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STUDENT'S BOOK



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B2+/C1

Eoin Higgins Lynda Edwards
with Karolina Kotorowicz-Jasińska

Nr MEiN 1129/5/2023

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

B2+/C1

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Starter unit

Language learning • Grammar and vocabulary review • Skills review

- 1 SPEAK** Answer the survey questions. Then write two more questions about learning English. Swap with another pair and discuss.



- 1 Which aspects of English language learning do you find most interesting/difficult?
- 2 How do you envisage using English in the future?
- 3 How important do you think it is to aim for perfect English pronunciation?
- 4 What opportunities do you have to listen to native English speakers?
- 5 How do you usually deal with feedback you receive on your English?

- 2** How does each of the alternative forms in sentences 1–10 below change the meaning? Add an extra sentence for each alternative to make the context clear.

- 1 I stopped to *check* / *checking* my messages.
I stopped to check my messages. There weren't any, but I did get a couple of Facebook notifications.
I stopped checking my messages. I just couldn't deal with that level of stimulation.
- 2 The teacher *taught* / *has taught* / *has been teaching* us how to differentiate between the use of simple and continuous tenses.
- 3 If I hadn't watched the film last night, I *wouldn't* / *have been* / *wouldn't be* so tired.
- 4 I wish I *studied* / *had studied* Spanish too.
- 5 We stayed at the *first hotel* / *first hotel* which had a sea view.
- 6 Great! I'm *going to see* / *I'll see* you there at six thirty.
- 7 The writer is thought to *live* / *to have lived* in southern Italy.
- 8 I *checked my essay* / *had my essay checked* before handing it in.
- 9 I *didn't need to hand in* / *needn't have handed in* my homework this morning.
- 10 She complained that she *was being* / *had been* ignored in the decision-making process.

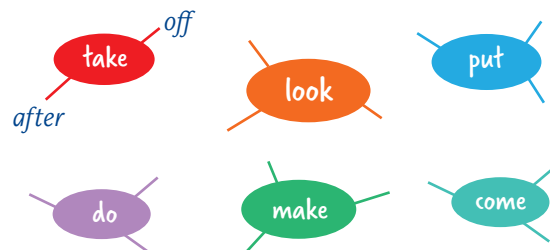
- 3 SPEAK** Complete the sentences in your own words. Compare with a partner.

- 1 This time next week, I
- 2 During the last holidays, I used
- 3 Earlier today, I got a message from someone who
- 4 A friend of mine recently told me that
- 5 If I had the opportunity, I
- 6 Yesterday evening, I was watching

- 4 SPEAK** Act out the conversations below.

- 1 You are going to a party. Ask if it's all right to bring a friend.
- 2 You need to take some time off work. Ask your boss.
- 3 Give your opinion on a recent controversial news item.
- 4 You agree or disagree with a friend's opinion on the news item in point 3 above.
- 5 You recently had a negative experience at a leisure centre. Complain to the manager.
- 6 You didn't manage to complete an assignment on time. Apologise to your teacher.

- 5 SPEAK** Add prepositions to the mind maps to make phrasal verbs. Write an example sentence to show the meaning for each phrasal verb.



- 6** Read the blog post and find examples of features 1–7 below.

I took part in the first round of an inter-school quiz yesterday. Quizzing is a passion of mine, and my college team was top of the league last term – but yesterday was a bitter disappointment – the worst result for our college team for ages. It all came down to the last question, which was about an English linguist, and his name was on the tip of my tongue, but could I remember it? Unfortunately – nope! We're out of the competition 😞

Olga S.

- 1 an idiom
- 2 a collocation
- 3 a relative clause
- 4 a comment adverb
- 5 a superlative adjective
- 6 a phrasal verb
- 7 a gerund

7 SPEAK Read the two emails and discuss the differences in style.

Hi Kat,
I've just seen an advert for volunteers for a new research project on language learning. Looks fascinating and I might just apply! It's all to do with different learning styles. As you know, I speak both Polish and English pretty well because my mum's English and my dad's Polish, and I've always been interested in the way my brain deals with the two languages (as well as learning French at school!) The advert says it's happening at our local medical centre – the Waterside – and I'll need to spend about six hours there on Saturday 5th June and another three hours on Sunday 6th. Fancy applying too? Could be fun. I'm sending the link just in case. Whatever – I'll see you at college tomorrow and we can chat.
Ben x

Send

Dear Mr Barnes,
I am writing with reference to the advertisement you recently posted on my college website asking for volunteers for a research project on language learning that will be taking place over the weekend of the 5th and 6th June at the Waterside Medical Centre. I would like to apply. I am bilingual in Polish and English and have also studied French at school. I find the topic extremely interesting, and I am free the weekend in question. If you could send me the link to complete an application form, I will fill it in immediately. I look forward to participating in the project.

Yours sincerely,
Benjamin Holmes

Send

8 SPEAK Rate the aspects of learning English below from 1 (not at all important) to 5 (extremely important). You can add your own ideas. Give reasons for your answers. Then compare your answers.



So, what's important and why?

1 opportunities for free discussion



2 opportunities for structured discussion / role-play



3 learning new idioms and colloquial phrases



4 using prepositions and phrasal verbs



5 learning and practising new grammatical structures



6 revising and recycling grammatical structures



7 expanding your vocabulary



8 authentic reading and listening tasks



9 exam practice tasks



10 learning new and interesting information



9 SPEAK Work in small groups. Discuss the question below.

What are the relative advantages and disadvantages of learning a language on your own and in a group?



1

GET CREATIVE



SPEAK Look at the photos and read the quote. Answer the questions.

Creativity is intelligence having fun.

Albert Einstein

(German-born theoretical physicist and Nobel Prize winner)

- What aspects of creativity do the pictures illustrate?
- What do you think the artist's intention was in picture 2? How effective is the artwork?
- Do you think there is a difference in the way artists, scientists and businessmen come up with new ideas? Why/Why not?
- How do you understand the quote? Do you agree with it? Do you think intelligence and creativity are closely connected?



1 Choose the correct options.

- 1 Each group **brainstormed** / **drew** solutions to the problem and then chose one to present to the class.
- 2 When you struggle to make an important decision, sometimes it's better to **imagine** / **use** your intuition rather than think too hard about it.
- 3 I wasn't sure Tracy's idea was the best, but I **considered** / **suspended** judgment and just went along with it.
- 4 Before writing the essay, I **identified** / **named** the pros and cons and then drew up a plan.
- 5 It's important to analyse all the data carefully before **sketching** / **drawing** a conclusion.
- 6 The inventor of the Internet could never have **brainstormed** / **predicted** all the effects it would have on society.
- 7 There are many ways to approach this problem, and we should **consider** / **use** all the alternatives.



- 2 Read the text. Do you use any of the strategies described in the text? What else helps you to come up with new ideas?

HOW TO BE MORE CREATIVE

GET TIRED!

A psychological study by Mareike Wieth and Rose Zacks found that the best ideas often **emerge** when you're feeling tired and that **daydreaming** promotes creativity. It has also been demonstrated that we are most productive at 2:55 pm, just after lunch, when we are feeling sleepy. So next time you **get stuck** or **your mind goes blank**, wait until you're tired – it may work for you!

GET MOVING!

The co-founder of Apple, Steve Jobs, loved taking long walks. They used to help him **dream up new ideas** for products. A Stanford University study found that walking can stimulate the brain and **boost creativity** by up to sixty percent. The study showed that walking is actually better for brainstorming and **exploring possibilities** than focused thinking. The most unlikely things can **trigger new ideas**, and when you're not consciously thinking about a problem, solutions can amazingly just **fall into place**.

GET VISUAL!

Carla Marie Williams was a teenager when she decided to focus on songwriting. She has **followed it through** to build a successful career, and she's written songs for many famous singers, including Beyoncé. When she **gets inspiration** for a song, she creates a mood board to visualise the ideas and emotions she wants to express. Carla has had highs and lows in her career, but one thing remains constant – she **sticks with it**.



3 KEY WORDS Replace the underlined phrases in sentences 1–10 below with the correct forms of some of the highlighted words and phrases from the text in exercise 2.

- In the next fifteen years, people could have their brains zapped to make them more creative.
- Sometimes when I'm trying to get an idea for an essay, I can't think of a single thing.
- We were trying to come up with a new idea for the design, but suddenly we stopped making any progress, so we decided to take a break and go for a walk.
- Camilla dreamed of being an athlete and, unlike many others, she did what needed to be done to achieve it.
- You shouldn't spend so much time staring out of the window and thinking about stuff!
- My sister loves painting, and she's always thinking of new ideas for her art.
- Where do you acquire ideas for new songs?
- I thought Greg would give up trying to get into medical school, but he continued with it.
- During our debate, several interesting ideas came up.
- He was experiencing writer's block at the time, but a trip to the Scottish Highlands made him think of a new idea for a detective story.

4 **Complete the sentences with the correct forms of the highlighted words and phrases from the text in exercise 2.**

- New ideas and trends constantly through the Internet and viral videos.
- Patrick's question in history class a debate about the European Union.
- Has Max ever developed his crazy idea for a new invention and ?
- If you let your mind wander, answers to a problem can just like magic.
- Charles Dickens ideas for many of his best stories while he was walking.
- If you don't it and practise every day, you'll never become a successful tennis player.
- The company held a meeting to possibilities for new products.
- We love working together because we get from each other and come up with great ideas.
- The teacher caught Lucy when she was supposed to be doing her work.
- Going for a walk in the countryside is a good way to your .

5 **1.01** Listen to a podcast and answer the questions.

- What was worrying the speaker on the evening in question?
- How did she spend a large part of that evening?
- How did a nighttime event help her solve her problem?
- What is the main message of her account?

6 **1.02 KEY WORDS** Complete the text with the highlighted words below. Listen and check.

box • feet • flash • imagination • loud • train

The next time you find yourself **thinking out** ¹, don't worry – you're not crazy. It's creative! Did you know that it may help you to **think outside the** ² if you literally sit next to a cardboard container? And although 'to **think on your** ³' means to make a quick decision, it has been demonstrated that people do better at solving word puzzles when they are lying down. It's important to boost your natural creativity – you never know when you may need a ⁴ **of inspiration**. If you're a complex thinker, practise expressing your thoughts in different ways so that others can **follow your** ⁵ **of thought**. Learn to **capture people's** ⁶ using something intriguing.

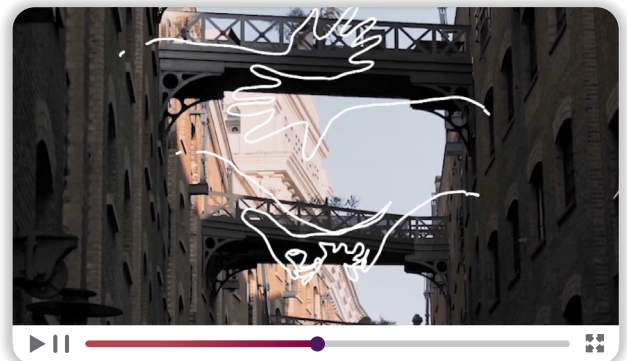
7 **Match the highlighted idioms from the text in exercise 6 to definitions 1–6 below.**

- a good idea that comes suddenly
- understand your thought process
- inspire people's thoughts
- saying your thoughts
- have thoughts and ideas that are different to the mainstream
- decide something quickly

8 **SPEAK** Answer the questions.

- Which strategy in exercise 6 would you like to try? Why?
- Do you think some people are born more creative than others? Can creativity be learned? Give examples of people you know.
- How many different uses can you think of for an umbrella?

9 **SPEAK** Look at the video still and answer the questions.



- What's your reaction to how the artist has changed the photograph?
- Think of a photograph of your town or a place you know. What could an artist add to it?

FAST FINISHERS

Look back at exercise 5. What do you think the girl's story was about? Write an outline.

Past perfect simple and past perfect continuous

1 **SPEAK** Have you ever been tricked? What did you learn from your mistake?

2 **1.03** Read and listen to the text and answer the questions.

- Do you think J.D. McMahon should have been prosecuted for what he had done?
- What did the investors learn from their mistake?



Wichita Falls in Texas is home to the 'world's littlest skyscraper'. In 1919, a local businessman called J.D. McMahon, who ^ahad been working in the oil construction business, proposed building a skyscraper with new offices. By the time construction began, McMahon ^bhad been asking various entrepreneurs

for financial support for some time, and he ^chad collected \$200,000 from investors. However, as soon as the building began to take shape, the investors realised that McMahon ^dhad tricked them. Instead of presenting plans for the building in feet (the standard measurement at the time), McMahon ^ehad used inches (12 inches = 1 foot). The building, now a historic landmark, measures just 12 metres instead of 150 metres.

3 **Study the grammar table and complete it with examples a–e from the text in exercise 2.**

Key Grammar

Past perfect simple and past perfect continuous

We use the **past perfect simple** to talk about a completed past action which happened before another action or point in time in the past, e.g.: ¹ had, ² had, ³ had.

We use the **past perfect continuous** to talk about an action that was happening up until another action or point in time in the past, e.g.: ⁴ had been, ⁵ had been.

We use **past perfect** tenses with these time expressions: *before, until, after, by the time*.

Grammar Reference ➤ 20

Irregular verbs ➤ 158–159

4 **Choose the correct options.**

- The participants were starving because they *hadn't eaten / been eating* anything.
- We were absolutely furious after the airline had *lost / been losing* our luggage.
- Had you *been waiting / waited* long when I arrived?
- Pauline didn't know the answer because she *hadn't listened / hadn't been listening*.
- Dave had already *sent / been sending* the money when he realised it was the wrong amount.
- I *'d written / 'd been writing* a full page when I realised I *'d done / 'd been doing* the wrong essay.

5 **Complete the sentences with the correct past perfect simple or continuous forms of the verbs from the box.**

arrive build lose plan sing try work

- Until being injured in a bus accident in 1925, Frida Kahlo had been studying to study medicine.
- Five-year-old Louis Braille didn't realise at first that he had lost his sight, and kept asking his parents why it was always dark.
- In November 1887, Vincent van Gogh befriended Paul Gauguin, who had been living just had been living in Paris.
- Grace Davies had been singing in bars and pubs since she was sixteen before she decided to follow through with her dreams and perform on *The X Factor UK*.
- James Dyson had been trying to sell his revolutionary dual cyclone vacuum cleaner to different manufacturers for years when he decided to set up his own manufacturing company.
- By the time he died in October 2011, Steve Jobs had built Apple into the world's most valuable company.
- The pharmaceutical company Moderna had been working on mRNA vaccines for cancer and infectious diseases for more than a decade when the COVID-19 pandemic hit.

6 **Complete the sentences with your own ideas. Use the past perfect simple or continuous.**

- By the time I left home this morning, had been working.
- Before I went to bed last night, I had been studying.
- My parents had been waiting until I agreed.
- I came up with a brilliant idea after had been thinking.

#BRAINTEASER

A couple went on holiday for three weeks. They carefully locked their house and had a neighbour check on the place while they were gone. When they returned, the wife was distressed to learn that, because of a power cut, she had lost all her best jewellery. She had hidden the jewellery in what she thought was a very safe place. She was not robbed. Her jewellery was lost by accident. What happened?



FAST FINISHERS

Think of a time when someone tricked you or someone you know. Write four sentences about that situation using *before, until, after* and *by the time*.

Checking and clarifying information

1 **SPEAK** Answer the questions.

- What do you think the picture in exercise 2 shows? How useful do you find this invention?
- Think about things you have touched or used in the last five minutes. Which do you think was invented most recently?

2 Read the text. What can you do on the website in question? Choose two answers.

- Read about the best inventions of all time.
- Learn about recent inventions.
- Post about something you have invented.
- Suggest an invention that could be useful.

ANOTHER DAY, ANOTHER AMAZING NEW INVENTION!



Our website brings you some of the most incredible products and gadgets that today's clever brains have dreamed up. Some are so useful we cannot imagine having ever lived without them. Others are a tad crazy!

Check out our posts and tell us which inventions you think are the best and why. AND we want to know if you think there's a gap in the market for a new invention. What would YOU like to see invented? Send us your ideas. The weirder, the better! ☺

3 **1.04** Listen to a dialogue. Which invention does Lily like and why? Which invention would she like to see and why?4 **1.04** Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

Key Phrases

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) ...

5 **1.05** **SPEAK** Translate into English. Use the Key Phrases. Then listen and check. Practise the dialogues in pairs.

- X: Another invention is a robo bird. Other birds are really scared of it.
Y: (Niech to dobrze zrozumiem.) There's a bird that is robotic and it frightens other birds. Why?
X: (W skrócie), this robotic bird chases birds from airports so that they don't fly in front of the planes.
Y: Ah, (teraz rozumiem)!
- X: Personally, I'd like to be able to buy an extra thumb.
Y: (Jeśli dobrze słyszę), you said an extra thumb?
X: (Chodzi mi o to, że) mine hurts after a lot of messaging. It would be good to attach an extra one, wouldn't it?
Y: (Innymi słowy), you don't want a permanent extra thumb, just for occasional use?
X: Exactly. Just saying.

6 **SPEAK** Talk about inventions you would like to see. Think about:

- household gadgets,
- helping people with health problems,
- facilitating transport.

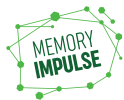
7 **SPEAK** Read the instructions and do the speaking task. Student A, look at page 156. Student B, look at page 157. Then change roles and do the task again. **FAST FINISHERS**

Imagine the website from exercise 2 is also asking for people's choice of the best invention of all time. Write a short post giving your opinion.



Go online and find out about an unusual recent invention. Describe it to the class.

A blog post about using AI in art



- 1 **SPEAK** Compare photos A and B. How do you think the different works of art have been created? In what ways might the people's experiences be different? Use the adjectives from the box.

abstract bizarre captivating emotional
exceptional powerful remarkable superb unique

- 2 **SPEAK** Look at photos A and B again and answer the questions.

- Which type of artwork would you have, or not have, in your bedroom? Why?
- Which experience shown in the photographs would you prefer to have? Why?
- Do you think digital art is as good as conventional art? Why/Why not?

- 3 **1.06** Look at the photos and the title of the text on page 11. What do you think the text will be about? Read the text quickly and check your ideas. How were the two pieces of art made?

- 4 **Read the article again and choose the correct options.**

- Why was the sale of the painting *Edmond de Belamy* historic?
 - It's the first painting ever created using a neural network.
 - It was the first AI portrait ever sold at auction.
 - Nobody had ever bought a similar portrait for so much money at an auction before.
 - No auction house had ever made free software to create art before.
- In the fourth paragraph, the writer implies that
 - a new technology will create a new style of art.
 - AI will help humans to evolve further.
 - all artists will use AI in the future.
 - artistic creation will improve thanks to AI.
- Sougwen Chung's robotic arms are
 - controlled by the artist.
 - using their own movements.
 - copying the movements as she makes them.
 - working independently.
- According to the writer, one way of judging AI-produced art could be
 - the quality of the final work.
 - its growing popularity.
 - how different it is from conventional art.
 - what people are prepared to pay for it.

- 5 **Read the text again and complete the sentences.**

- In the title, the writer added a question mark because _____.
- The writer believes that humans are unique in _____.
- Sougwen Chung is a Chinese-Canadian artist who _____.
- _____ whether human-made and AI-made art are comparable.



- 6 **SPEAK KEY WORDS** Complete the questions with the correct forms of the highlighted collocations from the text on page 11. Then answer the questions.

- Can coming from a family of successful actors give someone a(n) _____ in getting roles? Give an example.
- Would you be able to remember what you were doing _____ last week? Give an example.
- What _____ are trending on social media at the moment?
- Do you think students benefit from being involved in _____? Why/Why not?
- What _____ is there at the moment about an upcoming film, series or video game?
- If you had the money, would you spend a(n) _____ on an artwork? Why/Why not?
- What would you say is one of the _____ of throwing a great party?
- Do you think AI artwork will inevitably continue to have a(n) _____? Why/Why not?

- 7 **SPEAK** Answer the questions.

- If you were organising an art exhibition at your school for charity, what sort of art would you include? Why?
- Some people say that art masterpieces should be available for the public to see, not in the hands of private collectors. Discuss arguments for and against the idea.



FAST FINISHERS

- Write a blog post to describe an art gallery, exhibition or artwork that you think people might enjoy, explaining why. It can be real or imaginary.**



Find out about an interesting digital art exhibition. Research the theme, the artists and the visitors' reactions. Share your findings with the class.

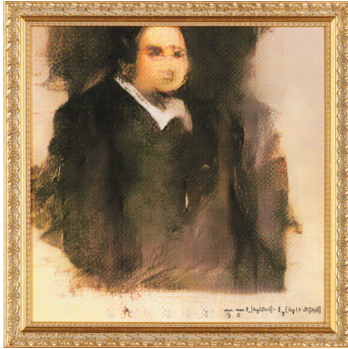


AI = ARTISTIC INTELLIGENCE?

MACHINE AND ARTIST COLLABORATE THROUGH AI

Judging by the number of comments, last week's post about art apps touched on a **hot topic** and definitely divided opinions. It generated a **fierce debate** after one reader brought up the question of whether these apps 'make art easier' and therefore weaken the creative role of the artist.

This week's post explores another aspect of technology used in art, artificial intelligence (AI).



*Edmond de Belamy,
from La Famille de Belamy, 2018.*

A few days ago, I read about the sale of a very interesting painting at Christie's in New York. In late 2018, a portrait called *Edmond de Belamy*, which had been created using a computer system called a neural network,

was sold for \$432,500 at auction. It was the work of a group of young artists from Paris called *Obvious*, and it made history by being the first time anyone had paid such a **substantial sum** for a painting like this.

The strange-looking figure was generated using a complex algorithm based on work done by a nineteen-year-old AI genius, Robbie Barrat, who had been experimenting with neural networks. He had trained one to paint original landscapes and portraits using information from images that it had stored in its memory from WikiArt. Barrat had posted his network online for anyone to use.

The idea that apps and AI can be used to create art is intriguing, as artistic creation is surely an essentially human activity. As far as we know, humans are the only species with the ability to create art and there is indeed **widespread**

speculation that this brought about a significant shift in human evolution, giving us a **competitive edge** over other species.

The use of technology available **at a given time** – brushes, paint, surfaces, etc. – is a **crucial element** in how new artistic styles emerge. In the twenty-first century, the tool of choice for certain artists is AI – sophisticated, intelligent machines that enhance the artist's capabilities and, controlled by the artist, are capable of producing truly original creations.

Having decided to check out AI art further, I came across the work of the Chinese-Canadian artist Sougwen Chung. In one memorable video, the artist is squatting on the floor drawing white lines on a square black canvas. Either side of her are two small robotic arms that draw lines along with her. The software controlling the arms had memorised Chung's gestures from previous drawings and was able to make movements that reflected her style. Chung and her robots produced a set of improvised drawings using the artist's own movements and what the robots' AI system had learned about how she worked.

I had been watching the performance for a few minutes when I started to consider whether we can actually talk about artistic intelligence in machines. Is what the robotic arms do really a form of 'art'? Is it any good? The AI-generated portrait, *Edmond de Belamy*, is clearly an original work, though criticised by some for its rather **primitive finish**. And surely if someone's willing to lay out that much money for a work of art, it must be considered good or valuable in some other way, at least by the person who bought it. So today's blog ends with another question: Will AI on its own ever be able to dream up a masterpiece on a par with anything created by a human being? Should we even be thinking about making comparisons? Your thoughts please!



Sougwen Chung collaborating with machines to paint on a flat canvas.

Creative advertising

- 1 **SPEAK** Do you ever enjoy watching commercials? Why/Why not?

- 2 **1.07** Listen to three people answering the question from exercise 1. Match speakers 1–3 to statements a–d. There is one extra statement. Whose comment reflects your own opinion?

- a Advertisements often don't reflect reality.
- b Advertisements can be entertaining and have their own merit.
- c Advertisements can be misleading and on the edge of breaking the law with false claims.
- d Advertisements serve no real purpose and encourage people to spend money unnecessarily.

1 2 3

- 3 **1.08** Read and listen to the blog post about art and advertising and answer the questions.

- 1 Why do people usually think art and advertising are different?
- 2 According to the writer, what sort of advertising can be considered 'art' and what cannot? Why?
- 3 How do advertisers use famous artists or artworks in commercials?



There's been a lot of fierce debate recently about whether advertising is art. Surely, they're different? Art uses a combination of skill and creativity to convey ideas, whereas advertising relies on **ingenious techniques** and **philosophical** tools to promote products or

services, urging us to part with our money. However, some adverts and commercials are cleverly **crafted** to use visuals and audio in a way that **sparks intrigue**, makes us curious and **nurtures an interest in** both the brand and the product. In my mind, this kind of advertising appeals to the viewers' conscious and subconscious minds, just as art does. It can **pull at our heartstrings** in the same way that art can, **encapsulating** many ideas to **make us think twice** about something we might not normally consider. In this way, advertising becomes art. It is this pairing of photos, illustrations, digital materials and in some cases famous artworks that can produce **legendary** campaigns. The adverts can be **static** pictures or **vibrant** videos with **haunting** voice-overs or earworm music and lyrics that hang around in our heads for days and weeks. Think gorilla playing the drums in a memorable advert from 2007 (BTW – a gorilla and chocolate?). In addition to this, there are the promotions that actively focus on artworks, whether 'borrowing the originals' to support the brand's message or adapting them to **target** the twenty-first century viewer. A famous home appliance brand uses images inspired by Matisse, as well as Andy Warhol and Salvador Dalí! Art has a home in advertising, and advertising has a home in art. After all, they are both about communication on many different levels. Have you got a favourite 'art' advert? Do tell!

- 4 **KEY WORDS** Read the blog post in exercise 3 again and match the highlighted verbs and verb-noun collocations to definitions 1–6 below.

- 1 – direct advertising or criticism at someone
- 2 – make people curious about
- 3 – cause fascination
- 4 – capturing the most important elements
- 5 – encourage people to reconsider
- 6 – make people identify with something, produce feelings in them

- 5 **SPEAK KEY WORDS** Complete the gaps with the correct forms of the verbs from exercise 4. Then finish the sentences so that they are true for you. Discuss your answers and give details.

- 1 A teacher who my interest in a particular topic at school was ...
- 2 An advert that particularly under-tens is ...
- 3 A classic film that at many people's heartstrings is ...
- 4 A book that the emotional problems of a teenager is ...
- 5 A trailer for a recent film that my interest was ...
- 6 A documentary that really me think twice was ...

- 6 **SPEAK KEY WORDS** Read the instructions and do the task. Student A, look at page 156. Student B, look at page 160.

- 7 **SPEAK** Answer the questions.

- 1 Some adverts seem to have little connection with the product. How effective do you think they are? Give an example.
- 2 Describe a legendary advert that you would consider 'art'. What has made it memorable?

FAST FINISHERS

Choose a modern-day product and think of/design an advertisement or commercial for it using a famous artwork.



Search the web to find images and/or videos from one of the campaigns mentioned in the lesson. Present them to the class along with the information about their history and creators.

A radio interview about copying ideas



1 SPEAK Look at the photos. What do you think these two objects might have in common?

2 KEY WORDS Match the highlighted words and phrases below to definitions 1–8.

cite your sources • **counterfeit** • **get credit for**
in the public domain • **infringe copyright**
intellectual property • **plagiarism** • **take out a patent**

- 1 – inventions, artistic works, etc. that a person has the rights to
- 2 – available for everyone to use
- 3 – not original, designed to fool
- 4 – receive praise or reward for
- 5 – get the official legal right to sell an invention for a certain length of time
- 6 – break the law regarding what belongs intellectually to someone else
- 7 – the practice of copying someone else's written work and ideas illegally
- 8 – say where you obtained information from

3 1.09 Complete the sentences with the correct forms of the words and phrases from exercise 2. Then listen and check.

- 1 It's unethical for people to other people's work, don't you think? So, if you have a new idea, you need to to prove that it was your original idea and not someone else's.
- 2 You can use music in your video as long as it's . Otherwise it's illegal – you'd be .
- 3 Photographers often add a watermark to pictures they post online in order to protect their .
- 4 There are strict rules about using other people's words or ideas, to avoid . You should always when passing on information.
- 5 There are a lot of goods on the market, and if you buy something that turns out not to be genuine, you have the right to get your money back.

4 1.10 Listen to a radio interview about copying products and answer the questions.

- 1 How does today's programme differ from the usual one?
- 2 Why does the interviewer mention students copying work?
- 3 When, according to Liam, does copying become a crime?
- 4 How was Marconi rewarded for his work on radio?
- 5 What similarities are there between the two games, *Monopoly* and *The Landlord's Game*?

5 1.10 Listen again and choose the correct options.

- 1 What is important to the companies selling smart speakers?
 - A That they are as popular as other must-have gadgets.
 - B That they are produced by major tech manufacturers.
 - C That they encourage users to buy additional devices.
 - D That they cannot be copied easily.
- 2 Marconi couldn't get a patent for radio technology in the US because
 - A he already had one in Britain.
 - B it was Tesla's invention.
 - C Tesla already had the patent there.
 - D he didn't have the right contacts.
- 3 The guest expert mentions when Magie's game was patented in order to
 - A show that hers was the original idea.
 - B contrast it with recent versions of the game.
 - C stress that Darrow had developed *Monopoly* before Magie.
 - D point out that buying and selling property was important at that time.
- 4 What do the examples of the products in the podcast illustrate?
 - A How easy it is for inventors to copy other people's ideas.
 - B How inventors are often inspired by other people's work.
 - C How inventors never invent anything original.
 - D How marketing is more important than the original invention.

6 1.11 Listen and write down the verbs, nouns and adjectives. Draw a stress mark /' / before the stressed syllable in each word. Notice the stress shift. Then listen again and repeat.

7 SPEAK Answer the questions.

- 1 Have you ever bought something you thought was original, but turned out to be fake? What was it?
- 2 How important do you think it is to have strict rules about intellectual property? Why?
- 3 Do you sometimes use online information to give you inspiration for your work? Give examples.

FAST FINISHERS

Design another version of the board game *Monopoly*. Think about your town or area, or a trending film or TV series.



- 1 **SPEAK** Describe a situation in which you got completely engrossed in a creative process.
- 2 1.12 Complete the text with sentences a–e below. There is one extra sentence. Listen and check. What do you think was in the envelope?
- There goes my creative weekend ...
 - Barely had she been painting for two minutes when she heard a knock on the door.
 - Little did Hannah know how the visit was going to change her life.
 - Not only was she curious, but she was also a little aggravated by the interruption.
 - No sooner had she finished her first drawing than she wanted to start on a new one.



It was Saturday morning and Hannah couldn't have been more excited. She intended to spend the whole weekend in her studio painting – something she hadn't been

able to do for quite a while now. She felt a flash of inspiration and was ready to finally give vent to her creativity. She became completely engrossed in the process. ¹ And she knew exactly what she wanted now – oil on canvas. ² 'Who could it be?' she wondered. ³ She opened the door and saw an envelope on the doorstep. She looked inside the envelope and murmured, '4

- 3 Study the grammar table and complete it with examples a–e from exercise 2.

Key Grammar

Stylistic inversion

In a formal or literary style, we can invert (= change) the order of the verb and the subject in a sentence for emphatic or dramatic effect.

In sentences with negative or limiting adverbials at the beginning, we change the usual word order to that used in questions (adverbial + auxiliary/modal + subject + main verb). Adverbials that can be used in this way include:

- time adverbials: *never, rarely, seldom, hardly/barely/scarcely ... when, no sooner ... than*, e.g.: ¹ ² .
- expressions with *not*: *not only ..., but also, not until, not for a moment*, e.g. ³ .
- little* (with negative meaning), e.g. ⁴ .

When an adverb or an adverbial expression of place (*here, there, in the studio*, etc.) comes at the beginning of a sentence, the subject and verb are inverted. We do not add an auxiliary. We only use this type of inversion in sentences with the verb *be* or a verb of place/movement (*stand, go, come, fly*, etc.), e.g. ⁵ . We do not use inversion if the subject is a pronoun, e.g.: *Here comes the groom. Here he comes.*

- 4 Choose the correct options. In some sentences, two options are correct.

- No sooner / Little / Not only* did we know that we would never meet again.
- Look up there! *Rarely / Never / Here* comes another kite!
- Hardly / No sooner / Only* had she gone to bed when her phone rang.
- Never / No sooner / Not only* did we text him, but we also called him several times.
- Little / Only / Not only* do they realise how difficult our situation is.
- Seldom / Hardly / No sooner* had we left than Mary said we needed to return.
- Not once / Barely / There* did the teachers question the plausibility of the student's explanations.

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

- She had only just created a new product when she started developing another one.
No sooner .
- They'd only just put out one fire when another one started somewhere else.
Hardly .
- I had just closed the front door when I realised what had happened.
Barely .
- George had only been studying for a few minutes when he fell asleep.
Scarcely .
- I didn't stop thinking about the performance for one moment.
Not for a moment .
- I hadn't even read one chapter of that book until yesterday.
Not until yesterday .
- These adverts use famous paintings and feature haunting music.
Not only .
- The university doesn't even realise the extent of plagiarism.
Little .

- 6 Finish the sentences and write them on a separate piece of paper. Then exchange your sentences with your partner and add one sentence before or after to create a context.

- Little did I know ...
- Barely had I finished ...
- There goes my ...
- Never have I heard ...

FAST FINISHERS

- Continue the story from exercise 2. Use stylistic inversion at least twice.

1 **SPEAK** Have you ever made an expensive mistake? What happened?

2 **1.13** Read the **WATCH OUT** box and complete the sentences using the verbs in brackets and *do/does/did* for emphasis. Then listen to a conversation and check.

- I (like) your blog, but it (need) to be a little more original.
- Your blog (resemble) the one the teacher showed us a bit too much, don't you think?
- They (tell) us about copying and plagiarism, remember?
- So, in other words, it (look) like I've just copied it.
- You (have to) start somewhere!
- That definitely (make) sense.

WATCH OUT

Do/Does/Did for emphasis

In the present simple and past simple, we can use *do/does/did* + infinitive in affirmative sentences to express emphasis. In speech, *do/does/did* is stressed.

Are you OK? You **do look** a little pale. Please lie down.

Dad hardly ever sees his old school friends now, but he **does write** to them.

I **did want** to tell you, but I was too afraid.

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

- Almost everybody was in a brainstorming meeting, but I managed to talk to a few people. **MANAGE**
Almost everybody was in a brainstorming meeting, but I to a few people.
- After someone bought the painting at auction, they discovered it was a reproduction. **TIME**
 the painting was a reproduction, someone had bought it at auction.
- Decca Records rejected the Beatles, and then they became successful. **REJECTED**
Before the Beatles became successful, Decca Records .
- You don't see many good quality campaigns these days. **SELDOM**
 you see good quality campaigns these days.
- At that point, five years had passed since Lucy had started to run that project. **BEEN**
At that point, Lucy that project for five years.
- Helen copied my work and accused me of using her ideas. **ONLY**
 my work, but she also accused me of using her ideas.
- As soon as I went to bed, I realised I hadn't done my homework for the following day. **SOONER**
 to bed than I realised I hadn't done my homework for the following day.
- Contrary to popular belief, the classic horror film *Rosemary's Baby* uses some special effects. **USE**
Contrary to popular belief, the classic horror film *Rosemary's Baby* special effects.

4 Match the words from box A to the words from box B to make collocations. Then write three sentences with a collocation of your choice, leaving a gap where the phrase should be used. Exchange sentences with your partner and complete the gaps.

A explore get infringe spark
think trigger

B copyright ideas intrigue
possibilities stuck twice

5 Translate into English. Use the words from the box.

blank boost fierce nurture pull
trigger

- Before we found common ground, we (odbyliśmy zaciektą debatę).
- (Nie tylko miałam pustkę w głowie), but I was also unable to say a word.
- Tom's presentation (stała się źródłem wielu pomysłów) for further development.
- They decided to join the rescue mission only after we (zagraliśmy na ich emocjach).
- What (pobudza twoją kreatywność) the most?
- They did (żywili nieco zainteresowania) in the new campaign, but not much.

6 **SPEAK** Complete the questions with the correct words. Some letters are given. Then answer the questions.

- What do you do to s m t creativity?
- What would your maths teacher do if he/she caught you d y r m g?
- Do you ever think outside the x? Give an example.
- What do you think gives people a competitive g on the job market these days?

FAST FINISHERS

Imagine you are preparing a speech about copying among bloggers. Write four sentences with stylistic inversion and two with *do/does/did* for emphasis that you might include in your speech.

1 SPEAK Which of these creative apps do you find the most appealing: film-making, music-making or photo-editing? How do creative apps stimulate creativity?

2 Read the article and answer the questions.

- 1 What does the article review?
- 2 What is the writer's overall opinion?
- 3 Would you like to download a tool like this? Why/Why not?

3 Read the review again and make notes about the main ideas in each paragraph.

Paragraph 1: Paragraph 2:
Paragraph 3: Paragraph 4:

4 Find features 1–5 below in the article from exercise 2.

- 1 Adjectives used to describe the app's positive features (highlighted in the text)
- 2 Adjectives used to describe the app's negative features (highlighted in the text)
- 3 Linking words and phrases of contrast
- 4 Linking words and phrases of addition
- 5 A phrase to summarise

Release your inner van Gogh ★★★★★☆

While there are many concerns about whether smart technology could possibly be about anything beyond consumption and entertainment, more and more **innovative** video, photography and music-making software is being produced that can actually stimulate the brain. These **ingenious** applications open up a whole range of new possibilities. Not only are they based on advanced professional software, but they also contain **intricate** editing features. People like me, who are truly into drawing, will find the free app *Tayasui Sketches* particularly **appealing**.

The app has been **critically acclaimed** by its users for a number of reasons. First and foremost, it has an **outstanding** range of tools – brushes, pencils, pens, shapes – that you can use in your drawings. What is more, all these tools are easily accessible through a well-designed interface. Nonetheless, what impressed me most was the incredible choice of colours and textures. Another **superb** feature is the online community of *Tayasui Sketches*, where artists publish their work.

On the downside, for people who are used to drawing on paper, the app may seem **impenetrable** at first. If you have no experience with using a similar tool, you may find the complexity of the app a little **overwhelming**. Also, the app's promise to help you become 'the next van Gogh' does appear rather **far-fetched**.

Overall, this app is a **phenomenal** way to boost your creativity, and it does seem well worth taking the time to learn to use all the different features. It is highly recommended to anyone, from beginners to experts, who is willing to open up their artistic creation to wider audiences.

5 Study the Key Phrases box and complete the sentences with one word in each gap.

- 1 This dress is creation of the young Croatian designer. you to learn a lot about his artistic interests and inspirations.
- 2 particularly superficial was how the photographer presented the female subjects.
- 3 Due to the of editing features, the tool is professional designers.
- 4 Unfortunately, the film too controversial for younger audiences.
- 5 , viewers without profound historical knowledge may not fully understand the message.

Key Phrases

A review

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 ...

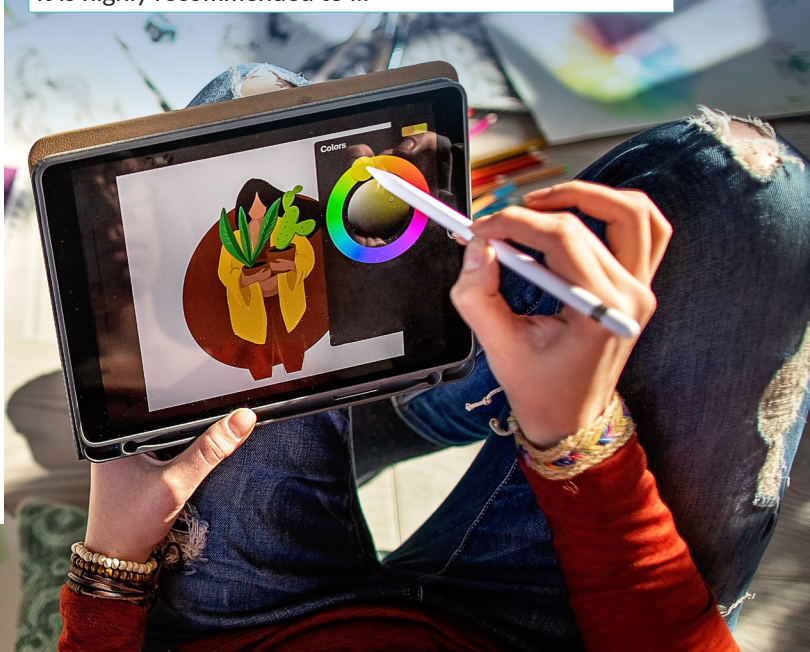
Summary and recommendation

Overall, ...

It is well worth taking the time to ...

I strongly recommend this ... to ...

It is highly recommended to ...



6 KEY WORDS Match the highlighted adjectives from the article in exercise 2 to definitions 1–8 below. Two definitions match more than one adjective.

- 1  – very unlikely and difficult to believe
- 2  – complex; containing many small details that work well together
- 3  – interesting and attractive
- 4  – praised by critics
- 5  – impossible to understand
- 6  – overbearing; making you feel confused and unsure how to react
- 7  /  – new, inventive and original
- 8  /  /  – extremely good or impressive

7 **Develop the sentences using the adjectives from exercise 6.**

- 1 I found the interface really easy to use.
I found the interface particularly appealing as it was really easy to use.
- 2 This app really needs a companion website.
- 3 The thing I like about this app is the photo-editing tool.
- 4 It is great that you can interact with other users.
- 5 The quality of the video content really stands out.
- 6 The app turned out to be the real deal, even though at first its concept seemed extremely unlikely, or even crazy.

8 **Write the following review excerpts. Use the Key Phrases and the adjectives from exercise 6. Write up to three sentences in each point.**

- 1 the first three sentences in an article reviewing a virtual gallery
- 2 one reason why you didn't like an online tutorial
- 3 one positive feature of an electronic notebook
- 4 a final positive recommendation of a note-taking tool
- 5 one negative feature of a website with templates for writing essays
- 6 a reason why you want to review an app
- 7 discourage people from downloading a new operating system

9 SPEAK **Think of a cultural event you have recently attended. Make a list of adjectives you could use to describe it. Then work in pairs and tell each other about the event, presenting its positive and negative aspects. Would you recommend it? Why/Why not?**

10 **Do the writing task. Follow the steps in the Writing Planner.**

You have visited a photography exhibition on the theme of modern technologies in art. You liked the exhibition, but you had an impression that many of the photos resembled the work of another famous photographer. Write a review of the exhibition for a culture website. In your review, discuss the exhibition and express your opinion on plagiarism in art.

WRITING PLANNER

THINK

Think of the details of the exhibition: where it was held (e.g. at a contemporary art gallery), the target audience, the exhibits, your general opinion. Remember that it does not need to be a real event – you can make everything up.

PREPARE

- Come up with a title for your article.
- List the most important features of the exhibition (mainly positive, but you can also mention what you did not like about it).
- Form your opinion about plagiarism in art and think of appropriate vocabulary to express it.
- Organise your notes into four paragraphs:
 - 1 The details of the exhibition (When? Where? For whom?)
 - 2 Describe the main features and give your opinion of them.
 - 3 Describe any negative features or disadvantages.
 - 4 Summarise your opinion and say whether you recommend the exhibition.

WRITE

Write your review. Use your notes and the Key Phrases. Remember to use appropriate linking words and phrases of contrast and addition.

CHECK

- Read your article and answer the questions:
- Have you included and developed both parts of the instruction?
 - Have you varied the structure of sentences?
 - Have you checked your review for spelling mistakes?

 FAST FINISHERS

 **Look at the highlighted adjectives in the article from exercise 2. Choose five positive and two negative adjectives and think of the best example from real life for each of them (app, game, film, video, art installation, artwork, etc.). For each example, mention the title and the creator's name.**



VOCABULARY

1 Choose the correct options.

VICTOR LUSTIG is known as the man who sold the Eiffel Tower – twice. But how did he do it? In 1925, Lustig ¹ up the idea after reading an article in a newspaper about the terrible state of the famous tower. His plan involved convincing people that the Paris City Council had been ² the possibility of removing the iconic monument because it had become too expensive to maintain. He got a group of iron dealers together and ³ that he worked for the French government – he even made ⁴ government documents that ⁵ the real thing. One of the dealers, André Poisson, thought Lustig was ⁶ and paid him some money to secure the contract to pull down the Eiffel Tower. By the time it ⁷ that Poisson had been tricked, Lustig was on a train to Austria with his money. Although it wasn't a(n) ⁸ crime, Lustig got away with it the first time and so decided to try it again! The second time he was caught and sentenced to twenty years.

- | | |
|-----------------|---------------|
| 1 a dreamt | b emerged |
| c stimulated | d stuck |
| 2 a having | b exploring |
| c looking for | d searching |
| 3 a made | b pretended |
| c falsified | d inspired |
| 4 a original | b compatible |
| c genuine | d counterfeit |
| 5 a infringed | b cited |
| c resembled | d emerged |
| 6 a genuine | b outstanding |
| c daydreaming | d original |
| 7 a explored | b checked out |
| c emerged | d got stuck |
| 8 a plagiarised | b counterfeit |
| c haunting | d ingenious |

2 Complete the sentences with the adjectives from the box. There are two extra adjectives.

actual crucial fierce ingenious legendary
original stuck substantial

- The topic of artificial intelligence has stimulated a lot of debate in class.
- The updated device doesn't resemble the one at all.
- When you get , you can always ask someone for help.
- Without these techniques, the whole campaign wouldn't have been so successful.
- The bad boy of rock, Mick Jagger, has repeatedly said that he will not write an autobiography.
- Unfortunately, a(n) proportion of this artist's work has been plagiarised.

GRAMMAR

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

- Paul (try) really hard to generate some enthusiasm for the trip, but no one seemed interested.
- No sooner (I / see) Jonathan's drawing than I knew it was a replica.
- Little (Helen / realise) how serious the consequences of plagiarism may be.
- I (only / write) for ten minutes when I got completely stuck.
- I couldn't believe my eyes when Hannah won the tenth game in a row, but it later turned out that she (cheat).
- Not only (you / be able) to edit the uploaded videos, but you can also make your own.
- Nobody bothered to tell me what the board (decide) to do.

4 Correct the mistakes in the sentences.

- By the end of the day, they'd been finishing the project.
- The artist shared with the audience why he had been deciding to end his career.
- Hardly had they announced that the painting wasn't original then its price went down.
- Look! Here come the artists' manager.
- Never I have seen a more impressive building.
- They had cooked for almost an hour, but dinner wasn't ready yet.
- True, you did told me the short story had been plagiarised, but I just couldn't believe it.

USE OF ENGLISH

1 2 3 4 5 6 7 8

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

- Ahmed was surprised that so many people were interested in his ideas. **INTEREST**
Ahmed was surprised that his ideas .
- Emma was really angry because Martha was half an hour late. **HAD**
By the time Martha arrived, Emma half an hour and was really angry.
- It took Heidi two years to take an award-winning photograph. **BEEN**
Before Heidi won the award, she two years.
- It started raining the moment we went outside. **HAD**
No sooner it started raining.
- The show started at eight o'clock and we got there at 8:15. **ALREADY**
By the time we got there, .

READING

- 6  Read the article and match sentences A–E to gaps 1–4 in the text. There is one extra sentence.

- A The images included photos of planets in our solar system, DNA, humans and animals.
B It was not certain whether the Apollo 12 astronauts had left small artworks on the moon.
C Using those tools, he drew an orbital sunrise as the sun appeared from behind the Earth.
D In fact, artists have recently begun to claim their place in space.
E However, while it's hard to explain exactly why, these were never located on subsequent moon landings.

SPEAKING

- 7  Read the instructions and do the task. Then change roles and do the task again.

Uczeń A

W ramach dni otwartych w Twojej szkole przygotowujesz wystawę prac plastycznych najzdolniejszych uczniów. Omów z kolegą/koleżanką* z Walii (uczeń B) szczegóły wystawy. W rozmowie z uczniem B porusz następujące cztery kwestie:

temat wystawy

dobór prac

termin i miejsce wystawy

ceny biletów

Uczeń B

Jesteś w Komitecie organizacyjnym wystawy prac plastycznych przygotowywanej z okazji dni otwartych w Twojej szkole w Walii. Kolega/Koleżanka (uczeń A) chce omówić z Tobą szczegóły wystawy. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o uzasadnienie jakiejś kwestii,
- nie zgódź się z jedną z propozycji ucznia A tak, aby musiał zaproponować inne rozwiązanie,
- zaproponuj włączenie do akcji nauczycieli przedmiotów takich jak plastyka czy informatyka,
- zachęć ucznia A do wystawienia swoich prac.

Rozmowę rozpoczyna uczeń A.

A BRIEF HISTORY OF SPACE ART

In 1965, the Soviet cosmonaut Alexei Leonov became the first person to make a spacewalk, leaving the Voskhod 2 spacecraft to float in space for twelve minutes. He took a small box of coloured pencils with him, which he had attached to his wrist with an elastic band. ¹ And just like that, the first work of art ever made in outer space was created.

Space exploration is considered to be strictly the territory of science, but since its beginnings, it seems that art has had a place on many space missions. According to some sources, four years after Leonov's spacewalk, Apollo 12 astronauts took tiny pieces of ceramic tiles with drawings by famous artists, including Andy Warhol, to the moon. ² Two years later, the Apollo 15 crew caused some controversy when they placed a small aluminium sculpture, *Fallen Astronaut*, on the moon's surface, along with a plaque commemorating the fourteen astronauts who had died on previous missions. The members of the crew only revealed what they had done in a press conference after their return to Earth.

Later on, as scientists explored further, art became much more important on space missions because of its ability to communicate without language and the possibility that it could be found and understood by extraterrestrial life forms. In 1972 and 1973, NASA launched two probes called Pioneer 10 and 11 to explore Jupiter and Saturn. Both were fitted with small metal plaques with a diagram indicating the location of the Earth within the galaxy. The Voyager 1 and Voyager 2 probes, launched four years later, both carried a gold record containing some visuals, music and sounds from Earth. ³ Among the pieces of music were Beethoven's Fifth Symphony and music from Peru, China and India. There were also recordings of rain, fire, animals and greetings in different languages.

Since then, the trend has continued and grown in strength. ⁴ In 2014, the Japanese artist Makoto Azuma sent a bunch of flowers and a small tree to a height of thirty thousand metres above Earth using balloons. Four years after that, American artist Trevor Paglen launched a large reflective sculpture on a SpaceX rocket to 560 kilometres above the Earth's surface. Paglen hopes the project will change the way we see our place in the world.

*W całej serii *Impulse* zastosowano kolejność form męska/żeńską. Zachęcamy jednak do zapoznania się z tendencjami etykietałnymi współczesnej polszczyzny.

1.2 Past perfect simple and past perfect continuous

PAST PERFECT SIMPLE

Czas *past perfect simple* stosujemy do opisu przeszłych zdarzeń poprzedzających inne zdarzenia, np.

We **had been** to the local theme park several times before it closed down in 2020.

Zdania w czasie *past perfect simple* tworzymy z użyciem czasownika posiłkowego **had** oraz formy *past participle* (dla wszystkich osób i liczb).

Affirmative	Negative
I had bought souvenirs for everyone by the time Tom joined me at the shop.	We hadn't rented a bike on holiday before.
Yes/No questions	Short answers
Had she ever travelled by plane?	Yes, she had . / No, she hadn't .
Wh- questions	Subject questions
What had the kids eaten by the time their parents arrived?	Which composer had written six marches by age five?

Określenia czasu typowe dla *past perfect simple* to m.in.: by the time, by then, by (six o'clock/midnight/Friday/March/2001), ever, never, already, before, after.

PAST PERFECT SIMPLE VS PAST PERFECT CONTINUOUS

Zarówno *past perfect simple*, jak i *past perfect continuous* odnoszą się do czynności poprzedzających inne przeszłe czynności. Czasu *past perfect simple* użyjemy, by położyć nacisk na skutki danego zdarzenia, np. Kyle **had sprained** his ankle a few weeks before, so he decided not to take part in the marathon.

Czasu *past perfect continuous* użyjemy, by położyć nacisk na czas trwania danej czynności, np. We **had been practising** the new song for a week before I finally managed to learn the lyrics by heart.

PAST PERFECT CONTINUOUS

Czas *past perfect continuous* stosujemy do opisu czynności, które trwały do określonego momentu w przeszłości lub zakończyły się niedługo wcześniej, np.

When she was finally taken to hospital, she **had been feeling** unwell for three days.

Zdania w czasie *past perfect continuous* tworzymy za pomocą konstrukcji: **had + been + present participle**.

Affirmative	Negative
I had been revising for two hours when Mum called me for dinner.	He decided to take a break although he hadn't been working on the report for long.
Yes/No questions	Short answers
Had they been queuing at the entrance since 5 am?	Yes, they had . / No, they hadn't .
Wh- questions	Subject questions
How long had you been waiting for us?	How many children had been playing outside since lunchtime?

Określenia czasu typowe dla *past perfect continuous* to m.in.: by the time, by then, by (nine o'clock/noon/Tuesday/July/2012), when, before, for, since.

1.7 Stylistic inversion

Inwersję stosujemy, aby położyć nacisk na konkretny aspekt danej sytuacji i osiągnąć mocniejszy, bardziej dramatyczny efekt. Zamieniamy wówczas miejscami podmiot i orzeczenie, np. Stuart put together the guest list and designed the invitations. → Not only did Stuart put together the guest list, but he also designed the invitations. Takie użycie inwersji jest typowe dla stylu formalnego i literackiego.

Stosując inwersję, korzystamy z czasowników posiłkowych lub modalnych, np.: I have → do I have; she has seen → has she seen; it rained → did it rain; they had been waiting → had they been waiting; I will be sitting → will I be sitting; we could lose → could we lose.

UWAGA!

Czasownik to be w czasach *present simple* i *past simple* zachowuje się inaczej niż pozostałe czasowniki: I am → am I; we were → were we.

