle of nowhere!
5 Here is a form for you to complete. Having <u>completed the form</u> _____, please take it to the admin office to be processed.
6 Some of the students wanted me to help them, but <u>helping some of the students</u> _____ wouldn't have been fair on the others.

2 Use ellipsis to delete the repeated words without changing the meaning.

1 I've never visited the Pyramids, but I'd love to visit the Pyramids one day.
2 We travelled to the airport by taxi and we travelled from the airport to the hotel by coach.
3 They didn't tell us what was going on, but they should have told us what was going on.
4 I had to invite Steve to the party because it would have been rude not to invite Steve to the party.
5 He managed to get a discount, but I don't know how he managed to get a discount.
6 My pizza was delicious, but my sister's pizza was disgusting.

WATCH OUT **Ellipsis after conjunctions**

Conjunctions are usually followed by a subject and a verb (e.g. *when you are, because they have, after we leave*). But a small number of conjunctions (*if, unless, when, while, although*) allow ellipsis of the subject and *be*, especially in formal language. These conjunctions can then be followed by an *-ing* form (e.g. *when doing*), a past participle (e.g. *when done*), an adjective (e.g. *when ready*) or a prepositional phrase (e.g. *when in doubt*).

Ellipsis is impossible with other conjunctions (e.g. *because*), but some conjunctions can also be used as prepositions, followed by an *-ing* form (e.g. *before/after/until leaving*).

3 Read the WATCH OUT box and look at the examples of formal and informal language (1–12). Which words have been cut from the gaps?

4 Complete the text with one word in each gap.

The excursion from hell

Last summer, I decided to go on a one-day coach excursion to a national park. I was really looking forward to going [1] _____, because I love wildlife. When I arrived at the meeting point, there were four older people already waiting. Unfortunately, they weren't the only [2] _____ who had signed up for the excursion. A family with three annoying kids had [3] _____ so too, and when they arrived shortly after me, it was clear it was going to be a long day. Two of the kids never stopped yelling and arguing during the whole two-hour coach journey, while the third [4] _____ was much quieter: she had some permanent marker pens and spent the journey calmly drawing all over the back of the seat in front of her. Their parents either didn't notice the terrible behaviour of their children, or they pretended not [5] _____. At the time, I was too shocked to say anything, but now I realise I should [6] _____.
After arriving at the national park, we were told we'd be able to explore the park alone from 12 pm. Until [7] _____, we had to stay together for our guided tour. During the tour, the kids left a trail of sweet wrappers wherever they went. I tried telling them not to [8] _____ so, but they just ignored me. Then the [9] _____ with the markers dropped a glass bottle and it smashed into tiny pieces. I knew somebody would have to pick up the broken glass – if [10] _____, an animal might get injured. But the girl didn't show any interest in [11] _____ so, so I had to do it myself. [12] _____ was when I decided never to go on a group excursion ever again!

FORMAL

1 If _____ appropriate, you may add a short description to accompany your picture.
2 Please do not leave the room unless _____ told to do so.
3 When _____ removing the packaging, avoid touching the glass screen.
4 We received the notification while _____ at a classical music concert.
5 Bicycles will be removed from this area if _____ left unattended.
6 Although _____ written over five hundred years ago, these texts are still surprisingly readable.

INFORMAL

7 _____ Want to come out for a drink?
8 _____ No idea what that's all about.
9 _____ No need to get so angry!
10 _____ Enjoy yourself at the party?
11 _____ Not sure I want to stay, but _____ up to you.
12 _____ Any idea what's going on?

7.3 Speaking

Giving a presentation







1 **Read part of a presentation. Which photo (1–3) is it about? Which line (a–c) is most likely to come next?**

Good morning. The topic I'm going to discuss today is whether we should build boardwalks in national parks. This is an intriguing question because at first glance, it seems like such a positive development both for tourists and for wildlife. But in fact there are several things to consider.

The three main points I'd like to elaborate on are, first, whether these boardwalks themselves are harmful for local wildlife; second, whether the tourists who use the boardwalks might scare away animals; and finally, whether boardwalks do more harm than good by encouraging too many tourists to visit.

I'm going to start by looking at whether the boardwalks themselves are harmful. The answer to this question is not cut and dried, because it depends what you're comparing them with. Obviously from a wildlife point of view, the ideal situation would be to stop tourists visiting at all, so a fence would be far better. Plus of course, constructing these paths in the first place can be immensely disruptive. But if we assume that tourists are going to visit, then of course it's better for them to stick to proper paths rather than allowing them to wander freely, causing untold damage wherever they go.

So, before I start talking about the different ways that boardwalks can be harmful, we need to take a few points into consideration. Firstly, I must mention some examples of harm caused by tourists wandering freely when there are no boardwalks ...

a Uppermost in my mind is the noise made during the construction of these paths.
b My final point is perhaps the most important to reflect on: whether tourism can ever be good for wildlife.
c First of all, they tend to damage young plants before they have had a chance to grow.

2 **Underline the following phrases in exercise 1.**

1 A phrase to introduce the topic
2 Two phrases to raise interest in the topic
3 Two phrases to show there is a range of things to think about
4 A phrase to explain the main structure of the presentation
5 Three phrases for introducing the first point or sub-point
6 A phrase for introducing a key fact or opinion
7 A phrase for introducing and highlighting the last point

3 **Correct the mistakes in the sentences. Cross out one word in each sentence.**

1 There's a lot to weigh it up.
2 At last but not least, let's think about some of the benefits of national parks.
3 In a conclusion, I would say that ecotourism has less impact than ...
4 There are several sides connected to this question.
5 First off all, I have to say all kinds of environmental damage are regrettable.
6 To move it on, we should also consider some of the hidden costs.
7 There are any differing opinions. Some people think it's true; others aren't so sure.
8 The question is slightly multifaceted.
9 So, on the balance, it seems that the advantages outweigh the disadvantages.
10 This is certainly on the case with agrichemical pollution from farms.
11 The next for consideration is whether we should prioritise the needs of locals over tourists.
12 So, I'm going to talk you a little about what young people can do to help save the planet.

4 **Plan a presentation about one of the other photos on this page, and what it says about tourism and nature. Then write some extracts from your presentation, including an introduction and conclusion. Use Key Phrases from page 161. You don't need to write a complete presentation.**

Destructiveness of man

1 Man has too long forgotten that the earth was given to him for usufruct alone, not for consumption, still less for [a] profligate waste. Nature has provided against the absolute destruction of any of her elementary matter, the raw material of her works; the thunderbolt and the tornado, the volcano and the earthquake, being only phenomena of decomposition and recomposition.

2 But man is everywhere a disturbing agent. Wherever he plants his foot, the harmonies of nature are turned to discords. [b] Indigenous vegetable and animal species are extirpated, and supplanted by others of foreign origin, spontaneous production is forbidden or restricted, and the face of the earth is either laid bare or covered with a new and reluctant growth of vegetable forms, and with alien tribes of animal life.

3 All animal life feeds upon, and, of course, destroys other life, but this destruction is balanced by compensations. The reproductive powers of species, which serve as the food of others, are always proportioned to the demand they are [c] destined to supply. Man pursues his victims with reckless destructiveness; and, while the sacrifice of life by the lower animals is limited by the cravings of appetite, he unsparingly persecutes, even to extirpation, thousands of organic forms which he cannot consume.

4 The earth was not, in its natural condition, completely adapted to the use of man, but only to the sustenance of wild animals and wild vegetation. These live without producing or requiring any change in the natural arrangements of surface, or in each other's spontaneous tendencies. In short, without man, lower animal and spontaneous vegetable life would have been constant in type, distribution, and proportion, and the physical geography of the earth would have remained undisturbed for indefinite periods, and been subject to revolution only from possible, unknown cosmical causes, or from geological action.

5 But man cannot subsist and rise to the full development of their higher properties, unless brute and unconscious nature be effectually [d] combated, and, in a great degree, vanquished by human art. Hence, a certain measure of transformation of terrestrial surface, of suppression of natural, and stimulation of artificially modified productivity becomes necessary. This measure man has unfortunately exceeded.

6 He has felled the forests whose network of fibrous roots bound the mould to the rocky skeleton of the earth; but had he allowed here and there a belt of woodland to reproduce itself by spontaneous propagation, most of the mischiefs which his reckless destruction of the natural protection of the soil has occasioned would have been averted. He has broken up the mountain reservoirs, the percolation of whose waters through unseen channels supplied the fountains that refreshed his cattle and fertilized his fields; but he has neglected to maintain the canals of irrigation which a wise antiquity had constructed to neutralize the consequences of its own imprudence. He has [e] ruthlessly warred on all the tribes of animated nature whose spoil he could convert to his own uses, and he has not protected the birds which prey on the insects most destructive to his own harvests.

from *Man and Nature* by George P. Marsh (1864)

1 **You are going to read an extract from one of the oldest literary texts about the environment. Which of these topics do you think the author does not mention? Read the extract quickly to check.**

air pollution climate change and global warming
deforestation killing and damaging wildlife
replacing wild species with farm animals/crops
plastic waste water and soil degradation

2 **Complete the summary sentences.**

1 While humans consume and waste the earth's resources, nature only _____ them.
2 Humans have replaced indigenous plants with new ones from other places that are _____.
3 Unlike animals, which kill to eat, humans kill many organisms despite _____.
4 If humans didn't exist, the earth's physical geography would never _____, apart from by cosmical or geological events.
5 Humans have transformed the earth's surface, suppressed nature and _____ to a greater extent than was necessary.
6 Humans should have kept belts of natural woodland, _____ and protected birds.

3 **Check you understand underlined words a–e in the extract. Then use them to write sentences about the world's environmental problems today.**

7.5 Vocabulary 2

Natural and ecological disasters • Adverbs of manner

1 **Complete the newspaper headlines. The first and last letters are given.**

1 10-metre t_____i caused by magnitude 7.0 undersea e_____e destroys coastal villages
2 Tourists warned to stay away from volcano because e_____n likely
3 Still no rain: Experts warn of high risk of f_____e if d_____t continues
4 T_____o in southern USA brings down power cables and starts b_____h f_____s
5 H_____e Rupert expected to cause flooding across Caribbean islands

2 **Choose the correct options.**

1 If sea levels rise much further, whole island nations will be ***engulfed*** / ***swept*** / ***wiped*** off the map.
2 When the concert started, the crowd ***battered*** / ***breached*** / ***surged*** forward, causing a crush at the front.
3 We have been ***inundated*** / ***toppled*** / ***triggered*** with thousands of complaints about our latest campaign.
4 Wash your hands after touching raw meat so as not to ***breach*** / ***contaminate*** / ***sweep*** the cooked meat.
5 We looked up to see a wall of snow ***battering*** / ***cascading*** / ***wiping*** down the mountain towards us.
6 During the sandstorm, the whole city was ***engulfed*** / ***surged*** / ***toppled*** in a huge dusty cloud.
7 While I was cutting the lemon, some juice ***inundated*** / ***raged*** / ***spurted*** into my eye.
8 During the storm, the town was ***battered*** / ***cascaded*** / ***triggered*** by high winds, and six houses were damaged.
9 The scandal is so shocking that it may even ***spurt*** / ***surge*** / ***topple*** the government.
10 The rumours ***contaminated*** / ***engulfed*** / ***swept*** across the whole school within a few hours.
11 Although the heavy rain has filled the river, so far the flood defences haven't been ***breached*** / ***cascaded*** / ***raged***.
12 The sound of the explosion ***inundated*** / ***triggered*** / ***wiped*** panic among the locals.
13 A huge forest fire is ***contaminating*** / ***raging*** / ***spurting*** across the national park.

3 **Put the lines of the letter (a–k) in the correct order. The underlined words will help you.**

☐ a flawed, as they do not distinguish between tourism and other activities. Do you seriously
☐ b disregarded in your article. For some reason, the author appears to be vehemently
☐ c inaccurate picture of the relationship between tourism and nature. While I openly
☐ d exaggerated in your article, which claims tourism kills thousands of animals. I categorically
☐ e I am writing to complain about a recent article you published, which painted a wildly
☐ f opposed to any form of tourism, and as a result, she seems to have flatly
☐ g deny this claim. The calculations you used to justify your claims are fundamentally
☐ h believe that hunting and shooting should be classed as tourism? If so, you are gravely
☐ i admit that tourism can be harmful, I believe the extent of that harm is grossly
☐ j refused to consider the other side to this story. Please correct this as a matter of urgency.
☐ k mistaken. What is more, the many benefits of ecotourism for nature are blatantly

4 **Complete the sentences with adverbs formed from the words in the box.**

bold	caution	obey	solemn	vivacious	weary

1 When the boss speaks, the workers are expected to _____ do what they're told.
2 She delivered her speech so _____ that the audience loved every minute of it.
3 When you're in court, you have to _____ swear to tell the truth.
4 Instead of waiting his turn, he _____ marched to the front of the queue and demanded to be served.
5 When I asked to borrow yet more money, she _____ sighed and reached for her purse.
6 We're _____ optimistic that the operation will be successful, but it's hard to be sure.

5★ **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.**

1 The survival of these animals is now _____ _____ (**extricable** / **link**) the tourist industry.
2 I assumed they were going to offer me a promotion, but I _____ (**grave** / **mistake**) – they fired me!
3 The number of tourists in our country is growing _____ (**precedent** / **rate**).
4 The accused has _____ (**category** / **deny**) involved in the attacks.
5 I tried to calculate the totals in my head, but I was _____ (**wild** / **accurate**).
6 When we arrived, we were _____ _____ (**welcome** / **open** / **arm**).
7 I love walking in the mountains and admiring _____ (**stun** / **scene**).



Four people talking about ecotourism

1 **Complete the sentences with one word from box A and one word from box B.**

A | decimated done drop far-reaching great in mortality on played shoots taken widespread

B | aftermath consequences destruction ocean pains part populations rate recovery scale toll wonders

1 I'm immensely proud to have _____ my _____ in getting this project off the ground.
2 Whenever I'm writing an email, I always take _____ _____ to be as concise as possible.
3 We have reduced our emissions by fifty percent, but this is just a(n) _____ in the _____ compared to the bigger polluters.
4 This new medicine has _____ _____ for my back pain. I feel so much better now.
5 Thousands of homes are still without electricity _____ the _____ of the storms.
6 After a period of economic decline, we're finally starting to see the green _____ of _____.
7 Thousands of chicks are born each year, but the _____ _____ is high, so only a few survive.
8 The proposed changes will have _____ _____ for all of us.
9 The new virus has _____ _____ of chickens, sometimes killing as many as sixty percent.
10 After the success of small windfarms, wind power will soon be used to generate electricity _____ a _____ previously unseen.
11 The demand for high-quality wood has caused _____ _____ of our forests.
12 I managed to meet the deadline, but all that stress has _____ its _____ on my health.

2 13 **Listen to four people talking about ecotourism projects. Match speakers 1–4 to statements A–E. There is one extra statement.**



A I changed my plans when I saw how much work was involved.
B People seem happy to help despite the unpleasant nature of the work.
C I made a decision not to use farm chemicals.
D I charge volunteers for working on my project.
E I haven't changed the area in any way.

1 ____ 2 ____ 3 ____ 4 ____

3 13 **Listen again and answer the questions.**

Speaker 1

1 How long do the speaker's volunteers typically spend working on her project?

_____

2 Which threats to creepy crawlies does she mention?

_____

Speaker 2

3 What two animal habitats does the speaker mention?

_____

4 Why did he need money?

_____

Speaker 3

5 Who wanted to buy the speaker's farm?

_____

6 Why does she keep running the farm?

_____

Speaker 4

7 Why did the speaker buy the pond?

_____

8 What examples of toxic substances does he mention?

_____



4 **Match the sentence halves.**

1 Creepy crawlies ____
2 A predator ____
3 A sedentary job ____
4 A haven for wildlife ____
5 If you jump at the chance to do something, ____
6 A mammoth task ____
7 If you get away from it all, ____
8 The peak season ____

a you escape from the hustle and bustle of life.
b involves a lot of sitting without moving.
c you don't hesitate before deciding to go for it.
d is an animal that hunts other animals for food.
e include insects, worms, spiders and snails.
f is the busiest time of the year.
g is a place where plants and animals are safe.
h involves a huge amount of work.

7.7 Grammar 2

Extra it • There *as sentence subject*

▶VIDEO 24

1 Put the words in the correct order to make sentences with extra *it*.

1 it / can't / you whistle / I / out of tune! / when / stand

_____

2 was / helped us. / I think / that nobody / it / a shame

_____

3 if / anybody else. / it / didn't / you / I would / tell / appreciate

_____

4 was / give up. / I / that / decided to / at that point / It

_____

5 it / the event. / that you / vital / consider / should attend / We

_____

6 amazing / again. / They / to see / said / be / us all / would / it

_____

7 who / afraid / your camera. / I'm / it / broke / me / was

_____

8 in / quite / my new job. / it / finding / difficult / I'm

_____

9 strange / it / had been cancelled. / The tourists / that / found / all the flights

_____

2 Rewrite the underlined parts of the sentences with *there* as subject.

1 After most competitors were disqualified, only three remained for the final round.

_____

2 It's unlikely that there'll be any more snow this year.

_____

3 There are usually a lot more visitors at weekends. (Tip: Use *tend* instead of *usually*)

_____

4 I know the puzzle seems impossible, but it happens that there's a simple solution.

_____

5 It's possible that there won't be any food available at the campsite. (Tip: Use *might* instead of *possible*)

_____

6 It was a mistake that there weren't more security guards. (Tip: Use *should have*)

_____

7 Because there was no alternative, their proposal was accepted. (Tip: Use *being* instead of *because*)

_____

8 I know we're lost, but it's inevitable that there's a tourist map around here somewhere. (Tip: Use *bound* instead of *inevitable*)

_____

3 Complete the sentences with *it* or *there*.

1 After a week of searching for survivors, _____'s no hope of finding any more.

2 _____'s no use complaining about your low grades now! You should have worked harder!

3 I'm afraid _____'s no question of re-entering the concert. Once you leave, you can't go back.

4 Surely _____'s no coincidence that the day after I bought my flight, the price was cut by fifty percent!

5 The weather was so bad that _____ was no alternative but to return to base camp.

6 _____'s no denying that travel is bad for the planet, but what should we do about it?

7 _____'s no secret that the event was badly planned. The organisers have openly admitted it.

8 _____'s no point in waiting for someone to solve your problems. You need to be proactive.

9 They'd been having financial problems for years, so _____ was no surprise when they went bankrupt.

4 Translate into English. Write up to four words in each gap.

1 _____ (*Jeśli masz wątpliwości co do*) any of the questions, please ask for help.

2 _____ (*Wygląda na to, że jest*) a problem with my monitor.

3 I need to buy some new high heels because _____ (*moje stare są*) worn out.

4 I _____ (*uważam za frustrujące*) that I have to do all the work, but they take the credit.

5 You must all be present at the feedback session, _____ (*czy tego chcecie*) or not.

6 _____ (*Było konieczne, by*) leave at 5 am in order to catch the plane at eight.

7 We need to reduce our carbon emissions; _____ (*jeśli nie*), we'll be in serious trouble.

8 _____ (*Ponieważ było za mało*) time to prepare adequately, the meeting was postponed.

9 If you need to leave the room, _____ (*proszę, zrób to bez*) disturbing the other candidates.



1 Complete the sentences with one word in each gap.

1 The two main points I'd like to elaborate _____ are the impact on the economy and on nature.
2 Many locals took part in protests _____ the aftermath _____ the scandal.
3 There was so much traffic that the whole town came _____ a standstill.
4 To begin _____, we need to take a few points _____ consideration.
5 It was amazing just to sit in the town square and soak _____ the atmosphere.
6 Tourism places huge demands _____ the local environment.
7 The money they offered is just a drop _____ the ocean compared to what's needed.
8 The child's welfare is always uppermost _____ the judge's mind.
9 There are several sides _____ this question.

2 Complete the second sentence with up to four words so that it means the same as the first one. Use the word in capitals.

1 I haven't visited Venice yet, but I've always dreamed of going there. SO
I've always dreamed of visiting Venice, but I haven't _____.
2 The organisers made a huge effort to make everyone feel welcome. PAINS
The organisers _____ ensure everyone felt welcome.
3 Reducing our carbon footprints is essential. VITAL
_____ reduce our carbon footprints.
4 Before humans arrived in Australia, a huge variety of plants and animals existed. EXIST
In Australia, _____ a huge variety of plants and animals.
5 The plants may well die if you don't keep them at a constant temperature. KEPT
_____ constant temperature, the plants are likely to die.
6 The thing that I'm most concerned about is the climate crisis. UPPERMOST
_____ is the climate crisis.
7 We abandoned the negotiations because we'd lost hope of reaching a compromise. BEING
_____ of reaching a compromise, we abandoned the negotiations.
8 Tourists leaving litter all over the place annoy me. FIND
_____ that tourists leave litter all over the place.

3 Match 1–10 to a–j to make collocations.

1 highly	_____	**a**	rates
2 a bush	_____	**b**	bleaching
3 a price	_____	**c**	controversial
4 a volcanic	_____	**d**	alley
5 coral reef	_____	**e**	fire
6 a flea	_____	**f**	hike
7 mortality	_____	**g**	consequences
8 pent-up	_____	**h**	market
9 a winding	_____	**i**	eruption
10 far-reaching	_____	**j**	frustration

4 Complete the text with the correct words formed from the words in the box.

contaminant controversy day destroy extract press quake spurt vehemence



Fracking

Fracking is a highly [1] _____ subject that many people feel passionate about. High-pressure liquids, typically water mixed with chemicals and tiny quantities of sand, are [2] _____ into deep holes that have been drilled into the ground. As the pressure builds up, the surrounding rocks fracture (hence the name), and the water flows into those cracks. When the [3] _____ is alleviated, the cracks are held open by the remaining grains of sand, which allows gas and oil to flow through them and be collected.

Advocates of fracking have claimed that it is less harmful to the environment than other [4] _____ industries, such as coal mining, because natural gas is cleaner and emits less carbon dioxide. However, the fracking process also releases hard-to-measure quantities of methane, which may well offset those gains.

Another reason why many environmentalists are [5] _____ opposed to fracking is that the chemicals used can [6] _____ groundwater systems, with disastrous effects on local plants, animals and humans. Fracking has also antagonised many local residents due to its tendency to trigger minor [7] _____. While these incidents are generally not severe enough to cause widespread [8] _____, they are nevertheless alarming for locals who are simply trying to go about their [9] _____ business.

7.9 Writing

A formal letter to the authorities (bilingual)

1 **Read the task. What five key points will you need to include in your letter?**

You recently attended a summer school abroad to practise your English. The two-week course included a day trip organised by the school to visit local tourist attractions, which you found disappointing.
Write a **letter** to the school's owners to:

- explain why you found the trip disappointing,
- make recommendations for improving the trip,
- explain why your recommendations would be good for the students, the school and the environment.

Write 300–350 words.

_____

_____

_____

2 **Read the model answer. In which paragraphs 1–5 does the writer include each of the five key points?**

3 **Find and underline phrases in the letter that mean the following.**

1 This letter is about ...
2 I want to let you know about a big problem.
3 I want to ask if you could change ...
4 I want to recommend something connected with ...
5 Hopefully, I've persuaded you that this change would be good.
6 Please think about my idea.

4 **Read the WATCH OUT | SKILLS box and underline four examples of sophisticated intensifiers in paragraphs 3 and 4.**

WATCH OUT | SKILLS **Intensifiers**

In informal everyday English, we can make superlatives stronger with intensifiers like *much*, *far* and *a lot* (e.g. *much better*, *far bigger*, *a lot nicer*). In formal English, it's better to use longer, more sophisticated intensifiers instead (e.g. *noticeably*).

5 **Complete the phrases with one word in each gap.**

I am writing ...

1 to express my dismay _____
2 to ask _____ permission to implement
3 to express my dissatisfaction _____
4 to outline the benefits _____
5 to express my gratitude _____
6 _____ regard _____
7 to share my opinion _____
8 to express my disapproval _____
9 _____ connection _____
10 _____ response _____
11 to express my apology _____ you _____ ... a recent proposal.





Dear Ms Griffiths,

1 I am writing with regard to the recent English course that I attended at your school this summer. While the course itself was extremely enjoyable and useful, I would like to bring an important issue to your attention, namely the poor quality of the day trip to Stonehenge.

2 The trip was disappointing for three main reasons. First of all, the two-hour coach trip each way meant that we spent far more time in the coach than in the fresh air. Second, as Stonehenge is so popular, there were long queues for tickets, for toilets and for refreshments. By the time we reached the stones, we were all exhausted and frustrated. Finally, there was no opportunity to explore the site and soak up the atmosphere. Instead, we simply had to follow our tour guide and listen to her explanations.

3 I would like to enquire about the possibility of changing the destination from Stonehenge to the rather less well-known prehistoric stone circle at Avebury. Because Avebury is considerably closer to your school, such a course of action would give an opportunity for students to spend substantially more time in the open air. It would also reduce your transportation and fuel costs, with the added benefit of reducing your carbon footprint.

4 In addition, I would like to make a recommendation regarding the way students learn about the stones. Instead of a guided tour, I would recommend a treasure hunt, where the students could explore the site in order to solve clues while learning about the stones. This would make the whole experience markedly more interactive for the students, as they would have both time and motivation to learn for themselves. Furthermore, by putting students into multilingual groups, such an experience would encourage authentic communication.

5 I hope I have managed to convince you of the benefits of such a change, and I sincerely hope that it will prove useful for both your school and your future students. I would appreciate it if my suggestion was at least considered.

Best regards,
Ignacy Piątek

6 **Do the writing task.**

Niedawno uczestniczyłeś/uczestniczyłaś w cyklicznej konferencji, w której wzięło udział kilka tysięcy młodych ludzi z całej Europy. Konferencja była owocna, jednak zdaniem wielu uczestników wywarła negatywny wpływ zarówno na środowisko naturalne, jak i na miejscową społeczność. Napisz **list formalny** do organizatorów na 300–350 słów, w którym:

- opiszesz swoje wrażenia,
- wyjaśnisz, dlaczego konferencja odbiła się ujemnie na otoczeniu i lokalnych mieszkańcach,
- przedstawisz swoje sugestie dotyczące zminimalizowania jej szkodliwości bez utraty wartości merytorycznej.

VOCABULARY

1 Correct the mistakes in the sentences. There is one wrong word in each sentence.

1 I've managed to save 200 złotys so far, but it's a drop in the sea compared to what I need. _____
2 I'm looking for a relaxing holiday without having to elbow my way through everything. _____
3 After a long recession, we're finally seeing the bright shoots of recovery. _____
4 Maybe it's time to hedge your old routine and try something new. _____
5 It hits me as odd that there are no facilities for disabled tourists. _____
6 In my culture, we always welcome visitors with open shoulders. _____

2 Complete the jokes with one word in each gap. Some letters are given.

1 Midway through my haircut, the hairdresser asked me if I liked my new style. I said it was an interesting question, but it wasn't c__ __ and d__ __ __d.
2 X: I used to run a business that made paper aeroplanes.
Y: What happened?
X: It f__ __ __ __d.
3 I asked Marco to do the ironing, but he f__ __ __ __y refused.
4 The decision to wear two-metre arm extensions is likely to have f__ __-r__ __ __ __ __ __g consequences.

GRAMMAR

3 Match the sentence halves. There are many possible answers, some sensible, some silly. Try to find at least two endings for each beginning. Add commas where necessary.

1 I didn't eat my breakfast ___ / ___
2 I couldn't find my gloves ___ / ___
3 I've never ridden a camel ___ / ___
4 I'm not going to school tomorrow ___ / ___
5 My headphones are broken ___ / ___
6 I don't eat meat nowadays ___ / ___
7 I didn't go to the beach yesterday ___ / ___
8 I've decided not to get angry about it ___ / ___
9 I'm going to have a bath tonight ___ / ___

a but I used to all the time.
b so I took yours instead.
c because it was too cold there.
d although I don't really need one.
e but I hope to do so one day.
f so I need some new ones.
g but I wish I had.
h because doing so would be pointless.
i so I'll write my essay then.

4 Make this conversation less formal by crossing out words from each line. The numbers at the end of each utterance tell you how many words to delete. Contractions (e.g. *I'm*) count as one word.

Dan [1] Is everything OK? [1]
Liz [2] I'm not sure. I'm struggling a bit with this exercise. Do you have any idea what I'm doing wrong? [5]
Dan [3] It looks like you need to find the answers in the reading text. Have you done that yet? [3]
Liz [4] No. It can't be done. I didn't receive a reading text; I just received the questions. [4]
Dan [5] Are you quite sure about that? [2]
Liz [6] Yes, I'm absolutely sure about that. [4]
Dan [7] Have you checked in case the reading text fell on the floor? [2]
Liz [8] No, I have not checked in case the reading text fell on the floor yet. [12]
Dan [9] You'd better do it now then. [1]
Liz [10] Aha! It's been here all along! It must have fallen out of my book! The crisis has been solved! [5]

ROUND-UP 1 2 3 4 5 6 7 8

5★ Complete the conversation between a Customer (C) and a Travel Agent (TA) with the words from the box.

away awkward bustle considered degradation it ones opposed that there what

C Hello. I'd like to book a holiday, please.
TA Certainly, sir. Where would you like to go?
C Well, this is a bit [1] _____, but I don't have a clue. I was hoping for some advice.
TA OK. So, er ... do you prefer hot countries or cold [2] _____?
C Neither. I prefer the climate here.
TA I see. So maybe not a beach holiday then. What about a city break?
C Well, I'm not too keen on the hustle and [3] _____ of big cities. I prefer my own company, to be honest.
TA Right. [4] _____ makes things a bit easier. What do you see yourself doing on your holiday?
C Far and [5] _____ my favourite activity is reading.
TA By a pool?
C Not really. I can't stand [6] _____ when people jump in the water and splash me or my book.
TA What are you interested in? Culture? History?
C The environment. I'm vehemently [7] _____ to anything that is harmful to the planet. Flying, driving ... Even train journeys can cause environmental [8] _____.
TA Well, all things [9] _____, that does limit our options. Fortunately, [10] _____ does exist one option that would be perfect for you. A staycation.
C A [11] _____?
TA A holiday in your own home!
C Sounds good. How much would that cost?

LISTENING

1 14 **Usłyszysz dialog. Na podstawie informacji z nagrania uzupełnij luki 1–7.**

Amsterdam

Amsterdam is famous for having a(n) [1] _____.
The city attracts approximately [2] _____ each year, who jam the streets during the day. At night, the situation is worse because so many of the [3] _____. The main causes of the change are [4] _____. New rules restrict [5] _____ to the city's outskirts. No new [6] _____ are being issued for hotels. Short-term rentals will be limited to [7] _____ annually.



READING

2 **Przeczytaj tekst i pytania go dotyczące. Do każdego pytania (1–5) dopasuj właściwą część tekstu (A–D). Jedna z części tekstu pasuje do dwóch pytań.**

Which paragraph ...

1 suggests why the impacts were spread over several hours? _____
2 describes an unsuccessful attempt to prevent a disaster? _____
3 mentions effects that can still be measured today? _____
4 implies the danger of ignoring safety instructions? _____
5 explains how technology saved many lives? _____



Three disasters in one

A At 14:46 on 11 March 2011, an earthquake of magnitude 9.0 struck 70 km off the eastern coast of Japan. It was the fourth most powerful earthquake recorded since modern records began in 1900, and is now believed to have shifted the Earth's axis by between 10 and 25 cm. It has even been calculated that the sudden movement has caused the Earth to spin slightly faster, with the result that each day has been shortened by 1.8 microseconds. However, the disaster killed very few people directly. Japan is no stranger to powerful earthquakes, and the population was well prepared. Sophisticated sensors and early-warning systems had predicted the earthquake one minute in advance and sent out warnings to residents across Japan, thousands of whom managed to escape from buildings before they toppled.

B However, the day was about to get much worse. The undersea earthquake had also created a huge tsunami. Tsunamis start out relatively low, with waves of just a few metres in height, but they travel terrifyingly fast over the deep sea, at a speed of around 700 km/h. But as they approach the land, they slow right down, causing the waves to grow much taller. The first waves, measuring almost 7 metres, hit Kamaishi, one of the closest points to the earthquake's epicentre, at 15:12. The highest waves were recorded at Ryōri Bay and Miyako, where they reached a height of 40.1 and 40.5 metres respectively. Over the next few hours, cities along the coast were battered by more and more waves, including a 7.3 metre wave that hit Sōma at 15:50 and a 4.2 metre wave that slammed into Ōarai over an hour later at 16:52.

C It has been calculated that 58% of people in coastal areas in Iwate, Miyagi and Fukushima prefectures heeded the tsunami warnings and headed for higher ground, with the result that the vast majority of them survived. However, the remaining 42% either didn't hear or didn't heed the warnings, and almost half of them were hit by the water. 19,759 people were killed by the tsunami, with a further 2,553 people missing. Rescue efforts were seriously hampered by the snow and freezing temperatures that accompanied the tsunami. In Japan, a total area of approximately 561 km^2 was inundated with flood waters.

D The tsunami destroyed or damaged thousands of buildings, including the Fukushima Daiichi Nuclear Power Plant, which was hit by a 14-metre wave at around 15:36. The plant's ground floor and basement were quickly flooded, causing the emergency generators to shut down at 15:41. With no cooling systems in operation, the reactors began to overheat. Despite desperate efforts to restore energy to the control rooms, the three reactors eventually exploded on 12, 14 and 15 March. The triple meltdown was the most severe nuclear accident since the Chernobyl disaster in 1986, although because the danger of radiation clouds and contaminated water is much less visible, it is hard to quantify how much damage was caused.

USE OF ENGLISH

3 Uzupełnij każdą lukę jednym wyrazem, przekształcając wyraz podany w nawiasie.

How the world ended its dependence on CFCs

Not so long ago, chlorofluorocarbons (CFCs) were everywhere. Almost every aerosol can in the world used CFCs as propellants and virtually all fridges and freezers used them a refrigerants. Manufacturers loved them for their extreme stability, but this benefit turned out to be a(n) [1] _____ (**substance**) drawback. Upon entering the Earth's atmosphere, they remain there for over 100 years. In the early 1970s, scientists began to realise the [2] _____ (**imply**) of this problem: CFCs were building up over the polar regions and causing [3] _____ (**degrade**) of the ozone layer. Despite the growing evidence, some CFC manufacturers [4] _____ (**category**) denied that their products were harmful. In 1985, it was revealed that not only was the ozone layer being depleted at a(n) [5] _____ (**precedent**) rate, but there was actually a huge hole in it.
This announcement prompted world leaders to sign the Vienna Convention for the Protection of the Ozone Layer, to manage the world's dependency on CFCs. Two years later, the Montreal Protocol, the result of [6] _____ (**globe**) environmental collaboration on a scale previously [7] _____ (**see**), banned CFCs for all but a handful of essential uses, such as asthma inhalers. Since the ban took effect in 1989, the results have been [8] _____ (**impress**). Today, the hole in the ozone layer is smaller than it has been since its discovery in 1982. Perhaps the story of CFCs gives us grounds to be [9] _____ (**caution**) optimistic that other intractable environmental issues may also one day be solved.

5 Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 You didn't ask me to lock the door so I didn't.
I didn't lock the door, but I would _____ me to.
2 It seems as if your proposal has a fundamental flaw.
Your proposal _____.
3 I'm appalled that nobody asked for my permission to use my photo.
I find _____ not asked for permission for my photo to be used.
4 If it is necessary to replace any damaged parts, we can do that.
Any damaged parts _____.
5 We had to ask for help because we didn't have an alternative.
There _____ ask for help.
6 I was only trying to alleviate the pressure.
All I _____ alleviate the pressure.

WRITING

6 Przeczytaj polecenie i wykonaj zadanie.

Niedawno odwiedziłeś/odwiedziłaś park narodowy za granicą. Zszokowała Cię liczba turystów, którzy mogą bez ograniczeń poruszać się po parku, oraz skala wyrządzanych przez nich zniszczeń. Napisz **list formalny** do władz parku na 300–350 słów, w którym:

- opiszesz swoje doświadczenia,
- przedstawisz sugestie dotyczące zarządzania ruchem turystów,
- zaproponujesz, jak zminimalizować szkodliwy wpływ turystyki na lokalny ekosystem.

4 Uzupełnij zdania a–c tym samym wyrazem.

1 a I'm not sure about this picture. It only tells _____ of the story.
b It's a pure guess on my _____, but I'd say there are about fifteen people.
c It was a team effort, but of course I was happy to play my _____.
2 a After many difficult years, their _____ has finally folded.
b It's impossible for locals to go about their daily _____ during the tourist season.
c My dad was sixteen when he set up his first _____.
3 a I did all the calculations last night, but I don't have them to _____ right now.
b For the first few years after I left home, I was really living _____ to mouth.
c There's a lot to learn in my new job, but luckily my manager is always at _____.
4 a Carla is convinced it's an improvement, but I'm afraid I'm not _____ sure.
b Customers must not remove the control panel. Doing _____ may damage the equipment.
c I agree with you in _____ far as the need for change, but I disagree with your proposal.
5 a We should also _____ whether such action will actually alleviate the pressure.
b I _____ it my duty to keep our estate tidy.
c I realise this is important to you, but please _____ it from my point of view.
6 a I have chosen the second picture, the reason _____ that it tells a powerful story.
b We've heard a lot of arguments, but all this _____ said, we're no closer to a decision.
c There _____ insufficient evidence to arrest the suspect, she was released.

8 TIME IS MONEY

Vocabulary ▶VIDEO 25

Vocabulary 1

Money

1 ♻ **Write one word in each gap. The first letters are given.**

1 When you buy things from unknown websites, you're in danger of being r_____ off.
2 I'm on a t_____ budget right now, so I need to be careful with cash.
3 You need to shop a_____ to find bargains.
4 TV companies can make a lot of money from product p_____, where a TV show's stars use the product in a not-very-subtle way!
5 Our clearance sale is a great way to p_____ up some amazing bargains.
6 Companies often charge more for products made from s_____ materials, such as bamboo.
7 Vegetable soup is the ideal meal to make if you're s_____ of money because it's cheap.
8 I always take my own c_____ bag when I go shopping so that I don't have to buy a new one.

2 **Choose the correct options.**

1 My uncle ***kept*** / ***made*** / ***paid*** a mint by buying Bitcoin when it was still really cheap … but then he ***let*** / ***spent*** / ***paid*** it like water!
2 If you shop in luxury stores, don't be surprised if you end up ***going*** / ***making*** / ***paying*** over the odds!
3 Shona inherited a lot of money last year, but quite a lot of it has already ***paid*** / ***gone*** / ***spent*** in tax.
4 We're ***going*** / ***spending*** / ***struggling*** with debts and find it hard to ***keep*** / ***make*** / ***pay*** ends meet.
5 My salary has risen by two percent, which isn't even enough to ***keep*** / ***make*** / ***pay*** pace with inflation and ***keep*** / ***make*** / ***struggle*** my head above water.

3 **Replace the underlined words with the correct forms of the phrasal verbs from the box.**

come into	get by	play with	put into	run up	set up	splash out

1 It's nice to <u>spend a lot of money</u> _____ on something really cool from time to time.
2 Jacob spends every penny he earns. He ought to consider <u>applying for and joining</u> _____ a pension scheme instead.
3 Instead of spending all her lottery winnings at once, Sophie's going to <u>invest it in</u> _____ bonds.
4 A man I know at work <u>had more and more</u> _____ debts when he lost his job.
5 My cousin <u>inherited</u> _____ a lot of money when his rich aunt died.
6 I love my job and I earn enough to <u>pay for what I need</u> _____, so that is all that matters.
7 After I've paid my bills, there's very little of my salary left to <u>spend on nice things</u> _____.

4 **Put the letters in the correct order.**

In 1989 and 1990, Poland suffered from [1] **algogipln** _____ inflation, leading to a [2] **wnondtur** _____ in the economy. Millions of people saw their [3] **nrayi-yad** _____ savings wiped out, as banknotes and coins became worthless almost overnight. Many went from being relatively well off to living on the [4] **edeanlibr** _____. The National Bank was forced to issue ever-greater [5] **inantsdioonem** _____ of the currency, including a two-million złoty note issued in 1993. In 1995, the old Polish złoty (PLZ) was replaced by the new złoty (PLN) and the old notes were withdrawn from [6] **ilatnoriccu** _____.

Is it possible to be rich and poor at the same time? Yes, if you fall into what is known as the liquidity trap. Imagine somebody who is extremely [7] **moyctaorfbl** _____ off, at least on paper, perhaps owning an expensive house and lots of shares and bonds, but not much by way of cash and savings. Even a relatively small financial shock, such as an unexpected tax [8] **biailtyli** _____ to be paid urgently, can turn that person's finances upside down, especially if that person is earning a(n) [9] **uuatfnctgli** _____ income that varies from month to month. Of course, they can always sell their house and their other assets, but if prices are low at the time, they'll be seriously out of [10] **cepotk** _____. As a result, even apparently wealthy people can find themselves [11] **erapspdt** _____ for cash. Financial survival becomes a(n) [12] **albnganci** _____ act between making a loss on your investments and having enough cash to pay for your day-to-day [13] **gtsiougon** _____.

5* **Match underlined idioms 1–5 to definitions a–e.**

1 Be a bit more careful with money. You don't want to <u>break the bank</u>!
2 Those trainers aren't cheap, you know. They usually <u>cost an arm and a leg</u>!
3 Don't spend it all at once! <u>Money doesn't grow on trees</u>, you know!
4 When I flashed my gold credit card, suddenly they found a table for me after all! <u>Money talks</u>, I suppose!
5 Fiona's career as a pop star ended after three years, but at least she <u>got a good run for her money</u>.

a was successful for a long time before it ended
b are extremely expensive
c you can get whatever you want if you're rich
d there isn't an unlimited supply of free cash
e spend more than you can afford

▶VIDEO 26

1 Rewrite the sentences in reported speech. In which three is it incorrect or unnatural to shift the tense?

1 'I don't have time to come to your party this evening.'
Ewa told me that _____ that evening.
2 'I spent a small fortune on my new car.'
Paco has admitted that _____.
3 'You must repay your debts by the end of this month.'
The bank manager told David that _____ _____ by the end of the month.
4 'I'm stuck in traffic. I'll be late.'
Sandra told me that _____.
5 'There's going to be a big test tomorrow.'
This morning, Artur mentioned that _____ tomorrow.
6 'We've been trying to pay you all week, but there's a problem with your bank.'
My customers claimed that _____ _____ a problem with my bank.
7 'You'd better pay your bill soon or they might cut off your electricity.'
Marta told me _____ my electricity.