Inwersję stosujemy w następujących sytuacjach:

- z określnikami czasu, np. never, rarely, seldom, hardly/barely/scarcely ... when, no sooner ... than, np.:
No sooner **had** we submitted our report **than** the power went off.
Barely **had** the ceremony begun **when** the bride's mother fainted.
Never **had** I seen such incompetence.
Rarely **am** I praised by my superiors at work.
- z niektórymi wyrażeniami z not: not only ..., but also, not until, not for a moment, np.:
Not only **did** the mayor implement a new recycling policy, **but** he **also** introduced fines for those breaking the rules.

Not until we unpacked our suitcases **did** we realise that we were at the wrong hotel.

Not for a moment **had** we expected to achieve such outstanding results.

- ze słowem little w znaczeniu negatywnym, np.
Little **did** we know what the PM was hiding from the public.
- po określnikach miejsca here oraz there – wyłącznie z czasownikiem to be lub z czasownikami opisującymi położenie/ruch, np.: stand, go, come; w tej sytuacji w inwersji pomijamy czasownik posiłkowy:
Here **stood** the tallest tower in medieval Britain.
There **sails** the Azzam, the largest yacht ever built.

UWAGA!

Inwersję stosujemy również:

- po niektórych wyrażeniach z only, np.: only when, only then, only after, only once, only in this way, only by + czasownik z końcówką -ing:
Only in this way **can** this conflict be resolved peacefully.
Only by banning **will** all plastic packaging **reduce** the amount of rubbish sent to landfills.
- po niektórych wyrażeniach z no: under no circumstances, on no account, at no time, np.:
At no time **should** the pupils be left unsupervised.
Under no circumstances **can** this information be made public.
- po so/such ... that, np.:
So enraged **were** the party's supporters **that** they organised protests across the country.
Such **was** the happiness of the newlyweds **that** even the photographer shed a tear.

- KEY WORDS

VOCABULARY 1

boost creativity	/ˌbuːst ˌkriːeɪˈtɪvəti/	pobudzać kreatywność
brainstorm solutions	/ˌbreɪnˌstɔːm səˈluːʃənz/	szukać rozwiązania za pomocą burzy mózgów
capture sb's imagination	/ˌkæptʃə ˌsæmbədiz ɪˌmædʒɪˈneɪʃən/	działać na czyjąś wyobraźnię
co-founder	/ˌkəʊˈfaʊndə/	współzałożyciel
consciously	/ˈkɒnʃəsli/	świadomie
consider alternatives	/ˌkən.sɪdər ɔːlˈtɜːnətɪvz/	rozważyć opcje
daydream	/ˈdeɪˌdriːm/	śnić na jawie
draw conclusions	/ˌdruː kənˈkluːʒənz/	wyciągać wnioski
dream up new ideas	/ˌdriːm ˌʌp njuː aɪˈdɪəz/	snuć nowe pomysły
emerge	/ɪˈmɜːdʒ/	wyłaniać się
explore possibilities	/ɪkˌsplɔː ˌpɒsəˈbɪlətɪz/	odkrywać możliwości
fall into place	/ˌfɔːl ɪntəˈpleɪs/	układać się w logiczną całość
flash of inspiration	/ˌflæʃ əv ˌɪnspəˈreɪʃən/	przebłysk inspiracji
follow sb's train of thought	/ˌfɒləʊ ˌsæmbədɪz ˌtreɪn əv ˈθɔːt/	rozumieć czyjś tok myślenia
follow sth through	/ˌfɒləʊ ˌsæmθɪŋ ˈθruː/	doprowadzić coś do końca
get inspiration	/ˌget ˌɪnspəˈreɪʃən/	czerpać inspirację
get stuck	/ˌget ˈstʌk/	utknąć, zablokować się
your mind goes blank	/jə ˌmaɪnd ˌɡəʊz ˈblæŋk/	masz pustkę w głowie
highs and lows	/ˌhaɪz ən ˈləʊz/	wzloty i upadki
let your mind wander	/ˌlet jə ˌmaɪnd ˈwɒndə/	błądzić myślami
productive	/prəˈdʌktɪv/	produktywny
remain constant	/rɪˌmeɪn ˈkɒnstənt/	być stałym, nie zmieniać się
stick with sth	/ˈstɪk wɪð ˌsæmθɪŋ/	trzymać się czegoś
stimulate the brain	/ˌstɪmjəleɪt ðə ˈbreɪn/	stymulować mózg
suspend judgment	/səˌspend ˈdʒʌdʒmənt/	wstrzymać się z wydaniem opinii
think on one's feet	/ˌθɪŋk ɒn ˌwʌnz ˈfiːt/	szybko podejmować decyzje
think out loud	/ˌθɪŋk aʊt ˈləʊd/	głośno myśleć
think outside the box	/ˌθɪŋk ˌaʊtˌsaɪd ðə ˈbɒks/	myśleć kreatywnie, niestandardowo
trigger new ideas	/ˌtrɪɡə njuː aɪˈdɪəz/	wyzwalać nowe pomysły
zap	/zæp/	porazić, np. prądem

GRAMMAR 1

befriend sb	/bɪˈfrend ˌsæmbədi/	zaprzyjaźnić się z kimś
measure	/ˈmeʒə/	mierzyć (mieć określone wymiary)
revolutionary	/ˌrevəˈluːʃənəri/	rewolucyjny
take shape	/ˌteɪk ˈʃeɪp/	nabierać kształtu

SPEAKING

a tad	/ə ˈtæd/	trochę
boil down to	/ˌbɔɪl ˈdaʊn tə/	sprowadzać się do
facilitate	/fəˈsɪləteɪt/	ułatwić
gap in the market	/ˌɡæp ɪn ðə ˈmɑːkɪt/	luka na rynku
in a nutshell	/ɪn ə ˈnʌtʃəl/	w pigułce, w skrócie

READING

AI-generated	/ˌeɪ ˌaɪ ˈdʒenəreɪtɪd/	stworzony przez sztuczną inteligencję
at a given time	/ət ə ˌɡɪvən ˈtaɪm/	w danym momencie
be trending on social media	/ˌbi ˌtrendɪŋ ɒn ˌsəʊʃəl ˈmiːdiə/	być w modzie w mediach społecznościowych
bring sth up	/ˌbrɪŋ ˌsæmθɪŋ ˈʌp/	poruszyć temat czegoś
competitive edge	/ˌkæmpetətɪv ˈedʒ/	przewaga
crucial element	/ˌkruːʃəl ˈelɪmənt/	kluczowy element
enhance	/ɪnˈhɑːns/	zwiększać, podnosić
evolve	/ɪˈvɒlv/	rozwijać się
fierce debate	/ˌfiəs dɪˈbeɪt/	zażarta dyskusja
historic	/hɪˈstɒrɪk/	historyczny (o dużym znaczeniu), wielkopomny
hot topic	/ˌhɒt ˈtɒpɪk/	gorący temat
inevitably	/ɪnˈevɪtəbli/	nieuchronnie
lay out money	/ˌleɪ ˌaʊt ˈmʌni/	wydać pieniądze
neural network	/ˌnjuərəl ˈnetˌwɜːk/	sieć neuronowa
on a par with	/ɒn ə ˈpɑː wɪð/	na tym samym poziomie, co
primitive finish	/ˌprɪmətɪv ˈfɪnɪʃ/	proste wykończenie
substantial sum	/səbˌstænʃəl ˈsʌm/	znacząca kwota

squat	/skwɒt/	siedzieć w kukci
upcoming	/ˈʌpˌkʌmɪŋ/	nadchodzący
widespread speculation	/ˌwaɪdˌspred ˌspekjuˈleɪʃən/	powszechne spekulacje

VOCABULARY 2

convey an idea	/kənˌveɪ ən aɪˈdɪə/	wyrażać ideę
crafted	/ˈkrɑːftɪd/	przygotowany, stworzony
earworm music	/ˌiəwɜːm ˈmjuːzɪk/	melodia, która nie chce wyjść nam z głowy
encapsulate	/ɪnˈkæpsjəleɪt/	ujmować, zawierać
fast-forward through sth	/ˌfɑːstˈfɔːwəd θruː ˌsæmθɪŋ/	przewinąć coś
hang around in sb's head	/ˌhæŋ əˌraʊnd ɪn ˌsæmbədɪz ˈhed/	chodzić komuś po głowie
haunting	/ˈhɑːntɪŋ/	zapadający w pamięć
ingenious techniques	/ɪnˌdʒiːniəs tekˈniːks/	pomysłowe techniki
legendary	/ˈledʒəndəri/	legendarny
make sb think twice	/ˌmeɪk ˌsæmbədi ˌθɪŋk ˈtwɪs/	sprawić, by ktoś dobrze się zastanowił
misleading	/ˌmɪsˈliːdɪŋ/	wprowadzający w błąd
nurture an interest in	/ˌnɜːtʃə ən ˈɪntrəst ɪn/	wzbudzać zainteresowanie czymś
philosophical	/ˌfɪləˈsɒfɪkəl/	filozoficzny
pull at sb's heartstrings	/ˌpʊl ət ˌsæmbədɪz ˈhɑːtˌstrɪŋz/	grać na czyichś emocjach
spark intrigue	/ˌspɑːk ɪnˈtriːg/	intrygować
static	/ˈstætɪk/	statyczny
subconscious	/ˌsʌbˈkɒnʃəs/	podświadomy
target	/ˈtɑːɡɪt/	kierować coś do kogoś
urge	/ɜːdʒ/	nakłaniać
vibrant	/ˈvaɪbrənt/	żywy, dynamiczny
voice-over	/ˈvɔɪsˌəʊvə/	głos lektora

LISTENING

cite one's sources	/ˌsaɪt wʌnz ˈsɔːsɪz/	podać źródła informacji
counterfeit (v, adj)	/ˈkaʊntəfɪt/	falszować; podrabiany, sfalszowany
genuine	/ˈdʒenjuɪn/	oryginalny
get credit for	/ˌget ˈkredɪt ˌfɔː/	zdożyć uznanie za
in the public domain	/ɪn ðə ˌpʌblɪk dəʊˈmeɪn/	w domenie publicznej
infringe copyright	/ɪnˌfrɪndʒ ˈkɒpɪˌraɪt/	naruszyć prawa autorskie
influential	/ɪnfluˈenʃəl/	wpływowy
intellectual property	/ɪntəˌlektʃʊəl ˈprɒpəti/	własność intelektualna
make out	/ˌmeɪk ˈaʊt/	twierdzić, udawać
pass on	/ˌpɑːs ˈɒn/	przekazać, podać dalej
plagiarism	/ˈpleɪdʒəˌnɪzəm/	plagiat
take out a patent	/ˌteɪk ˌaʊt ə ˈpæʃənt/	uzyskać patent

GRAMMAR 2

aggravated	/ˈæɡrəˌveɪtɪd/	zdenewrowany
get engrossed in	/ˌget ɪnˈɡrəʊst ɪn/	wciągnąć się w coś
give vent to sth	/ˌɡɪv ˈvent tə ˌsæmθɪŋ/	dać czemuś upust
murmur	/ˈmɜːmə/	szeptać

USE OF ENGLISH

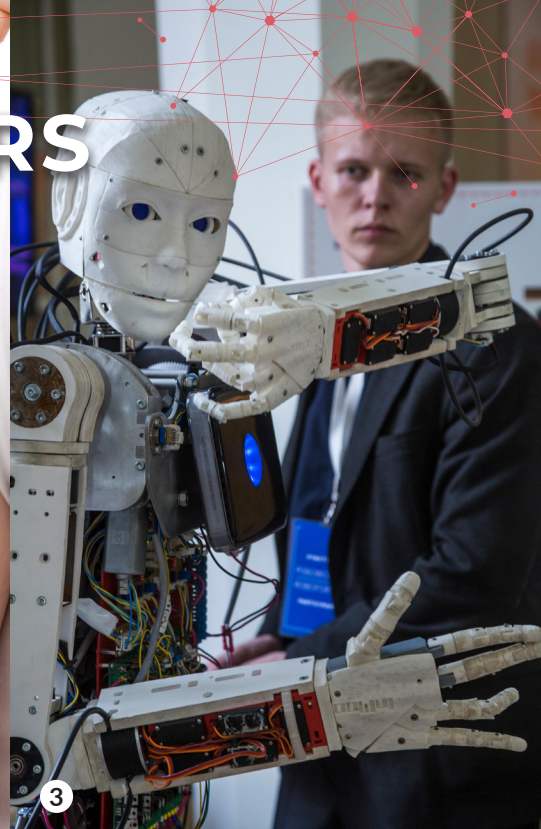
contrary to popular belief	/ˌkɒntrəri tə ˌpɒpjələ bɪˈliːf/	wbrew powszechnemu mniemaniu
find common ground	/ˌfaɪnd ˌkɒmən ˈɡraʊnd/	znaleźć wspólny język, znaleźć nić porozumienia

WRITING

appealing	/əˈpiːlɪŋ/	pociągający
critically acclaimed	/ˌkrɪtɪkli əˈkleɪmd/	chwalony, uznany
far-fetched	/ˌfɑːˈfetʃt/	naciągany, nieprzekonujący
impenetrable	/ɪmˈpenɪtrəbəl/	niezrozumiały
ingenious	/ɪnˌdʒiːniəs/	pomysłowy
innovative	/ɪˈnɒvətɪv/	innowacyjny
intricate	/ɪnˈtrɪkət/	zawiły, skomplikowany
outstanding	/aʊtˈstændɪŋ/	wyróżniający się, wybitny
overwhelming	/ˌəʊvəˈwelmɪŋ/	przytłaczający
phenomenal	/fəˈnɒmɪnəl/	fenomenalny
superb	/səˈpɜːb/	znakomity

REVISION

plaque	/ˈplɑːk/	płyta, tablica
pull down	/ˌpʊl ˈdaʊn/	zburzyć
reflective	/rɪˈfleksɪv/	odbłaskowy
subsequent	/ˈsʌbsɪkwənt/	kolejny, późniejszy
tile	/taɪl/	kafelki



SCIENCE MATTERS

SPEAK Look at the photos and read the quote. Answer the questions.

The most exciting phrase to hear in science, the one that heralds new discoveries, is not 'Eureka!' but 'That's funny ...'.

Isaac Asimov

(American biochemist and writer, 1920–1992)

- What aspects of science do the photographs represent? Which interests you the most? Why?
- Which photograph would you choose for a science poster for a primary school classroom? Why?
- What do you think the quote means? How far do you agree?



- 1** **SPEAK** How many different branches of science can you name in one minute?

biochemistry, ...

- 2** **SPEAK** Complete the statements with the correct forms of the verbs from the box. Do you agree with the statements? Why/Why not?

carry collect do draw follow keep make

- 1 No one written records of test results these days.
- 2 It is really important to instructions when you're a scientific experiment.
- 3 All the most important scientific discoveries have already been .
- 4 out scientific research is a relatively quick and straightforward job.
- 5 Scientists should never conclusions before and analysing evidence.

- 3** Read the text. How has research science changed in recent years?

SHIFTING TIMESCALES

Research scientists are often pictured carefully **scrutinising** bacteria under a microscope or analysing a blood sample in a test tube. But although scientists do use these basic **procedures** for **conducting research**, this image does not reflect the great complexity of their work.

Originally, scientific research involved collaboration over many years to suggest hypotheses, test theories, **collate evidence**, plan and **execute experiments** and publish the conclusions. Take, for example, finding new drugs or vaccines to help combat diseases and illnesses. From the initial, exciting **major breakthroughs** to actually bringing the drugs to the market, there are enormous **obstacles** to **overcome**, the final stage being human trials. Having **demonstrated the possibility** of using the drug to treat a certain condition, scientists then need to **process** huge amounts of **data** from **diverse sources** before the drug is **deemed safe** for use. This involves the collaboration of scientists from various **fields of study**, which is why the whole process used to take many, many years. However, recent times have seen this normal timescale speeded up dramatically as a result of **global collaboration**, motivation, **adopting** different **approaches**, as well as vast improvements in equipment and technology. Here in the third decade of the twenty-first century, the science fast-forward button has been pressed.



4 KEY WORDS Replace the underlined words with the correct forms of some of the highlighted words and phrases from exercise 3.

- The research was done in the Mojave Desert.
- The animals were closely watched on camera.
- The site of the explosion was isolated until it was decided that there was no danger.
- We gathered proof to show that our theories were correct.
- It will probably take several hours to check through the information.
- The Chinese team used a way of thinking about the research which gave interesting results.
- Scientists in this subject area don't usually work in a laboratory.
- These observations clearly show there is a chance that Einstein's ideas were incorrect.
- The results are a(n) big discovery in medical research.
- This method of operating provides the most accurate outcomes.
- Ellen's work gives facts and physical signs of changes in the behaviour of penguins.
- Dr Muller took her information from a range of different places.

5 **1.14 KEY WORDS** Complete the text with the correct forms of the highlighted words and phrases from exercise 3. Then listen and check.

It was undeniably one of the major ¹ of the twentieth century. Since Alexander Fleming first ² mould on bacteria and developed the first antibiotic, these drugs have saved countless lives. However, overuse of these medicines and the growth of resistance against them means that their effectiveness has shrunk, and scientists have been ³ research for many decades to find replacements. They have ⁴ data obtained from ⁵ sources, including soil, but no real answers have been found. Remarkably, recent studies have demonstrated the ⁶ that new antibiotics could very well come from a surprising source – our own bodies. Our immune systems already fight bacteria, but it appears that enzymes from several areas of the body, including the digestive system, could be harnessed and modified to create new antibiotics. There are still a multitude of ⁷ to overcome before new drugs are ⁸ to be used, but with potential global ⁹ , this could become a reality.

6 SPEAK Think of three important research topics for scientists in the fields below. Then decide which topic should be prioritised in each category and why. Use the highlighted words and phrases from exercise 3.

electronics health the environment transport

7 KEY WORDS Match highlighted words 1–6 and a–f to make collocations connected with science.

- | | |
|----------------------|------------------|
| 1 trial and | a leap |
| 2 side | b error |
| 3 light years | c pig |
| 4 guinea | d science |
| 5 quantum | e ahead |
| 6 rocket | f effects |

8 Complete the sentences with the correct forms of the highlighted collocations from exercise 7.

- In comparison to what we're used to, this new technology is .
- The medication he's taking has some unpleasant .
- The discovery of a new planet would mean a for astronomy.
- Our experiments involve a lot of – we're learning from our mistakes.
- Fixing a printer is not – it's not that you need special knowledge to do it!
- They used a group of students as in their telepathy experiments.

9 **1.15 Listen to a conversation and choose the correct option.**

Which is not true according to the girl?

- Children with sensory issues benefit from robot toys.
- Pet robots help patients overcome different obstacles.
- Neuroscientists are no longer conducting research into ways of de-stressing people.



10 SPEAK Look at the video still. It shows a boy who has autism and can be overstimulated by sight and sound. Describe the video still and answer the questions.



- How do you think the boy is feeling? Why?
- What uses of wearable technology have you heard of?
- How important is hugging and being hugged?

FAST FINISHERS

Imagine you could meet any inventor or famous scientist from the past or present. Make a list of five questions you would ask him/her. Then make up and write down the scientist's possible answers to two of your questions.

1 **SPEAK** Discuss what scientists:

- should have done a long time ago,
- don't have to focus on anymore,
- might start working on in the near future.

2 **1.16** Read the text and match the headings below to paragraphs 1–3. There is one extra heading. Then listen and check.

- Daydreaming
- Overstimulation
- Fidgeting
- Talking to yourself



THREE THINGS YOU MIGHT NEVER HAVE THOUGHT WERE GOOD FOR YOU

1

^aWe're always told we are required to sit still. ^bHowever, sitting for long periods of time is bound to lead to serious health problems, such as heart disease. ^cScientists who carried out research at Michigan State University and the University of Michigan have succeeded in showing that stretching or wriggling may reduce the damaging effects of sitting for a long time.

2

The last time you lost your keys you were probably thinking, ^d'I'm sure I didn't leave them in my coat.' Or, 'Oh, no! ^eI was supposed to always put them back in the key cabinet!' Or even, ^f'Is it possible that I dropped them?' ^gIn fact, saying the word 'keys' out loud is likely to help you find them. A study conducted at the University of Michigan suggests that thinking aloud makes it possible to get a picture of the object you need to find.

3

^h'We are obliged to pay attention. ⁱWe aren't allowed to spend time thinking about pleasant things instead of focusing on what we're doing.' We've all heard this at some point in our lives, but mind-wandering may help you to be more creative, and it might even benefit motivation.

3 Study the grammar table and complete it with examples a–i from exercise 2.

4 Choose the correct options. If both are possible, choose both.

- 1 It was *obliged* / *necessary* to carry out a few more experiments, so we were *required* / *meant* to stay in the lab until the end of the day.
- 2 It's *possible* / *prone* that I didn't check the answers before I handed in my exam paper.
- 3 Imogen was *supposed* / *required* to get a scholarship for university, but something went wrong.
- 4 I don't know why I *wasn't allowed* / *was forbidden* to chew gum. It was actually *meant* / *supposed* to help me concentrate.
- 5 Kenny is *likely* / *bound* to be the last one to arrive, as always.
- 6 Scientific research says owning a dog is *necessary* / *meant* to be good for your health.

5 Rewrite the sentences using alternatives to modals.

- 1 You must have enjoyed the science museum visit.
- 2 Other scientists might take a different approach to the problem.
- 3 Paddy should have called me by now.
- 4 They don't have to follow the same procedure as us.
- 5 Helen needn't have been so frightened – it was only a small spider.
- 6 I can't go out this weekend.

6 What would you say to people who have these problems? Write 2–3 sentences for each situation using alternatives to modals.

- 1 I'm completely broke.
- 2 I never hand in my assignments on time.
- 3 I need to do research for my project, but I don't know how to get started.
- 4 My parents don't listen to me.

 FAST FINISHERS

 Imagine you are a pop star and you are supposed to write the lyrics to a song called *We are meant to be ...* Write the first four lines of the song.

Key Grammar

Modals and alternatives to modals

Some modal verbs can be replaced with other verbs or phrases which express a particular modality. These modal alternatives can be used in various tenses, e.g. *You are/were/will be supposed to come on time.*

Modality	Modal verbs	Alternatives
obligation and necessity	have to/must/need to	<i>It was necessary for all students to register a week in advance.</i>  , 
no obligation or necessity	not have to/ not need to	<i>There is no need to read the whole document.</i> <i>It was unnecessary to involve the space agency.</i>
advice and recommendation	should/ought to	<i>We are meant to adopt a particular approach.</i> 
ability and willingness	can/be able to	<i>The therapist managed to calm down the patient.</i> 
speculation	may/might/could/must/can't	<i>The machine is very delicate and prone to break down.</i>  ,  ,  , 
permission	can/could/may	<i>Are we allowed to talk about the experiment in public?</i> <i>You are permitted to leave the room.</i>
prohibition	mustn't/can't/couldn't	<i>Tom was forbidden to publish his paper.</i> 

- 1 **SPEAK** Answer the survey questions.

- 1 Are you happy with the length and quality of your sleep? Why/Why not?
- 2 Do you regularly remember your dreams? If so, what sort of things do you dream about?
- 3 Would you say that your sleep affects your general health and performance the following day? Why/Why not?

- 2 **SPEAK** Read the website advertisement. Would you consider going to one of the talks or signing up for a sleep study? Why/Why not?



**Do you love your sleep?
Do you feel you get enough –
or are you sleep-starved?**

We are setting up a series of **seminars and talks** about sleep, sleep myths and dream therapies.

Come along!

Or why not volunteer for one of our **sleep studies**?

There are options to take part in some in-house experiments where you stay over, or surveys, questionnaires and tests you can do at home. These will contribute to data being collected on sleep quality and its connection to memory.

Follow the **links** for more information.

- 3 **1.17** Listen to a conversation about the advertisement from exercise 2. What do the people agree on? What do they disagree about?

- 4 **1.17** Study the Key Phrases box. Then listen to the conversation again. Which Key Phrases did you hear?

Key Phrases

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 ...

- 5 **Read the comments on an article about the value of keeping a dream journal. Complete the comments using the Key Phrases. Do you agree with either poster? Why?**



Olly05

Having read the article, I'm afraid I cannot ¹ [redacted]. While I agree in ² [redacted] reading about old dreams can be fascinating, just as the entries in any diary can be, I would ³ [redacted] with the writer's opinion that it can help us understand issues we have or help with our psychological well-being. Quite ⁴ [redacted]. I would think re-reading about nightmares could be counterproductive.



Sleepyhead17

I've ⁵ [redacted] with the author. Writing down your dreams as soon as you wake up is a great idea. Otherwise, they disappear really rapidly. I also think he's got it ⁶ [redacted] in saying that we can get inspiration from our dreams. Paul McCartney of The Beatles dreamed the melody for the famous song 'Yesterday' and wrote it down when he woke up. And when the author says we can learn a lot about our feelings from dreams – I couldn't agree ⁷ [redacted]! Dream on!

- 6 **SPEAK** Read the instructions and do the speaking task. Student A, look at page 156. Student B, look at page 160.

FAST FINISHERS

- Write a short blog post or an online review about your experience volunteering on the sleep study in exercise 2.**

2.4 Reading

An article about supersenses



1 **SPEAK** Answer the questions.

- Which of your senses is the strongest/the weakest? How does it affect your everyday life?
- Do any sensory experiences bring back particular memories? Consider the things below.

sights smells sounds tastes things you touch

- Look at the pictures. Have you come across the term *synaesthesia* before? If yes, what does it mean? If no, guess what it might mean.

2 **1.18 SPEAK** Listen and check your ideas about synaesthesia in exercise 1. Then answer the questions.

- How do scientists explain synaesthesia?
- What examples does Kayla give of multisensory perception?
- What is Kayla's final question? Answer it.

3 **1.19** Read the article on page 27 about people with rare medical conditions. Which 'supersenses' are mentioned?

4 **WATCH OUT | SKILLS** Read the article again and match sentences A–E to gaps 1–4 in the text. There is one extra sentence.

- Clinicians studying the case believe she must have been born with four types of cone cells (cells that respond differently to light wavelengths) in her retina instead of the usual three.
- In addition to this, without the restriction of pain, people indulge in risky and dangerous behaviour.
- Years later, at a patients' support group, Joy picked up the same smell on others suffering from the same disease.
- After this kind of procedure, patients usually need strong painkillers, but doctors were astonished to find that their patient experienced little or no discomfort.
- On the contrary, such conditions have remained undiagnosed until serious symptoms emerge.

WATCH OUT | SKILLS

Links

When matching sentences to gaps, look for references in the text fragments preceding and following the gap. These could be words like *he*, *she*, *this* or *however*, as a result, etc. The sentence may also exemplify something stated before.

5 **Read the article again and complete the sentences.**

- Ashlyn's eye problem was bewildering because _____.
- Insensitivity to pain is dangerous, as it can leave _____.
- When attending _____, Joy noticed a smell she was familiar with.
- What the people described in the article have in common is that _____.

6 **KEY WORDS** Match the highlighted words and phrases from the article on page 27 to definitions 1–8 below.

- _____ – causing severe weakness
- _____ – unaware of something
- _____ – ease
- _____ – go to see
- _____ – extremely sensitive, increased
- _____ – was identified/discovered
- _____ – worsening
- _____ – happened

7 **Complete the sentences with the correct forms of some of the highlighted words from the article.**

- Some visually impaired people report a(n) _____ sense of hearing.
- After the accident, Tanya experienced _____ pain and could hardly walk across the room for several weeks.
- Massage can _____ sore muscles and promote relaxation.
- I have no idea, I am as much _____ as everyone else.
- It recently came _____ that research into the condition was halted because of the expense.

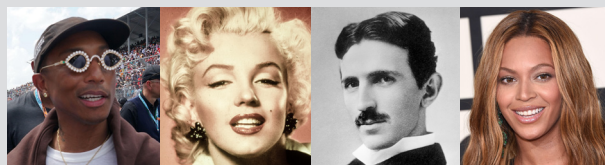
8 **Answer the questions.**

- How does a person benefit from a 'sensory superpower' – a particularly strong sense of touch, sight, hearing, smell or taste? Are there any disadvantages?
- Do you think humans can have a 'sixth sense'? What could it be?

FAST FINISHERS

Which of your senses do you value most? Think of three reasons.

Find information about someone famous who has/had a form of synaesthesia. Share your findings with the class.



SUPERSENSES HELPING US TO DISCOVER MORE

There's still so much within medical science that we don't understand, in particular related to the brain. But, with the help of some people with rare sensory conditions, scientists have made some important discoveries that could affect how such maladies are treated in the future.

When American Ashlyn Blocker was six months old, her parents observed a nasty inflammation in her left eye which, although distressing to look at, did not appear to be causing any noticeable discomfort. Ashlyn had
5 always been a quiet baby – she seldom cried – but the worried parents **paid a visit** to a doctor. After tests, Ashlyn's very rare condition **came to light** – she could not feel any pain.

Another person who experiences no pain is Jo Cameron,
10 a retired teacher from Scotland, who didn't discover she was different until the age of sixty-five, when she had to have an operation on her hands because of arthritis. ¹ Researchers at University College London analysed samples of Jo's DNA and found that she had
15 a genetic mutation that reduces her pain sensation.

The condition, congenital insensitivity to pain, only affects a few hundred people worldwide, and premature death among sufferers is common. The reason is clear – pain is the body's warning sign
20 that something is wrong, and without this warning, severe problems such as appendicitis remain unidentified and can be left untreated. ² They never learn how to modify their physical activity and ultimately damage their bodies. Researchers now hope to be
25 able to learn more about this mutation in order to develop more effective pain treatments.

Genetic studies like this are becoming more and more widespread as scientists attempt to unlock the mysteries of our DNA. The human eye can normally
30 make out around one million different colours, but a genetic mutation enables the Australian-born artist Concetta Antico to distinguish one hundred times that number. ³ Scientists hope that research into her condition may lead to a major breakthrough
35 in understanding how the brain processes colours, which might help us to understand colour-blindness, affecting around eight percent of men and one in two hundred women.

Concetta Antico is not alone in possessing a sensory
40 'superpower'. Joy Milne, from Perth in Scotland, is a 'super smeller'. She has a **heightened** sense of smell, which allows her to detect smells that other people can't. Joy has been working with researchers on a test that could help doctors with early detection
45 of a **progressive** brain disorder. It all **came about** when she noticed an unusual odour on her husband, a Parkinson's disease sufferer, which she knew couldn't have had anything to do with his personal hygiene.
4 With Joy's help, researchers have been able to
50 identify specific compounds on the skin of people who suffer from this **debilitating** condition.

The new field of study into human DNA has provided an understanding of rare sensory conditions and their causes, which scientists had previously been
55 completely **in the dark** about. Now, owing to people like Joy and Jo, scientists and researchers can potentially make great strides in treating and **alleviating** the symptoms. And there are certainly more fascinating discoveries to be made.



Concetta Antico The Swans

1 **SPEAK** Answer the questions.

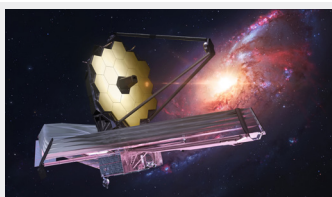
- 1 Imagine the sky on a clear night, away from the light pollution of cities. What can you see?
- 2 Look at the words and phrases from the box. Can you name one example for each?

astronaut astronomer comet constellation
dwarf planet galaxy planets of the Solar System
space mission telescope

2 **1.20** Listen to a podcast about a documentary series. Why is the speaker impressed by Brian Cox?3 **1.20 KEY WORDS** Complete the sentences from the podcast with the highlighted words and phrases below. There is one extra word. Then listen to the podcast again and check.

asteroids • atmospheres • black holes • eclipse
meteorites • Northern Lights • orbit • outer space
shooting star

- 1 His commentaries take you on imaginary journeys to _____, during which you _____ far-distant planets and learn about their _____ and characteristics.
- 2 This man can explain the creation of _____ with seeming ease.
- 3 And he himself is still excited by the dramatic visual effects of the _____, or a partial _____, or a(n) _____.
- 4 Films like *Don't Look Up* bring the terrible destructive power of comets and _____ to our screens.

4 **1.21** Look at the photos. What do you think they show? Read and listen to the article and check your ideas.

Telescopes come in all shapes and sizes, but nothing compares to the James Webb Space Telescope that is now positioned in outer space a million miles from

Earth, ready to start exploring the depths of **the cosmos**.

Astronomers hope that it will help them look into the past and find out about how galaxies were formed.

Telescopes have always been astronomers' main tools to see further and further into the vastness of space, more and more light years away, and try to **piece together** the nature, structure and future of the **observable universe**. This latest telescope has been in development for over thirty years, the launch having been delayed several times, and it has involved the global collaboration of thousands of scientists, engineers and technicians. It is a **groundbreaking** achievement built on **collective knowledge**. It has a sunshield roughly the size of a tennis court, protecting its primary mirror from the Sun's heat. The mirror, with a total width of 6.5 metres, is made up of eighteen hexagonal, gold-coated segments. It is used to collect **infrared light**, which will allow the telescope to see deep into space, into **interstellar clouds**, where star systems form. The first full-colour images from the JWST showing far-flung galaxies as

5 **KEY WORDS** Translate into English.

Use some of the highlighted words and phrases from exercises 3 and 4.

- 1 Collaboration, co-creation and _____ (*wiedza zbiorowa*) are increasingly important in designing, developing and deploying 'smart' initiatives and technologies.
- 2 However much we learn about the observable universe, _____ (*nasza nienasycona ciekawość*) will lead to more telescopes, more exploration and _____ (*więcej przełomowych osiągnięć*).
- 3 A complete understanding _____ (*kosmosu*) as a harmonious and orderly system is probably impossible.
- 4 Visitors to the Space Station marvel at the changing views as they _____ (*okrążają Ziemię*).
- 5 Astronomers are trying to _____ (*złożyć w całość*) the history of Mars and find out how the sister planet to Earth became a red, dusty desert.
- 6 In science-fiction films, it is quite common for people to launch missions to _____ (*niszczyć asteroidy i komety*) that threaten Earth.

6 **SPEAK** Answer the questions.

- 1 Do you think it is more crucial to study outer space or the depths of the oceans on Earth? Why?
- 2 What do you think is likely to result in more scientific progress: global collaboration or competition? Why?
- 3 Imagine it's the year 2080. What have astronomers discovered? What are they actively researching?

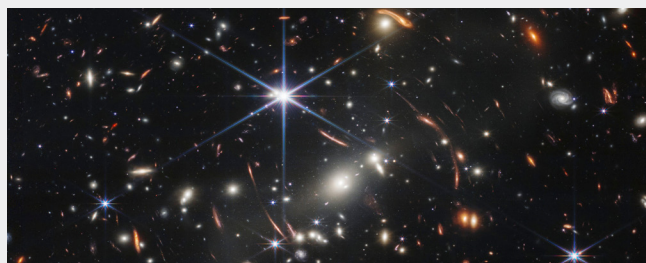
 FAST FINISHERS

 Make a list of five things of personal interest that you would take on a six-month space mission.

Search the web for information about the failed Apollo 13 mission. Find out what went wrong, what the cause of the failure was, how it was fixed and how the mission ended.

they were thirteen billion years ago were released in July 2022. President Joe Biden described the moment as 'historic'.

Now the burning questions are: how much will the Webb Telescope be able to tell us? What wonders will the next, even bigger and further-reaching telescope bring us? And will man's **insatiable curiosity** about his place in the universe ever be indulged?



A talk about prosthetics

1 **SPEAK** Answer the questions.

- 1 How easy is it for people with disabilities to get around in your area? Think about:

shopping learning entertainment
transport

- 2 What could be done to make your area more accessible? Who should be responsible for carrying out the changes?

2 **1.22 KEY WORDS** Complete the highlighted phrasal verbs with the correct particles. Check in a dictionary if necessary. Listen and check.

- A service engineer came to the lab to **hook** the computer to the printer.
- The engineers **looked** different ways to make the robotic hand move.
- I wasn't sure whether to **bring** the subject of his injury.
- Everyone found it difficult to **take** all the information – it was way too complicated.
- The pill managed to **take** the pain, but the patient still couldn't eat anything.
- Did you **plug** the mouse?
- The child was changing so rapidly that no one could predict whom he would eventually **take**.
- You'll have a chance to **show** your computer skills later on.
- Let's **go** the calculations again to make sure they're correct.
- Can we **rely** your brother to help us with the experiment?

3 **WATCH OUT** Read the **WATCH OUT** box below. Then look back at exercise 2, find sentences which contain separable phrasal verbs and rewrite them, moving the direct object before or after the preposition.

- 1 A service engineer came to the lab to hook the computer up to the printer.

WATCH OUT**Phrasal verbs**

Transitive phrasal verbs (those which take a direct object) can be separable or inseparable.

Separable: ✓ The pill takes the pain away.
✓ The pill takes away the pain.
✓ The pill takes it away.

BUT: ✗ The pill takes away it.

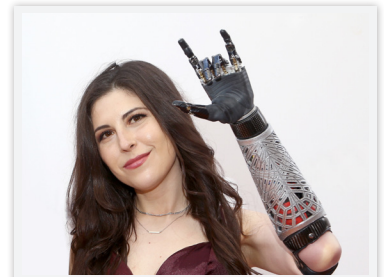
Inseparable: ✓ Do you rely on your parents?
✓ Do you rely on them?

BUT: ✗ Do you rely your parents on?
✗ Do you rely them on?

4 **1.23** Listen to the extract of a talk about prosthetics. Which three disabilities does the speaker mention?



3D-printed exoskeleton prototype



Angel Giuffria

5 **1.23** Listen again and complete the sentences.

- When she was a child, Angel Giuffria's prosthetic hand had rubber 'skin' in order for it to _____.
- After getting her new arm and doing an ad, Angel managed to get some parts in _____.
- The German engineers developed the exoskeleton with Juliano and _____ people.
- Juliano wears a backpack which contains _____ the exoskeleton.
- The glasses that Fran wears have a camera which is _____ on a mobile phone.
- For the time being, Fran can only see shapes in _____.

6 **1.23** Listen again and answer the questions.

- Why does Angel prefer her new prosthetic arm to the previous one?
- How did Juliano show off his exoskeleton in 2014?
- How did Fran's disability develop?
- What does Fran's 'bionic eye' enable her to do at the moment?
- Why is Fran currently receiving training?

7 **1.24** Read the **WATCH OUT** box below. Then listen and repeat the phrasal verbs from exercise 2.

WATCH OUT**Stress in phrasal verbs**

Phrasal verbs can have two different stress patterns:

- stress on the main verb, e.g. 'care for
- stress on the particle, e.g. go a'way turn 'on

8 **SPEAK** Answer the questions.

- Which of the three examples of advances in prosthetics do you think is the most remarkable? Why?
- Do you think scientists will eventually be able to transplant all the organs in the human body? Why/Why not?
- Which do you think scientists should prioritise: the prevention of disease and disabilities through genetic engineering, or treatments and ways of dealing with them? Why?

FAST FINISHERS

- Write a forum post with a short review of a cutting-edge device that you have recently bought.

Find out about the latest developments in prosthetics for one of the impairments mentioned in the recording. Share your findings with the class.



- 1 **SPEAK** What are the most important characteristics of a good scientist?

- 2 **1.25 SPEAK** Read and listen to the text and answer the final question.



Scientists **may** still **be holding** the centuries-long dispute on how research should be conducted. According to Peter Achinstein, the author of the book *Speculation: Within and About Science*, in the past even the most famous among researchers showed contradictory attitudes towards the role of assumptions in science. Isaac Newton, for example, condemned the use of hypotheses and would urge fellow scientists to establish experiment-based facts. In contrast, Albert Einstein would encourage researchers to speculate freely in order to create theories they could later test and provide evidence for or refute. He **must have been** a truly open-minded scientist, to the point that he **may have** occasionally **missed** the mark in his own speculations. So, should speculation be a part of science? Making wild hypotheses before running an experiment **might** actually **be** a good idea as it **could open up** completely new possibilities. And, as long as they research the topic properly later on, it **definitely won't cause** any trouble if a scientist is creative and imaginative. Do you agree?

- 3 **Study the grammar table and find examples for rules 1–4 in the text in exercise 2.**

Key Grammar

Speculation and deduction (past, present and future)

Speculating is making a logical deduction about the past, present or future. The choice of modal demonstrates the degree of certainty of the speculation.

- 1 We use **must / may (not) / might (not) / could (not) / can't + have + past participle** to speculate about past states and events:

She **must have been** very lonely. (= I'm sure she was.)

Sara **may/might/could have forgotten** the formula.
(= It's possible that she did.)

Ben **can't/couldn't have conducted** it all by himself.
(= It's impossible that he did.)

- 2 We use **must / may (not) / might (not) / could (not) / can't + infinitive** to speculate about present states:
You **must think** I'm foolish. It **can't be** true.

- 3 We use **must / may / might / could / can't + be + gerund** to speculate about ongoing events:
Rachel **must be sleeping**.
Ron **can't be talking** to them.
They **might be crossing** the border as we speak.

- 4 We use **may (not) / might (not) / could + infinitive** and **will probably / definitely or probably / definitely won't + infinitive** to make speculations about the future:
Pets infected with this virus **may or may not get** sick.
We **will definitely publish** your valuable works.

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

- Larry is really good at science. He will study physics at university.
- This is a superb presentation. They have done a lot of research.
- The baby almost didn't cry at all when they gave her the injection. It have hurt very much.
- Let's face it – the exam questions turn out much more difficult than we expect.
- Pam looks nervous, and to be honest, she may not telling us the whole truth.
- Clive can't expected to get away with plagiarism and forging research results.

- 5 **Complete the sentences using modal verbs and the correct forms of the verbs in brackets. There may be more than one correct answer.**

- You haven't answered any of my questions correctly. You (read) the article before class.
- Be careful. Using these chemicals in your experiment (be) extremely dangerous.
- I heard a noise, and I was sure one of the metal chairs (fall) over.
- You (not see) me in town yesterday – I was in the library all day.
- This research was very thorough – it (take) a pretty long time.
- It's not working. I suspect we (use) the wrong procedure.

- 6 **SPEAK** Work in pairs. Look at the photo and speculate about what the scientist might have already done/discovered, what she could be doing and what she may/will achieve.



#BRAINTEAZER

It can be held without touching or using your hands. It might be difficult to catch once you stop running.



FAST FINISHERS

Think of a series you are watching at the moment and make speculations about the plot. Write four sentences.

1 SPEAK If you were a world-famous scientist, what field would you want to make a major breakthrough in? How would it be useful?

2 Match the words from box A to the words from box B to make collocations.

A alleviate be in black come to light outer partial pay piece shooting

B a visit eclipse holes light space stars the dark the symptoms together years

3 Translate into English. Use some of the collocations from exercise 2.

- Can at-home self-care measures help (złagodzić objawy) of COVID-19?
- (Nie ma potrzeby składać wizyty) to the clinic unless the matter is really urgent.
- Look how surprised he is! He (z pewnością nic nie wiedział) about the counterfeit products.
- They (niemożliwe, żeby nadal składali w całość) the circumstances of the crime. It's been a month!
- (Mieliśmy oglądać spadające gwiazdy), but the night was too dull and we didn't see a single spark.
- The concept of (łat świetlnych nie może być tak trudny) to understand.
- When (jesteśmy zobowiązani oddać) the project about black holes?

4 **1.26** Complete the text with the words from the box. There are two extra words. Listen and check.

analyse approach breakthrough conducting demonstrate evidence making procedure processing scrutinising

How many planets are there in the Solar System? Most people would answer 'eight', since we now know that Pluto is a dwarf planet. But astronomers are still trying to figure out our planetary system, and some are ¹ research into a possible 'Planet Nine'. A scientist at the California Institute of Technology, Konstantin Batygin, is attempting to ² the possibility of the existence of this ninth planet by carefully ³ the orbits of objects beyond Neptune. Batygin is trying to provide ⁴ that a massive invisible planet is pulling these objects towards it. Several experts who have read Batygin's work agree that this might be a major ⁵ in astronomy. To look for this mysterious ninth planet, astronomers have to follow a basic ⁶ , which is to ⁷ millions of telescope images, but ⁸ this amount of data could take years.

5 Choose the correct options.



Laughter therapy in the park

I thought I ¹ when I saw a group of people standing in the local park, all laughing out loud. It looked very odd. I watched for a while to try to work out what was going on. The ages of the people in the group ² from twenty to sixty years old, and I thought the person in the middle could be the organiser or a therapist. I discovered from another passer-by that it was a 'laughter yoga' group. She told me that everyone was ³ to join in, and all you were ⁴ to do was to start laughing. Your deliberate laughing would turn into spontaneous, uncontrollable laughter. This type of yoga is based on the belief that laughter boosts your health. Studies indicate that laughter increases blood flow, and therefore it ⁵ you against heart disease. There is also evidence that laughter can reduce pain and even burn calories. My grandmother always used to say laughter is the best medicine – she ⁶ right.

- | | |
|-----------------------------|---------------------------|
| 1 A must have been dreaming | B had to be dreaming |
| C must have been dreamt | D had to dream |
| 2 A might be ranging | B might have ranged |
| C could've been ranged | D could range |
| 3 A meant | B likely |
| C bound | D allowed |
| 4 A necessary | B forbidden |
| C permitted | D supposed |
| 5 A could have protected | B may have been protected |
| C may protect | D could be protected |
| 6 A can't have been | B might have been |
| C could be | D will definitely be |

6 SPEAK Write down your opinion on the following issues. Then read out your opinions to each other and take turns to agree or disagree. Use the Key Phrases on page 25.

- higher salaries for scientists
- the influence of scientific progress on our future
- more hours of biology, physics and chemistry per week in secondary schools

FAST FINISHERS

Write a forum post in which you disagree with one of your partner's opinions from exercise 6.

2.9 Writing

A for-and-against essay

- 1 **SPEAK** Would you like to join a private space mission if money was not an issue? Why/Why not?
- 2 Read the essay. What do you think the task may have been? Which arguments do you find more convincing – *for* or *against*?
- 3  Read the essay again and answer the questions.
 - 1 Where can you find the thesis?
 - 2 Which pattern does the main body of the essay follow: a or b?
 - a Paragraph 2: argument 1 'for' + explanation, argument 2 'for' + explanation
Paragraph 3: argument 1 'against' + explanations, argument 2 'against' + explanation
 - b Paragraph 2: argument 'for' + explanation + examples
Paragraph 3: argument 'against' + explanation + examples
 - 3 Does the author give his/her opinion?
 - 4 Which sentences are true?
 - a It is enough to give one argument of each kind as long as it is developed and supported with examples.
 - b If you give several arguments in a paragraph, it is enough to enumerate them.
 - c You can give two arguments 'for' and three arguments 'against' as long as both sides of the issue are still balanced.
 - d In the conclusion, you have to say which arguments are more convincing.
 - e The conclusion repeats the thesis, but in different words.

- 4 Study the Key Phrases box. Which Key Phrases did the writer use in their essay?

Key Phrases

A for-and-against essay

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, ...

The commercial space industry has been generating considerable publicity and has triggered a discussion between those who consider privatised space exploration beneficial and those who mainly see its downsides. Let us take a closer look at the arguments of both sides.

The advocates argue that there is some legitimacy to the idea of private funds supporting space agencies. It is common knowledge that space exploration involves enormous costs, which might be borne by private equities. What is more, such companies are very competitive, which actually favours developing new technologies. With the involvement of innovative entrepreneurs, research conducted by agencies such as NASA might progress faster.

The opponents claim that the principal drawback of commercial space exploration is the fact that companies are always driven by profitability. While private institutions may claim they get involved for the sake of research and the future of mankind, their ventures still need to be financially rewarding. In addition, commercialisation of space travel may take a wrong turn and lead to space journeys being organised at the whim of billionaires. This could seriously undermine decades of research of space agencies.

Having considered both sides, the arguments from supporters and those against commercial space exploration seem right up to a point. Although the private sector may contribute to rapid advances in the field, at the same time company bosses set their sights on boosting their profits.



5 **Translate into English. Use the Key Phrases.**

- 1  (*Przeciwnicy tych zmian sugerują*) that scientists aren't well-paid, yet they can make a real difference to people's lives.
- 2  (*Jest nieco prawdy w twierdzeniu*) that scientific subjects, such as computer engineering or biochemistry, are the fields of the future.
- 3  (*Najpoważniejsza wada studiowania przedmiotów ścisłych*) is that education can take many years, which extends the tuition fees to be paid.
- 4  (*Ogólnie uważa się*) that analytical skills make the prospects for work pretty good.
- 5  (*Po przeanalizowaniu wszystkich argumentów*), I can say that not everyone should consider a career in science.
- 6 Some scientists who publicly advocate their views (*są przeciwni zmianom, podczas gdy inni*)  see the potential benefits.
- 7 Publishing the latest research results (*mogłoby poważnie podważyć*)  the government's policy.

6 **Read essay topics 1–2 below and write down arguments for and against each of them. Think about how you could develop the arguments and what examples you could give.**

- 1 The advantages and disadvantages of having more maths lessons per week.
- 2 Are electric cars a real blessing? Discuss.

7 **Look back at the main body patterns in exercise 3. Then use your notes from exercise 6 to develop the beginnings of paragraphs below, following pattern a in one and pattern b in the other.**

- 1 On the other hand, introducing more maths lessons per week would be demotivating for many students.
- 2 To begin with, electric cars mean substantial gains for the environment.

8 **Read the introduction to a for-and-against essay and write the conclusion.**

In the last few decades, we have witnessed numerous scientific advances in the areas of medicine, industry and technology, some of which were real breakthroughs. We were led to believe that all of those developments would make our lives better. However, it is not necessarily true, as the discoveries and innovations may have both benefits and drawbacks.

9 **Do the writing task. Follow the steps in the Writing Planner.**

Niektórzy ludzie decydują się na udział w płatnych badaniach klinicznych. Napisz rozprawkę na 200–250 słów, w której przedstawisz dobre i złe strony takiej decyzji.

WRITING PLANNER

THINK

Think about who might organise paid clinical trials (e.g. a pharmaceutical company testing a new drug, a research institute experimenting with a new form of treatment) and their reasons for doing so. Make a list of arguments for and against participating in them (e.g. for: supporting medical research, helping humankind, health benefits from the new treatment, considerable financial profit; against: health risk, physical and emotional strain, long-time commitment, could be time-consuming). Then add an explanation or an example to each argument.

PREPARE

Organise your notes into four paragraphs:

- 1 introduce the thesis; state that there are two sides to the argument,
- 2 provide arguments for/against with reasons and/or examples,
- 3 provide arguments for/against with reasons and/or examples,
- 4 mention the topic again and touch upon your arguments, but do it using different words.

WRITE

Write your essay. Remember to use formal language and a variety of expressions to introduce arguments.

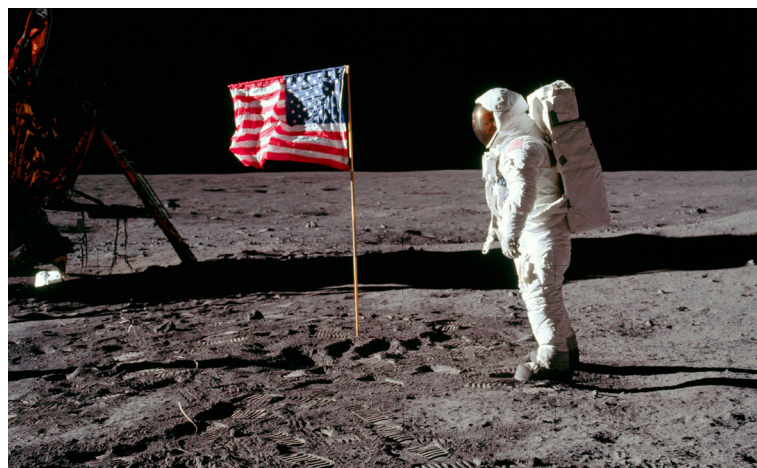
CHECK

Read your essay and answer the questions:

- Have you organised your essay into four paragraphs?
- Have you included and developed both sides of the argument?
- Is your text within the word limit (200–250 words)?
- Have you checked your essay for spelling mistakes?

 FAST FINISHERS

 **Imagine you are Neil Armstrong and it's 1968. You have just been offered the chance to command Apollo 11, the first manned mission to the Moon. Make a list of arguments for and against accepting this offer.**



VOCABULARY

- 1 Complete the sentences with the verbs from the box. Then search the web to answer the question in the last point.

adopt go over hook up orbit overcome
process take away test

- Our maths teacher would like to the quadratic equations with us again.
- Dr Carney tried to explain the theory to us, but it was so complicated that no one was able to all the information.
- Did you manage to your theory and determine whether it holds true?
- At the outset of the research, none of us expected there would be so many obstacles to .
- For our experiment, we wanted to a different approach from everyone else.
- We tried to the computer to the projector, but the HDMI cable wasn't long enough.
- Patients might be administered a sedative to the feeling of distress and help them to calm down.
- Does the ISS the Earth faster or slower than the Earth's own rotation?



- 2 Complete each pair of sentences with the same word.

- a When the results of this experiment come to , you will become famous.

b Rheumatologists have used infrared to alleviate pain and inflammation.
- a I need to take notes carefully – how else would I in all this information?

b People say I after Aunt Lucy, but I can't see any resemblance, to be honest.
- a The whole team was really great strides to finish the project on time.

b Helen was squinting her eyes, out what the lecturer had written on the board.
- a Oh, come on, just plug the fan ! Clearly the battery has run out.

b We have all been the dark about the real purpose of the experiments.

GRAMMAR

- 3 Correct the mistakes in the sentences.

- These pills are obliged to alleviate the pain after the operation.
- Dr Smith must be awfully disappointed when the experiment failed.
- The researchers will probably observing the animals for the next two months to collect enough data.
- Look at the dog running over there. It could have been Mrs Doyle's new puppy.
- My teacher told me there was no necessary to adopt a different approach.
- Is Frederick likely to drawing any conclusions any time soon?
- Their results might relied on incorrect data.
- You can't have been hooked up the equipment properly – otherwise it would work.

- 4 Complete the second sentence so that it means the same as the first one. Use the words in capitals.

- You should have written a report about the experiment, not the results. **WERE**
You a report about the experiment, not the results.
- Do you think it's possible that scientists have had messages from aliens? **COULD**
Do you think scientists from aliens?
- A lot of people were extraordinarily interested in that experiment. **MUST**
That an extraordinarily interesting experiment.
- It's impossible that we are taking the biology test today. **CAN'T**
We the biology test today.
- We mustn't enter the lab unaccompanied. **FORBIDDEN**
We into the lab unaccompanied.

USE OF ENGLISH

1 2 3 4 5 6 7 8

- 5 Choose the correct options.

HOW DIET CHANGED THE WAY WE TALK

How did humans develop the ability to speak a language? And what causes certain sounds to exist in different languages? Scientists from different ¹ of study have been pursuing the matter for decades. A recent study ² the possibility that changes in human language may be connected to the rise of agriculture. Scientists ³ that eating different foods ⁴ the shape of our mouths to ⁵ differently. Then they ⁶ detailed research into how diet-induced changes in the human bite affect language. A team of analysts followed a complex ⁷ , which involved sampling ⁸ amounts of data and ⁹ the findings together. Finally, they ¹⁰ prove that certain sounds were easier to pronounce for speakers who ate softer food. The study led to a major ¹¹ in our thinking about the role that diet, culture and human biology have played in the evolution of language.

- | | |
|---------------------|-----------------|
| 1 A places | B varieties |
| C approaches | D fields |
| 2 A explored | B resulted |
| C designed | D approached |
| 3 A analysed | B conducted |
| C observed | D processed |
| 4 A may have caused | B will cause |
| C might cause | D can cause |
| 5 A emerge | B orbit |
| C capture | D evolve |
| 6 A conducted | B observed |
| C analysed | D followed |
| 7 A approach | B procedure |
| C range | D system |
| 8 A divergent | B insatiable |
| C substantial | D ingenious |
| 9 A showing | B hooking |
| C breaking | D piecing |
| 10 A succeeded in | B managed to |
| C were prone to | D were bound to |
| 11 A approach | B obstacle |
| C breakthrough | D source |

LISTENING

6 1.27 Listen to a podcast about weird science stories and choose the correct options.

- What would cause an earthquake if Earth was made of blueberries?
 - The rise in temperature.
 - The change in gravity.
 - The expulsion of elements into space.
 - The disappearance of the Earth's core.
- What causes the smell in Uranus's atmosphere?
 - The high concentration of ammonia.
 - The drastically low temperatures.
 - The lack of light in the atmosphere.
 - The abundance of hydrogen sulphide.
- What was the cause of the orange snow?
 - A rare phenomenon in North Africa.
 - Desert sand from the Sahara.
 - Unusually low temperatures in North Africa.
 - Warm air in the atmosphere.
- Which is true about the manager of a local bat colony near Sydney?
 - She was forced to leave the sanctuary.
 - She managed to rescue a lot of bats.
 - She made frequent visits to the colony to observe the situation.
 - She kept a record of the number of bats that had died.
- Which of the following is stated in the podcast as a fact, not an opinion?
 - The research Anders Sandberg did had pedagogical value.
 - The planet Uranus emits a foul odour.
 - The mysterious precipitation in Romania, Bulgaria and Russia resembled the surface of Mars.
 - The Australian animal rescuers were overwhelmed.

SPEAKING

7 Describe the photos and answer the questions.

Uczeń A



- What do you think motivated these women to participate in this event?
- In what areas of your life is technology important?
- Describe a situation in which you or someone you know achieved something with the help of technology.

Uczeń B



- What are the potential threats of creating robots?
- Which of your daily duties would you like to have done by a robot or a machine?
- Describe a situation in which a machine failed you.

WRITING

8 Read the instructions and do the task.

Coraz więcej osób uważa, że smartfony powinny być wykorzystywane przez uczniów do nauki podczas zajęć lekcyjnych. Napisz rozprawkę na 200–250 słów, w której przedstawisz dobre i złe strony takiego rozwiązania.

2.2 Modals and alternatives to modals

Znaczenie typowe dla czasowników modalnych można wyrazić również za pomocą pewnych utartych wyrażań.

Modal verbs	Alternatives	
Obligation or necessity		
must/have to + infinitive	be obliged to + infinitive	In some countries, people are legally obliged to report a crime.
need to + infinitive	be required to + infinitive	All new arrivals are required to check in at the front desk.
	be necessary to + infinitive	It was necessary for candidates to bring their CV to the interview.
No obligation or necessity		
not have to + infinitive	there be no need to + infinitive	There's no need to call Mum. I'm sure we can figure this out on our own.
not need to + infinitive	be unnecessary to + infinitive	It was unnecessary to file a complaint because they gave us a refund.
	not be obliged/required/ necessary to + infinitive	Teachers are not required to reply to messages on social media.
Advice and recommendation		
should/ought to + infinitive	be meant to + infinitive	We were meant to sing a cappella during the auditions.
had better + infinitive	be supposed to + infinitive	All employees are supposed to follow the new procedures.
Ability and willingness		
can + infinitive	manage to + infinitive	Although we tried our best, we didn't manage to complete the final task.
be able to + infinitive	succeed in + gerund	Mike's team succeeded in proving that the initial hypothesis was wrong.
Deduction and speculation		
may/might/could + infinitive	be prone to + infinitive	She's prone to make some spelling mistakes in her essay.
	be possible (that) + clause	It's possible that I've left the car keys on my desk.
must/can't + infinitive	be likely / unlikely to + infinitive	Jon is unlikely to have found an academic position so soon.
	be bound to + infinitive	If you are one of those people who just cannot sit still, at some point somebody is bound to have told you not to wriggle about.
	be sure (that) + clause	I'm sure you'll pass the test; you've studied a lot!
Permission		
can + infinitive	be allowed to + infinitive	Are we allowed to use a dictionary during the test?
may + infinitive	be permitted to + infinitive	Are students permitted to leave the school premises during the break?
Prohibition		
mustn't + infinitive	be forbidden to + infinitive	Nurses at this hospital are forbidden to wear high heels.
can't + infinitive	not be allowed/permitted to + infinitive	We were not allowed to go to the forest on our own as kids.
may not + infinitive		

2.7 Speculation and deduction (past, present and future)

Za pomocą czasowników modalnych: *must*, *may*, *might*, *could* oraz *can* możemy spekulować na temat przeszłości, teraźniejszości i przyszłości. Czasowniki te występują wówczas w następujących konstrukcjach:

- *must / may (not) / might (not) / could (not) / can't + have + past participle* – w odniesieniu do czynności i stanów z przeszłości, np.:
Someone **must have** moved the documents. They were just here!
The theatre was very crowded, so he **may not have** seen you.
It **can't have** been Janice's fault. She wasn't involved in that project at all!
- *must / may (not) / might (not) / could (not) / can't + infinitive* – w odniesieniu do aktualnych stanów, np.:
You **must be** exhausted! Lie down and relax.
She **could be** wrong, of course, but I don't think she is.
This **can't be** Jerome's paper. His handwriting is much neater.
- *must / may / might / could / can't + be + gerund* – w odniesieniu do wydarzeń, które są aktualnie w toku, np.:
Can you hear Ian? He **must be** practising for the talent show.
Don't call Meredith just yet. She **might be** interviewing candidates.
Mr Jenkins **can't be** talking on the phone. The line isn't engaged.

- *may (not) / might (not) / could + infinitive* – w odniesieniu do czynności i stanów z przyszłości, np.:
He **might** go on to study medicine at university.
It all depends on his exam results.
If you work hard, you **could** get into the school rugby team.
- *will probably / definitely won't + infinitive* – w odniesieniu do czynności i stanów z przyszłości, np.:
Fred is good at biology, so he **will probably** get an A.
My parents **definitely won't** sell their flat in the city centre.

UWAGA!

Jeśli jesteśmy czegoś niemal pewni, możemy użyć czasownika *will*:

- w odniesieniu do przeszłości: *will + have + past participle*, np. As you **'ll have** noticed, the master bedroom has been refurbished.
- w odniesieniu do teraźniejszości: *will + infinitive*, np. 'Can you hear footsteps?' 'That **'ll** be Bill. He's staying over tonight.'

- KEY WORDS

VOCABULARY 1

adopt an approach	/əˈdɒpt ən əˈprəʊtʃ/	przyjąć podejście
collate evidence	/kəˈleɪt ˈeɪdəns/	zbierać i analizować dowody
combat	/ˈkɒmbæt/	zwalczyć, pokonać
complexity	/kəmˈpleksəti/	złożoność
conduct research	/kənˈdʌkt ˈriːsɜːtʃ/	przewodzić badanie
deem sth safe	/ˌdiːm ˌsʌmθɪŋ ˈseɪf/	uznać coś za bezpieczne
demonstrate the possibility	/ˌdemənˈstreɪt ðə ˌpɒsəˈbɪləti/	dowieść, że coś jest możliwe
diverse sources	/ˌdaɪˈvɜːs ˈsɔːsɪz/	różnorodne źródła
execute experiments	/ˌeksɪkjʊt ɪkˈsperɪmənts/	przeprowadzać doświadczenia
field of study	/ˌfiːld əv ˈstʌdi/	dziedzina nauki
global collaboration	/ˌɡləʊbəl kəˌlæbəˈreɪʃən/	ogólnościowa współpraca
guinea pig	/ˈɡɪni piɡ/	świnka morska; tu: królik doświadczalny
harness	/ˈhɑːnɪs/	ujarzyć
human trials	/ˌhjuːmən ˈtraɪəlz/	badania kliniczne z udziałem ludzi
light years ahead	/ˌlaɪt jɪəz əˈhed/	lata świetlne do przodu
major breakthrough	/ˌmeɪdʒə ˈbreɪkθruː/	przełom, punkt zwrotny
mould	/məʊld/	pleśń
not rocket science	/ˌnɒt ˈrɒkɪt ˈsaɪəns/	żadna wielka filozofia
overcome obstacles	/ˌəʊvəˌkʌm ˈɒbstəklz/	pokonywać przeszkody
procedure	/prəˈsiːdʒə/	procedura
process data	/ˌprəʊses ˈdeɪtə/	przetwarzać dane
quantum leap	/ˌkwɒntəm ˈliːp/	krok milowy, skok, przełom
scrutinise	/ˈskruːtɪnaɪz/	badacz, obserwować
sensory issues	/ˈsensəri ˈɪʃuːz/	zaburzenia sensoryczne
side effects	/ˈsaɪd ɪˈfekts/	skutki uboczne
test tube	/ˈtest ˌtjuːb/	próbówka
timescale	/ˈtaɪmˌskeɪl/	czas na wykonanie czegoś
trial and error	/ˌtraɪəl ənd ˈerə/	metoda prób i błędów

GRAMMAR 1

fidget	/ˈfɪdʒɪt/	kręcić się, wiercić się
mind wandering	/ˈmaɪnd ˌwɒndərɪŋ/	dekoncentracja, błądzenie myślami
overstimulation	/ˌəʊvəstɪməˈleɪʃən/	przebudżowanie
prone to	/ˈprəʊn tə/	podatny na
wriggle	/ˈrɪŋɡəl/	wyginać się

READING

alleviate	/əˈliːviət/	łagodzić
appendicitis	/əˈpendɪˈsaɪtɪs/	zapalenie wyrostka robaczkowego
arthritis	/əˈθraɪtɪs/	artretyzm, zapalenie stawów
bewildering	/bɪˈwɪldərɪŋ/	zdmiewający
colour-blindness	/ˈkʌlə ˌblaɪndnəs/	daltonizm
come about	/ˌkʌm ə ˈbəʊt/	zdarzyć się
come to light	/ˌkʌm tə ˈlaɪt/	wyjść na jaw, wyjść na światło dzienne
compound	/ˈkɒmpaʊnd/	związek chemiczny
congenital	/kənˈdʒenɪtəl/	wrodzony
debilitating	/dɪˈbɪlɪˌteɪɪŋ/	wyniszczający, osłabiający
distressing	/dɪˈstresɪŋ/	niepokojący
halt	/hɔːlt/	przerwać
heightened	/ˈhaɪtənd/	wzmocniony
in the dark	/ɪn ðə ˈdɑːk/	w nieświadomości
indulge in sth	/ɪnˈdʌldʒ ɪn ˌsʌmθɪŋ/	oddawać się czemuś
inflammation	/ˌɪnfləˈmeɪʃən/	zapalenie, stan zapalny
make great strides	/ˌmeɪk greɪt ˈstraɪdz/	robić znaczne postępy
make out	/ˌmeɪk ˈaʊt/	dostrzegać, widzieć
odour	/ˈəʊdə/	woń, odór
pay a visit	/ˌpeɪ ə ˈvɪzɪt/	złożyć wizytę
procedure	/prəˈsiːdʒə/	zabieg chirurgiczny
progressive	/prəˈɡresɪv/	postępujący
retina	/ˈretɪnə/	siatkówka (oka)
sensation	/ˌsenˈseɪʃən/	doznanie, uczucie
wavelength	/ˈweɪvˌlɛŋθ/	długość fali
widespread	/ˈwaɪdˌspred/	rozpowszechniony

VOCABULARY 2

asteroid	/ˈæstəˌɒɪd/	asteroida
atmosphere	/ˈætməˌsfiə/	atmosfera
black hole	/ˌblæk ˈhəʊl/	czarna dziura
collective knowledge	/kəˌlektɪv ˈnɒlɪdʒ/	wiedza zbiorowa
deploy	/dɪˈplɔɪ/	wdrażać
dwarf planet	/ˌdwɔːf ˈplænɪt/	planeta karłowata
eclipse	/ɪˈkɪlps/	zaćmienie
far-distant/far-flung	/ˌfɑːˈdɪstənt ˌfɑːˈflʌŋ/	odległy
groundbreaking	/ˌɡraʊndˌbreɪkɪŋ/	przełomowy
indulge	/ɪnˈdʌldʒ/	zaspokoić
infrared light	/ˌɪnfəˈred ˈlaɪt/	promieniowanie podczerwone
insatiable curiosity	/ɪnˌseɪəbəl ˌkjʊəriˈɒsəti/	nienasycona ciekawość
interstellar cloud	/ˌɪntəˈstɛlə ˈklaʊd/	obłok międzygwiazdowy
marvel at sth	/ˈmɑːvəl ət ˌsʌmθɪŋ/	dziwić się czemuś
meteorite	/ˈmiːtiəriːt/	meteoryt
Northern Lights	/ˌnɔːðən ˈlaɪts/	zorza polarna
observable universe	/əbˌzɜːvəbəl ˈjuːnɪˌvɜːs/	widzialny wszechświat
orbit (n; v)	/ˈɔːbɪt/	orbita; okrążyć
outer space	/ˌaʊtə ˈspeɪs/	przestrzeń kosmiczna, kosmos
piece together	/ˌpiːs təˈgeðə/	składać w całość
shooting star	/ˌʃuːtɪŋ ˈstɑː/	spadająca gwiazda, meteoroid
sunshield	/ˈsʌnʃiːld/	osłona przeciwsłoneczna
the cosmos	/ðə ˈkɒzmos/	kosmos
vastness	/ˈvɑːstnəs/	bezkręś

LISTENING

bionic eye	/baɪˈɒnɪk ˈaɪ/	sztuczne oko
bring up	/ˌbrɪŋ ˈʌp/	poruszać (np. temat)
exoskeleton	/ˌeksəˈskelɪtən/	szkielet zewnętrzny
genetic engineering	/dʒəˌnetɪk ˌendʒɪˈniəriŋ/	inżynieria genetyczna
go over	/ˌɡəʊ ˈəʊvə/	powtórzyć
hook up	/ˌhʊk ˈʌp/	podłączyć
impairment	/ɪmˈpeəmənt/	upośledzenie, uszkodzenie
look at	/ˈlʊk ət/	analizować
plug in	/ˌplʌɡ ˈɪn/	wpiąć, podłączyć wtyczką
rely on	/ˌriːlaɪ ɒn/	polegać na
show off	/ˌʃəʊ ˈɒf/	zaprezentować, popisać się
take after	/ˌteɪk ˈɑːftə/	być podobnym do, wdać się w
take away	/ˌteɪk əˈweɪ/	usunąć, odjąć
take in	/ˌteɪk ˈɪn/	przyswoić, zapamiętać

GRAMMAR 2

condemn	/kənˈdem/	potępić
hold a dispute	/ˌhəʊld ə dɪˈspjuːt/	spierać się, dyskutować
refute	/rɪˈfjuːt/	obalić (np. teorię)

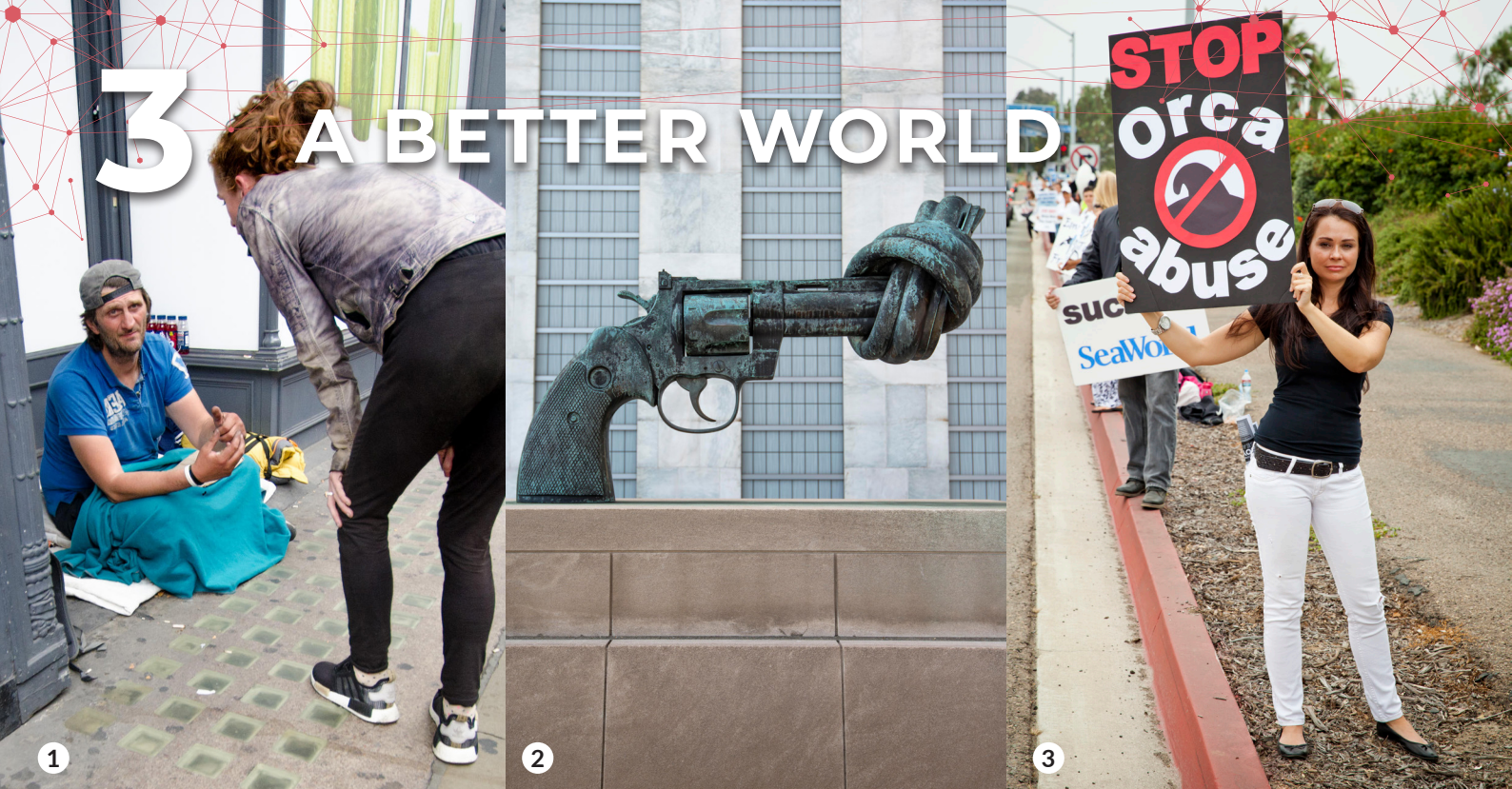
WRITING

advocate	/ˈædvəkət/	obrońca, osoba wspierająca
at the whim of sb	/ət ðə ˈwɪm əv ˌsʌmbədi/	zależnie od czyjegoś kaprysu
craft	/kraːft/	statek/statki, np. kosmiczne
forge	/fɔːdʒ/	fałszować
generate publicity	/ˌdʒenəreɪt ˌpʌbˈlɪsəti/	powodować rozgłos
legitimacy	/lɪˈdʒɪtməsi/	słuszność, zasadność
private equity	/ˌpraɪvət ˈekwɪti/	prywatny kapitał
stumbling block	/ˈstʌmbɪlɪŋ ˌblɒk/	przeszkoda
undermine	/ˌʌndəˈmaɪn/	podważać

REVISION

abundance	/əˈbʌndəns/	duża ilość
bite	/baɪt/	zgryz
expulsion	/ɪkˈspʌljən/	wydalenie, wypuszczenie
foul	/faʊl/	odrażający
induce	/ɪnˈdjuːs/	wywołać, spowodować
precipitation	/ˌpriːsɪˈpeɪʃən/	opady atmosferyczne
pursue	/pəˈsjuː/	drażnić, badać
quadratic equation	/kwɒˌdrætik ɪˈkweɪʒən/	równanie kwadratowe
sample	/ˈsɑːmpəl/	badać, przeprowadzać
sedative	/ˈsedətɪv/	wyrwykowe badania
		środek uspokajający

3 A BETTER WORLD



SPEAK Look at the photos and read the quote. Discuss the following.



Let him who would move the world first move himself.

Socrates

(Greek philosopher, c 470–399 BC)

- What connection is there between each of the three photos and the idea of a 'better world'?
- How far do you think individuals can make the sort of changes needed?
- Explain the quote in your own words. Think of an example to illustrate its meaning.

1 **SPEAK** Complete the statements with the words from the box. Do you agree with the statements? Why/Why not?

across alarm brink consumption footprint rule out sustainable uphill

- Scientists should be sounding the about the dangers of climate change in a big way.
- Bringing back animal and plant species from the of extinction is a near impossible task.
- The main reason fighting for change is a(n) struggle is because people are generally disinclined to alter their lifestyles.
- If everyone reduced their carbon , we could halt climate change immediately.
- Getting the importance of conservation to politicians should be our number one priority.
- I would be happy to change my habits if I knew it would really help.
- I have heard about shopping, but I don't understand what it is.
- Scientists can't the possibility that Planet Earth may soon become completely uninhabitable.

2 Read the blog post and choose the best title.

- Act now for climate change!
- Whose problem?
- A desire for a better world



Look around and everywhere there is evidence of how mankind has messed up the world and created injustices across society. And 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. **Outspoken** activists like Greta Thunberg refuse to **stand on the sidelines**. They want to **shape the world** around them. They want to **hold** politicians **to account for** the action they are too late in taking. They want to **heighten our awareness** of the issues the world is facing and **instil a commitment** in all of us to **play our part** and **rise to the occasion**. They want the world that they inherit to have a healthy, thriving environment, and to be a just one.

Greta Thunberg, **sparked by a passion** for addressing climate change, **has fuelled the momentum** by sometimes **going to extraordinary lengths** to prove her points. As a result, she has become a big name in environmental circles. But there are many other young people out there, all over the world, who are making a difference too, but whose **initiatives** sometimes **slip under the radar**. What they all have in common is a dedication to improve lives, to **lead by example**, and to **empower** others. Is there a young hero of change that you particularly admire? Do let me know!

3 KEY WORDS Match some of the highlighted words and phrases from exercise 2 to definitions 1–10 below.

- 1 new plans or processes
- 2 show model behaviour that you would like others to copy
- 3 inspired by a powerful desire
- 4 encourage, support the ability to do something
- 5 not be noticed
- 6 their own fault
- 7 trying extremely hard to achieve something
- 8 watch something that is happening without being involved in it
- 9 require someone to explain the reasons or to accept responsibility for something
- 10 keep the force moving forward

4 1.28 Complete the comments with the correct forms of some of the highlighted words and phrases from exercise 2. Then listen and check.



There's this amazing high school student in Poland, Krystyna Paszko, who followed a French ¹ and set up a fake cosmetics website. Victims of domestic abuse who are in difficult situations not of their ² can safely report problems via the site and get help. Krystyna is certainly not standing on the ³, but helping to ⁴ others. What an awesome and worthwhile idea!



I was impressed by a girl from Mexico, Sofia Molina, who is trying to ⁵ students' awareness of conservation issues. She's managed to secure thirty thousand acres of land for ecosystem renewal projects, and has encouraged more than 1,500 students to play ⁶. She travels all over Mexico, inspiring others to help shape their world by demanding respect for nature.



Duncan Jurman, a high school student from the US, was ⁷ by his passion for butterflies and his concern about their decline. He decided to lead ⁸ – he made himself a butterfly-friendly garden and raised more than five thousand butterflies. Duncan is now trying to ⁹ a commitment in local residents and gardeners to restore natural habitats to help these beautiful insects to thrive.

5 1.29 Listen to a podcast and answer the questions.

- 1 What does the speaker mean when she talks about 'turning an environmental negative into a positive'?
- 2 How does a heat pump work?
- 3 Why does the speaker think we need to know about these initiatives?

6 1.30 KEY WORDS Rewrite the sentences, replacing the underlined words with the highlighted adjectives below and the word *change* in the correct form. Listen and check.

considerable • **dramatic** • **far-reaching** • **fundamental**
irreversible • **refreshing** • **subtle** • **unexpected**

- 1 The government made some changes that people would hardly notice to its climate policy.
- 2 They've made some changes that weren't anticipated to the committee's itinerary.
- 3 Seeing so many people getting involved in this issue is a(n) change that is different and exciting.
- 4 There has been a(n) change that is large and noticeable in people's attitudes to environmental issues.
- 5 The UN has made a(n) change that will affect a lot of people in an important way to ocean conservation laws.
- 6 The community wants to make changes that are sudden and surprising to this technology.
- 7 We need to see a(n) deep and significant change in the way fuel is sourced.
- 8 In some areas of the world, there have been some changes that will be impossible to rectify.

7 SPEAK How likely is it that these predictions for the near future will come true? Predict a year for each and give reasons for your answers. What do you think some of the effects will be?

- 1 Almost fifty per cent of the world's car users will be driving electric or hybrid cars.
- 2 Low-lying regions like Florida will be under water.
- 3 There will be three times more plastic waste in our oceans than there is now.

8 SPEAK The video still shows people using a fuel reactor. Describe the video still and answer the questions.



- 1 What kind of fuel do you think the machine is producing?
- 2 What alternative sources of fuel for transport do you know of?
- 3 What disadvantages might there be to using alternative sources of fuel for transport?

FAST FINISHERS

Think about your area. Name three changes that need to be made before everyone can use electric cars. Decide who should pay for the changes. Then write a short forum post stating your opinion.



- 1 **SPEAK** What is your favourite film that is socially, politically or environmentally engaged? What do you like about it? Did it change your mind about anything?
- 2 **1.31 SPEAK** Listen to a podcast and answer the podcaster's final question.
- 3 **Study the grammar table. Then study sentences a–g from the podcast and use them to complete gaps 1–7.**
- Whenever you go to the cinema, you expect to be entertained.
 - Would the company have taken these measures but for the documentary *Blackfish*?
 - If I hadn't seen the documentary, I wouldn't even know how badly orcas are treated.
 - If only I'd known about this earlier, ...
 - Otherwise, I'd never have come here.
 - I wish they would stop abusing these beautiful creatures.
 - Would you boycott a company if you happened to know it was guilty of cruelty to animals?

Key Grammar

Advanced conditionals • Wishes and regrets

We use mixed conditionals to talk about:

- hypothetical situations in the past and their results in the present, e.g. ¹
- hypothetical situations in the present and their results in the past, e.g. *If I **were** more outspoken, I **would've been chosen** as the leader.*

To express conditional meaning, we can use a variety of structures apart from *if*, such as: *as long as*, *provided/providing*, *whenever*, *on condition (that)*, *assuming that*, *suppose/supposing*, *as if/though*, *but for*, *otherwise/or*, *in case*, *unless*, *what if*, *say*, *imagine*, *if ... should*, *if ... were to*, *if ... happen(ed) to*, e.g.: *Say/Imagine/Suppose/Supposing you were in charge. How would you handle the situation? If we **should/were to** hold the leaders to account, would you support us? She'll talk to you **on condition that/as long as** her name isn't mentioned in the article. **What if** the boss walked in here now and saw us?*

², ³, ⁴, ⁵

We use *I wish/If only* to express:

- present wishes, e.g. *If **only** I knew where he is.*
- regrets about the past, e.g. ⁶
- future wishes and annoyance, e.g. ⁷

4 Choose the correct options.

- If you *happen* / *should* to meet Susan, tell her I'm waiting for her call.
- The company wouldn't have changed its policy if Gabriela Cowperthwaite *hadn't made* / *didn't make* the film *Blackfish*.
- It shows that as long as we put pressure on companies, they *sometimes change* / *would sometimes change* how they do business.
- I wish I *wouldn't* / *didn't* have to work tomorrow.
- Suppose* / *In case* I download the film. Will we watch it this weekend?
- If you *would have* / *had* seen how these animals live, you would understand the public outrage.

5 **Complete the second sentence so that it means the same as the first one. Use conditional structures or *I wish/If only*.**

- Mo told me about the meeting. That's how I know about it.
If Mo .
- My mum was given free tickets, so she took my sister to the killer whale show.
My mum .
- What would you do if you saw a bear in our garden?
Imagine . What would you do?
- The company lost a lot of money, so they need to improve their products.
If the company .
- The singer decided to cancel her performance at SeaWorld because she is an animal lover.
If the singer .
- Unless something changes, I'll come to London on the 21st.
Provided .
- Please stop making jokes about climate change.
I wish .
- I didn't see the performance and it was a great shame.
If only .

6 **SPEAK** **Finish the sentences with your own ideas. Then compare your answers in pairs.**

- If I happened to meet my favourite celebrity, ...
- If only animals ...
- I will stay at home tonight on condition that ...

FAST FINISHERS

Answer the questions.

- Imagine you could travel anywhere in the world for free. Where would you go? What would you do there?
- Supposing you found one hundred zlotys on the ground, what would you do?

#BRAINTEASER

Suppose you were to write all of the numbers from 300 to 400 on a piece of paper, how many times would the number 3 appear?



Negotiating • Reaching an agreement



- 4 1.33 Read the **WATCH OUT** box. Then listen and repeat the words.

WATCH OUT**Diphthongs**

A diphthong is a combination of two vowel sounds said one after the other. There are eight diphthongs in British English:

- /aɪ/ as in *compromise* • /aʊ/ as in *outline*
- /eə/ as in *prepare* • /ɪə/ as in *volunteer*
- /eɪ/ as in *survey* • /əʊ/ as in *over*
- /ɔɪ/ as in *voice* • /ʊə/ as in *tour*

Each diphthong has common spellings or combinations of letters, for example, the diphthong /eə/ can be spelled *-ere*, *-air* and *-are*.

- 1 **SPEAK** Answer the questions.

- How is modern technology used by students at your school or college in order to help them study?
- How do you think technology in the classroom has changed education since your parents were at school?

- 2 1.32 Listen to a dialogue. What is the project team's problem? What do they agree on?

- 3 1.32 Listen again and complete the Key Phrases box.

Key Phrases**Negotiating • Reaching an agreement****Establishing what you want or need**

I need to run something past you.

This is a bit ¹ , but ...

Would/Might you be ² to ...?

How about if we/you ³ to ...?

Is there any ⁴ 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 ⁵ .

Is there any room for compromise?

Can we meet halfway on this?

⁶ 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 ⁷ 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 ⁸ !

- 5 1.34 **SPEAK** Complete the dialogue with one word in each gap. Use the Key Phrases. Listen and check. Then choose another object and act out the dialogue.

Ian: Hey, I see you're advertising your laptop. It's a bit out of my price ¹ , so would you be ² to accept a lower offer? Like one hundred euros?

Leo: I'd ³ to say yes, but it's practically new – and I need the money for some new software.

Ian: How about if I ⁴ to offer 120 – would you consider that?

Leo: Well, it's up for 200, so it ⁵ to be a no, I'm afraid.

Ian: Can we meet ⁶ on this – say, 150? How does that sound?

Leo: Well, as it's you – yes, I can ⁷ with that!

Ian: Great – it's a ⁸ !

- 6 **SPEAK** Read the instructions and do the speaking task. Student A, look below. Student B, look at page 160. Then change roles and do the task again.

Razem z z kolegą/koleżanką z Irlandii (uczeń B) organizujecie akcję polegającą na przekazywaniu w Polsce i za granicą używanych urządzeń elektronicznych szkołom, które ich potrzebują. Rozmawiacie o szczegółach akcji. W rozmowie z uczniem B omów następujące cztery kwestie:

rodzaje urządzeń, które byłyby najbardziej przydatne

najlepsze sposoby na rozreklamowanie w lokalnej społeczności zbiórki używanych urządzeń

podział zadań w projekcie

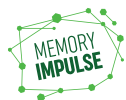
czas trwania akcji

FAST FINISHERS

Write an online advertisement asking for donations of used electronic devices to send to schools in need.

3.4 Reading

An article about urban animals



1 **SPEAK** Answer the questions.

- 1 Add as many animals as you can to the categories below.

Wild: _____

Urban: _____

Both wild and urban: _____

- 2 Do you think there is enough protection for wildlife today? Why/Why not?
- 3 If people wanted to attract more wildlife to their gardens, what could they do?

2 **1.35 SPEAK** Listen and answer the questions.

- 1 How similar are your ideas for attracting wildlife to the speaker's?
- 2 Respond to the speaker's final questions.

3 Look at the title of the text and the photos on page 43. What do you think the text is about? In your opinion, what will the future bring for wildlife living near humans?

4 Read the text quickly. Were your predictions in exercise 3 correct?

5 **1.36** Read the text again. Are the statements true (T) or false (F)? Explain your answers in your own words based on evidence in the text.

- 1 City dwellers are seldom surprised to see foxes where they live.
- 2 Many urban-living animals are easy to spot and can often be dangerous.
- 3 Some scientists think that urban life is having a negative effect on animals' abilities.
- 4 People have caused a Sri Lankan mammal to become an endangered species.
- 5 The text provides examples of behavioural changes but not physical developments in city-living animals.
- 6 The author predicts that studying city animals will reveal less about evolution than previous animal research.

6 **SPEAK** Answer the questions.

- 1 According to the text, why do animals choose to live in cities?
- 2 How do biologists know that cities develop some animals' intelligence?
- 3 What are some of the skills that animals have developed in cities?
- 4 What warning does the author give at the end of the text and why?

7 **SPEAK** Complete the summary with up to three words in each gap.

As a result of habitat ¹ _____, many wild animals are now making their homes in cities. Residents have become ² _____ more unusual visitors to their gardens over time. This move to urban living has necessitated changes in ³ _____ and sometimes their anatomy in order for them to survive. Studies have shown a(n) ⁴ _____ brain size and new and clever behavioural patterns in both birds and mammals, as the animals take every opportunity to lead successful lives in our towns and cities. In the future, we are ⁵ _____ more animals making this lifestyle change and also ever more amazing evolutionary developments.

8 **KEY WORDS** Match the highlighted words and phrases from the text on page 43 to definitions 1–10 below.

- | | |
|-------------------------------------|-----------------------------------|
| 1 predicted | 6 attract |
| 2 be worried or concerned | 7 understood, learned, discovered |
| 3 hadn't observed carefully | 8 present no threat |
| 4 the process of gaining new skills | 9 sit carefully |
| 5 allow room or space for | 10 being tempted by |

9 **FAST FINISHERS** Complete the sentences with the correct forms of some of the words and phrases from exercise 8.

- 1 Fifty years ago, no one could have _____ how far cities would expand.
- 2 Whenever we face something very challenging, we have to accept that it's all part of a learning _____.
- 3 Many old houses were demolished to make _____ for the new skyscraper.
- 4 I still haven't _____ out how to access the new environmental protection website.
- 5 The fox realised that we _____ no threat and calmly approached the back door.
- 6 A photographer took a great shot of an unusual bird _____ on the branch of an oak tree.

10 **SPEAK** Answer the questions.

- 1 How far do you agree that we need to share the planet with nature rather than dominate it?
- 2 Do you think that many people today care more for animals than for their fellow humans? Why might people think this?

FAST FINISHERS

Make a dos and don'ts leaflet for residents with advice for peaceful human-wildlife coexistence in cities and towns.

- 1 *Lock or remove pet doors, especially between dusk and dawn.*



Research an unusual urban animal and its habits. Share your findings with the class.



URBAN ANIMALS:

HOW WILD ANIMALS ARE INVADING OUR CITIES



By 2050, over half of the world's population will be living in urban areas.

Residents of a Kyoto neighbourhood and the police were equally confused. Forty pairs of sandals had been stolen from doorsteps over a period of ten days. Who could possibly be stealing so many sandals? The thieves would never have been identified if local police hadn't **kept a close watch** throughout the night. It turned out to be the work of a pair of young foxes who had instinctively taken the footwear as food. Apparently, it is part of a **learning curve** that young foxes go through in discovering what is and what isn't palatable! Foxes, in previous times considered wild animals, are now such a common sight in cities around the world that if residents spot one in their neighbourhood, they scarcely react. Although, having said that, people may not **turn a hair** at seeing a fox cross the road, but they might react differently to the sight of a wild boar – as can happen in the city of Berlin!

With the expansion of cities, animals' natural habitats are being destroyed to **make way for** new housing, or ploughed up by farmers in order to sustain cities' inhabitants. Across the world, more and more animals like foxes, raccoons or even coyotes and wild boar are choosing to move into suburban neighbourhoods in order to survive, **following the lure of** food that city dwellers throw away. Most of these animals **pose no threat** to humans and slip under the radar by going through rubbish bins at night for scraps of food. Indeed, controversially, some people welcome the influx of these animals and offer or leave out food to **entice** them further, enjoying the sight of animals they may never see in the wild.

Now, biologists are beginning to study how animals are adapting to city life, both behaviourally and physically. It is believed by some that city living is actually increasing the intelligence of certain species. One such study by the University of Minnesota demonstrated that urban mice and voles have brains six percent larger than those that live in rural areas. A bigger brain in animals means superior learning skills, which allows them to thrive in the city.

An animal conservationist in Sri Lanka, Anya Ratnayaka, has been tracking and studying members of a small community of wild cats, called the fishing cat, whose survival, like that of so many other large mammals, is threatened by human activity. Ratnayaka discovered that the animals have learnt how to navigate the busy streets of Colombo to steal dragon koi from ponds and gardens, including from a pond in front of her shiny, modern office building.

Crows, who have very large brains relative to their body size, are highly excellent at solving complex problems. In the Japanese city of Sendai, these birds have **figured out** a new way to crack open the shells of walnuts. Rather than dropping them from a height, they found that if they position the walnuts carefully on the road in front of oncoming cars, the wheels crack them open for them. And another bird, the peregrine falcon, which when diving is the fastest bird in the world, now nests at the top of tower blocks. These amazing birds of prey have adapted to night hunting in the city, using artificial street lighting. Quite incredible.

Not only are some city-dwelling wild animals demonstrating greater intelligence than their country cousins, but there is evidence of anatomical changes as well. It has been observed that crested anoles, a type of lizard native to Puerto Rico, have developed more scales on their toes and larger toepads for life in the city over a period of less than forty years. These evolutionary adaptations have enabled them to run longer distances and climb up and **perch** on slippery surfaces like windows and tiles, rather than tree trunks, which are easier to grip onto.

These subtle behavioural and physical changes are happening at a faster rate than even Darwin himself could have **foreseen**. If human migration to cities continues, it is inevitable that animals will accompany us and adapt to their new surroundings. Indeed, in the future, city-living animals may well reveal as much about the evolution of certain species as the animals on the Galápagos Islands did. Wildlife is everywhere – so be careful where you leave your sandals.

WILD ANIMALS THAT LIVE IN CITIES





- 1 **SPEAK** Give examples of situations where people show the qualities from the box. Which do you value most highly? Why?

courage honesty kindness patience wisdom

- 2 **SPEAK** Answer the survey questions.

It isn't always easy to identify our personal values. Take our survey – it might give you a clue!

- What was the last issue you felt passionate about? Why?
- What qualities would you look for in a close friend?
- Think of someone that you admire. Why do you admire this person?
- If you had to leave your house because of an emergency, what object would you take with you?

- 3 **1.37 SPEAK** Read and listen to answers a–d below and match them to questions 1–4 from exercise 2. Do any of the answers reflect yours?

- a I guess it has to be my grandfather, because of his **integrity**. He has shown me that **morality** and **compassion** are really important in life. He's never **talked down to** people or given anyone **disrespect** – only **courtesy**. In fact, he's never **had a bad word to say** about anyone. I try to **live up to his standards**, but I know he's also never **judgmental** – so I'm sure he'd forgive me if I didn't turn out to be as nearly perfect as he is!
- b For me, in any relationship, the other person needs to demonstrate their **trustworthiness** and **loyalty** – the knowledge that this person will **stick up for** you and **have your back** no matter what. I also think it's important for people to have **commitment** to whatever they agree to do and not be **flaky** and **back out if the going gets tough**. Another thing – I respect people who accept that everyone is **fallible** and admit when they're wrong.
- c That's an easy one. It was just last week, and I read a news story that pointed out that there is still a huge **discrepancy** between the average pay of male and female employees. I just don't get it. Equality, **diversity** and **inclusivity** in the workplace are things I care about a lot.
- d I'd instinctively take my bag – and that's **covering a lot of bases**! I've got money in there, so you could say I'm **materialistic** and **value prosperity**! And it's got my phone – which has all my contacts – so I value my relationships – and my glasses, so that I can actually see to drive my car away from whatever the emergency was!

- 4 **KEY WORDS** Read the answers in exercise 3 again and find highlighted nouns and adjectives related to the words from the box.

commit compassionate courteous diverse
fail include integral judge loyal material
moral prosper respect trust

- 5 Complete the sentences with some of the words you found in exercise 4.

- If he takes on a job, he will always work hard and not give up. He shows _____.
- She's extremely polite and respects others. She shows _____.
- I can tell him a secret and he won't tell another soul. I value his _____.
- She criticises others and is not objective. She's _____.
- It doesn't matter if you're wrong. We are all _____.
- As a society today, we are too concerned with possessions. We're _____.

- 6 **KEY WORDS** Match the highlighted phrasal verbs and idioms from exercise 3 to definitions 1–8 below.

- things get difficult
- think and act as if you're superior
- give up, stop doing
- deal with a lot of things, points
- support somebody
- watch out for somebody
- think negatively about somebody
- match what is expected

- 7 **SPEAK** Translate into English. Do you agree with the statements? Why/Why not?

- All employers are looking for employees who _____ (*okazują zaangażowanie*) to their work and _____ (*lojalność wobec*) the company.
- In my opinion, there's nothing worse than people who _____ (*traktują z góry*) others. I try to avoid people like that.
- Your older siblings should always _____ (*stać za tobą murem*) in case you have problems with other kids.
- Young people tend to be quite _____ (*materialistyczni*) and focused on the things they have, but in later life possessions don't mean so much.
- Everyone has their own idea of _____ (*moralność*) and the important thing is to _____ (*żyć zgodnie ze swoimi standardami*).

- 8 **SPEAK** Answer the questions.

- Would you say that society in general is becoming more or less compassionate towards those in need? Why/Why not?
- If you had a child, which personal values would you want to instil in them from an early age? Why?



FAST FINISHERS

- Make a list of six family rules that you think are important.



A radio programme about helpful apps



- 1 **SPEAK** Look at the photos of social enterprises. What do you think a social enterprise is?
- 2 **1.38** Listen and check your answers to exercise 1. How do you think the businesses in the photos help people and communities? How effective do you think they are? Can you think of any examples of social enterprises in your area?
- 3 **KEY WORDS** Read the **WATCH OUT** box. Then complete the sentences with the correct forms of the highlighted phrasal verbs. Explain their meaning.

come up against • face up to • get on with
look back on • look out for • miss out on
put (sth) down to • stand up for

- 1 When she how the business has developed, she feels enormously proud.
- 2 I really admire people who the things they believe in.
- 3 Children in poverty so many things that their peers take for granted.
- 4 If you problems, you should try to see them as challenges.
- 5 I don't have time to other people! I'm barely able to take care of myself.
- 6 There's still a lot of food we need to prep for the café, but we just have to it!
- 7 It is much better to your problems rather than pretend they don't exist.
- 8 I would the success of this business the commitment of the founder.

WATCH OUT

Multi-word phrasal verbs

Some phrasal verbs are a combination of three words: a verb, a particle and a preposition, e.g. *keep in with sb*, *get away with sth*, *take sth out on sb*.

- 4 **1.39** Listen to a radio programme about two apps. What is special about the apps discussed?
- 5 **1.39** Listen to the radio programme again and choose the correct options.
 - 1 The *Feedie* app
 - A is similar to Facebook and Twitter.
 - B gives you recipes for restaurant dishes.
 - C can be used to upload photos to social media.
 - D can be used in all restaurants.
 - 2 You can use the *Feedie* app to
 - A get ideas on where to eat.
 - B meet people for a meal.
 - C send messages to other users.
 - D post reviews of restaurants.
 - 3 The *Ankommen* app
 - A is used by all immigrants in Germany.
 - B has been downloaded over 100,000 times.
 - C is only available in German.
 - D can help with an official procedure.

- 6 **Answer the questions.**

- 1 What is Anna's role on the radio programme?
- 2 How does the *Feedie* app help children?
- 3 In what ways can the *Feedie* app also benefit the user?
- 4 Why might the *Ankommen* app be useful to asylum seekers who want to fit into German society more easily?
- 5 In Anna's view, what should other countries do and why?

- 7 **SPEAK** Answer the questions.

- 1 Which of the two apps discussed would you say benefitted more people? Why?
- 2 Would you use the *Feedie* app yourself? Why/Why not?
- 3 How far do you think individuals should be responsible for helping others who are less fortunate? Why?

FAST FINISHERS

Think of an underprivileged social group in or outside Poland. Make a list of three simple things people could do every day to help this group.



Research another app that has a dual purpose: helping the user and helping others. Present it to the class.

1 **SPEAK** Is there an app or a device that you use quite often but hate it for some reason? What do you dislike about it?

2 Read the text. Are the statements true (T) or false (F)? Correct the false statements.

- In the old days, customers used to be much less in control than they are now. T / F
- Buyers should be more sceptical of the way shops do business. T / F
- About fifty percent of interviewees found out that their retailer wasn't donating leftovers to charity. T / F
- Information about reputable vendors can be effectively conveyed via social media. T / F
- Consumers could have stopped the problem of wasting food sooner if they had realised their power. T / F



Consumer power is stronger than ever before. Nowadays, ^ashould customers become sceptical about the way a shop does business, they can stop spending their money there. According to a recent survey by In Kind Direct, more than fifty percent of respondents would shop elsewhere ^bwere they to find out that a shop isn't donating leftover stock to charity. Social media is a valuable tool for spreading the word about good and bad retailers. Whenever you share your experiences, you help other people to make informed decisions. ^cHad we realised our consumer power sooner, we could have stopped the issue years ago.

3 **STUDY** Study the grammar table and complete it with examples a–c from the text in exercise 2.

Key Grammar

Inverted conditionals

In formal or literary language, we can replace typical conditional structures with inverted conditionals.

- We can use **should** + subject + infinitive instead of **if** + subject + present simple in first conditional sentences, e.g. ¹
- We can use **were** + subject + **to** + infinitive instead of **if** + subject + past simple in second conditional sentences, e.g. ²
- We can use **had** + subject + past participle instead of **if** + subject + past perfect in third conditional sentences, e.g. ³

4 **WRITE** Complete the sentences with **should**, **were** or **had**.

- they acted sooner, the wastage would have been less significant.
- you have any more questions, please contact me immediately.
- the school to ban shorts and miniskirts, most pupils would rebel.
- you not receive confirmation within two business days, please email our office.
- there been no scandal, the performers wouldn't have cancelled the shows.
- I known all about her past, I wouldn't have tried to be her friend.
- I to choose only one book to have forever, I'd go for *To Kill a Mockingbird*.

5 **READ** Read the **WATCH OUT** box and rewrite the sentences using inverted conditionals.

- We would have given you a raise if you had told us you were going to resign.
- If you don't visit the gallery, you'll miss a great collection.
- If they asked for a pay rise, their boss wouldn't agree.
- If I let you in on a secret, would you be able to keep it?
- If you need any assistance with your order, please contact customer service.
- If you didn't spend so much money on fancy food, you wouldn't have to live pay cheque to pay cheque.
- If the police hadn't been present at the demonstration, what do you think would've happened?
- If you see the manager, please tell her that I'll be late for my shift tomorrow.

WATCH OUT

Negative sentences

In inverted conditional sentences, we do not use contractions in the subordinate clause:

If they hadn't made these changes to the project, they would've been criticised. →

✓ *Had they not made these changes to the project, they would've been criticised.*

✗ *Hadn't they made these changes to the project, they would've been criticised.*

6 **WRITE** Write a sentence in the first, second and third conditional. Exchange your three sentences with a partner and rewrite each other's sentences as inverted conditionals.

FAST FINISHERS

REVIEW Review your last written English assignment by adding three inverted conditional sentences. Should you use inverted conditionals in your future assignments, you may gain a few extra points and bring up your grade.

Grammar and vocabulary practice

1 **SPEAK** Answer the questions.

- Who will have your back, no matter what?
- What do you do when the going gets tough?
- What interesting initiative has recently slipped under the radar?

2 Move around the underlined verbs to correct the mistakes in the sentences.

- During the finals, the whole team followed to the occasion and played really well.
- The teachers say they will shape a close watch on us during the prom.
- The school committee rose to extraordinary lengths to organise this event.
- He went the lure of easy money and took the dubious job offer.
- You should keep by example rather than just talking about what needs to be done.
- If you want to stand the world around you, you need to take action and make a move.
- I will no longer lead on the sidelines. It's time for me to act!

3 Complete the names of the values for definitions 1–7 below. The first letters are given.

- Always behaving according to the moral principles you believe in: i 
- A strong belief that something is right and you should support it: c 
- Polite behaviour that shows respect for people: c 
- The principles of right or wrong behaviour: m 
- A policy that deliberately involves all kinds of people: i 
- The quality of being honest and reliable: t 
- Sympathy for someone who is in a bad situation because you understand and care about them: c 

4 Complete each pair of sentences with the same word.

- a You can't back  now! Look how far we've come!

b I call them every day to make sure I don't miss  on any news.
- a We need to hold the prime minister to account  all the damage this country has suffered.

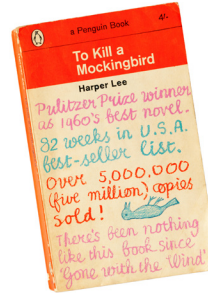
b They know it's time to make way  the younger generation and let them lead.
- a We came  against so many problems that we simply decided to quit the project.

b As your older brother, I will always stick  for you.
- a It's rude to talk  to people like that! Have some respect!

b These qualities can be put  to the way this generation has been brought up.

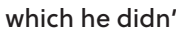
5 Complete gaps 1–8 in the book review with the correct words formed from the words in the box.

compassion incredible long move publish
stand tolerant will



To Kill a Mockingbird,
Harper Lee (1960)

1,208 ratings

The classic novel *To Kill a Mockingbird*, by Harper Lee, teaches us what being truly courageous and ¹  means. The main character, a lawyer called Atticus Finch, goes to extraordinary ²  to defend a black man, Tom Robinson, who has been accused of a crime which he didn't commit. Atticus knew that ³  if he didn't defend Tom, nobody would, and he ⁴  be found guilty. The novel was published in 1960, at the height of the civil rights ⁵  in the USA, and it was ⁶  popular. ⁷ If Harper Lee hadn't written the story from the perspective of a child, maybe it wouldn't have made such a big impact. And perhaps ⁸  if it hadn't been ⁹  at that time, it wouldn't have become such an instant classic. The novel shows that ¹⁰  if nobody ¹¹  up for people who are discriminated against, there will be no justice. ¹² The world would be a more heartless place if it weren't for people like Atticus Finch. I promise that ¹³  if you read this novel, you'll understand the meaning of ¹⁴ .

6 Rewrite sentences a–f from exercise 5 using the beginnings below.

- Were .
- Supposing .
- Had .
- Unless .
- Were .
- Should .

7 **SPEAK** Look back at the values in exercise 3. Choose one and think of a person you know who represents it. Talk about this person for two minutes. In your speech, use:

- three conditional sentences,
- two names of values,
- four phrasal verbs.

 FAST FINISHERS

 Write a review for a book that impacted you greatly. Use as much vocabulary and grammar from this unit as you can.

A letter to the editor with a proposal

1 SPEAK What would you change about your town or city were you to become the mayor?

2 Read the letter and answer the questions.

- 1 What is the sender's reason for writing to the editor?
- 2 What three issues from the recently published article does the sender refer to?
- 3 Which of the author's proposals do you consider the most important?

Dear Sir/Madam,

I am writing with reference to the article published in the latest issue of your newspaper concerning the development of infrastructure in our city. Its author marvels at the **rising living standards** and access to services, calling our city a **modern metropolis**. However, I would be cautious glorifying the place we live in. From where I stand, there is an enormous amount of room for improvement.