2 Match patterns 1–5 to reporting verbs a–e.

1 She … that it had happened. _____
2 She … (not) to do it. _____
3 She … him to do it. _____
4 She … doing it. _____
5 She … that he (should) do it. _____

a asked, encouraged, persuaded, urged, warned
b demanded, insisted, recommended, requested, suggested
c admitted, denied, discussed, mentioned, recommended
d admitted, claimed, denied, insisted, pretended
e agreed, claimed, demanded, promised, refused

3 Complete the reporting verb patterns with the correct prepositions.

1 complain _____ doing sth
2 forgive sb _____ doing sth
3 warn sb _____ doing sth
4 discourage sb _____ doing sth
5 praise sb _____ doing sth
6 confess _____ doing sth
7 blame sb _____ doing sth
8 argue _____ doing sth
9 object _____ doing sth
10 criticise sb _____ doing sth
11 insist _____ doing sth
12 accuse sb _____ doing sth

4 Report each question in two ways: (a) with a full clause and (b) with a *to*- infinitive.

1 'How do you spell your surname?'
a The border guard asked me how _____.
b The border guard asked me how _____.
2 'Where shall I put the old folders?'
a Rachael wondered where _____.
b Rachael wondered where _____.
3 'Do we need to pay in advance?'
a The clients asked _____.
b The clients asked _____.
4 'How much cash ought we bring?'
a We asked the travel agent _____.
b We asked the travel agent _____.

5★ Complete the second sentence with up to four words so that it means the same as the first one.

1 'I didn't mind that I was put on hold for an hour by the bank,' said Joe.
Joe didn't complain _____ on hold for an hour by the bank.
2 'I've already paid the bill!' claimed Luke.
Luke claimed to _____ already.
3 'Do you think we ought to take a taxi?' wondered Kasia.
Kasia wondered _____ taxi.
4 'Why don't you put some money aside every month?' suggested Anna.
Anna recommended _____ every month.
5 'Do you ever donate money to charity?' asked Jen.
Jen asked me _____ money to charity.
6 'Can I borrow some money?' asked Luke.
Luke asked _____.
7 'I'm sorry I was late for class,' said Richard.
Richard apologised _____ late for class.
8 'It must have been you that took my money,' said Helena.
Helena accused me _____ her money.
9 'Don't tease that dog, Lucy!' said Greg.
Greg warned _____ the dog.
10 'You must give me a refund!' demanded the angry customer.
The angry customer demanded that he _____.



8.3 Speaking

Stimulus-based conversation



1 Look at the photos and match questions 1–3 to extracts a–c from a speaking task.

1 What do the two situations have in common and how do they differ in terms of flaunting wealth? _____
2 Why might the people have chosen to travel by private jet? _____
3 Why would people want to buy jewellery from this place? _____

a [1] What we can see in this photo are a man and a woman who appear to have just got out of a luxury car, and are now about to get into a private jet. [2] I get the impression that the man is some kind of chauffeur or perhaps a personal assistant, while the woman is the VIP guest. [3] From what I can see, I would say that she's not a celebrity, but perhaps some kind of businesswoman or even a politician. Behind them, [4] you can make out two other people standing near the plane, so presumably they're the pilots or flight assistants. [5] Regarding the reason for them to be travelling by private jet, the most obvious one is that it's faster and more convenient than other forms of transport. Another possible reason is that you might want to show off how rich you are, but judging by the fairly plain clothes the woman is wearing, [6] I'd say the likelihood of that is quite low.

b The photo appears to portray a cheap jewellery store, perhaps in the USA, judging by the spelling of 'jewelry'. [7] What draws our focus is the huge sign that says 'Bling Sale'. [8] What strikes me about this sign is that bling and jewellery are usually considered to be ways of showing off your wealth, and yet here the bling is clearly targeted at people who are on a tight budget. [9] What the picture says to me is, therefore, that everyone likes creating the image of being rich, glamorous and successful, even if that image is fake. [10] But who knows? Another way of looking at it is that people from all backgrounds like wearing nice things and looking their best, and if they have to buy those things from a discount store, then so be it. So [11] in all probability, it's not that the customers of this store are pretending to be something that they aren't, but [12] I would guess that they simply want to add a little sparkle to their lives.

c [13] They both have a lot in common in that [14] they both show things that are associated with wealth, and with flaunting that wealth for others to see. [15] However, they differ significantly in that one photo appears to show genuine wealth, while the other is much more about fake wealth. [16] There's a sharp contrast between the lifestyle portrayed by limousines and private jets on the one hand, and by cheap bling on the other. However, [17] although they both deal with the same topic, it's hard to draw any strong conclusions about flaunting wealth, because in both cases, there are other equally plausible reasons for this type of behaviour.

2 Match underlined phrases 1–17 from exercise 1 to functions a–f below.

a Speculating about the events/story behind the photo: _____, _____, _____
b Talking about similarities: _____, _____, _____
c Describing what the photo shows: _____, _____, _____
d Talking about probability: _____, _____, _____, _____
e Talking about differences: _____, _____
f Analysing the meaning/message of the photo: _____, _____, _____

3 Complete the Key Phrases in bold. Some letters are given.

1 Judging from the people's expressions, it a_____s to be some kind of celebration.
2 It's possible that she'll forgive him, but **that** r_____s to be seen.
3 My r_____n is that the man is clearly overreacting.
4 **The main** s_____y between the two photos is that they were both taken at night.
5 **The** m_____e is very clear: be careful when you're working at heights.
6 They might get away with it. **How likely this would** be d_____s on how well they have prepared.
7 As f_____ **how difficult it might be** to overcome a challenge like this, it's hard to say for sure.
8 From the look on her face, it seems as if **she has** t_____y enjoyed the surprise.
9 As to w_____r such activities are healthy or not, my gut feeling is 'not very'!

4 Write short answers to the questions about the two photos below. Use the Key Phrases on page 161.

1 Why might the woman be upset about the financial information?

_____

_____

2 What emotions might the man in the casino be feeling?

_____

_____

3 What do both photos have in common, and how do they differ in terms of what they say about financial risk-taking?

_____

_____



▶VIDEO 27

Time is money

1 _____ When US president Benjamin Franklin advised young workers to 'remember that time is money', he was referring to productivity. Productivity is the rate at which a person, company or country does useful work. For a business, productivity is usually measured in financial terms, for example, sales figures or company profits. And if a business is less productive, it is not earning as much money as it could do. Schools might measure productivity in terms of academic achievement and exam results. And on a personal level, we might assess our productivity based on how quickly we get our homework or chores done. If we are not productive, we have less time to spend on the things that we really want to be doing!

2 _____ But it seems that in society at the moment, our productivity is decreasing, and we are just not getting so much work done. In a 2018 survey, more than seventy percent of workers admitted feeling distracted at work, and in a similar survey, over sixty percent claimed that they were wasting at least one hour a day on non-work-related tasks! It seems that we just can't stay focused on what we are supposed to be doing. According to several reports, the average attention span of a human – the time we can concentrate on a task without becoming distracted – has been decreasing in recent years. In the year 2000, it was measured at twelve seconds, while in subsequent research a few years ago this had dropped to eight seconds. Disconcertingly, this is one second less than the attention span of a goldfish!

3 _____ So, what is happening? In one word: technology. The main cause of this steady increase in time-wasting is personal use of technology, be it social media, advertising, text messages or emails. It is thought that the average office worker checks their email thirty times every hour, and mobile phone users check their phones 150 times a day. And many people are starting to realise that this could be a problem. In fact, nine out of ten teenagers interviewed in one survey admitted that spending too much time online is a problem for them. All of this lost productivity is costing us. It costs US companies almost €600 billion a year. It costs schools in terms of decreased academic achievement. And it also costs us on a personal level, because reduced productivity leads to a longer work or study day, which causes anxiety, frustration and general dissatisfaction as we fret about missed deadlines and struggle to fit in our free-time activities.

4 _____ The key thing is to remove the distraction. To this effect many experts suggest that phones be set to 'do not disturb' during work hours and that schools have a complete ban on mobile phones in the classroom. Some educational institutions have implemented mindfulness and yoga in recognition of the need for 'time out' from the constant distractions of life. And if students can learn the valuable skill of working efficiently at school, they can carry this through life – gaining more time to do the things they want to do – and into the workplace, where time really does mean money.



1 **Read the article and match headings A–D to paragraphs 1–4.**

A How can we turn things round?
B What is distracting us?
C What is productivity?
D Decreasing productivity

2 **Are the statements true (T) or false (F)? Find evidence in the text.**

1 Educational institutions measure productivity through exams. T / F
2 In today's society, we are getting more and more work done. T / F
3 Humans have the same attention spans as goldfish. T / F
4 Reduced productivity can lead to poor mental health. T / F
5 Some schools and colleges are now teaching their students how to switch off from technology. T / F

3 **Complete the sentences.**

1 If the productivity of a business is low, _____ _____.
2 Ninety percent of teens said _____ _____.
3 To improve productivity, many employers _____ _____.
4 Schools are introducing solutions _____ _____.

4 **Find words and phrases in the text that mean the following. Write one word in each gap.**

1 _____ – boring jobs around the house
2 _____ _____ – the amount of time we can stay focused on one thing
3 _____ _____ – whether it is
4 _____ _____ _____ – in order to do this
5 _____ – the practice of paying closer attention to things you might otherwise ignore

8.5 Vocabulary 2

Consumer rights • Making complaints

1 **Complete the email with the correct words formed from the words in brackets.**

I am writing to complain about the [1] _____ (**appal**) level of service that I have received from your company.

I recently ordered sixteen luxury watches from your website, cheapblingwatches.co.ca, but when the goods arrived, they did not meet my [2] _____ (**expect**) at all. First of all, there was a(n) [3] _____ (**deficit**) number of watches in the package (fourteen instead of sixteen), and two of those were in fact [4] _____ (**correct**) items that I hadn't ordered. To make matters worse, the watches that I had ordered were also [5] _____ (**defect**): some ran too fast, some too slowly, and some not at all. One watch was so badly [6] _____ (**flaw**) that all the numbers were in the wrong places.

When I called your customer service [7] _____ (**hot**) to file a(n) [8] _____ (**complain**) and to ask for a(n) [9] _____ (**fund**), the person I spoke to didn't seem at all interested in my [10] _____-up (**mix**) order and the [11] _____ (**fault**) goods I had received. In fact, I was [12] _____ (**appal**) to find that she seemed to find my predicament rather amusing, which I consider [13] _____ (**accept**).

I therefore demand a(n) [14] _____ (**apologise**) for the [15] _____ (**outrage**) way I have been treated, as well as a full refund of the £19.99 I paid.

2 **Complete the conversation with the words from the box.**

along	apathy	bits	criteria	exclusion	fobbed
invalid	measure	override	par	purpose	
shoddy	statutory	treatment	value		

X: How's your new webcam?

Y: Rubbish! When I took it out of the packet, it just **fell to** [1] _____! And when I phoned to complain, I got [2] _____ **off**. They said I didn't **meet their** [3] _____ for a refund because I hadn't paid for the extra guarantee. It's all stated in black and white on their website, apparently, but it's still pretty [4] _____ **service**, don't you think?

X: What? It's the supplier's responsibility to ensure their goods are **fit for** [5] _____! And if the goods don't [6] _____ **up to** your expectations, then you're legally entitled to a refund. They can post a(n) [7] _____ **clause** on their website if they like, but in a court of law, it would definitely be [8] _____. And even if they claim to have a policy of never paying refunds, you shouldn't **take it at face** [9] _____ because a court would definitely [10] _____ it.

Y: Maybe, but I can't be bothered to take them to court! It was just a webcam! In terms of my life priorities right now, a broken webcam isn't really **on a(n)** [11] _____ **with** things like my exams.

X: But that's exactly the problem. They rely on **consumer** [12] _____ to prevent customers from taking action. Go to the website of your local consumer ombudsman and make an appointment. They'll give you free advice about your [13] _____ **rights**. Because they work for the government, they have the power to **enforce fair** [14] _____ of customers, often without the need to go to court. Often all it takes is a scary-looking letter from the ombudsman for the suppliers to **go** [15] _____ **with** their legal requirements. So you might get your money back pretty easily!

3 **Read the list of tips for making a complaint and choose the correct options.**

1 *DO* / *DON'T* demand full compensation as soon as you start your conversation.
2 *DO* / *DON'T* ascertain who you're speaking to by asking for their name.
3 *DO* / *DON'T* keep your cool even if your complaint falls on deaf ears.
4 *DO* / *DON'T* take no for an answer even if you're facing a brick wall.
5 *DO* / *DON'T* dig your heels in if the person tries to dismiss your complaint.
6 *DO* / *DON'T* antagonise the person you're complaining to.
7 *DO* / *DON'T* put your complaint in writing and keep a record of your letter.
8 *DO* / *DON'T* consider complaining in person if the person on the phone won't help you.
9 *DO* / *DON'T* rant and rave when you arrive in the shop.
10 *DO* / *DON'T* keep a log of who you spoke to, when you spoke to them, and what they said.
11 *DO* / *DON'T* resort to legal action if you've exhausted all other avenues.

4* **Match the verbs from box A to the words from box B to make twenty collocations from this unit.**

A

fall (x2)	get (x3)	go (x2)	keep (x4)	make (x3)
meet (x2)	put (x2)	take (x2)		

B

a complaint	a log	a mint	along with sth	by
certain criteria	ends meet	fobbed off	in tax	
money into sth	'no' for an answer	on deaf ears		
pace with sth	ripped off	sb's expectations		
sth at face value	sth in writing	to bits	your cool	
your head above water				

A radio programme about becoming rich overnight

1 **Match the sentence halves.**

1 When an examiner asks a difficult question, buy yourself _____
2 We used to go to the cinema all the time, but now we only go once in _____
3 I've done all of my work, so I'm going to call it _____
4 Sorry I'm late! I was doing a jigsaw puzzle and I lost track _____
5 There's no hurry, so please take your _____
6 My neighbour leaves home at exactly 6:54 each day, as regular _____
7 We won't give you any pocket money because you'll just fritter _____
8 It's wonderful to have a break at last. It's definitely long _____
9 The teacher's coming and I haven't finished my homework! Please stall _____
10 Come on, hurry up! I haven't got _____
11 I hate it when you call a customer service hotline and they put you on _____
12 In these films, the superhero always turns up at the eleventh _____

a overdue!
b hold for half an hour!
c time by saying, 'That's a very interesting question.'
d time and let us know when you're ready.
e a day and go home.
f all day.
g it away on useless things!
h of time.
i a blue moon.
j hour to save the day.
k as clockwork.
l her for time by asking her about her weekend.

2 **The words and phrases in the box are from a radio programme. What do you think it is about?**

a will have your feet on the ground
live in the lap of luxury pay off the mortgage
set up your own business shopping spree
speechless take (something) for granted



3 15 **Listen to the radio programme and answer the questions with the names from the box.**

Alex Betty Charlie Liam Sophie

1 Who inherited a lot of money from a distant relative? _____
2 Who would invest the money? _____
3 Who considers it important not to change too much? _____, _____
4 Who took just one day off work? _____
5 Who considers it important to help relatives? _____, _____, _____
6 Who would like to travel abroad? _____
7 Who would spend the money on a luxury item? _____
8 Who would donate most of the money to good causes? _____

4 15 **Read the summary of the radio programme and decide what information you need to complete each gap. Then listen again and complete the summary with up to six words in each gap.**



While hard work usually leads to riches, sometimes fortune can play a helping hand. Alex Winpall, a nineteen-year-old IT technician, discovered just that when his distant great uncle [1] _____.

The uncle had left his fortune to the youngest living member of his family in his will, which was Alex, despite the two of them never [2] _____. Alex found out from the uncle's lawyers that the inheritance totalled [3] _____!

Alex's first thought was that his friends were [4] _____ on him. One of the first things he did was going [5] _____ with his mum. He told journalists he was thinking about [6] _____ mortgage.

When asked about his future plans, Alex said his grandmother had taught him how [7] _____, and he promised to return to the office where he worked at [8] _____ the following week.

8.7 Grammar 2

Question tags • Reply questions

1 **Match the sentence halves.**

1 Nothing can go wrong now, ... _____
2 Pass the salt, ... _____
3 I don't think anybody saw you, ... _____
4 There hasn't been enough time, ... _____
5 They'd better have a good excuse, ... _____
6 Let's meet up soon, ... _____
7 I'm right, ... _____
8 Hardly anything ever happens here, ... _____
9 I'm sure they wouldn't mind, ... _____
10 Practising grammar beats watching TV, ... _____

a has there?
b hadn't they?
c doesn't it?
d shall we?
e does it?
f did they?
g would they?
h will you?
i aren't I?
j can it?

2 **Read the WATCH OUT box and complete the gaps with reply questions.**

1 X: I've had a wonderful day today.
Y: _____? What have you been doing?
2 X: These speakers cost £200.
Y: _____? So don't buy them.
3 X: I don't think there's enough time.
Y: _____? What about if we're really fast?
4 X: You shouldn't have opened that door.
Y: _____? What's behind it?
5 X: I'd rather stay at home tonight.
Y: _____? What's up?
6 X: There was a mix-up with my order.
Y: _____? What happened?
7 X: I'm thinking of taking up Japanese.
Y: _____? How exciting!

WATCH OUT **Introductory phrases**

In question tags, we usually ignore introductory phrases like *I think* and *I'm sure*, e.g. *I think it'll work, won't it?*
However, in reply questions, we have a choice, e.g.:
X: *I think it'll work.*
Y: *Do you? / Will it?*

3 **Choose the most likely intonation, rising (↗) or falling (↘), for the underlined passages.**

1 X: I'm going to leave school and join the circus.
Y: Are you? ↗ / ↘ Why? When? How?
2 X: This book is really boring.
Y: Is it? ↗ / ↘ You always say that about every book!
3 X: You're arriving tomorrow, aren't you? ↗ / ↘ Or is it the next day?
Y: It's today! I'll be there in half an hour!
4 X: Can I join you? I'm not disturbing you, am I? ↗ / ↘
Y: No, of course not. How can I help you?
5 X: I've forgotten my wallet again, haven't I? ↗ / ↘
Y: Have you? ↗ / ↘ OK, so I'll pay for you today.
6 X: It's a beautiful day, isn't it? ↗ / ↘ There's not a cloud in the sky!
Y: It sure is.

4* **Complete the conversation with one word in each gap. Contractions count as one word.**

Leah You're looking pleased with yourself!
Amy Yes, well, I've just made a thousand złotys, [1] _____ I?
Leah [2] _____ you? Congratulations! How did you do that?
Amy I've got an app called Double Your Money, you see. My cousin encouraged me [3] _____ install it a few days ago. He said he [4] _____ made tens of thousands of złotys on it already.
Leah [5] _____ he? It is legal, [6] _____ it?
Amy I guess so, but it doesn't really matter, [7] _____ it? I mean, everyone loves free money, don't [8] _____?
Leah Well, yes. How does it work?
Amy Basically, you have to buy tokens for 200 złotys to get started. And then every day, it goes up by 50%. Sounds too good to be true, doesn't [9] _____?
Leah Absolutely. You have checked that it's possible to take your money out again, [10] _____ you?
Amy Are you kidding? I'm going to keep it in the app as long as possible, [11] _____ I? The longer I leave it, the more I'll make, [12] _____ I? In fact, I'm thinking of borrowing some more money to invest in the app.
Leah [13] _____ you? I'm not sure that's a good idea.
Amy [14] _____ you? Why not?
Leah Well, I listened to a podcast about financial scams a few weeks ago, and the presenter warned us [15] _____ to fall for any offers that seem too good to be true.
Amy Scams? This isn't a scam!
Leah [16] _____ it? I wouldn't be so sure. Did your cousin mention [17] _____ he had actually got his hands on any actual money yet?
Amy Er ... I don't think so. Oh no! I'm going to lose everything! I've been such a fool, [18] _____ I? Don't tell anyone about this, [19] _____ you?

1 **Complete the sentences with the correct words formed from the words in brackets.**

1 Before you hand over any cash, you need to _____ (**certain**) that it's not a scam.
2 I get the _____ (**impress**) that they're actually relieved to be in that situation.
3 I found it a little _____ (**concert**) that they didn't mention the salary in the job ad.
4 It's nice that they apologised at last, but it was long _____ (**due**).
5 The main _____ (**similar**) between the photos is that they both depict sporting events.
6 When I tried to spend the old banknotes, I was told they had been withdrawn from _____ (**circle**).
7 I have no need to be mega-rich, but it'd be nice to be _____ (**comfort**) off.
8 The only way to save money is to cut back on your _____ (**go**).
9 It's certainly possible, but I'd say the _____ (**like**) is quite low.
10 Even if your contract includes a(n) _____ (**exclude**) clause, it's probably invalid.

2 **Choose the correct options.**

1 The doctor says my diet is ***defective*** / ***deficient*** / ***defensive*** in vitamin D, so I need to start taking supplements.
2 Their products are so cheap because they're made of ***batty*** / ***dreary*** / ***shoddy*** materials and they fall apart as soon as you use them.
3 Unfortunately, their poor service didn't ***go along with*** / ***keep pace with*** / ***measure up to*** the claims of 'putting the customer first' on their website.
4 If you call their helpline to complain, you'll just get ***fobbed*** / ***ripped*** / ***kicked*** off with excuses.
5 I couldn't spend much on presents because I'm a bit ***short*** / ***strapped*** / ***struggling*** for cash right now.
6 When I was a student, I lived on the ***breadline*** / ***downturn*** / ***hotline***, with barely enough money to pay for basic food items.

3 **Translate into English. Write up to five words in each gap.**

1 _____ (*To, co uderza mnie w*) this picture is that the people seem unaware of the danger.
2 They didn't want to give me a refund at first, but I refused to _____ (*przyjąć odmowę*).
3 She claimed she'd been playing her video game and _____ (*straciła poczucie czasu*).
4 _____ (*Prawie nikogo tam nie było*), was there?
5 I asked the manager _____ (*czy przyjechać wcześniej*) the following day.
6 The photos have a lot _____ (*wspólnego pod tym względem, że*) they're both visions of the future.
7 The driver _____ (*ostrzegł nas, żebyśmy nie zostawiali*) our bags unattended.
8 I _____ (*sprzeciwiłem się temu, że kazano mi*) wait for so long.

4 **Complete the text with one word in each gap.**



Winning millions of dollars in a lottery sounds tempting, doesn't [1] _____? But for many apparently lucky jackpot winners, it's more of a curse. Take Jack Whittaker, for example, who became an instant celebrity after winning $315 million. However, almost two-thirds of his winnings ended up [2] _____ in taxes, so he was left with a mere $113.4 million to play [3] _____. That was still enough to fund his lavish lifestyle, such as flying around the country in a private jet. However, his fame attracted the attention of criminals who were after a share of his wealth. On one occasion, over $500,000 was stolen from his car (although he had been warned [4] _____ leaving so much cash lying around). Later, a further $200,000 was taken. To make matters worse, his playboy lifestyle caused his marriage to his childhood sweetheart to collapse. And by [5] _____ out so generously on extensive treats for his granddaughter, he inadvertently attracted unsavoury characters into her life too, with tragic consequences. Another example is Michael Carroll, whose dreams came true when he won over £9.7 million at the age of nineteen. Or [6] _____ they? In fact, those dreams turned into a nightmare when armed criminals broke into his house, killed his five dogs, and demanded that he [7] _____ over a large chunk of his winnings to them. Like Jack Whittaker, Michael also frittered [8] _____ his wealth on a luxury lifestyle. Within eight years, it was all gone, and Michael had to apply for his old job as a rubbish collector.

8.9 Writing

An opinion essay (bilingual)

1 **Read the writing task. Think about what you would write about each point.**

Wiele osób uważa, że tydzień roboczy powinien być skrócony z pięciu do czterech dni. Napisz **rozprawkę** na 300–350 słów, w której wyrazisz swoją opinię na ten temat, uwzględniając argumenty związane ze:

- zdrową równowagą między pracą i życiem prywatnym,
- zmniejszeniem bezrobocia,
- zwiększeniem wydajności pracowników.

2 **Read the model answer. Put paragraphs A–E in the most logical order.**

☐ **A** All things considered, an obvious conclusion to be drawn is that switching to a four-day working week would improve the quality of many people's lives, reduce unemployment and reduce wastage. It would certainly be a brave step for many employers to take, especially if they were to maintain the same salaries for reduced hours, but I am convinced that the benefits would greatly outweigh the drawbacks.

☐ **B** It goes without saying that the same amount of work needs to be done, but were that workload to be shared more evenly, we could eliminate the absurd situation where millions of workers are overworked while millions more are unemployed. Needless to say, those overworked individuals might need to give up a share of their salaries, but I would argue that they would also need less money, for example, if they had time to cook instead of eating out every day.

☐ **C** It strikes me that there is much more to life than non-stop work. To live long and satisfying lives, we must prioritise non-work aspects, such as time with families and friends, our physical and mental health and supporting local communities. A four-day working week would enable us to achieve a far better balance between paid employment and those other vital priorities.

☐ **D** While in the past it used to be common for people to work ridiculously long hours to make as much money as possible, these days we are increasingly questioning this work-obsessed mindset. I firmly believe that by reducing the typical working week to four days, we could enhance people's work-life balance, cut unemployment and stop wasting so much time on inefficient work practices.

☐ **E** It is an undeniable fact that the current five-day week can be highly inefficient. Many people are so tired and demoralised that they waste a significant amount of time each day on coffee breaks, small talk and Internet surfing. If they could squeeze their working week into four days, they might well achieve just as much, simply by reducing time-wasting.

3 **Look at the Key Phrases on page 159. Then find Key Phrases in the model answer in exercise 2 with the following functions:**

1 Introducing a conclusion: para A (one phrase)
2 Asserting that your claim is obvious or true: para B (two phrases), para E (one phrase)
3 Presenting a strong opinion: para C (one phrase), para D (one phrase)
4 Setting the background: para D (one phrase)

4 **Correct each underlined Key Phrases below by adding one missing word.**

1 Taking everything consideration, it seems clear that money cannot buy happiness.

2 This is clearly illustrated the fact that wages are not increasing as rapidly as prices.

3 In the light of above-mentioned arguments, there appear to be two possible solutions.

4 We are becoming aware the fact that childhood poverty affects people's entire lives.

5 All in all, is apparent from the above evidence that wealth inequality affects every member of society.

6 Recently, we all become concerned that the cost of living is rising continually.

7 While it might argued that it's possible to live well on the minimum wage, the truth is that it is barely enough to stay on the breadline.

5 **Read the instructions and do the task.**

Wiele sklepów oferuje klientom możliwość zapłacenia za zakupy w późniejszym terminie. Niektórzy uważają, że takie rozwiązanie w przypadku młodych osób może być przyczyną szybkiego popadania w długi i powinno być dostępne tylko dla starszych klientów (np. powyżej 25 roku życia). Napisz **rozprawkę** na 300–350 słów, w której przedstawisz swoją opinię na ten temat, uwzględniając argumenty związane z:

- osobistymi wyborami i odpowiedzialnością,
- innymi chwytami marketingowymi stosowanymi przez sklepy,
- zjawiskiem konsumpcjonizmu.



VOCABULARY

1 Complete the sentences with the words from the box.

avenues	choke	clockwork	cool	file	hold	moon
overdue	play	pocket	purpose	shoddy	short	water

1 I've finally received a formal apology, which was long _____.
2 We always pay our employees on the last day of the month, as regular as _____.
3 Even though I was angry inside, I managed to keep my _____ and stay calm.
4 Sheila never has any savings because she spends money like _____.
5 I think you should _____ an official complaint about that _____ service.
6 Brian paid for his own meal today, which only happens once in a blue _____.
7 I bought the cheapest option because I was _____ of money.
8 I phoned their hotline, but then they kept me on _____ for an hour!
9 They refunded the cost of the goods, but not the delivery charge, so I'm still out of _____.
10 There's no need to threaten with legal action unless you've exhausted all other _____.
11 This computer doesn't even turn on, so how can you claim it's fit for _____?
12 Coins are among the most common objects toddlers _____ on.
13 After paying my bills, I never have enough money left to _____ with.

GRAMMAR

2 Complete the conversation between Drew (D) and the chatbot (C) with question tags and reply questions.

C: Good morning. Customer Service Hotline. How may I help you?
D: Hello. I'd like to make a complaint about a chair that I bought from you.
C: [1] _____? Tell me more.
D: Well, I bought it last week, but when I sat on it yesterday, it broke.
C: [2] _____? Tell me more.
D: Well, it shouldn't have collapsed when I sat on it, [3] _____?
C: That's a good question. What do you think?
D: Er, no. No, it shouldn't. Shall I send you a photo of the damage?
C: That's a good question. What do you think?
D: Er … not necessarily. But you have to give me a refund.
C: [4] _____? Tell me more.
D: Yes, you do! Tell me, are you a person or a chatbot?
C: That's a good question. What do you think?
D: You're a chatbot, [5] _____? You've been programmed to reply to everything with another question, [6] _____?
C: That's a good question. What do you think?
D: I think it'd be nice to speak to an actual person, [7] _____? No, don't answer that!
C: You're not happy with my level of customer service, [8] _____?
D: Wow! You said something new! That was actually quite impressive!
C: [9] _____? Tell me more.
D: Aaagh! Just give me my money back, [10] _____, you stupid chatbot!
C: There's no need to get angry, [11] _____? Let's start again, [12] _____? Good morning. Customer Service Hotline. How may I help you?

3 A week later, Drew tells his friend about his experience. Report the conversation.

So last week I phoned a customer service hotline. I told them that I [a] _____ a complaint about a chair that [b] _____. The woman on the other end just expressed surprise and asked me to [c] _____. I explained that [d] _____ the previous week, but that when I [e] _____ on it, it [f] _____.

4 Report the rest of the conversation in exercise 2. Use a variety of reporting verbs.

ROUND-UP 1 2 3 4 5 6 7 8

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

Does money have a future?

In late 2008, Satoshi Nakamoto announced that he [1] _____ invented an electronic cash system. This was Bitcoin, the first cryptocurrency. You must [2] _____ heard about this new form of payment which is considered [3] _____ be slowly changing our traditional idea of money. Cryptocurrency allows transfers to be [4] _____ in a safe way. [5] _____ far the most important feature of a cryptocurrency is that it is not controlled by any central authority, such as a bank. Moreover, it only exists digitally. Should [6] _____ want to use it, you must access it using a digital wallet stored on your phone. This new form of payment is believed to be [7] _____ safer than traditional forms due to the complicated mathematical encryptions [8] _____ in each transfer.

All transactions can be verified by 'miners'. Some of the world's richest entrepreneurs [9] _____ expressed their support for this digital currency long before the critics arrived. So, as long [10] _____ that their judgement is sound, the cryptocurrency is here to stay, [11] _____ it?

LISTENING

1 16 **Usłyszysz wypowiedzi trzech osób na temat ich stosunku do pieniędzy. Do każdej wypowiedzi 1–3 dopasuj pytanie A–D. Jedno pytanie pasuje do dwóch wypowiedzi.**

Which speaker ...

A attributes their attitude to money to unpleasant childhood experiences?

B believes their approach has been financially beneficial to them?

C considers themself to be more generous than other people realise?

D has ignored advice from family and friends?

Speaker 1 ___ Speaker 2 ___ Speaker 3 ___

READING

2 **Przeczytaj tekst. Wybierz właściwą odpowiedź zgodnie z treścią tekstu.**

1 How has Jo Nemeth's lifestyle changed in the last two years?

A She has stopped using money.

B She has been living in somebody's garden.

C She no longer lives alone.

D Her lifestyle has become more sustainable.

2 The writer uses the example of Jo's visit to the dentist to illustrate

A how sharing and swapping may be insufficient.

B that Jo's neighbours were not always willing to help her.

C the advantages of living in a country like Australia.

D why she encourages others to copy her lifestyle.

3 What does the writer suggest was the reason for Mark giving up his blog?

A His electricity supply was unreliable.

B He was unable to pay for his subscription.

C He decided to stop using his laptop.

D He realised he could reach a wider audience by writing books.

4 Which leg of the money-free food table is presented as the least problematic?

A foraging **C** bartering

B growing your food **D** waste food

5 Both Jo and Mark

A stress the importance of supporting their local community.

B consider it vital to encourage others to change their lifestyles.

C have been able to support others financially.

D continued their experiment for longer than planned.

A LIFE WITHOUT money

Money is so central to our daily lives that it's almost impossible to imagine how we'd get by without it. But a few brave souls have tried living a cash-free life, and although their experiences show that it's far from easy, it's certainly doable with a little preparation and a lot of hard work.

One such person is Jo Nemeth, who has spent the past few years without earning or spending any money. Her secret is to work for others in exchange for basics like shelter and food. Until two years ago, she lived in sheds in people's gardens, while offering services like property management and childcare. Her life became rather more comfortable, however, when she moved in with a friend whose husband had recently passed away. Jo now cooks and cleans for her friend, who works long hours and would otherwise probably live on takeaways. In other words, Jo's lifestyle has enabled both of them to live a lot more sustainably.

The other key to her success is sharing and swapping, of everything from kitchen utensils to seeds, with other members of her local community. This has brought her much closer to her neighbours, and indeed brought the whole community together. Of course, there's a limit to what your neighbours can do for you, and when Jo had problems with her teeth recently, there was no alternative but to visit a dentist. Fortunately, Jo lives in Australia, where such services are free to low-earners, and she freely acknowledges that her lifestyle would be much harder in a country without such benefits. But she believes her privilege creates an obligation for her to live as simply as possible, and to help others to follow her example.

Mark Boyle has been living without money since 2008. At first, he intended it to be a year-long experiment, which he set up carefully by buying a caravan in advance, complete with solar panels to power his mobile phone and laptop (at least during sunny weather), as well as a bike with a trailer. In case you're wondering, his phone could only receive calls, as his cash-free lifestyle didn't permit him to have a subscription. Mark used his laptop to blog about his experiences, with a view to persuading others to adopt a more sustainable lifestyle. At the end of his experiment, he decided against returning to his old lifestyle, and in 2016 he went a step further by switching to a life completely without technology. Instead of his blog, he now writes books about his adventures, the royalties from which go towards supporting a community of like-minded people.

One of the biggest challenges of living without money is, of course, food. Mark claims there are four 'legs' to the money-free food table. The first leg is foraging, or searching for food such as seaweed, fruit, berries, mushrooms and herbs, which are surprisingly abundant, at least at certain times of the year, although it is vital to educate yourself as to which items are safe and which are the most nourishing. The second leg is growing your own food, which is immensely satisfying, but challenging, especially if you can't pay for fertilisers and heating to help your plants grow. That's why a crucial third leg is bartering, or swapping one thing for another. For example, occasionally Mark has a surplus of a particular crop, which he can try to barter with a neighbour, who has a surplus of a different crop. This is a great system as long as the neighbour wants what Mark has to offer, which unfortunately is far from guaranteed. Finally, the fourth leg is waste food, which is an almost unlimited supply, given that our society wastes around one third of the food it produces. This may mean picking through waste bins, which Mark does occasionally, but a simpler option is to make friends with local shopkeepers and restauranteurs, who are often more than happy for someone to take waste food off their hands.

Neither Mark nor Jo believes we should all follow their example. After all, there wouldn't be enough food to go around if we all had to find our own. But both are keen that we take inspiration from their experiences in order to become less dependent on money.



USE OF ENGLISH

3 **Uzupełnij tekst, przekształcając jeden z wyrazów z każdej z ramek. Dwa wyrazy w każdej ramce zostały podane dodatkowo.**

The man with $321 million in Bitcoin that he can't access

appal comfort deny high signify similar

In 2011, Stefan Thomas produced an animated video to explain how Bitcoin worked. At the time, very few people had heard of Bitcoin, and even fewer were willing to invest money in it, but Stefan's video played a part in [1] _____ people's awareness of and interest in the new cryptocurrency. One Bitcoin investor was so grateful for Stefan's video that he paid Stefan 7,002 Bitcoins, which were then worth $140,000, enough to make Stefan extremely [2] _____ off. Stefan stored the Bitcoins on a portable electronic wallet called an IronKey ... but then forgot the password. It is a(n) [3] _____ fact that passwords are a terrible invention because they're so hard to remember and so easy for hackers to crack. But at least if you forget the password to your bank account, there are still ways of accessing your cash. An IronKey differs [4] _____ from a regular bank account in that there's simply no way to recover a forgotten password. You simply have to try to remember it, and if you get it wrong ten times, your IronKey is locked forever. Over the years of racking his brain, Stefan has so far submitted eight passwords that didn't work. Meanwhile, he has watched his investment soar in value to around $321 million.

defect gall need pain probable substance

Rather than allowing this [5] _____ experience to ruin his life, Stefan made the [6] _____ decision to accept his loss and get on with the rest of his life, as if his Bitcoins didn't exist. This allows him to smile at his misfortune, but it's far from easy. There remain two glimmers of hope. First, he might remember his password, although in all [7] _____, he still wouldn't dare type it into his IronKey in case he was wrong. Second, and more promisingly, the technology exists to disassemble the IronKey and then remove layers of the silicon chip inside, each only a few atoms thick, in order to read the information stored there, and then somehow crunch the data by testing hundreds of millions of possible passwords on a supercomputer. [8] _____ to say, the technology to do this is extremely complicated and expensive, and there is a high risk of failure. But there is no shortage of companies offering to help him, in exchange for a share of his fortune, of course.

4 **Uzupełnij zdania a–c tym samym wyrazem.**

1 **a** I think we've achieved most of our goals, so let's call it a(n) _____ and come back tomorrow.
b Can you hurry up, please? I haven't got all _____!
c When my father became ill, we had to spend most of our rainy _____ savings on medical bills.

2 **a** We asked the organisers _____ to bring our laptops, and they said we should.
b As to _____ such behaviour should be legal, I firmly believe that it should not.
c I am writing to enquire _____ you have any vacancies for work over the summer.

3 **a** He wrote an email to the company in which he _____ an apology and full compensation.
b The angry customer _____ that she be given a refund.
c After the election results were so close, the unsuccessful candidate _____ a recount.

4 **a** While it used to be _____ to repair old clothes, nowadays most people buy new ones.
b The people in both photos have a lot in _____ in that they are all teenagers.
c It is _____ knowledge that buying goods on credit usually means paying more in total.

5 **a** What has _____ my focus in this photo is the contrast between the two people's expressions.
b All things considered, an obvious conclusion to be _____ is that cycling should be encouraged.
c It's hard to believe that this picture has been _____ by a robot and not by a skilled artist.

6 **a** I'm afraid we can't afford to pay for your meals as we're on a very _____ budget.
b I took my jeans back to the shop because they were too _____.
c Ruth's job is extremely stressful because she always has _____ deadlines.

WRITING

5 **Przeczytaj polecenie i wykonaj zadanie.**

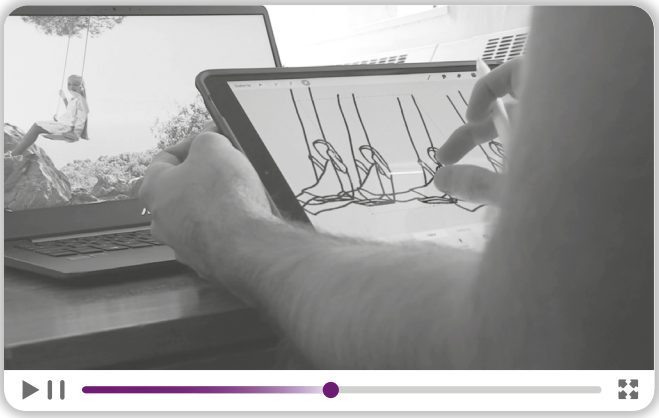
Niektórzy sądzą, że powinniśmy dążyć do jak najszybszego przejścia do gospodarki w pełni bezgotówkowej, w której wszystkie płatności i transakcje odbywają się drogą elektroniczną. Napisz **rozprawkę** na 300–350 słów, w której przedstawisz swoją opinię na ten temat, uwzględniając argumenty odnoszące się do następujących aspektów:

- wygoda,
- przestępczość i bezpieczeństwo,
- drobne nieformalne płatności (np. napiwki, kieszonkowe).

1 Video Worksheet

Animating the City

Unit 1 Video ▶VIDEO 01



BEFORE WATCHING

1 Answer the questions.

1 When you're travelling around your town or city, which experience (a or b) is closest to your own?

a I'm fascinated by the shapes of the buildings, and the sounds and smells around me. They fill me with creativity.

b I never pay attention to the things around me, especially the things I see every day. They're simply part of the background.

2 What fascinates you about where you live? What do you ignore?

_____

_____

_____

2 Look around you now. Which of the things from the box can you see?

a rectangle	a right angle	a skyline	a sphere

WHILE WATCHING

3 Watch the video. In what order (1–12) do you see animations a–l?

- ☐ a A sphere turning into a rectangular window
- ☐ b Somebody playing with a ball in front of a skyscraper
- ☐ c Lines passing between buildings
- ☐ d Books on the roofs of tall buildings
- ☐ e Buildings growing in the spaces between others
- ☐ f Some skyscrapers 'talking' to each other
- ☐ g A skyscraper sending a paper aeroplane to another
- ☐ h People crossing a bridge
- ☐ i A box revolving
- ☐ j A video game played with city buildings
- ☐ k Hands forming a 'bridge' between buildings
- ☐ l A child swinging from London's Tower Bridge

4 Watch the video again and answer the questions.

1 How is Jon different from most people?

_____

2 What, according to the narrator, is Jon's greatest talent?

_____

3 What is the name of Jon's first animated film?

_____

4 What is his film *Eel's Nest* about?

_____

5 According to the narrator, what mistake do we make when we're moving around cities?

_____

5 Complete the extracts from the video by replacing the underlined phrases with the correct forms of the expressions from the box.

be nowhere to be found	buzz	come up with	extravaganza	impenetrable mass	inhabit	interact	sb's surroundings	shoot up

1 Crowds look at the skyscrapers rising towards the sky _____, and that's all most of them see.

2 He stops and looks at this man-made complicated and spectacular thing _____ that so many people call home, and invents from his imagination _____ new ideas.

3 The walls around us form right angles that don't exist _____ in nature.

4 These thoughts are creating an excited noise or feeling _____ in Jon's head while he works.

5 About how we communicate and have contact _____ with each other and with the spaces we live in _____.

6 … creating this almost thing without a clear shape that is impossible to pass through _____ that is the city.

7 … without thinking about the things that are all around us _____.

AFTER WATCHING

6 Choose three of the animations from exercise 3. What do you think they mean? What do they tell us about city life?

7 Answer the questions.

1 Imagine Jon is walking around the place where you live. What will he look at and listen to? What will he 'see' or 'hear' that other people don't?

2 What animations might he create to communicate these ideas? Try to think of at least two.

Video Worksheet 2

E-Body



BEFORE WATCHING

1 Look at the video still and answer the questions.

1 In your culture, how common is hugging between friends and family? What about between strangers?

_____

_____

2 What do you think might be some scientific benefits of hugging?

_____

_____

3 How might a hug help a scared child? What about a person with autism?

_____

_____

2 Match the sentence halves.

1 If you survive, _____
2 If you reciprocate somebody's kindness, _____
3 If you simulate an experience, _____
4 If you assure somebody, _____
5 If something stimulates you, _____
6 If you inflate something, _____

a it attracts your interest and gives you energy.
b you are kind to them in return.
c you stay alive.
d you fill it with air (like a balloon).
e you create an artificial version that looks or feels almost the same as the real thing.
f you make them feel safe and confident.