First of all, contrary to what was stated in the article, most neighbourhoods are designed either for small children, with playgrounds on almost every corner, or for adults who can afford to pay for entertainment. There is an almost complete lack of facilities and activities for teenagers. Also, I cannot agree with the opinion that the citizens can get around the city freely because there are numerous **congested areas**, and the **overwhelming influx of people** and cars makes the city almost impenetrable for pedestrians or cyclists like myself. Finally, the city offers hardly any sports or recreational areas.

I strongly believe that instead of misleading your readers, you should engage in a campaign against what I see as **urban decay**. Were I in charge, I would focus on creating affordable places for teenagers to socialise. Banning cars from the city centre and building bicycle lanes would be another proposal I might put forward. Last but not least, it would help us enormously if the council created an advisory board comprised of young people which could regularly report on the needs of the local youth.

These are just a few of my thoughts on the condition of our city and ideas how to truly improve life for our community. Should you be interested in hearing more proposals, please do not hesitate to contact me.

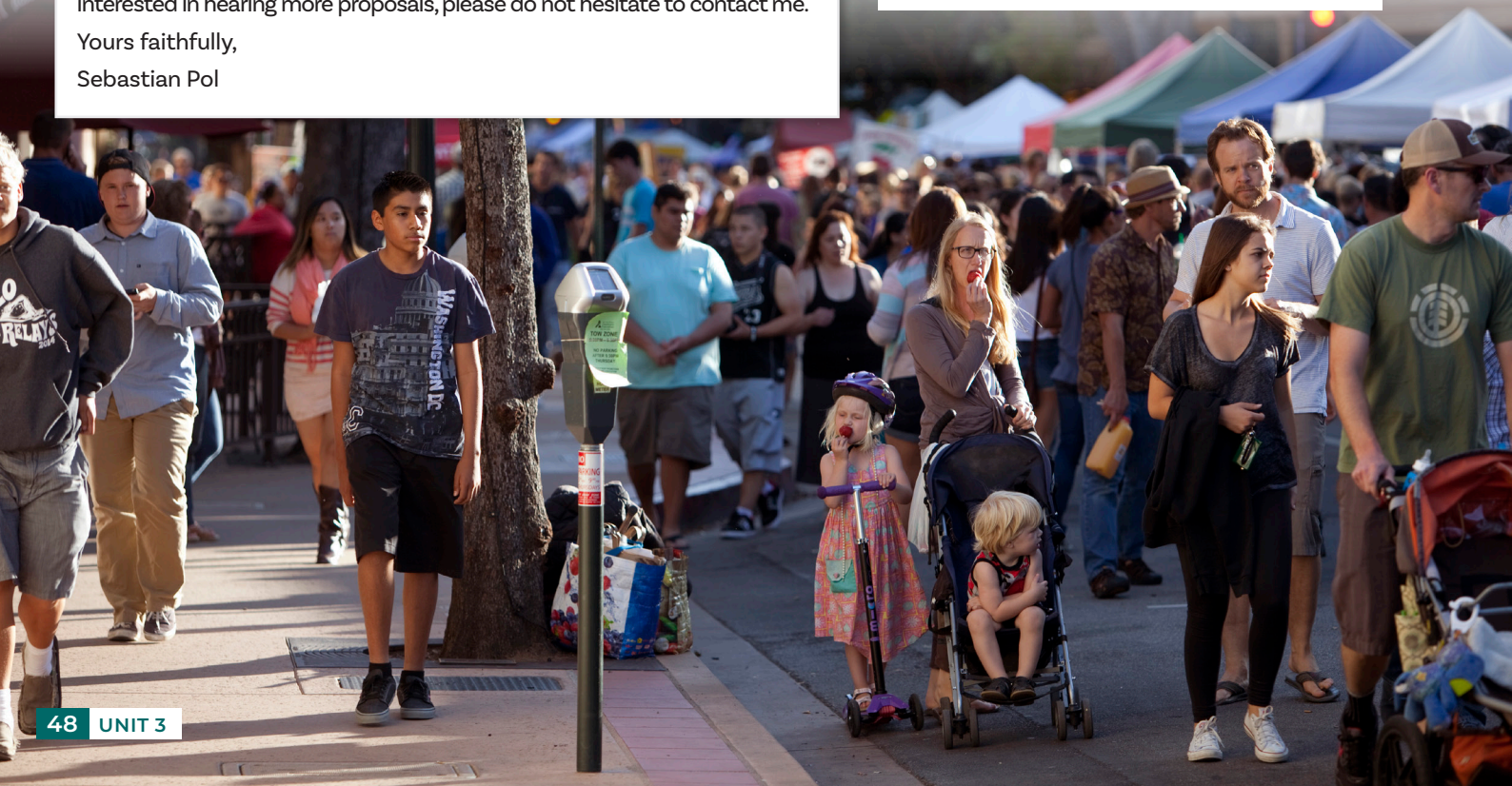
Yours faithfully,
Sebastian Pol

3 Read the letter in exercise 2 again and decide which component parts a–g it contains.

- a Sharing views on a current issue
- b Referring to another publication
- c Engaging in public debate
- d Commenting on the role of the government
- e Addressing other readers' points of view
- f Expecting action to be taken
- g Expressing an appeal

4  Study the Key Phrases box and complete the sentences. There may be more than one correct answer.

- 1 From , our city is currently failing to furnish adequate facilities for young people.
- 2  the council to provide opportunities and entertainment for school-leavers, more young people would decide to stay.
- 3 I am writing with  the editorial from last week's issue of your magazine.
- 4 Installing high-speed Internet access is  to encourage young people to spend time socialising in the city.
- 5 It  enormously were there more recreation areas in the centre.
- 6 In my , the council needs a committee that would consult with youth groups and clubs to evaluate their needs.



Key Phrases

A letter to the editor with a proposal

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.

- 5 KEY WORDS**  Match 1–7 with a–g to make phrases. Use a dictionary to help you. Then choose 3–4 phrases and use them to write sentences about where you live.

- | | |
|----------------|--------------------|
| 1 congested | a areas |
| 2 health | b decay |
| 3 hectic | c implications |
| 4 modern | d influx of people |
| 5 overwhelming | e metropolis |
| 6 sprawling | f pace of life |
| 7 urban | g urban zones |

- 6**  For each issue 1–4 below, write one sentence expressing your opinion and one suggesting a proposal. Use the Key Phrases.

- 1 The health implications of smog
- 2 People not paying taxes where they live
- 3 Commuting from rural areas
- 4 Traffic congestion and road rage

- 7**   Do the writing task. Follow the steps in the Writing Planner.

Przeczytałeś/Przeczytałaś niedawno artykuł o tym, że korki uliczne w centrach miast to wina kierowców, którzy nie lubią korzystać z transportu publicznego. Jedynie częściowo zgadzasz się z tą oceną. Napisz do redakcji gazety list na 200–250 słów, w którym wyrazisz swoją opinię na temat przyczyn tworzenia się zatorów drogowych oraz zaproponujesz rozwiązania, które mogą poprawić sytuację.

WRITING PLANNER

THINK

Make a list of reasons why commuters might be reluctant to leave their cars at home (e.g. it's a habit, public transport is inconvenient and unreliable, delays, overcrowding, etc.). Think about possible incentives to use public transportation (e.g. modernising the fleet, improving service frequency, building 'park and ride' facilities, introducing congestion charges or banning cars from city centres, giving car owners free season tickets, etc.).

PREPARE

Organise your notes into four paragraphs:

- 1 address the editor and state the purpose of your letter,
- 2 express your opinion on the topic in question,
- 3 list your proposals/suggestions,
- 4 express your expectations, invite them to contact you.

WRITE

Write your letter. Use your notes and the Key Phrases. Remember to use formal language and the correct phrases to begin and end your letter.

CHECK

Read your letter and answer the questions:

- Have you organised your letter into four paragraphs?
- Have you included and developed both parts of the instruction?
- Have you kept the letter formal?
- Is your text within the word limit (200–250 words)?

FAST FINISHERS

-  Write the original newspaper article that Sebastian is replying to in his letter in exercise 2. Try to reconstruct it as accurately as possible based on Sebastian's argument.



Several European cities have decided to make public transport free for everyone. Choose one city and research the rationale and the outcomes of this decision. Share your findings with the class.



VOCABULARY

- 1** Complete the words in the sentences. Some letters are given.
- The students showed i _ _ t _ _ t _ _ v _ _ and suggested their own ways of dealing with the problem.
 - We need a campaign to fuel the m _ _ _ n _ _ u _ _ of interest in human rights movements.
 - If we were e _ _ p _ _ w _ _ _ _ d to make decisions on our own, the project would progress much faster.
 - I was surprised at the results of the survey, but most of the school community did not turn a _ _ _ _ r.
 - He said no at first, but they e _ _ t _ _ c _ _ d him with a good salary.
 - It's really difficult to live up to your s _ _ _ _ _ _ _ _ r _ _ s – your expectations are far too high!
 - The 1990s was the time of the greatest p _ _ _ s _ _ _ r _ _ _ y for our company, and we all became exceptionally well-off.
- 2** Complete the text with the correct prepositions.

Adapting to climate change

'Survival of the fittest' is the idea that species need to seek ways to keep ¹ _ _ _ _ _ with the changing environment so that they can live and reproduce successfully. In order to do that, animals are bound ² _ _ _ _ _ overcome difficulties and adapt to their changing surroundings. Although this has always been the case, we are now observing more species having to transform, as global climate change means they come up ³ _ _ _ _ _ different temperatures and weather conditions. Take, for example, tawny owls: they can be either light grey or brown. They use these colours to fit in with their surroundings – the light grey ones live in areas with lots of snow. It has recently been noticed that the population of the grey owl has diminished, as if making way ⁴ _ _ _ _ _ the brown tawny species. This major change can be put ⁵ _ _ _ _ _ to rising temperatures and reduced snowfall in Finland – the light grey colour no longer gives the owls an advantage.



GRAMMAR

- 3** Rewrite the sentences using the words in brackets.
- The fox stole my sandals because I'd left them outside. (wouldn't)
 - The survival of many animals will be in danger unless they adapt to changes. (if)
 - This app isn't very helpful because it doesn't have a map feature. (would)
 - What will you do if she asks you for money? (Supposing)
 - Things would have ended differently if they had arrived on time. (Had)
 - If we stopped using fossil fuels, the planet would start to recover. (Were)
- 4** Complete the sentences with the correct forms of the verbs in brackets. There may be more than one correct answer.
- If she _ _ _ _ _ (not see) the film *What the Health* last year, she wouldn't be vegan now.
 - You'll benefit if you _ _ _ _ _ (go) to study abroad.
 - I wouldn't have read this book if it _ _ _ _ _ (not be) on the obligatory reading list.
 - Were you _ _ _ _ _ (know), would you feel better?
 - Should they _ _ _ _ _ (ban) cars in cities, it will be much better for the environment.
 - If they _ _ _ _ _ (visit) Mexico City, they would understand what traffic problems really are.
 - Look at this traffic! I wish I _ _ _ _ _ (leave) my car at home this morning.

USE OF ENGLISH

1 2 3 4 5 6 7 8

- 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.
- We were lucky – that mistake _ _ _ _ _ (could / be) a terrible setback for our business.
 - Pedro was happy because he _ _ _ _ _ (make) great improvements with his English.
 - I _ _ _ _ _ (look) forward to watching the documentary long before it was made available online.
 - If you _ _ _ _ _ (influence) by your friends, you'd never have vandalised that bus stop.
 - Had Nick _ _ _ _ _ (not / see / documentary), he wouldn't know so much about the fur industry.
 - You _ _ _ _ _ (forbid / unplug) the computer if it isn't switched off.
 - When I arrived, he _ _ _ _ _ (not / even / start) writing his essay.
 - Melanie _ _ _ _ _ (mean / finish) that science project yesterday.

READING

- 6   Read the article and match sentences A–E to gaps 1–4 in the text. There is one extra sentence.



- A When we search for the answer to a question on the Internet, for example, we tend to choose links that provide us with evidence that confirms what we believe, even ignoring evidence that does not.
- B The researchers found that people took longer to decide if the statement was correct if the opinion given contradicted their own opinion.
- C People seem more inflexible than ever in their opinions, and persuading them to change their mind often seems impossible.
- D On one occasion, I went to extraordinary lengths to convince my classmates to change their mind about something, but I failed because I did not know which techniques to use.
- E They list effective techniques like gaining the trust of the person you are debating with, speaking very quickly, and understanding what is important to someone so you can estimate what they might object to.

WHY YOU CAN'T ALWAYS CONVINCE EVERYONE

If you have ever been in a debate with someone on social media, you will know how difficult it is to convince someone to change their mind. Even if we use the rigorous methods of scientists or lawyers – building a strong case piece by piece and using evidence, providing scientific data, facts and statistics – it still usually does not work. ¹ 

Why is that?

Firstly, the reason is not what you are probably thinking – other people are not stupid! It is completely natural. Everyone, even you, has a tendency to give greater value to evidence and facts that confirm what they believe, while at the same time rejecting evidence and facts that contradict their beliefs. This tendency is called 'confirmation bias'. ²  On social media, we tend to follow people like us, and even block people whose opinions oppose ours. As a result, our opinions become even more fixed, and it gets harder to change our mind.

A study by the Hebrew University of Jerusalem tested people on their ability to decide if different statements were grammatically correct or not. The statements included simple affirmations like 'I believe the Internet makes people more sociable.' ³  It would seem that an opinion that we don't agree with interferes with simple language processing.

So is it possible to change people's minds? Of course it is. Even a quick search on the Internet provides plenty of links to articles with attractive headlines along the lines of 'X Brilliant Ways to Change People's Minds According to Science'. ⁴ 

Clearly, some of these techniques must work; otherwise, humans might still be using stone tools and living in caves. Even the most strongly rooted behaviour can be changed. Just think of how the vast majority of people have stopped using disposable plastic bags and now agree we have to reduce the use of plastic.

SPEAKING

- 7  Read the instructions and do the task. Then change roles and do the task again.

Uczeń A

Podczas wymiany młodzieżowej dostałeś/dostałaś zadanie zorganizowania panelu dyskusyjnego na temat zaangażowania młodzieży w walkę ze zmianami klimatycznymi. W rozmowie z kolegą/koleżanką z Irlandii, z którym / z którą przygotowujesz panel (uczeń B), porusz następujące kwestie:

stosunek młodych ludzi do zmian klimatycznych

goście panelu

pytania do ekspertów

promocja panelu wśród lokalnej młodzieży

Uczeń B

Wraz z kolegą/koleżanką (uczeń A) organizujesz panel dyskusyjny na temat zaangażowania młodzieży w walkę ze zmianami klimatycznymi. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej następujące punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A i zaproponuj kompromis,
- odrzuć propozycję ucznia A co do sposobu ustalania listy pytań do ekspertów,
- zaproponuj sposób rozreklamowania panelu.

WRITING

- 8   Read the instructions and do the task.

Przeczytałeś/Przeczytałaś niedawno w czasopiśmie artykuł o tym, że młodzież rzadko podejmuje inicjatywę w kwestiach ważnych dla lokalnej społeczności. Napisz list do redaktora czasopisma, w którym wyrazisz swoją opinię na temat przyczyn tego zjawiska, i zaproponujesz, jak można zachęcić młodych ludzi do aktywnego udziału w lokalnych inicjatywach.

3.2 Advanced conditionals • Wishes and regrets

0, 1, 2, 3 AND MIXED CONDITIONALS

Zdania w zerowym okresie warunkowym opisują ogólne prawdy o życiu i świecie oraz sytuacje, które mają zwykle te same, określone następstwa, np. *If you **become** a blood donor, you **can** use public transport for free.*

Zdania w pierwszym okresie warunkowym opisują konkretne sytuacje z teraźniejszości lub przyszłości oraz ich możliwe przyszłe następstwa, np. *The local population of barnacle geese **will diminish** if the authorities **follow through** with this project.*

Zdania w drugim okresie warunkowym opisują hipotetyczne sytuacje z teraźniejszości lub przyszłości i ich potencjalne przyszłe następstwa, np. *If more people **got** involved rather than standing on the sidelines, we **wouldn't need** the government to intervene.*

Zdania w trzecim okresie warunkowym opisują hipotetyczne sytuacje z przeszłości, które nie miały miejsca, i ich niedoszące przeszłe następstwa, np. *We **would have sounded** the alarm if we **had realised** how serious the situation was.*

Tzw. zdania warunkowe mieszane opisują:

- to, co działałoby się w teraźniejszości lub w przyszłości, gdyby w przeszłości został spełniony określony warunek, np. *I **would** willingly **volunteer** at the local RSPCA shop if it **hadn't** closed down.*
- to, co mogło się zdarzyć w przeszłości, gdyby w teraźniejszości był spełniony określony warunek, np. *He **would have called** you if he **had** your new number.*

W zdaniach warunkowych zamiast *if* można użyć również następujących struktur:

- *as/so long as* (o ile), np. *Your submission will be accepted **as/so long as** it meets all the formal requirements.*
- *provided that / providing* (pod warunkiem, że), np. *You will be invited to the opening ceremony **provided that** we have enough spare tickets.*
- *whenever* (ilekroć), np. ***Whenever** I call the helpline, the line is engaged.*
- *on condition that* (pod warunkiem, że), np. *He agreed to lend me his laptop **on condition that** I gave it back to him by the end of the day.*

- *say/imagine/assuming that/given that/suppose/supposing (that)* (zakładając, że), np. ***Supposing that** she hadn't cheated during the exam. Would she have passed?*
- *but for + noun phrase* (gdyby nie), np. *We wouldn't have been able to save the local library **but for** the volunteers' dedication and constant support.*
- *otherwise/or* (w przeciwnym razie), np. *Let's fill up after work today, **otherwise** we'll have to do it first thing tomorrow.*
- *in case* (na wypadek, gdyby), np. *They set off five hours before departure **in case** there were a queue at the check-in desk.*
- *unless* (jeśli nie; chyba że), np. *I won't remember to cancel the doctor's appointment **unless** I set a reminder.*
- *what if* (co, jeśli), np. ***What if** our flight is cancelled because of the fog?*
- *if ... should/were to/happen(ed) to* (jeśli akurat), np. ***If** you **happen to** see Mark, please tell him to call me back ASAP.*

WISHES AND REGRETS

Konstrukcje *I wish* i *If only* stosujemy, aby:

- wyrazić żal z powodu sytuacji, w której znajdujemy się obecnie (z past simple), np. ***If only** sustainable products weren't so expensive!*
- wyrazić ubolewanie dotyczące zdarzeń z przeszłości (z past perfect), np. ***I wish** I'd realised that the 'eco-friendly' fridge was a rip-off!*
- poskarżyć się na sytuację, w której się znajdujemy, wyrażając tym samym życzenie, żeby się ona zmieniła (z *would* + bezokolicznik), np. ***I wish** you'd stop lying about what happened at the protest march!*

UWAGA!

W podobnym znaczeniu możemy zastosować również następujące konstrukcje:

- *It's (high) time + past simple*, np. ***It's high time** the government made it illegal for job postings not to include salary information.*
- *would rather + rzeczownik/zaimek + past simple*, np. ***I would rather** we didn't tell Mum just yet.*

3.7 Inverted conditionals

W stylu formalnym w zdaniach warunkowych często występuje inwersja:

- w pierwszym okresie warunkowym: *if + present simple* → *should + podmiot + bezokolicznik*, np. *The police will take action immediately **should** the attacker **be** identified.*
- w drugim okresie warunkowym: *if + past simple* → *were + podmiot + bezokolicznik* z *to*, np. *Were Greta Thunberg **to deliver** the opening speech, we would need a bigger venue.*
- w trzecim okresie warunkowym: *if + past perfect* → *had + podmiot + past participle*, np. *I would have taken the train **had** I **realised** the environmental impact of my private jet on short-haul flights.*

UWAGA!

Zwróć uwagę na inwersję w zdaniach z *If ... were*: *Families would reduce their meat consumption **if** vegetarian and vegan options **were** more affordable.* → *Families would reduce their meat consumption **were** vegetarian and vegan options more affordable.*

UWAGA!

W zdaniach przeczących używamy *had* + podmiot + *not*, a nie *hadn't*, np. ***Had** the NHS **not set up** the 111 phone service, the number of 999 calls would have continued to rise.*

UWAGA!

Inwersję można zastosować również w tzw. zdaniach warunkowych mieszanych. Należy wówczas w części zdania opisującej warunek zastosować te same reguły, co w drugim lub trzecim okresie warunkowym, np. ***Had** the protest march **been** advertised on social media, more young people would be here.*

- KEY WORDS

VOCABULARY 1

considerable change	/kən.sɪdərəbəl 'tʃeɪndʒ/	znacząca zmiana
domestic abuse	/də.mestɪk ə'bjuːs/	przemoc domowa
dramatic change	/drə.mætɪk 'tʃeɪndʒ/	radikalna zmiana
empower	/ɪm'paʊə/	podbudowywać, wzmacniać
far-reaching change	/fɑː.rɪːtʃɪŋ 'tʃeɪndʒ/	daleko idąca zmiana
fuel the momentum	/fjuːəl ðə məʊ'mentəm/	podsycać pęd
fundamental change	/fʌndə'mentəl 'tʃeɪndʒ/	fundamentalna zmiana
go to extraordinary lengths	/gəʊ tə ɪk'strɔː.dənəri 'leŋθs/	zadać sobie wiele trudu
heighten awareness	/haɪtən ə'weənəs/	podnosić świadomość
hold sb to account for sth	/həʊld ,sʌmbədi tə ə'kaʊnt fə ,sʌmθɪŋ/	rozliczyć kogoś z czegoś
initiative	/ɪ'nɪʃətɪv/	inicjatywa
instil a commitment	/ɪn'stɪl ə kə'mɪtmənt/	wpajać zaangażowanie
irreversible change	/ɪrɪ'vesəbəl 'tʃeɪndʒ/	nieodwracalna zmiana
just	/dʒʌst/	sprawiedliwy
lead by example	/liːd baɪ ɪɡ'zɑːmpəl/	dać dobry przykład, świecić przykładem
of one's own making	/əv ,wʌnz ,əʊn 'meɪkɪŋ/	z własnej winy, na własne życzenie
outspoken	/əʊt'spəʊkən/	szczery do bólu
play one's part	/pleɪ ,wʌnz 'pɑːt/	odegrać swoją rolę
rectify	/ˈrektɪfaɪ/	prostować, naprawiać
refreshing change	/rɪˈfreʃɪŋ 'tʃeɪndʒ/	odświeżająca zmiana
renewal	/rɪˈnjuːəl/	rewitalizacja
rise to the occasion	/raɪz tə ðə ə'keɪʒən/	stanąć na wysokości zadania
shape the world	/ʃeɪp ðə 'wɜːld/	kształtować świat
slip under the radar	/slɪp ,ʌndə ðə 'reɪdɑː/	pozostać niezauważonym
sparked by a passion	/spɑːkt baɪ ə 'pæʃən/	napędzany pasją
stand on the sidelines	/stænd ɒn ðə 'saɪdlaɪnz/	stać z boku
subtle change	/sʌtl̩ 'tʃeɪndʒ/	subtelna zmiana
thrive	/θraɪv/	świetnie prosperować
unexpected change	/ʌnɪk'spektɪd 'tʃeɪndʒ/	nieoczekiwana zmiana
uninhabitable	/ʌnɪn'hæbɪtəbəl/	nie nadający się do zamieszkania
worthwhile	/wɜːθ'waɪl/	wartościowy, wart zachodu

GRAMMAR 1

captive	/ˈkæptɪv/	w niewoli
orca/killer whale	/ˈɔːkə/'kɪlə weɪl/	orka
revenue	/ˈrevənjuː/	dochód

READING

bird of prey	/bɜːd əv 'preɪ/	ptak drapieżny
city dweller	/sɪti 'dwelə/	mieszkaniec miasta
crack open	/kræk 'əʊpən/	rozłupać
dusk	/dʌsk/	zmierzch
entice	/ɪn'taɪs/	wabić
figure out	/fɪɡə 'aʊt/	wymyślić
follow the lure of sth	/fɒləʊ ðə 'ljʊə əv ,sʌmθɪŋ/	dać się czymś zwabić
foresee	/fɔː'siː/	przewidywać
grip	/ɡrɪp/	chwycić
keep a close watch	/kiːp ə 'klaʊs 'wɒtʃ/	czuwać
learning curve	/ˈlɜːnɪŋ kɜːv/	proces uczenia się
make way for	/meɪk 'weɪ fə/	zrobić miejsce dla
nest	/nest/	wić gniazdo, gnieździć się
palatable	/ˈpælətəbəl/	smaczny
perch	/pɜːtʃ/	przysiąść
peregrine falcon	/ˌperəɡrɪn 'fɔːlkən/	sokół wędrowny
plough up	/ˌpləʊ 'ʌp/	zaorać
pose no threat	/pəʊz nəʊ 'θret/	nie stanowić zagrożenia
raccoon	/rə'kuːn/	szop
scales	/skeɪlz/	łuski (na ciele zwierzęcia)
scraps of food	/ˌskræps əv 'fuːd/	resztki jedzenia
turn a hair	/tɜːn ə 'heə/	przejąć się

VOCABULARY 2

back out	/bæk 'aʊt/	wycofać się
commitment	/kə'mɪtmənt/	zaangażowanie
compassion	/kəm'pæʃən/	współczucie
compassionate	/kəm'pæʃənət/	współczujący
courteous	/ˈkɜːtiəs/	uprzejmy

courtesy	/ˈkɜːtəsi/	serdeczność
cover a lot of bases	/ˌkʌvər ə lɒt əv 'beɪsɪz/	być gotowym na wiele ewentualności
discrepancy	/dɪs'krepənsɪ/	rozbieżność
disrespect	/ˌdɪsɪ'spekt/	brak szacunku
diversity	/daɪ'vɜːsəti/	różnorodność
fallible	/ˈfæləbəl/	omylny
flaky	/ˈfleɪki/	niesłowny
have a bad word to say about sb	/hæv ə ,bəd ,wɜːd tə 'seɪ ə ,bɒt ,sʌmbədi/	powiedzieć złe słowo o kimś
have sb's back	/hæv ,sʌmbədi'z 'bæk/	stać murem za kimś
inclusivity	/ˌɪnklʊː'sɪvəti/	dostępność, otwartość
integrity	/ɪn'tegreɪti/	prawość, uczciwość
judgmental	/ˌdʒʌdʒ'mentəl/	łatwo oceniający, krytykujący
live up to sb's standards	/lɪv ,ʌp tə ,sʌmbədi'z 'stændədz/	żyć zgodnie z czyimiś standardami
loyalty	/ˈlɔɪlti/	lojalność
materialistic	/mə'tɪəriə'listɪk/	materialistyczny
morality	/mə'ræləti/	moralność
not tell another soul	/nɒt ,tel ə ,nʌðə 'səʊl/	nie powiedzieć nikomu ani słowa
personal values	/ˌpɜːsənəl 'væljuːz/	osobista hierarchia wartości
prosperity	/prɒ'sperəti/	dobrobyt
stick up for	/stɪk 'ʌp fə/	popierać
talk down to sb	/tɔːk 'daʊn tə ,sʌmbədi/	traktować kogoś z góry
the going gets tough	/ðə ,ɡəʊɪŋ ,ɡets 'tʌf/	zaczynają się problemy
trustworthiness	/ˈtrʌst,wɜːðɪnəs/	wiarygodność
value	/ˈvæljuː/	cenić sobie

LISTENING

come up against	/kʌm 'ʌp ə ,ɡenst/	napotykać
face up to	/feɪs 'ʌp tə/	stawić czoła
get away with	/get ə'weɪ wɪð/	uniknąć kary za
get on with	/get 'ɒn wɪð/	kontynuować
keep in with	/kiːp 'ɪn wɪð/	pozostawać w dobrych stosunkach z
look back on	/lʊk 'bæk ɒn/	wspominać
look out for sb	/lʊk 'aʊt fə ,sʌmbədi/	dbać o kogoś
miss out on	/mɪs 'aʊt ɒn/	przegapić coś
put sth down to sth	/pʊt ,sʌmθɪŋ 'daʊn tə ,sʌmθɪŋ/	przypisywać coś czemuś
stand up for	/stænd 'ʌp fə/	stawać w obronie
take sth out on sb	/teɪk ,sʌmθɪŋ 'aʊt ɒn ,sʌmbədi/	wyładować coś na kimś (np. złość)

GRAMMAR 2

informed decision	/ɪnˌfɔːmd dɪ'sɪʒən/	świadoma decyzja
leftover	/ˈleft.əʊvə/	pozostały
rebel	/rɪ'bel/	buntować się
reputable	/ˈrepjʊtəbəl/	szanowany, renomowany
retailer	/ˈriːteɪlə/	sprzedawca detaliczny
stock	/stɒk/	towar, asortyment
wastage	/ˈweɪstɪdʒ/	marnotrawstwo, strata

WRITING

advisory board	/əd'vaɪzəri bɔːd/	komitet doradczy
affirmation	/æfə'meɪʃən/	oświadczenie, stwierdzenie
congested areas	/kɒŋ'dʒestɪd 'eəriəz/	zatłoczone obszary
furnish	/ˈfɜːnɪʃ/	dostarczyć, zaopatrzyć
health implications	/ˈhelθ ,ɪmpliˌkeɪʃnz/	implikacje zdrowotne
hectic pace of life	/ˌhektɪk ,peɪs əv 'laɪf/	szybkie tempo życia
incentive	/ɪn'sentɪv/	bodziec, motywacja
modern metropolis	/ˌmɒdən mə'trɒpəlɪs/	nowoczesna metropolia
overwhelming influx of people	/əʊvə,welmɪŋ ,ɪnflʌks əv 'piːpəl/	masowy napływ ludności
rising living standards	/ˌraɪzɪŋ 'lɪvɪŋ ,stændədz/	rosnący standard życia
road rage	/ˈrəʊd reɪdʒ/	agresja na drodze
sprawling urban zones	/ˌsprɔːlɪŋ 'zɔːbən zəʊnz/	rozrastająca się tkanka miejska
urban decay	/ˌzɔːbən dɪ'keɪ/	degradacja miast

REVISION

brown/tawny owl	/braʊn/ˌtɔːni 'aʊl/	puszczyk
confirmation bias	/ˌkɒnfə'meɪʃən 'baɪəs/	efekt potwierdzenia
contradict sth	/ˌkɒntrə'dɪkt ,sʌmθɪŋ/	pozostawać w sprzeczności z czymś
inflexible	/ɪn'fleksəbəl/	nieugięty
interfere with	/ɪntə'fɪə wɪð/	kolidować z
reproduce	/ˌriːprə'djuːs/	rozmnażać się
rigorous	/ˈrɪɡərəs/	rygorystyczny, ścisły

4 CRIME WAVE



1



2



3

SPEAK Look at the photos and read the quote. Answer the questions.

All men have crimes, and most of them are hidden.

James Maxwell Anderson

(American writer and journalist, 1888–1959)

- What aspects of crime are shown in the photos? Why is it important for a punishment to fit the crime committed?
- How relevant is the symbol in photo 2 in today's world?
- What do you think the quote means? How far do you agree? Give some examples to justify your answer.



1 **SPEAK** Look at the types of criminals in the box. What do we call the crimes they commit?

arsonist burglar murderer robber smuggler
thief vandal



2 **SPEAK** Match sentences 1–7 below to the crimes from exercise 1. Give examples of similar crimes you have heard about recently.

- The car windscreens were smashed by a group of local teenagers.
- Airport security officers found drugs in the man's luggage.
- Five houses were broken into on the same night on the outskirts of Leeds.
- The owner set fire to one of her stores in order to make a claim on her insurance.
- Someone stole a laptop and a few smartphones from the gym locker room.
- The man killed three women before he was stopped.
- They entered the bank from the building next door and walked off with millions of pounds.



3 Read the post and answer the final question.

VICTIMLESS CRIMES?

When asked to name as many crimes as possible in one minute, most of us would probably start with the types of crimes that hit the headlines the most often, or those we read about in novels. These in-your-face crimes, like theft, **forgery**, **assault**, **manslaughter**, **abduction**, **stalking** or rape, usually involve physical violence of some kind and leave their mark on the victims. But what about the so-called 'silent crimes', or '**white-collar crimes**', which are often committed by respected people like businessmen?

There are all sorts of frauds that slip under the radar because clever criminals manage to get away with their crimes. Take **embezzlement**, **money laundering** and **insider trading**, for example. The **perpetrators** are able to cover their tracks particularly well. Some such criminals hardly consider financial crimes such as **tax evasion** a real crime at all, perhaps because they see these as 'victimless crimes'. But surely every crime has a victim? Just because you're **defrauding** a big institution or a company, and not individuals, shouldn't make it less of a crime – or should it? White-collar crimes often get lighter sentences because the culprits have access to expensive lawyers. That can't be right either, can it? What do you think?



Crimes and punishments

4 KEY WORDS Match some of the crimes highlighted in the blog in exercise 3 with their explanations 1–8.

- 1 Imagine you've got private information about a company and you use that information to make a profit by buying or selling the company's shares. That's illegal.
- 2 This covers a lot of things, but basically it's taking someone against their will for a variety of reasons.
- 3 This is when you take money from the company you work for and use it for your own gain.
- 4 The verb says it all! It's about transferring money you've gained illegally to banks abroad or legitimate businesses to conceal their origin. In other words, 'cleaning' it.
- 5 Murder is when you intend to kill someone, but this is when the intention isn't there – it might be a result of a fight, or a car crash, etc.
- 6 When you want to get away with paying less to the government on what you earn and you hide the money in some way, and it's illegal.
- 7 It's an official word for an unprovoked attack, and is usually violent, but there are many types – sexual, indecent, verbal, physical, etc. Sometimes it's intended, and that is called 'aggravated'.
- 8 We've all heard of this, haven't we? Following someone, watching them – whether physically or online. It's a crime and becoming ever more serious.

5 Write sentences from different news reports about the crimes from exercise 4, providing a context for the crime.

The authorities checked his bank accounts last month, and he was charged with tax evasion. He'd defrauded the government of two hundred thousand euros.

6 KEY WORDS Complete the forum posts with the highlighted words and phrases below.

custodial sentence • deterrent • harsh • hefty lenient • loophole • parole • probation rehabilitation • suspended sentence

**LincolnLawyer**

A ¹ is handed down for a variety of reasons, e.g. as a ² to others and for the ³ of the perpetrator. But surely life inside is relatively comfortable nowadays, so where's the actual punishment bit?

**MoonBea**

Well, losing your freedom, I guess. But what concerns me is that so many so-called 'lifers' are up for ⁴ far sooner than they should be and get an early release because of good conduct!

**LincolnLawyer**

And many criminals reoffend while they're still on ⁵. I also think that a lot of sentencing is too ⁶ for white-collar crimes. They often get nothing more than a ⁷ fine or a ⁸ because their lawyers find some ⁹ in the law. Even if they get a pretty ¹⁰ sentence, it is often overturned on appeal. Doesn't seem fair to me!

7 Match the highlighted words and phrases from exercise 6 to definitions 1–10 below.

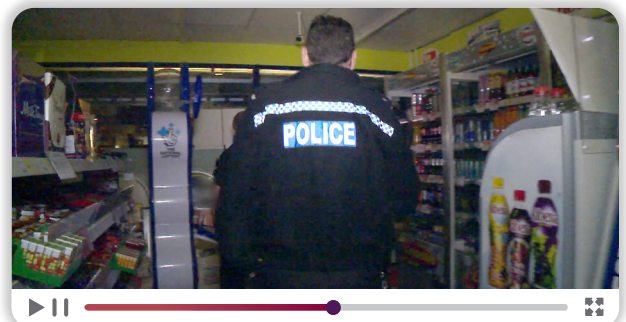
- 1 a form of punishment where the perpetrator is not sent to prison, but has their behaviour checked for a specific period of time
- 2 a punishment in which someone is sent to prison
- 3 permission to leave prison before the official time if the prisoner promises to obey particular rules
- 4 not very strict or severe
- 5 learning to become a better citizen before returning to society
- 6 massive
- 7 an area where the law is not very clear
- 8 the time that someone will have to spend in prison if they commit another crime within a fixed period of time
- 9 a means (e.g. a punishment) that makes people decide not to commit a crime
- 10 very severe

8 2.01 SPEAK Listen to a police advertisement and answer the questions.

- 1 What are the similarities and differences between a Special Police Constable and a regular police officer?
- 2 Why does Phil like the job?
- 3 How is his own full-time job different from this role?

9 SPEAK Answer the questions.

- 1 Would you agree that white-collar crimes should be treated more leniently than those involving physical violence? Why/Why not?
- 2 Is a custodial sentence the most effective way to deter potential offenders and rehabilitate criminals? Why/Why not?
- 3 Some people say that juveniles should be punished for crimes in the same way as adults. What do you think?

**10 SPEAK** Describe the video still and answer the questions.

- 1 Why do you think the policeman has been called to the scene?
- 2 Do you think that a local police officer's job is becoming easier or more difficult today? Why?

FAST FINISHERS

Think of a key word and create a crossword using the names of as many crimes as possible. Write the clues.

4.2 Grammar 1

Advanced comparative forms

1 SPEAK In your opinion, what punishment would be suitable for intellectual property (IP) theft?

2 SPEAK Read the forum posts answering the question in exercise 1. Which do you agree with the most?



1 IP theft is ^apossibly one of **the broadest** terms related to criminal activity. It's ^b**such a complex** issue **that** there is no one straightforward answer. Copyright infringement is becoming ^c**more and more commonplace**, but should all intellectual property theft be treated in the same way? If I upload some music or videos to the web and get caught, shouldn't I be punished ^d**far more leniently** than someone who e.g. decodes a pay TV signal illegally and cashes in on it? ^e**The bigger** the financial damage caused by IP theft, **the harsher** the punishment should be.

2 The issue is ^f**moral rather than financial**. A crime is a crime, and downloading a pirated copy of a film to watch at the weekend isn't ^g**any less grave** than when you commit IP theft to achieve financial benefits. If you do it, you're ^h**nowhere near as innocent as** a lamb. When you decide to break the law, suffer the consequences!

3 Study the grammar table and complete it with examples a–h from the text in exercise 2.

Key Grammar

Advanced comparative forms

To make comparisons using adjectives and adverbs, we can use these advanced comparative forms:

- progressive comparison: **comparative + and + comparative**, e.g. ¹
- **the + comparative**, + **the + comparative**, e.g. ²
- **adjective/adverb + rather than + adjective/adverb**, e.g. ³
- **so/such (a) ... that**, e.g. ⁴
- **so/as + adjective/adverb + as with modifiers** (just, (not) nearly, almost, barely, every bit, nowhere near, etc.), e.g. ⁵
- **any/no + comparative**, e.g. ⁶
- **comparatives with modifiers** (slightly, a lot, a bit, far, etc.), e.g. ⁷
- **superlatives with modifiers** (by far, far and away, easily, possibly, etc.), e.g. ⁸

4 Choose the correct options.

- 1 The police interview wasn't **nearly / almost** as harrowing as I'd expected.
- 2 This is **far / by far** the worst crime scene I've seen.
- 3 The **higher / highest** the crime rate, the more insecure I feel here.
- 4 It was **such a / so** gruesome crime that the judge was considering a life sentence.
- 5 This house is only **bit / slightly** bigger than our last one.
- 6 We are getting **by far / more and** more excited about the trip.
- 7 It's **no / so** colder today than it was yesterday.
- 8 The problem was solved **so / such** quickly that I hadn't even begun to worry.

5 Correct the mistakes in the sentences by adding one missing word.

- 1 The taller Mark grew, more difficult it was to buy him clothes.
- 2 The statement of the eyewitness was complicated rather useful.
- 3 I've had such hard day that I need a nap before dinner.
- 4 Being a jury member is far difficult than I thought.
- 5 This sofa is too small. We need one that's bit bigger.
- 6 This guy is possibly the dangerous criminal in our country.
- 7 Unfortunately, our team played better than yesterday, so we lost.

6 Translate into English.

- 1 The longer I know Tom, (tym bardziej go doceniam).
- 2 The situation in state prisons (staje się coraz gorsza) and worse.
- 3 The perpetrator wasn't (ani trochę tak zawstydzony jak) he should have been.
- 4 The governor was (tak zły, że zawiesił) the sheriff for a month.
- 5 The homeless people I saw in the street were staying in (takich złych warunkach, że) I felt like crying.
- 6 The punishment he received for forgery was symbolic (bardziej niż) harsh.
- 7 The solicitor could feel (nie mógłby czuć większej radości) about the verdict.

7 SPEAK Complete the sentences. Then work in pairs and tell your partner a few more details about each situation.

- 1 ... was by far the biggest mistake in my life.
- 2 The more I study, the ...
- 3 Last weekend I was so ... that ...

FAST FINISHERS

Imagine you are a judge and you have just sentenced an eighteen-year-old to three years' probation for illegally uploading films and music to a sharing service. Write a formal justification of this verdict. Use advanced comparative forms.

#BRAinteaser

A bat and a ball cost \$1.10. The bat costs \$1 more than the ball. How much does the ball cost?



Discussing options • Making a choice

1 **SPEAK** Answer the questions.

- How often do you watch true crime documentaries? Are these documentaries a good way of raising our awareness of today's big issues?
- How can we protect ourselves and others against crime?

2 **SPEAK** Match still frames 1–3 to the outlines of documentaries A–D on a streaming site. There is one extra outline. Which documentary would you like to watch? Why?

MY.TV Home TV Shows Movies Latest My List

A **ACROSS THE COUNTY LINE**

An in-depth look at how youngsters are being drawn into drug dealing. Targeted at an early age by drug gangs, kids are transporting drugs across county lines into rural areas and smaller towns away from big cities. Revealing interviews with young people who have escaped the trafficking.

B **THWARTING THE TERRORISTS**

Where does the secret service get its information? How does it track potential terrorists and targets? Watch how a recent plot was foiled.

C **DON'T CLOSE YOUR EYES**

Human trafficking and modern slavery are horrendous crimes that are underreported. Enticed through hopes of better lives, trapped without passports and kept in squalid conditions, victims are condemned to horrific lives. Watch and learn how being observant can make a difference.

D **WHAT WAS THE NAME OF YOUR FIRST PET?**

You've seen them. The seemingly innocuous questions that pop up on social media. What's your favourite sandwich? A bit of fun? Maybe, but beware! You're putting the answers to many security questions out there – the ones that we are asked by banks and others to guarantee you are who you say you are! Learn about one person's big mistake.

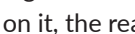
4 **2.02** Listen to the conversation again. Which Key Phrases did you hear?

Key Phrases

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.

5 **2.03** **SPEAK** Complete the mini-dialogues with one word in each gap. Use the Key Phrases. Listen and check. Then choose one dialogue and act it out in pairs twice, the second time with your books shut.

- X: What would you like to watch? I'm  between the new superhero film and the programme about data protection.
 Y: Hey, there are no  ways about it! Superheroes win out every time.
- X: I like the idea that this book cover . You know immediately what you're going to learn from it.
 Y: I'm not sure. I don't think it gets the message  that it's actually fiction as opposed to non-fiction.
- X: About the picture to go with the presentation ... I think this one fits the , don't you?
 Y: Well, if we're  for an image that is immediately engaging, I'm not too  on it, the reason  that it's a bit dark and obscure.
- X: I'm  about who to ask for help with the website project. There's Megan and Freddie. Any preferences?
 Y: Well, they're both really good, but  that we have to choose someone with design experience, I'd say Megan would be  the better choice.

6 **SPEAK** Read the instructions and do the speaking task. Student A, look at page 157. Student B, look at page 160. **FAST FINISHERS**

 Think of the topics and issues that the website from exercise 6 might tackle. Create the names for the tabs (i.e. sections of the webpage). Come up with a name for the website.

3 **2.02** Listen to Mo and Zac discussing which documentary to watch. Did they go for the same choice as you?

4.4 Reading

A fragment of a crime novel



1 **SPEAK** Look at the pictures. Do you recognise the detectives? What do you know about them?

2 **2.04** Listen to a podcast about detective fiction and check your ideas from exercise 1. Did you learn anything new? Did any information surprise you?

3 **2.05** Read the text on page 59. Then read the **WATCH OUT | SKILLS** box and choose the correct options. Which two questions ask you to infer meaning?

- 1 Holmes believes he has a superior crime-solving ability
 - A because it runs in his family.
 - B because he can relate new crimes to past crimes.
 - C as a result of his own experiences.
 - D because he doesn't need to follow police procedure.
- 2 Holmes knew Watson had been wounded
 - A because Watson was unable to move his arm.
 - B because Watson walked slowly with a limp.
 - C because of the colour of Watson's skin.
 - D because of the position of Watson's arm.
- 3 Holmes explains how he knew Watson had been in Afghanistan in order to
 - A show that he understands how Watson feels.
 - B highlight that he has information about Watson.
 - C give an example of his powers of deduction.
 - D point out that Watson holds his arm in a strange way.
- 4 In the final paragraph, Holmes complains that
 - A he feels he is losing his special abilities.
 - B the crime rate for straightforward crime has dropped.
 - C he is not being challenged sufficiently.
 - D Scotland Yard detectives have more opportunities to solve crimes than he does.
- 5 What can we learn from the extract about Holmes's attitude towards other detectives?
 - A He feels sorry for the other detectives.
 - B He seems unconcerned about their feelings.
 - C He respects their attempts at crime solving.
 - D He thinks the other detectives are paid too much.

WATCH OUT | SKILLS

Inferring meaning

As a reader, you are expected not only to understand what is explicitly stated in a text, but also to be able to infer the implications of the information given or the author's intentions in giving it. This involves looking for contextual clues and connecting the ideas in a text.

4 **Complete the summary with up to three words in each gap.**

On meeting Sherlock Holmes, Dr. Watson ¹ the detective knew he had been to Afghanistan. Later, when Watson ² with Holmes, the detective explained the reasoning behind his deduction. Holmes also outlined his work as ³ and was arrogant when talking about his amazing abilities to use observation and deductive techniques to solve crimes without necessarily ⁴. His assertion was that he was by far the best natural detective in the world.

5 **KEY WORDS** Complete the sentences with the correct forms of the highlighted collocations from the text on page 59.

- 1 During training, Special Police Constable candidates gain a lot of confidence and experience and, as a result, dealing with difficult situations becomes
- 2 When the detectives found themselves, they started to follow a new line of enquiry.
- 3 At the press conference, we were by the lead investigator about the point the police had reached in the enquiry.
- 4 At first, the prosecutor could the evidence that the police had found.
- 5 After months of going round in circles, the investigators were finally by an anonymous tip-off.

6 **SPEAK** Answer the questions.

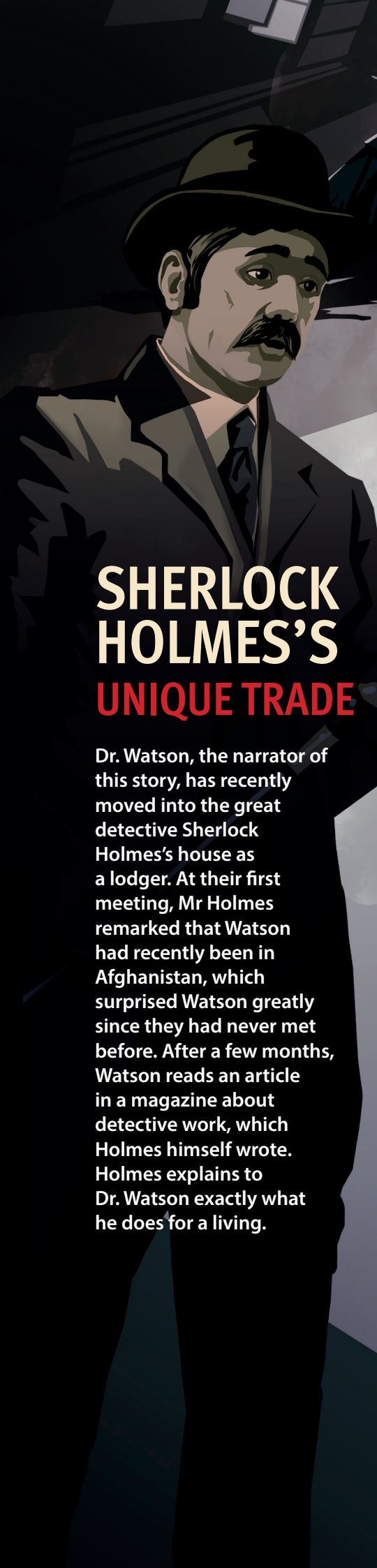
- 1 Do you think it's a good idea for new writers to continue writing stories when the original authors have died? Why/Why not?
- 2 Some people believe that detective fiction cannot be classed as classical literature and should not be studied in literature classes. What's your opinion? Why?

FAST FINISHERS

Imagine a new eccentric detective working in your country. Give him/her a name and outline his/her most interesting characteristics and achievements.



Analyse one of Sherlock Holmes's cases and present it to the class. Talk about the crime, the clues, and how Sherlock solved the case.



SHERLOCK HOLMES'S UNIQUE TRADE

Dr. Watson, the narrator of this story, has recently moved into the great detective Sherlock Holmes's house as a lodger. At their first meeting, Mr Holmes remarked that Watson had recently been in Afghanistan, which surprised Watson greatly since they had never met before. After a few months, Watson reads an article in a magazine about detective work, which Holmes himself wrote. Holmes explains to Dr. Watson exactly what he does for a living.

'Well, I have a trade of my own. I suppose I am the only one in the world. I'm a consulting detective, if you can understand what that is. Here in London we have lots of government detectives and lots of private ones. When these fellows are **at a dead end**, they come to me, and I manage
5 to **put them on the right scent**. They present all the evidence to me, and I am generally capable, by the help of my knowledge of the history of crime, of **setting them straight**. There is a strong family resemblance about crimes, and if you have all the details of a thousand at hand, it is odd if you can't solve the thousand and first. For example, Lestrade, who
10 is a well-known police inspector, recently admitted being lost in a forgery case, and that was what brought him here.'

'And these other people?'

'They are mostly sent on by private enquiry agencies. They are all people who are in trouble about something, and want a little enlightening. I listen
15 to their story. They listen to my comments, and then I pocket my fee.'

'But do you mean to say,' I said, 'that without leaving your room you can solve a case which other men can **make nothing of**, although they have seen every detail for themselves?'

'Quite so. I have a kind of intuition that way. Now and again, a case turns
20 up which is a little more complex. Then I have to get out and see things with my own eyes. You see, I have a lot of special knowledge, which I apply to the problem, and which facilitates matters wonderfully. Those rules of deduction laid down in that article which you've just finished reading are invaluable to me in practical work. Observation is **second**
25 **nature** to me. You appeared to be surprised when I told you, on our first meeting, that you had come from Afghanistan.'

'You were told, no doubt.'

'Nothing of the sort. I knew you had come from Afghanistan.'

The train of thought ran so quickly through my mind that I arrived
30 at the conclusion without being conscious of intermediate steps.

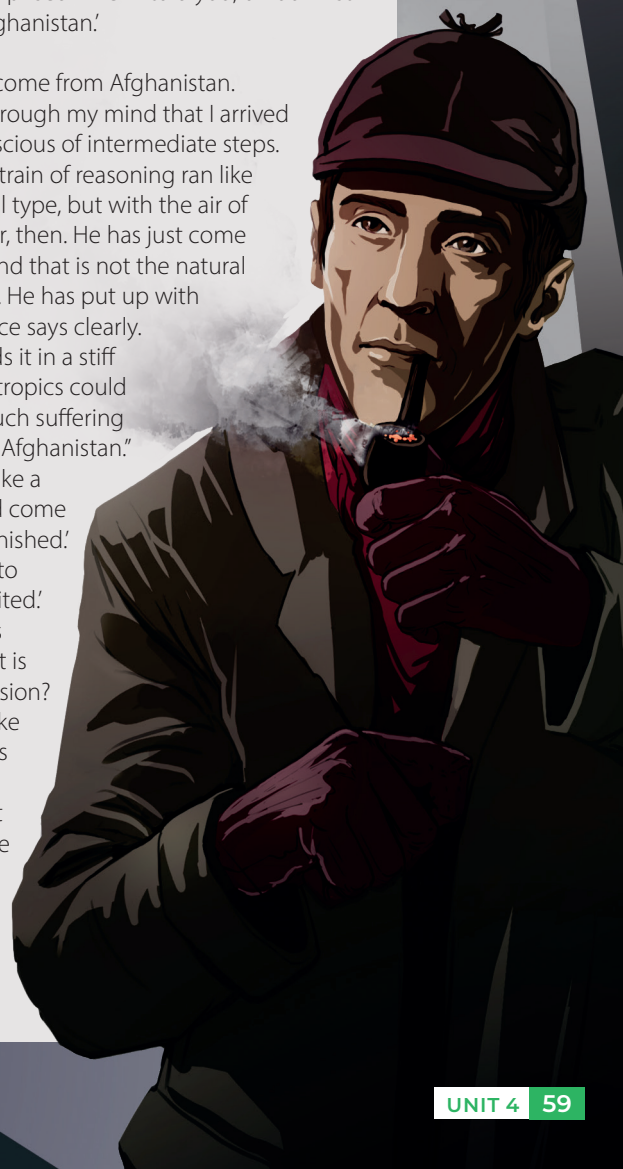
There were such steps, however. The train of reasoning ran like this, 'Here is a gentleman of a medical type, but with the air of a military man. Clearly an army doctor, then. He has just come from the tropics, for his face is dark, and that is not the natural
35 shade of his skin, for his wrists are fair. He has put up with difficulties and sickness, as his pale face says clearly.

His left arm has been injured. He holds it in a stiff and unnatural manner. Where in the tropics could an English army doctor have seen much suffering
40 and got his arm wounded? Clearly in Afghanistan.'

The whole train of thought did not take a second. I then remarked that you had come from Afghanistan, and you were astonished.'

'This fellow may be very clever,' I said to
45 myself, 'but he is certainly very conceited.'

'There are no crimes and no criminals these days,' he said, querulously. 'What is the use of having brains in our profession? I know well that I have it in me to make
50 my name famous. No man lives or has ever lived who has brought the same amount of study and of natural talent to the detection of crime which I have done. And what is the result? There is
55 no crime to detect, or, at most, some bungling villainy with a motive so transparent that even a Scotland Yard official can see through it.'



Police work

1 **SPEAK** Answer the questions.

- How closely do you think police work and the detection of crimes in real life and on screen resemble each other? Give examples.
- Describe a famous scene from a crime film or novel. Can your partner guess the film?

2 **SPEAK** Read the introduction to a detective's autobiography. What extremes of police work does he write about?

Undercover

What follows is the truth, and sometimes it's stranger than fiction! Many of my colleagues get irritated by the way police work is shown in series, films and books. And quite rightly so, to some extent. Much of our daily work is mundane – when a crime's been committed, there's a lot of legwork: **going door-to-door, following lines of enquiry** that come to dead ends. We **track down eyewitnesses, take statements** and try to **rule out suspects**. We spend a lot of time **corroborating alibis** and crosschecking records. And hope that when we've **nailed a perpetrator**, he doesn't later **retract his confession** on the advice of his duty solicitor. It's not all excitement and pursuit! And these days, **tracking a suspect's movements** is done by technology. Instead of tailing a car, we **calculate positions** through mobile phone towers. Not many James Bond chases in real life! However, what is a very exciting aspect of a job in law enforcement is **working undercover**. It's dangerous and scary, and sometimes the officers need to embed themselves in gang culture for a long time. That was my speciality, and I can assure you there's not much that is mundane in the following pages. Names have been changed to protect certain individuals, and the events I'm describing are in the past, so I'm not **blowing anyone's cover** except my own. Hold on to your seat and prepare for an exciting ride ...

3 **2.06** **KEY WORDS** Complete the news report on a foiled terrorist attack with some of the correct forms of the highlighted words and phrases from exercise 2. Listen and check.

And now an update on a news story that has been making the headlines over the last few days. The failed bomb attack at Central Station last week has brought fear to the town. Acting on information given by a police officer who had been ¹ **with the terrorist group** thought to be responsible, police raided a house in the Winslow area. The house was empty, but with evidence gained by going ² **to the house** and ³ **of several suspects**, the police arrested two brothers yesterday. Each ⁴ **the other's** for the bombing attempt, but eventually the older brother confessed to buying bomb-making equipment online. However, this ⁵ **was later** because, as we have been told, it was given under excessive stress. The police have informed us that there are still suspects that need to be ⁶ **and they are in the process of** further **from witnesses**. When the forensic evidence has been analysed, they are confident that the ⁸ **of this foiled attempt** will be **will be**.

4 **2.07** **KEY WORDS** Listen to a conversation between two police officers and complete the highlighted idiomatic expressions below.

- We might not have **caught him**.
- We'll **get to the** of the case soon enough.
- Any chance he'll **up his** in crime?
- No way he'll **carry the** for something they did together.
- I've a he'll be **letting something**.
- Be careful it doesn't turn out to be a **red**, like last time.
- All those accusations about **coppers**.
- No one in the force can **put a** wrong.
- He knows he's **going** for this.
- It's just a question of how long he can **out**.

5 Replace the highlighted phrases in exercise 4 with the words and phrases from the box.

captured him in the act conscious distraction
continue his refusal to give in corrupt police officers
do something even slightly suspicious fellow criminal
give information on my intuition is solve take the blame
unconsciously giving a clue will be jailed

6 **SPEAK** Answer the questions.

- Which would you say is more important in police work – hard work or intuition? Why?
- In your opinion, are people who become criminals born with that tendency, or is it down to society and education?

**FAST FINISHERS**

 Write an update on a recent crime you have heard of or an imaginary one. Use the update in exercise 3 as a model.



- 1 **SPEAK** Look at the pictures. What do you think they show? What might have been the original purpose of these constructions?



- 2 **2.08** Do the quiz. Then listen and check your answers. Were your ideas in exercise 1 correct?

- 1 Frances Glessner Lee constructed miniature crime scenes to
 - a solve some difficult crimes.
 - b teach young investigators.
 - c exhibit as art.
- 2 Fingerprints were first used to identify a criminal in
 - a 1892.
 - b 1902.
 - c 1962.
- 3 An animal with similar unique fingerprints to humans is the
 - a panther.
 - b koala.
 - c squirrel.
- 4 An acknowledged founder of forensic science was Song Ci from China in
 - a the 2nd century BC.
 - b the 13th century.
 - c the 19th century.
- 5 DNA was first used in 1985 to solve a murder case in
 - a the UK.
 - b Russia.
 - c China.
- 6 The most reliable form of identification of a dead body today is
 - a fingerprints.
 - b DNA.
 - c teeth.
- 7 The branch of forensics which investigates environmental crimes is called
 - a eco forensics.
 - b environmental toxicology.
 - c forensic toxicology.
- 8 The pioneer of the scientific use of bloodstains in 1895 was
 - a English.
 - b Polish.
 - c American.

- 3 **2.09 KEY WORDS** Complete the sentences with the highlighted words. Listen and check.

determine • lift • miscarriages • operational
run • spatter • swabbed • trace

- 1 Several suspects have been for DNA by the forensic technicians.
- 2 The new computer system has been set up and is **fully** now.
- 3 The science behind **blood** patterns actually started a very long time ago.
- 4 Every criminal will leave behind some **evidence** at the scene.
- 5 It is sometimes difficult to **the cause of death** if a body has been buried for a long time.
- 6 The fingerprints were **through the system**, but no matches were found.
- 7 Investigators need to be thorough in order to avoid **of justice**.
- 8 The investigator managed to **fingerprints** from the mirror in the bathroom.

- 4 **2.10** Listen to four speakers talking about their work in forensic science. Match speakers 1–4 to statements A–E. There is one extra statement.

This speaker mentions

- A his/her role sometimes being met with scepticism.
- B a recent task that defeated him/her.
- C an unsurprising choice of career.
- D the difference between his/her job and TV portrayals of it.
- E unrealistic police demands.

1 2 3 4

- 5 **2.10** Listen to the recording again and answer the questions.

- 1 What does Marty say about the challenges of his job? Name three things.
- 2 According to Cora, what do the general public often assume about her job?
- 3 How does Rose's job differ from many other people working in the field of forensic science?
- 4 How can Alfie's work help the police?

- 6 **SPEAK** Which of the four jobs in forensic science from exercise 4 do you think would be the most interesting? Why?

FAST FINISHERS

- Create a quiz similar to the one in exercise 2 for your partner to solve.

Find information about an unusual branch of forensic science, e.g. forensic accounting/entomology/linguistics, art forensics, etc. Share your findings with the class.





- 1 SPEAK** Look at the film stills above. Have you seen the series they show? What do you think makes police drama shows so appealing? Do you like watching them? Why/Why not?
- 2** Read the sentences and decide if they come from someone who likes or doesn't like police dramas.
- Your channel seems **to have increased** the number of police crime dramas even though we were very clear about how much we would hate that.
 - With every police drama, it's always the same – I want **to switch** it **off** the moment it starts. The artificial dialogue is unbearable.
 - I binge-watched the whole season of *Line of Duty* last weekend. Of course, I later denied **having done** something so silly. So don't tell anyone.
 - Don't laugh, but I think there's a sense of relief in **finding out** that it happened to someone else rather than you.
 - The producers of this new cop drama seem **to be preparing** a new project. I can't wait to learn more!
 - I hunt out those based on true events, mostly **to find out** about the victim and the perpetrators, especially any possible motivations.

- 3** Study the grammar table and complete it with examples a–f from exercise 2.

Key Grammar

Gerunds and infinitives

Gerunds can take the following forms:

- simple gerund, e.g.: *I avoid **walking** there at night.*, ¹
- perfect gerund, e.g.: *We regret **not having told** the police the truth.*, ²

When talking about the past, there is hardly any difference between the simple and the perfect gerund, e.g. *We regret **not telling** the police the truth.*

Infinitives can take the following forms:

- simple infinitive, e.g.: *The judge decided **not to release** the suspect on bail.*, ³
- progressive infinitive, e.g.: *They appear **to be losing**.*, *He could **be sleeping**.*, ⁴
- perfect infinitive, e.g.: *He pretended **to have forgotten** what happened.*, *You should **have told** me about the trial.*, ⁵

! Some verbs are followed by a to- + infinitive, e.g. *I intend **to continue** my work.*

Some verbs come with the preposition to and must be followed by a gerund, e.g. *He resorted to **telling** lies.*

Grammar Reference >> 68

Irregular verbs >> 158–159

- 4** Correct the mistakes in the sentences by adding one missing word. Three sentences are correct.

- He seems to annoyed the judge.
- It must be really relaxing to lying on the beach all day.
- Julie pretended not have noticed me.
- Ken says he really can't recall lending me any money.
- What do you mean by saying that we cannot trust anyone?
- Getting a ticket before the journey was not a good idea because I had to pay a fine.
- It's incredibly important give other people the attention that they deserve.
- I swear – you will never make me watch this series again!

- 5** Read the **WATCH OUT** box and complete the sentences with the correct forms of the verbs in brackets. Use gerunds or infinitives. There may be more than one correct answer.

- When I saw Gerry (move) to the next level, I didn't think he would succeed.
- The moment I heard someone (turn) the key in the lock, I started screaming.
- It was a mistake to spread the news. I'd much rather (keep) it a secret.
- You'd better (work) on the project when I arrive.
- I caught a glimpse of Mary (photograph) the crime scene. Doesn't she know it's illegal?
- After (collect) the fingerprints, the officers started (take) photos of the crime scene.
- I regret (not / tell) my supervisor about the situation at the very beginning.

WATCH OUT

bare infinitive/gerund

Verbs connected with observation, e.g. *see, feel, observe, hear, watch, sense* can be followed by gerund or bare infinitive with a difference in meaning. We use gerunds for an action in progress, and bare infinitives for a completed action, e.g. *I noticed the burglar **sneaking/sneak** out of the kitchen.*

- 6 SPEAK** Correct the mistakes in the questions. Then take turns to answer them.

- What did you do this morning after having been finished breakfast?
- What did you agree to do but regretted have said 'yes' to later on?
- Which job connected with law would you like to have had in the future?
- What do you think it feels like to being caught red-handed?



FAST FINISHERS

Design an invitation to a police drama marathon. Use different types of infinitives and gerunds.



1 **SPEAK** Describe the photo. Should you ever be summoned to attend court for jury service, would you willingly accept or ask to be excused? Why?

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

abduct deter embezzle evade just perpetrate

- In the case of a miscarriage of _____, should the judge face any consequences?
- Should a person convicted of tax _____ be in the same prison as rapists and murderers?
- When it comes to avoiding plagiarism, what could be a good _____ for students?
- Do you know any films about alien _____?
- If the class treasurer was accused of _____ after collecting the money for a field trip, what should be the repercussions?
- Is it possible that a(n) _____ of a crime will change in prison and become a good person?

3 Complete the text with the correct words formed from the words in brackets.

FINAL VERDICT TODAY

This afternoon, we will finally see the end of a three-month long trial of Ms Janice Whitaker, entrepreneur and ex-mayor accused of insider ¹ _____ (trade) and tax ² _____ (evade). The grand jury will announce the verdict later today, and it is rumoured that the ³ _____ (offend) will be found guilty. The prosecution petitioned for a(n) ⁴ _____ (custody) sentence, mainly to set an example and send a message to corrupt officials. The Honourable Leslie Bing from the Prosecutor's Office believes that financial consequences will not be sufficient and that the former politician should undergo ⁵ _____ (rehabilitate) in a penitentiary institution. The prosecution asserted they would enter an appeal if the defendant receives a(n) ⁶ _____ (suspend) sentence.

4 Complete each pair of sentences with the same word.

- a It sounds like a _____ herring, just a story to put the blame on someone else.

b These are not empty allegations – he was caught _____-handed stealing a car!
- a The witness seems composed, but I don't think he will hold _____ for long.

b Let's rule _____ some suspects to help identify the culprit before time runs out.
- a This was the clue that finally _____ the detectives on the right scent.

b Officer Bailey has a very good reputation because he has never _____ a foot wrong.
- a The police finally tracked him _____ in Dublin.

b It was his third felony and this time he will definitely go _____.

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

- Those were _____ (such / difficult / decision) we needed three days to make them.
- This is _____ (by / far / bad) alien abduction movie I've ever seen.
- The more I listen to native speakers, _____ (easy / it / be) for me to communicate.
- Look at the dog. It _____ (seem / look) for something behind the couch.
- The book was _____ (just / interesting) I'd expected.
- Yesterday, the defenders _____ (admit / contact) the witness a few days before the trial.
- The police officer publicly confessed to _____ (accuse) the wrong man.
- The prosecution has found a witness who claims _____ (observe) the alleged murder.

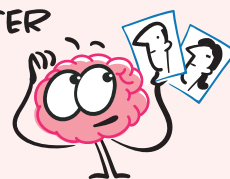
6 **SPEAK** Ask and answer the questions from exercise 2.

FAST FINISHERS

Look again at exercise 3. Imagine you are the Honourable Leslie Bing from the Prosecutor's Office. Janice Whitaker has been found guilty, but has received a suspended sentence. Write the first paragraph of your appeal.

#BRAINTEASER

A girl has as many brothers as sisters, but each brother has only half as many brothers as sisters. How many brothers and sisters are there in the family?



- 1 **SPEAK** What would you do if the crime rate in your neighbourhood increased considerably?
- 2 **SPEAK** Read the article and express your opinion of the situation. Is it the local residents that are responsible for the action to be taken?

SAFE AGAIN?

The last few months have brought an unprecedented increase in the crime rate in our neighbourhood. The police claim to be doing everything in their power to avert this alarming trend, yet the measures taken are insufficient, and the members of our community do not feel safe. Due to these growing fears, they have organised a meeting to discuss the most urgent issues and perhaps find solutions.

The meeting took place last Saturday in the Community Centre. The turnout of more than two hundred people only proved how important the matter is to the locals. However, significantly, no representative of the city council showed up to take a stand. At the beginning, all of the participants appeared to see eye to eye on the topics raised, and you could see all of them nodding their heads in agreement. The authorities were accused of leaving the citizens to fend for themselves, despite receiving advice from the local police concerning proper measures.

Having agreed on the fact that the problem is extremely unsettling, the committee went on to discuss the possible preventive measures to be taken instantly. And that was when the common agreement ended. Every time someone from the crowd suggested some grassroots initiative, such as organising a neighbourhood watch or hiring a security service, an uproar of discontent followed. As a result, the participants drew no conclusions and arranged to meet the following week.

I appreciate having been able to participate in the meeting, but the incapacity to unite or compromise was rather disappointing to watch, and I am no longer convinced I sympathise with the community. Security measures from the police are undeniably necessary, but in times of crisis, we should all take on extra responsibility. Would you be willing to do that?

- 3 Read the article again and answer the questions.
 - 1 Does the title reveal what the article is about?
 - 2 What does the author do in the introduction? Choose from the following.
 - a set the background
 - b describe an event
 - c express an opinion
 - d explain the circumstances
 - 3 How does the author engage the reader?
- 4  Study the Key Phrases box and choose the correct options.
 - 1 There aren't enough activities for young people in my neighbourhood. *In addition, / Therefore,* public sports facilities lack proper maintenance.
 - 2 Cybercrime is on the increase in the whole country. *Therefore, / Yet* our school has organised a series of workshops to raise students' awareness of this issue.
 - 3 Young people ought to have a clear idea of what plagiarism is. *Furthermore, / However,* they should be taught how to rephrase information and cite their sources.
 - 4 *Hence / Owing to* the new data protection regulations, all employees had to resubmit their personal information to the Human Resources department.
 - 5 *It cannot be denied / What followed was* that the culprit was punished more leniently because of her chronic mental health issues.
 - 6 In the long run, playing mobile games can damage your eyesight and cause blurred vision. *Additionally, / Therefore,* it can become an addiction.



Key Phrases

An article with a report

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 ...

5 Read the writing task below. Which of the sentences 1–8 would be suitable for the task?

Wzięłeś/Wzięłaś udział w kursie „Bezpieczeństwo w sieci”. Napisz artykuł do gazetki szkolnej, w którym przedstawisz jego przebieg oraz wyjaśnisz, dlaczego warto wziąć udział w podobnych inicjatywach.

- 1 It appeared to me that the chair was asking too many questions.
- 2 It seems that the organisers have had a lot of experience with cybercrime.
- 3 The suspect denied that he had taken part in the Internet fraud.
- 4 After answering the questions from the audience, the speaker gave some real-life examples.
- 5 The police said that people really need to report any cases of cyberbullying.
- 6 The officer promised that they would catch the hacker red-handed.
- 7 We arranged a meeting with the victims after the talk.
- 8 I consider such courses worthwhile.

6 Rewrite the sentences from exercise 5 using gerunds and infinitives. Replace the main verb if necessary.

- 1 *The chair appeared to be asking too many questions.*

7 SPEAK Look at the two writing tasks below and discuss the content of both articles. Make notes.

- 1 Właśnie wzięłeś/wzięłaś udział w kilkutygodniowym kursie samoobrony. Napisz artykuł do gazetki szkolnej, w którym zrelacjonujesz przebieg kursu i zachęć uczniów do wzięcia udziału w jego drugiej edycji.
- 2 Ubiegłej nocy ktoś zdewastował boisko szkolne. Napisz artykuł do gazetki szkolnej, w którym opisziesz zdarzenia oraz zaproponujesz kroki, jakie powinien podjąć dyrektor.

8 Choose one of the topics in exercise 7 and do the writing task. Follow the steps in the Writing Planner.

WRITING PLANNER

THINK

- Make a list of points to include:
 - For option 1, think carefully about the possible details of the self-defence course: why you took it (e.g. to improve your physical and mental health, to boost your self-confidence); which martial art it was based on (e.g. Krav Maga, jujitsu, MMA); why it was worth it (e.g. you're now able to protect yourself against an attacker); whether it had any drawbacks (e.g. the time of the classes); what other participants thought, etc.
 - For option 2, make up a backstory to the act of vandalism: when the sports field was built (e.g. just this summer); what facilities it has (e.g. basketball and volleyball courts, a surfaced running track, an outdoor gym, a children's play area); who has been using it (e.g. students, kids from the neighbourhood); when and by whom the act of vandalism was discovered (e.g. the caretaker); what exactly was vandalised (e.g. graffiti painted, facilities smashed, flooring destroyed). Come up with at least two ways in which the school management can prevent such acts in the future (e.g. using vandal-resistant materials, better lighting, CCTV cameras, patrolling the area).
- Come up with a catchy title.
- Note down some vocabulary that might be useful.

PREPARE

Organise your notes into four paragraphs:

- 1 an intriguing introduction; background information,
- 2 report the events,
- 3 develop the second element from the instruction,
- 4 draw a conclusion, referring to the topic and the content of your article.

WRITE

Write your article. Use your notes and the Key Phrases.

CHECK

Read your article and answer the questions:

- Have you included and developed both parts of the instruction?
- Have you included a title?
- Is your text within the word limit (200–250 words)?

FAST FINISHERS

Imagine you live in the neighbourhood described in exercise 2. Write a script for a commercial to advertise a self-defence course on a local radio station.

VOCABULARY

1 Match the sentence halves.

- 1 The criminal was given a custodial
 - 2 Dad landed a hefty
 - 3 There is a loophole
 - 4 One of the fastest growing white-collar
 - 5 Officer Williams was ordered to go
 - 6 When the defendant retracted her
 - 7 The film tells a story of three bent
 - 8 Initially, I could make
- a undercover for this operation.
b fine for driving with an expired registration.
c coppers and their liaisons with the local mafia.
d sentence without being eligible for parole.
e confession, the prosecutor was left with no evidence.
f crimes is identity theft.
g in the tax law which companies often use.
h nothing of the message.

2 Complete the sentences with the correct words. The first letters are given.

- 1 The detectives were lifting f_____ from the crime scene and questioning an e_____ who claimed to have seen the shooting.
- 2 The alibis were c_____ by two people independently, which completely changed the prosecutor's line of e_____.
- 3 The prisoner is now eligible for p_____, but first she needs to be examined by a psychologist.
- 4 Sarah was severely fined and put on p_____ for three years as a result of causing a road accident.
- 5 From the very beginning of the investigation, Detective Bens had had a h_____ that there was something wrong with the evidence.
- 6 They'd been searching for evidence on the suspect for five months, but they finally n_____ him.

GRAMMAR

3 Choose the correct options.

In the past, criminal activity, like burglary, was conducted in secret. Today, many criminals choose to go public ¹ **more / rather** than remain in disguise. There's a new type of online crime, and it isn't hacking. Have you heard of 'performance crime'? The crime could be anything from vandalism to kidnapping, but there's a twist – it involves ² **to record / recording** the act, which is later posted online. It's difficult to understand the reasoning behind why criminals would want to ³ **broadcast / broadcasting** their felonies and face possible punishment. It's as if they were admitting to ⁴ **having / have** perpetrated an offence! Maybe for them committing a crime is ⁵ **every bit as / such a** thrilling as knowing people will be watching them doing it.

4 Correct the mistakes in the sentences.

- 1 The headmaster was such furious seeing the graffiti on the school gates!
- 2 In that difficult situation, George had to resort to lie.
- 3 My brother is easy annoyed by my comments.
- 4 They seem to raising all the minor topics connected with identity theft, but they are failing to talk about what really matters.
- 5 Emma wanted to hack the school computer, but I refused helping her.
- 6 The police officer confessed stealing a necklace from the crime scene.

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Translate into English.

- 1 Three men _____ (mówi się, że zdewastowali) the premises.
- 2 We _____ (właśnie mieliśmy zacząć) eating dinner when Josh came.
- 3 Were _____ (gdybym miała ci powiedzieć) that I had got involved in something bad, what would you say?
- 4 Hardly _____ (wszedłem) when they all started asking questions.
- 5 The moment I saw him, I _____ (wiedziałem, że spotkaliśmy się) before.
- 6 _____ (Im częściej) you ask me about the exam, the more nervous I get.
- 7 I'm afraid our neighbourhood _____ (staje się coraz bardziej) dangerous.

READING

6 Read two texts about isolation. Choose the correct options in sentences 1–4 about text 1. Then complete sentences 5–8 about text 2.

- 1 The author's first visit to the prison
 - A made a very good impression on him.
 - B triggered a kind of obsession.
 - C was connected with his job with Junior Republic.
 - D was made to see an old friend.
- 2 The convicts he saw in prison
 - A seemed to have no remorse about what they had done.
 - B looked scared.
 - C were creepy and made the author feel uncomfortable.
 - D were chasing after the author.
- 3 The author gives the example of a textbook in order to
 - A provide some statistics about people in confinement.
 - B suggest that the penitentiary system has been studied extensively.
 - C imply that politicians should read more.
 - D suggest that theoretical knowledge is never enough.
- 4 From the text, we can learn that the author
 - A voluntarily went to prison for a year.
 - B was convicted of a crime and went to prison.
 - C was devoted to improving the prison system.
 - D sympathised with convicts.

Text 1

Why I went to prison

Many years back, in my early boyhood, I was taken through Auburn Prison. It has always been the main object of interest in our town, and I was a small sized unit in a party of sightseers. No incident of childhood made a more vivid impression upon me. The dark, scowling faces bent over their tasks; the hideous striped clothing, which carried with it an inexplicable sense of shame; the ugly close-cropped heads and shaven faces; the horrible sinuous lines of outcast humanity crawling along in dreadful lockstep; the whole thing aroused such terror in my imagination that I never recovered from the painful impression. All the nightmares and evil dreams of my childhood centred about the figure of an escaped convict. He chased me along dark streets, where I was unable to run fast or cry out; he peeked through windows at me as I lay in bed, even after the shades had been pinned close to escape his evil eye; as I ascended a flight of stairs in dreamland and looked back, he would come creeping through an open door, holding a long knife in his hand, while my mother entirely unconscious of the danger sat reading under the shaded library lamp; he was a visitor frequent enough to make nights hideous for a time, and it was many long years before he took a departure which I trust is final.

After this early experience, I carefully avoided the prison. Its grey stone walls frowned from across the street every time I departed or arrived on a New York Central train, but I made no effort to go inside again. In fact, I persistently refused to join my friends whenever they made a visit there; once had been quite enough.

So it was not until many years afterwards that I again passed within prison walls. Then my official connection with the Junior Republic and its successful training of wild and mischievous boys brought me in touch with the prison system. I had been interested in the Elmira Reformatory and had visited Mr Brockway, the superintendent

of that institution. I became acquainted, quite by chance, with a certain prisoner in Sing Sing, and through him I became interested in other prisoners, there and in Auburn. In due time, I began to appreciate the importance of the general prison problem and the difficulties of its solution. Also, I felt that my experience in the Junior Republic had given me a possible clue to that solution.

Thus, I was drawn to the prison almost in spite of myself; and, becoming more and more interested, I felt that there was a great need of someone making a study first hand—someone sympathetic but not sentimental — of the thoughts and habits of the men whom the state holds in confinement. It is easy to read a textbook on civil government and then fancy we know exactly how the administration of a state is conducted; but the actual facts of practical politics are often miles asunder from the textbook theory. In the same way ‘the criminal’ has been extensively studied, and deductions as to his instincts, habits and character drawn from the measurements of his ears and nose; but I wanted to get acquainted with the man himself, the man behind the statistics.

So the idea of some day entering prison and actually living the life of a convict first occurred to me more than three years ago. Talking with a friend, after his release from prison, concerning his own experience and the need of changes in the system, I brought forward the idea that it was impossible for those of us on the outside to deal in full sympathy and understanding with the man within the walls until we had come in close personal contact with him and had had something like a physical experience of similar conditions. We discussed how the thing could be done in case the circumstances ever came about so that it would become desirable for me to do it. He agreed as to the general proposition; but nevertheless, shook his head somewhat doubtfully. ‘There is no question that you’d learn a lot,’ he said; then added, ‘but I think you’d find it rather a tough experience.’

(from Thomas Mott Osborne, *Within Prison Walls*)

Text 2



A convicted killer has been getting driving lessons outside prison as part of her rehabilitation. Jacqueline Margaret Neville, 47, was jailed for a minimum of fifteen years for homicide. Neville, who will be able to walk free from jail in a few months, is one of several

Western Australia prisoners that have been approved for participation in a ‘resocialisation programme in the past year. The Department of Corrective Services says the programme can boost prisoners’ prospects of gaining employment and become law-abiding citizens upon release. Most prisoners participating in resocialisation programmes are housed at minimum-security facilities and can take part in ‘supervised and unsupervised external activities’.

The situation is not, however, so unequivocal. According to the Homicide Victims Support Group, the news would be upsetting to Neville’s victim’s family and ‘many other secondary homicide victims’. The group spokeswoman, Ellen Rowe, said ‘stories like this reaffirm that the pendulum swings heavily in favour of the perpetrator’.

‘At an intellectual level, we understand the need for resocialisation programmes for violent offenders over many years if they are to be released back into the community,’ she said. ‘However, on an emotional level, our members long for and need the same ongoing commitment of support from the State Government.’

Clearly, driving lessons are not an option for all prisoners on resocialisation programmes and are determined on an individual basis. Last financial year, for instance, just four prisoners, including Neville, were approved to take part in such a resocialisation programme. That was mainly due to the fact that those who do take up driving lessons are expected to meet all the costs.

While the views of the Homicide Victim Support Group do sound convincing, we cannot forget that, were it not for resocialisation experience, it would not be possible for any offender to develop positive behaviours merely as a result of imprisonment because of the debilitating environment of the prison. It is only through voluntary, well-organised and aim-specific programmes that the offenders may be adjusted to society after confinement.

- 5 Margaret Neville was allowed to [redacted] prison to take driving lessons as a part of her resocialisation programme.
- 6 The Homicide Victim Support Group believes that such a situation shows that [redacted] are treated with less care than [redacted].
- 7 Neville was able to participate in the driving course as long as [redacted] it herself.
- 8 According to the author of the article, the victims’ families’ objections are less significant than helping [redacted] society after imprisonment.

WRITING

7 Do the writing task.

Jako wolontariusz/wolontariuszka brałeś/brałaś udział w organizacji koncertu w ośrodku dla trudnej młodzieży. Napisz artykuł, w którym wyjaśnisz, na czym polegała Twoja rola w organizacji tej imprezy, oraz zachęćśś młodych ludzi do udziału w wolontariacie w podobnych placówkach, wskazując na korzyści wynikające z takiej formy aktywności.

4.2 Advanced comparative forms

W zdaniach porównawczych często stosujemy następujące konstrukcje:

- comparative + comparative, np. *Conmen are becoming **more and more creative** these days.* (Oszuści stają się coraz bardziej pomysłowi).
- the + comparative, the + comparative, np. ***The older** you get, **the more** you realise what really matters in life.* (Im jesteś starszy, tym lepiej rozumiesz, co tak naprawdę liczy się w życiu).
- adjective/adverb + **rather than** + adjective/adverb, np. *The solution they came up with was **impractical rather than unfeasible**.* (Rozwiązanie, które zaproponowali, było raczej niepraktyczne niż niewykonalne).
- so ... **that**, np. *The CCTV footage was **so grainy that** Mrs Martinez didn't recognise her son.* (Obraz z kamer monitoringu był tak słabej jakości, że pani Martinez nie rozpoznała swojego syna).
- **such (a) ... that**, np. *It was **such a bad idea that** I thought he was joking.* (To był tak zły pomysł, że pomyślałem, że sobie żartuję).
- (not) so/as + adjective/adverb + **as** with modifiers (almost, barely, every bit, just, more or less, not quite, (not) nearly, nowhere near, roughly, etc.), np. *What he did was **not nearly as clever as** he thought.* (To, co zrobił, nie było nawet w połowie tak sprytne, jak mu się wydawało).
- any/no + comparative, np. *The female officer wasn't **any less stern-looking than** her male colleague.* (Policjantka nie wyglądała na ani trochę mniej surową od swojego kolegi po fachu).
- comparatives with modifiers (a little, a (little) bit, a lot, even, far, (not) much, slightly, way, etc.), np. *The witness appears to be **slightly less agitated**, so feel free to take his statement now.* (Świadek wydaje się nieco mniej zdenerwowany, więc możesz teraz spisać jego zeznania).
- superlatives with modifiers (by far, far and away, easily, possibly, etc.), np. *Finally putting Jenkins behind bars has been **by far** one of **our biggest** accomplishments this year.* (To, że Jenkins w końcu trafił za kratki, to zdecydowanie jedno z naszych największych osiągnięć w tym roku).

UWAGA!

Jeśli coś łączy w sobie dwie cechy, z których jedna jest dominująca, możemy opisać ten stan za pomocą konstrukcji: **more + adjective/adverb + than + adjective/adverb**, np. *His German Shepherd was **more cute than scary**.*

4.7 Gerunds and infinitives

GERUNDS

Czasowniki z końcówką **-ing** stosujemy:

- po niektórych przyimkach, np.: *about, after, before, of, on, without*;
- jako podmiot zdania;
- po niektórych czasownikach w konstrukcji: czasownik + czasownik z końcówką **-ing**, np.: *admit, avoid, begin, can't help, can't stand, consider, continue, deny, don't mind, enjoy, fancy, feel like, finish, forget, give up, go on, hate, imagine, keep (on), like, love, mean, miss, practise, prefer, regret, remember, spend (time), stop, suggest, try*;
- po niektórych czasownikach w konstrukcji: czasownik + dopełnienie + czasownik z końcówką **-ing**, np. *don't mind, feel, hear, see, watch*;
- w wyrażeniach: *in favour of ..., There's no point (in) ..., It's no use/good ..., It's not worth ..., have difficulty ..., get used to ...*

Czasowniki z końcówką **-ing** przyjmują następujące formy:

- simple gerund, np. *It's not worth **lying** to the police.;* ***Downloading** pirated software is a crime.*
- perfect gerund, np. *The caretaker was accused of **having vandalised** the school gym.;* *Both culprits deeply regret **having scammed** the old lady.*
- passive gerund, np. *After **being released** from jail, she was reunited with her son.;* *I'm not used to **being given** so much leeway as to how I plan my workload.*

INFINITIVES

Bezokolicznik z **to** stosujemy:

- po przymiotnikach;
- w zdaniach celowych;
- po niektórych czasownikach w konstrukcji: czasownik + bezokolicznik z **to**, np.: *afford, agree, begin, choose, continue, decide, deserve, expect, forget, go on, hate, hope, intend, learn, like, love, manage, mean, need, offer, plan, prefer, pretend, promise, refuse, regret, remember, seem, start, stop, tend, try, want, would like*;

- po niektórych czasownikach w konstrukcji: czasownik + dopełnienie + bezokolicznik z **to**, np.: *advise, allow, cause, enable, encourage, expect, force, help, remind, urge, warn.*

Bezokolicznik bez **to** stosujemy:

- po czasownikach modalnych;
- po **would rather** i **have better**;
- po niektórych czasownikach w konstrukcji: czasownik + dopełnienie + bezokolicznik bez **to**, np.: *feel, hear, help, let, make, see, watch.*

Czasowniki w bezokoliczniku przyjmują następujące formy:

- simple infinitive, np. *Jeff Jefferson's family couldn't afford **to bail** him out.;* *Please, let me **go**!*
- progressive infinitive, np. *The LA Lakers appear **to be losing**.*
- perfect infinitive, np. *The research team hope **to have made** a groundbreaking discovery.;* *DCI Maguire pretended **to have worked out** the criminal's movements on the day of the crime.*
- passive infinitive, np. *I don't want **to be seen** crying.;* *The investigators expected **to be given** access to the database.*

Po niektórych czasownikach może wystąpić zarówno czasownik z końcówką **-ing**, jak i bezokolicznik:

- bez różnicy w znaczeniu (*begin, continue, start* itp.), np. *I have started **doing/to do** yoga before going to sleep.* (Zaczęłam uprawiać jogę przed pójściem spać).
- z niewielką różnicą w znaczeniu (*like, love, hate, prefer* itp.), np. *I hate **walking/to walk** in the rain.* (Nienawidzę spacerować w deszczu).
- z całkowitą różnicą w znaczeniu (*feel/hear/see/watch, forget, go on, learn, mean, regret, remember, stop, try*), np. *I saw her **reading** your message.* (Widziałem, jak czyta twoją wiadomość). / *I saw her **read** your message.* (Widziałem, jak przeczytała twoją wiadomość). *They have stopped **drinking** coffee.* (Przestali pić kawę). / *They stopped **to get** a bite to eat.* (Zatrzymali się, by coś przekąsić).

- KEY WORDS

VOCABULARY 1

abduction	/æb'dʌkʃən/	uprowadzenie
aggravated	/ˈægrə'veɪtəd/	poważny (o przestępstwie)
appeal	/ə'pi:l/	apelacja
arson	/ˈɑ:sən/	podpalenie
assault	/ə'sɔ:lt/	napaść
conceal	/kən'si:l/	ukryć
cover one's tracks	/ˌkʌvə wʌnz 'træks/	zacierać ślady
culprit	/ˈkʌlpɪt/	delikwent, winowajca
custodial sentence	/kʌ'stədiəl 'sentəns/	kara więzienia
defraud	/dɪ'frɔ:d/	oszukać, okraść
deter	/dɪ'tɜ:/	odstraszać, zniechęcać
deterrent	/dɪ'terənt/	odstraszacz
embezzlement	/ɪm'bezəlmənt/	defraudacja
forgery	/ˈfɔ:dʒəri/	falszerstwo
fraud	/frɔ:d/	oszustwo
good conduct	/ˌɡʊd 'kɒndʌkt/	dobrze sprawowanie
harsh	/hɑ:ʃ/	surowy, srogі
hefty	/ˈhefti/	ogromny
insider trading	/ɪn'saɪdə 'treɪdɪŋ/	wykorzystywanie poufnych informacji
in-your-face	/ɪn ʒə 'feɪs/	beppośredni, agresywny
jack-of-all-trades	/ˌdʒæk əv 'ɔ:l 'treɪdz/	osoba z wieloma umiejętnościami
juvenile (n; adj)	/ˈdʒu:vənail/	młodociany
legitimate	/lɪ'dʒɪtəmət/	legalny, prawowity
lenient	/ˈli:nɪənt/	pobłażliwy
loophole	/ˈlu:p.həʊl/	luka (np. w prawie)
manslaughter	/ˈmæn.sɔ:tə/	niewymyślne spowodowanie śmierci
money laundering	/ˈmʌni ˌbɔ:ndəɪŋ/	pranie brudnych pieniędzy
overturn	/ˌəʊvə 'tɜ:n/	unieważnić, obalić
parole	/pə'reʊl/	zwolnienie warunkowe
perpetrator	/ˈpɜ:pətreɪtə/	sprawca poważnego przestępstwa
police constable	/pə'li:s 'kɒnstəbəl/	posterunkowy
probation	/prə'beɪʃən/	probacja pod pieczą kuratora sądowego
rehabilitate	/ˌri:ə'bɪləteɪt/	resocjalizować
rehabilitation	/ˌri:ə'bɪlə'teɪʃən/	resocjalizacja
reoffend	/ri:ə'fend/	ponownie popełnić przestępstwo
shares	/ʃeəz/	akcje
stalking	/ˈstɔ:kɪŋ/	prześladowanie
suspended sentence	/sə'spendɪd 'sentəns/	wyrok w zawieszeniu
tax evasion	/ˈtæks ɪ'veɪʒən/	unikanie płacenia podatków
unprovoked	/ˌʌnpɹə'veʊkt/	niesprowokowany
victimless crime	/ˌvɪktɪmləs 'kraɪm/	przestępstwo bez ofiary
white-collar crime	/ˌwaɪt 'kɒlə kraɪm/	przestępstwo urzędnicze

GRAMMAR 1

cash in on sth	/ˌkæʃ 'ɪn ɒn ˌsʌmθɪŋ/	zarobić na czymś
grave	/ɡreɪv/	poważny
gruesome	/ˈɡru:səm/	makabryczny
harrowing	/ˈhærəʊɪŋ/	przerazający
justification of the verdict	/ˌdʒʌstɪfɪkəʃən əv ðə 'vɜ:dɪkt/	uzasadnienie wyroku
solicitor	/sə'lsɪtə/	adwokat, doradca prawny
suffer the consequences	/ˌsʌfə ðə 'kɒnsɪkwənsɪz/	ponieść konsekwencje

SPEAKING

condemned to	/kən'demnd tə/	skazany na
foil	/fɔɪl/	udaremnąć
horrendous	/hə'rendəs/	potworny
human trafficking	/ˌhju:mən 'træfɪkɪŋ/	handel ludźmi
innocuous	/ɪ'nɒkjuəs/	nieszkodliwy
observant	/əb'zɜ:vənt/	uwaga, spostrzegawczy
squalid	/ˈskwɒlɪd/	nędzny, obskurny
thwart sb	/ˈθwɔ:t ˌsʌmbədi/	pokrzyżować komuś szyki

READING

assertion	/ə'sɜ:ʃən/	zapewnienie
at a dead end	/ət ə 'ded 'end/	w sytuacji bez wyjścia
conceited	/kən'si:tɪd/	zarożumiały
it runs in his family	/ɪt ˌrʌnz ɪn hɪz 'fæməli/	to u niego rodzinne
lead investigator	/li:d ɪn'vestɪˌɡeɪtə/	główny śledczy
lodge	/ˈlɒdʒə/	sublokator

make sth of	/ˈmeɪk ˌsʌmθɪŋ əv/	rozumieć coś z
prosecutor	/ˈprɒsɪkjʊ:tə/	prokurator
put sb on the right scent	/ˌpʊt ˌsʌmbədi ɒn ðə ˌraɪt 'sent/	naprowadzić kogoś na dobry trop
reasoning	/ˈri:zənɪŋ/	rozumowanie
second nature	/ˌsekənd 'neɪtʃə/	druga natura
set sb straight	/ˌset ˌsʌmbədi 'streɪt/	wyprowadzić kogoś z błędu
tip-off	/ˈtɪpɒf/	informacja, cynk

VOCABULARY 2

bent copper	/ˌbent 'kɒpə/	skorumpowany gliniarz
blow sb's cover	/ˌbləʊ ˌsʌmbədɪz 'kʌvə/	ujawnić, zdemaskować kogoś
calculate the position	/ˌkælkjəleɪt ðə pə'zɪʃən/	namierzyć pozycję
capture	/ˈkæptʃə/	pojmować
carry the can	/ˌkæri ðə 'kæn/	ponieść całą odpowiedzialność
catch sb red-handed	/ˌkætf ˌsʌmbədi ˌred 'hændɪd/	złapać kogoś na gorącym uczynku
chase/pursuit	/tʃeɪs/pə'sju:t/	pościg
corroborate an alibi	/kəˌrɒbəreɪt ən 'ælibaɪ/	sprawdzać alibi
corrupt	/kə'rʌpt/	skorumpowany
embed yourself in	/ɪm'bed ʒə self ɪn/	zanurzyć się, wtopić się w
follow a line of enquiry	/ˌfɒləʊ ə ˌlaɪn əv ɪn'kwəri/	przewodzić śledztwo w jakimś kierunku
get to the bottom of sth	/ˌget tə ðə 'bɒtəm əv ˌsʌmθɪŋ/	dojść do sedna czegoś
go door-to-door	/ˌɡəʊ dɔ: tə 'dɔ:z/	chodzić od drzwi do drzwi
go down for sth	/ˌɡəʊ ˌdaʊn fə ˌsʌmθɪŋ/	odpowiedzieć za coś
grass sb up	/ˌɡrɑ:s ˌsʌmbədi 'ʌp/	donieść na kogoś
have a hunch	/ˌhæv ə 'hʌntʃ/	mieć przeczucie
hold out	/ˌhəʊld 'aʊt/	bronić, opierać się
legwork	/ˈleg.wɜ:k/	rutynowa praca
let sth slip	/let ˌsʌmθɪŋ slɪp/	przypadkowo coś wyjawiać
mundane	/ˌmʌn 'deɪn/	monotonny
nail a perpetrator	/ˌneɪl ə 'pɜ:pətreɪtə/	złapać sprawcę
partners in crime	/ˌpɑ:tnəz ɪn 'kraɪm/	wspólnicy w zbrodni
put a foot wrong	/ˌpʊt ə 'fʊt rɒŋ/	popełnić najmniejszy błąd
red herring	/ˌred 'herɪŋ/	falszywy trop
retract a confession	/ˌrɪˌtrækt ə kən'feʃən/	wyciąć przyznanie się do winy
rule out suspects	/ˌru:l ˌaʊt 'sʌspekts/	wykluczać podejrzanych
tail	/teɪl/	śledzić
take a statement	/ˌteɪk ə 'steɪtmənt/	spisać zeznanie
track a suspect's movements	/ˌtræk ə ˌsʌspekts 'mu:vmənts/	śledzić działania podejrzanego
track down eyewitnesses	/ˌtræk ˌdaʊn ˌaɪˌwɪtnəsɪz/	znajdować naocznych świadków
work undercover	/ˌwɜ:k ˌʌndə'kʌvə/	pracować pod przykrywką, jako tajniak

LISTENING

blood spatter	/ˈblʌd ˌspætə/	rozprysk, ślady krwi
determine the cause of death	/dɪ'tɜ:mɪn ðə ˌkɔ:z əv 'deθ/	ustalić przyczynę śmierci
fully operational	/ˌfʊli ˌɒpə'reɪʃənəl/	w pełni funkcjonujący
lift fingerprints	/ˌlɪft ˌfɪŋɡəˌprɪnts/	zdjąć odciski palców
miscarriage of justice	/ˌmɪskærɪdʒ əv ˌdʒʌstɪs/	pomyłka sądowa
portrayal	/pɔ:'treɪəl/	sposób ukazania
run sth through the system	/ˌrʌn ˌsʌmθɪŋ θru: ðə 'sɪstəm/	przepuścić coś przez system
swab sb for DNA	/swɒb ˌsʌmbədi fə ˌdi: en 'ei/	pobrać od kogoś próbkę DNA
trace evidence	/ˌtreɪs ˌeɪdəns/	ślady przemieszczania się

USE OF ENGLISH

allegation	/ˌælə'geɪʃən/	zarzut
assert	/ə'sɜ:t/	zapewniać
composed	/kəm'pəʊzɪd/	opanowany
confess	/kən'fes/	przyznać się do winy
felony	/ˈfeləni/	poważne przestępstwo
it's rumoured that ...	/ɪts 'ru:məd ðæt/	chodzą słuchy, że ...
penitentiary institution	/ˌpenɪ'tenʃəri ˌɪnstɪ'tju:ʃən/	zakład karny

WRITING

avert	/ə'vɜ:t/	odwrócić
grassroots initiative	/ˌɡrɑ:sru:ts ɪ'nɪʃətɪv/	inicjatywa oddolna
incapacity	/ɪnkə'pæsəti/	niezdolność
see eye to eye	/ˌsi: ˌaɪ tu ˌaɪ/	być tego samego zdania
take a stand	/ˌteɪk ə 'stænd/	ustosunkować się
take preventive measures	/ˌteɪk prɪ'ventɪv 'meʒəz/	podjąć środki zapobiegawcze
unsettling	/ʌn'setlɪŋ/	niepokojący

REVISION

convict	/ˈkɒnvɪkt/	skazaniec
in confinement	/ɪn kən'faɪnmənt/	w zamknięciu
perpetrate	/ˈpɜ:pətreɪt/	popełnić (np. przestępstwo)
remorse	/ˈrɪmɔ:s/	skrucha

5 LIVING TOGETHER



1



2



3

SPEAK Look at the photos and read the proverb. Answer the questions.



A society grows great when old people plant trees whose shade they know they will never sit in.

(Greek proverb)

- How do pictures 1 and 3 reflect some of the changes and challenges societies are experiencing today?
- How do you think the standard of living in your country compares with others?
- How do you understand the proverb? Do you agree with it? Do you think societies think about the future enough, or do they just worry about the present?

- 1 **SPEAK** Look at the stages of life in the box. What would you say are the joys and challenges of each of them? Give reasons for your answers.



childhood adolescence early adulthood
middle age retirement

- 2 **SPEAK** Do the quiz and read the information that accompanies each question. Check your answers on page 156. Which facts and figures do you find the most surprising?

THE BIG QUESTIONS QUIZ

- 1 What is the average life expectancy in the world today?
a 50 years b 60 years c 70 years

Two hundred years ago, the average **life expectancy** was just 31. Now, with better health care access and the introduction of a **minimum wage**, **abject poverty** and hunger are becoming a thing of the past in many countries, and more children survive into adulthood. However, it is predicted that after a **population explosion**, population growth will experience a **steep decline** by the end of the twenty-first century due to falling fertility rates.

- 3 What percentage of the world's inhabitants have Internet access?
a 49% b 63% c 81%

In 2005, only a tiny minority (8%) of people in developing countries had Internet access – this figure is now over 40%. However, this has encouraged the growth of cybercrime in its many forms. Online fraud, **identity theft** and **invasions of online privacy** are examples of what people now need to protect themselves against.



- 2 In Europe, do men or women leave their parental home earlier?
a Women b Men c Both leave at the same age

Home ownership is on the rise, as seven out of ten Europeans own property. Nevertheless, the number of homeless people is also increasing **at an alarming rate**.



- 4 How many billionaires are there in the world?
a 2,755 b 51,082 c 203,000

The highest number of billionaires are in the United States, China and India, and together they are worth \$13.1 trillion, a number that continues to rise **year on year**. Global **wealth distribution** might surprise many. The top 1% of households globally own 43% of all personal wealth, whereas the bottom 50% own only 1%.



3 KEY WORDS

 Match the highlighted phrases from exercise 2 to the definitions 1–11 below.

- 1 the way in which money is divided between different sectors of society
- 2 when other Internet users can access what you wouldn't necessarily want them to know
- 3 at a speed that is concerning
- 4 a situation when people don't have enough money to pay for their basic needs
- 5 the crime of taking someone else's personal information and using it for your advantage
- 6 the smallest amount of money that an employer is legally allowed to pay a worker
- 7 the length of time a person is likely to live for
- 8 legal possession of a property used as a residence
- 9 sharp reduction in the amount of something
- 10 a significant increase in the number of people living in a particular area
- 11 continuously, every year

4 SPEAK

 Complete the forum posts with the correct forms of some of the highlighted phrases from exercise 2. How far do you agree with the posters? Why?

YOUR VIEWS: Comments and concerns from our readers about what matters to all of us. Do you agree?

There needs to be a(n) ¹ in population growth – the planet can't really support us all.

Social media companies should police their sites more as ² of are becoming more and more problematic.

Wealth ³ seems awfully unfair, with ⁴ poverty still existing in many parts of the world, but I imagine nothing can change it.

Year ⁵, stories about ⁶ theft are increasing at ⁷, and it's elderly citizens who are the most common unsuspecting victims.

Some people think ⁸ is very important and spend all their money on deposits and mortgages, but I'm not sure it's really worth it.

People should be able to get by on the ⁹ if they economise and live carefully.

5 2.11 KEY WORDS

 Read the highlighted collocations below and try to guess their meaning. Then replace the underlined fragments in sentences 1–7 with the correct forms of some of the collocations. Listen and check.

live and learn • **live and let live** • **live beyond your means**
live for the moment • **live hand to mouth** • **live in an ivory tower**
live in cloud-cuckoo-land • **live in the past**
live life to the full • **live the dream** • **live up to expectations**

- 1 I had no idea that Sarah's mum was a famous writer – you discover something surprising all the time.
- 2 My brother's being silly if he thinks I'm going to keep lending him money.
- 3 You should learn to enjoy the present time and not worry about the future and be a little bit more spontaneous.
- 4 Trisha has a huge house in California and a sports car, and she goes to lots of cool parties – she's leading an ideal life.
- 5 Joshua broke up with Heather months ago, but he's still thinking and talking about it.
- 6 My great grandmother is eighty-five, but she's out every day with her friends, enjoying every possible moment.
- 7 The story is about a family that went through a terribly difficult time, and with the father unemployed, they didn't know where their next meal was coming from.

6 SPEAK

 Give examples for 1–3 and justify your answer in 1–2 sentences. Then compare and discuss your answers.

- 1 A film/book/video game that didn't live up to expectations
- 2 A celebrity living beyond their means
- 3 A politician living in an ivory tower

7 SPEAK

 Answer the questions.

- 1 Most societies depend on marriage as a stabilising institution. How do you think this might change in the future? Why?
- 2 Multiculturalism is an integral part of many societies today. How can this benefit a country and its people? What are the challenges related to multiculturalism that societies may face?

8 SPEAK

 Look at the video still. It shows a gathering of different Native American tribes. Describe the video still and answer the questions.


- 1 What might Native Americans do when they have traditional meetings?
- 2 How important is it for cultures like this to maintain their traditions?

FAST FINISHERS

Make a list of three cultural traditions of your country that you think will survive the next fifty years and three that may not. Give reasons for your answers.

- 1 **SPEAK** It is claimed by some scholars that access to credit is a fundamental human right. Would you agree? Why/Why not?

- 2 **2.12** Read and listen to the text. Who is Muhammad Yunus? What is microfinancing?



HELPING THE WORLD'S POOREST: PROFESSOR MUHAMMAD YUNUS

Grameen Bank ^a **is known** as 'the bank for the poor'. Its philosophy ^b **isn't shared** by other banks because it believes that money

^c **should be lent** to anyone and that even people who have nothing ^d **ought to be given** a loan. This idea, called 'microfinancing', ^e **was introduced** by Professor Muhammad Yunus in the 1970s in Bangladesh. He is known to have personally made loans to forty-two women in his village. They were making bamboo furniture and had to take loans for buying bamboo, but all their profits ^f **were being paid** towards the loans. The women ^g **were given** \$27 to make furniture and baskets, which ^h **were then going to be sold** to repay the debts. By the time Professor Yunus ⁱ **was awarded** the Nobel Peace Prize in 2006, over seven million people ^j **had been granted** small loans by Grameen Bank, which Yunus had set up in 1983. The bank is believed to encourage groups of people to apply for loans together so that members of the group can ^k **have their loan repaid** by another member if they can't manage it. Due to its success, the bank's model ^l **has been copied** and ^m **is being** successfully **implemented** in many other countries.

- 3 **Study the grammar table and complete gaps 1–9 with examples a–m from the text in exercise 2.**

Key Grammar

The passive • have/get something done

To make passive sentences, we use the verb **be** in the correct form + **past participle**:

- present simple passive: 1 2
- present continuous passive: 2
- past simple passive: 3 4 5
- present perfect passive: 4
- past continuous passive: 5
- past perfect passive: 6
- passive with **be going to**: 7
- passive modals: 8 9

We use the causative form **have/get + noun + past participle** to talk about:

- actions that we arrange for other people to do for us, e.g. 9
- unpleasant experiences, e.g. *While they were on holiday, they **had their car broken into**.*

- 4 **2.13** Complete the text with the correct active or passive forms of the verbs in brackets. Listen and check.

MICROFINANCE: A SUCCESS STORY

Joyce Wafukho ¹ (bring up) in a rural part of Kenya. She soon ² (realise) that what ³ (need) in her area was a good hardware store, but she also knew that to open one, a lot of stock ⁴ (require). With her savings, she ⁵ (rent) a small space, but she couldn't ⁶ (renovate / it) because she had no more money. She kept sending off loan applications, but they ⁷ (continually / deny) until she ⁸ (give) a series of loans by the Kenya Women Finance Trust. Since then, her business ⁹ (grow), and currently twenty-five full-time workers ¹⁰ (employ) by Joyce. Thanks to her business, she ¹¹ (build / a permanent home) for her family and ¹² (provide) her children and siblings with better nutrition, healthcare, and education. She plans to continue growing her business and to open a supermarket.