WHILE WATCHING

3 Watch the video and complete the notes with a word or short phrase in each gap.

1 Justin Bratton has travelled to _____ to investigate the power of hugs.
2 Justin claims the hugs made him feel _____.
3 Dr James Teh has created a(n) _____ that simulates hugs.
4 When Justin Chia is in a stressful situation, only a(n) _____ can calm him down.
5 The invention uses a(n) _____ as an interface.
6 For a person with autism, a hug helps to shut off other sensory inputs from _____.
7 Julie Chia has noticed that her son _____ a lot more now.

4 Complete the extracts from the video with the correct words formed from the words in brackets. Watch the video again and check your answers.

1 Some scientists say that you need four hugs a day for _____ (**survive**).
2 There's something about the _____ (**reciprocate**) of human touch that …
3 He believes the sense of touch is crucial to our _____ (**emotion**) well-being.
4 Touch communicates trust, love, emotions, sense of _____ (**assure**).
5 He's got autism and is easily _____ (**stimulate**) by sight and sound.
6 So how does it work? Let's find out from the _____ (**invent**) himself.
7 Has it helped him calm down by blocking out _____ (**want**) sensory information?
8 He's handling his _____ (**anxious**) issues better.
9 … in times of _____ (**difficult**), the T-Jacket might just make the difference …

AFTER WATCHING

5a Do the survey. Write your initials in the first column. Write two more types of people in gaps 5 and 6. Complete the survey for yourself. Use emoticons to record your responses.

How would you feel about hugging / being hugged by …	___	___	___	___	___
1 an elderly relative?					
2 a close friend?					
3 an attractive stranger?					
4 a classmate?					
5 _____					
6 _____					

5b Write the initials of four classmates at the top of the remaining columns in 5a. Ask them how they feel about hugging / being hugged and record their answers using emoticons. Are there any differences between your responses?



3 Video Worksheet

A Bio-fuelled Trip

Unit 3 Video
▶VIDEO 08



BEFORE WATCHING

1 Look at the chart below. Do you think statements 1–6 apply to fossil fuels (FF), biofuels (BF) and/or used cooking oil (UCO)? Check your answers on page 172.

	FF	BF	UCO
1 It's renewable.	◯	◯	◯
2 It's a waste product.	◯	◯	◯
3 You can use it to power a car.	◯	◯	◯
4 People make it from plants.	◯	◯	◯
5 It's fairly cheap to buy.	◯	◯	◯
6 It's bad for the environment.	◯	◯	◯

WHILE WATCHING

2 Watch the video. In what order does the presenter, Sean, do the following?

- ☐ a Teach somebody how to make biofuel
- ☐ b Visit a biofuel factory in Singapore
- ☐ c Drive to Cambodia
- ☐ d Visit an orphanage in Cambodia
- ☐ e Pick up some used cooking oil
- ☐ f Learn how to make biofuel

4 Match 1–10 to a–j to make phrases from the video.

1 to cover	_____	**a**	a machine
2 green	_____	**b**	a coffee
3 waste	_____	**c**	has gathered
4 renewable	_____	**d**	stories (about ...)
5 dying for	_____	**e**	issues
6 to follow	_____	**f**	sources
7 to install	_____	**g**	to get going
8 to demonstrate	_____	**h**	instructions
9 a crowd	_____	**i**	products
10 it's time	_____	**j**	how something works

AFTER WATCHING

5 Work in groups to complete the project.

You are trying to make your school more energy-efficient. Choose one of the following ideas (or your own idea) and answer questions 1–4.

- installing a biofuel machine
- installing solar panels
- installing wind turbines
- reducing energy consumption

1 What equipment will you need to buy? Use the Internet to find out where to buy it and how much it costs.
2 What else will you need (e.g. storage tanks, batteries, cables, etc.)?
3 What (if anything) can you make/install yourselves? What needs to be installed by a professional?
4 How much energy will you save? Will your project save more money than it costs?

_____
_____
_____
_____
_____

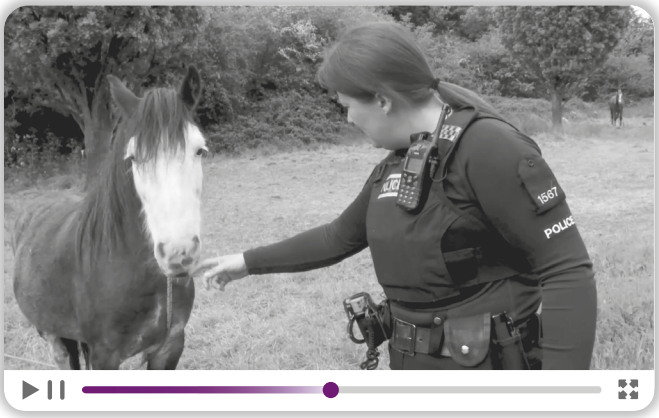
6 Present your ideas from exercise 5 to the class. Which group's idea has the potential to save the most energy?

3 Watch the video again and complete the summary with a word or short phrase in each gap.

1 Sean is a _____, _____ and _____.
2 Sunrise Orphanage in Cambodia is extremely _____ and has lots of _____.
3 Biofuels are _____, _____ and _____ than fossil fuels.
4 Sean jokes that the portable converter looks like a(n) _____.
5 The machine takes only _____ to turn cooking oil into biofuel.
6 Sean's _____ km journey from Singapore to Cambodia takes him through _____ and _____.
7 The biofuel that is produced at the orphanage is _____ and _____.

Video Worksheet 4

Cops on the Job



BEFORE WATCHING

1 Answer the questions.

1 Would you like to be a cop? Why/Why not?

_____

_____

2 What would be good about the job? What wouldn't you like?

_____

_____

2 Replace the underlined words and phrases with the correct forms of the expressions from the box.

CCTV	fellow	graze	incident	jack-of-all-trades
on the premises	red-handed	suspect		

1 The police have been called to investigate a(n) <u>event that has happened, such as an accident, a crime, an emergency, etc.</u> _____.
2 There were some sheep and cows <u>eating grass</u> _____ in the field.
3 In my job, I need to be a(n) <u>person who knows how to do a wide range of different things</u> _____.
4 When you're cycling, you need to show respect for your <u>in-a-similar-situation-to-you</u> _____ road-users.
5 We don't keep any money <u>in the building or on the land that belongs to the building</u> _____.
6 The police caught the criminal <u>while she was in the middle of committing the crime</u> _____.
7 Are there any <u>security</u> _____ cameras in the shop?
8 Don't worry. You're not a(n) <u>person believed to have committed a crime</u> _____. You're just a witness.

WHILE WATCHING

3 Watch a video about two PCs (police constables). Which of them, Carla Rossi (CR) or Marc Louis (ML), does the following actions during the video? There is one extra action.

Which person...

1 explains why some situations are exciting? _____
2 gives water to some animals? _____
3 catches a criminal? _____
4 deals with a dangerous issue? _____
5 examines the scene of a crime? _____
6 rescues a colleague who can't escape? _____
7 suggests that people call the police when they run out of other ideas? _____

4 Complete the extracts from the video with the correct forms of the verbs in brackets. Then watch the video again and check your answers.

1 PC Carla Rossi _____ (call) to an incident on the side of the road.
2 If a horse _____ (break) away, it _____ (can) run into the road and cause an accident.
3 The owners _____ (leave) them here to feed on the grass.
4 There's a premises over in Galleywood that _____ (break) into.
5 If PC Louis _____ (be) fast enough, he _____ (might / can) catch the burglar at the scene.
6 Initially, I _____ (just / help) out my colleague because he _____ (get) himself stuck.
7 But while they _____ (be) trapped, the burglar _____ (escape) with lots of stock.
8 Hopefully, they _____ (can) identify and catch the burglar, but it _____ (not / be) tonight.
9 _____ (be) a cop means _____ (be) ready for all kinds of situations.

AFTER WATCHING

5 Work with another student. Write scripts for two of the following conversations. Your conversations can be funny if you like. Then act out one of your scripts for the class.

1 A member of the public calls the police to report a dangerous issue on the side of a busy road: horses!
2 A police officer explains to a horse owner why horses can't simply be tied up at the side of a busy road.
3 A police officer calls a colleague to explain that he/she has got stuck on the premises of a building during a burglary.
4 A police officer explains to a shopkeeper that they were unable to prevent a burglary because they got stuck on the premises.

Powwow – A Gathering for Native Americans



BEFORE WATCHING

1 Answer the questions.

1 What do you know about the history of Native Americans in the USA? Name up to three facts.

_____

_____

2 What aspects of Native American culture do you think still exist? What aspects have been lost?

_____

_____

2 Match the sentence halves.

1 A tribe is _____
2 A powwow is _____
3 Your (cultural/ethnic) identity is _____
4 Your ancestors are _____
5 The pitch of a musical instrument is _____
6 A reunion is _____
7 The beat of a piece of music is _____
8 Elders are _____

a how high or low it sounds.
b an event where people from different tribes gather.
c your parents, grandparents, great-grandparents, etc.
d the oldest members of a community.
e a large group of related families who live in the same area and share a language and customs.
f the rhythm created by drums.
g an event where people meet again after a long time.
h what makes you who you are, i.e. similar to some people but different from others.

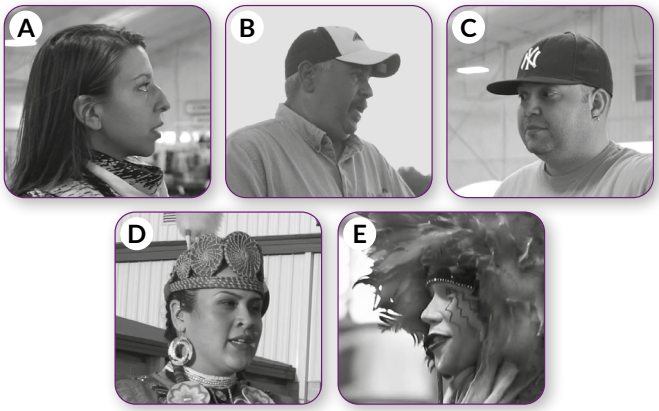
WHILE WATCHING

3 Watch a video about a Native American powwow. In what order does Mickela learn about things a–e?

☐ a Two styles of drumming
☐ b How to dance like a butterfly
☐ c The importance of powwows for Indian identity
☐ d How powwows can create a sense of community
☐ e The healing benefit of drumming

4 Watch the video again and match opinions 1–6 to speakers A–E. One speaker matches two opinions.

1 It's easier to dance to music that you're familiar with. _____
2 A powwow is an opportunity to meet people again after a long time. _____
3 Seeing so many different people together has had a powerful emotional impact on me. _____
4 The powwow relieves stress and pressure. _____
5 My family insisted that we preserve our identity as Native Americans. _____
6 It's great to witness a powwow in real life at last. _____



AFTER WATCHING

5 Answer the questions.

1 Is it important to preserve and celebrate our culture and identity? Why/Why not?
2 How important is it to learn from our ancestors and elders? How can we do this?
3 Is your culture always about long-standing traditions? Or are modern ways of life also part of your culture?
4 What aspects of your (traditional/modern) culture would you like to pass on to future generations?

6 Work in groups to complete the project.

You are going to create a powwow to preserve and celebrate your culture. Decide what aspects of your culture to include in your powwow.

- Will you focus on traditional aspects or more modern elements?
- What events will you include in your powwow?
- How will you involve the whole community and people of different generations?

Create a poster to promote your powwow.

_____
_____
_____
_____
_____



BEFORE WATCHING

1 Look at the video still and answer the questions.

1 Colleen Franke works on a lobster boat. What do you think her job involves on a day-to-day basis?

2 What do you think Colleen loves about her job?

3 What might be difficult about her job?

4 How do you think other people (e.g. her family, the other crew members) react to the idea of a young woman working on a lobster boat? Why?

WHILE WATCHING

2 Watch a video about Colleen. In what order (1–8) do you see the following (a–h)?

- ☐ **a** Colleen preparing packages of dead fish to put into the traps and attract the lobsters
- ☐ **b** The white sea and the white sky
- ☐ **c** A mechanical winch lifting some full lobster traps out of the sea
- ☐ **d** Colleen untying a knot
- ☐ **e** A lighthouse in the distance
- ☐ **f** Colleen throwing empty lobster traps onto the deck of the boat
- ☐ **g** A spectacular sunrise or sunset
- ☐ **h** Colleen measuring lobsters in order to return the young ones to the water

3 Replace the underlined words and phrases with the correct forms of the expressions and phrasal verbs from the box. Then watch the video again and check your answers.

blur together go down just happen to be never cease to amaze opt for sth put sb off see oneself set sb apart throw sth in

1 Colleen Franke has a job that <u>makes her different</u> _____ from the average young woman, and she doesn't have it easy.
2 She's under constant pressure to reconsider her options and <u>follow</u> _____ another route – <u>quit the job</u> _____ ...
3 ... it <u>doesn't ever stop being incredible to</u> _____ and shock her that what she does is still not acceptable ...
4 She <u>is simply, and it's not really important,</u> _____ a girl who works in a male industry.
5 But rather than <u>discouraging her</u> _____ and make her look for alternatives, it just makes her all the more determined.
6 She has never had second thoughts about <u>choosing</u> _____ this line of work.
7 She's in her element on this boat and can't <u>imagine</u> _____ doing anything else.
8 There's times when the ocean will turn white and the sky is white, and it all kind of <u>seems to become a single thing, with no line dividing the separate parts</u> _____.

AFTER WATCHING

4 Think of at least three jobs that are typically done by men (e.g. working on a fishing boat) and three that are typically done by women (e.g. working in a nursery school). Answer the questions.

1 What are some possible historical and practical reasons for such distinctions?

2 Do any of those practical reasons still exist today?

3 Why do you think the distinctions still exist? Should we try to change them? How?

5 Interview your classmates about whether they would consider doing any of the jobs you came up with in exercise 4. If not, ask them why not. Did anybody's responses surprise you? Report back to the class.

7 Video Worksheet

Ghassan's Journey

Unit 7 Video
▶VIDEO 22



BEFORE WATCHING

1 Match 1–8 to a–h to make definitions.

1 Persecution involves _____
2 If you flee (from) war, persecution, etc., _____
3 Asylum means _____
4 If you seek asylum or protection, _____
5 An asylum seeker is _____
6 A refugee is _____
7 A migrant is _____
8 If a refugee is resettled in a new country, _____

a a person who has escaped from their home country and has been given the right to live in a safer place.
b you are looking for and/or asking for it.
c they are given help to build a new life there.
d you move away to escape from it.
e treating people badly e.g. because of their race.
f a person who has left their home country, perhaps to find work or to join family members there.
g a safe place for people who have fled from persecution in their home country.
h a person who has escaped from their home country and is trying to find a safe place to live.

2 Answer the questions.

1 What might cause a person to flee their country?
2 Why do some people feel negative about migrants, asylum seekers and refugees? Why do governments try to limit their numbers?
3 Why do you think asylum seekers and refugees are sometimes described as 'migrants'?

WHILE WATCHING

3 Watch a video about an asylum seeker called Ghassan. Answer the questions.

1 Where is Ghassan from? Where is he now?
2 What made him flee his home country?
3 How many members of his family are staying with him?
4 How much money does he get to spend each week?
5 How long does he wait for a decision on his status?
6 How does he describe his nationality at the end?

4 Watch the video again. Are the statements true (T) or false (F)? Correct the false statements.

1 Ghassan's journey to his new country was very quick. T / F
2 Ghassan had a terrible childhood in his home country. T / F
3 He is staying in a hotel while he's waiting for a decision on his refugee status. T / F
4 Jenan fled from her home country to keep her children safe. T / F
5 Ghassan is trying to find a job. T / F
6 The lady in the hotel is talking about how to get refugee status. T / F
7 Ghassan's new status allows him to look for a job. T / F

5 Complete the sentences with the correct forms of the words from the box. You will need to use one word twice.

beckon	bustle	consequence	get	go
prompt	shoulder	take	wrench	

1 Here he is, enjoying the hustle and _____ of an Irish festival, rubbing _____ with the locals.
2 While Ghassan waits for the paperwork to _____ through ...
3 It has been a _____ for them to leave their old lives. It was _____ by the need to survive.
4 Ghassan and his family are being informed about the _____ of obtaining refugee status. There is a lot to _____ in.
5 At last Ghassan can look forward to _____ up residence here in Ireland. A secure future _____.
6 There will be a lot to _____ his head round, but he's excited and very happy.

AFTER WATCHING

6 Discuss the questions with two other students.

1 What might force you to flee your home country?
2 How would you feel about leaving your country, your family and your home?
3 Where would you go? What would you do?
4 What problems might you experience (a) during your journey and (b) in your new country?
5 How do you think the local people would treat you? How would you like to be treated?
6 Would you plan to settle in your new country? Or would you want to return home?



BEFORE WATCHING

1 Answer the questions.

1 Name as many examples of currencies as you can. In which countries are they used?

_____

2 What are some advantages of buying international products from supermarkets? Name two.

_____

3 What are some advantages of buying locally-made products from local shops? Name two.

_____

2 Complete the names of businesses that sell things with the missing vowels.

1 A r__t__ __l__r mainly sells products to customers (rather than to other businesses).
2 A s__rv__c__ pr__v__d__r (e.g. a hairdresser, a computer repair shop) sells services to customers.
3 A ch__ __n st__r__ is a shop that is owned/run by a business with many similar shops in other locations.
4 A m__rch__nt is a person or business that buys and sells things. (N.B. A little old-fashioned)
5 A v__nd__r is a person or business that sells things. (N.B. A little formal, used in contracts, etc.)

WHILE WATCHING

3 Watch a video about a new currency called BerkShares and choose the correct options. There may be more than one correct answer.

1 One BerkShare is worth *more than* / *exactly* / *less than* one dollar.
2 On the back of each bill, you can see *a local hero* / *local artwork* / *local landscape*.
3 It is a common problem that not enough money *comes into* / *goes out of* / *stays in* small communities.
4 When you spend a national currency, it ends up in *the local community* / *another part of the country* / *another country*.
5 Local currencies now exist in *several* / *dozens of* / *hundreds of* countries.

4 Watch the video again. Which person, Alice Maggio (AM) or Phyllis Webb (PW), says the following?





1 The notes show the local surroundings. AM / PW
2 Businesses should spend the BerkShares they receive, not save them. AM / PW
3 When you buy from a chain store, less than a fifth of the money stays in the community. AM / PW
4 BerkShares help customers to build stronger relationships with local businesses. AM / PW
5 We can expect to see more local currencies in the future. AM / PW

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

1 The citizens of a rural community in the Berkshire Mountains in Massachusetts, USA, have done something quite _____ (**remark**).
2 BerkShares are printed bills that have the same _____ (**money**) value as US dollars.
3 The notes carry images of local celebrities on the different _____ (**denominate**).
4 So this is a(n) _____ (**represent**) of where we live and what the landscape is like.
5 Statistics show that using a local currency helps to keep more money in _____ (**circle**).
6 For the Berkshire locals, this is not _____ (**sole**) about money.

AFTER WATCHING

6 Imagine you are going to create your own local currency. Discuss the following questions with another student.

1 What will you call your currency?
2 What images will you put on the notes?
3 How will you persuade local businesses to accept your currency?
4 How will you persuade local people to spend your currency?
5 How will you prevent people from simply printing their own notes?

7 Present your ideas from exercise 6 to the class. Do you think a local currency might be successful in your area?

Extra Grammar Practice: Starter Unit

Perfect and past tenses • Used to and would • Adjectives and adverbs

Future tenses • Conditionals • Time clauses

1 Choose the correct options.

The First English Grammars



Although English [1] ***existed / has existed / used to exist*** since the Anglo-Saxons [2] ***arrived / have arrived / would arrive*** in Britain in the mid-fifth century, it [3] ***has taken / took / was taking*** over a thousand years before anybody got round to writing a grammar of the language. By that time, of course, the language [4] ***had changed / has changed / used to change*** beyond recognition, so modern linguists [5] ***have had to / used to have to / were having to*** work out the structure of Old English from a few surviving texts – a process which still continues today.

The first written grammar of English, William Bullokar's *Pamphlet for Grammar*, [6] ***came out / has come out / used to come out*** in 1586. It closely followed the structure of an earlier Latin grammar, William Lily's *Rudimenta Grammatices*, which [7] ***would come out / was coming out / had come out*** fifty years earlier.

At the time, most scholars [8] ***believed / had believed / were believing*** Latin and Ancient Greek [9] ***have been / had been / would be*** the most perfect languages, and therefore the only ones worth studying. Bullokar [10] ***has attempted / used to attempt / was attempting*** to change that belief by demonstrating that English was just as logical and rule-bound as Latin.

Indeed, comparisons with Latin [11] ***dominated / had dominated / have dominated*** the study of English grammar for centuries and led to many incorrect analyses. For example, because Latin nouns had seven cases, most scholars [12] ***had believed / used to believe / would believe*** that English had those same cases. In their grammar books, they [13] ***have listed / were listing / would list*** all seven forms of each noun. Nobody [14] ***seemed / used to seem / was seeming*** to notice that most of those forms were identical! In fact, until 1685, almost all English grammars [15] ***have been / used to be / were being*** written in Latin.

2 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.

1 That was _____ (**little / interest**) documentary I've ever watched!
2 I knew how the book ended because I _____ (**already / see**) the film.
3 David doesn't speak _____ (**slow / use**) to, but now he makes more mistakes.
4 When I was a kid, I _____ (**will / happy / play**) football for hours on end.
5 Fiona got a bad mark for her essay because she _____ (**not / write / clear**) enough.

1 Choose the correct options.

1 By this time next week, Luca will ***be finishing / have finished / finish*** his exams and will be on holiday.
2 I think I ***'m starting / 'm going to start / start*** my own business when I leave school.
3 We ***'re listening / 'll have listened / 'll be listening*** to the radio this evening to hear the weather report.
4 After a few months of living in Berlin, Tina is confident that she'll ***understand / have understood / be understanding*** basic German.

2 Complete the second sentence so that it is similar in meaning to the first one.

1 I'm going to learn ten new words each day, so I'll know 3,650 words by the end of the year.
_____ 3,650 words by the end of the year if I _____ ten new words each day.
2 I can't study Korean. I don't have enough time.
If I _____ more time, I _____ Korean.
3 I think you should say sorry.
If I _____ you, I _____ sorry.
4 I didn't prepare for the test because nobody told me about it.
If somebody _____ me about the test, I _____ for it.

3 Complete the sentences with the phrases from the box.

as soon as before by the time in case unless

1 _____ dinner is ready, we'll all be hungry!
2 Phone me _____ the plane lands.
3 Nobody will be able to come in _____ they have a ticket.
4 We need to get to the shop _____ it closes.
5 Don't forget to take your umbrella _____ it rains in the afternoon.

4 Translate into English. Write up to five words in each gap.

1 I _____ (*obiecuję, że nikomu nie powiem*) what you've just told me.
2 How would you react if your favourite primary school teacher _____ (*nie rozpoznał cię*) in the street?
3 They told us to wait here _____ (*dopóki nie zostaniemy poproszeni*) to enter.
4 I recommend taking your passport _____ _____ (*na wypadek gdybyś potrzebowała go*) later.
5 In some languages, like French or German, you don't know the gender of a noun _____ _____ (*jeśli nie nauczysz się go na*) heart.

Extra Grammar Practice: Starter Unit

Reported speech • Passive voice

1 Rewrite the sentences using reported speech.

1 'I'll probably fail my exam,' said Julia.
Julia claimed that _____.

2 'Why didn't you tell me that you need help?' Robert asked me.
Robert asked me _____.

3 'There's going to be a meeting next week,' Sarah said a week ago, but it was cancelled.
A week ago, Sarah said that _____ _____, but it was cancelled.

4 'When should I give you your books back, Suzie?' Alice asked.
Alice asked Suzie _____.

5 'Can I eat your sandwich, Toby?' asked Marcus.
Marcus asked Toby _____.

2 Complete the sentences with the correct active or passive forms of the verbs in brackets.



Last week, scientists in Cambridge [1] _____ (**present**) their work on memory and learning. However, the report [2] _____ (**not publish**) until all the facts have been verified by the editorial team. The scientists now have a better understanding of how our short-term memories [3] _____ (**store**) and processed in the part of the brain called the prefrontal cortex. Over 100 students [4] _____ (**interview**) for the research project. Critics of the research claim that the results of the study [5] _____ (**not change**) how we teach our students in the future.

3 Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.

1 'I'm afraid it's impossible to find the old document,' she said. **BE**
She told me that unfortunately, the old document _____.

2 The girl denied cheating in yesterday's exam. **NOT**
The girl claimed _____ in the exam yesterday.

3 My uncle gave me this watch for my birthday. **GIVEN**
I _____ my uncle for my birthday.

4 I need to pay somebody to fix my phone. It's not working properly. **GET**
My phone isn't working properly. I need _____.

5 'You'll have plenty of time to plan your answers' – that's what somebody told me! **THERE**
I _____ be plenty of time to plan my answers!

Gerunds and infinitives • Relative clauses • Modal verbs

1 Choose the correct options.

1 I was overjoyed ***to see*** / ***seeing*** you at the party last week.
2 I stopped ***to talk*** / ***talking*** to my aunt when I saw her while I was jogging this morning.
3 Do you regret ***to spend*** / ***spending*** all that money on a new bike?
4 Was it ***to sing*** / ***singing*** that he became famous for?
5 How can you not remember ***to visit*** / ***visiting*** Brighton with me last summer?

2 Complete the text with relative pronouns. If no pronoun is necessary, leave it blank.



'To google' is a word [1] _____ didn't exist before the year 2000. The Google company itself was founded in 1998, but the first time the word 'google' appeared as a verb was in 2002, [2] _____ it was used in an episode of Buffy the Vampire Slayer. On 15 June 2006, the verb 'to google' was added to the Oxford English Dictionary, [3] _____ is considered to be the most trusted dictionary in the world. Google is one of the few companies [4] _____ main product's name became a commonly used verb. Nowadays, we all use it every time [5] _____ we use a search engine, even if the search engine [6] _____ we're using isn't even Google!

3 Replace the underlined phrases using modal verbs. Add any other necessary words.

1 Sorry I'm late. I <u>wasn't able to</u> _____ find the entrance.
2 What <u>do you want me to</u> _____ do with these old books?
3 <u>Perhaps they've</u> _____ got lost.
4 <u>I'm sure there's</u> _____ a simpler explanation.
5 <u>Do you mind if</u> _____ I use the bathroom?
6 <u>It was a mistake that you didn't warn</u> _____ me.
7 <u>It wasn't necessary for us to arrive</u> _____ so early.

4 Translate into English. Write up to five words in each gap.

1 The article said that teenagers ought _____ (*nauczyć się zarządzać*) their time as early as possible.
2 I remember _____ (*że słyszałam*) this song on the radio last night.
3 It's not easy to be a camp leader _____ (*odpowiedzialnym za grupę*) seven-year-olds.
4 They _____ (*powinni byli zostać poinformowani o*) the change in the schedule.

1.2 Past perfect simple and past perfect continuous

1 Correct the mistakes in the sentences.

1 It had raining all morning when the sun finally appeared.

2 I hadn't never heard that song before it came on the radio.

3 We didn't see that film before, and we really enjoyed it.

4 Had Nick been finishing all the questions before the end of the exam?

5 First she finished her homework, then she had painted a portrait of her friend.

6 When we got back to the hotel, the cleaner had cleaned our room, but he hadn't finished yet.

2 Complete the mini-dialogues with the past perfect simple or continuous forms of the verbs in brackets.

1 X: I was exhausted after all that work.
Y: Why? What _____ (you / do)?

2 X: Why did you shout 'eureka' earlier?
Y: Because I _____ (have / just) a flash of inspiration.

3 X: I'm sorry I arrived so late yesterday.
Y: Don't worry. I _____ (not / wait) long.

4 X: Did you recognise the man when you saw him?
Y: No. It was the first time I _____ _____ (ever / see) him.

5 X: Why were you so stressed when I called last night?
Y: Because I _____ (try) to come up with an idea for my story for ages, but my mind _____ (go) blank.

3 Translate into English. Write up to five words in each gap.

1 I was feeling so calm because _____ _____ (*pisałam wiersze*) all morning.

2 I came back from the forest with a head full of ideas! That walk _____ (*naprawdę pobudził moją kreatywność*)!

3 The artist loved painting pandas, even though _____ (*nigdy nie widział żadnej*) in real life.

4 It was only when Kevin said 'Pardon' that I realised _____ (*że myślałem*) out loud.

5 The writer became immensely popular almost overnight because her novels _____ _____ (*zadziałały ludziom na wyobraźnię*).

1.7 Stylistic inversion

1 Match the sentence halves.

1 No sooner had I sat down to read my book _____
2 Not until I had cleaned all the graffiti from the walls _____
3 Hardly had I stepped out of the door _____
4 Not only did they copy my story _____
5 Never again did I share my poems with anyone _____
6 Not since I was a small child _____

a but they also accused me of copying theirs!
b have I enjoyed painting as much as today.
c after that embarrassing experience.
d when I had a flash of inspiration.
e than the electricity went off.
f was I allowed to leave the building.

2 Add the verbs in brackets at an appropriate point in each sentence.

1 In the garden a tall oak tree. (**stood**)

2 Here our bus … and there it again! (**comes, goes**)

3 Under the bed a treasure chest and there it for twenty years. (**was hidden, stayed**)

4 In through the window a butterfly, then out through the door it. (**flew, fluttered**)

5 At the front of the studio I motionless, and in front of me twenty art students, painting my portrait. (**sat, were standing**)

3 Complete the text with one word in each gap.

Last year, I wrote a song and uploaded a video of myself playing it to a couple of music websites. Little [1] _____ I suspect that this video would end up changing my life! Scarcely had it been published [2] _____ it started getting hits: ten views, a hundred! At first, I thought it was just my friends and family that were watching it. [3] _____ until there were 1,000 views did I begin to realise that it was much bigger than that, and I started to dream of success as a recording artist. However, no sooner had this thought crossed my mind [4] _____ a mysterious envelope arrived in my post box. In the envelope [5] _____ a letter from a serious-sounding law company, claiming that I had copied somebody else's song. Never [6] _____ had I heard of the artist they claimed had written my song, but it didn't make any difference. I realised that never [7] _____ I ever be able to win a court case against these international lawyers, so reluctantly I agreed to take down my video.

2.2 Modals and alternatives to modals

1 Match the pairs of sentences that are most similar in meaning.

1 They're bound to publish their results.
2 They aren't allowed to publish their results.
3 They managed to publish their results.
4 It was unnecessary for them to publish their results.
5 I'm sure they'll publish their results.
6 They're not supposed to publish their results.
7 There was no need for them to publish their results.
8 They succeeded in publishing their results.
9 They oughtn't to publish their results.
10 They're forbidden to publish their results.

2 Complete the mini-dialogues with the correct forms of the words in brackets. Add any other necessary words.

1 X: Why didn't you tell me about your plans?
Y: Sorry. They _____ (mean) a surprise.
2 X: Are the results 100% accurate?
Y: Unfortunately not. The software _____ (prone / make) mistakes from time to time.
3 X: Shall I turn off the laboratory lights?
Y: No. _____ (there / need / do) that. They turn off automatically.
4 X: I'm not going to wear safety glasses. I'll be fine.
Y: Actually, everyone who enters the lab _____ (oblige / wear) them.

3 Complete the text with the correct words formed from the words in the box. There are two extra words.

forbid	manage	mean	necessity	permit	success



Lise Meitner was born in Austria in 1878, but like all Austrian girls at the time, was [1] _____ from continuing school after the age of fourteen. At the time, it was considered [2] _____ for girls to have a proper education. However, she refused to give up on her dream of becoming a scientist and studying radioactivity. Luckily for her (and the rest of the world), when Lise was twenty-one, Austria changed its rules, and women were finally [3] _____ to study at university. After earning her doctorate in 1906, Lise moved to Berlin to study radioactive elements with Otto Hahn. Despite facing extreme discrimination as a Jewish woman, and eventually having to escape to Norway in 1938, Meitner and Hahn [4] _____ in splitting uranium atoms by striking them with neutrons. Hahn was awarded the Nobel Prize in 1944 for their work while Meitner, as a woman, was ignored. However, she continued her atomic research into her eighties, almost until her death in 1968.

2.7 Speculation and deduction (past, present and future)

1 Add the words *probably* and *definitely* at an appropriate point in each sentence. Use both words in each sentence.

1 The operation will hurt, so you'll need a few weeks to recover.
2 It'll be a long lecture, so they won't expect us to keep going without a break.
3 There won't be enough time to check our results, but it'll be fine.
4 I'll bring up the subject of pay at our meeting, but they won't agree to discuss it.

2 Complete the second sentence so that it means the same as the first one. Use a suitable modal verb of speculation or deduction.

1 If the results are good, maybe we won't need to repeat the experiment.
If the results are good, _____ to repeat the experiment.
2 I think it's possible that you're experiencing some side effects after the treatment.
I think _____ some side effects after the treatment.
3 I'm pretty sure the discovery came to light when they re-read the old documents.
The discovery _____ to light when they re-read the old documents.
4 We're going to try again tomorrow. Who knows? There's a chance that we'll get lucky!
We're going to try again tomorrow. Who knows? _____ lucky!
5 I bet you're regretting turning down the job.
_____ turning down the job.
6 There's no way they solved the problem by trial and error. It would have taken too long.
_____ the problem by trial and error. It would have taken too long.

3 Translate into English. Write up to five words in each gap.

1 You _____ (*na pewno nie dokonasz*) any discoveries if you don't keep better notes!
2 She's not picking up. She _____ (*może prowadzić samochód*) at the moment.
3 That _____ (*nie może być kometa*). It's moving too fast.
4 I feel better now, but I'm not sure I'm cured. The medicine _____ (*mogło po prostu złagodzić*) the symptoms.
5 I don't understand why it didn't work. We _____ (*na pewno nie postępowaliśmy zgodnie z instrukcjami*) properly.

3.2 Advanced conditionals • Wishes and regrets

1 Correct the mistakes in the mixed conditional sentences.

1 If they remembered where we lived, they would be here now.

2 Do you think he might not crash if he had better eyesight?

3 It wouldn't be such a successful company today if they didn't dedicate so much time to it last year.

4 I texted you earlier if my phone was working.

5 If you had grown up near the mountains, do you think you will be able to ski?

6 If I spoke French, I would understood what that man just told us.

2 Complete the sentences.

1 Angela can't find her glasses.
'I wish I _____.'

2 Ben didn't read the instructions carefully.
'I wish I _____.'

3 Carrie's parents won't let her go on the demonstration.
'I wish my _____.'

4 Dora hates the way people don't care enough about the environment.
'I wish people _____.'

5 Eddie was too outspoken at his school council meeting.
'I wish I _____.'

3 Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.

1 What would you do if you happened to be arrested during the demonstration? WERE
If the police _____ during the demonstration, what would you do?

2 Don't hesitate to get in touch with me in case of any problems. ENCOUNTER
If anybody _____ difficulties, feel free to contact me.

3 As long as the means of transport you use is sustainable, I'm happy to travel with you. CONDITION
I don't mind travelling with you _____ _____ a sustainable means of transport.

4 It's a shame they didn't treat their animals better. ONLY
_____ their animals better.

5 It's annoying that Sam uses so much water. LESS
I wish Sam _____.

3.7 Inverted conditionals

1 Match the sentence halves.

1 Were you more interested in current affairs, _____
2 Should anybody find my keys, _____
3 Were the water supply less badly polluted, _____
4 Had you told me about the petition, _____
5 Should there be a repeat of this behaviour, _____
6 Had it not been for James's quick reaction, _____

a please leave them at the reception desk.
b we will have no alternative but to suspend your membership.
c the accident could have been far more serious.
d I'd definitely have signed it.
e the population of frogs might not have collapsed.
f you'd know that we're facing a climate crisis.

2 Put the words in the correct order to make sentences.

1 Had / been / not / it / would / there / have / so many people, / been / much less stressful.
_____

2 Should / the restaurant / to buy / be full, / we'll have / a takeaway.
_____

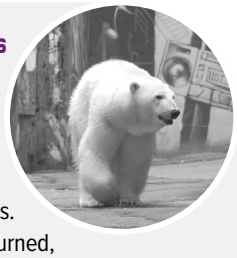
3 Were / for / it / the strong wind, / would be / it / not / a lovely day today.
_____

4 Had / been / you'd / have / seen you, / anybody / in serious trouble.
_____

5 Were / would / the factory / unemployment in the city / to close, / rise sharply.
_____

3 Complete the text with one word in each gap.

The growing threat of polar bears in Arctic town and cities



In recent years, the Arctic regions of Alaska, Canada and Siberia have all reported a sharp increase in the number of polar bears entering human settlements. One simple reason appears to be open rubbish dumps. [1] _____ the towns' waste to be buried or burned, it [2] _____ be much less attractive as a source of food to the hungry bears. For thousands of years, polar bears have learned to stay a safe distance from humans and their settlements. In the past, [3] _____ a bear gone too close to a town, it would [4] _____ been hunted immediately. But nowadays, thanks to global warming, it is becoming increasingly hard for bears to find enough food in their shrinking habitats. As a result, they are at severe risk of extinction. [5] _____ humans to put an end to global warming today, it still might be too late for the bears to avoid this awful fate. So [6] _____ you be face-to-face with a hungry polar bear next time you're in the Arctic, keep a safe distance, but spare a thought for the terrible harm that we humans have done to these magnificent creatures.

4.2 Advanced comparative forms

1 Match the sentence halves.

1 Vandalism in my city has become so common _____
2 Shoplifting is far and away _____
3 The more expensive your bike is, _____
4 Violent crime is nowhere near _____
5 Fraud is no less serious _____

a the more likely it is to be stolen.
b than other forms of white-collar crime.
c as common as it used to be.
d the most common crime in my town.
e that most people no longer notice it.

2 Correct the mistakes in the sentences. Add one word in each sentence.

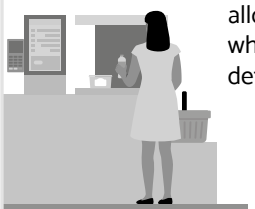
1 Crime prevention is every as important as crime detection.
2 Last week's bank robbery was far the most sophisticated ever attempted.
3 The police said it was a complicated case that more than thirty detectives were investigating it.
4 The shorter your password, easier it will be for hackers to crack.
5 The criminal was sentenced to community service than a custodial sentence.

3 Complete the text with the correct words formed from the words in the box. There are two extra words.

bare	easy	effective	far	low	much	safe

How can unmanned stores prevent theft?

For most retailers, the cost of paying staff to stock the shelves and operate the tills is [1] _____ their greatest expense. So it's no surprise that retail businesses are constantly seeking ways to reduce their staff costs. After all, the [2] _____ the costs, the cheaper the goods can be ... or the higher the shop's profits! Self-service tills are becoming [3] _____ and more commonplace, but there's one indispensable benefit of human employees – the ability to spot and prevent theft. One of the world's first unmanned stores, a 60-square metre shop in Tokyo, uses a system of fifty cameras to monitor everything that its customers are doing, and powerful AI to analyse the images in order to identify suspicious behaviour. Although the technology isn't perfect, it can still detect crime far [4] _____ than an overworked cashier. Crucially, customers are only allowed to leave the shop after paying, which is a(n) [5] _____ deterrent to thieves.



4.7 Gerunds and infinitives

1 Choose the correct options.

1 I don't recall ***seeing*** / ***to see*** anything suspicious.
2 The police have urged any witnesses ***coming*** / ***to come*** forward immediately.
3 The gangsters threatened ***setting*** / ***to set*** fire to the shop if the owner didn't pay them.
4 We can't postpone ***installing*** / ***to install*** a burglar alarm any longer. Let's do it today.
5 The deception involved ***phoning*** / ***to phone*** victims and pretending ***being*** / ***to be*** a bank employee.

2 Rewrite the sentences using gerunds or infinitives. Use different forms for each sentence.

1 a The woman claimed that she was planning to pay for the goods, but simply hadn't done it yet.
The woman claimed _____ to pay for the goods, but simply hadn't done it yet.
b The woman claimed that she had planned to pay for the goods, but had forgotten.
The woman claimed _____ to pay for the goods, but had forgotten.
2 a Joe denied that he knew the attacker.
Joe denied _____ the attacker.
b Joe denied that he had known the attacker earlier.
Joe denied _____ the attacker.
3 a It seems that the witness tells a lot of lies.
The witness seems _____ a lot of lies.
b It seems that the witness told a lot of lies yesterday.
The witness seems _____ a lot of lies yesterday.
c It seems that the witness is telling a lie right now.
The witness seems _____ a lie.

3 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.

1 When she was found with over £500 in cash yesterday, the shop assistant _____ _____ (**deny** / **take**) the money from the till.
2 As I lay in bed, I _____ (**hear** / **burgle** / **search**) my flat, but I was too scared to confront them.
3 The shoplifter _____ (**pretend** / **plan**) to buy a smartphone, but in fact she was planning to steal one.
4 The hacker claimed that he _____ _____ (**resort** / **steal** / **people**) passwords because he had been pressurised by a crime gang.
5 Sorry! My mother _____ (**seem** / **leave**) her purse at home. Can we take the goods home and pay you later?

5.2 *The passive • have/get something done*

1 Rewrite the active sentences in the passive. Skip the underlined phrases.

1 They say that the Amazon rainforest has been burning for weeks.
_____

2 The technician fixed my mobile phone.
_____

3 Some people believe the Mediterranean diet is the healthiest in the world.
_____

4 The university had given all the students a week off.
_____

5 Someone is going to paint these rooms next week.
_____

2 Replace the underlined phrases with a suitable causative structure.

1 Are you going to pay somebody to cut your hair?
_____

2 I couldn't talk properly at the time because my wisdom teeth had just been taken out.
_____

3 The projector isn't working, but we'll make sure somebody repairs it in time for your presentation.
_____

4 I always lock up my bike because I don't want anybody to steal it.
_____

5 We couldn't use the bathroom because somebody was replacing the pipes for us.
_____

3 Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.

1 It is unimaginable how much the poorest members of society suffer. **BE**
The suffering of the poorest members of society _____.

2 After my pay cut, my salary is going to be less than the minimum wage. **REDUCED**
I'm going to _____ below the minimum wage.

3 We understand that the government is planning some reforms. **TO**
The government _____ some reforms.

4 The business's success was the result of the bank loaning it £200. **GIVEN**
The business flourished because it _____ of £200.

5 People say that something was wrong with the old system. **SAID**
There _____ a problem with the old system.

5.7 *Passive gerunds and passive infinitives*

1 Complete the sentences with the correct forms of the verbs in brackets. Use passive gerunds or passive infinitives. There may be more than one correct answer.