- 5 **SPEAK** Read the **WATCH OUT** box and find two examples of passive reporting structures in the text in exercise 2.

WATCH OUT

Passive reporting structures

Passive reporting structures use reporting verbs such as *believe, know, report, say, think, understand* and follow different patterns:

- subject + passive reporting verb + infinitive (*to do / to have done / to be doing*), e.g. *He is said to have borrowed a lot of money.*
- *It* + passive reporting verb + *that* clause, e.g. *It is said that he borrowed a lot of money.*
- *There* + verb in the passive + infinitive (*to do / to have done*), e.g. *There are considered to be good reasons for making loans to people who have nothing.*

- 6 Rewrite each sentence twice using two different passive reporting structures.

- 1 People believe that Professor Yunus has helped many poor men and women.
- 2 Someone said that poor people can't manage their own money.
- 3 Did people think that Mike's pyramid scheme had worked?
- 4 They expect the money to arrive tomorrow.
- 5 They found that women were more likely to benefit from a loan.

- 7 **SPEAK** Answer the questions.

- 1 Why do you think Professor Yunus was rewarded with the Nobel Peace Prize?
- 2 Poverty is considered by some to be a threat to peace. Do you agree? Why/Why not?



FAST FINISHERS

Think of a successful Polish musician, writer, sportsperson, entrepreneur, etc. whose life you know some details about, and write his/her success story similar to the one in exercise 4. Use the passive voice and **have/get something done**.

Speculating about a photo



1 SPEAK Look at the photos from an exhibition called *Neighbourhoods*. Answer the questions.

- Who are the people? Where are they and how are they feeling?
- Why do you think they are looking out of their windows?
- What do you think they can see?
- What might be the advantages and disadvantages of living where they do?

2 **2.14** Listen to Dell and Pam talking at the exhibition. Are their comments about the photos similar to yours?

3 **2.14** Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

Key Phrases

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 ...

4 Read the information below and the dialogue. What mistake did Lea make?

View from my window is a Facebook group where people from all over the world share photographs taken from a window in their home. The main rules are that the photograph should clearly be taken through a window, and the author must say where it has been posted from. People usually add a comment, too, telling the group about themselves and their house: who they are, when they came to live there, how big the house/flat is, etc. A wonderful window on our wonderful world that brings people closer together.



Lea: I tried to post a view of our garden on *View from my window*, but the admin won't let it through! It's clearly through the bedroom window – you can see the curtains. They're quite hot on that, you know, to stop anyone professional from just posting pictures.

Sid: My ¹ [redacted] would be that you forgot to write which area it's from. They're pretty strict about that, too.

Lea: Ah, that ² [redacted] have been what I did wrong.

Sid: Let me see the page ... I love this one! From the view, I'd ³ [redacted] that it was taken from the top of a high-rise building.

Lea: Yeah. It's hard to say for ⁴ [redacted], but it looks ⁵ [redacted] if it's a suburb of Los Angeles. It just says 'California'. And this is another of my favourites. Now, without looking at the post, where do you reckon it's from?

Sid: I'd say it's ⁶ [redacted] obviously South Africa – you don't get giraffes and zebras in your back garden in many countries!

Lea: Nearly – it's Kenya. And this one showing a black bear rummaging through the rubbish bin?

Sid: That's ⁷ [redacted] to be Canada!

Lea: Yep – you got that right. And this one?

Sid: Well, judging by the rain and the semi-detached houses and the colour of the bricks – I'd hazard a ⁸ [redacted] at the north of England. There's no ⁹ [redacted] it could be Spain or anywhere like that! It might be a long ¹⁰ [redacted], but maybe Liverpool or Manchester?

Lea: Close! Leeds.

5 **2.15** Complete the dialogue in exercise 4 with one word in each gap. Use the Key Phrases. Then listen and check.

6 **SPEAK** Student A, describe the photo on page 157. Student B, describe the photo on page 160. Then take turns to answer the questions below.

- What might it be like growing up and living in this neighbourhood?
- What would be your ideal neighbourhood to live in? Why?
- Tell me about the last time you stayed in a neighbourhood very different to your own.

FAST FINISHERS

Imagine you're posting a picture on *View from my window*. Write a short post to go with your photo.

5.4 Reading

An article about music in society

1 **SPEAK** Answer the questions.

- 1 What is your favourite music genre? What are its characteristics? How long would you say it has existed? What were its roots or influences?
- 2 What do you like about this genre? Do your friends share your taste in music?

2 **2.16** Listen to a podcast by a musician called Kayla and answer the questions.



- 1 What are Kayla's favourite music genres?
- 2 How and why has she changed her mind about a certain music genre?
- 3 Answer her two final questions.

3 **2.17** Look at the title of the text on page 75. What might you expect to read about? Read the text quickly and check your ideas.

4 Read the **WATCH OUT | SKILLS** box. Then read the text again and choose the correct options.

- 1 The Baka women's singing is
 - A very different from Swiss farmers' singing.
 - B the same as Swiss farmers' singing.
 - C quite like Swiss farmers' singing.
 - D not as good as Swiss farmers' singing.
- 2 Which of the following is stated in the text as a fact, not an opinion?
 - A The participants in the study had no previous access to the music.
 - B The task was pretty straightforward for all concerned.
 - C The results showed that the test-takers recognised the purpose of unfamiliar music.
 - D The music was taken from communities that were isolated.
- 3 The ancient flute
 - A can be played in many different ways.
 - B can still be played today.
 - C is older than drums and guitars.
 - D has a similar appearance to modern instruments.
- 4 The writer uses the example of the Baka women 'playing the water' to show that
 - A percussion is the easiest form of making music.
 - B music can be made without the necessary instruments.
 - C the Baka have a unique form of creating music.
 - D ways of making music are copied by different communities.

WATCH OUT | SKILLS

Facts vs opinions

When deciding whether a statement reflects a fact or opinion, check the text for words or phrases that indicate something may not be definite, e.g.: *may, might, could, I would say, it appears*, etc.

5 **KEY WORDS** Match the highlighted phrasal verbs and phrases from the text to definitions 1–8 below.

- 1 go to sleep
- 2 singing very loudly
- 3 near where you are and available to use
- 4 encourage someone
- 5 make us feel better
- 6 stand in a row or queue
- 7 has existed since a particular time
- 8 be in sync with something

6 **KEY WORDS** Complete the sentences using the highlighted adjectives from the text.

- 1 The music coming from my sister's room was , so I asked her to turn it down.
- 2 The brass band was playing a(n)  song as they marched along the street in the parade.
- 3 The series episode started with a(n)  drum beat which was really atmospheric.
- 4 Weddings are definitely  occasions, and the celebrations can go on well into the night.
- 5 The crowd was chanting a popular song, but it was more  than melodic!
- 6 Although the end of the film was sad, somehow the music was  and we left the cinema feeling good.

7 **SPEAK** Answer the questions.

- 1 How can the music we listen to reflect or influence our mood?
- 2 Would you agree that the music tastes of our parents and grandparents shape our own? Why/Why not?
- 3 How important is it to encourage all young children to learn to play an instrument? Why?
- 4 It is said that music brings people together in times of crisis. What's your opinion? Give some examples.

FAST FINISHERS

 Make a list of ten songs that you love and that you think you will still love in ten years' time.



Search the Internet for information about the music genre called 'world music'. Find out who coined the term, which types of music are classified under it, and why some musicians and critics find it a flawed and problematic misnomer. Present your findings to the class.

MUSIC IS UNIVERSAL

Music is an essential part of all human societies that connects people everywhere, regardless of physical boundaries, language, and culture, even if its harmonies and rhythms are different to music from our own culture.

The Baka people dwell deep in the Central African rainforest. Early in the morning, a Baka woman will start singing to the surrounding forest. Her song is not unlike the vocal sounds (called 'yodelling') that farmers in the Swiss Alps use to call in their cows from the high peaks. Slowly, other women join in with her, all singing slightly different notes. Although this music is entirely distinct from the Western European music that we are used to hearing, it makes sense to our ears. We perceive it as music, just as we perceive sitar music from India or taiko drums from Japan as music.

As well as all societies having music, all music is created for a purpose. How would we celebrate a wedding without **uplifting** and **joyous** music? Would a football match be the same without the supporters **belting out deafening** and sometimes **raucous** songs and chants to **will** their team **on**? Music can be used to help a baby **drift off**, to express our emotions: love, joy, loss, sadness, even anger or protest. It can give us a rhythm for our bodies to **tune in to** and dance to, or a **rousing** chorus for us to sing along to and **lift our spirits**. This relationship between the form and purpose of music can also be instantly understood by everyone.



In a study called 'Form and Function in Human Song', published in *Current Biology*, 750 people from sixty different countries were played short pieces of different types of music and then asked to identify the function of the music that they had heard. On the surface, the task might appear simple enough, but the music had been recorded in eighty-six different small-scale societies in which people have limited contact with other groups. As a result, the participants had probably never been exposed to the music on the radio or Spotify. Although the music was unfamiliar, its function



was recognised by the participants in the experiment, demonstrating that not only can humans recognise the sound of music, but we also instinctively know what it's for.

Along with having music, all human societies also create and use musical instruments. Almost every human culture has a version of a flute, drum and guitar, although there are almost infinite ways they are fashioned and played. Astonishingly, the earliest flute that has ever been found **dates back to** between 35,000 and 43,000 years ago. These ancient wind instruments were generally made of bone or ivory and looked very similar to recorders and whistles that are still used today. And even when there are no instruments **to hand**, humans find ways to make music. The Baka women also 'play the river', as they say. They **line up** in the water and hit and splash it with their hands to make different sounds. Curiously, this 'water drumming' is also played by women in the remote Banks Islands in the middle of the Pacific Ocean, half a world away from Central Africa.

So, when we hear the Baka women sing, the complex subtleties of Indian sitar music or the driving, **pounding** beat of the Japanese taiko drums, we understand that it's all music and why it's being played, despite knowing nothing about the culture it's from or the language the musicians speak. Music truly is a universal language – perhaps the only one that can be understood by humans in all societies.





- 1 **SPEAK** Answer the questions about the government in Poland. Can you answer questions 1–3 about the UK?

- What are the names of the main political parties?
- Who is the current head of state?
- Who is the current head of government?
- What roles do the main ministers in a government play?
- What does an MP (Member of Parliament) do?
- What are the differences in power between the national government and city councils?
- What happens in an election?

- 2 **SPEAK** Read the blog post in exercise 3. Which jobs are mentioned and what might prevent you getting one of them?

- 3 **2.18 KEY WORDS** Complete the blog post with the highlighted words below. Use a dictionary to help you. Listen and check.

ballot • booth • cast • clerk • constituency
electoral • eligibility • impartial • issue • recount
run-up • secrecy • standing • station • teller
term • turnout

Get involved on election day and get paid!

Wow! It's been a long day – but really interesting! Obviously, I've been in a ¹ **polling** before and gone into the ² with my ³ **paper** to ⁴ **my** **vote** in a general election, but today I actually had the job of a ⁵ **polling**. That's the person who sits at the table and helps the presiding officer (the one in overall charge) to check people's ⁶ **to vote** (only UK citizens with their names on the ⁷ **register**) and ⁸ **the ballot papers**. We also have to ⁹ **ensure the** of the ballot. It was a great day – AND I got paid for it! But it was tiring. It was incredibly busy – the ¹⁰ was massive. Of course, voting for council elections was going on at the same time, so that meant pretty long queues. The station closes just after ten, and then the ballot boxes are sealed and taken to the designated location for the count. That goes on ALL night, and sometimes a candidate can ¹¹ **demand a**, particularly if the results are very close. A lot goes on behind the scenes before a candidate is finally declared the winner and becomes the MP to ¹² **represent their** for one ¹³ **of office**. To get a job at the polling station, you must be ¹⁴ – that means you cannot have any links with candidates who are ¹⁵ **for election** or re-election. So, for example, if you've been doorstepping in the ¹⁶ **to the election** on behalf of a political party, you can't apply! If you're a night owl, you can become a ¹⁷ (that means a counter) and get paid for that, too.



- 4 **2.19** What do you think a mock college election might involve? Listen to a conversation and check your ideas.

- 5 **KEY WORDS** Match the highlighted words and phrases 1–10 from the conversation in exercise 4 with definitions a–j below.

- | | |
|------------------------------------|------------------------------------|
| 1 by-election | 6 outline policies |
| 2 campaign for the election | 7 party political broadcast |
| 3 deliver a speech | 8 sitting MP |
| 4 maiden speech | 9 take opinion polls |
| 5 manifesto | 10 win a seat |

- give an idea of your plans
- the first formal talk in parliament by a new MP
- the written promises of a political party before an election
- the elected MP at a given time
- give a talk
- ask about people's voting preferences
- a short TV film to promote a party
- persuade people to vote a particular way
- an election held during a parliamentary term
- be elected

- 6 Read the comments below. What do the underlined pronouns refer to? Choose from the highlighted words and phrases in exercises 3 and 5.

- It's not worth the paper it's written on. They break promises time and time again.
- I heard a recording of it, and it was extremely impressive – no trace of nerves.
- My mum isn't interested in politics, and if one comes on, she'll go and make a cup of tea.
- Sometimes they turn out to be completely wrong!
- If the government loses this, their majority will be dangerously reduced.
- I was late and unfortunately it had closed by the time I got there.
- Some people spoil them by choosing more than one name, and then they have to be discarded.
- I stood in there for ages trying to make up my mind!

- 7 **SPEAK** Answer the questions.

- Do you consider the age for voting in Poland to be right? Why/Why not?
- What advice would you give to a prospective candidate standing for election in your area? Why?
- Would you say that schoolchildren and students in your country learn enough about political systems? Why/Why not?



FAST FINISHERS

- Design the front page of a leaflet to promote yourself as a candidate for a general or local election.

A radio interview about the sharing economy



1 **SPEAK** Describe the photos. Which apps do you associate them with? What do you think they have in common?

2 **2.20 KEY WORDS** Read the **WATCH OUT** box and complete the compound adjectives in the forum posts with the highlighted words below. Listen and check. Which of the posts can you identify with?

accessible • consuming • densely • effective
forward • knock • last • much • readily
regulated • saving • term • well



1 I live in a(n) **populated** area, and it's so easy to order an Uber through the app. It's so **time-** too. It's a shame some -**established** taxi companies are going out of business, but they need to be more -**thinking** and adapt.



2 **Badly** ride-sharing platforms are making the news, and I agree that there are some **needed** improvements to be made.



3 In my opinion, a **long-** solution to pollution in city centres is to move over completely to car- or bike-sharing systems. This is an **easily** and **cost-** form of transport, and it could have a(n) -**on** effect outside cities too, which can only be good thing.



4 Food is often a(n) -**minute** decision for me, and cooking can be very **time-** , so I tend to get **available** meals delivered using the Glovo or Wolt apps.

WATCH OUT**Compound adjectives**

A compound adjective can be made up of a combination of adjectives, adverbs, nouns and present or past participles. When preceding a noun, compound adjectives often take a hyphen, but they might lose it when following the noun. Check in a dictionary.

3 **2.21** Listen and repeat the compound adjectives. Pay attention to the different stress patterns.

4 **2.22** What do you think is meant by the term 'sharing economy'? Listen to a radio interview and check your ideas.

5 **2.22** Listen again and choose the correct options.

- According to Sarah Kenny, what is the main reason that sharing economy services have grown in popularity?
 - More people are living in urban areas.
 - Technology has advanced quickly.
 - The level of regulation involved is high.
 - Modern-day society has particular needs.
- Which of the following is stated in the interview as a fact, not an opinion?
 - eBay's business model used to be very innovative.
 - eBay was a pioneer in the sphere of online auction marketplaces.
 - Auction sites have existed for a long time.
 - Auction sites spare no effort to protect their users' rights.
- Why does Sarah mention traditional taxi services?
 - To show that people's preferences are for this form of transport.
 - To compare the costs of the two forms of transport.
 - To point out that their drivers have better working conditions.
 - To show a positive effect the new app service has had.
- What effect have short-stay accommodation services had in some places?
 - Some people can't afford to live there anymore.
 - Long-term residents moved out because they didn't like the tourists.
 - They encouraged property owners to sell their apartments.
 - Rented properties have moved to local government control.

6 **SPEAK** Answer the questions.

- Do you think there is still a place for traditional hotels, shops, public transport, etc. in our society? Why/Why not?
- How might the sharing economy change in the future? Do you think it is here to stay or is it only a fad? Give reasons for your answers.

FAST FINISHERS

Imagine you want to sell something in an online auction. Write an enthusiastic description of your item to attract bidders. Use five compound adjectives.



- 1 **SPEAK** If you were to compile a list of goals to make the whole world a better place, what would be on it? What would be your priorities, and why?
- 2 **2.23 SPEAK** Read and listen to the text and study the chart. Imagine you worked for the UN. Which two goals would you choose as your main objective? Why?

Are you familiar with the Sustainable Development Goals (SDGs)? ^aHaving been defined and ^bagreed upon during the creation of the 2030 Agenda for Sustainable Development, the SDGs are a set of seventeen interlinked global goals whose general objective is for abject poverty ^cto be eradicated and for a better, more sustainable future for everyone ^dto be achieved. Apart from ^ebeing intertwined, they are also inclusive, which means that no goal is deemed ^fto have been met unless it is met for everyone. The UN hopes ^gto be supported in their initiative by global governments, and reports ^hto have been followed in their endeavour by many organisations worldwide. The SDGs seem to be having a significant impact as a result of ⁱhaving been championed on a wide range of levels, from endorsement by celebrities on Twitter to integration into the investment processes of big businesses and into local community initiatives.



- 3 **STUDY** Study the Key Grammar table and complete it with examples a–i from the text in exercise 2.

Key Grammar

Passive gerunds and passive infinitives

- simple passive gerund: *being* + past participle, e.g.: *Being forced to leave your rental home can be immensely stressful.*, *I liked being invited to get involved.*, ¹
- perfect passive gerund: *having been* + past participle, e.g.: *The volunteers appreciated having been given the opportunity.*, *The defendant was convicted despite having been represented by top lawyers.*, ² , ,
- simple passive infinitive: *(to) be* + past participle, e.g.: *The minister should be interviewed on TV.*, *A problem must be understood in order to be solved.*, ³ , ,
- perfect passive infinitive: *(to) have been* + past participle, e.g.: *Half of our budget appears to have been spent on this project.*, *I was excited to have been chosen to represent the school.*, ⁴ ,

- 4 Choose the correct options.

- Some major agreements are required to *be* / *have been* adopted globally.
- I want to avoid *to be* / *being* given so much responsibility.
- I really disliked *to have been* / *having been* ignored by the director yesterday.
- These topics are not allowed *to be* / *being* raised during the meeting with refugees.
- This was the most urgent problem that needed *to be* / *having been* taken care of.
- He doesn't seem *to have* / *having been* assisted by anyone.
- The UN representative agreed *to be* / *have been* interviewed by a local journalist.

- 5 **STUDY** Read the **WATCH OUT** box and complete the sentences with the correct passive forms of the verbs in brackets. If there is more than one correct answer, explain why.

- After (achieve), the SDGs will definitely make the world a better place.
- The agent wore sunglasses to avoid (identify).
- The bank teller was happy *to* (give) a promotion and a pay rise.
- Do you remember (teach) to ride a bike?
- The painting is gone. It appears (steal)!
- The man admitted *to* (pay) for industrial espionage.
- Everyone wants (love) and (take) care of.
- The package appears *to* (open) before it was delivered. It must (send) back as soon as possible.
- (tell) what to do seems easy, but easy won't get you anywhere in life.

WATCH OUT

Simple or perfect?

In some contexts, there is very little or no difference in meaning between the simple and perfect gerund/infinitive because the context makes it clear when the action happened, e.g.:

*The factory appeared **to be** / **have been** abandoned.*

- 6 **SPEAK** **STUDY** Finish the sentences using passive forms. Then compare your answers in pairs.

- I dislike being ...
- I'd never admit to having been ...
- None of my friends expect to be ...
- My neighbour seemed to have been ...

FAST FINISHERS

STUDY Make a list of measures that, in your opinion, should be taken to achieve the two SDGs you chose in exercise 2.

- 1 SPEAK** Describe the photo. Do you find festivals like this enjoyable? How about if you were a resident of this area?



- 2 Choose the correct options.**

- At the end, the band played a(n) *uplifting* / *pounding* song, which was a perfect culmination of the show.
- Let's have some fun – I need a distraction to *drift* / *lift* my spirits.
- Every voter can take only one *polling* / *ballot* paper.
- In Norway, *turnout* / *eligibility* to vote is determined by age at the end of the voting year.
- It's no secret – the data is *readily* / *simply* available on the Internet.
- We can obtain this loan only once, so we need a project that is cost- *regulated* / *effective*.
- Many people migrate to coastal towns when they retire in order to live the *dream* / *moment*.

- 3** Match the words from box A to the words from box B to make collocations. Use them to complete sentences 1–7.

A alarming home identity life minimum steep wealth

B decline distribution expectancy ownership rate theft wage

- We analysed some data and found major income inequalities in this part of the world.
- There has been a(n) in the number of people buying homes.
- The pandemic was expanding at a(n).
- has become a potentially dangerous crime. Imagine being obliged to pay off a loan you never took.
- The business owner is pretty selective about who she hires, but she pays them more than the.
- varies considerably between different parts of the world, mostly due to differences in living conditions, diet and medical care.
- does sound like a potential goal, but personally, I'm not interested in having my own house or flat.

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

What can a four-year-old do to help end abject 1? While other children his age were having an easy time of it, Joshua Williams observed that the homeless people of Miami Beach, Florida, where he lived, were severely undernourished. Joshua decided that they should 2 helped. That's when Joshua's Heart Foundation 3 founded. It is a non-profit, youth-run organisation empowering people in need to improve their quality of life. Joshua is now in his twenties, and his foundation has certainly lived 4 to expectations. Over \$3 million has 5 donated to fight homelessness and poverty, and 600,000 people in need have 6 their lives changed by the work of the foundation's volunteers. Over the years, many other causes 7 been added to the foundation's portfolio, with around 60,000 kids having 8 encouraged to participate in the foundation's work. The foundation is known 9 insist that all the different events ought to be planned by groups of young people, who 10 required to take full control and come up with their own ideas.

- 5** Complete the second sentence with up to six words so that it means the same as the first one. Use the words in capitals.

- Must we use the money to buy material? USED to buy material?
- I don't believe they can identify all the problems with that project. CAN'T
All the problems with that project.
- Perhaps big banks treat women differently. MIGHT
Women differently by big banks.
- Without government aid, the floods would have affected more people. BEEN
More people by the floods without government aid.
- We need to leave the window open for the night. BE
The window open for the night.
- It's OK when my English teacher corrects me. MIND
I by my English teacher.
- Someone is processing your application. PROCESSED
Your.

FAST FINISHERS

Write three questions you would ask Joshua Williams were you to interview him.

#BRAINTEASER

Having been asked how old she is, Elisa replied, 'In two years I will be twice as old as I was five years ago.' How old is Elisa?



- 1 **SPEAK** Look at the title of the essay. What is your opinion on the subject?
- 2 **SPEAK** Read the essay and answer the questions.
 - 1 What is the writer's opinion?
 - 2 What two arguments does the writer give to support his/her opinion?
 - 3 What reasons and examples does the writer give to illustrate his/her arguments?
- 3 Read the essay again. Find features 1–6 and answer the questions in brackets.
 - 1 a linking word to introduce a result
 - 2 four linking words to introduce a contrasting idea
 - 3 two expressions to introduce and order arguments
 - 4 a phrase to introduce a commonly held view using a passive reporting structure (Why does the writer include this?)
 - 5 a phrase to introduce a commonly held view using a causative form
 - 6 adjectives and adverbs (What effect do many of these have?)

DOES SOCIAL MEDIA BRING PEOPLE TOGETHER OR PUSH THEM APART?

It is generally agreed that society has been changed considerably by social media. Most people would have us believe that social media has made it easier to communicate, therefore strengthening social relationships. However, it seems to me that it has had the complete opposite effect.

Firstly, many of us spend so much time on social media that we are in danger of losing touch with the real, physical world. Even though social media is convenient for staying in touch with friends and family, we are so obsessed with keeping up to date with other people's lives that when we get together with others physically, we cannot stop looking at our phones.

Secondly, despite us being able to read other people's opinions and discuss ideas with them, it is my view that social media can be a hostile and unfriendly place. Although sharing ideas is one of the most appealing aspects of social media, debates often end up with people insulting each other, and cyberbullying is also a major problem.

Personally, I believe social media has pushed people apart. We are driven by a desire to stay continually connected with what others are doing, and face-to-face conversations hardly exist nowadays because people prefer to throw insults at each other online rather than talking to the people they are with.

Paragraph 1
Introduce the issue and state your opinion.

Paragraphs 2 & 3
Give reasons and examples to support your opinion. Include a counterargument and argue against it.

Paragraph 4
Restate your opinion and summarise your reasons.



4 **Study the Key Phrases box and translate the phrases in brackets into English.**

- (*Ogólnie przyjmuje się*) that hateful comments are a type of cyberbullying,
- (*To powiedziawszy*), I really believe that the issue should be solved legally.
- (*Jeżeli chodzi o mnie*), I have never experienced cyberstalking and I hope I never will.
- (*Wielu trolli internetowych chciałoby, abyśmy uwierzyli*) that our views lack general support.
- (*Jestem w pełni przekonany*) that reporting all such incidents would make a huge difference.

Key Phrases

An opinion essay

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, ...

5 **Write sentences giving your opinion on issues 1–5 below. Use the Key Phrases.**

- Exams should be banned.
- Children under the age of ten should not be given mobile phones.
- All single-use plastics should be banned.
- There is too much sexism in music.
- Our diet is better than that of our parents' generation.

6 **Read the WATCH OUT | SKILLS box and rewrite each sentence 1–5 twice using two different passive reporting structures.**

- Most people agree that social media is useful.
- Most people believe that addiction to social media is a serious issue.
- Specialists often advise parents not to allow their pre-teen children to use social media.
- There are reports that cyberbullying is increasing at an alarming rate.
- Some people claim that social media companies are obliged to control the content people publish.

WATCH OUT | SKILLS

The passive

In formal and academic writing, it is very common to use passive structures.

7 **Do the writing task. Follow the steps in the Writing Planner.**

Niedawno wysłuchałeś/wysłuchałaś audycji radiowej, której uczestnicy debatowali nad zagadnieniem surowszej kontroli mediów społecznościowych. Jeden z ekspertów wyraził opinię, że powinny one być ściśle kontrolowane, zaś inny – że naruszyłoby to wolność słowa. Napisz rozprawkę na 200–250 słów, w której przedstawisz swoją opinię na ten temat, odnosząc się do aspektu wolności wyrażania opinii i bezpieczeństwa w Internecie.

WRITING PLANNER

THINK

Consider different aspects of the problem presented in the instructions: What could be the reasons some people are calling for social media to be controlled more strictly (e.g. cyberbullying, online abuse, hate speech, misinformation, scams, malicious political cyberactivities)?; Do these reasons outweigh people's right to freedom of speech, allowing individuals to express themselves without any interference or regulation? If so, which decision-making bodies should be appointed to exercise control? Decide on your opinion and make notes.

PREPARE

Organise your notes into four paragraphs:

- 1 introduce the issue and state your opinion,
- 2 give a first reason in favour of your opinion and develop it; you may also include a counterargument and refute it,
- 3 give a second reason in favour of your opinion and develop it; you may also include a counterargument and refute it,
- 4 restate your opinion and summarise your reasons.

WRITE

Write your essay. Use your notes and the Key Phrases. Remember to use formal language.

CHECK

Read your essay and answer the questions:

- Have you made your opinion clear and refuted the counterarguments?
- Have you developed your arguments rather than just enumerating them?
- Is your text within the word limit (200–250 words)?

FAST FINISHERS

Write a forum post stating your opinion on the topic from exercise 6, but using very informal social media language. Use short sentences, colloquial terms, irony, contractions, abbreviations and emoticons.

VOCABULARY

- 1 Translate into English. Do you know the answer to question 10?
- Do you know who (reprezentuje twój okręg wyborczy)?
 - (Rok po roku) the number of homeless people has increased.
 - It's the first time one of the candidates has (zażądał przeliczenia głosów).
 - The bad decisions made by the mayor (wywołały efekt domina) on all the neighbouring districts.
 - Did you know that one billion people live (w skrajnej nędzy), some on the verge of famine?
 - I understand you like this type of music, but I can't stand this (dudniący rytm).
 - You should stop (żyć przeszłością) and let go of painful experiences.
 - My dad has a great collection of records (pochodzących z) the 1940s.
 - Anyone can fall victim to (kradzieży tożsamości).
 - How much are (członkowie komisji wyborczej) paid in Poland?

GRAMMAR

- 2 Rewrite the sentences using the passive or have/get something done. Start with the underlined words or phrases.
- They must have hidden the jewellery in this box.
 - We ought to have sold all these baskets by now.
 - You shouldn't believe these news stories.
 - We thought you had dealt with the problem in a different way.
 - She needs someone to explain this game to her.
 - Children like it when people pay attention to them.
 - We appreciate it that you have corrected us so often.
 - It seems that the database was hacked.

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

- People say that our society is becoming more individualistic. It is becoming more individualistic.
- An online supermarket delivers our food because we haven't got a car. As we haven't got a car, we from an online supermarket.
- The club awarded Amanda a prize for all her hard work. A prize Amanda for all her hard work.
- The bank ought to grant our association an educational loan. An educational loan our association.
- The women's baskets were sold for them at the local market. The women at the local market.
- The mayor is still in office although she has been asked to step down. The mayor is still in office despite to step down.
- Would you like us to continue keeping you in the loop? Would you like to continue in the loop?

USE OF ENGLISH

1 2 3 4 5 6 7 8

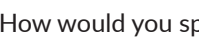
- 4 Choose the correct options.

ENDING HOMELESSNESS

Finland is committed to alleviating poverty. ¹ the Finnish government taken decisive action to reduce privation and exclusion, but it has also come up with a very simple way to help homeless people – give them homes. Thomas Salmi had never owned ² , and he couldn't afford to rent. He spent his youth in and out of children's homes and had problems with addiction. Now he lives in a small apartment, has a job and is rebuilding his life. There is no ³ solution to homelessness but, in the EU, Finland is the only country where homelessness has decreased in the last few years and now only a ⁴ minority of the country's homeless sleep rough or in shelters. This ⁵ achievement is mostly thanks to the country's 'housing first' solution. Finland's approach is that if you give people a(n) ⁶ place to live, their social and health problems ⁷ solved more easily. It's also more ⁸ , as it saves on social services. Now other European countries are looking at the Finnish model, ⁹ as a solution to a growing problem.

- | | |
|-------------------|----------------------|
| 1 A Had | B No sooner had |
| C Not only has | D Barely has |
| 2 A identity | B individual privacy |
| C life expectancy | D his own property |
| 3 A standard | B worthwhile |
| C normal | D usual |
| 4 A tiny | B minor |
| C steep | D short |
| 5 A appealing | B effortless |
| C worthwhile | D famous |
| 6 A steep | B minimum |
| C unbeatable | D affordable |
| 7 A can be | B will have been |
| C have been | D could have been |
| 8 A competitive | B cost-effective |
| C economic | D long-term |
| 9 A being seen | B seeing it |
| C seen it | D having been seen |

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

- Many people  (make) homeless since the crisis started.
- They really  (should / try / protect) their identity better.
- Freya  (already / work) on her homework for three hours when I called.
- If you hadn't been there, the plan  (never / dream) up.
- We  (have / order / deliver) later today.
- Were  (we / own) our own apartment, our life would be a lot easier.
-  (it / be) less troublesome if the children had been picked up earlier?
- How would you spend your time if you  (not / have / study)?

LISTENING

6 **2.24** **Listen to a podcast about life expectancy and choose the correct options.**

- What does the speaker say about life expectancy statistics?
 - No data was collected before 1950.
 - It is not clear what is meant by the term.
 - The final figures are constantly changing.
 - They vary from country to country.
- According to the speaker, how do we know Romans lived longer than thirty-five?
 - There are history books with statistics about average ages.
 - A Roman historian documented everyone's age.
 - There are personal accounts from old people.
 - People who held public office had to be older than that.
- Why are life expectancy statistics not reliable indicators of how long people live?
 - High infant mortality rates decrease the average.
 - It depends at what age life expectancy is calculated.
 - Life expectancy varies according to the place of birth.
 - Life expectancy should be measured from over the age of ten.
- The research by the French scientists implies that our species
 - is regressing.
 - has reached our lowest peak.
 - has stopped increasing or improving.
 - is growing quicker than ever.

SPEAKING

7 **Describe the photos and answer the questions.**

Uczeń A



- Why do you think the people in the audience are so interested in the man's performance?
- How important are traditions in your family?
- Describe a situation when you or someone you know learnt something interesting about someone's ancestors.

Uczeń B



- What do you think motivated these young people to come and help in a soup kitchen?
- Do you do or have you ever done any volunteer work? Why/Why not?
- Tell me about the last time you or someone you know supported a person in need.

WRITING

8 **Read the instructions and do the task.**

Frekwencja w wyborach parlamentarnych w Polsce jest zazwyczaj bardzo niska. Niektórzy eksperci twierdzą, że sytuację zmieniłoby wprowadzenie przymusu głosowania pod karą grzywny. Napisz rozprawkę na 200–250 słów, w której przedstawisz swoją opinię na ten temat, odnosząc się do idei budowy społeczeństwa obywatelskiego i aspektu wolności obywatelskiej.

5.2 The passive • have/get something done

THE PASSIVE

Stronę bierną stosujemy, kiedy wykonawca czynności jest nieistotny, nieznany lub oczywisty, a także by położyć nacisk na samą czynność. W stronie biernej występują wyłącznie czasowniki przechodnie (*transitive verbs*), czyli takie, które łączą się z dopełnieniem.

Tworzenie strony biernej: czasownik *to be* we właściwym czasie + past participle (+ *by* + wykonawca czynności)

present simple	The weather forecast on this website is updated once an hour.
present continuous	The CCTV recordings are being checked by the police.
present perfect	The minimum wage has been increased by 20%.
past simple	When was the old tyre factory knocked down ?
past continuous	The 'Mona Lisa' was being renovated when I visited the Louvre.
past perfect	The culprit had been arrested before the news hit the headlines.
future simple	Will the event be hosted by Ross Michaels?
future continuous	The witnesses will be being interviewed when we arrive at the station.
future perfect	Will the parcel have been delivered by Wednesday?
be going to	The entire sum is going to be donated to charity.
modal verbs	Should students be encouraged to volunteer?

UWAGA!

W stronie biernej funkcjonują następujące konstrukcje, za pomocą których możemy przywołać powszechne opinie, przekonania i poglądy:

- podmiot + czasownik w stronie biernej + bezokolicznik z *to* (*to do / to have done / to be doing*), np. *The mayor **is believed to have bought** a Porsche.*
- *It* + czasownik w stronie biernej + *that*, np. ***It was said that** Chloe had won £30,000 in the People's Postcode Lottery.*
- *There* + czasownik w stronie biernej + bezokolicznik z *to* (*to do / to have done*), np. ***There were thought to have been** some changes in recycling regulations.*

HAVE/GET SOMETHING DONE

Konstrukcję *have/get something done* stosujemy:

- do opisu czynności, które zostały zlecone innej osobie, zwykle za opłatą, np. ***We're getting the garage door replaced** this Saturday.*
- do opisu niefortunnych zdarzeń losowych, np. ***Did you really have your camera stolen** on the underground?*

Tworzenie zdań z *have/get something done*:

- ze zwykłym czasownikiem: *have/get* (w odpowiednim czasie) + dopełnienie + past participle, np. ***They have the hedge trimmed** twice a year.*
- z czasownikiem modalnym: czasownik modalny (w odpowiednim czasie) + *have/get* (w niezmienionej formie) + dopełnienie + past participle, np. ***You must have your eyes tested** before applying for a driving license.*

UWAGA!

Aby powiedzieć, że zleciłmy komuś wykonanie jakiegoś zadania, możemy również zastosować konstrukcje:

- *have* (w odpowiednim czasie) + wykonawca czynności + bezokolicznik bez *to*, np. ***My parents had a private chef prepare** a three-course meal for their wedding anniversary.*
- *get* (w odpowiednim czasie) + wykonawca czynności + bezokolicznik z *to*, np. ***I might get the gardener to plant** these tulips for me.*

5.7 Passive gerunds and passive infinitives

Po czasownikach, zwrotach itp., które łączą się z czasownikiem z końcówką *-ing* (np.: *avoid, don't mind, enjoy, get tired of, about, after, before, of, on*), czasownik z końcówką *-ing* może wystąpić także w stronie biernej. Przyjmuje on wówczas następujące formy:

- simple passive gerund: *being* + past participle, np. ***I can't stand being told** what to do.*
- perfect passive gerund: *having been* + past participle, np. ***The prime minister denied having been involved** in the scandal.*

Po czasownikach, zwrotach itp., które łączą się z bezokolicznikiem (np.: *can't afford, decide, deserve, expect, need, prefer, refuse, would like*; przymiotniki i w konstrukcje celowe), bezokolicznik może wystąpić także w stronie biernej. Przyjmuje on wówczas następujące formy:

- simple passive infinitive: (*to be* + past participle, np. ***The interns hoped to be given** the opportunity to work at the front desk.*
- perfect passive infinitive: (*to have been* + past participle, np. ***The event seems to have been cancelled** at the last minute.*

UWAGA!

Wyrażenie *make sb do sth* w stronie biernej przyjmuje formę: *be made to do sth*, np. ***Ms Williams made me rewrite** my essay. → **I was made to rewrite** my essay.* Wyrażenie *let sb do sth* nie występuje w stronie biernej.

- KEY WORDS

VOCABULARY 1

abject poverty	/ˌæbdʒekt ˈpɒvəti/	skrajne ubóstwo
at an alarming rate	/ət ən əˈlɑːmɪŋ ˈreɪt/	w zastraszającym tempie
economise	/iˈkɒnəmaɪz/	oszczędzać
fertility rate	/fɜːˈtɪləti reɪt/	współczynnik dzietności
home ownership	/ˈhəʊm ˌəʊnəʃɪp/	posiadanie na własność domu/mieszkania
identity theft	/aɪˈdɛntɪti θeft/	kradzież tożsamości
invasion of online privacy	/ɪnˌveɪʒən əv ˌɒnlajn ˈprɪvəsi/	naruszenie prywatności w Internecie
life expectancy	/ˈlaɪf ɪkˌspektənsi/	przewidywana długość życia
live and learn	/ˌlɪv ənd ˈliːn/	uczyć się przez całe życie
live and let live	/ˌlɪv ənd ˈlet ˈlɪv/	żyć i dać żyć innym
live beyond one's means	/ˌlɪv bɪˈjɒnd wʌnz ˈmiːnz/	żyć ponad stan
live for the moment	/ˌlɪv fɜː ɒ ˈðə ˈməʊmənt/	żyć chwilą
live hand to mouth	/ˌlɪv ˌhænd tə ˈmaʊθ/	klepać biedę
live in an ivory tower	/ˌlɪv ɪn ən ˈaɪvəri ˈtaʊə/	żyć w oderwaniu od rzeczywistości
live in cloud-cuckoo-land	/ˌlɪv ɪn ˈklaʊd ˈkʊkuː lænd/	żyć w innym świecie
live in the past	/ˌlɪv ɪn ðə ˈpɑːst/	żyć przeszłością
live life to the full	/ˌlɪv ˌlaɪf tə ðə ˈfʊl/	żyć pełnią życia
live the dream	/ˌlɪv ðə ˈdriːm/	żyć jak w bajce, spełniać marzenia
live up to expectations	/ˌlɪv ʌp tə ˌekspek ˈteɪʃənz/	sprostać oczekiwaniom
maintain a tradition	/ˈmeɪnˌteɪn ə trəˈdɪʃən/	kultywować tradycję
minimum wage	/ˌmɪnɪməm ˈweɪdʒ/	płaca minimalna
multiculturalism	/ˌmʌltɪ ˈkʌltʃərəˌlɪzəm/	wielokulturowość
police	/pəˈliːs/	nadzorować
population explosion	/ˌpɒpjəˌleɪʃən ɪkˈspləʊzən/	eksplozja demograficzna
steep decline	/ˈstiːp dɪˈklaɪn/	gwałtowny spadek
wealth distribution	/ˈwelθ ˌdɪstrɪˌbjʊːʃən/	podział bogactwa
year on year	/ˌjɪər ɒn ˈjɪər/	rok po roku

SPEAKING

busybody	/ˈbɪzi ˈbɒdi/	plotkarz, osoba wścibska
faint	/feɪnt/	nikły
gut feeling	/ˌɡʊt ˈfiːlɪŋ/	intuicja, przeczucie
hazard	/ˈhæzəd/	zaryzykować

READING

atmospheric	/ˌætməˈsferɪk/	nastrojowy
belt out	/ˌbelt ˈaʊt/	głośno wyśpiewywać
brass band	/ˌbrɑːs ˈbænd/	orkiestra dęta
chant	/tʃɑːnt/	skandowana rymowanka
coin a term	/ˌkɔɪn ə ˈtɜːm/	ukuć określenie
date back to	/ˌdeɪt ˈbæk tə/	pochoǳić z (jakiegoś okresu)
deafening	/ˈdefənɪŋ/	ogłuszający
drift off	/ˌdrɪft ɒf/	zasypiać
dwel	/dweɪ/	mieszkać
flawed	/ˈflɔːd/	błędny, wadliwy
ivory	/ˈaɪvəri/	kość słoniowa
joyous	/ˈdʒɔɪəs/	radosny
lift sb's spirits	/ˌlɪft ˌsʌmbədɪz ˈspɪrts/	podnieść kogoś na duchu
line up	/ˌlaɪn ʌp/	ustawić się w szeregu
pounding	/ˈpaʊndɪŋ/	dudniący, pulsujący
raucous	/ˈrɔːkəs/	wrzaskliwy, ochrypli
rousing	/ˈraʊzɪŋ/	porywający
subtlety	/ˈsʌtləti/	niuans, subtelność
to hand	/tə ˈhænd/	pod ręką
tune in to	/ˌtjuːn ˈɪn tə/	dostroić się do
uplifting	/ˌʌp ˈlɪftɪŋ/	podnoszący na duchu
will on	/ˌwɪl ɒn/	zagrzewać do walki
wind instrument	/ˈwɪnd ˌɪnstromənt/	instrument dęty

VOCABULARY 2

ballot	/ˈbælət/	głosowanie
ballot box	/ˈbælət bɒks/	urna
ballot/ballot paper	/ˈbælət/ ˈbælət ˌpeɪpə/	karta do głosowania
behind the scenes	/bɪˈhaɪnd ðə ˈsiːnz/	za kulisami
booth	/buːθ/	kabina
by-election	/ˈbaɪ ɪˌlekʃən/	wybory uzupełniające
campaign for the election	/kæmˌpeɪn fɜː ði ɪˌlekʃən/	przewaǳić kampanię wyborczą
cast one's vote	/ˌkɑːst ˌwʌnz ˈvəʊt/	oddać głos
close results	/ˌkloʊs rɪˈzʌltz/	wyrównane wyniki

council elections	/ˈkaʊnsəl ɪˌlekʃənz/	wybory samorządowe
declare sb the winner	/dɪˌkleə ˌsʌmbədi ðə ˈwɪnə/	ogłosić kogoś zwycięzcą
deliver a speech	/dɪˌlɪvə ə ˈspiːtʃ/	wyłosić mowę
demand a recount	/dɪˌmɑːnd ə ˈriːˌkaʊnt/	zażądać ponownego przeliczenia głosów
doorstepping	/ˈdɔːˌsteɪpɪŋ/	kampania „od drzwi do drzwi”
elect	/ɪˈlekt/	wybrać w wyborach
electoral register	/ɪˌlektərəl ˈredʒɪstə/	rejestr wyborców
eligibility to vote	/ɪˌlɪdʒəˌbɪləti tə ˈvəʊt/	prawo do głosowania
ensure the secrecy	/ɪnˌʃʊː ðə ˈsiːkrəsi/	zapewnić tajność
general election	/ˌdʒenərəl ɪˌlekʃən/	wybory parlamentarne
impartial	/ɪmˈpɑːʃəl/	bezzstronny
issue the ballot papers	/ˌɪʃuː ðə ˈbælət ˌpeɪpəz/	wydawać karty do głosowania
maiden speech	/ˌmeɪdən ˈspiːtʃ/	pierwsze wystąpienie członka parlamentu
manifesto	/ˌmæniˈfestəʊ/	manifest
outline policies	/ˌaʊtlaɪn ˈpɒləsɪz/	przedstawić w skrócie założenia
party political broadcast	/pɑːˌti pəˌlɪtɪkəl ˈbrɔːdkaːst/	telewizyjna audycja wyborcza
polling clerk	/ˈpɒlɪŋ klerk/	członek komisji wyborczej
polling station	/ˈpɒlɪŋ ˌsteɪʃən/	lokal wyborczy
presiding officer	/ˌpriːzɪdɪŋ ˈɒfɪsə/	przewodniczący komisji wyborczej
represent a constituency	/ˌrepɪˌzent ə kənˈstɪtjuːnsi/	reprezentować okręg wyborczy
run-up to the election	/ˌrʌn ʌp tə ði ɪˌlekʃən/	okres przedwyborczy
sealed	/siːld/	zapięczętowany
sitting MP	/ˌsɪtɪŋ ˌem ˈpiː/	poseł obecnej kadencji
stand for election	/ˌstænd fɜː ɪˌlekʃən/	kandydować w wyborach
take opinion polls	/ˌteɪk əˈpɪnjən pɒlz/	przeprowadzać badanie opinii publicznej
teller	/ˈtelə/	osoba licząca głosy
term of office	/ˌtɜːm əv ˈɒfɪs/	kadencja
turnout	/ˈtɜːnaʊt/	frekwencja
win a seat	/ˌwɪn ə ˈsiːt/	zdożyć mandat

LISTENING

advance	/ədˈvɑːns/	rozwijać się
badly regulated	/ˌbædli ˈregjəleɪtɪd/	źle zarządzany
cost-effective	/ˌkɒst ɪˈfektɪv/	opłacalny
densely populated	/ˌdensli ˈpɒpjəˌleɪtɪd/	gęsto zaludniony
easily accessible	/ˌiːzɪli əkˈsesəbəl/	łatwo dostępny
forward-thinking	/ˌfɔːwəd ˈθɪŋkɪŋ/	myślący perspektywicznie
knock-on effect	/ˈnɒk ɒn ɪˌfekt/	wpływ, efekt domina
last-minute	/ˌlɑːst ˈmɪnɪt/	na ostatnią chwilę
long-term	/ˌlɒŋ ˈtɜːm/	długoterminowy
much needed	/ˌmʌtʃ ˈniːdɪd/	bardzo potrzebny
novel	/ˈnɒvəl/	nowy, oryginalny
paramount	/ˈpærəmaʊnt/	najważniejszy
readily available	/ˌredɪli əˈveɪləbəl/	gotowy (o daniu)
sharing economy	/ˌʃeərɪŋ ɪˈkɒnəmi/	ekonomia współdzielenia
spare no effort	/ˌspeə ˌnəʊ ˈefət/	nie szczędzić wysiłków
time-consuming	/ˈtaɪm kənˌʃuːmɪŋ/	czasochłonny
time-saving	/ˈtaɪm ˌseɪvɪŋ/	pozwalający zaoszczędzić czas
uphill	/ˈʌphɪl/	uciążliwy
well-established	/ˌwel ɪˈstæblɪʃt/	o ugruntowanej pozycji

GRAMMAR 2

endeavour	/ɪnˈdevə/	przedsięwzięcie, wysiłki
endorsement	/ɪnˈdɔːsmənt/	publiczne wsparcie
eradicate	/ɪˈrædɪkeɪt/	zwalczyć
industrial espionage	/ɪnˌdʌstriəl ˈespɪənzː/	szpiegostwo przemysłowe
intertwined	/ɪntəˈtwænd/	ściśle połączony
Sustainable Development Goals	/səˌsteɪnəbəl dɪˌveləpmənt ɡəʊlz/	cele zrównoważonego rozwoju

WRITING

appoint	/əˈpɔɪnt/	ustanowić
content	/ˈkɒntent/	treści
malicious	/məˈlɪʃəs/	złośliwy
outweigh	/ˌaʊtˈweɪ/	przeważać nad
throw insults at sb	/ˌθrəʊ ˈɪnsʌltz ət ˌsʌmbədi/	obrzucać kogoś obelgami

REVISION

decisive	/dɪˈsaɪsɪv/	stanowczy, ostateczny
exclusion	/ɪkˈskluːʒən/	wykluczenie
indicator	/ˈɪndɪˌkeɪtə/	wskaźnik
infant mortality	/ˌɪnfənt mɔːˈtæləti/	umieralność niemowląt
privation	/praɪˈveɪʃən/	nęǳa
regress	/rɪˈɡres/	uwstecznić się
sleep rough	/ˌsliːp ˈrʌf/	spać pod gołym niebem



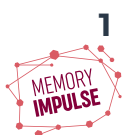
SPEAK Look at the photos and read the quote. Discuss the following.

May your choices reflect your hopes, not your fears.

Nelson Mandela

(South African politician, 1918–2013)

- The boy in photograph 2 is weighing up his two options, shown in photos 1 and 3. What do you think his dilemma is? Which option would you go for?
- Would you agree that the most important decisions are the most difficult to make? Why?
- How do you understand the quote? Give some examples.



1 **SPEAK** What do you need to consider before making decisions about the things below?

choosing a career going on holiday
buying something online
getting a pet learning to drive
voting in an election

2 **SPEAK** Read the forum post and the replies. Which person do you identify with the most? Give an example.

Home Ask

Sign in



Horror_Story

Why is it SO HARD to make decisions? How can I decide my future if I can't even decide what to have for lunch?



anonymouse

You're not alone ... I listened to a podcast recently, and the speaker said that the average person is faced with well over seventy choices every day, from minor things like what to wear, to major, possibly life-changing decisions. No wonder we start to **have second thoughts about** our choices when we have so many to make! Sometimes you just have to make a **snap decision** without **mulling it over** too long. Otherwise, we'd never get anywhere, would we?



Say_My_Name

I couldn't agree more. One of the main problems is that these days we're offered so many things to choose from. I mean, think about supermarkets or online stores. The choices are vast, we're absolutely **spoilt for choice**. It's not surprising that we can't settle on one thing quickly. I'm not that bad – I never **um and ah** over anything and tend to **opt for** the first thing I see, but my sister never takes the easy path. I never go shopping with her! And if – as a family – we're deciding something, like where to go on holiday – she'll **sit on the fence** for ages, **in a quandary** about the location, the cost, the weather – you name it ...



TokTik2008

I feel for you! I tend to **take the line of least resistance** and **go with** the majority when it comes to family decisions. It isn't worth the hassle. And if I have to make a big personal decision, I'll always **sleep on it**, make the decision and then **stick with it**. I rarely **go back on a decision** once it's made. You need to commit to a decision and not **look back** – that's my motto.

3 KEY WORDS Match the highlighted phrases from the text to definitions 1–13. One definition matches two phrases.

- 1 a very quick decision
- 2 unable to make a decision
- 3 have a wide range of choices
- 4 consider something for a long time
- 5 have regrets
- 6 wait and look at a problem when you're fresh
- 7 avoid agreeing with anyone
- 8 continue doing something as planned, not change your mind about something
- 9 choose
- 10 support or accept, e.g. an idea
- 11 change your mind about a decision
- 12 start to question your decision
- 13 choose the easiest option which won't upset others

4 Choose the correct options.

- 1 I have to decide which extra language to study at college. *I'm going to stick with it / I'm in a quandary.* Italian or French? Help!
- 2 In my opinion, people who *sit on the fence / take the line of least resistance* and go with the majority are a bit weak. They need to make their own decisions.
- 3 With takeaways, we *'re spoilt for choice / have second thoughts* in our area – there are so many different options!
- 4 If I'm forced to *make a snap decision / go back on a decision*, I usually have second thoughts and wish I'd *mulled it over / stuck with it* for longer.
- 5 It's an important decision, so you'd better *go with it / sleep on it* and then stick with whatever you decide.
- 6 Sorry, I don't have strong feelings either way – I'm going to *opt / sit on the fence* for this one.

5 2.25 SPEAK Listen to a podcast about making career choices. Do you agree with the advice? Why/Why not?

6 2.25 Complete the sentences from the podcast. Then listen again and check.

- 1 A rash decision at this stage, and you'll _____ for ages.
- 2 Don't _____ what everyone else is telling you. Do your research and _____ for as long as you need.
- 3 If you do _____, it's not the end of the world. It's worth _____ your decision and _____ something else.

7 KEY WORDS Complete the sentences with the highlighted words below.

bold • collaborative • hasty • informed • no-brainer
painful • poor • rash • spur-of-the-moment • stark

- 1 It was a(n) _____ decision – I made it quickly and didn't consider everything I should have. No wonder it didn't work out.
- 2 It was a(n) _____ decision – our dog was seriously ill and had to be put down.
- 3 It was a(n) _____ decision – unexpected and a bit risky, but it paid off.
- 4 We had a(n) _____ choice – either accept a pay cut or leave.
- 5 He made a(n) _____ decision – he looked at all the options and consulted all the right people.
- 6 It was a(n) _____ choice – the footballer hadn't recovered enough from injury and let the team down.
- 7 It was a(n) _____ decision – I just didn't have enough time to think about it carefully, but it worked out OK.
- 8 It was a(n) _____ decision – we made it as a team.
- 9 The decision was a(n) _____ – easy, very easy.
- 10 It was a(n) _____ decision – quite spontaneous and we had a great time.

8 SPEAK Tell your partner about some decisions and choices you have made recently. Use the highlighted words from exercise 7.

9 SPEAK Answer the questions.

- 1 Do you think it gets more difficult to make good decisions the longer the day goes on? Why might this be?
- 2 What can help students make the best decisions regarding their future career? What questions should they ask themselves?

10 SPEAK Describe the video still and answer the questions.



- 1 What might some people find unusual about this picture?
- 2 What do you think attracted the girl to this type of work?
- 3 What advice might the girl's friends and family give her about the work she does?

FAST FINISHERS

Choose three highlighted words from exercise 7 and use them to describe three different choices you've had to make in life. Add some details about each situation.

6.2 Grammar 1

Relative clauses

1 **SPEAK** Who and/or what could influence what course you choose to study?

2 **2.26** Read and listen to the answers to a survey. Which of the students can you relate to the most?

WHAT INSPIRED YOU?

Students tell us why they chose to study what they're studying

Amina – Education

I was inspired to study by my mother, ^a **whose** parents were both farmers and ^b **for whom** studying at university meant a huge achievement. The rural community ^c **which** she grew up **in** didn't expect anyone, especially a woman, to accomplish that much. Yet, here I am, surprising everyone, including my grandparents, ^d **both of whom** are immensely proud of me!



Liudmila – Physics

What inspired me to study physics? It was a book ^e **written** by Stephen Hawking ^f **entitled** *A Brief History of Time*. And I knew exactly what I wanted to study after watching the film *The Theory of Everything*, ^g **in which** Hawking's story is presented in a very emotional way.

Darryl – Classics

It took me a long time to decide what to study, ^h **which** made my parents rather concerned, I have to say. I was in my last year in secondary school ⁱ **when** I opted for classics because I just loved it so much. Professor King, ^j **who** used to teach me Latin, was the teacher ^k **that** encouraged me to try it, despite everyone else telling me it wouldn't lead anywhere.

3 **2.27** Study the grammar table and complete it with examples a–k from exercise 2. There may be more than one correct answer.

Key Grammar

Relative clauses

Defining relative clauses give essential information, e.g. ¹ **who**

Non-defining relative clauses give extra information, e.g. ² **which**

We can use **which** to add extra information to the whole sentence, e.g. ³ **which**

In non-defining relative clauses, we can use a number or a quantifier such as *both of*, *all of*, *some of*, etc. before the pronoun **which/whom**, e.g. ⁴ **both of whom**

We can reduce a relative clause by removing the relative pronoun and the verb **be**, e.g. ⁵ **being**

In both defining and non-defining relative clauses, we can use a preposition with the relative pronoun. In informal language, the preposition goes at the end of the clause, e.g. ⁶ **who**. The preposition can also come at the beginning of the clause, followed by **which** for things and **whom** for people e.g. ⁷ **to whom**.

4 **2.27** Complete the text with relative pronouns. Listen and check.

I never really wanted to work in a large corporation, and I couldn't really find a degree ¹ **which** would suit me. I wanted to study something ² **which** I felt really passionate about, but there was nothing for me. Then I found a mentor ³ **who** really understood me – my granddad, actually – for ⁴ **whom** a college degree was no less important than what you do after graduation. He reminded me that when I was a child, I used to have a notebook in ⁵ **which** I wrote down all my innovative solutions to problems. He advised me to set up my own business, so I took several courses on innovation at college, all of ⁶ **which** taught me helpful stuff. I bought lots of books, ⁷ **which** helped me get ready for the world of business. With a group of like-minded innovators, I helped found three companies, ⁸ **which** is by far the best way to learn.

5 **2.28** Join the sentences, beginning with the underlined words. Write two options where possible.

- We are faced with a choice. The choice is a difficult one.
- You opt for a career. The career is well-paid.
- I took several snap decisions. They all turned out to be bad in the end.
- The employers based their decision on criteria. The criteria included experience and qualifications.
- I had an interview with a man. The man had much more experience than me.
- A candidate's degree is in history. They can often end up working in business.

6 **2.29** Read the **WATCH OUT** box and correct the sentences. Some sentences are correct.

- Lucy didn't get what she was expecting in her exams.
- She failed two subjects, what was really disappointing.
- She had studied what she thought was going to come up in the history exam.
- But she left out a lot of stuff, what was very risky.
- In the end, what she hadn't studied was what came up!
- She'll have to study everything what she hadn't studied for this exam.

WATCH OUT

what

The word **what** can also serve as a relative pronoun, meaning 'something that' or 'the thing(s) that', e.g. *Not all courses teach you **what** you need to know.*

7 **SPEAK** Discuss the following:

- qualifications which are important in your dream job,
- what inspires you,
- people who you can always count on.

FAST FINISHERS

2.30 Imagine yourself in three years' time. Write your answer to the survey question from exercise 2.



- 1** **SPEAK** Look at the photos of two types of job interviews. What are the advantages and disadvantages of each for both the interviewer and the applicant?
- 2** Read the questions that are often asked in a job interview. Add two more questions that applicants might be asked regardless of the specific position they are applying for.
- Could you tell us about where and what you're studying at the moment?
 - What would you say has been your greatest achievement in the last year?
 - Do you have any part-time or holiday work experience?
 - What would you be able to bring to the job that other applicants may not?
 - What do you consider to be your most important strengths?
 - Do you think you have any particular weaknesses?
 - Do you work well in a team environment?
 - What could you gain from working with us?
 - Are you good at managing your time?
 - What are your main hobbies and interests?
 - Why did you apply for this job?
 - Do you have any preferences regarding your working hours or are you flexible?
 - What is your availability should you be offered the job?
- 3** **2.28** Listen to some applicants' responses to interview questions. Which questions from exercise 2 are they answering?
- 1 2 3 4 5 6

- 4** **SPEAK** Study the Key Phrases box and write answers for two questions from exercise 2 that weren't answered in the recording. Have your partner guess which questions the answers are for.

Key Phrases

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 ...

- 5** **2.29** Read the **WATCH OUT | SKILLS** box and listen to five responses. Which of them would be inappropriate for a job interview? Why?

WATCH OUT | SKILLS

Giving relevant answers

It's important to listen carefully and make sure your response is relevant to the situation. For example, if you are asked *Tell me about yourself* in a job interview, you should talk about qualities that relate to the job. Try not to go off topic.

- 6** **2.30** Read the **WATCH OUT** box. Then look back at the questions in exercise 2 and mark the intonation patterns. Listen, check and repeat.

WATCH OUT

Intonation in questions

Yes/No questions typically have rising intonation, e.g.
Do you like working in a team? ↗
 Wh- questions typically have falling intonation, e.g.
What inspired you to choose this career? ↘

- 7** **SPEAK** Read the instructions and do the task. Look at page 156.

FAST FINISHERS

Think of your dream job. Write a short online advert for it.

Find out about the strangest questions people have been asked in a job interview. Share your findings with the class.



6.4 Reading

An article about an event



1 SPEAK Look at the photo. Where do you think it was taken and what might the people be discussing?

2 SPEAK Discuss the following.

- Take turns to list as many jobs as you can. Alternate blue-collar (manual) and white-collar (intellectual).
- What opportunities are there for students leaving school at eighteen?

3 Choose the correct options to complete the comments. Then change the sentences so that they are true for you.

- Eventually I'd like to *put* / *set* up my own business.
- My dream is to work in the *field* / *branch* of astronomy.
- If I *make* / *acquire* the relevant qualifications, I plan to study law.
- One thing I cannot see myself doing is working *periods* / *shifts*.
- Equipping myself with *translatable* / *transferable* skills – whether they're hard skills or soft skills – is the key to continuing employment.
- I'd much rather study a subject I love than do something just because it will lead to a *regular* / *confident* job.
- My mother enjoys being self-employed and working as a *freelancer* / *freeshooter* – she likes to be independent and values the variety. I opt for the same.

4 **2.31** What might you expect to see at a Career Pathways Event? What might you learn? Read the article on page 91 and check your ideas.

5 Read the text again. Are the statements true (T) or false (F)? Explain your answers in your own words based on evidence in the text.

- There is no doubt that universities adequately prepare students for a career. T / F
- Students may still owe money for university education long after they start work. T / F
- The LIS poses practical problems for its students to solve. T / F
- Students on degree apprenticeships gain a qualification, as well as work experience. T / F
- An apprenticeship guarantees a student a job when they finish their course. T / F

6 Read the sentences and choose C (Callum) or S (Sophie).

- He/She appears to be attracted by the social side of university. C / S
- He/She cites a past student as an example of one type of study course. C / S
- He/She mentions a change in course content to please industry. C / S
- He/She is more uncertain about their future plans now. C / S
- He/She refers to potential remuneration. C / S
- He/She points out the differing expectations and preferences of students. C / S

7 Answer the questions.

- Why is Callum pleased to see so many university stands at the event?
- What does Callum see as the advantages of a university education?
- Why do students in the UK have high expectations of their university courses?
- What does Sophie see as the advantages of an apprenticeship?
- What negatives does she describe of university social life?

8 SPEAK KEY WORDS Complete the questions with the correct forms of some of the highlighted expressions from the article. Then answer the questions.

- Is it fair for taxpayers to [] of financing students' higher education?
- Should family and friends use influence to help someone get [] when it comes to finding work?
- Should students have to start [] their debts as soon as they start work?
- If a student discovers they are not [] the course they chose to study, should they be able to swap subjects?
- What do you think [] recent graduates [] in the competitive work market?
- Should universities and colleges [] complaints and suggestions from students or do they know best?
- How can students [] while they are still studying? How much of a priority is this?

FAST FINISHERS

Imagine you want to persuade a student to a) go to your university or b) take up an apprenticeship. Note down points you could make.

Research open days and career fairs organised in your city or the city you would like to work or study in. Find out when, where and by whom they are organised, and what people who participated said about them. Share your findings with the class.

CAREER PATHWAYS EVENT: **YOUR reactions!**



The Career Pathways event took place on 16 September. There were over forty stands, with representatives from universities, colleges, businesses and industry. We asked two students about the event and how useful it was for them.



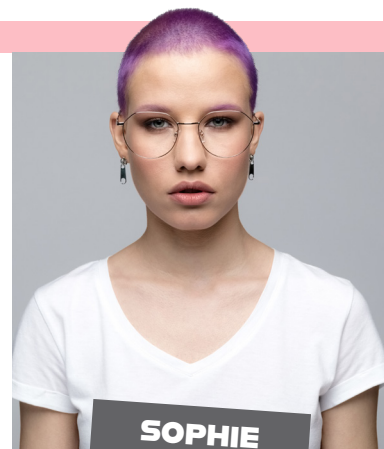
CALLUM

I'm hoping to go to university after college, and so I was delighted to see that there were twenty-five stands from different universities. This reflects the fact that many students are not being **deterred** by the cost of going to university, and it is still a popular next step post-eighteen. I managed to talk to several lecturers and career advisors, and my **overall impression** was that university is a great place to go, not only for its standard of education but also for the whole university way of life – the socialising, opportunity to meet people from a variety of backgrounds, joining clubs, developing other skills, and actually starting to **grow your network**! There is still the cost though. In the UK, where fees were introduced a few years ago, the costs involved are immense. Either your parents **shoulder the burden**, or you take out a student loan which you could still be **paying off** decades in the future! Because of this, students have higher expectations, and some universities have even been accused of failing to deliver relevant, practical content that

young people require for their future careers, focusing on more academic studies. And employers also complain that graduates are not always well-equipped with the necessary life-work skills to start a job. However, speaking to the lecturers at the event, I was reassured that many universities have **taken on board** the demands from employers regarding the skills needed. For example, the London Interdisciplinary School (LIS), which is the UK's newest university, offers an interdisciplinary route. It **sets real challenges** from the modern world and encourages students to take a 'polymath' approach to solving them. Interesting! And an additional fact I **gleaned** at the event is that adults with a university degree on average earn fifty-six per cent more than those who finish their education at upper-secondary school level. Now, isn't that worth knowing? I came away from the event with a lot to think about.

I'm in two minds about whether to apply for university or to opt for an apprenticeship, so I was pleased to see stands at the event to provide me with information regarding both career paths. Apprenticeships combine work and study with employers, universities and professional bodies collaborating to develop these programmes. Students are employed throughout the apprenticeship and spend part of their time at university or college, and with a degree apprenticeship, students receive a degree or master's at the end. I chatted to students and employers, who were particularly positive about their experiences. One student completed a degree apprenticeship and is now working at a bank. She told me that she felt her course had given her real-life skills and had suited her because it was highly practical and **hands-on**. Of course, the downside for some might be that you miss out on the university social life experience, but we're not all **cut out for** that anyway –

it can often seem a bit like living in a bubble – a rarefied atmosphere – away from the realities and responsibilities of the real world (if you live on campus that is). But the bonus of doing proper work while still studying attracts me, and the people I met at the event emphasised the feeling of independence that this can give you. Also, many indicated that the practical skills you acquire can actually **give you a head start** in the work market, sometimes even **a foot in the door** of a company you've been working with. I'm still in a quandary – but the event taught me a lot and my decision, when I make it, will be an informed one.



SOPHIE

Employment

- 1  **SPEAK** Answer the questions. If your answer is 'yes', provide more details.

Have you ever ...

- had a part-time job?
- written and sent out your CV?
- filled in a job application form?
- taken any vocational courses?
- had to provide references to confirm your professional experience?
- been in charge of a group?
- done any voluntary work?

- 2  **2.32** Read and listen to the two blog posts. Can you identify with either blogger on any of the points they mention?

EVE'S NOT-SO-SECRET DIARY

So that's it – first week at new job finally over, and I've got time to sit back and **take stock** and try to reflect objectively on how it went. To be honest, on Monday I really thought I'd made a rash decision going for the translating job in such a small company. There's a very small **workforce** and you're sitting **cheek by jowl** all day long staring at similar screens. It would be easy to **fall out with** colleagues and then you'd be trapped! And I wasn't that confident about being able to **meet the demands** of the job. Would I be fast enough? Could I **meet the tight deadlines** they set me? However, I needn't have **had any qualms**! It might have seemed a small operation, but each member of the team was empathetic and encouraging. I found the whole atmosphere **stimulating** – people huddling to brainstorm various ideas and **putting the job before their egos**! Also, what I found incredibly **supportive**, especially for someone in their **probationary period** like me, was that the manager, who has a really **high-powered** job, was always **at hand** with advice and praise, **boosting morale**. I feel that I've **fitted right in** and think this experience will **give me a solid grounding** in working as a translator.

Blogging Brock

What a week! And what a job! I'd had great expectations for this week. To be fair, I knew that they wouldn't **let me loose on** anything that I could **get my teeth into** while I was still **learning the ropes**. But it was still **galling** to have to **do all the dogsbody work** as I watched colleagues **faffing around**, dithering about decisions, and **bunking off** for coffees and snacks every half hour. I ended up doing all the repetitive, **mind-numbing** stuff like filing and printing, and every time I made a suggestion, for example about **streamlining** certain **tasks**, or different ways of approaching a problem, I **got knocked back**. My co-workers seemed quite hostile too, as apparently a few employees had been **made redundant** recently. I have a feeling that it's quite a competitive work environment and perhaps the indecisiveness and continual coffee breaks are a sign of stress. Whatever, even though my **workload was not that heavy**, I found the work culture **stifling** and **toxic** and in particular, I'm not a fan of their hot-desking policy, so I'm thinking I'll **give it another week** and then **hand in my notice**. Life's too short!

- 3 Read the blog posts again. How did the week's work differ from the bloggers' original expectations?

- 4 **KEY WORDS**  Match some of the highlighted phrases from exercise 2 to definitions 1–10 below.

- 1 become fully involved in
- 2 be ignored, have an idea pushed aside
- 3 reflect on
- 4 becoming familiar with a way of doing things
- 5 have uncertainties or second thoughts
- 6 do routine tasks that no one else wants to do
- 7 feel comfortable in a group or team
- 8 teach the basics of something well
- 9 a great deal of work to do
- 10 make people feel valued

- 5  Complete the sentences with the correct phrases from exercise 4. Then finish them in your own words.

- 1 I have no  at all about ...
- 2 To do the job I'd like, I need to have a  grounding in ...
- 3 Managers can boost  by ...
- 4 Having a(n)  workload is not a good thing because ...
- 5 We all need to take  at various times in order to ...
- 6 At work it's good to have something to get your  into, otherwise ...
- 7 One job I had, I had to do all the  work such as ...

- 6 **KEY WORDS**  Complete the statements with the highlighted adjectives from the blog posts.

- 1 The job is  – I get new ideas all the time.
- 2 Everyone in the office is at each other's throats all the time – the environment is .
- 3 I can't bear the monotony – it's .
- 4 The staff help each other. They're extremely .
- 5 Any new ideas, and they're put on hold – the atmosphere is  for creative people.
- 6 I get no encouragement or praise at work when I've worked hard – it's .
- 7 I'm being put forward for promotion with more responsibility – it's a(n)  job.

- 7 **SPEAK** Answer the questions.

- 1 Do you think that remote working will completely replace traditional office environments in the future? Why/Why not?
- 2 How important is it to maintain a good work-life balance? How can this be achieved?

FAST FINISHERS

 Look at page 156 again. Imagine you've just finished your first week at one of the jobs from the advertisements. Write a blog post similar to the ones in exercise 2.



A radio phone-in programme about careers

- 1 **SPEAK** Prioritise the elements for job satisfaction below. Give reasons for your answers.

good salary rewarding job opportunities for advancement
continued training flexible working hours stress-free working environment

- 2 **2.33 KEY WORDS** Match the words from the two groups to make collocations related to employment. Then use ten of them to complete the sentences. Listen and check. Write your own sentences with the two remaining collocations.

be/get • cause • follow • get paid • give someone • health
kick off • pension • perk • starting • work • work against

a buzz • a discussion • a dress code • burnout • insurance
of the job • peanuts • plan • promoted • salary • the clock
your socks off

- Laura gets a brand new car every year – it's one of the
- Olivia's dad , so he's looking for another job with a higher salary.
- My brother has to at work, which is a suit and tie. He resents it!
- At work today, Mark about remote working, which lasted a good hour.
- You need to slow down; working all these hours is going to , and you don't want to be ill.
- Whenever I close a deal at work, it . It is incredibly rewarding.
- Greg's just and now he's the store manager.
- Apologies that I can't meet up for lunch, but I'm to finish this report by the end of the day.
- The company offers , which can be useful if you get ill.
- My employer offers a really good company for when I retire.

- 3 **2.34** Read the **WATCH OUT | SKILLS** box. You are going to listen to an extract of a radio phone-in programme about job satisfaction. Read the questions and identify the key words and phrases. Then listen and choose the correct options.

- According to Leo Parker, for people earning less than \$50,000
 - their salary is not a significant part of their job satisfaction.
 - a salary increase makes no difference to their job satisfaction.
 - a salary increase strongly influences their job satisfaction.
 - job satisfaction will decrease when they earn more.
- What does Leo Parker agree on with Helena about stress?
 - It sometimes helps people to complete tasks.
 - It can make you unhappy.
 - They very rarely get things done on time.
 - They would never get anything done without it.
- In addition to a good salary, Leo mentions
 - the importance of continuing academic studies while working.
 - the need to work hard to get a promotion.
 - the sense of self-worth that comes from helping other people.
 - the necessity to avoid a heavy workload.
- At the end of the conversation, Alex and Helena both agree that
 - they should restrict their hours of work.
 - they should choose a rewarding job.
 - the job needs to be relatively well-paid.
 - a steady job can bring job satisfaction.

WATCH OUT | SKILLS**Focusing on the task**

You don't need to understand every word that you hear in a listening task. Focus your attention on answering the questions. Read the questions carefully before you listen and identify key words and phrases so that you know what is being asked.

- 4 **2.34** Listen again and complete the sentences with up to three words in each gap.

- Alex says that all anyone wants from a job is for the work they do.
- Leo believes that above a salary of \$50,000 job satisfaction levels .
- Helena questions whether some people might stress.
- Leo thinks that people need goals that but not too demanding.
- According to Leo, as well as giving promotions, companies should offer to help employees' development.

- 5 **SPEAK** Answer the questions.



- How important do you think it is for employers to
 - ensure all employees get regular breaks?
 - organise social activities for employees outside work?
 - allow employees to choose their own dress code?
 - provide a crèche, or facilities for employees with young children?
 - have yearly appraisals with their employees?
- If the company you work for was struggling financially, would you look for another job, or accept a lower salary to help the company get back on its feet?

FAST FINISHERS

Design a motivational message or quote to put on coffee mugs in a staffroom.

1 **SPEAK** Imagine you are looking for your first job. Would you rather earn more but have a tedious and uninspiring job, or be paid peanuts and get valuable work experience?

2 **2.35** Listen to Martha's description of her first job and answer the questions.

- Why did Martha apply for the job?
- What made her accept a poor salary?
- Which duty did she find particularly embarrassing?

3 **2.35** Listen again and tick the sentences that you hear.

- What I expected from the job was to be paid peanuts.
- All I expected from my first job was experience.
- It was my boss who ruined everything.
- What ruined everything was my boss's attitude.
- What I did all day was do dogsbody work.
- It was the dogsbody work that I did all day.
- All I did was watch the clock.
- What happened was that I handed in my notice.

4 Study the Key Grammar table and complete it with examples a–h from exercise 3.

Key Grammar

Cleft sentences

We use cleft sentences to emphasise key information. They can follow different patterns, e.g.:

- *It is/was + noun/pronoun + that/who/which*
It was my mum who/that supported me during my studies.
It was a good pension plan that I was looking for.
It is to Mary that I want the parcel delivered.
¹
- *All (that)/Everything etc. + clause + is/was + noun/clause*
All I'm trying to say is that I hate my job.
The only thing that I cared about was a good pension plan.
²
- *What + clause + is/was + noun/clause*
What annoyed me was my boss's attitude.
What I told the secretary was that I needed those papers by the end of the day.
³
- *What + subject + do/does/did + is/was + infinitive (with or without to)*
What Mary did was (to) send the CV.
What I do all day is (to) make coffee.
⁴
- *What happened was (that) + clause*
What happened was the printer leaked ink out onto the floor.
⁵

5 Choose the correct options.

- It is Bill *what was / that is* responsible for mail delivery.
- What was crucial in the plan was *to start / start* early.
- All that / It was* Karen wanted was a company car.
- What Charles did was *call / called* the police.
- It's / What is* in August that we are taking two weeks off.
- Everything / What* I like in my office is the play room.
- What she *was / does* is write weekly reports.

6 **SPEAK** Complete the sentences with the words and phrases from the box. There are two extra words or phrases.

all did did was is it was it's was what

- What we need to do hire two more people.
- the good grades that have given a me a head start.
- that you need to do is write a cover letter.
- happened was that I took a rash decision.
- Peter who did all the research.
- What we to look for advice.

7 Rewrite the sentences, starting with the words given. There may be more than one correct answer.

- The documents were signed by the CEO. It ...
- Getting my diploma in June was the only thing I wanted. All ...
- Your emails ended up in the spam box. What happened ...
- Calling Kate first thing in the morning was really important. What ...
- I was informed about the staff changes by the HR department. It ...
- Choosing the apprenticeship programme is what you need to do now. All ...
- What they selected was Rachel's CV. It ...

8 Finish the sentences with your own ideas.

- What bothers me at the moment ...
- All I want to do in the afternoon ...
- It was my best friend ...
- It was only last week ...
- All that I did last night ...
- What I really have to do today ...

FAST FINISHERS

Write a motto for your IG account using a cleft sentence.

Grammar and vocabulary practice



- 1 SPEAK** Write sentences that express your opinion about the issues below. Use the expressions from the box. Then discuss your opinions in pairs.

All I need All that comes to my mind is
It's the type of work that
something that bothers me the time when
What I did was What I don't understand
, which I don't like whom I know

- getting a student loan • procrastinating
- working on Sundays • workplace dress code

- 2** Complete the sentences with one word in each gap.

- 1 You'd better think again – there will be no chance to go _____ on your decision.
- 2 I'm not very spontaneous, so _____-of-the-moment decisions are not my thing.
- 3 The summer internship is what can give me a(n) _____ in the door in this law firm.
- 4 I've only been in this office for a month, so I'm still _____ the ropes.
- 5 When I _____ stock of my life, there are plenty of decisions I truly regret.
- 6 What we look for in candidates is the ability to _____ tight deadlines.
- 7 I'm working my _____ off and they don't want to give me a pay rise. I'm thinking of quitting.

- 3** Decide if the sentences have a similar or a different meaning.

- 1 a I didn't like the fact that they let me loose on the project.
b They took me on board for this project, which I didn't like.
- 2 a What Paul does is take snap decisions.
b Paul tends to make hasty decisions.
- 3 a If you are looking for a waiting job, you will be spoilt for choice.
b There are plenty of waiting jobs to opt for.
- 4 a What we cannot now do is take the line of least resistance.
b It is a lot of hard work that we're facing at the moment.
- 5 a I was in a quandary whether to tell my parents the truth.
b I had no qualms about telling my parents the truth.

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

- 1 Many employers are only looking for graduates and see a degree as obligatory. **CONSIDER**
Many employers, _____ obligatory, are only looking for graduates.
- 2 He didn't know that I'd been on sick leave. **WAS**
What _____ I'd been on sick leave.
- 3 We wanted to visit the university library, but it had closed at six. **WHICH**
The library _____ had closed at six.
- 4 They talked to those union workers about the strike. **TO**
Those are the _____ about the strike.
- 5 All that you need to do is to mull it over. **SLEEP**
What you need to _____ it.
- 6 I had doubts after I got a letter from John. **SECOND**
It was after John's _____ thoughts.

- 5** Translate into English.

- 1 I've found _____ (coś, co pomoże ci) make a good decision.
- 2 She was promoted, _____ (co pozwoliło jej więcej podróżować).
- 3 _____ (To moja nauczycielka) talked me into studying physics.
- 4 What Megan did _____ (to kupiła nowy laptop) with her first salary.
- 5 _____ (Wszystko, co musisz wiedzieć) about our company is that we value honesty.
- 6 The article was written by a woman _____ (której szef został) the Employer of the Year.
- 7 I am respected by the people with _____ (którymi pracuję).

- 6 SPEAK** Answer the questions. In each answer use at least one vocabulary item from the unit.

- 1 What kind of employee do you think you will be?
- 2 What makes a good boss?
- 3 Will you consider getting a job after school instead of taking up studies? Why/Why not?

FAST FINISHERS

Imagine you are in a group project team and one of the team members is procrastinating over his/her part of the task, which is delaying the whole team. Write a very polite message to him/her explaining why it is important not to procrastinate if the deadline is to be met.

#BRAINTEASER

The man who built it sold it.
The man who bought it doesn't need it.
The man who needs it doesn't know it.
What is it?



6.9 Writing

A job application letter

1 SPEAK If you were to apply for a holiday or Saturday job now, which of the following would be the most difficult part? Why?

- finding the right post
- writing a letter of application
- writing a CV
- doing a job interview

2 SPEAK Look at the personal qualities in the box. Choose three that would be the most useful for someone applying for the jobs below. Give reasons for your answers.

a youth worker a librarian a legal executive a bike courier

able to work under pressure adaptable athletic
broad-minded communication skills conflict-resolution skills
efficient fair-minded laid-back leadership skills
problem-solving skills quick-tempered resilient resourceful
self-centred self-motivated sharp-witted
strong work ethic strong-willed time-management skills
trustworthy willing to learn

3 Read the application letter Imogen has written in response to one of the job advertisements on page 156. Do you think she is a good candidate for the job? Why/Why not?



Climb High Youth Club
21 Unity Street
Greentown
East Sussex
BN31 7GT

Dear Sir/Madam,

I am writing to apply for the position of a club leader supporting vulnerable and disadvantaged teenagers, as advertised on your website on 10 April. As outlined in my CV, which I am enclosing, I attend Riverdale Secondary School in Middletown where I am currently preparing for my final exams. After finishing them, I intend to begin BA studies at the Sport and Recreation Department. As school ends at the end of May and the academic year begins in October, I am fully available for four months.

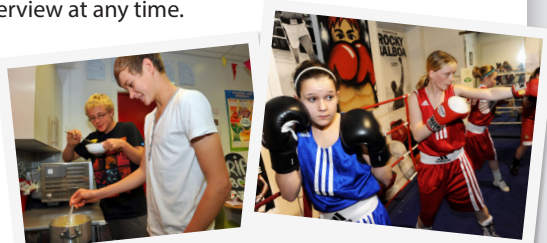
My work experience is predominantly connected with sport and childcare, which I believe makes me a suitable candidate for a summer camp leader. Since the beginning of my secondary education, I have been working part-time as a babysitter. I have taken care of children aged five to nine in two different families. Apart from providing full childcare, my duties included picking up the children from school, organising their after-school activities, as well as assisting them with their homework. Apart from that, I worked as a guardian in a local sports centre, taking care of the children whose parents came to the club for their weekend workout. As a part of the in-service training at the club, I completed a first-aid course.

Should you have any further questions, please do not hesitate to contact me. I am available for interview at any time.

Yours faithfully,
Imogen Silverstone

Imogen Silverstone
23 Melrose Road
Middletown
East Sussex
BN28 4MT

17 April 2022



4 Read the letter again. Which of the tips on writing an application letter did Imogen not follow?

- 1 Use a professional format.
- 2 State the position you're applying for.
- 3 Refer to the advertisement you are replying to.
- 4 Explain why you are the best candidate for the job.
- 5 Mention why you want the job.
- 6 Write about your personal qualities.
- 7 Outline relevant qualifications and experience.
- 8 Include a professional closing.

5 Study the Key Phrases box and write two extra sentences to match the two tips from exercise 4 that Imogen did not follow.

Key Phrases

A job application letter

Introduction

I am writing to apply for the position of ...

I am writing with regard/in connection to the job advertisement/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.

- 6 Read the job advertisements below and write an excerpt from an application letter for each of them, following the instructions.

- 1 Outline relevant qualifications and experience.

OFFICE ASSISTANT

Requirements:

- office experience
- ability to write clearly
- editing skills
- warm personality and strong communication skills

- 2 Mention why you want the job.

PART-TIME PET CARER

Requirements:

- leadership skills
- animal lover
- available mornings
- previous experience welcome

- 3 Explain why you are the best for the job.

SPORTS CLUB RECEPTIONIST

Requirements:

- friendly personality
- familiarity with gym equipment, basic computer skills

Optional:

- communicative English
- first aid basics

- 4 Write about your qualities.

JUNIOR BARISTA

Requirements:

- previous gastronomy experience
- determination and self-discipline
- excellent interpersonal skills
- openness
- resilience to stress

- 7 Read the **WATCH OUT | SKILLS** box. Then rewrite sentences 1–8 using formal language and the Key Phrases.

- I'd like to get this job because I have experience.
- Could you please send the answer ASAP?
- I don't have much experience, but I learn fast.
- Let's meet for an interview – you can contact me on 0769 445 687.
- In my last job, I did a course in touch typing.
- I'm writing because I want the secretary job at your firm.
- I learnt the ropes when I worked as a secretary.
- I think you'd like to hire me because I can really get my teeth into the task.

WATCH OUT | SKILLS

Features of formal language

- long sentences
- passive voice (to avoid personal forms)
- no abbreviations or contractions
- no idioms
- polite forms (e.g. *could*, *would*, *might*, etc.)

- 8 **SPEAK** Read the description of a summer course. Then answer the questions.

- What qualifications would make a candidate suitable for the job?
- What personal qualities would matter?
- Would you like to apply for this job? Why/Why not?



Trinity College

Job opening: LIBRARY ASSISTANT

Summer job for secondary school leavers and BA students

2 July – 25 August

Requirements:

- proof of English proficiency
- full time availability
- previous experience and an interest in literature are welcome, but not necessary

- 9 Write an application letter in response to the ad in exercise 8.

WRITING PLANNER

THINK

Make a list of 3–4 personal qualities that you think will be useful for the job of library assistant. You can choose from exercise 2 or come up with your own ideas. Then think of your possible qualifications (real or imaginary). Finally, note down some relevant vocabulary that you might use.

PREPARE

Write a plan for your letter. Follow the tips from exercise 4.

WRITE

Write your application letter. Use your notes and the Key Phrases. Remember to use formal language.

CHECK

Read your letter and answer the questions:

- Have you followed the tips from exercise 4?
- Have you used formal language?
- Have you checked your letter for spelling mistakes?



FAST FINISHERS



Imagine you want to hire a homework assistant. Write a suitable job advertisement.

VOCABULARY

1 Choose the correct options.

A WISE DECISION

Brandon Stanton is the photographer behind the photoblog *Humans of New York*, which now has almost seventeen million followers on Facebook and over twelve million on Instagram, two books and a documentary. It all started in 2010, when Stanton was ¹ redundant from his ² job as a bond trader in Chicago. Until then, Stanton, who had studied history at university, had had a clear career path in mind and was determined to ³ what he'd decided – he intended to work in finance for a while and then use the money he earned to do something more creative. Now unemployed, he went for a walk and tried to mull ⁴ his options. Up until then, photography had just been a hobby and he had no solid ⁵ in it. His job as a bond trader came with a heavy ⁶, so to relieve stress he used to take photos at the weekend. After ⁷ over it for a while, he made a ⁸ decision: he was going to take photos full time! At first, he did have some ⁹ thoughts about his choice, but after he began taking portraits of New Yorkers and posting his photos on a blog and on Facebook, he quickly built up a following. After a while, he also ¹⁰ to tell people's stories in a caption with each photo and the idea really began to take off.



- | | |
|------------------|---------------------|
| 1 a made | b done |
| c fired | d dismissed |
| 2 a probationary | b dogsbody |
| c tight | d high-powered |
| 3 a go with | b stick with |
| c kick off | d take on board |
| 4 a over | b through |
| c down | d about |
| 5 a qualifying | b grounding |
| c numbing | d settling |
| 6 a workload | b deadline |
| c morale | d demands |
| 7 a shouldering | b streamlining |
| c sleeping | d umming and aching |
| 8 a poor | b hasty |
| c bold | d rash |
| 9 a least | b quandary |
| c second | d snap |
| 10 a opted | b deterred |
| c gleaned | d knocked back |

2 Complete the sentences with the words from the box. There are two extra words.

cut galling learning socks spoilt starting stifling under

- Rob was for choice while looking for a new car, but in the end he managed to make a decision.
- University fees in the UK are among the highest in Europe, which isn't reflected in the average salaries for white-collar jobs.
- Paul had been working his off – no wonder he got a promotion.
- When Claire joined our department, the ropes took her well over three months.
- It took me only three weeks to figure out that I'm not out for this job.
- She could no longer bear the atmosphere of the workplace and having fewer options for development.

GRAMMAR

3 Rewrite the sentences using the words in capitals.

- My aunt told me to think it over carefully. I've always trusted her advice. **WHOSE**
- Tim's dad's new job requires a lot of travelling. It indeed might have a lot of perks. **WHICH**
- We went to visit the uni. I'm going to study there. **WHERE**
- Most employers require a university degree. **WHAT**
- In my career, I was inspired the most by my first boss. **IT**
- The CEO cared only about the senior workers. **ALL**

4 Correct the mistakes in the sentences.

- Lydia's just got a job at an insurance company, what is really great news.
- Brendan, whom dad works for Google, has always wanted to become a securities trader.
- That must be the woman whose interviewed me.
- What Mary did was sent an application letter to the wrong address.
- It was only after a few weeks which I realised my mistake.
- My best friend, for who perks are enormously important, has just quit her job.

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Complete the text with one word in each gap.

I remember my first job as if it were yesterday. I got into a summer internship programme at a law firm ¹ at that time was number one in Chicago. You have no idea how elated I was when I got it! But I must admit one thing – when I took it, what I feared the most ² that I wasn't good enough. However, nobody else in the office seemed to think so, as they ³ me loose from day one. ⁴ they expected me to do was email my supervisor every morning with a report from the previous day. It made me feel so mature. I even enjoyed following the ⁵ code! You know, wearing a suit for work every day. I finally felt like an adult. You need to know, however, that it wasn't easy – I was working my socks ⁶ every single day. But I ⁷ receive recognition for my effort. What my supervisor ⁸ at the end of the summer was get me a really nice bonus!

6 Complete the second sentence with up to five words so that it means the same as the first one.

- 1 I lost out on a prestigious fellowship, which everyone blamed me for.
Everyone  out on a prestigious fellowship.
- 2 We made the decision so hastily because everyone put so much pressure on us.
We  a hasty decision if everyone hadn't put so much pressure on us.
- 3 Li asked the teacher to check the application form.
Li had  the teacher.
- 4 It's impossible that Liam took the line of least resistance.
Liam can't  the line of least resistance.
- 5 Greg knew that they had given him a stark choice, but he made a wise decision.
Greg knew that he  a stark choice, but he made a wise decision.
- 6 Amelia resigned from her job.
What Amelia did  her notice.

7 Complete sentences a–c with the same word.

- 1 a We'll  you all the way on these proposals.
b You can't go  on your decision now, it's too late.
c We were counting on Mike to be our front man, but he decided to  out, leaving us in a difficult situation.
- 2 a  a nutshell, the decision is actually a no-brainer.
b It's important for children to nurture an interest  literature.
c I know he's a cheat and I have no idea how I allowed myself to be taken  again.
- 3 a When new facts came to , it was time to look for a new job.
b Do you know whether infrared  is harmful to your skin?
c My life at the moment is  years away from what it looked like three years ago.
- 4 a The whole team  to great lengths to meet the tight deadline.
b The moment I was asked the first question my mind  blank and I didn't say a word.
c I admit I  with the majority and voted against, but I'm not sure the decision was good.

LISTENING

8 **2.36** Listen to a podcast about start-ups and complete the blog post.

☰

Hi guys! There is something I'd like to share with you. A while ago, I wrote in one of the entries that I'm thinking about my own start-up company. 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.

Anyway, I started researching the topic and found this podcast about start-ups. The main message was that there is more to their success than just ¹ .

What I found really interesting were the cases the speaker described. The first one was of Shaun Neff, whose first 'big idea' didn't take off, but he saw an opportunity in selling ²  to famous snowboarders. Another example, which proved that the idea alone is not enough, was the success of the founder of Canva. She said her best choice had been ³  competent and capable people. And the last case was intriguing from the point of view of the outcome. A girl who set up a driving service said the most satisfying thing was that she achieved ⁴ .

SPEAKING

9 Look at the photos and do the task. Then answer the questions.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Planujesz podjąć w weekendy pracę dorywczą, aby zarobić na wakacyjną wycieczkę zagraniczną. Masz do wyboru trzy możliwości zatrudnienia.

- Wybierz tę opcję, która będzie dla Ciebie najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe opcje.



- 1 Do you think it is a good idea for high school and university students to take on a part-time job? Why/Why not?
- 2 Name three professions that, in your opinion, might disappear in the future. Justify your answer.

6.2 Relative clauses

DEFINING RELATIVE CLAUSES

Defining relative clauses (zdania przydawkowe definiujące) stosujemy, by doprecyzować, o kim lub o czym jest mowa w zdaniu nadrzędnym. Występują w nich zaimki względne: **who/that, which/that, whose, where** oraz **when**, których nie poprzedza przecinek.

*This is the man **whose car was caught on CCTV**.*

*I'll never forget the day **when we moved to Toronto**.*

Zaimki **who/that** i **which/that** można pominąć, jeśli występuje po nich rzeczownik lub zaimek osobowy, np. *The song **(that)** I heard in the shopping mall made me think about Jasmin.*

NON-DEFINING RELATIVE CLAUSES

Non-defining relative clauses (zdania przydawkowe niedefiniujące) stosujemy, by podać dodatkowe informacje na temat osób i rzeczy, o których jest mowa w zdaniu nadrzędnym. Występują w nich zaimki względne: **who, which, whose, where** oraz **when**, których nie można pominąć. Zdania tego typu są oddzielone przecinkami od zdania nadrzędnego.

*The waiter, **who spoke with a strong accent**, was originally from Russia.*

*The Chinese Dragon, **where we celebrated Nan's eightieth birthday last year**, has closed down.*

UWAGA!

Za pomocą zaimka **which** możemy dodać informacje do całego zdania głównego, np. *Tom helped me clean up after dinner, **which was really nice of him**.*

UWAGA!

W zdaniach przydawkowych niedefiniujących przed zaimkami **whom/which** często występują określniki ilości (*both of, all of, some of, neither of, none of* itp.), np.:

*I know plenty of Hollywood actors, **some of whom** are pretty vain.*

*Liam has written two novels, **both of which** have become bestsellers.*

REDUCED RELATIVE CLAUSES

Reduced relative clauses (zdania podrzędne skrócone) zamiast zaimka względnego zawierają jedną z poniższych form:

- **przymiotnik**, np. *The contestant, **clearly pleased** (= who was clearly pleased) **with herself**, seemed pretty confident that she'd win.*
- **present participle** (jeśli podmiot jest wykonawcą czynności), np. *The girl **sitting** (= who was sitting) **in the front row** turned out to be the headteacher's daughter.*
- **past participle** (jeśli podmiot zdania jest obiektem czynności), np. *Papers **submitted** (= which are submitted) **in November** will be published in January.*
- **wyrażenie przyimkowe**, np. *The people **on the cruise ship** (= who were on the cruise ship) raised the alarm at 9:34 pm.*

UWAGA!

Zarówno w zdaniach przydawkowych definiujących, jak i niedefiniujących zaimkom względnym mogą towarzyszyć przyimki.

W stylu nieformalnym przyimek występuje na końcu zdania, np. *The hotel **that we stayed at** was two hundred yards from the beach.*

W stylu formalnym przyimek poprzedza zaimek względny, np. *The number **from which he called** is registered in Germany.* W odniesieniu do osób w języku formalnym zamiast **who** stosujemy **whom**, np. *This is Professor Walters, **with whom** I collaborated on the research project.*

6.7 Cleft sentences

Cleft sentences to szczególny typ zdania, za pomocą którego kładziemy nacisk na konkretną informację.

- **It is/was + noun/pronoun + that/who/which**, np.:
***It is milk that** I need you to buy on your way home!*
***It was Lorri who** I was trying to call.*
- **All/Everything/The only ... (that) + clause + is/was + noun/ clause**, np.:
***All we need is** a good night's sleep!*
***The only thing that I wanted was** for everyone to leave me alone.*
- **What + clause + is/was + noun/ clause**, np.:
***What I'm trying to say is** that we shouldn't have lied to him.*
***What annoyed me was** the way she talked back to her mother.*

- **What + subject + do/does/did + is/was + infinitive (with or without to)**, np.:
***What this program does is** delete temporary files to free up extra space.*
***What the soldiers did was** to pay tribute to the King.*
- **What happened was (that) + clause**, np.:
***What happened was that** I hit a lamp post while parking and damaged the rear bumper.*

KEY WORDS

VOCABULARY 1

be spoilt for choice	/ˌbiː ˈspɔɪlt fə ˈtʃɔɪs/	mieć ogromny wybór
bold decision	/ˌbəʊld dɪˈsɪʒən/	śmiała decyzja
collaborative decision	/kəˌlæbərətɪv dɪˈsɪʒən/	wspólna decyzja
go back on a decision	/ˌɡəʊ ˈbæk ɒn ə dɪˈsɪʒən/	zmienić decyzję
go with sb	/ˌɡəʊ wɪð ˌsʌmbədi/	zgodzić się z kimś, poprzeć kogoś
hasty decision	/ˌheɪsti dɪˈsɪʒən/	pospieszna decyzja
have second thoughts about sth	/ˌhæv ˌsekənd ˈθɔːts əˌbaʊt ˌsʌmθɪŋ/	mieć wątpliwości co do czegoś
in a quandary	/ˌɪn ə ˈkwɒndəri/	w rozterce
informed decision	/ˌɪnfɔːmd dɪˈsɪʒən/	świadoma decyzja
it's a no-brainer	/ɪts ə ˌnəʊ ˈbreɪnə/	nie ma się nad czym zastanawiać
look back	/ˌlʊk ˈbæk/	rozpamiętywać
mull over	/ˌmʌl ˈəʊvə/	rozważać
not worth the hassle	/ˌnɒt ˈwɜːθ ðə ˈhæslə/	niewart zachodu
opt for	/ˌɒpt fɔː/	wybrać, zdecydować się na
painful decision	/ˌpeɪnfʊl dɪˈsɪʒən/	bolesna decyzja
poor choice	/ˌpɔː ˈtʃɔɪs/	zła decyzja
rash decision	/ˌræʃ dɪˈsɪʒən/	pochopna decyzja
settle on sth	/ˌsetl ɒn ˌsʌmθɪŋ/	zdecydować się na coś
sit on the fence	/ˌsɪt ɒn ðə ˈfens/	wahać się, zwlekać z decyzją
sleep on sth	/ˌsliːp ɒn ˌsʌmθɪŋ/	przespać się z czymś, dobrze się zastanowić
snap decision	/ˌsnæp dɪˈsɪʒən/	błyskawiczna decyzja
spur-of-the-moment decision	/ˌspɜːr ɒv ðə ˌmæʊmənt dɪˈsɪʒən/	decyzja podjęta pod wpływem chwili
stark choice	/ˌstɑːk ˈtʃɔɪs/	nieunikniony, bezlitosny wybór
stick with your decision	/ˌstɪk wɪð jə dɪˈsɪʒən/	pozostać przy swojej decyzji
take the line of least resistance	/ˌteɪk ðə ˌlaɪn əv ˌliːst nɪˈzɪstəns/	pójść po linii najmniejszego oporu
um and ah	/ˌʌm ənd ˈɑː/	być niezdecydowanym, długo się zastanawiać

SPEAKING

avid	/ˈævɪd/	zagorzały
unequalled opportunity	/ˌʌnɪːkwəld ˌɒpəˈtjuːnəti/	wyjątkowa szansa
overthink	/ˌəʊvəˈθɪŋk/	za dużo nad czymś myśleć
overzealous	/ˌəʊvəˈzeləs/	nadgorliwy

READING

get one's foot in the door	/ˌget wʌnz ˈfʊt ɪn ðə ˈdɔː/	otworzyć sobie drogę do czegoś
cut out for	/ˌkʌt ˈaʊt fə/	stworzony do
deterred	/dɪˈtɜːd/	odstraszony, zniechęcony
equip yourself with	/ˌɪkwɪp jəˌself wɪð/	zaopatrzyć się w
gain a qualification	/ˌɡeɪn ə ˌkwɒlɪfɪˈkeɪʃən/	uzyskać kwalifikacje
give sb a head start	/ˌɡɪv ˌsʌmbədi ə ˌhed ˈstɑːt/	dać komuś przewagę na starcie
glean	/ɡliːn/	zebrać, zdobyć
grow one's network	/ˌɡrəʊ wʌnz ˈnetˌwɜːk/	budować sieć kontaktów
hands-on	/ˌhændz ˈɒn/	praktyczny
hard skills	/ˌhɑːd ˈskɪlz/	kompetencje „twarde”
interdisciplinary route	/ˌɪntəˌdɪsɪplɪnəri ˈruːt/	ścieżka interdyscyplinarna
overall impression	/ˌəʊvərˌɔːl ɪmˈpreʃən/	ogólne wrażenie
pay off	/ˌpeɪ ˈɒf/	spłacać
remuneration	/ˌrɪˌmjʊːnəˈreɪʃən/	wynagrodzenie
set real challenges	/ˌset ˈriːl ˈtʃæləndʒɪz/	stawiać prawdziwe wyzwania
shoulder the burden	/ˌʃəʊldə ðə ˈbɜːdən/	dźwigać ciężar
soft skills	/ˌsɒft ˈskɪlz/	kompetencje „miękkie”
rarefied	/ˌreəriˈfaɪd/	wysublimowany, elitarny
take sth on board	/ˌteɪk ˌsʌmθɪŋ ɒn ˈbɔːd/	wziąć coś pod uwagę
taxpayers	/ˈtæksˌpeɪəz/	podatnicy
transferable skills	/ˌtrænsˌfɜːrəbəl ˈskɪlz/	uniwersalne umiejętności

VOCABULARY 2

at hand	/ət ˈhænd/	w pobliżu
be at each other's throats	/ˌbiː ət iːtʃ ʌðəz ˈθrəʊts/	skakać sobie do gardeł
be made redundant	/ˌbiː meɪd nɪˈdʌndənt/	zostać zwolnionym w ramach redukcji etatów
boost morale	/ˌbuːst məˈrɑːl/	podnieść morale
bunk off	/ˌbʌŋk ˈɒf/	urwać się (np. z pracy)
cheek by jowl	/ˌtʃiːk baɪ ˈdʒəʊl/	bardzo blisko siebie
do the dogsbody work	/ˌduː ðə ˈdɒgzˌbɒdi wɜːk/	wykonywać najgorsze prace

faff around	/ˌfæf əˈraʊnd/	zajmować się mało ważnymi rzeczami
fall out with	/ˌfɔːl ˈaʊt wɪð/	pokłócić się z
fit right in	/ˌfɪt ˈraɪt ˈɪn/	idealnie się wpasować
galling	/ˈɡɔːlɪŋ/	irytujący
get knocked back	/ˌget nɒkt ˈbæk/	zostać odrzuconym, dostać odmowę
get one's teeth into	/ˌget ˌwʌnz ˈtiːθ ɪntə/	zabrać się do czegoś
give it another week	/ˌɡɪv ɪt əˌnʌðə ˈwiːk/	poczekać jeszcze tydzień
hand in one's notice	/ˌhænd ˌɪn wʌnz ˈnəʊtɪs/	złożyć wypowiedzenie
have qualms	/ˌhæv ˈkwɔːmz/	mieć opory, wahać się
heavy workload	/ˌhevi ˈwɜːkˌləʊd/	duże obciążenie pracą
high-powered job	/ˌhaɪ ˌpaʊəd ˈdʒɒb/	odpowiedzialna praca
huddle	/ˈhʌdəl/	spotykać się, naradzać się
learn the ropes	/ˌlɜːn ðə ˈrəʊps/	nauczyć się podstaw fachu
let sb loose on sth	/ˌlet ˌsʌmbədi ˈluːs ɒn ˌsʌmθɪŋ/	dać komuś swobodę w czymś
meet the demands	/ˌmiːt ðə dɪˈmɑːndz/	spełniać oczekiwania
meet tight deadlines	/ˌmiːt ˌtaɪt ˈdedˌlaɪnz/	dotrzymywać napiętych terminów
mind-numbing	/ˌmaɪndˌnʌmɪŋ/	nudny, otepiający
probationary period	/ˌprɒˌbeɪʃənəri ˈpiəriəd/	okres próbny
put the job before one's ego	/ˌpʊt ðə ˌdʒɒb bɪˌfɔː wʌnz ˈiːɡəʊ/	przedkładać pracę ponad własne potrzeby
solid grounding	/ˌsɒlɪd ˈɡraʊndɪŋ/	solidne podstawy
stifling	/ˈstaɪfəlɪŋ/	ograniczający swobodę, spowalniający
stimulating	/ˌstɪmjəˌleɪtɪŋ/	inspirujący, porywający
streamline tasks	/ˌstriːmˌlaɪn ˈtɑːks/	usprawniać działania
supportive	/səˈpɔːtɪv/	pomocny, wspierający
take stock	/ˌteɪk ˈstɒk/	zastanowić się, podsumować sytuację
toxic	/ˈtɒksɪk/	toksyczny
uncertainties	/ˌʌnˈsɜːtəntɪz/	wątpliwości
workforce	/ˈwɜːkˌfɔːs/	pracownicy, kadra

LISTENING

be/promoted	/ˌbiː ˌget prəˈməʊtɪd/	dostać awans
cause burnout	/ˌkɔːz ˈbɜːnaʊt/	doprowadzić do wypalenia zawodowego
crèche	/kref/	przedszkole zakładowe
follow a dress code	/ˌfɒləʊ ə ˈdres kəʊd/	stosować się do zasad ubioru w pracy
get a buzz	/ˌget ə ˈbʌz/	ekscytować się
get back on one's feet	/ˌget ˌbæk ɒn wʌnz ˈfiːt/	stanąć z powrotem na nogi
get paid peanuts	/ˌget ˌpeɪd ˈpiːˌnʌts/	zarabiać grosze
health insurance	/ˈhelθ ɪnˌʃʊərəns/	ubezpieczenie zdrowotne
kick off a discussion	/ˌkɪk ˌɒf ə dɪˈskʌʃən/	rozpocząć dyskusję
pension plan	/ˌpenʃən ˌplæn/	program emerytalny
perks of the job	/ˌpɜːks ɒv ðə ˈdʒɒb/	dotądki do uposażenia
slog	/slog/	harować
the be-all and end-all	/ðə ˌbiː ɔːl ənd ˈend ɔːl/	wszystko, co najważniejsze
work against the clock	/ˌwɜːk əˌɡenst ðə ˈklɒk/	pracować pod presją czasu
work one's socks off	/ˌwɜːk wʌnz ˈsɒks ɒf/	zaharowywać się

WRITING

adaptable	/əˈdæptəbəl/	potrafiący się dostosować
broad-minded	/ˌbrɔːd ˈmaɪndɪd/	o szerokich horyzontach
fair-minded	/ˌfeə ˈmaɪndɪd/	bezsronny, bez uprzedzeń
in-service training	/ˌɪn ˌsɜːvɪs ˌtreɪnɪŋ/	szkolenie odbywające się w czasie pracy
legal executive	/ˌliːɡəl ɪɡˈzekjʊtɪv/	radca prawny
limited experience	/ˌlɪmɪtɪd ɪkˈspɪəriəns/	niewielkie doświadczenie
quick-tempered	/ˌkwɪk ˈtempəd/	porywczy
resilient	/ˌrɪˈzɪliənt/	odporny
resourceful	/ˌriːzɔːsfʊl/	obrotny, zaradny
sharp-witted	/ˌʃɑːp ˈwɪtɪd/	rozmąty, bystry
touch typing	/ˈtʌtʃ ˌtaɪpɪŋ/	pisanie bezwzrokowe
vulnerable	/ˌvʌlnərəbəl/	bezbronny, podatny na zranienie
work ethic	/ˈwɜːk ˌeθɪk/	etyka zawodowa

REVISION

bear with me	/ˈbeə wɪð miː/	proszę o chwilę cierpliwości
bond trader	/ˈbɒnd ˌtreɪdə/	makler obligacji
bonus	/ˈbəʊnəs/	premia
elated	/ɪˈleɪtɪd/	uradowany
fellowship	/ˈfeləʊʃɪp/	stanowisko stypendysty
infrared light	/ˌɪnfəˌred laɪt/	podczerwień
recognition	/ˌrekəɡˈnɪʃən/	uznanie
relieve stress	/ˌrɪˌliːv ˈstres/	rozładować stres

7 FOOTPRINTS



SPEAK Look at the photos and read the quote. Answer the questions.