1 I don't remember _____ (**tell**) about this problem.
2 I think Danny is too young _____ (**give**) so much responsibility.
3 Are you still angry about _____ (**mistake**) for a burglar?
4 Despite _____ (**warn**) on many occasions, Oscar still didn't follow the rules.
5 The vase appears _____ (**damage**) fairly recently.

2 Choose the correct options.

A brief history of foodbanks

Until the mid-1960s, the problem of hunger in the US was believed [1] _____. At that time, it was felt to be no longer necessary for government surplus food [2] _____ directly to the poor. Instead, a system of food stamps was introduced. [3] _____ to increase people's freedom to choose what to buy, while reducing government bureaucracy, the programme was judged to have been a great success. However, the stamps were still too expensive [4] _____ by the poorest members of society, leading to the return of extreme hunger.

In 1967, John van Hengel came up with the idea of foodbanks as a way of dealing with this problem. Instead of [5] _____, waste food from supermarkets and restaurants was brought to a central warehouse, from which it could be distributed to those who needed it. Since then, foodbanks have spread around the world, and now serve as a lifeline to millions of people unlucky enough [6] _____ a bad hand in the lottery of life. While the global success of foodbanks is something [7] _____, the fact that they are needed at all in the world's richest countries should give us all food for thought.

1 A to solve B to have been solved C having been solved D being solved
2 A having been distributed B to have been distributed C being distributed D to be distributed
3 A Being shown B To be showing C Having been shown D To have shown
4 A having purchased B to have been purchased C being purchased D to be purchased
5 A throwing away B to be thrown away C being thrown away D having been thrown away
6 A to have been dealt B to be dealing C having been dealt D having dealt
7 A to have celebrated B being celebrated C having been celebrated D to be celebrated

6.2 Relative clauses

1 Decide whether the underlined relative clauses should be defining or non-defining. Add commas to the non-defining ones. Cross out the relative pronoun (if possible) from the defining ones.

1 The best decision which I've ever made was when I decided to become a volunteer.
2 I decided to quit the football team which was one of the toughest decisions of my life.
3 My grandmother who I've learned so much from is an amazing person.
4 The person who I've learned the most from is Dad.
5 The morning when I received their decision I couldn't believe my luck.
6 The morning when I make all my important decisions is my favourite part of the day.

2 Complete the conversation with relative clauses and reduced relative clauses a–g.

Dan So, what do you think? Should I go on the camping trip or not?

Betty I don't know. On the one hand, it'll be a great chance to integrate with your new classmates, [1] _____. I mean, these are the people [2] _____, so you ought to make an effort. On the other hand, if the weather is awful, [3] _____, it's going to be a pretty miserable trip.

Dan Yeah, I know all that. The reason [4] _____ is that I'm still sitting on the fence. So [5] _____ is a bit more than 'it depends'!

Betty OK, so I think you should go for it. You'll never regret time [6] _____. Even if the camping itself is a nightmare, it'll be an experience [7] _____.

a spent doing new things and making new friends
b why I asked for your help
c you're going to spend the next four years with
d you and your new friends will talk about for years
e which is really important
f which you have no control over
g what I was hoping you might offer

3 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.

1 There were six people in the helicopter, _____ _____ (**four** / **who** / **never**) flown before.
2 I can't remember _____ (**I** / **talk**) when I was interrupted.
3 Anybody _____ (**not** / **want** / **include**) in the group photo should let the photographer know immediately.
4 We cooked too much food, _____ _____ (**much** / **which** / **have**) be thrown away.
5 The weather was terrible, _____ _____ (**spite** / **which**) the barbecue was a huge success.

6.7 Cleft sentences

1 Rewrite each sentence in two ways so as to focus attention on the underlined phrases.

1 I regret my decision to quit my job most.
   a What _____.
   b It _____.
2 I'm trying to help you with your decision.
   a What _____.
   b It's _____.
3 Your suggestions helped me to decide.
   a What _____.
   b It _____.
4 In many careers, your work experience counts most, not your qualifications.
   a In many careers, what _____, not _____.
   b In many careers, it isn't _____ but _____.

2 Complete the conversation with a suitable word or contraction (e.g. *what's*) in each gap.

Lily It's so unfair! My parents won't pay for me to go to the music festival. They say it's not them [1] _____ should be paying for things like that but me!

Jake It sounds like [2] _____ you need is a part-time job.

Lily Yeah, but who's going to give me a job? [3] _____ I've ever done is study at school, so what skills do I have?

Jake Well, it's not your skills [4] _____ are important. It's your attitude. What most employers are looking for [5] _____ people who are willing to learn and to work hard.

Lily OK, maybe. But [6] _____ also the time that I'm worried about. I mean, how will I find time for a job on top of my studies?

Jake Well, [7] _____ you'll need is a few hours a week. And [8] _____ really great about a part-time job is that you'll learn things that they never teach you at school. And it's those skills [9] _____ will be most valuable when you're looking for a full-time career in the future.

Lily OK. I'll send off my CV and see what happens.

3 Translate into English. Write up to five words in each gap.

1 _____ (*To nie ja zepsułem*) the photocopier.
2 _____ (*Wszystko, co miałem na myśli, to*) that you need to be more careful.
3 _____ (*To dlatego, że było*) so late that we made so many mistakes.
4 _____ (*Stało się tak, że*) they offered me a promotion.
5 Tomorrow, _____ (*to, co chciałbym zrobić, to*) is attend a careers fair.

7.2 *Avoiding repetition*

1 Complete the sentences with one word in each gap.

1 The north coast of Spain is spectacular, but it's not very warm _____ at this time of year.
2 Do you want to join me for a walking holiday? If _____, you'd better be fit because I walk quite fast!
3 I need some new sunglasses because my old _____ are broken.
4 I'm too old to travel now. I should have _____ so when I was a teenager.
5 Everyone recommends eating the local speciality, but it looks disgusting, so I'd rather _____.

2 Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.

1 I can't imagine why there are so many tourists in the town centre today. IDEA
The town centre is full of tourists today, but _____.
2 I'm not keen on travelling so far by bus, but there aren't any other options. HAVE
I'm going to travel all that way by bus. I don't want _____.
3 Why won't it be possible for you to receive phone calls while you're lying on the beach? SO
I know you'll be lying on the beach, but why can't you answer _____?
4 We're happy to take our tent to the beach, unless you're planning to take yours. CAN
Are you planning to take your tent to the beach? If _____.
5 We can take a taxi if we need to, but I'm pretty sure we'll be fine without one. NECESSARY
I don't think we'll need a taxi, but _____ one.



7.7 *Extra* it • There *as sentence subject*

1 Complete the expressions with *it* and *there*. The first and last letters are given.

1 I'm afraid there's no q_____n of making an exception just for you.
2 From the water, there e_____d a terrifying sea monster.
3 There's no a_____e but to start again from scratch.
4 I r_____t it when you borrow my things without asking.
5 There b_____g too few attendees, the meeting was postponed.
6 It's no s_____t that overtourism has become far more serious recently.
7 There's no p_____t in complaining. It won't make any difference.

2 Choose the correct options.

Why are wildfires becoming more severe?

There's no [1] _____ that wildfires are becoming more and more severe each year and causing more and more damage to human settlements. However, there [2] _____ some doubt as to the precise reasons for this increase in severity. The main reason, of course, is man-made climate change. [3] _____ coincidence that as summers become hotter and drier, [4] _____ more intense fires. After all, when the fields and forests are full of tinder-dry grass, leaves and wood, [5] _____ surprise if the smallest spark will spread like, well, wildfire. However, there also [6] _____ a more intriguing cause of the increase in severity – a reduction in the absolute number of fires. [7] _____ is of course completely understandable that firefighters try to extinguish every small fire that breaks out. In the old days, there [8] _____ a lot more small fires, which would remove all the dry wood and plant matter from fields and forests. Without those small fires, all that plant matter can build up, meaning that if there [9] _____ to be a lightning strike nearby, it can cause a much larger fire that spreads far more rapidly. In other words, [10] _____ is our success at fighting fires that has partly led to an increase in their severity.

1 A refusing B rejecting C disagreeing D denying
2 A remains B stays C continues D maintains
3 A It's no B There's not a C It isn't D There's no
4 A it is bound that there's B there bounds to be C there are bound to be D it's bound to be
5 A there's no B there isn't any C there's not a D it's no
6 A appears B exists C seems D emerges
7 A What B This C There D It
8 A used to be B should be C were being D have been
9 A arises B happens C considers D occurs
10 A there B this C it D that

8.2 Reported speech · Reporting verbs

1 Decide if the underlined verbs should be shifted 'one tense back' in reported speech. If not, explain why.

1 'I <u>used to have</u> a lot more money,' said Dave.
Dave said that ...
Yes / No _____

2 'I <u>was</u> born in a castle,' Tony told Mo, but it was a lie.
Tony told Mo that ...
Yes / No _____

3 'Our prices <u>can't be</u> beaten,' claims the advert.
The advert claims that ...
Yes / No _____

4 'You <u>shouldn't have spent</u> so much!' I told Emily.
I told Emily that ...
Yes / No _____

5 'I<u>'m going to fail</u> next week's exam!' said Sam a few weeks ago.
Sam said that ...
Yes / No _____

6 'I<u>'ve never been</u> good with money,' Ava explained.
Ava explained that ...
Yes / No _____

2 Match the sentence halves.

1 Joe didn't mention	___	**a**	Irene of cheating.
2 Beata forgave	___	**b**	me from applying.
3 Amy demanded	___	**c**	Jen for losing her card.
4 Dennis accused	___	**d**	to give the money back.
5 Eddie urged	___	**e**	having seen Karl.
6 Lily confessed	___	**f**	Luke to be careful.
7 Gaby refused	___	**g**	that Mario apologise.
8 Li discouraged	___	**h**	to starting the rumour.

3 Complete the second sentence with up to five words so that it means the same as the first one.

1 'Don't spend your money all at once, Harry!' said Wendy.
Wendy warned _____ money all at once.

2 'What would the price be after the discount?' I wondered.
I wondered _____ after the discount.

3 'I'm not at all happy that they're ripping me off,' said the customer.
The customer objected _____.

4 'Should I save more money for the future, Fiona?' asked Paul.
Paul asked Fiona _____ for the future.

5 'You must give me a full refund,' said Tanya.
Tanya demanded that she _____.

8.7 Question tags · Reply questions

1 Complete the sentences with question tags.

1 I'm going to get a refund, _____?
2 Nobody likes being ripped off, _____?
3 Eric and I worked out the answer, _____?
4 Our complaint might fall on deaf ears, _____?
5 I bet you'd rather go home, _____?
6 Let's put everything in writing, _____?

2 Put the lines of the conversation (a–l) in the correct order (1–12).

☐ **a** Am I? It doesn't feel that way right now. It's cold and I'm freezing.
☐ **b** Won't it? You always say that. You had exactly the same excuse two weeks ago.
☐ **c** Hi! Sorry I'm so late! I waited half an hour for the 163 bus, but it didn't come.
☐ **d** Don't you? Oh, you're so lucky.
☐ **e** Haven't you? OK, so I'll buy you a hot chocolate. It'll be my treat to say sorry.
☐ **f** Did I? I don't remember. But the buses in this city are becoming so unreliable.
☐ **g** Didn't it? Three 163s have passed me in the time I've been waiting here.
☐ **h** Will it? Oh ... er ... thanks. That's very kind of you.
☐ **i** Are you? Oh no! So let's get warmed up. There's a great café round here.
☐ **j** Are they? I never seem to have any problems.
☐ **k** Is there? I've never seen one.
☐ **l** Have they? How odd. Anyway, this situation won't happen again, I promise.



3 Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.

1 We'd probably have too little time for that, wouldn't we? **ENOUGH**
I don't think _____ for that, would there?

2 You mustn't allow yourself to be fobbed off with an excuse. **NO**
_____ an answer, will you?

3 They would always pay us regularly in the old days, wouldn't they? **BE**
_____ as regular as clockwork, didn't we?

4 I think we should complain. **FILE**
_____, shall we?

5 It's important that all the people arrive on time, isn't it? **BETTER**
Everybody _____ be late, had they?

Adjectives with prepositions / Przymiotniki z przyimkami		
agreed upon	uzgodniony	SDGs were **agreed upon** during the creation of the 2030 Agenda for Sustainable Development.
aware of sth	świadomy czegoś	We are **aware of** the impact climate change will have on our future lives.
bowled over by sth	zachwycony czymś	I was **bowled over** by your idea for Sarah's present!
burdened by sth	obciążony czymś	There are many problems faced by locals living in resorts **burdened by** overtourism.
called out	wezwany	We were **called out** to an incident after reports of assault.
capable of (doing) sth	zdolny do (zrobienia) czegoś	Intelligent machines, when controlled by the artist, are **capable of** producing truly original creations.
comfortably off	dobrze sytuowany	Young people should move out of their parents' house, even at the expense of being **comfortably off**.
concerned with sth	zatroskany czymś	My generation is deeply **concerned with** climate change.
cut out for sth	stworzony do czegoś	We're not all **cut out for** university social life experience.
eligible for sth	kwalifikować się do czegoś	The criminal was given a custodial sentence without being **eligible for** parole.
hang around (somewhere)	kręcić się (gdzieś)	Earworm music pieces can **hang around** in our heads for days and weeks.
hot on sth	rygorystyczny w stosunku do czegoś	Admins of the website are **hot on** letting posts through.
involved in sth	zaangażowany w coś	Would you help me if I got **involved in** something bad?
obsessed with sth	mieć obsesję na punkcie czegoś	We are **obsessed with** keeping up to date with other people's lives.
opposed to sth	sprzeciwiający się czemuś	She **opposed to** my idea of moving out.
prone to sth	podatny na coś	He's **prone to** be sick during the winter season.
sceptical of sth	być sceptycznie nastawionym do czegoś	Buyers should be more **sceptical of** the way shops do business.
uncertain about sth	niepewny czegoś	She is more **uncertain about** their future plans now.

Nouns with prepositions / Rzeczowniki z przyimkami		
day off	dzień wolny	I won't be in tomorrow – it's my **day off**.
dismay at sth	zaniepokojenie czymś	They wrote this letter to express their **dismay at** the issue.
evidence of sth	dowód czegoś	There is **evidence** everywhere **of** how mankind has messed up the world.
familiarity with sth	obeznanie w czymś	**Familiarity with** gym equipment is a crucial requirement when applying for a job as a sports club receptionist.
influence on sth	wpływ na coś	Mass media's **influence on** our choices is irrefutable.
lack of sth	brak/niedostatek czegoś	**Lack of** sleep had made him a little testy.
read through	czytanie od początku do końca	I'll give it a **read through** and practise tonight so that I'm ready to record tomorrow.
way out	wyjście, droga do wyjścia	It was dark and I couldn't find my **way out**.

Verbs with prepositions / Czasowniki z przyimkami		
accuse sb of sth	oskarżyć kogoś o coś	Helen copied my work and **accused** me **of** using her ideas.
aim for sth	dążyć do czegoś	It is important to **aim for** perfect pronunciation of English.
back out	wycofać się	People need to take their commitments seriously and not **back out** if something goes wrong.
be in the dark about sth	bez wiedzy o czymś	The research has provided an understanding of sensory conditions which scientists **had been in the dark about**.
be with sb on sth	zgadzać się z kimś w jakiejś kwestii	I'**m** totally **with** you **on** that!

bear with sb	okazać komuś cierpliwość	For now, I cannot tell you what it will be exactly, but **bear with** me – I'll pass on the details as soon as I can.
belt out	głośno wyśpiewywać	The supporters were **belting out** deafening and sometimes raucous songs and chants to will their team on.
bunk off	urwać się ze szkoły/z pracy	My colleagues were constantly **bunking off** for coffees and snacks.
cascade down sth	spływać falami z czegoś	Seeing the hot lava **cascading down** the volcano slope was both breathtaking and scary.
cash in on sth	zarobić na czymś	Some people would like to **cash in on** everything.
choke on sth	zadławić się czymś	If you eat too fast, you can **choke on** a piece of food.
come about	zdarzyć się (niespodziewanie)	How did the idea **come about**?
contradict sth	być w sprzeczności z czymś	We tend to reject facts that **contradict** our beliefs.
date back to	pochodzić z (jakiegoś okresu)	The earliest flute that has ever been found **dates back** to between 35,000 and 43,000 years ago.
deal with sth	radzić sobie z czymś	I usually **deal** very well **with** feedback.
dig into sth	zacząć wykorzystywać (oszczędności)	I don't want to **dig into** my rainy day savings.
equip sb with sth	zaopatrzyć kogoś w coś	**Equipping** yourself **with** transferable skills is the key to continuing employment.
fall victim to sth	paść ofiarą czegoś	Anyone can **fall victim to** identity theft.
fork out for/on sth	płacić za coś (niechętnie)	I **forked out** a lot of money **for** her present.
get away from sb/sth	uciec od kogoś/czegoś	You should give up all your devices if you want to **get away from** people.
get away with sth	uniknąć kary za coś	He **got away with** robbery the first time and so decided to try it again.
get by	radzić sobie	People should be able to **get by** on the minimum wage if they economise and live carefully.
get on with sth	radzić sobie z czymś, kontynuować coś	There's still a lot of food we need to prep for the café, but we just have to **get on with** it!
give vent to sth	dać czemuś upust	I went jogging for an hour to **give vent to** all that pent-up frustration connected with the situation at school.
go about sth	zabrać się za coś	You need to present us the best way to **go about** it.
go along with sb/sth	zgadzać się z kimś/czymś	She always **goes along with** whatever I say.
go down for sth	być pociągniętym do odpowiedzialności za coś	He was accused of robbing a bank and **went down for** it.
go with sb/sth	zgodzić się z kimś/czymś, poprzeć kogoś/coś	Fine, let's **go with** your idea then.
have second thoughts about sth	mieć wątpliwości co do czegoś	At first, I **had** some **second thoughts about** my choice, but after a while I decided to stay there.
hold back sth	powstrzymywać coś	With an effort, I managed to **hold back** my laughter.
hold out	bronić się, opierać się	We will continue to **hold out** against all odds.
hold sb to account for sth	rozliczyć kogoś z czegoś	We need to **hold** the prime minister **to account for** all the damage this country has suffered.
indulge in sth	poddawać się czemuś	In addition to this, without the restriction of pain, people **indulge in** risky and dangerous behaviour.
interfere with sth	kolidować z czymś	Should science **interfere with** sport?
keep in with sb	pozostawać w dobrych stosunkach z kimś	I try to **keep in with** all my colleagues.
keep pace with sth	nadążać za czymś	**Keeping pace with** paying energy bills and simply putting food on the plate is a complicated balancing act.
kick off sth	rozpocząć coś	Our meeting **kicked off** with our manager's speech.

let sb loose on sth	dać komuś swobodę w czymś	I knew that they wouldn't **let me loose on** anything in my new job.
live on	przetrwać	Although the authors are no longer with us, their detectives and stories **live on**.
make out sth	dostrzegać, widzieć coś	The human eye can **make out** one million different colours.
make way for sth	umożliwić coś, zrobić miejsce czemuś	With the expansion of cities, animals' natural habitats are being destroyed to **make way for** new housing.
marvel at sth	dziwić się czemuś	Visitors to the Space Station **marvel at** the changing views as they orbit the Earth.
measure up to sb/sth	sprostać czemuś, dorównywać komuś	They struggle to **measure up to** their parents' expectations.
meet halfway on sth	pójść na kompromis co do czegoś	Can we **meet halfway on** this issue?
opt for sth	decydować się na coś	I tend to **opt for** the first thing I see in the store.
plough up sth	zaorać coś	In highly urbanised areas, animals' natural habitats are **ploughed up** by farmers to sustain cities' inhabitants.
rummage through sth	grzebać w czymś	Don't **rummage through** her stuff. She wouldn't like it.
run sth through (the system)	przepuścić coś przez (system)	We need to **run** it **through** the security system before opening.
serve as sth	służyć jako coś	The Fazl Mosque in London **serves as** a place for discussions and religious education.
settle on sth	zdecydować się na coś	It's not surprising that we can't **settle on** one thing quickly.
slip into sth	dostać się, wślizgnąć się	I **slipped into** my present job accidentally.
splash out on sth	wykosztować się na coś	She asked us if we would **splash out on** priority boarding.
stand by sth	trwać przy czymś	I will **stand by** my opinion.
stand in for sb	zastąpić kogoś	Is there any chance you could **stand in for** me?
sweep across sth	mknąć przez coś	Bush fires **swept across** the countryside extremely quickly.
take care of sb/sth	opiekować się kimś/czymś	Everyone wants to be **taken care of**.
take sth out on sb	wyładować coś na kimś (np. złość)	He usually **takes out** his anger **on** me.
throw insults at sb	obrzucać kogoś obelgami	People prefer to **throw insults at** each other online rather than talking to the people they are with.
tune in to sth	dostroić się do czegoś	Music can give us a rhythm for our bodies to **tune in to** and dance to.
will sb on	zagrzewać kogoś do walki	During the final moments of the game, I **willed** my team **on**, shouting words of encouragement from the sidelines.
withdraw from sth	wycofać się z czegoś	You need to keep pace with which notes are being **withdrawn from** circulation.

Phrasal verbs / Czasowniki frazowe		
block sth out	blokować coś	Interactive robot pets use the child's sense of touch and focus their attention, **blocking out** unwanted stimulation.
bring sth about	spowodować coś	Creation of art **brought about** a significant shift in human evolution.
bring sth out	wydobywać, uwypuklić coś	The presentation **brought out** the downsides of our plan.
bring sth up	poruszać coś	She **brought up** the question about AI.
call sth off	odwołać coś	As several people are sick, should I **call** the meeting **off**?
calm sb down	uspokoić kogoś	Stroking pets can definitely **calm** people **down**.
carry sth out	przeprowadzać (eksperyment), realizować coś	Scientists suggest hypotheses, test theories, provide evidence, **carry out** experiments and publish the conclusions.
check sth out	sprawdzać, oglądać coś	They decided to **check out** AI art on the Internet.

check sth over	sprawdzić, przejrzeć coś	You can **check** the video **over** before you record the narration.
come across sth	napotkać coś	Having decided to check out AI art further, I **came across** the work of the Chinese-Canadian artist Sougwen Chung.
come down to sth	sprowadzać się do czegoś	It all **came down to** the last question.
come up against sth	zmierzyć się z czymś	If you **come up against** problems, you should try to see them as challenges.
come up with sth	wpaść na coś	There is a difference in the way artists, scientists and businessmen **come up with** new ideas.
count sb in	wliczać kogoś, brać kogoś pod uwagę	When you play anything involving a board – **count** me **in**.
crack sth open	rozłupać coś	He used a hammer to **crack open** the coconut.
cross sth off	wykreślić coś	We all enjoy **crossing off** destinations from our bucket list.
cut down on sth	zredukować coś	If you're short of money, just **cut down on** what you buy.
drag sth down	obniżać coś	This fact **drags** the statistic for life expectancy **down**.
draw sb into sth	wciągnąć kogoś w coś	Many youngsters are being **drawn into** drug dealing.
draw sth up	sporządzić coś (np. plan)	I identified the pros and cons and then **drew up** a plan.
dream sth up	wymyślić coś	Our website brings you some of the most incredible gadgets that today's clever brains have **dreamed up**.
drift off	stopniowo zasypiać	Music can be used to help a baby **drift off**.
drive sb out	wypędzać, wypierać kogoś	Hunting behaviours, that is taking advantage of a larger element that **drives out** smaller animals, can be seen in many bird species.
dry up	wyczerpać się	World's water supply is **drying up** year by year.
end up (somewhere)	skończyć (gdzieś)	I've just heard that my childhood friend **ended up** in prison.
face up to sth	stawiać czoła czemuś	It is much better to **face up to** your problems rather than pretend they don't exist.
faff around	zajmować się rzeczami, które nie są ważne	I watched my colleagues **faffing around**.
fall out with sb	pokłócić się z kimś	Kathy **fell out with** her boyfriend yesterday.
fathom sth out	wywnioskować coś	In the game Cluedo, players have to **fathom out** who killed the victim, where and with what weapon.
feel for sb	współczuć komuś	I **feel for** you – my sister is just as indecisive as yours.
figure sth out	zrozumieć coś, rozwiązać problem	Astronomers are still trying to **figure out** our planetary system.
find out sth	dowiedzieć się czegoś, odkryć coś	I hunt out those based on true events, mostly to **find out** about the victim and the perpetrators.
fit in	wpasować się	Asylum seekers want to **fit in** just as their peers.
fob sb off	wciskać coś komuś, zbywać kogoś	I sensed the retailer was trying to **fob** me **off**.
follow sth through	doprowadzić coś do końca	She **followed** songwriting **through** to build a successful career.
follow the lure of sth	dać się czymś zwabić	In order to survive, animals **follow the lure of** food that city dwellers throw away.
fritter sth away	trwonić, marnować coś	I can **fritter away** hours reading, playing games, chatting online or on the phone.
give sth out to sb	rozdawać coś komuś	They should **give out** free season tickets **to** car owners.
give up	poddać się	I stuck with it for about an hour, and then I finally **gave up** and went to bed.
go over sth	analizować coś, powtórzyć	Let's **go over** the calculations to make sure they're correct.
grass sb up	donieść na kogoś	If you **grass** me **up**, they'll arrest me!
hand sth in	składać, wręczać coś	I didn't need to **hand in** my homework this morning.

have sb's back	stać murem za kimś	I'll always **have** your **back** no matter what.
hook sth up	podłączyć coś	A service engineer came to the lab to **hook up** the computer to the printer.
iron sth out	rozwiązywać coś, uporać się z czymś	In the modern world, globalisation is **ironing out** many differences.
lay sth out	wydawać (kwotę pieniędzy)	Some people are willing to **lay out** tons of money for a work of art.
lead to sth	prowadzić do czegoś	The study **led to** a major breakthrough in our thinking.
line up	ustawiać się (w rzędzie, w kolejce)	When the Baka women 'play the river', they **line up** in the water.
live up to sth	spełniać coś (np. oczekiwania)	I try to **live up to** my grandfather's standards.
look at sth	analizować coś	The engineers **looked at** different ways to make the robotic hand move.
look back on sth	wracać pamięcią do czegoś	When she **looks back on** how the business has developed, she feels enormously proud.
look into sth	zbadać coś	The JWST will help astronomers **look into** the past and find out about how galaxies were formed.
look out for sb	dbać o kogoś	I don't have time to **look out for** other people! I'm barely able to take care of myself.
lose out on sth	stracić coś	Due to the crisis, seasonal staff **lost out on** wages.
make sth of sth	rozumieć coś z czegoś	Other detectives can **make** nothing **of** the case.
make sth up	zmyślić coś	Thomas forgot to do homework, so he **made up** an excuse.
meet up	spotykać się	I'm ready to record immediately when we **meet up** at school tomorrow.
miss out on sth	przegapić coś	Children in poverty **miss out on** so many things that their peers take for granted.
mull sth over	rozważać nad czymś	Sometimes you just have to make a snap decision without **mulling** it **over** too long.
narrow down sth	zawęzić coś	Forensic psychologists can often help **narrow down** a pool of suspects and avoid miscarriages of justice.
part with sth	rozstawać się z czymś	Advertisers use variety of tools which urge us to **part with** our money.
pass sth on	podać coś dalej	I'll **pass on** the details as soon as I can.
pay sth off	spłacać coś	Imagine being obliged to **pay off** a loan you never took.
plug sth in	podłączać coś	Did you **plug in** the mouse?
point sth out	zwrócić na coś uwagę	Sherlock Holmes wanted to **point out** that Watson holds his arm in a strange way.
pop up	wyskakiwać, pojawiać się nagle	Lots of ads **pop up** every time I open this website.
prevent sb from (doing) sth	powstrzymać kogoś przed czymś	Are there any obstacles in my way that could **prevent** me **from** completing the task?
provide sb with sth	zapewniać, dostarczać coś komuś	She wanted to **provide** her children **with** better nutrition, healthcare and education.
pull sth down	zburzyć coś	I can't believe they're **pulling down** this cathedral.
pull sth together	złożyć coś, zorganizować coś	Matti and Anna have already done an outline. We can **pull** it **together** later today.
put sth off	odkładać coś	Even the Romans had a word for this idea of **putting off** till tomorrow what you should do today – procrastination.
put sth down to sb/sth	przypisywać coś komuś/ czemuś	I would **put down** the success of this business **to** the commitment of the founder.
put sth forward	proponować coś	Banning cars from the city centre and building bicycle lanes would be another proposal I might **put forward**.
put up with sb/sth	tolerować, znosić kogoś/coś	He has **put up with** many difficulties and sickness.

rely on sb/sth	polegać na kimś/czymś	Can we **rely on** your dad to help us with the project?
rip sb off	zdzierać z kogoś pieniądze	Have you ever been **ripped off**?
rub off	zetrzeć, zniknąć	The shine and the glamour can **rub off** quickly when you're confronted with the reality of day-to-day living.
save up for sth	zaoszczędzić na jakiś cel	Ryan announced that he was going to **save up for** one of those electric scooters.
send sth over	przesłać coś	I'll **send over** the script to you this evening.
set up sth	założyć coś	You should **set up** a pension scheme for the future.
show off (sth)	popisywać się (czymś)	You'll have a chance to **show off** your skills later on.
sleep on sth	przespać się z czymś (odłożyć decyzję na następny dzień)	If I have to make a big personal decision, I'll always **sleep on** it first.
soak up sth	pochłaniać coś	She loves to lie on the beach and **soak up** the sun.
spray sth out	rozpylać, rozprowadzać	A smart toothbrush **sprays out** toothpaste and goes round and round and brushes your teeth.
stand out	wyróżniać się	The quality of the video content really **stands out**.
stand up for sb/sth	stanąć w obronie kogoś/czegoś	I really admire people who **stand up for** the things they believe in.
stick up for sb/sth	bronić, popierać kogoś/coś	It's important to **stick up for** your friends no matter what.
stick with sb/sth	pozostać przy kimś/czymś	In order to build a successful career, it is important to **stick with** your intentional plan.
struggle with sth	zmagać się z czymś	A lot of you out there are **struggling** at the moment **with** the galloping inflation.
switch sth off	wyłączyć coś	You aren't allowed to **switch off** that computer.
take after sb	być podobnym do kogoś (z rodziny), wdać się w kogoś	The child was changing so rapidly that no one could predict whom he would eventually **take after**.
take off	odnieść nagły sukces	He started to tell people's stories in a caption with each photo and the idea really began to **take off**.
take sth away	zabierać coś, pozbywać się czegoś	The pill managed to **take away** the pain, but the patient still couldn't eat anything.
take sth in	przyswoić coś	Everyone found it difficult to **take in** all the information.
take sth on board	brać coś pod uwagę	I was reassured that many universities **take on board** the demands from employers regarding the skills needed.
take sth up	zajmować coś (np. miejsce)	There's a world of difference between visiting a place on holiday and **taking up** residence there for a longer period.
talk down to sb	mówić do kogoś z poczuciem wyższości	My grandfather's never **talked down to** people or given anyone disrespect.
track sth down	odnaleźć coś	We need to **track down** the footage for the video.
trigger sth off	wyzwalać, powodować coś	The author's visit to the prison **triggered off** an obsession.
turn into sth	zamienić (się) w coś	After all these years on stage, he **turned into** a real celebrity.
turn out	okazać się	The branded shirt I bought **turned out** to be fake.
turn up	pojawiać się, nadarzać się	When a more complex case **turned up**, Holmes had to get out and see the crime scene with his own eyes.
weigh sth up	rozważyć coś	There's a lot to **weigh up** when you come to think about dark tourism.
win out	odnieść sukces, zwyciężyć	Superhero films **win out** every time we don't know what to watch.
wipe sth off sth	wymazywać, usuwać coś	Tsunamis can **wipe** whole towns **off** the map.
wipe sth out	zmieść coś z powierzchni ziemi	Fires in the Amazon rainforest **wipe out** millions of trees.
work sth out	obmyślać coś, zrozumieć coś, rozpracować coś	I watched a group of people for a while to try to **work out** what was going on.
write sth down	zapisać coś	I **wrote down** what I heard before I forgot.

Prepositional phrases / Wyrażenia przyimkowe		
ahead		
ahead of sb/sth	przed kimś/czymś	He asked me to book our holidays **ahead of** everyone else.
at		
at (an alarming) rate	w (zastraszającym) tempie	The number of thefts is increasing **at an alarming rate**.
at a dead end	w sytuacji bez wyjścia	After weeks of investigation, the detectives realised they were **at a dead end** and had no further leads to follow.
at a given time	w danym czasie	The use of technology available **at a given time** is a crucial element in how new artistic styles emerge.
at hand	w pobliżu, dostępny	He was always **at hand** with advice when I needed it.
at some level	w jakimś stopniu	Everyone is influenced by advertisements **at some level**.
at the cost of sb/sth	czyimś kosztem	In 2020 wildlife flourished **at the cost of** the global tourism industry.
at the first sign of sth	przy pierwszych oznakach czegoś	Hordes of people descended on the beaches **at the first sign of** hot weather.
at the height of sth	w najbardziej intensywnym aspekcie/momencie czegoś	The novel was published in 1960, **at the height of** the civil rights movement.
at the outset	na wstępie	**At the outset**, all of the participants appeared to see eye to eye on the topics raised.
at the whim of sb	zależnie od czyjegoś kaprysu	We booked the spa **at the whim of** my girlfriend.
by		
by chance	przez przypadek	I became acquainted, quite **by chance**, with a certain prisoner.
in		
in a nutshell	w skrócie	To put it **in a nutshell**, we are broke.
in a quandary	w rozterce	She's always **in a quandary** about where to go shopping.
in addition	w dodatku	**In addition**, commercialisation of space travel may lead to space journeys being organised at the whim of billionaires.
in confinement	w zamknięciu	In 2020 many people had to survive **in confinement**.
in due time	we właściwym czasie	**In due time**, I began to appreciate our friendship.
in favour of sth	popierać coś	Are you not **in favour of** my idea?
in horror	z przerażeniem	We watched the news **in horror** as thousands of massive forest fires destroyed vast areas of the Amazon rainforest.
in order to	w celu	Resorts worldwide are being urged to limit tourist numbers **in order to** alleviate the pressure on facilities.
in person	osobiście	I'd really prefer to discuss this issue **in person**.
in sb's wake	na swojej drodze	Tsunamis destroy everything **in their wake**.
in spite of (sth/oneself)	wbrew czemuś/sobie	I was drawn to the prison almost **in spite of** myself.
in the aftermath of sth	w następstwie czegoś	The mortality rates of animals **in the aftermath of** the oil spill were relatively low thanks to the volunteers.
in the raw	w stanie naturalnym	Nature **in the raw** can be exceptionally beautiful.
in touch with sb	w kontakcie z kimś	Social media can help us stay **in touch with** friends.
in/with regard to sb/sth	w odniesieniu do kogoś/czegoś	I am writing **in regard to** the article published in the latest issue of your newspaper.
of		
of sb's own making	z czyjejś winy	Even though the problems are not **of their own making**, it's the younger generations that are forcing everyone to wake up to the facts.

on		
on a daily basis	codziennie	We experience climate change effects **on a daily basis**.
on a par (with sb/sth)	na równi, równorzędny, dorównujący czemuś	Some say that AI will be able to dream up a masterpiece **on a par with** anything created by a human being.
on a scale	na skalę	The oil spill last November was **on a scale** previously unseen in this area.
on the breadline	na granicy ubóstwa	With this rate of inflation, many people will soon be **on the breadline**.
on the contrary	wprost przeciwnie	**On the contrary**, such conditions have remained undiagnosed until serious symptoms emerge.
on the edge of sth	na skraju/krawędzi czegoś	Advertisements can be misleading and **on the edge of** breaking the law with false claims.
on the line	na linii (w trakcie rozmowy telefonicznej)	I think we have Alex **on the line**. Can you kick off the discussion, Alex?
on the verge of sth	na skraju czegoś	Many people in the world live **on the verge of** famine.
out		
out loud	na głos	Text-to-speech software can read any text **out loud** for you.
out of control	poza kontrolą	This forest fire is **out of control**.
to		
to hand	pod ręką	And even when there are no instruments **to hand**, humans find ways to make music.
under		
under pressure from sb/sth	pod presją kogoś/czegoś	The CEO is **under pressure from** shareholders to improve profits this year.
under stress	pod wpływem stresu	Don't some people work really well **under stress**?
up		
up close and personal	blisko, zażyle	Being **up close and personal** with nature makes us aware of our own position in this world.
up for sth	zainteresowany czymś	I thought you were **up for** making the poster with me?
up to	aż do	Imagine a giant heat pump that can provide heat for **up to** five thousand homes!
up to a point	do pewnego stopnia	The arguments from opponents and those in favour of commercial space exploration seem right **up to a point**.

WORD FORMATION / SŁOWOTWÓRSTWO

Noun suffixes / Przyrostki rzeczownikowe	
-er	founder
-ence	consequence
-ance	allowance
-ant	assistant
-tion	prosecution
-sion	decision
-ment	advertisement
-ness	awareness
-ity	ability
-or/-ess	actor/actress
-ure	future
-y	toxicology
-dom	freedom

Adjective suffixes / Przyrostki przymiotnikowe	
-able	reliable
-ful	painful
-y	hefty
-al	potential
-ive	effective
-ous	dangerous
-ic	dramatic
-ary	legendary
-ar	muscular

Negative prefixes / Przedrostki negatywne	
in-	invaluable
dis-	disregarding
im-	impractical
un-	unable
il-	illegal
anti-	antisocial
ir-	irreversible
non-	non-fiction

Tłumaczenie fragmentów zdań (zadania otwarte)

Wskazówki

- W zadaniu tego typu poprawna może być więcej niż jedna odpowiedź.
- Przeczytaj uważnie wyrazy występujące przed luką i po niej – mogą być one częścią wyrażenia, którego należy użyć.
- Nie tłumacz podanych fragmentów słowo w słowo. Zastanów się, jaka kolokacja lub struktura gramatyczna będzie potrzebna w tłumaczeniu podanego fragmentu, np. jakiego czasu należy użyć, czy zastosować stronę czynną czy bierną itd.
- Pamiętaj o różnicach w zastosowaniu struktur gramatycznych w języku polskim i angielskim. Na przykład zdanie w czasie teraźniejszym w języku polskim może być wyrażone w języku angielskim za pomocą różnych konstrukcji: uczę się = *I'm studying (now)*, *I study (every Sunday)*, *I have been studying (since Tuesday)*.
- Przeczytaj gotowe zdanie i zastanów się, czy jest ono logiczne i poprawne gramatycznie oraz czy zawiera konieczne przedimki, przyimki i zaimki.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

1 Translate into English. Write up to five words in each gap.

1 Before you make your decision, please _____ _____ (*rozważ wszystkie alternatywy*).
2 Please ignore what I just said. _____ _____ (*Głośno myślałem*).
3 Fiona's eyes were red. It was clear _____ _____ (*że płakała*) earlier.
4 If you're simply copying other people's work, _____ (*naruszasz ich prawa autorskie*).
5 I was furious. _____ _____ (*Nie tylko stłukli*) my vase, but they hadn't even cleared up the mess.
6 It seems like a terrible idea, but I'm willing _____ (*wstrzymać się z oceną*) until you've finished.

2 Translate into English. Write up to five words in each gap.

1 Something's gone wrong with our experiment! Those chemicals _____ (*nie miały wybuchnąć*)!
2 Our researchers are on the brink of making _____ (*wielkiego przełomu*).
3 The procedure is generally safe, but there may be some minor _____ (*skutki uboczne*).
4 This medicine won't cure your illness, but hopefully _____ (*złagodzi objawy*).
5 _____ (*Nie mogłaś skończyć*) already! You've only just started!
6 We reached our conclusions through a process of _____ (*prób i błędów*).

3 Translate into English. Write up to five words in each gap.

1 It's a lovely phone, but it's a bit _____ _____ (*poza moim zasięgiem cenowym*).
2 _____ (*Jeśli nie dokonamy fundamentalnych zmian*) to our behaviour, our planet is doomed.
3 I've decided to sell my car in order to _____ _____ (*zmniejszyć swój ślad węglowy*).
4 _____ (*Gdybyśmy tylko podjęli*) action sooner! Then we wouldn't be in this mess now.
5 Through careful conservation, the species has been brought back _____ (*ze skraju wyginięcia*).
6 There's _____ (*stroma krzywa uczenia się*) in the first year, but it gets easier after that.

4 Translate into English. Write up to five words in each gap.

1 The thief _____ _____ (*został złapany na gorącym uczynku*).
2 _____ (*Im cięższe przestępstwo, tym*) longer the sentence should be.
3 The police have managed to _____ _____ (*namierzyć kilku naocznych świadków*).
4 _____ (*Słyszałam, jak złodziej krzyknął*) 'get on the floor'.
5 After months of investigation, the detective found herself _____ (*w ślepym zaułku*).
6 The fraudsters took advantage of _____ _____ (*lukę w prawie*) to get away with their crime.

5 Translate into English. Write up to five words in each gap.

1 Rarely _____ (*widywałam tak*) ingenious techniques in action.
2 The mistake only _____ _____ (*wyszedł na jaw*) months later, when we were reviewing the data.
3 What's with all the loud music? Our neighbours _____ (*muszą urządzać imprezę*).
4 I'm so glad you helped. _____ _____ (*Inaczej zajęłoby to*) much longer.
5 To my mind, judges are becoming _____ _____ (*coraz bardziej pobłażliwi*).
6 As it was her first offence, she was given only _____ (*wyrok w zawieszeniu*).

6 **Translate into English. Write up to five words in each gap.**

1 It's hard to be sure, but _____ _____ (*wygląda na to, że*) they're community workers.
2 The road was closed because the bridge _____ _____ (*był malowany*).
3 Counting all the votes _____ _____ (*to takie czasochłonne zajęcie*).
4 The curtains on the voting booth _____ _____ (*zapewniają tajność*) the election.
5 _____ (*Mówi się, że*) there's going to be an election.
6 The number of people living below the poverty line is growing _____ _____ (*w zastraszającym tempie*).

7 **Translate into English. Write up to five words in each gap.**

1 I am _____ (*dostępna na rozmowę kwalifikacyjną*) at any time.
2 After quitting my job, I never regretted _____ _____ (*tego, co zrobiłam*) for a moment.
3 I'm not very good _____ (*w dotrzymywaniu napiętych terminów*).
4 _____ (*To było wczoraj, kiedy*) we met, not Thursday.
5 Due to the recession, two hundred employees are going to be _____ (*zwolnionych*).
6 Daniel helped me to prepare for the job interview, _____ (*co było miłe z jego strony*).



8 **Translate into English. Write up to five words in each gap.**

1 _____ (*Lokalna gospodarka rozkwitła*) since tourists started coming in the 1960s.
2 This year's drought is even worse _____ _____ (*niż ta, którą mieliśmy*) last year.
3 We need to take _____ _____ (*kilka punktów pod uwagę*).
4 _____ (*Nie mogę znieść*) when people dump their rubbish in the forest.
5 In recent years, the tourist industry _____ _____ (*stawia ogromne wymagania*) on the ecosystem.
6 _____ (*Nie było innego wyjścia, jak*) to abandon our plans.

9 **Translate into English. Write up to five words in each gap.**

1 Sheila _____ _____ (*zastanawiała się, czy iść*) or not.
2 The old banknotes _____ _____ (*zostały wycofane z obiegu*).
3 _____ (*Ostrzegałem cię przed wydawaniem*) all your money on sweets!
4 I tried calling their _____ _____ (*infolinię obsługi klienta*), but nobody answered the phone.
5 Whether or not we'll get our money back _____ _____ (*okaże się*).
6 I am writing _____ _____ (*aby zażądać pełnego odszkodowania za*) the damaged goods.

10 **Translate into English. Write up to five words in each gap.**

1 _____ (*Aby uniknąć kradzieży tożsamości*), always protect your personal data.
2 I've decided _____ (*złożyć wypowiedzenie*).
3 _____ (*Wiem tylko, że*) I don't want to work for a multinational corporation.
4 I've agreed to go there _____ _____ (*chociaż nie chcę*).
5 Instead of writing a letter, you should _____ _____ (*złożyć skargę osobiście*).
6 I _____ (*sprzeciwiłam się, że kazano mi*) wait for so long.

Transformacje zdań z podanym słowem (zadania otwarte)

Wskazówki

- W zadaniu polegającym na parafrazie zdań przy użyciu podanego słowa należy tak przeformułować zdanie wyjściowe, aby zachować zawartą w nim informację. Poprawna może być więcej niż jedna odpowiedź.
- Zastanów się, w jaki sposób podany wyraz odnosi się do informacji zawartej w zdaniu wyjściowym i jakie struktury mogą być potrzebne do przeformułowania zdania.
- Po uzupełnieniu luki przeczytaj całe zdanie, aby upewnić się, czy informacja zawarta w zdaniu przekształconym jest taka sama jak w zdaniu wyjściowym. Zastanów się też, czy jest logiczne i poprawne gramatycznie.
- Upewnij się, że podane słowo występuje w Twoim zdaniu w niezmienionej formie.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

1 Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.

1 During my walk, I came up with an incredible idea, but it had slipped my mind before I got home. **TIME**
I had an amazing idea on my walk, but _____ _____ reached home, I'd forgotten it.

2 The idea is rather complicated, but in simple terms, you make more if you invest more. **BOILS**
It's quite a complex idea, but what _____ _____ that the more you invest, the more you'll make.

3 I didn't remember to say where I'd got my facts from, so my essay got a low mark. **CITE**
I got a bad mark for my essay because I _____ _____ sources.

4 I only noticed that I was covered in mud when I got home. **UNTIL**
_____ did I realise I was covered in mud.

5 I worked really hard on the project, so I was annoyed that my contribution was ignored. **CREDIT**
It was annoying that I _____ _____ all my hard work on the project.

2 Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.

1 We didn't need to wear safety goggles. **UNNECESSARY**
_____ us to wear safety goggles.

2 I'm sure Laura's talking to her sister – her phone's been engaged for an hour. **MUST**
Laura's phone has been engaged for an hour!
_____ to her sister.

3 I'm conducting some psychological research. Can I test my questions on you? **GUINEA**
I'm doing some research into psychology.
Can you _____?

4 It's inevitable that you'll find the answer eventually. **BOUND**
_____ the answer in the end.

5 I'm with you on the need for change, but not with the actual changes you're proposing. **FAR**
I agree with you _____ change is needed, but not with the suggested changes.

6 One very serious challenge will be getting financial approval for the project. **STUMBLING**
Getting financial approval for the project is likely to _____.

3 Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.

1 Maybe it'll rain tomorrow, so take an umbrella in order to be ready. **CASE**
Take an umbrella tomorrow _____.

2 Politicians need to be made to take responsibility for their broken promises. **ACCOUNT**
Politicians are always breaking their promises, and somebody needs to _____ that.

3 I need to speak to Dave. Should you see him, please tell him. **HAPPEN**
_____ Dave, please tell him I need to speak to him.

4 I don't think I'll ever achieve such good grades at school as my elder brother did. **UP**
My elder brother always got top marks at school, and I'm not sure I'll ever _____ standards.

4 Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.

1 The attack was so brutal that the victim had to spend months in hospital. **A**
It _____ that the victim couldn't leave hospital for months.

2 The detectives were convinced of the culprit's identity after eliminating the other suspects. **HAVING**
_____ out the other suspects, the detectives were sure they knew the culprit's identity.

3 The fraudsters pretended that they were calling from their victim's bank. **TO**
The fraudsters _____ from their victim's bank.

4 Imagine they arrested you during the protest. What would you do? **BE**
What would you do _____ arrested during the protest?

5 **Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.**

1 You ought to write your answers in pencil, in case you want to change them. **SHOULD**
Your answers _____ in pencil so you can change them if necessary.

2 I care about the situation on the ground, not research by an academic who's never left his or her university. **IVORY**
I don't care about research by an academic living _____; I'm interested in what's happening in real life.

3 It's just about possible that you're right. **FAINT**
There _____ that you're right.

4 The politician denied that her boss had told her what to say. **BEEN**
The politician denied _____ what to say by her boss.

5 I don't know the cause of your computer crashing, but it's possible that something's wrong with the fan. **HAZARD**
I'm not sure why your computer keeps crashing, but to _____, it might be a problem with the fan.

6 I had almost solved the case when you disturbed me while I was concentrating! **TRAIN**
I was so close to solving the case until you interrupted _____!

6 **Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.**

1 I became a doctor because I was inspired by my mother. **WITHOUT**
My inspiration was my mother, _____ never have become a doctor.

2 Do you need a decision today, or is it OK if I get back to you tomorrow? **SLEEP**
Do I need to decide today or _____?

3 Frankly speaking, I can't deny that I'm sometimes slightly overzealous. **ADMIT**
To be perfectly honest, I _____ being a little overzealous at times.

4 I didn't earn much, but I learned all the essentials about marketing. **GROUNDING**
The salary was rather low, but the job _____ in the world of marketing.

5 I decided without thinking in advance. **SNAP**
It _____ I made.

6 I'm really looking forward to making a start in my exciting new job. **TEETH**
I'm excited about my new job and can't wait _____ it!

7 **Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.**

1 I am writing to say I am unhappy with your proposals. **DISMAY**
I am writing _____ your proposals.

2 I'm sure there'll be a motel around here somewhere. **BOUND**
There _____ a motel around here somewhere.

3 They didn't go to the same resort by chance. It had all been planned in secret. **COINCIDENCE**
It _____ they went to the same resort. They had secretly planned it earlier.

4 We're not going to change our plans under any circumstances. **QUESTION**
_____ us changing our plans.

5 In the aftermath of the earthquake, all activity in the city stopped so people could help rescue the victims. **STANDSTILL**
After the earthquake, the whole city _____ in order to help with the rescue.

6 The local people made a huge effort to clean up the beach because it was necessary after the tourists had left. **PAINS**
The beach needed to be cleaned up after the departure of the tourists and the local people took _____.

8 **Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.**

1 It seems to me that you're upset with me for some reason. **GET**
I _____ I've upset you in some way.

2 'Yes, I took the money,' said Charlie. **HAVING**
Charlie admitted _____.

3 Once I've paid all my bills, there's not much money left to spend as I please. **PLAY**
After paying all my bills, I have _____.

4 The company is finding it hard to survive financially. **HEAD**
The business is struggling to _____ water.

5 'You must pay in advance,' the sales rep told Roger. **PAY**
The sales rep demanded _____.

6 Murder is far rarer than most people realise. **NEAR**
Murder is _____ most people think.

Transformacje zdań bez podanego słowa (zadania otwarte)

Wskazówki

- W zadaniu polegającym na parafrazie zdań należy tak przeformułować zdanie wyjściowe, aby zachować zawartą w nim informację. Poprawna może być więcej niż jedna odpowiedź.
- Przeczytaj uważnie zdanie wyjściowe oraz podany początek i koniec drugiego zdania. Zwróć szczególną uwagę na wyrazy przed luką i po niej – one pomogą Ci zdecydować, jakiej konstrukcji gramatycznej lub słowa należy użyć.
- Nie zmieniaj podanych fragmentów drugiego zdania.
- Po uzupełnieniu luki przeczytaj całe zdanie, aby upewnić się, czy informacja zawarta w zdaniu przekształconym jest taka sama jak w zdaniu wyjściowym. Zastanów się też, czy jest logiczne i poprawne gramatycznie.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / przekroczyłaś.

1 Complete the second sentence with up to four words so that it means the same as the first one.

1 I think we should meet to work out your idea's pluses and minuses.
Let's have a meeting to identify _____ cons of your idea.

2 I'm good at coming up with new ideas, but I'm terrible at taking them to the next stage.
I can think of new ideas easily, but I find it hard to _____ through.

3 We had a power cut just after I turned the TV on.
Scarcely _____ the TV when the electricity went off.

4 Can I check I've understood you correctly? Are you saying you want to give up?
Let _____ straight. Do you want to quit?

5 I wonder if Jo can help. Ah, here she comes now.
Ah, _____ now. I wonder if she can help.

6 It was a huge relief when they published my book, after ten years of writing!
I was hugely relieved when my book was published because I _____ for ten years!

2 Complete the second sentence with up to four words so that it means the same as the first one.

1 You don't have to ask for permission every time you want to speak.
There _____ you to ask for permission whenever you want to say something.

2 You were supposed to explain everything to me, but I still don't understand anything.
I was expecting you to explain it all to me, but I'm _____ dark.

3 There definitely won't be enough time.
There _____ little time.

3 Complete the second sentence with up to four words so that it means the same as the first one.

1 I don't know why, but Mrs James is always really positive about you. She thinks you're perfect!
Mrs James thinks you're an angel, for some reason! She _____ word to say about you!

2 I failed my exams because I didn't study hard enough for them.
I wish _____ for my exams. Then I might have passed.

3 I think I've succeeded as a result of working hard and being lucky.
I put _____ a combination of hard work and luck.

4 Feel free to get in touch if you'd like to ask me anything.
Should _____ questions, please do not hesitate to contact me.

5 I understand why you're angry, but please look at it through my eyes.
I can see why you're upset, but please consider it _____ view.

4 Complete the second sentence with up to four words so that it means the same as the first one.

1 It is almost impossible to retract a confession once you've made it.
_____ is almost impossible once you've made it.

2 I think this photo would be ideal for our poster.
If we want a photo for our poster, then this one _____ bill, I reckon.

3 The police are still trying to work out how the victim died.
The police are still examining the victim to determine _____.

4 I've never had to solve a more difficult case than this one, not by a long way.
This is far _____ difficult case I've ever had to solve.

5 Please accept my commiserations. Needless to say, I'll help you in any way I can.
I'm so sorry for your loss. _____ saying that I'll do all I can to help you.

4 I'm not sure I remembered to connect the printer to the electricity supply.
I may have _____ the printer in.

5 The experiment is designed to show that it's possible to edit particular genes directly.
The purpose of the experiment is to demonstrate the _____ specific genes directly.

5 **Complete the second sentence with up to four words so that it means the same as the first one.**

1 It is said that there were over 10,000 people at the protest.
There _____ been more than 10,000 people at the protest.

2 Our campaign started in 2005.
Our campaign dates _____ 2005.

3 I know it doesn't stand much chance of success, but why don't we write to the prime minister?
It might _____ shot, but maybe we could write to the prime minister.

4 It appears that the plans to ban cars from the city centre have been abandoned.
The plan to ban cars from the city centre _____ abandoned.

5 I think it's important to do as much as I can every day so as not to waste a second of my life.
I believe in _____ full.

6 Somebody stole my wallet during the march.
I _____ during the march.

6 **Complete the second sentence with up to four words so that it means the same as the first one.**

1 Thanks for your advice, which I'll definitely remember and learn from.
I can assure you I'll _____ board.

2 There were only a few people who stayed till the end of the presentation, weren't there?
Hardly anybody listened to the whole presentation, _____?

3 I sent my CV to the wrong company and then they offered me a job.
What _____ that I sent my CV to the wrong company, who then offered me a job.

4 I don't think this is the right job for you.
I'm not sure you're cut _____ job.

5 My two grandmothers were successful scientists, and I was inspired by them both.
I was inspired by my two grandmothers, _____ were successful scientists.

6 As far as I'm concerned, preservation of the delicate ecosystems is the most important thing.
Uppermost _____ the need to preserve the delicate ecosystems.

7 **Complete the second sentence with up to four words so that it means the same as the first one.**

1 Meeting you was lovely.
_____ meet you.

2 I always recycle my plastic waste, but surely it doesn't make much difference when you think of how much waste is generated.
I recycle all my plastic waste, but it's just _____ ocean compared to the total amount of waste that's produced.

3 You shouldn't threaten to take them to court until you've tried every other option.
You should only resort to legal action after you've _____ avenues.

4 If it is necessary for me to pay for the souvenirs that got damaged, I am happy to do so.
I'm happy to pay for the _____ .

5 We had to take our rubbish home with us because there weren't any bins in the area.
_____ in the area, we were forced to take our rubbish home with us.

8 **Complete the second sentence with up to four words so that it means the same as the first one.**

1 This is a waste of my time, isn't it?
I'm wasting my time, _____?

2 They refunded only half of my money, so I still didn't have as much as before.
I'd only received half my money back, so I _____ pocket.

3 I hardly ever go to parties these days.
I only go to a party _____ moon.

4 I just need a steady job, nothing else.
_____ a steady job.

5 I didn't like the people I worked for.
I wasn't keen on the people _____ worked.

6 There are many similarities between the two photos, as they both portray people who are stressed.
The two photos _____ common in that both show people in stressful situations.



Sety leksykalne (zadania otwarte)

Wskazówki

- Ten typ zadania polega na uzupełnieniu wszystkich trzech zdań z zestawu tym samym słowem, które musisz odgadnąć samodzielnie. Poprawna jest tylko jedna odpowiedź.
- Uzupełnij jedno ze zdań pasującym wyrazem, a następnie spróbuj uzupełnić drugie i trzecie zdanie tym samym wyrazem, nie zmieniając jego formy. Jeśli wyraz nie pasuje do drugiego lub trzeciego zdania, spróbuj jeszcze raz z kolejnym słowem – aż znajdziesz takie, które będzie pasować do wszystkich trzech zdań.
- Pamiętaj, że brakujący wyraz jest tą samą częścią mowy we wszystkich trzech zdaniach, ale w każdym z nich występuje w nieco innym znaczeniu.

1 Complete sentences a–c with the same word.

1 a The fire practice will be straightforward. The alarm will go off at a given _____ and we'll have to evacuate the building.
b Your writing will be assessed, so it's well worth taking the _____ to plan it properly in advance.
c By the _____ we arrived at the theatre, the play had already started.

2 a We're carrying _____ some very important research in this laboratory.
b I'd strongly recommend taking _____ a patent on your invention to prevent others stealing your ideas.
c I find that walking in the forest helps me to think _____ of the box.

3 a Before you can _____ any discoveries, you need to ask the right questions.
b I'm sorry but your answer still doesn't _____ much sense to me.
c The film should really _____ us think twice about what we're doing to our planet.

4 a The flight will take a handful of passengers to the edge of outer _____.
b I'd love to have a coffee machine in the kitchen, but there's not enough _____.
c Write your answers in capital letters on the mark sheet, with one letter per _____.

5 a Oh no! There _____ our tram now! We've missed it!
b Whenever I'm trying to think of something funny to say, my mind _____ blank.
c Olga is so thorough! She always explains everything and then _____ over it again to check we've understood.

6 a While your research is fascinating, I'm afraid I can't agree with the _____ you've drawn.
b In _____, I believe that the arguments, when taken together, disprove the hypothesis.
c After three months of negotiations, we're still no closer to their _____.

2 Complete sentences a–c with the same word.

1 a Despite your lack of experience, your opinions are every _____ as important as the others'.
b I help out in a shelter for refugees because I think it's important to do my _____.
c This computer is a _____ more expensive than I was expecting. Any chance of a discount?

2 a Your cabin luggage may be _____ heavier than 20 kg.
b In general, owls pose _____ threat to humans, although they have been known to attack small pets.
c Provided that you pay us in advance, I see _____ reason why we couldn't meet your requirements.

3 a The leader of the eco-activists often _____ the alarm about the threats to our planet.
b OK, I'm happy with that offer. _____ like a good compromise.
c When the buzzer _____, it means your planning time is over and it's time to speak.

4 a After collecting the data, we _____ it through the system to look for patterns.
b Do you have a moment? I need to _____ something past you.
c I love to get up early and _____ in the forest.

3 Complete sentences a–c with the same word.

1 a She stared at me blankly, as _____ I were speaking a foreign language.
b _____ there is virtually no proof, the police strongly suspect that this was the work of a criminal gang.
c I disagree with you about the causes of the problem. You've got a point, _____, about the need for a solution.

2 a We've worked hard to give you this opportunity, so we hope you rise to the _____.
b I rarely wear a tie unless it's a special _____.
c Normally you'd be in trouble, but we're going to let you go with a warning on this _____.

3 a You can cope well now, but what will happen when the going _____ tough?
b The detective is planning to retire as soon as she _____ to the bottom of her final case.
c It's a nice photo, but I'm not sure it really _____ the message across.

4 a You seem to be right up to a _____, but I disagree with some of your conclusions.
b You get one _____ for every correct answer, and minus one for an incorrect answer.
c I know what you're saying, but please consider it from my _____ of view.

4 **Complete sentences a–c with the same word.**

1 a You'll need a lot more training before we _____ you loose on this machine.
b I don't care about what other people are up to. Live and _____ live, as far as I'm concerned.
c During the meeting, the manager accidentally _____ it slip that they'd lost a key customer.

2 a I'm afraid I don't have the answers to _____ right here, but I can get them for you tomorrow.
b After I lost my job, we had to live _____ to mouth for several months.
c I'm not going to watch you while you're working, but I'll be at _____ in case you need me.

3 a Detectives are hoping to _____ some fingerprints from the crime scene.
b Can you help me to _____ this suitcase onto the shelf? It's too heavy for me.
c Everyone is pretty miserable these days, but hopefully a few days' break will _____ our spirits.

4 a I try to live for the _____ without worrying too much about the future.
b When I was a child, not for a _____ did I ever imagine I'd end up working here.
c I didn't really plan to buy a new bike – I just bought it on the spur of the _____.

5 a Robert has made an excellent start on his university course. It seems he can't put a _____ wrong.
b They lived in an old house at the _____ of a steep hill.
c Your first job doesn't need to be well-paid or fun. You just need to get a _____ in the door.

6 a It seemed like a good idea at the time, but now I'm having _____ thoughts about it.
b That was her _____ fastest race this season.
c Driving a car seems hard at first, but after a while it becomes _____ nature.

5 **Complete sentences a–c with the same word.**

1 a The old factory is being demolished to make _____ for a new housing estate.
b I don't blame them for trying, but to my _____ of thinking, they ought to approach things differently.
c Your services are no longer required. Let me put that another _____: you're fired!

2 a Rather than getting involved in arguments, she usually _____ on the sidelines.
b On the top of the hill there _____ an old oak tree.
c Dan feels strongly about social justice and always _____ up for the rights of the weakest members of society.

3 a The police have several lines of enquiry that they are planning to _____ over the coming days.
b William speaks so fast and chaotically that it's hard to _____ his train of thought.
c It's no surprise they invested in crypto: it's so tempting to _____ the lure of apparently easy money.

4 a The police had almost nothing to go on until a witness put them on the _____ scent.
b There's still a long way to go, but at least it's a step in the _____ direction.
c Am I _____ in thinking you're having second thoughts?

6 **Complete sentences a–c with the same word.**

1 a When you're famous, it's impossible to go _____ your daily business without being followed by paparazzi.
b There are no two ways _____ it. You're going to have to apologise.
c How did it come _____ that you stayed in a hotel while the rest of us were in a tent?

2 a I tried to tell them to leave, but they wouldn't _____ no for an answer.
b All those late nights and early mornings are bound to _____ their toll on your health.
c I wouldn't _____ his denials at face value, if I were you. He has a habit of lying.

3 a I was struggling for a few years until I came into some _____ from an unexpected source.
b The businessman has been arrested on suspicion of _____ laundering.
c I decided to skip lunch because I was a bit short of _____.

4 a Prices are so high these days that it's becoming harder and harder to make ends _____.
b Your offer is still too low for us. Can we _____ halfway on this?
c We sent the goods back because they didn't _____ our high expectations.

5 a I think we've finished everything, so let's call it a _____, shall we?
b I've never been to India, but I'd love to go one _____.
c Can you hurry up in the bathroom? We haven't got all _____!

6 a I read a lot of fashion blogs in order to _____ pace with the latest trends.
b The dog has a habit of chasing other dogs, so please _____ a close watch on her during her walk.
c I felt furious inside, but somehow I managed to _____ my cool.

Wybór wielokrotny (teksty)

Wskazówki

- W zadaniach tego typu najczęściej sprawdzana jest znajomość czasów gramatycznych, czasowników frazowych i idiomatycznych wyrażeń przyimkowych.
- Najpierw przeczytaj cały tekst, ignorując luki i starając się zrozumieć jego sens. Następnie przeczytaj tekst ponownie, zwracając szczególną uwagę na wyrazy znajdujące się przed każdą luką i po niej. Mogą to być np. określenia czasu, które pomogą Ci wybrać właściwy czas gramatyczny.
- Pamiętaj, aby najpierw wyeliminować odpowiedzi, które na pewno są nieprawidłowe, a dopiero potem wybierz ostateczną odpowiedź.
- Po wykonaniu zadania przeczytaj ponownie cały tekst, aby upewnić się, że jest on spójny i logiczny.

1 **Choose the correct options.**

The problem with brainstorming

The concept of brainstorming to generate creative ideas [1] _____ in the 1950s. Alex Osborn, who is credited with introducing the world to the technique, claimed that brainstorming in groups could [2] _____ creativity by fifty percent compared to individuals working alone.

A typical brainstorming session involves generating as many ideas as possible, preferably unusual or original ones. Those ideas can then be combined and refined by the group, which in turn should [3] _____ new ideas. Crucially, the participants [4] _____ criticise each other's ideas during the session. In brainstorming, all ideas are good ideas.

The problem is, there's little or no scientific evidence to support the benefits of group brainstorming. Indeed, there is considerable evidence that brainstorming may even stifle creativity. After all, whenever people work in groups, some members are [5] _____ to be much less active than others, whether through introversion, embarrassment, laziness or sheer boredom, and this tendency increases rapidly as the group size grows.

The main [6] _____ to be drawn from this research is that group brainstorming is valuable up to a point, but we should also give people the time and space to be creative on their own.

1	A	emerged	B	observed
	C	adopted	D	processed
2	A	capture	B	spark
	C	nurture	D	boost
3	A	overcome	B	trigger
	C	encapsulate	D	target
4	A	couldn't	B	don't have to
	C	may not	D	might not
5	A	required	B	permitted
	C	necessary	D	prone
6	A	conclusion	B	procedure
	C	experiment	D	theory

2 **Choose the correct options.**



The Perth Mint Swindle

In June 1982, a security guard arrived at the Perth Mint in Australia to pick up 68 kg of gold bullion. The gold was paid for using cheques issued by a local bank and taken to a nearby office. By the time the mint's employees [1] _____ out that the cheques had been stolen, the gold had disappeared.

It didn't take long for the police to arrest three brothers, Ray, Peter and Brian Mickelberg, who were believed [2] _____ the robbery. The brothers already had a reputation for gold-related criminal activity: Ray would later plead guilty to [3] _____ a local businessman by selling him a $150,000 gold nugget for $350,000.

At their trial in 1983, all three were found guilty and imprisoned for between twelve and twenty years. [4] _____ written confessions to the police earlier, there wouldn't have been enough evidence to convict them.

Almost two decades later, one of the police officers who had led the investigation admitted to [5] _____ the brothers' confessions. Their convictions were finally overturned and the two surviving brothers (Brian having died in a plane crash) each received $500,000 in compensation for the miscarriage of [6] _____ they had suffered, as well as the payment of all their legal fees.

1	A	backed	B	held
	C	figured	D	missed
2	A	to have committed	B	of having committed
	C	to be committing	D	that they committed
3	A	smuggling	B	defrauding
	C	embezzling	D	enticing
4	A	Had they not made	B	If they wouldn't make
	C	Shouldn't they make	D	Were they not to make
5	A	have manufactured	B	being manufactured
	C	having manufactured	D	be manufacturing
6	A	courtesy	B	morality
	C	inclusivity	D	justice

3 Choose the correct options.

Do you have a growth mindset?

How intelligent are you? What are your natural strengths and weaknesses? For most people, these questions have fixed answers: your IQ is what it is and can't [1] _____. But for a minority, the answers can change over time: 'I'm not good at XYZ yet, but if I work hard enough, there's almost no limit to how good I can be.'

These two ways of thinking, labelled 'fixed mindset' and 'growth mindset', have [2] _____ effects throughout our lives. Ironically, [3] _____ fixed-mindset people who tend to be more obsessed with success. They see failure as [4] _____, so they stick to activities they're already good at. People with a growth mindset, on the other hand, are far more comfortable with failure and tolerant of embarrassment, [5] _____ pushes them to experiment with challenges well beyond their comfort zone.

Amazingly, a growth mindset isn't just wishful thinking. It is based on neuroscience evidence [6] _____ how our brains continue to develop throughout our lives.

It even seems possible to change your own mindset from 'fixed' to 'growth' ... if you're willing to make the effort.

1 A be changing B have been changed C be changed D have changed
2 A run-up B hands-on C laid-back D knock-on
3 A they are B those are C there is D it is
4 A galling B resilient C abject D rousing
5 A that B and C which D what
6 A having shown B showing C to show D shown

5 Choose the correct options.

Why do coral reefs matter?

[1] _____ that coral reefs are among the most important – and beautiful – ecosystems on earth. They are home to countless species of sea creature, which find shelter among the corals. Many open-ocean species also depend on coral reefs as a source of food, so their loss would have [2] _____ consequences for life well beyond the reef itself. For humans too, coral reefs provide a valuable source of food and protection from the raging oceans that would otherwise [3] _____ the coastline: man-made seawalls are far less effective at protecting coastal populations than natural barriers.

Unfortunately, coral reefs are extremely [4] _____ to climate change. If sea temperatures rise, the corals expel the microscopic algae called zooxanthellae that normally live inside them in a mutually-beneficial relationship. It is the zooxanthellae that give the reefs their vibrant colours, so when they are expelled, the corals turn white, a process known as coral reef [5] _____. Without the zooxanthellae, the corals quickly die. It seems that the only way to prevent the loss of the world's coral reefs, and the massive loss of life that would [6] _____, is to put an immediate stop to global heating.

1 A It can't deny B There's undeniable C There's no denying D It isn't denied
2 A pent-up B dreary C shoddy D far-reaching
3 A plummet B batter C ditch D surge
4 A deficient B outrageous C vulnerable D appalling
5 A famine B poaching C scorching D bleaching
6 A ensue B allay C engulf D cascade

4 Choose the correct options.



Africa's new Megalopolis

In 1950, Africa was home to around 10% of the world's population; by 2100, that figure is expected [1] _____ to 40%. Africa's great cities are all growing at a phenomenal rate, boosted by an overwhelming [2] _____ of people from rural areas. But it is an almost 1000km-long coastal strip in west Africa that is transforming fastest. At its westernmost point [3] _____, the economic capital of Ivory Coast. From there, a continuous urbanised corridor stretches right along the coast of Ghana, Togo and Benin and into Lagos, Nigeria. Lagos itself is home to around 20 million people, and is expected to be [4] _____ the world's biggest city by 2100, by which time the whole Abidjan–Lagos Corridor is predicted to have up to half a billion inhabitants. This megalopolis faces many challenges as it grows, but there is also tremendous energy and dynamism, which seem [5] _____ to transform it into one of the world's great urban centres.

1 A to be rising B that it will rise C having risen D to have risen
2 A eclipse B influx C evasion D constellation
3 A does Abidjan stand B Abidjan stands C stands Abidjan D does stand Abidjan
4 A easily B scarcely C hardly D slightly
5 A definite B likely C possible D probable

Uzupełnianie luk w tekście jednym wyrazem

Wskazówki
- Zadanie tego typu polega na uzupełnieniu każdej luki w tekście jednym wyrazem. Zwykle poprawna jest tylko jedna odpowiedź.
- Przeczytaj tekst i poszukaj w nim wskazówek, które podpowiedzą Ci, jaką częścią mowy ma być wpisywany wyraz. Może on być np. częścią konstrukcji gramatycznej, kolokacji lub wyrażenia przyimkowego.
- Po wykonaniu zadania przeczytaj ponownie cały tekst, aby upewnić się, że jest on spójny i logiczny.

1 Complete the text with one word in each gap.

The power of patents

In the Middle Ages, there was little financial incentive for people to come up with new technology or to share their inventions with others. In many cases, no sooner [1] _____ an inventor created something new [2] _____ a rival simply copied it. Even if inventors could sell a few copies of their invention, the fact that they had dreamed it [3] _____ first gave them no competitive [4] _____ over their rivals – unless they could somehow keep their work a secret.

This all changed in Venice in 1474. The Venetian Patent Statute gave inventors the sole right to produce and sell their invention for ten years, in exchange for detailed instructions for others to copy the invention. While those instructions were in the public [5] _____, the right to follow them was not, [6] _____ the patent had expired. Thanks to this system, the inventor could make a fortune during the first ten years, after which everyone else [7] _____ allowed to benefit from it. The system was so successful at boosting scientific and technological advances that it quickly spread around the world.

2 Complete the text with one word in each gap.

Exotic animal smugglers arrested

A gang of smugglers was arrested last night after by [1] _____ the biggest international investigation of its kind in recent years. During that time, the smugglers had been importing live animals, stuffed animals and animal parts [2] _____ sell to producers of alternative medicines, who are known to pay well for rare animal parts.

The gang's activities would never [3] _____ been detected six months ago if an airport employee hadn't [4] _____ a hunch that a packing case contained animal parts and called the police.

When the hunch turned out to be correct, rather [5] _____ arresting the perpetrators, the police placed tiny tracking devices in the animal parts in order to determine who was selling and buying them. Over the months, this allowed detectives to piece [6] _____ an entire network of smugglers and buyers, most of whom have now been arrested.

[7] _____ for the airport employee's vigilance, it is likely that thousands more animals would now be at risk.

3 Complete the text with one word in each gap.

The OODA Loop

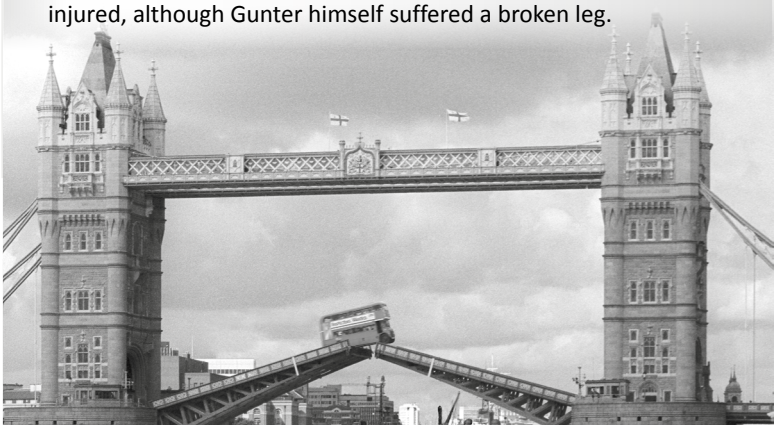
There are many models to help you to [1] _____ good decisions, but one of the most popular is the OODA Loop. [2] _____ a nutshell, it involves four steps: observation (to understand the problem), orientation (to analyse your options), the decision itself, and then, of course, an action based on that decision. Crucially, that's not the end of the process. After taking action, you keep going round the loop again and again, to observe the impact of your action, and so on. [3] _____ this means is that each loop can be extremely fast: depending on the context, it might take a day, an hour or even a few seconds, rather than the traditionally slow pace of mulling [4] _____ all your options carefully.

[5] _____ been developed by military strategists, the OODA Loop has proved valuable in a range of competitive situations, in [6] _____ your decisions affect, and are affected by, what your opponent does, whether in sports, business or politics. You might think that the key is speed – going round the loop faster than your opponent. In fact, the best results [7] _____ believed to come from being in sync with your opponent's loops, so you can observe and undermine their decision-making process in real time.

4 Complete the text with one word in each gap.

The bus that leapt over Tower Bridge

In 1952, a bus driver called Albert Gunter was driving his bus towards London's iconic Tower Bridge, which is famous for opening up in the middle to allow tall ships to pass underneath. Scarcely had Gunter driven onto the bridge [1] _____ he realised, to his horror, that the bridge was opening. A watchman was [2] _____ to stop all traffic before opening the bridge, but on this occasion he seems [3] _____ have forgotten. Gunter was faced with a split-second decision. [4] _____ he stopped the bus and the bridge had continued to open, the bus would have been flipped onto its back, with potentially catastrophic consequences. Instead, Gunter put his foot hard on the accelerator in an attempt to leap the gap between the two halves. Incredibly, he [5] _____ to make it safely to the other side. He later admitted that he had [6] _____ his intuition based on his experiences as an army tank driver: a tank could definitely [7] _____ leapt over such a gap, so why not a bus, he reasoned. Fortunately, none of the passengers were injured, although Gunter himself suffered a broken leg.



5 **Complete the text with one word in each gap.**

Slow tourism

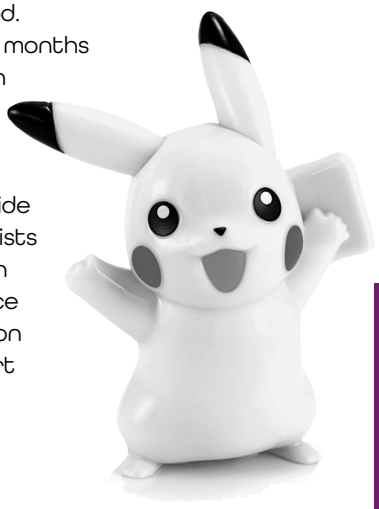
For many people, tourism is a kind of race against time, as exemplified by books such as '1000 places to see before you die'. They consider [1] _____ a waste of time to lie on a beach when they could be taking guided tours of all the places off their must-see lists. Even if they have no interest in going to a particular site, they feel they have [2] _____ ... because it's on the list! In recent years, however, [3] _____ has arisen an alternative approach, known as slow tourism. Slow tourism means reducing your transport options – so think walking or cycling rather than coach trips. Take [4] _____ time and enjoy the journey, not just the destination. Try to soak [5] _____ the atmosphere and get a deep understanding of the culture of the place you're visiting. Talk to locals and, crucially, listen attentively to their stories. Instead of staying in a luxury hotel, consider staying with a host family and, [6] _____ possible, living as one of them (rather than as a pampered guest) for the duration of your stay. Rather than splashing [7] _____ on tacky souvenirs, focus on getting to know yourself better, through relaxation, self-reflection and discovery.



7 **Complete the text with one word in each gap.**

The Pokémon Fossil Museum

Have you ever wondered [1] _____ Pokémon look like beneath their flesh? If so, you may be interested in visiting the brand new Pokémon Fossil Museum. It may seem like a joke, but in [2] _____ there is a serious educational rationale behind the exhibition. Alongside 'life-size' models of Pokémon skeletons, the museum displays genuine fossils of the dinosaurs and other prehistoric creatures on [3] _____ those Pokémon were based. In other [4] _____, this is an attempt to encourage Pokémon-obsessed kids (and adults) to take an interest in palaeontology. A cynic might also argue that it's a neat way of getting an expensive exhibition sponsored by the Pokémon Company. Either way, it seems to [5] _____ worked: hordes of people have already visited the exhibition in its first two years. The exhibition was the brainchild of Daisuke Aiba, a senior researcher at the Mikasa City Museum in Japan, who, in an interview with journalists, reported having loved Pokémon and palaeontology [6] _____ childhood. After a successful few months in Mikasa, the exhibition has been touring around Japan [7] _____ since. For Pokémon fans outside of Japan, there also exists a 3-D virtual tour, which allows you to experience the wonders of Pokémon fossils from the comfort of your own home.



6 **Complete the text with one word in each gap.**

The flying saucer frenzy of 1947

On 24 June 1947, a pilot called Kenneth Arnold claimed to [1] _____ witnessed a group of nine shiny disc-shaped objects flying through the sky at a speed of almost 2,000 km/h. As a result of Arnold's detailed and technical description, public interest in the bizarre objects was intense. One phrase from Arnold's account especially captured people's imagination: his claim that the discs [2] _____ looked like 'flying saucers'. Whatever it was that he saw remains a mystery, but [3] _____ happened next is much easier to explain. Over the next two weeks, the US went flying-saucer crazy, with over eight hundred reported sightings, most of [4] _____ were obvious misunderstandings or hoaxes. As everybody started paying closer attention to every object in the sky above them, it was surely [5] _____ surprise that vastly more 'unexplained' objects were spotted. Within a month, as people grew bored or sceptical of the topic, the sightings had all but stopped. Although isolated claims of strange objects in the sky have probably [6] _____ made for millennia, it wasn't until the 1947 frenzy [7] _____ the topic entered most people's consciousness. Nowadays, it is studied as a textbook example of how myths and crazes can spread throughout society.

Słowotwórstwo

Wskazówki

- Ten typ zadania polega na uzupełnieniu luk w tekście odpowiednią formą wyrazu podanego w nawiasie lub jednego z wyrazów podanych w ramce. Może być to np. inna część mowy utworzona od podanego wyrazu, odpowiednia forma czasownika, stopień wyższy lub najwyższy przymiotnika, liczebnik itd. Najczęściej jest tylko jedna poprawna odpowiedź.
- Najpierw przeczytaj cały tekst, aby zrozumieć jego sens. Następnie przeczytaj każde zdanie z luką i zastanów się, jaką częścią mowy jest brakujący wyraz.
- Po wykonaniu zadania przeczytaj ponownie cały tekst, aby upewnić się, że jest on spójny i logiczny.

1 **Complete the text with the correct words formed from the words in brackets.**



The story behind Velcro

In 1941, a Swiss inventor called George de Mestral was taking his dog for a walk when he had a sudden flash of [1] _____ (**inspire**). He noticed that hundreds of burrs – seed pods covered in prickles – were sticking to his clothes and to his dog's fur. Most people would have simply removed the burrs and thrown them away, but de Mestral found them [2] _____ (**intrigue**). His insatiable [3] _____ (**curious**) was triggered by the way the burrs could be detached and reattached with very little effort. Upon his return, he examined the burrs under a microscope and discovered that each prickle ended with a tiny hook, which stuck to his dog's fur and to the tiny loops in the fabric of his clothes. He quickly realised that if he could replicate those hooks and loops, he would have a world-beating fastener. After exploring the [4] _____ (**possible**) of various plastics, he settled on nylon sewn under invisible [5] _____ (**red**) light for his hooks. In 1955, he patented his [6] _____ (**intellect**) property under the name Velcro, from the French words *velour* (hook) and *crochet* (loop). Within a few years, Velcro fasteners were everywhere, and even travelled to [7] _____ (**out**) space in the 1960s as part of the astronauts' space suits.

3 **Complete the text with the correct words formed from the words in brackets.**

DRUM THERAPY

In countless human societies throughout the world, collective drumming is a vital part of culture. All members of society, from the youngest to the oldest, sit in a circle together and lose themselves in the [1] _____ (**pound**) rhythm of the drums. Drumming has many individual benefits, from physical healing to [2] _____ (**joy**) self-expression. By allowing participants to enter a highly relaxed, trance-like state of mind, drumming can also serve as a form of psychological therapy and may even alleviate chronic pain. But it is as a social activity that drumming comes into its own: to create the best effects, and avoid a [3] _____ (**deaf**) and uncoordinated racket, it must be a [4] _____ (**collaborate**) experience: each drummer must pay attention to what everyone else is doing and be [5] _____ (**adapt**) by adjusting their own playing accordingly. This inherent need for cooperation can boost trust between friends and tear down barriers between enemies.

In many Western societies, communal drumming has almost disappeared, [6] _____ (**replace**) by solitary activities such as listening to music over headphones. But increasingly, healthcare specialists and other experts are recommending this truly [7] _____ (**lift**) activity as a powerful way of healing ourselves and our society.



2 **Complete the text with the correct words formed from the words in brackets.**

The problem with GDP

By far the most common measure of a country's development is its gross domestic product (GDP), which simply counts up all the money generated in the country. However, it is an [1] _____ (**deny**) fact that GDP is deeply flawed, not least because it says nothing about the distribution of that wealth among the population, or the uncounted social and environmental costs of that [2] _____ (**prosper**). It is also criticised for encouraging a [3] _____ (**material**) mindset, where spending and [4] _____ (**consume**) are considered universally good, and no value is placed on enjoying what we already have. As a [5] _____ (**consequent**) of these issues, a range of alternatives are increasingly being used, taking into consideration such factors as life expectancy, years of schooling, environmental costs, levels of poverty and crime, as well as non-financial contributions to society, such as volunteering. Despite the benefits of alternative approaches to GDP, some economists have questioned the [6] _____ (**trust**) of the non-financial figures, many of which are based on [7] _____ (**fail**) and subjective impressions rather than hard facts.

4 **Complete the text with the correct words formed from the words in brackets.**

Tackling the scourge of deforestation



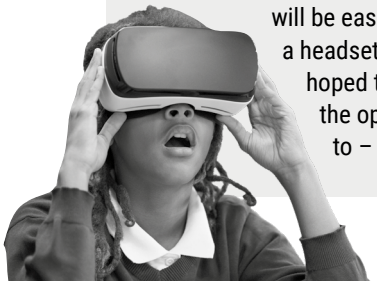
According to USAID, nearly half of all tropical deforestation involves illegal [1] _____ (**log**), which adds almost 1.5 gigatons of climate-changing carbon to the atmosphere each year. In some cases, the criminal gangs are interested in selling the timber, but the vast majority involves simply clearing the land for more profitable uses, such as mining conducted by [2] _____ (**extract**) industries. In their actions, they blatantly [3] _____ (**regard**) their impact on the climate crisis, not to mention the damage they are inflicting on local animals and people.
Modern technology can help up to a point. For example, DNA screening can [4] _____ (**certain**) where a sample of timber came from, making it much harder to sell, and satellites can monitor the [5] _____ (**degrade**) of forests in real time, wherever it is taking place. But detecting the problem is only half the battle; the real challenge is prevention, and that is [6] _____ (**extricable**) linked to the need to empower local communities to protect their own forests and harness them in a [7] _____ (**sustain**) way – and to give them the incentive to do so.

5 **Complete the text with the correct words formed from the words in the box. There are two extra words.**

access	debilitate	forbid	globe	height
know	penetrate	substance		

The power of VR to transform science

While we tend to think of virtual reality (VR) as an entertainment technology, it is in the world of science where it may have the most [1] _____ impact. For one thing, it encourages [2] _____ collaboration between researchers around the world. In VR, they feel as if they're in the same room together, which will allow them to share and build on their collective [3] _____ and come up with brand new ideas.
In science education, VR opens up the possibility of communicating abstract concepts, which would otherwise be [4] _____ to most learners, such as what it's like to explore Mars. By creating a feeling of exploring, touching and moving objects in virtual space, students will develop a [5] _____ sense of how they work.
Finally, because an unlimited number of experiences will be easily [6] _____ to anyone with a headset and an Internet connection, it is hoped that far more people will have the opportunity to study – and contribute to – science in the near future.



6 **Complete the text with the correct words formed from the words in the box. There are two extra words.**

accord	custody	deter	owe	pay
perpetrate	speak	suspect	thief	

Anti-crime politician arrested for alleged shoplifting
A well-known politician, who may not be named [1] _____ to legal reasons, was arrested yesterday on suspicion of shoplifting. According to sources, the man was caught red-handed by security guards at a local shop, with several electronic gadgets hidden inside his clothing. Despite claiming [2] _____ for the goods earlier, the man was unable to provide receipts to back up his claim.
The alleged [3] _____ is known to be extremely wealthy, so police are treating the case as a possible incidence of kleptomania.
Security camera footage of the [4] _____ taking place is currently being examined by the police. If found guilty, the man is unlikely to face a [5] _____ sentence, as this appears to have been his first offence. Ironically, for many years the politician has been an [6] _____ advocate of the use of prison as a [7] _____ to criminals. He has also repeatedly criticised the courts for their lenient sentencing.

7 **Complete the text with the correct words formed from the words in the box. There are two extra words.**

consider	current	expect	extend	far
resource	transfer	vacant	value	

Dear Madam,

I am writing in connection with your job [1] _____ for a community support officer, as advertised on your website. I am willing to work hard and am convinced I will be able to live up to your high [2] _____.
I am [3] _____ preparing for my school-leaving exam, with a view to studying to become a social worker at university in the next academic year.
I believe this role would provide an [4] _____ opportunity for me to gain experience in this field, both before and during my studies.
As a school-leaver, my formal experience of social work may not be [5] _____. However, I do have [6] _____ experience of community work as an active participant in numerous social and environmental projects in my neighbourhood.
I would be pleased to provide any [7] _____ information on request, and am available for an interview at any time.

Yours faithfully,
John Adams

Gramatykalizacja

Wskazówki

- Zadanie tego typu polega na uzupełnieniu luk w zdaniach przy wykorzystaniu podanych wyrazów zastosowanych w odpowiedniej formie. Nie wolno zmieniać kolejności podanych wyrazów. Można dodać inne potrzebne wyrazy (np. przedimki, przyimki, czasowniki posiłkowe). Najczęściej jest tylko jedna poprawna odpowiedź.
- Zastanów się, jaka struktura będzie potrzebna do uzupełnienia luki. W podjęciu decyzji pomogą Ci m.in. określenia czasu, które pozwolą wybrać właściwy czas gramatyczny.
- Po wykonaniu zadania przeczytaj uzupełnione zdanie i sprawdź, czy jest logiczne oraz poprawne gramatycznie.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

1 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.

1 After two _____ (**critic / acclaim**) albums, their third album is something of a disappointment.
2 I'm not very good at _____ (**think / foot**). I need time to plan what to say.
3 Before I tried it for myself, _____ (**little / realise**) how hard it would be.
4 My legs were sore because _____ (**I / play**) football all afternoon.
5 No _____ (**soon / we / finish**) than it was time to start again.
6 It _____ (**high / recommend**) start slowly and build up gradually.
7 The music is pleasant enough, but it doesn't really _____ (**pull / people / string**).

2 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.

1 Members of the public _____ (**forbid / enter**) the laboratory.
2 There could be _____ (**element / true**) to the idea that science needs to be more accessible.
3 It wasn't easy, but somehow I _____ (**succeed / convince**) her I was right.
4 It's no wonder you keep forgetting what you did. You need to start _____ (**keep / write / record**) of your work.
5 It _____ (**general / hold**) the scientific method began in the seventeenth century.
6 I'm not sure what caused the problem, but something _____ (**may / go**) wrong with the pump.
7 Some people will _____ (**go / extraordinary / long**) to avoid taking responsibility for their own actions.

3 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.

1 I am writing _____ (**voice / I / concern**) about the plans to close the library.
2 If you had planned more carefully, you _____ (**save**) a lot of time.
3 They'd be welcome to stay _____ (**provide / they / pay**) for their own food.
4 I'm sorry you got into trouble, but this situation was all _____ (**own / make**).
5 The protest march is intended to _____ (**height / people / aware**) this injustice.
6 Usually, they're very careful, but this mistake must have _____ (**slip / under / radar**).

4 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.

1 Crime is _____ (**slight / bad**) it used to be, but not much.
2 There are so many to choose from! I _____ (**spoil / choose**).
3 Look! The thief _____ (**seem / leave**) behind some trace evidence.
4 You _____ (**have / good**) have a good alibi! Otherwise, you'll be found guilty.
5 The _____ (**detective / cover / blow**) when the thief recognised him.
6 _____ (**early / he / set**) off tomorrow morning, the less likely he'll get stuck in a traffic jam.

5 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.

1 I'd say this photo is _____ (**out / run**) because it's too dark to see everything clearly.
2 Seldom _____ (**film / capture**) people's imagination in recent years as much as this one has.
3 What I _____ (**find / particular / impress**) about the exhibition was the powerful use of contrasts.
4 Academics _____ (**oblige / conduct**) research in addition to their teaching duties.
5 It _____ (**must / take**) years of research before they made their breakthrough.
6 _____ (**suppose / can / foresee**) the future. What would you do with that knowledge?
7 It _____ (**help / enormous**) if you were to sign our petition … and get your friends to do the same.

6 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.**

1 My phone screen is cracked. I'm thinking of _____ (**get** / **replace**).
2 I never allow cookies to track my browsing. I consider them an _____ (**invade** / **online** / **private**).
3 I know I shouldn't laugh at others' misfortune, but I _____ (**tempt** / **say**) they got what they deserved.
4 As far _____ (**I** / **concern**), such practices should be illegal.
5 A by-election is _____ (**go** / **hold**) next week.
6 I've been _____ (**live** / **beyond** / **mean**) for some time now, so my savings are disappearing fast.

7 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.**

1 Please _____ (**find** / **enclose** / **refer**) from my previous employer.
2 While I was _____ (**work** / **sock**) to earn a living, you were taking it easy.
3 I would _____ (**particular** / **suit**) to this role because of my strong work ethic.
4 I've worked with many great people over the years, _____ (**many** / **who**) have become my friends.
5 I'm sure it was a _____ (**pain** / **decide**) leave the job you loved.
6 Instead of pushing yourself to learn new things, you've always taken _____ (**line** / **less**) resistance.

8 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.**

1 If you think I'm going to tell lies on your behalf, you _____ (**grave** / **mistake**).
2 Luckily, _____ (**there** / **happen** / **be**) a cash machine outside our hotel, so we were able to pay the taxi driver.
3 The floods caused widespread destruction on _____ (**scale** / **previous** / **see**).
4 In some cultures, it _____ (**consider** / **rude**) show the soles of your feet.
5 We didn't expect to be _____ (**welcome** / **open** / **arm**), but we were still taken aback by the hostile reception we received.
6 After a recession, we're finally starting to see the _____ (**green** / **shoot** / **recover**).

9 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.**

1 Why do they always change their minds _____ (**eleven** / **hour**)?
2 I'm sorry I was late. I was cleaning my room and I _____ (**lose** / **track** / **time**).
3 When I asked them how long _____ _____ (**they** / **wait**), they said it had been three hours already!
4 I know it's far from perfect, but _____ _____ (**all** / **thing** / **consider**), it's the best deal we can hope for.
5 I wasn't going to send the goods back, but George persuaded _____ (**not** / **give**) up.
6 They didn't want to give me a refund, but I _____ (**dig** / **heel**) and eventually they agreed.

10 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.**

1 The book still has a lot to teach us today, despite _____ (**write**) 500 years ago.
2 The film-makers are _____ (**understand** / **plan**) a sequel, but those plans are still believed to be at an early stage.
3 The salary was very low, _____ _____ (**deter** / **I**) applying.
4 My uncle was a musician, and _____ _____ (**it** / **he**) inspired me to become one too.
5 We were planning to go abroad for a holiday, but now we _____ (**decide** / **not**).
6 Many of the locals were _____ _____ (**vehement** / **oppose**) the construction of the new resort.
7 We're completely broke and we don't even have any _____ (**rain** / **day** / **save**).

11 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.**

1 Mark Zuckerberg _____ (**barely** / **old**) as you when he made his first millions!
2 Last week's fire is _____ (**believe** / **start**) as a result of an electrical fault.
3 When the police had run out of leads, they _____ (**resort** / **go**) door-to-door to find potential witnesses.
4 I'm still _____ (**learn** / **rope**), but I'm sure I'll pick it up quickly.
5 I would appreciate a reply _____ _____ (**you** / **early** / **convenient**).
6 When she took the product back to the shop, she _____ (**claim** / **lose**) her receipt.

An article

Tips

- Read the task carefully to find out what you need to write. Underline key phrases.
- Pay particular attention to your target audience, as this will affect your style of writing. Are they people of your own age or a more general audience?
- An article may also express an opinion, persuade people, warn them, etc., but the main purpose is to engage or entertain the reader. Keep your writing fairly 'light' so they don't get bored.
- Although your style is 'light', that doesn't mean it must be informal, upbeat or humorous. Articles can also cover serious topics and strong opinions.
- While you're planning your writing, make brief notes of what points you want to make in each paragraph.
- Give your article an engaging title, to encourage readers to read the whole article. You will lose points if you forget to add a title.
- Write your answer carefully, based on your plan. You probably won't have time to write the whole article twice, so try to get it right the first time. Leave space around your writing in case you need to make corrections and improvements later.
- At the end, check carefully for spelling, punctuation and grammar mistakes. Pay attention to tricky issues like articles and conditionals.

1 **Read the tips. Then look at techniques 1–12 below. Which are examples of a 'light' writing style?**

1 Full forms (e.g. *It is*)
2 Contractions (e.g. *It's*)
3 Examples from your own experience
4 Mainly objective facts and figures
5 Long, complex sentences
6 Very short and simple sentences
7 Medium-length sentences that are easy to understand
8 Rhetorical questions (e.g. *Have you ever wondered …?*) and question tags (e.g. …, *isn't it?*)
9 Jokes
10 Idioms
11 Imperatives (e.g. *Try it!*)
12 Exclamation marks (!)

2 **Read the task. Are the statements true (T) or false (F)?**

Wiele osób dokonuje złych wyborów, jeśli chodzi o przekąski, preferując żywność wysoko przetworzoną, taką jak słodycze i chipsy. Napisz **artykuł** do magazynu dla nastolatków na 200–250 słów, w którym opiszesz swoje preferencje co do przekąsek oraz doradzisz czytelnikom, jak zmienić swoje złe nawyki w tym zakresie.

1 You should spend most of your article explaining why certain snacks are unhealthy. **T / F**
2 You can mention your own unhealthy snacking habits in your article. **T / F**
3 The article is aimed at readers who may be much older than you. **T / F**
4 You should definitely mention at least one snack that you can make. **T / F**

3 **Read the article. Find and underline examples of the techniques from exercise 1.**

Me and my snacks

Let me start with a confession. I love chocolate and would happily munch through several bars a day. I know it's unhealthy, thanks to the high sugar and fat content. But sometimes you need to treat yourself, don't you?

But what if there were a way of giving yourself a treat without putting your health at risk? Here are a few tricks I use whenever I'm tempted to overindulge in processed snacks.

First of all, bananas. I know it's not exactly rocket science, but bananas are the perfect fast-food snack. They require zero preparation or equipment, and they even come in their own biodegradable packing! If you're at home with a few minutes on your hands, go and grab a carrot. It takes just a few seconds to peel. Chop it into bite-size chunks or simply eat it whole – delicious and ridiculously healthy!

If you have a bit more preparation time, plus access to a blender, make yourself a smoothie. Throw in whatever you fancy – fresh fruit, frozen strawberries, cocoa powder, oats, yoghurt – and give it a quick blend. Within seconds, you'll have a nutritious and delicious 'energy drink' to keep you going all day.

Finally, if you're feeling peckish while you're out and about, buy a bag of (unsalted) nuts and dried fruit. Nuts are among the healthiest foods around, but they also feel like a treat.

So next time you fancy a snack, make it a healthy one. I promise you won't regret it!

4 **Do the writing task.**

Wiele osób jest przytłoczonych ilością treści w Internecie i traci dużo czasu na szukanie czegoś do obejrzenia. Chcesz napisać do gazetki szkolnej, aby pomóc ludziom w takich sytuacjach. Napisz **artykuł** na 200–250 słów, w którym opiszesz swoje doświadczenia w tej kwestii i przedstawisz sposoby na rozwiązanie tego problemu.



A formal letter to the editor or local authorities

Tips

- Read the task carefully to make sure you know exactly what you need to write. Who are you? Who are you writing to? Why? What are you trying to achieve?
- Remember that letters to newspaper editors are supposed to be published in the newspaper, so consider whether your target reader is really the editor, or the newspaper's readers as well.
- Make a paragraph-by-paragraph plan of your writing before you start. This will save you a lot of time later and ensure you include all the necessary details.
- Your letter must start with a brief explanation of who you are and why you are writing.
- There should be two or three main paragraphs, with two or three points in each.
- Each point should be developed, e.g. by adding a reason or an example.
- End your letter with a short final paragraph, where you politely tell the reader(s) what you would like them to do.
- Use polite, formal English.
- Pay attention to the word count (200–250 words). Make sure your first paragraphs aren't too long – or too short!
- After writing, check that you have answered the question fully and developed your points.

Dear Sir/Madam,

1 *Last week, your newspaper featured an article about teenagers apparently losing their social skills due to the amount of time they spend alone. As a teenager myself, I could not disagree more with this claim and would therefore like to correct the record.*

2 *The article asserted that teenagers spend too much time alone. While we may be physically isolated from each other for long periods, this does not mean that we are not interacting. We simply have new ways of communicating, such as instant messaging, social media and video chats, in addition to face-to-face contact.*

3 *What is more, I take issue with the suggestion that today's teenagers spend most of their time in isolation. To use myself as an example, I participate in sports training and community projects and enjoy simply relaxing with my friends. While none of these activities are especially visible to outsiders such as your writer, that does not mean they are not taking place.*

4 *Finally, I strongly dispute the assertion that teenagers somehow lack social skills. It goes without saying that some are more sociable than others, so it may simply be that the writer was more outgoing as a teenager than her own children are now. The teenagers I interact with on a daily basis certainly seem highly skilled in social situations.*

5 *In future, please avoid promoting lazy stereotypes about teenagers in your newspaper. I would be happy to write a fuller article for your newspaper to explain how today's teenagers are doing just fine.*

Yours faithfully,
XYZ

1 Read the tips. Then look at the list of reasons for writing a formal letter. Do the reasons apply to letters to the editor or to the local authorities? Some reasons apply to both.

1 To draw a specific person's attention to a problem in your town/city so they can fix it
2 To draw many people's attention to a problem so they can put pressure on decision-makers
3 To express your emotional reaction to something (e.g. surprise, disappointment)
4 To complain about / comment on something that was published recently
5 To recommend changes and improvements
6 To encourage the reader(s) to take action

2 Read the task. What two claims will you need to disagree with?

Niedawno przeczytałeś/przeczytałaś w lokalnej gazecie artykuł, w którym stwierdzono, że dzisiejsze nastolatki spędzają tak dużo czasu samotnie, że tracą ważne umiejętności społeczne. Nie zgadzasz się z tą opinią. Napisz **list do redakcji** gazety, w którym wyrazisz swoją opinię oraz podasz przykłady działań społecznych, w które byłeś zaangażowany / byłaś zaangażowana.

3 Read the letter. In which paragraph does the writer do the following?

a Make a request _____
b Dispute the amount of time that teenagers spend alone _____
c Explain the purpose of the letter _____
d Disagree with the idea that teenagers have lost social skills _____
e Introduce who he/she is _____
f Offer to help the editor to put the record straight _____
g Argue that teenagers can develop social skills even when alone _____

4 Find formal equivalents of phrases 1–10 in the letter.

1 because of (para 1)
2 I can't agree at all (para 1)
3 so I want to (para 1)
4 maybe we're (para 2)
5 that doesn't mean we aren't (para 2)
6 I also don't agree with (para 3)
7 like, for example (para 3)
8 haven't got any (para 4)
9 Obviously (para 4)
10 don't spread (para 5)

5 Do the writing task.

Niedawno przeczytałeś/przeczytałaś w lokalnej gazecie artykuł, w którym stwierdzono, że ścieżki rowerowe i pasy dla autobusów powinny zostać usunięte, aby zrobić miejsce dla większej liczby samochodów i zmniejszyć korki. Nie zgadzasz się z tą opinią. Napisz **list do redakcji** gazety na 200–250 słów, w którym wyrazisz swoją opinię i przedstawisz swoją propozycję rozwiązania problemu.

A for-and-against essay

Tips

- The classic format for a for-and-against essay consists of four paragraphs: introduction; arguments for; arguments against; conclusion.
- Other formats are possible (e.g. introduction; for-and-against arguments connected with one sub-topic; for-and-against arguments connected with another sub-topic; conclusion), but the classic format is usually clearer and simpler.
- Your introduction should present the topic and explain why it is important or interesting.
- In the main paragraphs, you should include at least two arguments 'for' and two 'against'.
- You must develop each argument, e.g. by adding examples or explanations.
- In your conclusion, explain clearly which arguments you consider to be stronger and what you recommend as a result.
- Use signposting language (e.g. *In other words, …*; *A further advantage is …*; *In conclusion, …*) to help the reader to understand the structure of your essay and how it fits together.
- Use fairly formal English. It doesn't have to be as formal as a formal letter, but it should be clearly more formal than an article.

1 **Read the tips and the writing task. Think of two ways of organising the essay into paragraphs.**

W wielu krajach odnawialne źródła energii stopniowo zastępują paliwa jako sposób wytwarzania energii elektrycznej.
Napisz **rozprawkę** na 200–250 słów, w której przedstawisz wady i zalety tych źródeł energii z punktu widzenia zarówno dostawców, jak i odbiorców energii elektrycznej.

Version 1 (classic format)

1 _____
2 _____
3 _____
4 _____

Version 2 (alternative format)

1 _____
2 _____
3 _____
4 _____

2 **Read the essay. Put the paragraphs (A–D) in the most logical order. Which way of organising the essay from exercise 1 did the writer use?**

3 **Find and underline the following in the essay.**

1 The two main technical terms necessary for the essay, plus examples of each (para 1)
2 A rhetorical question to set up the essay (para 1)
3 Words and phrases to explain the purpose of each paragraph (para 2, 3, 4)
4 Two phrases that set up a contrast connected with infrastructure (para 2)
5 A phrase for introducing a second argument against (para 2)
6 A phrase to show how the previous sentence relates to the essay topic (para 3)
7 Words to avoid repeating 'advantages' and 'disadvantages' (para 4)
8 A phrase to introduce a final recommendation (para 4)

4 **Do the writing task.**

Niektórzy słuchają całych albumów muzycznych, podczas gdy inni wolą tworzyć własne playlisty. Napisz **rozprawkę** na 200–250 słów, w której przedstawisz zalety i wady tych dwóch podejść do słuchania muzyki z perspektywy artystów oraz słuchaczy.

☐ **A** *For consumers, the higher cost of renewable energy is a clear disadvantage. However, consumers are also citizens who experience first-hand the harm that fossil fuels are doing to our health and our planet. In that sense, the benefits of renewable energy are considerable: we can live longer, healthier lives in the knowledge that we are not destroying our planet for other species and future generations.*

☐ **B** *For hundreds of years, humans have used coal, oil and natural gas as their main sources of energy. However, in recent decades, alternative sources of power such as solar and wind have become increasingly viable. What are the advantages and disadvantages of renewable energy sources? Are they now ready to replace fossil fuels entirely?*

☐ **C** *Overall, I feel strongly that the benefits of renewable energy significantly outweigh the drawbacks. As investment in these sources prompts technological innovation, we can expect costs to fall and reliability to increase dramatically. Therefore, I would urge power suppliers to look past the short-term challenges and focus on the overwhelming long-term benefits of renewable energy.*

☐ **D** *For energy suppliers, renewable energy has the substantial advantage that, unlike fossil fuels, it will never run out. Once the infrastructure has been built, in theory at least, it should keep generating power forever, at no extra cost. In practice, however, that infrastructure is expensive to build and needs a huge amount of maintenance, meaning that the electricity it produces is expensive. An additional disadvantage is that renewable energy depends on the weather: on days with no sunshine or wind, no energy can be generated.*

An opinion essay

Tips

- In an opinion essay, you are expected to focus on one side of an argument, rather than weighing the advantages and disadvantages. You may mention arguments from the other side, but your opinion must be clear and consistent throughout the essay.
- When you read the task, decide quickly which opinion you will present. This doesn't have to be your true opinion – it's often easier to write an essay that expresses an unpopular or unusual opinion.
- The task often tells you which sub-topics to focus on. It is a good idea to write one paragraph on each of these sub-topics.
- In your first paragraph, introduce the topic and present your opinion clearly.
- Present arguments to support your opinion in the next two or three paragraphs, developing each with explanations and examples.
- End your essay with a clear conclusion. Repeat your opinion (in different words) and (if appropriate) encourage the reader to agree with you. It's a good idea to refer to the arguments from the previous paragraphs, but keep this brief.
- Think about the assessment criteria (see exercise 1) before, while and after writing to ensure you get as many points as possible.

1 Match assessment criteria 1–4 to explanations a–d. These criteria are used for all writing tasks in the extended matura exam. Are you surprised by how many points there are for each criterion?

1 Task completion (0–5 points) _____
2 Coherence and logic (0–2 points) _____
3 Linguistic range (0–3 points) _____
4 Linguistic accuracy (0–3 points) _____

a Do your arguments fit together, or is the writing just a series of unrelated points? Are the arguments arranged in a sensible order? Does it feel like a single, complete piece of writing?
b Is the vocabulary and grammar used correctly, or are there lots of mistakes? Is it easy to understand what you're trying to say, or do errors get in the way?
c Have you answered the question completely? Have you developed your arguments fully? Would your target reader feel satisfied with your answer?
d Have you used lots of sophisticated grammar and vocabulary, or just basic words and structures? Have you taken risks with your language, even if you've sometimes made mistakes?

2 Match tips a–h to the criteria from exercise 1.

a Use signposting phrases to show connections between your ideas.
b While you're planning, think of sophisticated language to include in each paragraph.
c Make a detailed paragraph-by-paragraph plan.
d Read your essay at the end to find mistakes.
e Read the task and underline key phrases.
f Pay attention to common mistakes like missing articles, third-person *-s* and *if + will*.
g After writing, replace basic or repeated words with more advanced synonyms.
h Read the task again after you've finished writing to check you've covered everything.

3 Read the task. Make a paragraph-by-paragraph plan.

Niektórzy uważają, że letnie wakacje są za długie. Napisz **rozprawkę** na 200–250 słów, w której wyrazisz swoją opinię na ten temat, przedstawiając argumenty związane z poziomem kształcenia i równowagą między szkołą a innymi sferami życia.

4 Read the essay. Underline examples of a–d.

a reported speech / indirect questions
b conditionals (ideally second, third or mixed)
c wishes and regrets
d relative clauses, *what*-clauses, etc.

Most children and teens would agree that long summer holidays are a much-needed reward for working hard all year. However, it is worth asking whether this is the best way of organising the academic year. My personal opinion is that it would be preferable if the summer holidays were shorter, with more frequent breaks distributed throughout the year.

The current system is bad for educational attainment for two reasons. Firstly, children do not learn well when they study intensely for too long. They would surely learn more if there were short breaks interspersed throughout the year, which would give them time to internalise what they have learned. In addition, the summer holidays are so long that pupils often forget much of what was taught, with the result that they waste the first weeks of September getting back up to speed.

As for the balance between school and other aspects of life, the current system gives pupils too little time for sports, socialising and other free-time activities during the school year. In contrast, the summer holidays provide almost too much free time, which means children and teenagers often feel bored and guilty about wasting it.

Had I been asked my opinion five years ago, I would have said the system of extended summer holidays was perfect. However, looking back now at the time I wasted each summer, I wish there had been a more balanced school year. I firmly believe that if there were more frequent weeks off during the year, it would have a positive benefit on both students' educational attainment and their school–life balance.

5 Do the writing task.

Niektórzy uważają, że noszenie makijażu powinno być zakazane w szkołach. Napisz **rozprawkę** na 200–250 słów, w której wyrazisz swoją opinię na ten temat, uwzględniając argumenty związane z przestrzeganiem regulaminu szkoły i potrzebą wyrażania siebie.

An article (bilingual)

Tips
- Read plenty of articles in English. Pay attention to the techniques that the writers use to make them engaging and persuasive.
- Practise writing your own articles – you can benefit from writing simply for yourself.
- Before writing, read the task carefully to identify the three elements that you must include.
- Write a paragraph-by-paragraph plan. In most cases, it's best to have five paragraphs (for the three elements plus an introduction and conclusion), but you can be a little flexible as long it's clear to the examiner that you have covered each element fully.
- While planning, think about some sophisticated vocabulary and grammar that you can include in each paragraph. This will make a big difference to your grade, so it's important to plan it in advance.
- Add a catchy title to your article to make readers want to read it.
- Write your article in a fairly light, personal style, with plenty of references to *I*, *we* and (if appropriate) *you*.
- After writing, check for mistakes. Pay particular attention to issues that you know you usually struggle with.
- After writing, check that you have used sophisticated grammar and vocabulary. Make changes if necessary.

1 **Look at the assessment criteria for writing in the bilingual matura exam. How are they different from the criteria for the extended matura exam (see page 147)? What does that mean in practice?**

Task completion (0–5 points)
Coherence and logic (0–2 points)
Linguistic range (0–4 points)
Linguistic accuracy (0–4 points)

2 **Read the task. Underline the three elements that you must include in your article.**

Jeden z Twoich ulubionych blogów poprosił czytelników o przesyłanie artykułów o tym, jak miejsca, w których mieszkają, zmieniły się w ciągu ostatnich pięciu lat. Najlepsze artykuły zostaną opublikowane na blogu. Napisz **artykuł** na 300-350 słów, w którym opiszesz:
- zmiany w wyglądzie danego miejsca (np. budynki),
- nowe usługi i udogodnienia, jakie oferuje mieszkańcom (np. infrastruktura transportowa),
- charakter i atmosferę miejsca po zmianach.

3 **Read the article. Try to come up with a catchy title.**

_____

4 **How many times does the writer use *I/me/my*, *you/your* and *we/us/our*? How does this compare with other pieces of writing in this section? What impact does this have?**

5 **Look at phrases 1–16 in the article. What type of sophisticated language structures (a–i) do they demonstrate?**

a Collocations and idioms: ___, ___, ___, ___, ___
b Substitution to avoid repetition: ___
c An advanced use of comparatives: ___
d Preposition + *having* + past participle: ___, ___
e A relative clause with *what* instead of *the thing that*: ___
f Verb (+ object) + perfect infinitive: ___, ___
g A wish about the unreal past or present: ___
h Second and third conditionals: ___, ___
i *Used to* or *would* for a past habit: ___

[1] *Despite having lived* in my little town all my life, I barely noticed any changes during my childhood. But when I hit the age of ten, I became increasingly aware of ways that my hometown was evolving from year to year – and not always for the better.

The most striking change took place about five years ago: [2] *what had once been* a huge area of marshland on the outskirts of the town was fenced off, drained and covered with hundreds of new houses. This change [3] *had a profound impact on* me, as I had always enjoyed exploring those marshes as a child, looking for frogs, wading birds and even [4] *the odd* deer. Nowadays, the area is one enormous [5] *concrete jungle*. [6] *Were it not for* the name of the housing development, Old Marsh Estate, nobody would ever suspect what [7] *a haven for wildlife* this used to be.

Not all changes to my town have been so destructive. For one thing, public transport has improved no end. [8] *There used to be* just a handful of buses each day in my part of town, but now, thanks to the massively increased population, [9] *one* arrives every few minutes. This gives me a freedom to explore the town that [10] *I would never have had* if the transport network had remained so poor.

After such a dramatic change, you might [11] *expect the town to have lost* its old character, but in fact the opposite [12] *seems to have happened*. Five years ago, young people were desperate to move away from home at the earliest opportunity, to study or find work in a more 'civilised' place. Nowadays, [13] *more and more* of us are deciding to [14] *stay put*. For the first time in a generation, the town feels like the kind of place that we are proud to call 'home'.

Change happens, and while it is hard to accept at the time, it often brings surprising benefits. I certainly miss the old marshes and their amazing wildlife, and [15] *wish it had been possible* to develop the town [16] *without having destroyed* them. But I believe those traumatic changes have made the town the wonderful place that it is today.

6 **Do the writing task.**

Biuro turystyczne ogłosiło konkurs na artykuł o idealnych wakacjach. Chcesz wziąć udział w konkursie. Napisz **artykuł** na 300–350 słów, zawierający informacje o:
- wybranym przez Ciebie miejscu,
- niezbędnych udogodnieniach,
- zajęciach, które sprawią, że wakacje będą idealne.

A formal letter to the editor or local authorities (bilingual)

Tips

- Pay attention to the features of formal and informal writing and practise making your own writing more formal or informal. For example, formal English contains a lot more abstract nouns (e.g. *development*, *importance*), while less formal English uses more verbs (e.g. *develop*) and adjectives (e.g. *important*).
- In the bilingual exam, your answer should be 300–350 words. That's 100 words more than in the extended matura.
- The task always includes three elements, and you must cover each element fully in your writing. In most cases, your answer should consist of five paragraphs: one for each element, plus a short introduction and conclusion.
- Try to use around no more than 100 words on each element. You will need at least 50 words for your introduction and conclusion.
- As with the extended matura, your introduction must clearly state your purpose of writing. Your conclusion must include a clear call to action.

1 Read the writing task. Underline the three elements that you must include in your letter.

Lokalne władze w Twoim regionie zakupiły ostatnio opuszczone centrum handlowe i zapytały mieszkańców o ich pomysły na wykorzystanie tego miejsca. Napisz **list formalny** na 300–350 słów, w którym:

- wyjaśnisz, co Twoim zdaniem powinno powstać w miejsce centrum handlowego;
- przedstawisz korzyści, jakie przyniosłoby to społeczności lokalnej;
- opiszesz, jak Twój pomysł przyczyniłby się do zwrotu kosztów inwestycji.

2 Read the tips. Then read the letter. Which technique do the underlined fragments use?

3 Make underlined extracts 1–4 less formal by changing the abstract nouns into verbs or adjectives.

1 I think we should _____ smaller retail units into homes ...
2 I think we should _____ larger shops into communal facilities ...
3 The council is legally and morally _____ to ...
4 I think we should _____ existing community projects into a single centralised location.

4 Underline more examples of the technique in the second half of the letter. What verbs and adjectives do the nouns replace?

5 Do the writing task.

Władze Twojego regionu chcą zorganizować wydarzenie na dużą skalę, aby promować integrację społeczności lokalnej i zachęcać osoby z zewnątrz do postrzegania Twojej okolicy w pozytywnym świetle. Zaproszono mieszkańców do zaproponowania tematów wydarzenia. Chcesz złożyć swoją propozycję. Napisz **list formalny** do organizatorów wydarzenia na 300–350 słów, w którym:

- przedstawisz swój pomysł na to przedsięwzięcie;
- opiszesz, w jaki sposób promowałoby ono integrację lokalnej społeczności;
- napiszesz, jak przyczyniłoby się do promocji pozytywnego wizerunku Twojej okolicy.

Dear Sir/Madam

I understand that the council is seeking proposals for its recently-acquired shopping centre. I am writing to present my proposal, which I believe will be beneficial for the whole community as well as financially self-sufficient.

The centrepiece of my proposal is [1] *the conversion of smaller retail units into homes for the homeless and refugees. I also propose* [2] *the repurposing of larger shops into communal facilities such as a training centre, medical clinic and play area for child refugees. As the council already has* [3] *a legal and moral obligation to support these disadvantaged groups, my proposal would simply involve* [4] *the concentration of existing community projects into a single centralised location.*

In addition to the obvious benefits for homeless people and refugees, who will be offered safer, more reliable housing and essential services, my proposal would prove of significant benefit to the wider community. The removal of homeless people from our streets would make those areas considerably safer and more appealing for shoppers, restaurant goers, etc., which would encourage more spending on local businesses. At the same time, the transfer of refugees from rented accommodation would free up space for other city residents in need of affordable housing.

My understanding is that the council has an existing budget allocated to the care of disadvantaged groups, so my project would partly be funded from such sources. However, I believe it could also generate its own income by encouraging the residents to work, for example by manufacturing goods or providing services. While refugees are legally forbidden from taking paid employment, they have permission to conduct voluntary work, and in my experience, they are more than willing to do this as a way of relieving boredom and building self-respect. Furthermore, many homeless people and refugees are highly skilled, so there exists a huge potential to tap those skills to generate an income.

I believe my proposal would offer local taxpayers better value for money than existing services for the homeless and refugees. More importantly, it could have a transformational impact on the lives of people on the margins of society, by supporting, training and encouraging to become highly valuable members of our community. I look forward to your response.

Yours faithfully,
XYZ

An opinion essay (bilingual)

Tips
- Read the task carefully. Underline the three elements that you must include.
- Decide on your opinion and make sure your whole essay supports it. You may mention opposing arguments, but your opinion must be clear and consistent throughout.
- Remember that you don't have to write about your true opinion. Sometimes you can be more creative if you write about the opposite opinion.
- Make a paragraph-by-paragraph plan. In most cases, you will need five paragraphs: an introduction (about 40 words), one paragraph for each element (about 90 words each) and a conclusion (about 40 words).
- While planning, think of sophisticated grammar and vocabulary to include in each paragraph.
- After writing, check carefully for errors.
- Find examples of language that is too simple in your essay and replace it with more sophisticated alternatives.
- Find examples of repeated words and phrases in your essay and replace them with paraphrases and synonyms where possible.

1 **Read the writing task. What is your true opinion? How could you answer the question from the opposite opinion?**

Niektórzy ludzie twierdzą, że tempo współczesnego życia jest zbyt szybkie i wszyscy powinniśmy zwolnić. Napisz **rozprawkę** na 300–350 słów, w której wyrazisz swoją opinię na ten temat. W swojej rozprawce uwzględnij:
- mentalność „wyścigu szczurów",
- równowagę między życiem zawodowym a prywatnym,
- zdrowie psychiczne i fizyczne.

2 **Read the essay. Find fragments where the writer acknowledges and dismisses the opposite opinion.**

3 **The underlined parts of the essay include rather simple vocabulary. Replace them with the more sophisticated alternatives from the box.**

active and fulfilled ailments an extended period appealing brutal contest to overcome clambering conjures up damaging deeply flawed excessive harmful to insufficient it goes without saying that lofty ambitions luxury outdated plentiful return very rarity of such a reward with our failure to achieve

1	_____	11	_____
2	_____	12	_____
3	_____	13	_____
4	_____	14	_____
5	_____	15	_____
6	_____	16	_____
7	_____	17	_____
8	_____	18	_____
9	_____	19	_____
10	_____	20	_____

4 **Do the writing task.**

Niektórzy twierdzą, że muzea i biblioteki nie są już potrzebne, skoro większość członków społeczeństwa ma dostęp do bogactwa wiedzy za pośrednictwem Internetu. Napisz **rozprawkę** na 300–350 słów, w której wyrazisz swoją opinię na ten temat. W swojej rozprawce uwzględnij następujące punkty:
- oglądanie i dotykanie obiektów fizycznych,
- wiarygodność informacji,
- społeczna funkcja przestrzeni publicznych.

One defining feature of the twenty-first century has been resistance to the [1] old idea that we should work harder and harder. While this old mentality was certainly [2] not perfect, especially when taken to extremes, I believe the pendulum has swung too far in the opposite direction, meaning that too many people see an easy life as their right.

The phrase 'the rat race' [3] makes you think of an image of thousands of rats biting, scratching and [4] climbing over each other to reach a prize. Likewise, education and work can feel like a [5] tough competition to beat our rivals by whatever means necessary. However, I would argue that it is healthy to push ourselves to the limit in an effort to achieve our [6] goals. In fact, it could be argued that ambition, struggle and achievement are what gives our lives sense.

A closely-related issue involves work–life balance: the idea that we spend so much time in school or at work that we barely have any left for ourselves. But what happens when we do have [7] lots of free time? After a few hours, we feel bored and frustrated [8] because we're not achieving anything useful, and may be desperate to [9] go back to our daily routine. After [10] a long time of hard work, a little free time feels like a [11] treat, but it is the [12] fact that such a reward is so rare that makes it so [13] nice.

[14] Too much work is known to be [15] bad for our mental and physical health. Nevertheless, [16] not enough work can be just as [17] bad, if not worse. This explains why unemployed and retired people often suffer from lethargy, depression, obesity and other [18] health problems: they lack a sense of purpose and achievement.

[19] Of course there is no one-size-fits-all solution to whether we should slow down. Some people clearly should work less to protect their health and well-being. But I firmly believe that hard work – in moderation – is a force for good. I would encourage readers to celebrate the fact that they have enough challenge in their lives to keep them [20] busy and happy.

An article (extended level)

Niedawno uczestniczyłeś/uczestniczyłaś w kursie kreatywnego myślenia, który warto polecić. Napisz **artykuł** na 200–250 słów, w którym opiszesz przebieg kursu i przedstawisz umiejętności, jakie dzięki niemu zdobyłeś/zdobyłaś.

Use **defining and non-defining relative clauses** to make your sentences longer and more sophisticated without making them sound too complicated or formal.

READY TO GET THOSE CREATIVE JUICES FLOWING?

You must add a title. It should persuade the reader to read your article, so don't make it boring!

If, like me, you love coming up with new ideas, then why not join the 'Free your mind' online course in creative thinking for writers, designers and innovators? The course takes place entirely online, and you can start at the beginning of each month. I recently completed the course and found it extremely useful.

In the first paragraph, mention the details of the course (When? Where? For whom?).

One feature of the course I really liked was the videos, **which are presented by world-class experts**. I found the stories they told from their experience incredibly useful. Another superb feature **that I absolutely loved** was the tutor-marked assignments. After **I'd** submitted each assignment, my tutor gave me a wealth of personalised advice that will be highly relevant to my future career.

In the second paragraph, present at least two features of the course.

The main thing **I took from the course** was a range of techniques for triggering creative ideas. I was able to put many of these ideas into practice immediately after the course, and **I'm** convinced that my writing has improved dramatically as a result. In addition, **I've** learned to take advantage of being part of a community of writers, **who I can ask for support and advice whenever I get stuck or frustrated**. I no longer feel as if I need to do everything alone.

In the third paragraph, present the skills you have acquired.

Overall, I strongly recommend this course to anybody **who's serious about developing their creative-thinking skills**. The videos and tutor feedback alone are worth the high cost of the course, and the skills you learn will make an immediate impact on the quality of your writing.

End your article with a summary and recommendation.

Articles are often fairly informal (depending on the target audience), so it's usually fine to use **contractions**.

After presenting each point, add a second sentence to 'develop' the point.

A for-and-against essay (extended level)

Niektórzy uważają, że zbyt szybki rozwój nauki jest szkodliwy zarówno dla ludzi, jak i dla naszej planety, a badania naukowe powinny być ściśle regulowane. Napisz **rozprawkę** na 200–250 słów, w której przedstawisz wady i zalety takiego podejścia.

While articles always need a title, essays don't need one.

In a for-and-against essay, the thesis should state that there are two sides to the argument. Don't state your own opinion in the thesis.

The first paragraph should introduce the topic and present a neutral thesis.

*It is widely claimed that the purpose of scientific progress is to make our lives longer, healthier and easier. However, **there** is no doubt that science sometimes does more harm than good, and some experts are in favour of regulating it much more carefully. **There** are legitimate arguments both to support and reject this point of view.*

In the second paragraph, provide at least two arguments for or against the point of view. Include reasons and/or examples with each argument.

***One powerful argument in favour of more regulation is that** science has already caused many terrible problems, from nuclear weapons to chemical pollution. Had these technologies been more carefully controlled during development, the world might be in a better condition today. **In addition, emerging technologies**, such as genetic engineering and artificial intelligence, may have unintended consequences. **It** is therefore essential for scientists to consider those dangers instead of pursuing progress for its own sake.*

In the third paragraph, present the contrasting arguments to those in the second paragraph. Include reasons and/or examples with each argument.

***A major stumbling block might be that** it is virtually impossible to regulate scientific progress. **Research** is happening on a vast scale around the world, and is often conducted in secret. **Moreover, it** is unclear who the 'regulators' should be. **The future** cannot be predicted, which means it is impossible to know which scientific breakthroughs will ultimately be beneficial or harmful.*

In your final paragraph, you must present a conclusion: which point of view do you find most convincing and why?

*All things considered, although greater control of scientific progress seems like a good idea in principle, it may not be workable in practice. **I** am convinced that the vast majority of science really does benefit mankind, and that restricting that progress may well do more harm than good.*

You should present at least two arguments for the point of view and two against. Use **signposting language** to make it easy for the reader to find your arguments. Remember to add a second sentence after each argument to present reasons, examples or explanations.

Conditional sentences are very useful for presenting supporting arguments – and they show you have a solid grasp of grammar too.

In a formal essay, most sentences should have **non-human subjects**, often a pronoun like *it*, *they* or *there*, or an abstract noun. However, your final paragraph is about your opinion, so it's fine to use *I*.

A letter to the editor (extended level)

Niedawno przeczytałeś/przeczytałaś w lokalnej gazecie artykuł, w którym stwierdzono, że dzikie zwierzęta są szkodliwe dla mieszkańców miast i powinno się ograniczyć ich populację. Tylko częściowo zgadzasz się z opiniami wyrażonymi w artykule. Napisz **list do redakcji** gazety na 200–250 słów, w którym przedstawisz swoją opinię na ten temat oraz zaproponujesz mieszkańcom miast sposoby na życie w zgodzie z innymi gatunkami.

Most formal letters start with this phrase unless you know the name of the person you're writing to.

Use **phrases like these** to organise your ideas into lists and to help the reader to understand the structure of your argument.

Avoid contractions (e.g. *I'm*, *we'd*, *isn't*, *I'd*) in formal writing.

Dear Sir/Madam,

***I am** writing to voice my concerns about the suggestion that wildlife should somehow be removed from towns and cities, as described in your recent article.*

State your purpose clearly in the first paragraph.

*To my way of thinking, birds, animals and insects are just as much residents of our towns and cities as we are and have every right to be there. What is more, when we spot **a butterfly** or **a squirrel** in a city park, they add much-needed colour and calmness to our lives. Finally, they bring benefits that **we would** only notice if they were absent, such as the **spiders** and birds that catch **mosquitoes** that would otherwise attack us.*

Present your opinion in the second paragraph.

*Of course, wild animals can be a nuisance for city dwellers, but these challenges can be solved with some creative thinking. For example, **crows** and **foxes** have a nasty habit of raiding litter bins and leaving a mess in their wake. But were there more secure litter bins, the situation would change enormously. Wildlife also has a reputation for spreading diseases. However, rather than blaming the wildlife, it would help enormously if more people vaccinated themselves and their pets against such diseases.*

In the third paragraph, present your proposals – and what problems they solve.

*We humans have caused so much destruction in the world that surely **it is not** unreasonable to allow other creatures to share our urban spaces. It is our responsibility to find a way to live in harmony together. Should you need more information, **I would** be delighted to present my thoughts in more detail for your readers.*

End by expressing your expectations. You can also offer to write a fuller article later.

Yours faithfully,
XYZ

You don't need to give your real name in the exam.

Give **concrete examples**. Not only will this help you develop your arguments, but it's also a chance to use some non-basic vocabulary.

Conditionals, with or without *if*, are a great way of presenting your arguments and making your language more sophisticated.

An opinion essay (extended level)

Niektórzy ludzie uważają, że powinniśmy żyć dniem dzisiejszym zamiast robić plany na przyszłość. Napisz **rozprawkę** na 200–250 słów, w której wyrazisz swoją opinię na ten temat, biorąc pod uwagę zarówno kwestie finansowe, jak i osobiste szczęście.

The writing task will ask you to consider two aspects of the question. In your introduction, introduce those two aspects. **Repeat key words** from each aspect in the second and third paragraphs to help the reader understand how your essay is organised. Mention them again (briefly) in your conclusion to tie the whole essay together.

Introduce the issue in the first paragraph. You must state your opinion at this point.

*It is generally agreed that modern society **places great emphasis on financial** planning for the future. **Some people would have us believe that** this approach makes us **unhappy**, and that instead, we should simply live for today. However, I strongly believe that preparing for the future can improve not only our **finances** but also our **happiness**.*

In the second and third paragraphs, give reasons in favour of your opinion and develop them. Each paragraph should focus on one of the two aspects mentioned in the task. You may also include counterarguments and refute them.

*__From a financial perspective__, there is no doubt that the more you earn and save today, the less you will have to worry about money in the future. __Of course, some people take this approach too far__, by spending too little during their youth, then having more than they need in later life. __However__, careful planning simply makes it easier to **find a healthy balance between** enjoying life today and preparing for tomorrow.*

*I would also argue that ignoring the future does not lead to **happiness** even in the short term. People who 'live for today' may in fact suffer from stress and anxiety whenever they think about the future. To my mind, **happiness** comes not only from having fun now, but also from being ready for the future. In fact, I am convinced that true **happiness** comes not from **having an easy life**, but rather from **overcoming obstacles**.*

End your essay by restating your opinion and summarising your reasons.

*All in all, I am of the opinion that we need to balance our present and future lives. However, I believe that balance **can best be achieved by** keeping a long-term perspective. By **thinking ahead**, we can not only manage our **finances** more effectively, but we can also be much **happier** throughout our lives.*

If you decide to include __counterarguments__, make sure you refute them carefully and clearly.

Idioms and collocations make your writing sound both natural and sophisticated. (You'll need to learn many of these before the exam, but it's worth it!)

A formal letter to the authorities (bilingual level)

Martwisz się, że jakość powietrza w miejscu, w którym mieszkasz, jest bardzo niska. Postanawiasz więc napisać list do władz lokalnych, aby zachęcić je do podjęcia działań. Napisz **list formalny** na 300–350 słów, w którym:
- wyjaśnisz dlaczego zła jakość powietrza jest problemem;
- zasugerujesz praktyczne sposoby jej poprawy;
- przedstawisz propozycje dotyczące przestrzegania zasad przez lokalną społeczność.

Each of the main paragraphs needs a topic sentence, which explains what the paragraph is about. It's usually the first sentence, but occasionally it can come second.

Dear Sir/Madam,
I am writing to express my dismay at our city's persistently poor air quality. Despite repeated promises that the council will take concerted action to improve our air quality, we have yet to see any significant progress.

Start by clearly stating your purpose of writing.

It is incontrovertible that polluted air has a detrimental effect on people's health. ***For people with*** *asthma and similar ailments, breathing is often so painful that they may be confined to their homes for days on end.* ***Even for people with*** *healthy lungs, polluted air dramatically increases the risk of serious diseases in later life.* ***Beyond health issues****, I am strongly convinced that our city's poor air quality deters shoppers, tourists and others who might otherwise spend money in our city.*

This paragraph addresses the first bullet point: 'explain why poor air quality is a problem'.

The principal causes of air pollution are road traffic and the burning of fossil fuels. ***In terms of*** *road traffic, I would like to offer a radical solution. If each driver were forced to pay a hefty fee simply to drive into the city, surely far more would be encouraged to leave their cars at home.* ***As for*** *the burning of fossil fuels, I believe the dirtiest such fuels, such as wood and low-grade coal, should be banned within the city boundaries.*

This paragraph addresses the second bullet point: 'suggest practical ways of improving it'.

Unfortunately, if people are simply discouraged from harmful activities, many will simply ignore such requests. What is needed, however, is for such policies to be enforced consistently. ***Citizens need to know that if they drive in a car-free zone, then the car will be towed away. If they burn highly-polluting coal at home, they must expect law enforcement officers to visit and force them to put the fire out.*** *We have tolerated rule-breakers for too long and we are all paying the price now with our health.*

This paragraph addresses the third bullet point: 'include proposals for ensuring local people follow the rules'.

Forcing people to change their behaviour is never easy, but I firmly believe that we no longer have any alternative. I hope I have managed to convince you of the urgency of this problem, and I would appreciate it if my suggestions were at least considered.

End with a powerful conclusion and a request for action.

Yours faithfully,
XYZ

Signposting phrases help the reader to understand the internal structure of each paragraph. There should be two or three clearly marked points in each paragraph.

A 'conclusion sentence' can make a paragraph feel complete, but you don't need such a sentence in every paragraph.

Instead of signposting phrases, sometimes you can use **'parallel sentences'** (i.e. two or more sentences that are very similar in structure) to organise a paragraph.

An opinion essay (bilingual level)

Wiele osób uważa, że „najlepsze rzeczy w życiu są za darmo", podczas gdy inni twierdzą, że jest to po prostu pusty slogan, który ma niewiele wspólnego z realiami współczesnego życia. Napisz **rozprawkę** na 300–350 słów, w której wyrazisz swoją opinię na ten temat. W swojej rozprawce uwzględnij:

- co liczy się jako „najlepsze rzeczy w życiu";
- czy „darmowe" doświadczenia są możliwe bez pieniędzy;
- ukryty koszt „darmowych" produktów i usług.

Word-building is a vital skill when writing essays. Make sure you know how to form longer words from simpler words. If you're feeling brave, you can even invent words that you've never seen before, like *costlessness* and *not-really-free*!

Give **examples** to make your essay feel more 'real'.

In the first paragraph, introduce the topic and present your opinion.

*__It goes without saying that__ there are things in life that money cannot buy. Commonly cited examples include **health, happiness, friendship and love**: it is possible (and far from uncommon) to be immensely rich while also sick, miserable, **friendless** and **unloved**. __But I would argue that__ those things are not exactly free either: in most cases, they require at least a moderate amount of money.*

This paragraph addresses the first bullet point: what counts as 'the best things in life'.

*Let me clarify what I mean by 'the best things in life'. __To my mind__, possessions must merely be **functional** and **reliable**. In that sense, while expensive items may be slightly better, even the most expensive is far from 'the best thing in life'. Instead, what makes life worthwhile is experiences: **walking in the sunshine, chatting with friends and getting a good night's sleep**, none of which cost anything at all.*

This paragraph addresses the second bullet point: whether 'free' experiences are possible without money.

*However, this **perception** of **costlessness** is often an illusion. To enjoy such activities, it helps if you are not worrying about whether you can afford to eat. You also need enough time to enjoy them, rather than having to work every hour under the sun. In other words, free activities can only be fully enjoyed by people who are already comfortably off.*

This paragraph addresses the third bullet point: the hidden cost of 'free' products and services.

*__It is often said that__ there is no such thing as a free lunch: if somebody gives you something, they almost certainly want something in return. __Of course__, **friends and family members** rarely see it this way, but if you only ever took from such **relationships**, and never gave anything in return, the pleasant atmosphere would not last long. Another example of a **not-really-free** service is social media. Businesses like **Facebook and TikTok** make their money by selling our data to advertisers and others who seek to influence our decisions.*

The final paragraph restates the thesis (in different words) and repeats key messages from the previous paragraphs.

*All things considered, __an obvious conclusion to be drawn is that__ the best things in life are not the most expensive things. They may even appear to be free, in that they require no direct **payment**. However, without a certain level of wealth, even so-called free experiences are out of reach. Those of us who can take pleasure from such 'free' things should count ourselves **exceptionally** lucky.*

Use **__signposting phrases__** to present your opinions and the opinions of others. Although the essay would still work grammatically without these phrases, resist the temptation to cut them. At this level, you are expected to use phrases like these to mark opinions.

An article (bilingual level)

W ramach tygodnia zapobiegania przestępczości organizowanego przez lokalną gazetę, czytelnicy zostali zaproszeni do przesyłania artykułów na temat inicjatyw zapobiegania przestępczości w swojej społeczności, aby inni czytelnicy mogli uczyć się na ich dobrych i złych doświadczeniach. Napisz **artykuł** na 200–250 słów, w którym:
- przedstawisz jedną z takich inicjatyw zapobiegających przestępczości;
- doradzisz, jakich błędów należy unikać;
- opiszesz pozytywne rezultaty wybranej inicjatywy.

In a formal letter or essay, the 'main event' must be presented at the beginning. In an article, it can be more interesting if you save it till later – but you must include it!

Use **signposting phrases** like these to organise the events of a story.

How (not) to prevent burglaries

Don't forget to write a catchy title.

In midsummer, it's a pretty forest where hundreds of city-dwellers (my family included) have summer houses. Every weekend, it's bustling with cheerful families escaping the city heat. But by winter, the village is practically deserted, meaning it attracts an altogether less savoury type of visitor: burglars.

In the first paragraph, give the background to your story.

Most of the houses have little by way of security. Windows can be smashed with a rock; doors can be kicked open. But even those with tighter security are vulnerable to attack: an alarm is pointless if nobody is near enough to hear and respond; security cameras are no deterrent if the burglars cover their faces. Last winter, after a spate of burglaries, the villagers decided it was time to fight back, by hiring a security company to monitor the village.

In the main body of the article, you'll need one paragraph for each element of the task. This paragraph introduces the crime-prevention initiative.

At the outset, the villagers made the mistake of choosing the cheapest option: a network of video cameras monitored remotely. If an intruder was spotted or an alarm was triggered, guards were sent from a nearby town. Predictably, the results were disappointing: by the time the guards arrived, the thieves **had already fled**. **Having failed to** reduce the number of burglaries, the villagers **went on to** adopt a more expensive option: at least one guard patrolled the village 24/7 and **was ready to respond** to nearby break-ins immediately. However, this approach also failed. The burglars quickly learned to manipulate the guard: they **would trigger** an alarm on one side of the village, and once the guard **had gone** to investigate, they **would burgle** a house on the other side.

This paragraph is about the second bullet point. Notice how the writer has clearly signposted the two mistakes.

In the end, the villagers realised they faced a stark choice: either spend more and more on a whole team of guards, or else simply stop leaving valuables in the village over the winter. Sensibly, they opted for the second alternative. Within weeks, the burglaries **had stopped**.

This paragraph is about the final bullet point.

It is an undeniable fact that burglars are attracted to deserted villages. Short of flooding such villages with security guards, it seems that the only solution is to remove the incentive for criminals to operate. It goes without saying that this is far from ideal, but sometimes you simply have to do what it takes to put an end to a crime wave.

In your conclusion, present some general lessons for the reader from your story: what does it mean for them?

Use **a range of narrative tenses** in your story, such as the past perfect and *would* for past habits.

You can use **colons (:)** to introduce an explanation or example.
You can use **semi-colons (;)** to show a connection between two or more statements that would normally be separate sentences.
You can use both colons and semi-colons together in a single sentence, e.g. *We had two problems: we had no time; we also had no money.*

Key Phrases

Unit 1 | A review (*Recenzja*)

Introduction
(The album) is yet another creation of ...
Not only is it ..., but it also ...
People like me, who ..., will find ...

Positive features
One feature I really like is ...
... an impressive range of ...
... an incredible choice of ...
I found the ... incredibly useful/convincing/intriguing.
One brilliant/superb/brilliantly inventive feature that I absolutely love is ...
It allows you to ...
What I find/found particularly impressive/relevant/spectacular is/was ...

Negative features
It may seem a bit shocking/superficial/controversial.
It does appear rather far-fetched/misleading.
On the downside, ...
One major flaw of (the app) is ...

Summary and recommendation
Overall, ...
It is well worth taking the time to ...
I strongly recommend this ... to ...
It is highly recommended to ...

Unit 2 | A for-and-against essay (*Rozprawka za i przeciw*)

Introduction
It is often/widely claimed/suggested that ...
... has been generating considerable publicity.
It is generally believed/held that ...
Some/Many people/experts/scientists/critics ... are in favour of/against ..., while others ...

Presenting benefits and drawbacks
There is/could be an element of truth to the idea that ...
There is some legitimacy to the idea ...
To a certain/major extent ...
A definite plus ...
The advocates argue that ...
One outstanding advantage is ...
There are substantial/significant gains for ...
The opponents of ... may claim that ...
A major stumbling block might be that ...
The principal/most serious drawback ...
This could seriously undermine ...

Conclusion
Overall, ...
... seem right up to a point.
All things considered, ...
Having considered all the arguments / analysed both lines of argumentation, ...
All in all / On balance, ...

Unit 3 | A letter to the editor with a proposal (*List formalny*)

Introduction
I am writing with/in reference to ...
Regarding ...
In/With regard to ...
I am writing to voice my concerns about ..., as described in ...

Expressing opinion
From where I stand, ...
From my standpoint/viewpoint, ...
In my humble opinion, ...
To my way of thinking, ...

Presenting proposals
Were there more ..., the situation would change enormously.
It would help (enormously) if ...
Building/Creating/Starting ... is yet another proposal.
... might prove to be of use to ...

Conclusion
Should you have any questions / need more help, please do not hesitate to contact me / reach out.
I expect my concerns will be acknowledged/published.
I hope to be listened to.

Unit 4 | An article with a report (*Artykuł*)

The order of events
At the outset, ... / At the beginning, ...
The ... started with ...
What followed was ...
... was followed by ...
Having ..., they went on to ...
Finally / In the end / Ultimately, ...

Linking expressions
Additionally / In addition / Furthermore, ...
... while ...
Therefore / As a consequence / Hence / As a result, ...
Due to / Owing to ...
... however / yet, ...

Drawing conclusions and giving opinion
The turnout / strong reactions/emotions only proved that ...
It is an undeniable fact / It cannot be denied / It goes without saying / It is common knowledge that ...

Unit 5 | An opinion essay (*Rozprawka wyrażająca opinię*)

It is generally agreed/accepted that ...
Most people would have us believe ...
It seems to me that ...
As I see it, ... / To my mind, ...
It is my view that ...
I personally believe / Personally, I believe ...
I am of/share the opinion that ...
I fully support this view.
As far as I am concerned, ...
I strongly believe that ...
I am (fully) convinced that ...
Having said all this, ... / All this being said, ...

Unit 6 | A job application letter (*List motywacyjny*)

Introduction

I am writing to apply for the position of ...
I am writing with regard/in connection to the job advertisement / the vacancy / the post of ..., as advertised in/on ...

Qualifications and previous experience

I am currently working/studying/preparing for ...
Prior to this/Subsequently, I was employed by ... from ... to ...
During that time, my duties included ... / I was responsible for/in charge of ...
I am due to take my final exams/graduate in ...
My qualifications include ...
I hold a certificate in ... / I have completed a course in ...
Being ... makes me a suitable candidate for ...
The qualities which would allow me to excel at / be a valuable addition to your team are ...
I believe this job/working as a(n) ... would allow me to / give me the experience which ...
My experience may not be extensive, yet I am willing to ...
Despite my limited experience, I am convinced that ...

Closing

I would be pleased to provide any further information.
I would appreciate a (prompt) response regarding ...
Please find enclosed the references from my former employer/teacher.
Should you need any further information, please do not hesitate to contact me.
I am available for an interview at any time.

Unit 7 | A formal letter to the authorities (bilingual) (*List formalny – poziom dwujęzyczny*)

Reason for writing

I am writing ...
in connection with ... / in response/reference to ... / with regard to ...
to bring an important topic/issue to your attention.
to express my dismay at / disapproval of / dissatisfaction with / deep concern with / gratitude for / apology to ... for ...
to share my opinion / express my views on ...

Enquiring and requesting permission

I am writing to enquire whether it would be possible to ...
I would like to ask for / request permission to ...
I would like to enquire about (the possibility of) ...

Expressing opinions and ideas

I find it particularly misleading/appalling/curious that ...
It strikes me as odd/irresponsible for ... to ...
I openly admit / I am strongly convinced that ...
... is fundamentally flawed / grossly mistaken / wildly inaccurate.

Making suggestions

Such a solution/course of action would allow ... / give an opportunity to ...
I would like to offer a suggestion/solution / make a recommendation regarding ...
Doing so might help to ...
I would appreciate it if you considered doing ...

Closing remarks

I hope I have managed to convince ... / outline the benefits of ...
I am looking forward to your prompt reply.
I would appreciate a response at your earliest convenience.
I would appreciate it if my suggestion was at least considered.

Unit 8 | An opinion essay (bilingual) (*Rozprawka wyrażająca opinię – poziom dwujęzyczny*)

Setting the background

Recently, we have all become concerned that/about ...
Nowadays, we are becoming aware of the fact that ...
While in the past it used to be common to ..., these days people no longer ...

Introducing your opinion

I firmly believe / I am fully convinced that ...
It strikes me that ...

Listing arguments

It is an undeniable fact that ...
This is clearly illustrated by the fact that ...
One striking example of ... is ...
Needless to say, ... / It goes without saying ...
While it might be argued that ..., the truth is ...

Conclusion

On balance, / Taking everything into consideration, ...
All things considered, an obvious conclusion to be drawn is that ...
All in all, it is apparent from the above evidence that ...
In light of the above-mentioned arguments, ...

Key Phrases

Unit 1 | Checking and clarifying information

Checking information and confirming understanding

I'm not quite following here.
Am I right in thinking ...?
If I'm hearing correctly, ...
So, you're saying that ...
Let me get this straight.
You mean ...
The what?
Sorry, what was that ...?
Ah, I'm with you now.
That makes sense now.

Clarifying information and rephrasing

Let me put that another way.
What I'm saying is ...
Essentially, ...
Simply put, ...
In a nutshell, ...
What it boils down to is that ...
In other words, ...
What I mean is (that) ...

Unit 2 | Agreeing and disagreeing

Agreeing

Absolutely!
I'm totally with you on that!
I've got to agree with you.
You can say that again.
You're definitely not wrong there.
You've got that right.
I couldn't agree more.

Disagreeing

Sorry, but I just don't think it's right.
I'm sorry, I just don't agree with you here.
I'm afraid I (would) have to disagree with you on that.
I'm afraid I cannot completely agree.
Hmm, I'm afraid I'm not so sure.
You really think so?
Seriously?
Sorry, I don't think it's for me.
Quite the contrary. I would say ...

Partially agreeing

You're right, of course, but ...
I know that's true, but ...
You've got a point, though ...
I agree in so far as ..., but ...
I guess you're right, though ...

Unit 3 | Negotiating • Reaching an agreement

Establishing what you want or need

I need to run something past you.
This is a bit awkward, but ...
Would/Might you be prepared to ...?
How about if we/you were to ...?
Is there any chance you could ...?

Trying to compromise

I can see what you're saying, but ...
Consider it from my point of view.
I'm wondering if there's any flexibility.
Is there any room for compromise?
Can we meet halfway on this?
Provided that you ..., I see no reason why I/we couldn't ...
How does that sound?

Refusing an offer or suggestion

I'd like to say yes, but ...
I'm afraid that's not going to be possible.
The bottom line is that ...
Sorry, that has to be a no.
That's a bit out of my price range.

Accepting an offer or agreement

OK, I can live with that.
Great – it's a deal!
Fine, let's go with that then.
Sounds like a great compromise!

Unit 4 | Discussing options • Making a choice

I'm spoiled for choice.
They all look equally good/appropriate.
This one's got a lot going for it.
This one doesn't do a lot for me.
It's not that appealing. / It's nowhere near as appealing as ...
I'm not too/that keen on ..., the reason being ...
If we're looking for something ...
This one would fit the bill.
This doesn't really get the message across.
I like the idea that this conveys.
I'd say this one is out of the running because ...
This one only tells part of the story.
Out of the three, I'd have to go for ...
I'd opt for ...
It's between these two.
I'm hesitating about/torn between ...
Given that I have to make a choice, ...
This one would probably be marginally better.
There are no two ways about it.

Unit 5 | Speculating about a photo

It's highly likely that ...
It's hard to say for sure, but ...
I suppose there's a possibility that ..., but ...
I'm tempted to say that ...
I'd say that it's pretty/quite obviously ...
My gut feeling is that ...
To hazard a guess, I'd say that ...
It might be a long shot, but I'd guess that ...
It's a pure guess on my part, but ...
My guess would be that ...
That's got to be ...
There's no way it could ...
From his expression, I'd say that ...
From/By the way she's ..., I'd hazard a guess/ imagine that ...
She may well be ...
She/That must have been ...
There's a faint chance that it ...
It looks as if/though it's ...

Unit 6 | A job interview

It's an interesting question. I would think ...
That's a valid point.
To answer your question, I would say that ...
I'm an avid ... / a great fan of ...
I think I'd be a good choice for the position/job because ...
It would be an unequalled opportunity for me to ...
The experience would be invaluable for my personal development.
I'd be particularly suited to this role because (of) ...
I can supply references should you require them.
I have considerable experience in the ... industry through my holiday work in ...
To be perfectly honest, I must admit to being overzealous / taking on too much / overthinking at times.
I spend a considerable amount of my free time ...
That would have to be when I ...
I'm fully aware that your company is ...

Unit 7 | Giving a presentation

So, I'm going to talk a little about ...
This is a(n) fascinating/intriguing/relevant/ controversial topic.
There are several things to consider.
There's a lot to weigh up.
The three main points I'd like to elaborate on are ...
There are differing opinions.
There are several sides to this question.
The question is multifaceted.
We need to take a few points into consideration.
The answer to this question is not simple / cut and dried.
First off, I have to say ...
Firstly, I must mention ...
Uppermost in my mind is ...
The next consideration is ...
To move on, we should also consider ...
This is certainly the case with ...
Last but not least, let's think about ...
My final point is perhaps the most important to reflect on.
So, on balance, ...
To sum up, / In conclusion, I would say that ...

Unit 8 | Stimulus-based conversation

Describing a photo

What we can see in ... is ...
What draws our focus is ...
You can make out ...
What the picture says to me is ...
What strikes me about ...
My reaction is ...
He/She has thoroughly enjoyed ...
From what I can see, I would say that ...
I get the impression that ...

Referring to the question

As to whether ...
That remains to be seen.
The message is very clear.
Regarding the reason for them to be ...
As for how difficult it might be ...

Speculating

I'd say the likelihood is quite low.
But who knows?
It appears to be ...
In all probability, ...
How likely this would be depends on ...
I would guess that ...

Comparing

They both have a lot in common in that ...
They both show ...
However, they differ significantly in ...
The main similarity between ... is ...
There's a sharp contrast between ...
Although they both deal with ...

Część pisemna (poziom rozszerzony)
Rozumienie ze słuchu

Wskazówki
- Gdy rozwiązujesz zadania sprawdzające rozumienie ze słuchu, najpierw dokładnie przeczytaj polecenie, pytania i wszystkie odpowiedzi.
- Pamiętaj, że informacje podane w zadaniu mogą być sformułowane inaczej niż w nagraniu. W trakcie słuchania zwróć uwagę na wyrazy, zwroty lub dłuższe fragmenty tekstu, których znaczenie jest zbliżone do treści wyrażonych w zadaniu.
- Nie zaznaczaj odpowiedzi przed wysłuchaniem całego nagrania. Słuchając nagrania po raz drugi, upewnij się, czy zaznaczyłeś/zaznaczyłaś właściwe odpowiedzi.

Zadanie 1. (0–6) | 17

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

Tekst 1.

1.1. The cabin crew are about to bring out a trolley containing ...
- A. duty-free goods.
- B. snacks and drinks to buy.
- C. hot meals.
- D. free drinks.

Tekst 2.

1.2. Which coat does the man decide to buy?
- A. the red one
- B. the mustard-coloured one
- C. the navy blue one
- D. the dark green one

Tekst 3.

1.3. What was the purpose of the stickers in the experiment?
- A. They were intended to reward the participants for good work.
- B. They determined how much money each student was going to receive.
- C. They were used as decorations to make the pieces of art more attractive.
- D. They enabled the experimenter to identify which group had created each piece.

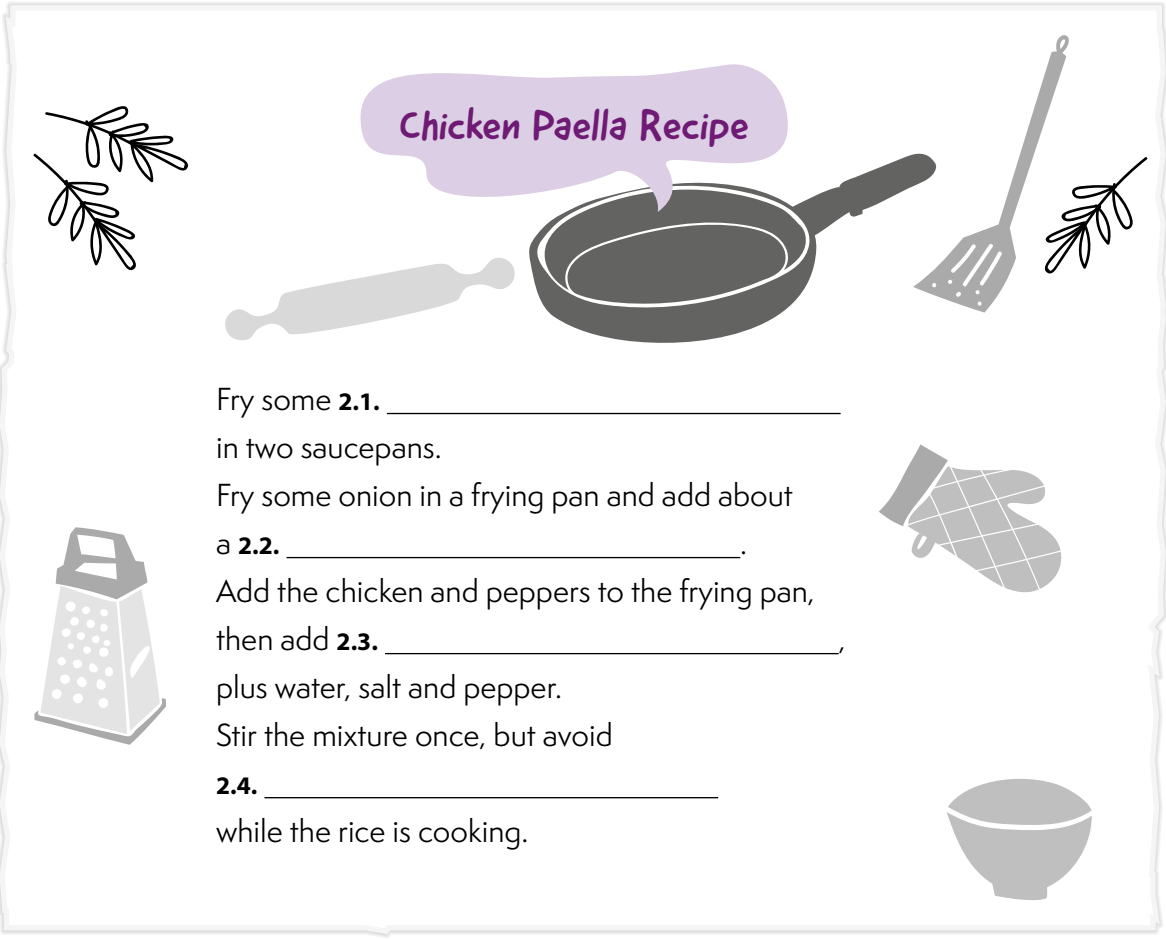
1.4. The students in both of the first two groups
- A. appeared not to enjoy their time in the lecture room.
- B. remained silent for most of the hour.
- C. received a similar amount of money for their efforts.
- D. produced a similar number of artworks.

1.5. What did the speaker find surprising about the third group?
- A. They didn't know how much the other groups had received.
- B. The students worked with each other much more than expected.
- C. They produced far fewer pieces of art than the other groups.
- D. They didn't want the experiment to end.

1.6. What point did the experimenter demonstrate at the art exhibition?
- A. Financial rewards can make an otherwise fun activity feel like hard work.
- B. Paying people for their time is better than paying for the quantity they produce.
- C. We produce our best work when we're not doing it for rewards.
- D. The more money we receive, the less we seem to care about the quality of our work.

Zadanie 2. (0–4) | 18

Usłyszysz dwukrotnie fragment programu kulinarnego. Na podstawie informacji zawartych w nagraniu uzupełnij luki 2.1.–2.4. w notatce, tak aby jak najprecyzyjniej oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.



Zadanie 3. (0–5) | 19

Usłyszysz dwukrotnie wywiad z ghostwriterką. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 3.1.–3.5., tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

3.1. Fiona Wells has ghost-written bestsellers on topics including _____ and architecture.

3.2. She explains that technically, _____ doesn't count as ghostwriting.

3.3. Fiona thinks that writing a book alone is a very _____ time.

3.4. Fiona suggests that _____ often struggle to express themselves clearly in writing.

3.5. Fiona sees her role as helping a celebrity to get their _____ down on paper.

Część pisemna (poziom rozszerzony)
Rozumienie tekstów pisanych

Wskazówki
- Gdy rozwiązujesz zadanie sprawdzające rozumienie tekstów pisanych, najpierw przeczytaj pytania dotyczące danego tekstu. Następnie przeczytaj tekst i znajdź fragmenty, których te pytania dotyczą. Szukaj w tekście tych samych treści wyrażonych innymi słowami.
- Zwróć uwagę, że odpowiedź może być wyrażona bezpośrednio w tekście lub może być jedynie pośrednio zasygnalizowana. Możesz też zostać poproszony/poproszona o wyciągnięcie wniosków z danego fragmentu tekstu.
- Gdy zaznaczysz już wszystkie odpowiedzi, przeczytaj ponownie tekst i upewnij się, czy są właściwe.

Zadanie 4. (0–5)

Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (4.1.–4.5.). 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 article		Answer
4.1.	inform that the business is attempting to expand to other locations?	
4.2.	report that smashing up an Anger Room is better than alternative approaches to stress management?	
4.3.	suggest that Anger Rooms are cheaper than other options?	
4.4.	mention that Anger Rooms already exist in another country, but under a different name?	
4.5.	claim that Anger Rooms aren't only about relieving stress?	

STRESS RELIEF: AMERICA'S ANGER ROOMS WHICH YOU PAY TO SMASH UP

A. In Japan last year, a hotel in Tokyo launched 'crying rooms', where guests could just let it all out in the privacy of their own dedicated weeping space. Now, the yin to Japan's yang has been realised. Introducing America's Anger Rooms, where customers pay to take out their pent-up frustration on a poor, defenceless room. 'It might sound crazy at first. But we assure you once you've tried this method of stress relief, nothing else will compare,' the company's website states. 'We believe that sometimes it's better to just do what you feel and lash out when you need to. And what better place to do that without judgment, consequences or public humiliation than at an Anger Room.'

B. Currently on a tour of American cities – and booking out quickly – Anger Room, which has a tagline of 'nothing you expect, everything you deserve', provides guests with safety gear and a weapon of their choice; then they are let loose in the custom-made space. It claims to be 'the most cost-effective alternative to stress relief on the market' and says 'we accommodate those who want to do it for fun as well'.

C. Launched in 2008, the company has yet to take off from its base in Arlington, Texas, but is now offering to sell franchises and has begun a tour of US cities, including Los Angeles, Chicago and New York. Three packages are available, depending on your level of tension: 'I need a break' which is a five-minute session, 'Lash out' (10 minutes), and the full 25-minute 'Demolition'. The website says 10 minutes costs $40 (£32).

D. Customers can smash up anything from televisions to desks, tables or even mannequins. 'You may enter highly upset, but when you leave, the rest of your day will be lemonade compared to what could have happened if you hadn't given us a visit,' the website reads. Anger Room also invites people to donate unwanted belongings to be the focus of a customer's rage. It's not, however, the first of its kind. Last October we reported on a 'rage room' with a similar mission opening in Poland. There are no signs of a British operation. Yet.

Zadanie 5. (0–7)

Przeczytaj dwa teksty związane z tajemniczymi zniknięciami. Wykonaj zadania 5.1.–5.7. zgodnie z poleceniami.

Tekst 1.

"Then, you think Dad really went to Egypt?" asked Don Sturdy, with deep anxiety in his tone, as he stood beside the desk where his uncle, Professor Bruce, was carefully looking over a mass of papers.

"I'm inclined to think so, my boy," replied the professor. "Everything seems to point that way, though we haven't a bit of positive proof. But we know, at least, that the idea of going there was in his mind when he rushed out of Clifton's house in Brazil shouting that he must go to Egypt."

"Still, that may have been nothing more than an emotional outburst, forgotten almost as soon as the words were spoken," put in Captain Frank Sturdy, another of Don's uncles, as he turned from the window through which he had been looking.

"True enough," assented the professor. "But we know that for weeks he had been talking about the Valley of the Kings in Egypt. It was, I believe, a fixed idea that had taken possession of him. And these papers I've been looking over explain why he was so deeply interested in that country."

He picked up the heap of manuscript as he spoke, and selected some papers from the mass.

"There's no collected story here," he remarked; "simply a lot of memoranda scribbled on whatever he had at hand. They bear upon a trip that Richard took to Egypt several years ago. But there's something more than the awakened interest of a tourist in them. He seems to have been right on the brink of some remarkable find–so remarkable, in fact, that he feared to commit it to paper so it would not fall into hands for which it was not intended."

"I remember now," broke in Captain Sturdy, "that when he got back from that trip, he seemed strangely excited. But I could never get much out of him about it. He'd talk about it in a general way, but whenever it came to details, he'd change the subject."

"He seemed to have spent most of his time among the tombs," resumed the professor. "There is one he mentions, the sides of which were entirely covered with paintings, while the roof was adorned with a hundred squares of over a dozen different designs. There's a diagram of it here. But at the end of the description are the words: 'This is not the one. Must look further.' And there are several other descriptions of tombs scattered through the papers, each with this little note of disappointment at the end. It seems clear to me that Richard was hunting eagerly for one particular tomb and desperately anxious to find it."

"What for, do you suppose?" asked Don.

"What he wanted to find it for or what he expected to find in it I don't know. But whatever it was, his mind was centred on it. It may have become a sort of obsession."

"Even if he did go there," said Don, in perplexity, "it's strange that nothing has been heard of him. He had to live somewhere, must have registered at some hotel. Yet all the consuls in the various cities have investigated and can find no traces of anyone named Sturdy. Oh, shall we ever be able to solve the mystery?" cried Don, in desperation.

"Yes, we will," declared the captain heartily, as he placed his hand encouragingly on his nephew's shoulder. "To be sure we shall, even if we go to Egypt to do it," chimed in the professor. "We'll rake that country with a fine-toothed comb before we'll give up and admit that we're beaten."

Adapted from: *Don Sturdy in the Tombs of Gold* by Victor Appleton; www.gutenberg.org

W zadaniach 5.1.–5.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

5.1. What evidence do both of Don's uncles present as evidence that Don's father is in Egypt?
- A. He had mentioned going while he'd been in Brazil.
- B. He had been obsessed with the Valley of the Kings.
- C. The manuscripts suggested he had found something.
- D. He had been unwilling to reveal the details of his previous trip.

5.2. The tomb in the diagram
- A. had paintings on the ceiling.
- B. was searched by Don's father.
- C. contained descriptions of other tombs.
- D. seems to be the one Richard was looking for.

5.3. Don feels desperate because
- A. none of the hotels he contacted had heard of his father.
- B. despite his efforts, he is no closer to locating his father.
- C. the diplomatic staff in Egypt refused to help him.
- D. he believes his father is in grave danger.

5.4. Richard seems to have worked out the location of his "remarkable find" ...
- A. while he was in Brazil.
- B. during his first trip to Egypt.
- C. while studying his manuscripts.
- D. upon his return to Egypt.

Tekst 2.

Secret giant worm behind mystery of vanishing aquarium fish

Aquarium shop workers investigating the disappearance of dozens of fish found the culprit – a terrifying three-and-a-half-foot sea worm hidden in a tank for ten years. The creepy Bobbit Worm – usually found in the ocean at depths up to 150ft – was discovered preying on fish in the 200 gallon tank.

Staff at Maidenhead Aquatics in Woking, Surrey, had noticed many of its fish going missing. But they only found the culprit when they emptied a massive leaky tank – and found the Bobbit Worm. The sea worm is thought to have arrived as a stowaway around ten years ago in a rock, and buried itself in the floor of the tank.

Store manager John Penny said: "The worm was found when we were breaking down our big display, because it was leaking. The worm was three-and-a-half feet long. We really struggled to get the rock out of there, because it was so heavy. It was so creepy. It split into three sections. The tail end died within a few days. The other two sections are still alive."

"We have been trying to do some research on them," Mr Penny said. "It has been reported that they can get up to four metres in length. They are from tropical waters. They do have very large pincers that can nip, especially if you touch them. They also release a slime that can irritate the skin. I have had one in my home aquarium. This is the first time we have had one of three-and-a-half-feet in the shop. They are not common, to be honest. They come through now and again. Only in an established tank would you find one getting up to this size."

The Bobbit Worm, which is in two pieces, is currently in a tank on the counter at Maidenhead Aquatics Woking, where staff are keeping a close eye on it. Mr Penny, from Maybury Hill, said the ends of the section that broke off have healed over and they are waiting to see if a new head grows. "We are just waiting to see what happens," he added. "A lot of people are like, 'Eww...! Where did that come from?' Marine customers are more likely to say, 'Wow, that's amazing'."

Uzupełnij luki w zadaniach 5.5.–5.7. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

5.5. For a long time, employees of an aquarium shop couldn't understand why _____ from their tank.

5.6. The worm broke into three parts while the staff were trying to _____.

5.7. Staff are watching the broken piece of the worm carefully because they think _____.

Zadanie 6. (0–3)

Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w każdą lukę (6.1.–6.3.) literę, którą oznaczono brakujące zdanie (A–D), tak aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

Van Gogh loses some of his straw hat, as gallery discovers self-portrait was torn by collector

Part of Van Gogh's *Self-Portrait with a Straw Hat* is suspected to be missing, a London gallery has said, after it emerged that a past dealer may have torn the painting to fit it into a frame. **6.1.** _____ But when the image arrived in London, having remained unmoved and unexamined on gallery walls in Detroit for the best part of 100 years, experts examining the painting found that part of Van Gogh's famous hat was missing.

Dr Karen Serres, a curator at the Courtauld, told us: "If you think about it, people come to see Van Gogh – it's 'box office', so it stays on the wall for people to see. **6.2.** _____ By putting it next to another self-portrait of him in a straw hat, it was noticed that the painting seemed a little small by comparison, and his hat a little truncated."

Tucked into a large frame, the damage to the artwork was not immediately obvious, but experts found that the painting – made on a thin board – was snapped at some point in its history, possibly to fit it into its frame. **6.3.** _____ The painting was given by Van Gogh to his friend and fellow painter Émile Bernard as a gift, before making its way through the hands of French art dealer Ambroise Vollard, collector Bernard Goudchaux, and Armenian art dealer Dikran Khan Kélékian.

Van Gogh painted the work in 1887, and it shows him wearing the peasant garb of a blue shirt and simple straw hat – which would also have kept the sun from the eyes of those painting outdoors.

A. Dr Serres believes the damage was likely done by an "early collector" before the reputation of Van Gogh made his paintings almost priceless.

B. The £90 million masterpiece in the Courtauld Gallery is on loan from the US, after the Detroit Institute of Art was persuaded to send the self-portrait for a landmark exhibition of the Dutch artist's work.

C. The city of Detroit bought *Self-Portrait with a Straw Hat* in 1922, when the motor industry was booming, but amid financial difficulties in 2014 officials considered selling off the painting which was then valued at a minimum of £90 million by Christie's.

D. But then you never get the chance to study it.

Zadanie 7. (0–4)

Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 7.1.–7.4. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. Uwaga: w każdą lukę możesz wpisać maksymalnie trzy wyrazy.

Teenage metal detectorist strikes bronze with 'once in a lifetime' hoard of axes

A teenager has struck gold – or rather, bronze – on just her third metal detecting dig after picking up the hobby in the summer holidays. Milly Hardwick, 13, discovered a "once-in-a-lifetime" Bronze Age hoard of axes and blades in a field near Royston in Hertfordshire in September. Her beginner's luck has earned her the respect of fellow metal detectorists, and what could be a princely windfall.

After detecting a signal on the dig, organised by the Woburn Detecting Store, and asking her father, Colin, to listen, she joked: "What if it's an axe head?" They found twenty-one items between them, prompting archaeologists to come and evaluate the site. By the time the dig was complete, the haul totalled sixty-five artefacts dating back to 1,300 BC.

The year eight pupil has gained recognition for her find, saying: "Last Sunday, when we were out, someone stopped and looked at me and said: 'Are you the one that found the axe hoard?'"

Her mother, Claire Hardwick, said: "A lot of people have said it's a once-in-a-lifetime find. The other metal detectorists are really pleased for her." She added: "She doesn't want to get the mickey taken out of her at school, as it is not exactly a cool hobby. But it hasn't gone to her head. I'm so proud of her".

Mrs Hardwick added that while neither she nor her son have any interest in the hobby, her husband persuaded Milly to join him on a dig after starting metal detecting four years ago. "Her dad had been asking her to go out with him for a few months and eventually she said yes, and loved it," Mrs Hardwick added.

"Whenever I go out, I find stuff," Milly added. "I've found a gold-plated button and a Queen Elizabeth coin. It's nice to be in a field for hours, and you get a signal and it could literally be anything."

Teenager Milly Hardwick and her father found twenty-one Bronze Age items, mainly **7.1.** _____, using metal detectors. When archaeologists conducted a **7.2.** _____ later, they found over forty more items. Milly's mum expressed **7.3.** _____ her daughter but worried that other teenagers will make fun of her. While her father has been using a metal detector for four years, Milly had only been **7.4.** _____ before she struck bronze.

Część pisemna (poziom rozszerzony)
Znajomość środków językowych

Wskazówki

- Gdy rozwiązujesz zadanie sprawdzające znajomość środków językowych oparte na tekście, najpierw przeczytaj tekst, aby zorientować się, jakie słownictwo lub struktury gramatyczne są testowane. Ustal na podstawie kontekstu, jaka część mowy powinna zostać użyta, w jakim czasie należy zastosować czasownik lub w jakim stopniu powinien wystąpić przymiotnik, aby poprawnie uzupełnić lukę. Sprawdź, czy rzeczownik powinien być w liczbie pojedynczej czy mnogiej.
- Gdy rozwiązujesz zadanie oparte na pojedynczych zdaniach, po uzupełnieniu luki sprawdź, czy całe zdanie jest logiczne i poprawne gramatycznie. Upewnij się, że nie przekroczyłeś / nie przekroczyłaś podanego limitu słów. Sprawdź, czy nie brakuje przyimków (*in*, *on*, *under*, *from*) lub przedimków (*a/an*, *the*).

Zadanie 8. (0–6)

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

WATCH OUT FOR ALLEYCATS!

If you **8.1.** _____ to notice a cyclist dressed up in a Mexican day-of-the-dead costume, racing past you along the city's streets this weekend, don't panic. It's probably just an alleycat.

An alleycat is an unofficial bicycle race – in other words, one that **8.2.** _____ official permission to take place by the city's authorities. Alleycats started in Toronto in 1989, when the city's bicycle messengers and couriers decided to test their skills against each other, and quickly spread to cities around the world. However, because they're unofficial (and often **8.3.** _____ as a dangerous nuisance by city authorities), it's hard to keep **8.4.** _____ of their history and development. Unlike traditional cycle races, the emphasis is much more on taking part and having fun, often in fancy dress, **8.5.** _____ winning. That said, some races are designed to be as gruelling as possible so as to eliminate all but the fittest cyclists. In addition, alleycats often include tests of the skills needed by messengers and couriers, such as navigating the best route between a set of points **8.6.** _____ around the city.

8.1. A. tend B. seem C. expect D. happen

8.2. A. was not giving B. has not been given C. did not give D. was not being given

8.3. A. interpreted B. regarded C. believed D. considered

8.4. A. part B. watch C. track D. pace

8.5. A. on top of B. at the same time as C. in addition to D. rather than

8.6. A. scattered B. restricted C. isolated D. prolonged

Zadanie 9. (0–4)

W zadaniach 9.1.–9.4. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

9.1. _____

A. We're just staying here for the ... being until we can find somewhere permanent.
B. I was worried my parents would give me a hard ..., but they were surprisingly cool about it.
C. Don't you think it's about ... we were leaving?

9.2. _____

A. The meeting started at 9 am, and it's still going ... eight hours later!
B. This film contains some rather ... language, so it's not suitable for small children.
C. I have a habit of upsetting people – tactfulness isn't exactly my ... point!

9.3. _____

A. All this physical activity has really ... me out!
B. You may feel some pain for a few hours, but it should have ... off by around lunchtime.
C. A sarong is a tube of fabric that is ... by men and women in many parts of Asia and Africa.

9.4. _____

A. They must have been disappointed by the results, to say the ... .
B. Driving you home was the ... I could do.
C. I tried to explain the situation, but she didn't seem in the ... interested.

Zadanie 10. (0–4)

Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (10.1.–10.4.). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów.

10.1. It was a mistake that you didn't tell anybody your whereabouts. **LET**
You should _____ where you were.

10.2. If you're more careful when you work, you won't make as many mistakes. **CAREFULLY**
_____, the fewer mistakes you'll make.

10.3. Somebody claimed I had caused the damage to the painting. **ACCUSED**
I _____ the painting.

10.4. In addition to losing the match, we also lost our captain through injury. **ONLY**
_____ the match, but our captain was also injured.

Część pisemna (poziom rozszerzony)
Tworzenie wypowiedzi pisemnej

Wskazówki
- Zanim zaczniesz redagować wypowiedź pisemną, przemyśl jej kompozycję, tak aby osoba, która czyta Twoją pracę, nie miała problemu z jej zrozumieniem.
- Wypowiedź pisemna powinna być logiczna, spójna i przejrzysta. Możesz zanotować, co chcesz umieścić we wstępie, poszczególnych akapitach i podsumowaniu tekstu.
- Nie zapominaj też o dokładnym ujęciu tematu zgodnie z instrukcją zawartą w poleceniu i rodzajem wypowiedzi.
- Po napisaniu pracy przeczytaj ją, aby sprawdzić, czy nie popełniłeś / nie popełniłaś błędów i czy odniosłeś się / odniosłaś się do wszystkich informacji podanych w poleceniu.
- Upewnij się, że nie przekroczyłeś / nie przekroczyłaś podanego limitu słów.

Zadanie 11. (0–13)

Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz wybrany przez Ciebie temat. Zakreśl jego numer.

1. W niektórych krajach absolwenci szkół ponadpodstawowych zwykle wyprowadzają się z domu i kontynuują edukację w innej miejscowości. Napisz **rozprawkę**, w której przedstawisz wady i zalety tego rozwiązania.
2. Przebywasz na wymianie międzynarodowej. Zauważyłeś/Zauważyłaś ostatnio, że biblioteka w szkole, do której uczęszczasz, nie posiada udogodnień dla osób z niepełnosprawnością ruchową. Uważasz, że taka sytuacja jest niedopuszczalna. Napisz **list** do władz szkoły, w którym przedstawisz swoje zastrzeżenia oraz zaproponujesz proste, lecz skuteczne sposoby rozwiązania tego problemu.

CZYSTOPIS

2 minuty — Rozmowa wstępna

Wskazówki
- Rozmowa wstępna ma na celu oswojenie zdającego z sytuacją egzaminacyjną, przygotowanie go do głównej części egzaminu ustnego oraz poprawienie jego efektywności podczas wykonywania kolejnych zadań.
- Ta część egzaminu ma charakter swobodnej, naturalnej rozmowy, więc postaraj się zrelaksować.
- Egzaminator zada Ci kilka pytań związanych z Twoim życiem i zainteresowaniami. Pytania te zamieszczone są tylko w zestawie dla egzaminującego. Postaraj się odpowiadać pełnymi zdaniami. Pamiętaj, że Twoim zadaniem jest wykazanie się znajomością zróżnicowanego słownictwa oraz środków językowych.
- Mów wyraźnie i nie spiesz się z odpowiedziami.
- Nie bój się rozwijać swoich odpowiedzi. Użycie zwrotów takich jak: *As a matter of fact* ... lub *What I mean is that* ... zademonstruje Twoją wiedzę i ułatwi przebieg rozmowy.

Answer the questions.

1 What are your favourite snacks? Why do you like them so much?
2 Do you enjoy learning new things for pleasure, not for school? Why/Why not?
3 Would you like to be a professional sportsperson? Why/Why not?
4 Are you interested in environmental issues? Why/Why not?
5 What makes a great film?

4 minuty **Zadanie 1.** — Rozmowa z odgrywaniem roli

Wskazówki
- Zadanie pierwsze polega na przeprowadzeniu rozmowy, w której zdający i egzaminator odgrywają role opisane w poleceniu. Szczegóły roli Twojego rozmówcy zamieszczone są wyłącznie w zestawie dla egzaminującego.
- W tej części egzaminu musisz odnieść się do czterech elementów wskazanych w poleceniu i omówić każdy z nich w co najmniej dwóch zdaniach.
- Możesz zostać poproszony/poproszona o dokładniejsze wyjaśnienie jakiejś kwestii, podanie większej ilości szczegółów, przedstawienie opinii lub udzielenie rady. W takiej sytuacji musisz właściwie zareagować na wypowiedź egzaminującego.
- Egzaminator może nie zgodzić się z Twoją propozycją i poprosić Cię o inne rozwiązanie. Nie oznacza to, że podana przez Ciebie propozycja jest nieodpowiednia. To standardowa część egzaminu oraz sposób na ocenę Twojej wiedzy i umiejętności.

Do the task. Then change roles and do the task again.

Uczeń A
Wraz ze znajomymi planujesz spędzić parę tygodni, podróżując po jednym z krajów anglojęzycznych. Znalazłeś/Znalazłaś niewielki hotel w spokojnej okolicy, w którym chciałbyś/chciałabyś się zatrzymać. Niestety, na stronie hotelu brakuje kilku istotnych informacji, których potrzebujesz, zanim zarezerwujesz pokoje. Rozmawiasz przez telefon z pracownikiem recepcji hotelu. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

- odległość od najbliższych sklepów
- dostępność wegetariańskich potraw
- zniżka dla grup
- transport publiczny w okolicy

Uczeń B
Jesteś recepcjonistą/recepcjonistką w niewielkim hotelu w spokojnej okolicy. Rozmawiasz przez telefon z osobą zainteresowaną dokonaniem rezerwacji. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane kwestie:
- zapytaj ucznia A, kiedy dokładnie zamierza przyjechać do hotelu;
- dowiedz się, z iloma osobami będzie podróżować i ile pokoi chciałby/chciałaby zarezerwować;
- grzecznie nie zgódź się z uczniem A w związku z niektórymi jego/jej wymaganiami;
- poinformuj, że w cenę pokoju wliczona jest możliwość wypożyczenia rowerów.

3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji

Wskazówki

- W zadaniu drugim zostaniesz poproszony/poproszona o opisanie ilustracji i odpowiedzi na pytania egzaminatora.
- Opisując ilustrację, używaj konstrukcji *There is/There are*, czasu *present continuous* oraz wyrazów i zwrotów służących do spekulacji na temat tego, co widzisz na zdjęciu (*I feel that this place ...*, *This is the sort of place that might offer ...*, *It seems to me that this would be a good place to ...*, *Perhaps this place could be used for ...*). Uwzględnij informacje o tym, kogo przedstawia zdjęcie, gdzie się znajduje dana osoba, jaką czynność wykonuje, jak wygląda oraz co może czuć w przedstawionej sytuacji.
- Po opisaniu ilustracji egzaminator zada Ci trzy pytania. Pytania te zamieszczone są wyłącznie w zestawie dla egzaminującego. Pierwsze z nich odnosi się bezpośrednio do zdjęcia i wymaga interpretacji przedstawionej na nim sceny. Drugie pytanie jest związane z tematyką zdjęcia, lecz będzie dotyczyło Twoich poglądów, upodobań, zainteresowań lub planów. Trzecie pytanie dotyczy wydarzeń lub doświadczeń z przeszłości. Odpowiadając na nie, stosuj czasy przeszłe (*past simple*, *past continuous*, *past perfect*).

Describe the photo and answer the questions. Then change roles and do the task again.



1 Why do you think they are using augmented reality in this situation?

2 What might be some other important applications of this technology?

3 Talk about a time when you used technology to convey information.

5 minut **Zadanie 3.** Rozmowa na podstawie materiału stymulującego

Wskazówki

- W zadaniu trzecim zostaniesz poproszony/poproszona o wybranie spośród zilustrowanych propozycji tej, która, Twoim zdaniem, najlepiej spełnia warunki wskazane w poleceniu. Następnie odpowiesz na pytania egzaminującego.
- Dokonując wyboru, odnieś się do zilustrowanych propozycji i podaj argumenty uzasadniające wybór jednej z nich oraz przyczyny odrzucenia pozostałych. Wypowiedź powinna składać się z pełnych zdań. Używaj zwrotów i wyrażeń takich jak: *I believe/think that ...*, *The one that appeals to me is ...*, *I believe this experience would be the most valuable because ...*, *In my opinion ...*, *This option is definitely more/less appealing than the other ones because ...* .
- Kiedy zakończysz wypowiedź, egzaminator zada Ci dwa pytania. Pytania te zamieszczone są wyłącznie w zestawie dla egzaminującego. Pamiętaj, aby nie udzielić tylko prostej odpowiedzi, ale również uzasadnić ją w dwóch–trzech zdaniach.

Do the task and answer the questions. Then change roles and do the task again.

Razem z wychowawcą/wychowawczynią oraz kolegami i koleżankami z klasy organizujesz spotkanie z Waszymi korespondencyjnymi przyjaciółmi z innego kraju, ponieważ chcecie lepiej się poznać. Masz do wyboru trzy miejsca, gdzie mogłoby się odbyć to spotkanie.

- Wybierz miejsce, które byłoby najodpowiedniejsze, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

Zdjęcie 1.



Zdjęcie 2.



Zdjęcie 3.



1 Do you think it is valuable for school students to communicate with, or to meet up with, teenagers from schools in other countries?

2 'The key to successful language learning is to create an authentic need to communicate with others.' To what extent do you agree with this statement?

Część pisemna (poziom dwujęzyczny)
Rozumienie ze słuchu

Wskazówki
- Gdy rozwiązujesz zadania sprawdzające rozumienie ze słuchu, najpierw dokładnie przeczytaj polecenie, pytania i wszystkie odpowiedzi.
- Pamiętaj, że informacje podane w zadaniu mogą być sformułowane inaczej niż w nagraniu. W trakcie słuchania zwróć uwagę na wyrazy, zwroty lub dłuższe fragmenty tekstu, których znaczenie jest zbliżone do treści wyrażonych w zadaniu.
- Nie zaznaczaj odpowiedzi przed wysłuchaniem całego nagrania. Słuchając nagrania po raz drugi, upewnij się, czy zaznaczyłeś/zaznaczyłaś właściwe odpowiedzi.

Zadanie 1. (0–4) | 20

You are going to hear three people talking about their dreams. For questions 1.1.–1.4., choose the right speaker (A–C). One speaker must be chosen twice. You will hear the recording twice.

Which speaker		Answer
1.1.	can predict what they're going to dream about each night?	
1.2.	believes that their dream influences their behaviour in real life?	
1.3.	experiences negative emotions throughout their dream?	
1.4.	worries about others spotting that they're just pretending?	





1.6 Listening, Exercise 1

1 public domain; ✓
2 cite your sources; ✗
3 counterfeit; ✓
4 plagiarism, get credit for; ✓
5 take out a patent; ✗
6 intellectual property; ✓
7 infringe, copyright; ✗

Video Worksheet 3, Exercise 1

Possible answers
1 BF, UCO
2 UCO
3 FF, BF (and possibly UCO, as shown in the video)
4 BF, UCO (N.B. Fossil fuel ultimately comes from plants too, but those plants existed long before there were any people.)
5 BF (N.B. People don't usually buy used cooking oil, but if they did, it would be cheap.)
6 FF (N.B. Used cooking oil may be harmful on a local level, e.g., if it gets into the water supply. Biofuels are less harmful to the environment than fossil fuels, but their production and consumption still have a negative impact.)

Zadanie 2. (0–6) | 21

You are going to hear an interview with a sports psychologist. For questions 2.1.–2.6., choose the answer which best matches what you have heard by circling the appropriate letter (A, B, C or D). You will hear the recording twice.

2.1. Alice talks about an athlete who lacks confidence in order to
- A. explain how most sports psychologists spend their time.
- B. suggest that her work can make a vital difference to struggling athletes.
- C. entertain her audience with an amusing anecdote.
- D. introduce a simple example to help listeners understand the field.

2.2. Which branch of sports psychology does Alice mainly work in?
- A. Clinical sports psychology
- B. Sports psychotherapy
- C. Educational sports psychology
- D. Exercise psychology

2.3. Alice suggests that she works with businesspeople because
- A. not enough sports clubs are prepared to pay for her work.
- B. her business clients pay a much higher hourly rate.
- C. it's easy for inexperienced sports psychologists to find such work.
- D. it is an excellent way of building her reputation.

2.4. Alice mentions dieticians, physiotherapists, personal trainers and tacticians because
- A. she sees them as her competitors.
- B. she thinks they all make a huge difference to athletes' abilities.
- C. she disagrees with them about the importance of their contributions.
- D. she acknowledges their small but vital role in their clients' success.

2.5. Alice became a sports therapist because
- A. she lacked confidence in her abilities as an athlete.
- B. she was forced to end her sporting career after losing an important match.
- C. her career as a sportswoman came to a sudden end.
- D. she found the experience of losing too painful.

2.6. What does Alice say is the most important requirement before considering a career in sports psychology?
- A. Prior experience of running a successful business
- B. Considerable experience of being a high-level sportsperson
- C. Expertise and qualifications in psychology
- D. A deep understanding of marketing, accounting and law

Zadanie 3. (0–5) | 22

Listen to a lecture and complete the sentences with up to eight words in each gap (3.1.–3.5.). You will hear the recording twice.

3.1. The original Austronesians were already experts in _____ _____ as long as 4,000 years ago.

3.2. It seems unlikely that all speakers of Austronesian languages in the Philippines, Malaysia and Indonesia are the _____ _____.

3.3. Between the years _____ _____, the Austronesians' eastward expansion appears to have paused.

3.4. Austronesians are believed _____ _____ plants from South America.

3.5. The modern population of Madagascar is a mixture of _____ _____.

Część pisemna (poziom dwujęzyczny)
Rozumienie tekstów pisanych

Wskazówki
- Gdy rozwiązujesz zadanie sprawdzające rozumienie tekstów pisanych, najpierw przeczytaj pytania dotyczące danego tekstu. Następnie przeczytaj tekst i znajdź fragmenty, których te pytania dotyczą. Szukaj w tekście tych samych treści wyrażonych innymi słowami.
- Zwróć uwagę, że odpowiedź może być wyrażona bezpośrednio w tekście lub może być jedynie pośrednio zasygnalizowana. Możesz też zostać poproszony/poproszona o wyciągnięcie wniosków z danego fragmentu tekstu.
- Gdy zaznaczysz już wszystkie odpowiedzi, przeczytaj ponownie tekst i upewnij się, czy są właściwe.

Zadanie 4. (0–8)

Read two texts related to career changes. For questions 4.1.–4.5., choose the answer that best matches the text and circle the appropriate letter (A, B, C or D). For questions 4.6.–4.8., complete the gaps in the summary.

Text 1.

I am now librarian of the San Francisco Call. Do I look like one? I turn my chair so I can look in the mirror. I don't see the face of a librarian. The forehead I see is high enough, but it is lined with furrows that look like knife scars. There are two vertical furrows between my eyes that make me appear to be wearing a continual scowl. My eyes are wide enough apart and not small, but they are hard, cold, calculating. They are blue, but of that shade of blue farthest removed from the violet. My mouth is large—one corner of it is higher than the other and I appear to be continually sneering. I do not scowl, I do not sneer; yet there is something in my face that causes a man or woman to hesitate before asking to be directed to Dr Gordon's church.

If I gaze into the mirror long enough and think hard enough, I can conjure up another face. I see the face of a schoolboy —a bright, shining, innocent face. I see a mop of white hair, a pair of blue eyes, and an inquisitive nose. I see myself standing on the broad steps of the Sisters' Convent School. At the age of fourteen, after three years' "board and tuition," I am leaving to go home to my father and then to another school for "big boys."

Any reader with a spoonful of imagination can picture me going home, then to other schools in turn, then to some sort of an office job; advancement here and there, always leading a well-ordered, quiet, studious life, until he finally places me in the respectable and responsible position of librarian of a metropolitan newspaper. That's the way it should have been, but wasn't.

The course I followed from that convent school to this library desk, if charted on a piece of paper, would look like the zigzag line that statisticians use to denote the rise and fall of temperature or rainfall or fluctuations of business. Every turn I made was a sharp one, a sudden one. In years I cannot remember making one easy, graceful, rounded turn.

I am not lugging in the fact that I was left motherless at the age of ten to alibi myself away from anything. Nevertheless I think a fellow has the right to ask himself if things might not have been different. My mother died before I got very well acquainted with her—I doubt if any child gives its parents much thought before the age of twelve or thirteen.

Looking back at it, it seems to me that I was blown here and there like a dead leaf whipped about by the autumn winds till at last it finds lodgment in some cozy fence corner. When I left school at fourteen, I was as unsophisticated as a boy could be. I knew no more of the world and its strange way than the gentle, saintly woman who taught me my prayers in the convent.

Before my twentieth birthday, I was in the dock of a criminal court, on trial for burglary. I was acquitted, but that is another story. In six years I had deserted my father and home, gone "on the road." I had become a snapper-up of small things, a tapper of tills, a street-door sneak thief, and at last a promising burglar in a small way.

At twenty-five I was an expert house burglar, a night-time prowler, carefully choosing only the best homes—homes of the wealthy, careless, insured people. At thirty I was a respected member of the "yegg" brotherhood, a thief of which little is known. He is silent, secretive, wary; forever traveling, always a night "worker." He shuns the bright lights, seldom straying far from his kind, never coming to the surface. At forty I found myself a solitary, capable journeyman highwayman; an escaped convict, a fugitive, with a background of twenty-five years in the underworld.

In those twenty-five years I took all these things, and I am going to write about them. And I am going to write about them as I took them—with a smile.

Adapted from: *You Can't Win* by *Jack Black*; www.gutenberg.org

4.1. The writer describes his appearance in order to
- A. explain why people are afraid to ask him for directions.
- B. highlight his inability to convey positive emotions.
- C. imply that appearances can be deceptive.
- D. suggest he looks unsuitable for his current role.

4.2. What appears to have happened shortly after he left the convent school?
- A. He ran away from home.
- B. One of his parents died.
- C. He struggled at the school for big boys.
- D. He joined a criminal gang.

4.3. What does he suggest about the loss of his mother?
- A. It affected him greatly at the time.
- B. He sees it as an excuse for the mistakes he made.
- C. He only appreciated its significance later.
- D. He feels bitter about the lack of guidance he received.

4.4. At what age did he spend time in prison?
- A. His late teens
- B. His early twenties
- C. His late thirties
- D. His early forties

4.5. How does the writer seem to feel now about his life of crime?
- A. Proud of what he achieved
- B. Ashamed of his actions
- C. Embarrassed by his mistakes
- D. Relieved that he has moved on

Text 2.

Half of young workers ready for career switch

A lack of clear prospects about where their job will lead them means that more than half of employees aged under thirty are considering abandoning their current career within two years of starting it.

The revelation that 51% of young workers have itchy feet so soon after starting their jobs comes from a study by discount supermarket Aldi, which looked into reasons behind career changes. It interviewed more than two thousand people aged eighteen to thirty who have or are considering swapping careers.

Both graduates and those who did not go to university were quizzed, but of those who had studied for a degree and were thinking about a changing path, four out of ten were currently in roles directly related to their university subject. The same proportion of these graduates were ready to take a job in a completely different sector, hinting that many young people fail to pick a degree subject they are confident they have a long-term future in.

Of the graduates who said they were mulling over taking on a new role, more than third (36%) said they were prepared to re-train and just over a quarter (28%) would even consider returning to university. This is despite the prospect of tuition fees of up to £9,000 a year and living costs while they studied. The level of dissatisfaction with progression opportunities was such that a quarter of graduates said they would be willing to start in a more junior position in a new role to get their career back on track.

Aldi is expanding its graduate recruitment programme by 15% to take on 150 trainees this year and James Hutcheson, the company's head of graduate recruitment, said: "One third of our area managers have changed their career direction to enter the retail sector, and we are continually looking for these candidates to apply for our graduate recruitment scheme. People who have built up experience in the workplace, in any sector, bring with them valuable skills. Anyone considering a change in career needs to devote time to consider the options open to them."

He added: "This survey has uncovered that there is a significant level of dissatisfaction across graduates when it comes to their initial choice of career path. A desire for clearer career prospects and more opportunities to develop with training, alongside greater satisfaction appear to be the overriding reasons that graduates are considering a move."

According to research conducted by Aldi, 40% of graduates who are thinking of swapping careers would consider **4.6.** _____. Almost 30% were considering going back to study, even though **4.7.** _____. The manager responsible for Aldi's graduate recruitment scheme encouraged applications from experienced candidates who want to **4.8.** _____.

Zadanie 5. (0–4)

Read the article. Four fragments have been removed from the text. Complete each gap (5.1.–5.4.) with the fragment which fits best and put the appropriate letter (A–E) in each gap. There is one fragment which you do not need to use.

Scientists discover humans produce an invisible aura of air-cleansing molecules

A study has shown, for the first time, that an invisible haze of air-cleansing molecules is produced on human bodies when ozone in the air reacts with oil made by our skin. **5.1.** _____ But the discovery of the aura, technically known as an oxidation field, around people shows for the first time that OH radicals are also made by human bodies.

However, experts do not know if the field is a force for good or bad because the impact of the aura remains unknown. **5.2.** _____ He said: "The other possibility, which is more concerning, is perhaps a compound which is considered to be harmless could become more toxic than its precursor when it's oxidised in the OH field. Now we've discovered this, more research has to be done."

Prof. Williams and his team put four people in a sterile room with oxygen masks on and measured the level of OH radicals in the air. **5.3.** _____ The chemical silhouette, Prof. Williams said, somewhat resembles the glow of green radiation around a barrel of nuclear waste in a cartoon. Closer analysis revealed that squalene, a chemical which keeps skin supple, reacts with ozone and produces the OH oxidation field via a sequence of complicated chemical reactions.

Previously it was thought the air-cleaning OH chemicals only formed outside in sunlight, but the new finding shows another mechanism for their formation. "Radicals are extremely ephemeral and created in the air in sunbeams," Prof. Williams said. **5.4.** _____ "In every city there should be a monument to the OH radical because it's preventing us from poisoning ourselves every day."

A. "Then they immediately attack any compound around them. They're like snarling lions, horrible beasts that only want to snatch a hydrogen atom off anything else to make itself into water and become stable. We should be mounting statues to this radical," he said.

B. "When I'm breathing in, there is chemistry going on, which is changing emissions from the sofa I am sitting on into other compounds," he said.

C. Short-lived molecules called OH radicals make up the aura, and they are known to neutralise toxic molecules when they are made by sunlight outside, earning the nickname "detergents of the atmosphere".

D. They then added ozone to the room and saw a dramatic spike in the level of the chemicals and made images from the data showing the oxidation fields.

E. "The field may be cleaning the air before I breathe in, but we don't know," Prof. Jonathan Williams, of the Max Planck Institute for Chemistry in Mainz, Germany and the lead author of the study, told us.

Zadanie 6. (0–4)

Read the text. For questions 6.1.–6.4., choose the appropriate paragraph and write the corresponding letter (A–E) in the table. One paragraph does not match any of the questions.

In which paragraph does the writer		Answer
6.1.	explain why a typical approach to looking after a dog is insufficient?	
6.2.	blame humans for accidentally causing their dogs to behave badly?	
6.3.	correct a common misconception about dogs' ability to learn?	
6.4.	make a recommendation that is unlikely to help owners of badly-behaved dogs?	

Dog behaviour problems? Here are the most common causes

A. Most dogs, like most humans, end up resembling their parents, not just in appearance but also in behaviour. Personalities of animals, just like people, are strongly controlled by genetics. If both parents are calm, obedient, gentle dogs, the puppies are more likely to turn out well. But if even just one parent is a boisterous, mischievous bundle of energy, then it's more likely that a pup will grow into a similar type of animal. My simplest advice to people looking for a puppy is to try to meet both parents of the dog that you are considering.

B. Many people have an irrational and mistaken belief that dogs should somehow know "naturally" how to behave well. The truth is that "behaving well" is a human concept: dogs can't be expected to know the difference between "good" and "bad" behaviour. They need to be trained to behave in the way that their owners want them to behave, and this takes time, patience and commitment. Typically, an owner needs to spend around fifteen minutes a day training their dog (not necessarily all at once: five minutes three times a day may even work better). It can be combined with daily activities such as walks, but it needs to be done.

C. "He understands every word". "He knows when he has done wrong". "He didn't mean to bite". Owners often make these statements in the belief that their dogs have a human-like ability to understand what's going on around them. The truth is that dogs are dogs, and while they have a remarkable cognitive ability, they cannot understand the subtleties of human language, and they don't live by a human moral code. If owners try to correct bad behaviour in dogs by treating them like mini humans, the problem will not be resolved.

D. A typical dog needs to be exercised for half an hour, twice daily. And being allowed out the back door to wander around the back garden does not count as exercise. Dogs need enough energetic, interesting exercise (visiting different places, meeting other animals, having the chance to run around off the leash). If they don't get this, they end up frustrated, bored and prone to behaving badly.

E. Dogs don't learn to behave badly on their own: they are taught how to behave through interactions with their owners. So, if you have a badly behaved dog, it's very likely that you have inadvertently influenced your dog in a negative way. It's impossible to objectively observe your own interactions with your pet, and that's why it's so useful to employ the services of a professional behaviourist, to identify key steps that you can take to improve the way that you influence your pet. Over time, this is the most likely way to resolve long term problems with bad behaviour.

Część pisemna (poziom dwujęzyczny)
Znajomość środków językowych

Wskazówki
- Gdy rozwiązujesz zadanie sprawdzające znajomość środków językowych oparte na tekście, najpierw przeczytaj tekst, aby zorientować się, jakie słownictwo lub struktury gramatyczne są testowane. Ustal na podstawie kontekstu, jaka część mowy powinna zostać użyta, w jakim czasie należy zastosować czasownik lub w jakim stopniu powinien wystąpić przymiotnik, aby poprawnie uzupełnić lukę. Sprawdź, czy rzeczownik powinien być w liczbie pojedynczej czy mnogiej.
- Gdy rozwiązujesz zadanie oparte na pojedynczych zdaniach, po uzupełnieniu luki sprawdź, czy całe zdanie jest logiczne i poprawne gramatycznie. Upewnij się, że nie przekroczyłeś / nie przekroczyłaś podanego limitu słów. Sprawdź, czy nie brakuje przyimków (*in*, *on*, *under*, *from*) lub przedimków (*a/an*, *the*).

Zadanie 7. (0–5)

Read the text. For questions 7.1.–7.5., choose the word or phrase which fits best in each gap. Circle the appropriate letter (A, B, C or D).

ZORK ... ONE OF THE GREATEST GAMES OF ALL TIME

If you enjoy video games that involve exploring fictional worlds, solving puzzles and interacting with other characters, spare a thought for Zork, the 1977 game that **7.1.** _____ the modern adventure game.

Back in the days when computers were 100% text-based, Zork had to rely on evocative descriptions to build its virtual world inside its players' minds. The gameplay involved descending into the ruins of the Great Underground Empire, **7.2.** _____ of hundreds of dungeons, caves and treasure rooms, each with a text-based description, together with information about the objects, obstacles and characters inside the location. Players interacted with the virtual world by typing simple commands such as 'north' or 'get sword'. The aim was to collect treasure by solving devilishly tricky puzzles, **7.3.** _____ could only be cracked after picking up clues in other parts of the empire. Players' progress was hampered by a thief, who was also collecting treasure in other locations, as well as a time-based earthquake, which periodically opened up new passageways while closing others.

If this all seems a bit on the familiar side to you, bear in mind that none of these concepts had existed in computer games before. If the creators of Zork **7.4.** _____ them, it's likely that today's video games would be completely different — and perhaps much less enjoyable. At the time of its release, Zork was truly revolutionary. Over the late seventies and early eighties, Zork, which had been divided into three episodes, became a bestseller, with hundreds of thousands of players — pretty impressive considering how few people owned computers in those days. In 2007, the US Library of Congress **7.5.** _____ Zork to have been one of the ten most important video games of all time. Around the same time, a game historian called Matt Barton compared Zork to Homer's *Iliad:* "To say that Zork is an influential adventure game is like saying the *Iliad* is an influential poem".

7.1.	**A.** paved the way for	**B.** took issue with	**C.** put the brakes on	**D.** steered clear of
7.2.	**A.** to consist	**B.** consisted	**C.** consisting	**D.** being consisted
7.3.	**A.** several of that	**B.** many of which	**C.** most of whom	**D.** some of them
7.4.	**A.** hadn't invented	**B.** wouldn't invent	**C.** weren't to invent	**D.** didn't invent
7.5.	**A.** disclosed	**B.** aspired	**C.** conferred	**D.** proclaimed

Zadanie 8. (0–2)

For questions 8.1.–8.2., complete each gap using the words given in brackets so that the sentence is logical and correct as far as spelling and grammar are concerned. You can change the form of the words given in brackets or add other words if necessary. Use up to six words including the words given in brackets. Do not change the order of the words given in brackets.

8.1. They left ages ago, so they _____ (**bound** / **arrive**) by now.

8.2. When Laura agreed to get a new puppy, _____ (**little** / **realise** / **be**) going to turn her life upside down.

Zadanie 9. (0–2)

For questions 9.1.–9.2., think of one word only which can be used to complete all three sentences. Write the missing word in the space provided.

9.1. _____

A. I'm exhausted! I've been on the ... without a break for eighteen hours!
B. I've never tried kitesurfing, but I'd love to have a ... one day.
C. Stella waited patiently for her turn on the game, but the others refused to give her a ... .

9.2. _____

A. After his long journey, Rob barely had time to ... breath before he had to head off again.
B. Our professor just presents the facts so we can ... our own conclusions.
C. I don't mind giving you some tips, but I ... the line at doing your job for you.

Zadanie 10. (0–5)

Read the text. For questions 10.1.–10.5., use one of the words below to form a word that fits the gap. The text must be logical and correct in both grammar and spelling. Write the missing word in the space provided. There are two extra words.

conserve	discover	expect	impress
notorious	sculpt	similar	

The Jagiellonian Curse

The tomb of Casimir IV Jagiellon, Grand Duke of Lithuania and King of Poland, is one of the most striking features of Cracow's Wawel Castle. Created in red marble by one of the world's most renowned **10.1.** _____, Veit Stoss, after the king's death in 1492, the tomb is considered to be an artistic masterpiece. However, by the early 1970s, it was in desperate need of renovation. In May 1973, a team of twelve expert **10.2.** _____ was assembled to open the tomb. Inside, they found rotting wood and the remains of King Casimir and his queen, Elizabeth. The restoration work was completed within a few months, culminating in a reinterment ceremony in September 1973.

However, the story was about to become much stranger. Within a year, three members of the twelve-man team were dead. Altogether, ten of the twelve ended up dying prematurely and **10.3.** _____ over the next few years, prompting the world's media to start talking of a so-called Jagiellonian Curse. Overexcited journalists drew attention to several striking **10.4.** _____ between this case and the opening of the tomb of Egyptian Pharaoh Tutankhamun in 1922, which had gained **10.5.** _____ when one of the expedition's leaders, the Earl of Carnarvon, died after being bitten by a mosquito within a few weeks of leaving the tomb. However, talk of a Jagiellonian Curse was soon quashed by the discovery of a highly toxic fungus called *Aspergillus flavus* in the tomb, which is now believed to have caused the premature deaths.

Część pisemna (poziom dwujęzyczny)
Tworzenie wypowiedzi pisemnej

Wskazówki
- Zanim zaczniesz redagować wypowiedź pisemną, przemyśl jej kompozycję, tak aby osoba, która czyta Twoją pracę, nie miała problemu z jej zrozumieniem.
- Wypowiedź pisemna powinna być logiczna, spójna i przejrzysta. Możesz zanotować, co chcesz umieścić we wstępie, poszczególnych akapitach i podsumowaniu tekstu.
- Nie zapominaj też o dokładnym ujęciu tematu zgodnie z instrukcją zawartą w poleceniu i rodzajem wypowiedzi.
- Po napisaniu pracy przeczytaj ją, aby sprawdzić, czy nie popełniłeś / nie popełniłaś błędów i czy odniosłeś się / odniosłaś się do wszystkich informacji podanych w poleceniu.
- Upewnij się, że nie przekroczyłeś / nie przekroczyłaś podanego limitu słów.

Zadanie 11. (0–15)

Choose one of the topics below. Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

1. Poproszono Cię o napisanie **artykułu** do szkolnej gazety skierowanego do nowych uczniów. W swoim artykule:
   - opisz zalety Twojej szkoły;
   - wyjaśnij, czym różni się nauka w szkole podstawowej od nauki w szkole ponadpodstawowej;
   - zasugeruj, jak najlepiej nawiązać kontakty w nowym miejscu.
2. Coraz więcej osób uważa, że posiadanie hobby to raczej staromodna forma spędzania czasu wolnego. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat posiadania hobby, biorąc pod uwagę następujące aspekty:
   - rozwój osobisty,
   - nawiązywanie kontaktów,
   - pogłębianie wiedzy.

Starter Unit, Exercise 6

Possible answers

1 ✓ This advice is also good for listening.
2 ✗ Reading is indeed great for building your vocabulary, but if you slow down too much to check new words, you'll never finish reading (or remember what you've read). It's better to read fairly quickly and then check and learn new vocabulary AFTER you've finished reading.
3 ✓ Try to train yourself to read faster and faster each time.
4 ✗ Lots of students do this, but it's a waste of everybody's time. Writing assignments are a chance for you to develop your writing skills. If you're not doing that, there's no point.
5 ✓ his is an excellent way to build not only your writing skills but also your grammar and vocabulary.
6 ✗ The main benefit of writing is to practise and to (gradually) develop your writing skills. It's nice if your teacher can provide some correction and feedback, but even if you don't receive anything from your teacher, writing is still a very powerful way to learn.
7 ✓ We're lucky to live at a time it's possible to listen to an unlimited amount of English, so take advantage of that opportunity. Subtitles are useful up to a point, but you should aim to become less and less dependent on them.
8 ✓ Listening can be a stressful experience, so it's vital to be able to manage that stress. Listening texts in coursebooks often deliberately include difficult words and structures because they're training you to ignore distractions and to focus on what's important.
9 ✗ It's not important if you're the best or the worst in the class. What matters is that you're developing your skills over a period of time. It's a very good idea to read and analyse the grammar and vocabulary in audio scripts AFTER a lesson, but if you do it before the lesson, you won't be developing your skills.
10 ✗ We all hate making a fool of ourselves, but when we're learning a foreign language, we have to break out of our comfort zone and be prepared to take risks. It's normal and healthy to make mistakes when you're speaking – that's how you learn. Never make fun of your classmates when they try and fail. A much more serious failure is not to try at all.
11 ✗ It's true that fluency and confidence are important, and it's great that this student feels comfortable speaking English. However, if you keep making the same silly mistakes and using the same basic vocabulary, you'll never improve. Instead, challenge yourself to be a little more accurate and sophisticated each time you speak in English.
12 ✓ This is an incredibly powerful technique. If you feel uncomfortable using it at school, you can do it at home (e.g. with your family). It will feel odd at first, but when you start to notice the progress you're making, you won't regret it.

CZYSTOPIS

2 minuty — Rozmowa wstępna

Wskazówki

- Rozmowa wstępna jest rodzajem rozgrzewki, która ma zachęcić Cię do mówienia i myślenia w języku angielskim. Jednak język, którego używasz, jest oceniany już na tym etapie.
- Pamiętaj, że Twoje odpowiedzi nie muszą być zabawne lub zbyt wnikliwe – ważne, żeby były na temat i żeby odpowiedzieć na każde pytanie. Nie obawiaj się stosowania kolokwializmów i idiomów.

Answer the questions.

1 Do you find it easy to manage your time? (How?)

2 How would you spend your next birthday if money were no object? (Why?)

3 Do you prefer to write by hand or on an electronic device? (Why?)

4 What would you do if you had a year off after finishing school? (Why?)

5 How important is it for you to learn to drive a car? (Why?)

4 minuty **Zadanie 1.** — Rozmowa na podstawie materiału stymulującego

Wskazówki

- W tej części egzaminu znajdziesz w swoim zestawie dwie ilustracje i trzy pytania – jedno do ilustracji A, jedno do ilustracji B i jedno, które wymaga porównania ich w jakiś sposób (pytanie C). Nie ma tu przewidzianego dodatkowego czasu na przygotowanie – egzaminator da Ci tylko kilka sekund na zebranie myśli.
- Głównym kryterium oceny w tej części egzaminu jest zgodność odpowiedzi z poleceniem. Pamietaj, że zadanie składa się z czterech elementów: pytania A, B i C; to ostatnie zawiera dwa elementy, ponieważ trzeba się odnieść do obu ilustracji. Każdy z nich należy rozwinąć, czyli wskazać omawiany aspekt, podać uzasadnienie oraz odnieść się do szczegółów przedstawionej sytuacji lub tego, co ona symbolizuje.

Describe the photos and answer the questions. Then change roles and do the task again.

Photo 1



Photo 2



A What might have caused the woman to feel this way?

B What might the boy's mother be showing on her phone?

C What do the two situations have in common and how do they differ in terms of portraying embarrassment?

10 minut **Zadanie 2.** Prezentacja

Wskazówki

- Po wykonaniu Zadania 1. na drugiej stronie kartki znajdziesz Zadanie 2A, czyli temat prezentacji w języku polskim. Będziesz mieć 2 minuty na jej przygotowanie. Temat będzie składał się z trzech elementów, które musisz omówić w ciągu 3 minut. Następnie egzaminator zada Ci trzy pytania związane ogólnie z tematem prezentacji (Zadanie 2B) i w trakcie Twoich odpowiedzi może zadać Ci kilka dodatkowych pytań, aby wejść z Toba w dyskusję.
- W trakcie odpowiedzi na pytania w tej części egzaminu, egzaminator zada Ci dwa lub trzy dodatkowe pytania, wymuszając obronę zaprezentowanych opinii, pogłębienie tematu lub namysł nad argumentami drugiej strony. Odpowiadaj wyczerpująco, spokojnie i merytorycznie.

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

Niektórzy uważają, że dostępność rzeczywistości wirtualnej doprowadzi w przyszłości do tego, że nie będziemy musieli opuszczać swoich domów. Czy uważasz, że jest to pozytywna perspektywa? W swojej odpowiedzi uwzględnij:

- kwestię kontaktów towarzyskich,
- kwestie zdrowotne,
- konsekwencje odnoszące się do turystyki i podróżowania.

1 What is a healthy proportion of your time to spend at home?

2 Do you think our daily lives will be radically different in twenty years?

3 To what extent are these changes driven by businesses that are trying to make money from us?

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Pięcioczęściowy kurs języka angielskiego dla szkół ponadpodstawowych, który uwzględnia potrzeby i specyfikę nowego pokolenia uczniów, a jednocześnie większe wymagania, jakie stawia przed nimi Matura 2023; pomaga opanować treści określone w podstawie programowej oraz wszechstronnie rozwija kluczowe kompetencje językowe i pozajęzykowe. Dwa najwyższe poziomy kursu wspierają przygotowanie do matury dwujęzycznej.

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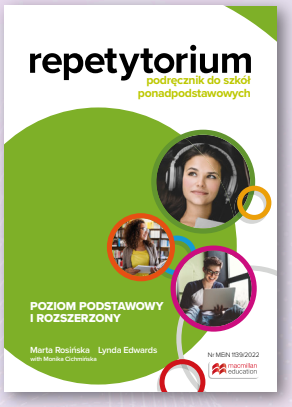
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