Take only memories, leave only footprints.

Chief Seattle
(leader of the Suquamish and Duwamish Native American tribes, 1786–1866)

- Why might tourists be visiting the places in photos 1–3?
- What impact might they be having on these areas? Think of both positive and negative aspects.
- What does the quote mean? Give examples of how people might follow or ignore the advice.



- 2 SPEAK** Read the article. Do you know any places in Poland or in other countries where residents might feel resentment towards tourists for the reasons given?

It's a dilemma!

We all enjoy **ditching our routines** to get away from it all and cross off destinations from our holiday bucket list. We usually expect to be **welcomed with open arms** by residents only too ready to embrace our spending habits that fuel their local economies. Whether it's the **hustle and bustle** of a city centre, touring around the sights, or soaking up the sun in **scorching temperatures** on golden sands, we open ourselves up to new experiences and new cultures, and return to our routines refreshed. But the most popular destinations across the world may not be quite as welcoming as we expect. As anyone who actually lives in or near a tourist destination knows only too well, the holiday period can be one to dread. Just **going about your daily business** becomes increasingly difficult. To walk anywhere in the city centre involves **shouldering your way** through vast numbers of tourists, and driving can mean major traffic congestion. **Price hikes** in shops, unaffordable rented accommodation, beaches littered with **discarded food packaging**, empty suntan bottles, and other, even more disgusting waste – these are just some of the problems faced by locals living in resorts **burdened by** overtourism. But it is a dilemma. On the one hand, without the tourist trade businesses would **fold**. On the other hand, if tourism is allowed to increase **at** the same **unprecedented rate** as it has this past year, the **soaring numbers** of tourists will **place huge demands** on public services and **antagonise residents** even further. Resorts worldwide are being urged to limit tourist numbers in order to **alleviate the pressure** on facilities. While those benefiting from the tourist industry try to **allay local concerns**, residents are often **sceptical about** the promises and their **pent-up frustration** sometimes spills over into anger. Unquestionably, people need to travel and resorts need the money this brings, but tourism and its impacts must be managed more carefully, and a balance needs to be found. **Responsible tourism** is the answer – but how can this be achieved?



- 1 SPEAK** Complete the comments with the words from the box. Which comment(s) do you identify with the most?

atmosphere flea hunting remote resorts
stunning sums winding

On holiday, I love ...

1

sitting in cafés and soaking up the

Like Share

2

spending vast that I can't really afford!

Like Share

3

visiting popular and sunning myself.

Like Share

4

going to destinations with scenery.

Like Share

5

checking out markets and exploring alleys.

Like Share

6

for souvenirs to take home.

Like Share

3 KEY WORDS Match some of the highlighted collocations from exercise 2 to definitions 1–10 below.

- 1 stop people worrying
- 2 make the people who live in a certain area angry
- 3 changing the things we do every day
- 4 companies go bankrupt
- 5 put a lot of pressure
- 6 greeted warmly
- 7 ease the strain
- 8 pushing past / passing
- 9 under pressure from
- 10 following a normal way of life

4 Complete the sentences with the correct forms of some of the collocations from exercise 3.

- 1 I would just like to be able to _____ without these crowds.
- 2 We've seen countless _____ because of a lack of tourists.
- 3 The town council must _____ about increased tourism when the new hotels open.
- 4 It's important to _____ for a while and return relaxed and refreshed.
- 5 Tourists just don't know about local road etiquette, which _____.
- 6 It's hoped that the availability of two new car parks will _____ on parking spaces for local people during the tourist season.

5 **3.01 KEY WORDS** Complete the advertisement with one highlighted word from exercise 2 in each gap. Listen and check.

Thinking about your next holiday, getting away from those routine pressures?

Want to lie on a beach somewhere with ¹ _____ temperatures but NOT surrounded by ² _____ packaging or litter?

Or maybe you're looking to relieve those ³ _____ frustrations from work by engaging in some water sports or adventure trails?

The numbers of tourists trying to find that perfect holiday location away from the hordes are ⁴ _____ – so, don't miss the boat and book early to avoid the price ⁵ _____ that come with the peak season.

Our brochures are being downloaded at a(n) ⁶ _____ rate – so get yours now and book ahead of the crowds.

Your blissful vacation beckons!

6 **SPEAK** What might be the challenges of moving to live and work in another country?

7 **3.02 SPEAK** Listen to a podcast and answer the questions.

- 1 Does the presenter mention any of the points you made in exercise 6?
- 2 What was Katie's opportunity and how did she react? Why?
- 3 How did her attitude to living in the city first change while she was there? Why?
- 4 How did she feel when she finally left?

8 **SPEAK** Answer the questions.

- 1 How do you think responsible tourism can be achieved?
- 2 How important is it to accept and adapt to a country's culture and customs when holidaying or moving to live there? Why?
- 3 What would you advise someone who is coming to take up residence in Poland?

9 **SPEAK** Describe the video still and answer the questions.



- 1 Which country do you think the people are in?
- 2 Ghassan (left) is a refugee. What do you think happens to refugees when they are first resettled to a new country? What might be difficult for them?

FAST FINISHERS

Make a list of three things that Irish people could do to help make Ghassan and his family feel at home.

Find out about two places to visit in Ireland with completely different attractions. Present to the class.



Avoiding repetition

- 1 **SPEAK** Look at the photos. What do they show? What do you think they have in common?
- 2 **3.03 SPEAK** Listen to a podcast and answer the questions.
- What's the difference between ecotourism and responsible tourism?
 - Have you observed any examples of responsible tourism while travelling?
 - Are you an ecotourist, a responsible tourist, neither or both?
- 3 **STUDY** Study the grammar table and look at sentences 1–6 from the podcast. Are they examples of substitution or ellipsis?
- As you can imagine, that has had a major impact on resources, the environment and local communities.
 - By doing so, they are trying to minimise, or even reverse, the detrimental effects of travel.
 - The most common ones include overcrowding, the destruction of heritage and places of natural beauty, globalisation and negative social change.
 - The latter concept is predominantly about protecting the environment in the destinations and causing as little damage to natural habitats as possible.
 - The former one is much more complex.
 - While travelling, responsible tourists will do what is best for the local communities long-term, making sure that their actions have a positive impact.

Key Grammar

Avoiding repetition

We use substitution and ellipsis to avoid repetition.

Substitution is when we use words such as *this, there, then, one(s), so, not, do, do so* instead of verbs, nouns or full clauses.

We can substitute:

- nouns and adverbials, e.g. *Are you a reckless tourist or a ~~tourist~~ **one** who takes responsibility for the places they visit?; I'll know everything next week and I'll tell you ~~next week~~ **then**.*
- verbs and verb phrases, e.g. *If you want to ask any questions, feel free to ~~ask some questions~~ **do so**.*
- clauses, e.g. *The task should be easy; if the task isn't easy ~~not~~ **not**, I'll help you.*

Ellipsis is when we omit a part of the sentence.

We can omit:

- noun and noun phrases, e.g. *I thought it was Ben's suitcase, but it was John's ~~suitcase~~.*
- pronouns, e.g. *She came home and ~~she~~ went straight to bed.*
- verbs and verb phrases, e.g. *I went on a hike in the morning and ~~I went~~ to the beach in the afternoon.; She liked it, but I didn't ~~like it~~.*
- infinitives, e.g. *Sorry I upset you – I didn't mean to ~~upset you~~.*
- clauses, e.g. *She said she was leaving, but didn't mention why ~~she was leaving~~.*
- a subject pronoun with a form of *to be* (in formal style), e.g. *While ~~you are~~ running, you should hydrate regularly.; Call me if it is necessary.*
- words at the beginning of a sentence (in informal spoken language), e.g. *~~Will you be~~ Joining us later?; ~~Have you~~ Been here before?*



- 4 **REWRITE** Rewrite the sentences, omitting some words and/or phrases so as to avoid repetition.
- I took the book to my room because I didn't know it was Tim's book.
 - The first-grade students can either take the test in March or they can take it in May.
 - Paul maintained he had nothing to do with the damage, but nobody believed that he didn't have anything to do with it.
 - As much as we understand your wish to take photos, we would like to ask you to refrain from taking photos as taking photos may scare the animals.
 - The rules state that the number of items allowed in the locker is limited, but they don't say to how many items.
 - Selina wanted to go on a trip to the Galapagos Islands, but she decided not to go on the trip due to environmental reasons.
 - Your order is being processed and your order will be shown here when it is ready.
- 5 **COMPLETE** Complete the sentences with one word in each gap.
- You can tell them to come whenever they want .
 - There should be time to go shopping after the sightseeing tour; if , you can buy souvenirs at the airport.
 - Thomas parked outside the restaurant, but he couldn't remember .
 - If you want to visit Phi Phi, you should only do with a certified tour guide.
 - We couldn't decide which rooms to book, so we chose the cheapest .
 - I wasn't going to spend the whole weekend at the lake, but eventually I .
- 6 **SPEAK** Complete the statements and exchange your opinions with your partner.
- I really hope that Airbnb ...; if not, ...
 - While visiting an endangered destination, it is possible to do so responsibly by ...
 - If necessary, we should always ...
- FAST FINISHERS**
- CREATE** Create your own 'holiday bucket list' with five places you definitely want to visit someday.

1 **SPEAK** Answer the questions.

- 1 Name three types of tourist attractions you would like to go to, and three that you would not. Give reasons for your answers.
- 2 What do you think 'dark tourism' is? Can you give some examples?

2 **3.04** Listen to a conversation and check your ideas for question 2 in exercise 1.3 **SPEAK** Can you give some examples of other dark tourism sites? Where do you stand on the issue?4 **3.05** **SPEAK** Listen to the podcast Noah and Sally were talking about and answer the questions.

- 1 Why might dark tourism be a) unethical or b) ethical?
- 2 Finish the sentences in your own words.
 - a From an educational point of view, the speaker believes ...
 - b He mentions preservation because ...
 - c When talking about respect, he ...
 - d The speaker concludes that ...

5 **3.05** Study the Key Phrases box. Then listen to the podcast again. Which Key Phrases did you hear?

Key Phrases

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 ...

6 **SPEAK** Look at the photos. Why might some people find the activities interesting while others find them concerning?7 **SPEAK** Read the adverts. Which would you be interested in doing and which not? Give reasons for your answers.

1 **COME AND SWIM WITH DOLPHINS! HOLD ONTO THEIR DORSAL FINN FOR A BREATHTAKING RIDE.**

2 **Expensive, but worth it! Go on an amazing African safari.**

3 Take a trip on our glass-bottomed boat to see sea turtles just off the coast.

4 **DOLPHIN DISPLAY! TICKETS AVAILABLE. STARTS AT 2.30.**

5 **RIDE A MAJESTIC ELEPHANT AND SEE THE WORLD FROM HIGH UP!**

6 Visit our donkey sanctuary and choose one to sponsor.

7 **At our zoo, you can watch the polar bears and feed the penguins for a memorable afternoon.**

8 **WATCH OUT | SKILLS** Read the **WATCH OUT | SKILLS** box and do the speaking task.

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

Czy atrakcje turystyczne związane z dziką przyrodą mają w dzisiejszych czasach rację bytu?

Aspekty dla ucznia A:

- edukacja
- ochrona przyrody
- nadmierna eksploatacja

Aspekty dla ucznia B:

- rozrywka
- etyka
- bezpieczeństwo

WATCH OUT | SKILLS

Giving a presentation

- Use the time allowed to read the question and note down your points and personal or made-up experiences you might mention.
- Talk about the points given in sequence, moving clearly from one to another using signposting (e.g. *firstly*, *secondly*, etc.).
- Give examples throughout; personalise where possible.
- Use direct or rhetorical questions to engage the listeners.
- Watch your timing (two minutes for preparation, up to three minutes for your presentation).

FAST FINISHERS

Think of an ethical animal tourist attraction you know of and write a short online advertisement for it. If you don't know any, invent one.



1 **SPEAK** What effects can climate change have on our environment and why? How many effects can you name in one minute?

2 **SPEAK** Look at the photos and answer the questions.

- How might climate change affect tourism in these areas?
- Can you think of any other tourist destinations that might be affected negatively?
- Can climate change have any positive effects on tourism?

3 **3.06** Read the article on page 107. Which points that you discussed in exercises 1 and 2 are mentioned? Which question in exercise 2 is not referred to?

4 Read the article again and match sentences A–E to paragraphs 1–4. There is one extra sentence.

In which paragraph does the author

- describe a significant, lasting physical change to a wide area caused by climate change?
- refer to a natural event that resulted in widespread problems for the people involved in the tourist industry?
- mention the physical damage that tourists can do to an area?
- suggest ways of combatting the effects of climate change on tourist destinations?
- outline the benefits to the environment of a period without tourism?

5 **KEY WORDS** Complete the sentences with the correct forms of some of the highlighted words and phrases from the text on page 107. Use the paraphrases in brackets to help you.

- We need to take action to limit the effects of climate change. (severe, dramatic)
- Local communities are to drops in tourist income. (easily hurt)
- industries, such as drilling for oil, have provided people with jobs for decades. (taking out, removing)
- of people descended on the beaches at the first sign of hot weather. (large crowds)
- The of some areas will never be completely restored. (destruction, spoiling)
- Some endangered species are becoming even rarer because of . (illegal hunting, catching)
- Numbers of many small mammals have recently because of loss of habitat. (fallen quickly)
- The situation for many low-lying countries has quickly over the last decade. (worsened)
- Some species of plants, grown in protected areas, have . (grown well, succeeded)
- The tourists in the perilous area were evacuated. (quickly, rapidly)
- David Attenborough's name is linked with wildlife and its protection. (inseparably)
- Should tourism continue irresponsibly, beautiful sights will disappear. (eventually, finally)

6 **SPEAK** Answer the questions.

- Which areas of Poland might get fewer tourists in the future because of climate change?
- 'Last chance tourism' is a trend where tourists go to see places that might disappear or become impossible to see in the future. Do you think this is a good idea? Why/Why not?

FAST FINISHERS

Imagine the world in a hundred years. List five tourist destinations that might have disappeared. Give one reason for each.

Go online to find another destination that is currently threatened by climate change. Share your findings with the class.



MEMORY
IMPULSE

THINKING
IMPULSE

RESEARCH
IMPULSE

Tourist destinations under threat



1

One of the terrible ironies of the climate crisis is that some of the most beautiful – and popular – places in the world are also the most **vulnerable**. This means that as temperatures rise, extreme weather events increase, water sources dry up and natural habitats die, these places are facing another devastating loss: tourists. Tourism significantly contributes to the climate crisis – about eight percent of global emissions – and **hordes** of visitors cause many more problems, including overdevelopment and **degradation** of natural areas. However, the revenue generated by tourists can bring enormous economic benefits to these destinations, many of which don't have other forms of industry or would otherwise rely on **extractive industries** like mining or logging.



2

Tourism can also bring awareness to environmental problems, such as **coral reef bleaching** or animal species at risk of extinction, and provide funding for conservation efforts. This complex relationship was highlighted in 2020, when tourism **came to a standstill**. Carbon emissions **plummeted**. Wildlife **flourished**. Leatherback turtles in Thailand laid the largest number of eggs in two decades. But all of this came at a cost. The global tourism industry was hit with an enormous loss, creating an emergency in developing countries. Families struggled to find food. **Illegal logging** increased in some places, as did **poaching**. It is becoming impossible to ignore that the future of the industry is **inextricably linked** to the climate crisis. Destinations all round the world are being affected.



3

Every year, hundreds of thousands of tourists visit Denali National Park and Preserve, the home to the highest peak in North America. The park, which covers nearly 6 million acres in central Alaska, has only one access point: a single winding road that stretches more than ninety miles. As rising temperatures have thawed the permafrost that lies beneath parts of the road, the road has **swiftly deteriorated** in recent years. Last year, landslide movement forced a road closure at the halfway point. This **ultimately** cost a wilderness lodge on the far side of the closure \$250,000 in lost revenue, and seasonal staff lost out on wages. A closure like this doesn't just affect the business and the staff but also the wider community – local farmers and fishers, for example.



4

Far away from Alaska, not only is the Solomon Islands one of the most enthralling locations in the world, but it is also one of the most vulnerable to the climate crisis. It consists of nearly 1,000 islands, and the vast majority of the population lives less than a mile from the ocean, where they are seeing **drastic rates** of sea level rise, more than twice as high as global averages. In recent years, at least five islands have become submerged, with another six severely eroded. The effects of climate change are seen every day: trees being washed away by the tides, the shoreline creeping closer every year – and divers taking tourists out return with stories of bleached and dead corals. No coral means no fish, and no fish means fewer tourists. The people of the islands are doing what they can to preserve the natural habitat of their home. Nevertheless, the question remains – will that suffice? Can the tourism industry survive the climate crisis?



- 1 **SPEAK** Name recent or historical examples of the disastrous events in the box.

bush fire drought earthquake famine
flooding hurricane tornado tsunami
volcanic eruption

- 2 **SPEAK** Would you say that natural disasters are inextricably linked to human activity? Why/Why not? Give examples.

- 3 **3.07** Read and listen to the article. Do you agree with the author's pessimistic conclusion? Why/Why not?

Nature in the raw can be exceptionally beautiful but also exceedingly violent and powerful, and we are only fooling ourselves if we seriously believe that we are, to any significant degree, able to control it. A volcanic eruption can **spurt** fire into the sky and send molten lava **cascading** down its slopes, destroying everything in its path. We can set up monitoring systems, evacuate and reduce the number of lives lost, but that volcanic eruption can have a ripple effect and **trigger** earthquakes and tsunamis that cause the sea to **surge** and **breach** sea defences, **inundate** vast areas, **toppling** high buildings and **engulfing** towns in its wake. Such natural phenomena can have even wider effects, as seen in the 2011 Fukushima nuclear disaster, when a quake triggered a tsunami that, as well as **wiping** towns off the map, surged over the power plant's defences and flooded the reactors, causing radiation to leak, **contaminating** the soil and atmosphere. In recent years, we have also seen the devastation caused by bush fires **sweeping** across vast swathes of forest and countryside and continuing to **rage** for weeks if not months – often caused by people blatantly disregarding safety instructions. Hurricanes are no longer a rare occurrence – they **batter** coastal regions regularly with high winds and sea swells pounding the towns and communities in the areas. We can try to prepare for what nature can throw at us, but it is becoming increasingly clear that our efforts are doomed to ultimately fail.



People stand on the roofs of collapsed houses after the 2011 earthquake and tsunami devastated Japan.

- 4 **3.08 KEY WORDS** Complete the news bulletins with the correct forms of some of the highlighted verbs from exercise 3. Listen and check.

- The forest fire is out of control. It has already several square kilometres and is now across the west of the region.
- The sea the defences earlier this morning, and huge waves over them, the coast road and beyond.
- After the coast for twenty-four hours, the hurricane finally moved east across the Atlantic.
- The earthquake hit during the night and several high-rise buildings in the city centre. It also caused enormous damage to a sewage plant, and the soil in the surrounding area has been.

- 5 **3.09 KEY WORDS** Complete the sentences with the highlighted adverbs below. There are six extra adverbs. Listen and check.

blatantly • boldly • categorically • cautiously • flatly
fundamentally • gravely • grossly • obediently •
openly • seriously • solemnly • vehemently •
vivaciously • wearily • wildly

- I refuse to accept that the outlook for the future is so bleak.
- The plans for evacuation in the event of a hurricane are flawed. They take no account of the widespread panic that will ensue.
- The councillor denied that funds intended for sea defences had been redirected.
- Many people are opposed to evacuating their homes however dangerous the situation might be. I don't understand this.
- Some politicians disregard the scientists' warnings about climate change.
- I believe that we'll be able to reduce the expected temperature rise with significant changes to our lifestyles.
- I believe that the statistics regarding the likelihood of sea level rises are exaggerated and inaccurate.
- People are mistaken if they think they can continue to pollute the oceans with no repercussions.
- I admit that I have not always fully engaged with environmental issues.

- 6 **SPEAK** Complete the statements with the correct adverbs, and then finish them in your own words with something that is true or a lie. Can your partner decide whether you are telling the truth or not?

- I refuse to ...
- I am opposed to ...
- I doubt that ...
- I have never disregarded ...

FAST FINISHERS

- Choose two true statements from exercise 6 and write 2–3 sentences to develop them.

A radio interview about the impact of disasters on animals



- 1 **SPEAK** How are animals impacted by natural and man-made disasters? Consider the following:

deforestation desertification drought
forest fires melting ice caps nuclear waste
oil spills

- 2 **3.10 KEY WORDS** Read and listen to the article. Match the highlighted collocations to definitions 1–12 below.

What a DISASTER!

The oil spill last November was **on a scale** previously unseen in this area and will continue to have **far-reaching consequences** for marine life and coastal areas, and also for tourism. It has **caused widespread destruction** of coastal plant life and clearly has also **taken its toll** on certain animal species. However, the **mortality rates** of animals **in the aftermath of** the oil spill were not as high as had been expected thanks to all the volunteers who **played their part** in rescuing oil-covered sea birds. Working around the clock, vets **did wonders** in managing to save the lives of thousands of animals. Without such prompt action, the **populations** of certain rare species could well **have been decimated**. The powers-that-be must **take great pains to** ensure that similar catastrophes do not happen again. Here, we are beginning to see the **green shoots of recovery**, but all the work and effort of those involved would be just **a drop in the ocean** should a larger tanker run aground and spill its cargo.

- 1 damage over a vast area
- 2 early signs of healing
- 3 following something
- 4 very small, insignificant
- 5 had a negative effect on
- 6 proportion of those who died
- 7 size, extent, level
- 8 kill, destroy large numbers of e.g. people, species
- 9 factors affecting things in the long term, beyond what is currently seen
- 10 performed miracles
- 11 did what was expected to produce a result, contributed
- 12 try hard to achieve something

- 3 **3.11** Listen to an extract of an interview about the impact of bush fires on koala bears. Complete each gap with a number, name of a place or animal species.

- 1 The terrible Australian bush fires happened between _____ and _____.
- 2 Annie Saunders works on _____.
- 3 A famous tourist attraction is _____.
- 4 In addition to koala bears, Annie also mentions _____ and _____.
- 5 Before the fires, there were about _____ koala bears.
- 6 The fires destroyed _____ percent of the koalas' habitat.

- 4 **3.11** Listen again and complete the sentences with up to six words in each gap.

- 1 According to Annie, the fires on the island were possibly _____, together with the hot, dry weather.
- 2 Unlike some other animals, the koala _____ when the fires struck.
- 3 Annie believes that sadly the future of the koala bears is _____.
- 4 Annie mentions that following the fires, the barren land meant _____ for the koalas that had survived.

- 5 **3.12** Read and listen to the adverbs from the box and put the stress mark (') in the correct places. Then listen again, check and repeat.

'basically blatantly categorically cautiously
completely enormously fundamentally literally
metaphorically obediently openly seriously solemnly
unfortunately vehemently vivaciously wearily

- 6 **SPEAK** Answer the questions.

- 1 How important is it to protect and try to save endangered species? Some people say we should let nature take its course. What's your opinion?
- 2 Should we rely on volunteers to help in the aftermath of disasters, or should the help needed be funded by governments?
- 3 Are photographs or articles and speeches more influential in raising public awareness of ecological issues?

FAST FINISHERS

Imagine you are designing a poster to educate primary school children about the impact of disasters on animals. Choose two animals that you would feature on your poster and write one piece of information on each.

Find out about another animal species that was affected by a natural disaster. Share your findings with the class.

THINKING
IMPULSE

RESEARCH
IMPULSE

1 **SPEAK** Which climate change effects do you experience on a daily basis?

2 **3.13** Read sentences a–g and decide which two of them are not true. Listen and check.



**SEVEN MIND-BLOWING FACTS
ABOUT CLIMATE CHANGE**

- a There is bound to be a 1.5 degree increase in global temperatures within the next two decades.
- b It's no surprise that the last decade was the hottest in 125,000 years.
- c It is 1.2 million tonnes of ice that we lose each year.
- d Scientists consider it an irreversible trend for global warming to worsen.
- e By the end of the century, there might be places which are too hot to live in.
- f People find it shocking that the beef and dairy cattle industry is one of the main contributors to global greenhouse gases and climate change.
- g It is by the ocean that most of the heat we produce is absorbed.

3 **Study the grammar table and complete it with examples a–g from exercise 2.**

4 **Add a missing it or there in each sentence.**

- We find utterly appalling that hordes of tourists are destroying our town.
- We usually have plenty of visitors but tend to be more of them in August.
- What's extremely shocking is that might be even more damage.
- All my colleagues like when the boss goes on holiday.
- I really believe was no reasonable alternative to the course of action we adopted.
- I consider impossible that the mortality rates of animals are this low.
- I'd appreciate if you could send me a more detailed report.

5 **Rewrite the sentences using the words in brackets.**

- Meeting a famous sportsperson was exciting. (It)
- Such severe bush fires were not expected by the authorities. (there)
- I was outraged by the fact that illegal logging was increasing. (it)
- It makes no sense to take up residence here. (There)
- I don't need to go through the paperwork. (There)
- The fact that we bumped into Tom isn't a coincidence. (It)
- The residents were allowed to go back to their houses because there were no more fires. (There being)

6 **SPEAK** **Finish the statements and exchange your opinions with your partner.**

- I find it annoying when ...
- I'd appreciate it if my classmates ...
- It's no surprise that teenagers ...

FAST FINISHERS

Imagine you are an environmental activist. Write a short text for a leaflet arguing that climate change is reversible provided we take action now. You may include some more facts from exercise 2. Then write a catchy slogan for your banner.

Key Grammar

Extra it • There as sentence subject

When the real subject or object of a sentence is a longer phrase or a clause, we can use an extra *it* as a preparatory subject or object. The extra *it* serves as a 'temporary' subject or object; the real subject or object appears later in the same sentence.

We can use an extra *it* as a preparatory object in the following structures:

- *believe/consider/feel/find/think* + *it* + noun/adjective + clause/phrase, e.g.: *I find it depressing that this tweet got that many retweets.*, ¹ ²
- *can't bear/hate/love/like/resent/can't stand* + *it* + clause, e.g. *I hate it when people ignore this problem.*
- *would appreciate* + *it* + *if* + clause, e.g. *I'd appreciate it if you told me the truth.*

We can use an extra *it* as a preparatory subject:

- to focus attention on the information, e.g.: *It was last month that they left.*, ³ ⁴
- to describe attitudes, opinions, etc. (*It* + *to be* + adjective/noun + gerund/infinitive/clause), e.g.: *It was lovely seeing/to see you.*, *It was strange that she left.*
- in common expressions such as *It's no secret, It's no use, It's no coincidence*, ⁵

We can use *there* as a sentence subject:

- with the verb *to be* in various tenses and forms (also with modals and modal alternatives), e.g.: *There happened to be two rooms left.*, ⁶ ⁷
- with other verbs that indicate existence, e.g. *exist, remain, emerge, arise*, e.g.: *There arose a demand for cheap accommodation.*, *There exists life under water.*
- in common expressions such as *There's no denying that, There's no hope of, There's no point in*, e.g.: *There was no alternative but to ask for help.*, *There's no question of following their demands.*
- in formal English, followed by *being* to introduce a reason, e.g.: *There being no further funding, the programme had to be terminated.*

- 1 Complete the table with as many Key Words as you can remember from Unit 7. Then go over lessons 7.1–7.7 and add at least two words to each group.

4-letter words	5–6-letter words	7+–letter words

- 2 Complete each sentence with a four-letter word.

- I went jogging for an hour to give vent to all that -up frustration connected with the situation at school.
- The money provided to the victims of fires is just a(n) in the ocean compared to what is needed.
- The increase in visitors has taken its on the local community.
- Before I got my around the local routines, we had to move to another spot.
- Diving to the reef was the realisation of a long- dream for me.
- If you really want to get to know a particular place, there is no better way than to up residence there.

- 3 Translate into English. Use 5- or 6-letter words from Unit 7.

- Let me (*uspokoić*) your concerns – there is no need for evacuation.
- The (*pierwsze oznaki*) of recovery from the COVID-19 pandemic have started to become visible in the hospitality sector, but we are not out of the woods yet.
- Watching the flames (*buchają*) into the air, I got really scared.
- In the aftermath of the crisis, we suffered from massive (*podwyżki cen*).
- When I travel, I like to (*porzucić*) my routine and do something wild.
- I admit it was quite a(n) (*ból*) leaving behind the people I'd spent the last two months with.

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

- It's no good dwelling upon your past decisions.
There dwelling upon your past decisions.
- He met his fiancée while mountaineering.
It was he met his fiancée.
- Global temperatures are bound to rise.
There is rise in global temperatures.
- Most ideas come to him when he is listening to music.
He comes up with most of his ideas .
- I went shopping in the morning, and then, around four o'clock, I went to the cinema.
I went shopping in the morning and the afternoon.

- 5 Change the words below into the indicated parts of speech. Then make sentences with the words you have formed.

antagonist, gulf → verb
degrade, realise, recover, reside → noun
extricate, fundamental → adverb

- 6 Complete the text with the correct words formed from the words in the box. There are two extra words.

degrade discard extricate precede realise
vehement

When it comes to climate change and the threats it brings, it's high time we made a statement so that our voice can finally be heard. My generation is deeply concerned with climate change, and we are aware of the impact it will have on our future lives. Worldwide temperatures are already rising at a(n) ¹ rate and the environmental ² is more apparent than ever. We know that the changes are ³ linked to destructive human activity, and we are willing to recast the way we live. Millennials do realise how important it is to at least make an attempt to reverse the effects of global warming. However, in order to have the slightest chance in this endeavour, we need the support of both the authorities and the older generations. Also, we will ⁴ oppose any action that goes against what we truly believe in – protecting Mother Earth.

- 7 **SPEAK** Choose one of the topics below and take notes. Make sure to include at least four vocabulary items from Unit 7. Then, in pairs, speak about the topic for ninety seconds. Finally, change partners and speak on the topic again, this time for sixty seconds.

What is the impact of tourism on ...?

- local economies
- the environment
- climate change

FAST FINISHERS

- Make a crossword with words from Unit 7 containing at least seven letters. Use your notes from exercise 1. Don't forget the clues!

#BRAINTEASER

Dan has 14 red socks, 14 green socks and 14 blue socks in his drawer. How many socks is it necessary for Dan to take out in one fell swoop without looking so that he can be sure to get at least one matching pair?



A formal letter to the authorities (bilingual)

- 1 SPEAK** Read the saying below. How does it relate to the context of local tourism?

The grass is always greener on the other side.

- 2** Read the letter and answer the questions.

- Which of the activities mentioned do you find the most appealing?
- If you were a student at this university, would you consider attending the club?
- If you worked at a university, would you be convinced to allow such a club to open?



Dear Sir/Madam,

I am writing to present a concept that I would like to get involved in that I believe would interest many students at our university, especially those who come from abroad, like myself. With your consent, I would like to set up an extracurricular club whose aim would be to gather students wishing to travel locally.

To begin with, I am strongly convinced that local areas have a lot to offer to potential visitors, and there are many students who would like to explore the region. Unfortunately, there are no travel agencies that meet this demand. At the same time, organising individual journeys does not have the social benefit of travelling, and sometimes, due to the scarcity of infrastructure, is simply impossible. Setting up a travellers' club would allow us to rent means of transport and share the duties connected with planning excursions, and to learn about the area from one another.

The main activity of the club would be to meet regularly to discuss places of interest, gather scientific facts about the places referring to their history, geological features or ecosystem, and plan monthly journeys. As follow-up to the excursions, we could publish articles in the students' paper in the Young Scientist section. Not only would regular publications force club members to keep a track record of the journeys, but they would also give them an opportunity to develop academically.

When it comes to the benefits the club may bring to the university, first and foremost is its considerable promotional merit. Secondary school graduates often choose a university based on its extracurricular offers. Also, the club may encourage cooperation between the university and local authorities, and perhaps even seek funds to sponsor the endeavour. Finally, club members would ensure regular material for both the students' paper and social media.

I hope I have managed to outline the beneficial aspects of opening a Travellers' Club and that you will take my suggestion into consideration. I would appreciate a reply at your earliest convenience.

Yours faithfully,

Patrycja Paradowska

- 3** Study the exam task and read the letter in exercise 2 again. Which sentences 1–8 below are incorrect about writing a formal letter in the bilingual exam?

Studiujesz na uczelni za granicą i chcesz założyć koło zainteresowań na temat lokalnej turystyki. Napisz do władz uczelni list i przedstaw w nim powody, dla których chcesz stworzyć taką grupę, nakreśl zakres planowanych działań i omów korzyści dla uczelni wynikające z wdrożenia tego pomysłu.

- Write between 300 and 350 words.
- Do not use contracted forms.
- State the reason for writing anywhere in the letter.
- Include a minimum of two of the three pieces of information given in the task.
- Do not address the recipient too directly.
- The information may be given in the same order as in the task.
- Keep the introduction and the conclusion brief.
- Make sure the opening line matches the closing line.

- 4**  Study the Key Phrases box and write two sentences for each point 1–6 below.

- Rozpocznij list do dyrekcji szkoły, w którym przedstawisz pomysł na kampanię społeczną.
- Przedstaw swoją opinię na temat obecnie istniejącego programu ekologicznego.
- Zaproponuj przeprowadzenie ankiety na temat proponowanych projektów ekologicznych.
- Napisz, dlaczego Twoja propozycja promowania lokalnej turystyki powinna zainteresować lokalne władze.
- Rozpocznij list do władz muzeum, w którym przedstawisz swoje niezadowolenie z ostatniej wizyty.
- Poproś o pozwolenie na zorganizowanie koncertu charytatywnego.

Key Phrases

A formal letter to the authorities (bilingual)

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.

- 5  Read the letter below. Find and correct six sentences that are not formal enough. Use the Key Phrases.

- 6   Do the writing task. Follow the steps in the Writing Planner.

Chcesz zorganizować kampanię, której celem będzie promowanie turystyki w Twoim regionie. Napisz do władz lokalnych list na 300–350 słów, w którym uzasadnisz potrzebę zorganizowania takiej kampanii, opisz swój pomysł na tę kampanię i wyjaśnij, jakiego wsparcia oczekujesz ze strony władz.

WRITING PLANNER

THINK

- Make a list of reasons why you think your region is worth promoting (e.g. it's steeped in history, uncrowded, its unique traditions, rich variety of flora and fauna, a lot of hidden gems, breathtaking views, mouth-watering local food, etc.).
- Think about the benefits that increasing the number of visitors could bring (e.g. create new jobs, develop the infrastructure, attract investors, boost the revenue of the local economy, create a sense of cultural exchange between tourists and local residents, etc.).
- Outline a few possible ways of increasing the number of travellers (e.g. organising outdoor events and attractions aimed at tourists, supporting the local hospitality sector, advertising the region in both traditional and online media, hiring social media marketing specialists, partnering with local influencers, creating destination videos, etc.).

PREPARE

Create an outline by organising your notes into paragraphs. Outline an introduction and a conclusion.

WRITE

Write your letter. Use your notes and the Key Phrases.

CHECK

Read your letter and answer the questions:

- Have you included and developed all three parts of the instruction?
- Have you kept the letter formal?
- Is your text within the word limit (300–350 words)?

FAST FINISHERS

-  Write a script for a TikTok ad of your region.

I am writing to you because I want to present an idea for promoting our region. A few weeks ago, I participated in an international student exchange programme in Slovakia. During our stay, we were taken to various interesting places in the region, which was a great way to promote the local area and encouraged all of us to explore the places in the future. I would like to draw your attention to that trip as it was organised by the Young Travellers' Club established by the local authorities as one of the endeavours of the city council. The idea struck me as one with great potential and I thought it was worth considering in our town.

First of all, let me tell you why the trip was such great fun. I openly admit that most of the trips organised for young people are simply boring. The reason for this might be the fact that they are organised by adults. The excursions we went on in Slovakia were organised by teenagers, which gave the tour a completely new flavour. Therefore, I thought a similar initiative might be undertaken here. If you do this, there are many benefits. One of them would be good publicity, as there are no similar projects anywhere nearby, and the city council would be the only one in the region able to take credit for being so innovative. And I think it's the same for teenagers. They would be given a chance to travel locally and develop their knowledge of history and science.

Given all the arguments, I want to ask you for the green light to open a travellers' club in our town hall. I might start by recruiting the members. As for the support expected from the authorities, it would mostly have to do with the financing. I would hope for some of the trips to be paid for by the town hall. Let me know if it's OK as soon as possible. I am looking forward to your prompt reply.

VOCABULARY

1 Choose the correct options.

- The decision to change the wild greenery into a public park *allayed* / *antagonised* the local community.
- When I was at the music festival, I had to *shoulder* / *track* my way through lots of people to find my friends.
- A heatwave has hit Europe, and people are complaining about the *scorching* / *drastic* temperatures.
- Many airlines were *burdened* / *ditched* by millions in debt after the 2020 pandemic.
- The conditions in the hotel have *plummeted* / *deteriorated* in comparison with last year.
- Last night, the winds *toppled* / *engulfed* several telephone posts in the town centre.
- We watched a programme about the biggest storm of the last decade and its *recovery* / *aftermath*.

2 Complete the sentences with the words from the box. There are two extra words.

breached contaminated decimated
discarded flourished inundated surged
unprecedented

- Our herds are being _____ by an unknown disease.
- Last year, there was a(n) _____ rise in flat rentals.
- The leak from the pipe _____ the soil up to fifteen miles from the plant.
- The old equipment that workers no longer use is usually _____.
- During the flood, the water _____ the town's temporary flood barriers.
- After terminating the contract, the city hall was _____ with lawsuits.

GRAMMAR

3 Correct the mistakes in the sentences.

- There is no point to book the room now.
- I know I should call the meeting off, but wouldn't do so make a lot of people angry?
- I'd appreciate if you didn't tell anyone what you've just heard.
- I'm afraid there bound to be a major delay.
- It's not use informing the visitors about the changes.
- I always have a Kleenex tissue in my bag in case I need urgently.
- There is not need to explain everything.

USE OF ENGLISH

1 2 3 4 5 6 7 8

4 Complete sentences A–C with the same word.

- A Lisa has _____ great pains to make sure the event is perfect.

B Climate change has already _____ its toll – just look at the temperatures in the middle of winter.

C The lecturer is speaking so fast that I honestly haven't _____ in any information so far.
- A The sooner we conclude the negotiations, the sooner we can _____ on with the celebration.

B The next time you _____ stuck or your mind goes blank, try taking a long walk.

C The tutorial does seem complicated and confusing until you _____ your head round it.
- A There has been a quantum _____ in the way people work due to the pandemic.

B I remember it was during a(n) _____ year because we had one extra day off in February.

C Moving to a place where I knew no one was a giant _____ for me.
- A What do I need to do to _____ up to your expectations?

B Too many people in the world _____ hand-to-mouth.

C It's hard to _____ for the moment when you know you're responsible for your family.
- A I think we can put his absence _____ to his family problems.

B Seeing the hot lava cascading _____ the volcano's slope was both breathtaking and scary.

C When we were students, we were usually talked _____ to as though we were children.

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

account annual dead lose nature public regular
respond selective

When the news about a natural disaster spreads globally, the number of casualties always make us shiver. It may seem that fires, tsunamis or floods are ¹_____ for a significant percentage of all deaths in the modern world. But how ²_____ are they in fact? According to www.ourworldindata.org, natural disasters are responsible for an average of 0.1% of total deaths ³_____, which is fairly low. How do we explain such a misconception?

A study carried out to examine the mass media's influence on the US natural disaster ⁴_____ showed that networks are rather selective in their coverage, focusing on those events which are the most dramatic and generate captivating headlines. As a result, a twisted image of the death tolls is created. What is more, due to media ⁵_____ more serious disasters, with a major ⁶_____ of life but less spectacular tend to be omitted. For example, food shortage may result in the most casualties and affect the most people, but its onset is more gradual than that of a volcanic explosion or sudden earthquake and will therefore receive less ⁷_____.

READING

6   Read the article and match paragraphs A–E to gaps 1–4 in the text. There is one extra paragraph.

- A Apart from creating conditions for new vegetation, grassland fires regulate the proper functioning of ecosystems, which, in order to remain stable, need a proper balance of various kinds of living organism, both plant and animals. It turns out that burning grassland helps to keep that balance. Here's how it happens.
- B As predator populations increase, they put greater strain on the prey populations and have a greater deal of control, pushing them towards the verge of decline. The ecosystems are affected by predation pressure and the size of prey populations. While we cannot easily determine the extent to which each of these controls ecosystems, both have a significant influence.
- C What makes this information important from the perspective of grassland fires? Well, the case of bee-eaters proves that the intelligence of some species and their inner desire for survival makes them purposefully undertake some actions which are rather difficult to attribute to animals.
- D As a result, not only are birds of prey provided with food, but the ecosystem is cleared of small predators. And this is how balance in nature is kept – the population of different organisms is naturally regulated, and a harmony is maintained, by predation amongst other things.
- E Obviously, the consequences of such a loss are long-term and far-reaching. The dangers of an oxygen-deficient atmosphere are only partially predictable, yet most likely extremely destructive and it is beyond doubt that the more and more frequent conflagrations are to be blamed.

SPEAKING

7  Do the speaking task.

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.
Czy podróżowanie powinno zostać odgórnie ograniczone ze względu na zmiany klimatyczne?

- lokalne społeczności
- wolność osobista
- wiedza o świecie

WRITING

8   Read the instructions and do the task.

Twoja szkoła dysponuje niewykorzystanym budżetem ze składek na Radę Rodziców. Wraz z grupą uczniów wpadliście na pomysł sfinansowania wycieczki szkolnej klasie z najlepszymi wynikami w nauce. Napisz do dyrekcji szkoły list na 300–350 słów, w którym:

- zasugerujesz, jaki rodzaj wyjazdu mógłby być dofinansowany przez szkołę,
- opiszysz, jak Wasza inicjatywa może wpłynąć na motywację uczniów do nauki,
- wyjaśnisz, jakiego wsparcia oczekujecie ze strony dyrekcji.

FIRE-STARTERS

The destructive effects of fire in nature are well known. We watch the news in horror as thousands of massive forest fires destroy vast areas of the Amazon rainforest. As they burn, they wipe out millions of trees that would otherwise be absorbing carbon dioxide from the atmosphere and releasing oxygen into the air.

1 

Yet fires in nature are not always so damaging as the ones that are affecting the Brazilian rainforests. For hundreds of years, all around the world, lightning and humans have burnt grasslands to regenerate the soil and promote the growth of grass. Some people would argue that fires are a natural element in grassland ecosystems. By burning large areas of long grass, the soil is warmed, releasing vital nutrients to promote the growth of new grass. These fires also help control invasive plant species that would eventually take over these large expanses of land. They burn small bushes and trees and clear the land of old decaying leaves and dry grass, allowing the sun to penetrate. After the fires, lush new green grass and wild flowers recover pretty quickly.

2 

The fires kill or clear out smaller animals like lizards, rodents and birds that live or nest in the long grass. Further up the food chain, hawks and falcons – large birds with sharp beaks and talons and excellent eyesight – gather hungrily around the fires and wait for these smaller animals as they escape the approaching fire. Then they pounce, flying down from tall trees, to catch and eat their prey.

3 

Those hunting behaviours, that is taking advantage of a larger element that drives out smaller animals, can be seen in many bird species. A recent episode of the awesome BBC nature documentary series *Planet Earth II* showed how, in the African savannah, bee-eaters fly carefully in front of large mammals like elephants as they march slowly through the long grass. Bees and other tasty insects wait until the last moment to fly into the air to escape being crushed by the massive beasts, and that's when the bee-eaters can grab them as they fly away.

4 

Recently, naturalists have been reporting a fascinating behaviour pattern among some Australian birds. Some birds of prey, it seems, have learnt how to spread grass fires. They carefully pick up smouldering or burning sticks and drop them strategically some distance away to start a new fire, presumably to force other animals to flee so they can hunt and eat them. Most fascinatingly, some local people in the Australian bush have reported seeing hawks working together as fire-starters.

7.2 Avoiding repetition

SUBSTITUTION

Technika *substitution* polega na zastąpieniu wyrazu lub dłuższego fragmentu zdania innym, np.: *this/that/these/those, here/there, then, (the) one(s), the same, so, not, do, do so*. Zabieg ten można zastosować w odniesieniu do:

- rzeczowników i grup rzeczownikowych, np.:
Which **jacket** is yours? The grey **one**.
Are you having **the fish curry**? I think I'll have **the same**.

UWAGA!

By zastąpić rzeczownik lub grupę rzeczownikową, zastosować można również:

- zaimek osobowy, np. I know I should eat more **vegetables**, but I just don't like **them**.
- zaimek dzierżawczy, np. These are not Sheila's **slippers**. They're **mine**!
- wyrażen przysłówkowych, np.:
I'm on my way **to the station**. I'll see you **there**.
We're meeting Dora **at lunch tomorrow**. We might tell her **then**.
- czasowników i grup czasownikowych, np.:
Sarah **always has porridge for breakfast**, and **so do I**.
Dad suggested that I should **resubmit my essay**, but I've decided not to **do so**.

7.7 Extra it • There as a sentence subject

EXTRA IT

Zaimek *it* może pełnić w zdaniu funkcję tzw. podmiotu przygotowawczego (*preparatory subject*). Występuje on w następujących konstrukcjach:

- *believe/consider/feel/find/think + it + noun/adjective + clause/phrase*, np.:
I **find it baffling** how quickly she moved on after the breakup.
The boss **thought it impossible** that Jared would actually resign.
- *can't bear/can't stand/hate/like/love/resent + it + clause*, np.:
Aunt Monica **can't bear it** when Uncle Pete watches football in bed.
I **love it** when you smile.
- *would appreciate + it + if clause*, np.:
I **would really appreciate it if** you could submit the report by Monday EOD.

UWAGA!

Zaimek *it* w funkcji podmiotu przygotowawczego występuje również:

- w tzw. *cleft sentences*, np. **It is my cat that** I miss the most.
- w konstrukcji: *It + to be + adjective/noun + gerund/infinitive/clause* (do opisu opinii i odczuć), np. **It was moving to see** my sister walk down the aisle.
- w konstrukcji: *owe/leave + it + to + noun/pronoun/noun phrase + to-infinitive* np. We **owe it to senior citizens to make** the city more accessible.
- w konstrukcji: *take + it + that* (w znaczeniu *assume that*), np. **I take it that** you won't change your mind.
- w utartych wyrażeniach (*It's no coincidence, It's no surprise, It's no use* itp.), np. **It's no use** worrying about it.

- całych zdań, np.:

She's told Tyler all about the surprise party. See? **This is** why I don't trust her.
Kyle seems pretty confident that **we'll both get into USC**, but I don't think **so**.
Tatiana's got a new job as a chef, or **so** I've heard.
We need to call the boss ASAP. If **not**, we'll get into trouble.

ELLIPSIS

Technika *ellipsis* polega na całkowitym pominięciu danego wyrazu lub dłuższego fragmentu zdania. Zabieg ten można zastosować w odniesieniu do:

- rzeczowników i grup rzeczownikowych, np. This isn't my locker. It's Tina's **locker**.
- zaimków, np. He called me at 1 am and **he** told me that he loved me.
- czasowników i grup czasownikowych, np. I thought we might still get there on time, but we didn't **get there on time**.
- bezokoliczników, np. They encouraged us to take a break, but I didn't want to **take a break**.
- zaimka w funkcji podmiotu z czasownikiem *to be* (w mowie potocznej), np. Remember to always wear your glasses while **you are** driving.
- początku pytania (w mowie potocznej), np. **Are you** Ready for a good time?

THERE AS A SENTENCE SUBJECT

Zaimek *there* w funkcji podmiotu stosujemy:

- z czasownikiem *to be* (również w połączeniu z czasownikami modalnymi i innymi: *seem, appear, tend to* itp.), np.:
There might be a change in immigration laws.
There was supposed to be a rooftop garden in the hotel.
- z innymi czasownikami odnoszącymi się do istnienia czegoś (*arise, emerge, exist, remain* itp.), np.:
There coexisted two different species of sparrow in the area.
There remain several Neoclassicist buildings and one Renaissance palace.
- w utartych wyrażeniach (*There's no alternative but to, There's no denying that, There's no hope of, There's no need to, There's no point in, There's no question of* itp.), np. **There's no need to** raise your voice.
- by wyrazić przyczynę (w stylu formalnym), np.
There being no negative reviews, the hotel received a five-star rating.

UWAGA!

W mowie potocznej formę *There are* często zastępuje forma *There's*, np. **There's three blokes** waiting for you outside. Forma ta, choć niepoprawna, w Wielkiej Brytanii jest niezwykle powszechna.

- KEY WORDS

VOCABULARY 1

allay concerns	/əˈleɪ kənˈsɜːnz/	rozwiać obawy
alleviate the pressure	/əˈliːviət ðəˈpreʃə/	złagodzić obciążenie
antagonise residents	/ænˌtæɡənaɪz ˈrezɪdnts/	zrazić do siebie, wzbudzać sprzeciw mieszkańców
beckon	/ˈbekən/	czekać, wabić
bucket list	/ˈbʌkɪt lɪst/	lista rzeczy do zrobienia przed określonym momentem życia
burdened by sth	/ˈbɜːdənd baɪ ˌsʌmθɪŋ/	obciążony czymś
discarded packaging	/dɪsˌkɑːdɪd ˌpækɪdʒɪŋ/	wyrzucone opakowania
ditch one's routine	/ˌdɪtʃ ˌwʌnz ruːˈtiːn/	porzucić rutynę
dread	/dred/	lękać się
fold	/fəʊld/	bankrutować, upadać
fuel the economy	/ˌfjuːəl ði ˈkɒnəmi/	napędzać gospodarkę
get away from it all	/ˌget əˈwei frəm ɪt ɔːl/	zostawić wszystko za sobą
go about one's daily business	/ˌɡəʊ əˈbaʊt wʌnz ˌdeɪli ˈbɪznəs/	zajmować się codziennymi sprawami
hustle and bustle	/ˌhʌsəl ənd ˈbʌsəl/	zgiełk
pent-up frustration	/ˌpent ʌp frʌˈstreɪʃən/	stłumiona frustracja
place huge demands on sb	/ˌpleɪs ˌhjuːdʒ dɪˈmɑːndz ɒn ˌsʌmbədi/	stawiać komuś wysokie wymagania
price hike	/ˌpraɪs haɪk/	wzrost cen
resettle	/ˌriːˈsetəl/	przesiedlić
responsible tourism	/ˌrɪˌspɒnsəbəl ˈtʊərɪzəm/	odpowiedzialna turystyka
scorching temperatures	/ˌskoːtʃɪŋ ˈtemprɪtʃəz/	skwar
shoulder your way through sth	/ˌʃəʊldə ʒəˈwei θruː ˌsʌmθɪŋ/	przepychać się przez coś
soak up the sun	/ˌsəʊk ʌp ðə ˈsʌn/	wygrzewać się na słońcu
soaring numbers of sth	/ˌsɔːɪŋ ˈnʌmbəz əv ˌsʌmθɪŋ/	gwałtownie rosnąca liczba czegoś
take up residence	/ˌteɪk ʌp ˈrezɪdəns/	osiedlić się
at an unprecedented rate	/ət ən ʌnˌpresɪˈdentɪd ˈreɪt/	w bezprecedensowym tempie
welcome sb with open arms	/ˌwelkəm ˌsʌmbədi wɪð ˌəʊpən ˈɑːmz/	powitać kogoś z otwartymi ramionami
wrench	/rentʃ/	bolesne rozstanie

GRAMMAR 1

detrimental	/ˌdetriˈmentəl/	szkodliwy
ecotourism	/ˈiːkəʊˌtʊərɪzəm/	ekoturystyka
heritage	/ˈherɪtɪdʒ/	dziedzictwo, spuścizna
reckless	/ˈrekləs/	nerozważny

READING

combat	/ˈkɒmbæt/	pokonać
come to a standstill	/ˌkʌm tu ə ˈstændˌstɪl/	zatrzymać się
conservation	/ˌkɒnsəˈveɪʃən/	ochrona (przyrody)
coral reef bleaching	/ˌkɒrəl ˈriːf ˌbliːtʃɪŋ/	blaknięcie koralowców
degradation	/ˌdeɡreɪˈdeɪʃən/	degradacja
descend on sth	/dɪˈsend ɒn ˌsʌmθɪŋ/	zalać coś (o tłumach)
drastic rate	/ˌdræstɪk ˈreɪt/	drastyczne tempo, wysoki wskaźnik
enthraling	/ɪnˈθrɔːlɪŋ/	urzekający, zniewalający
extractive industry	/ɪkˌstræktɪv ˌɪndəstri/	przemysł wydobywczy
flourish	/ˈflʌrɪʃ/	rozkwitać się, rozkwitać
hordes	/ˈhɔːdz/	tłumy
illegal logging	/ɪˈliːɡəl ˈlɒɡɪŋ/	nielegalna wycinka
inextricably linked	/ɪnɪkˌstriːkəbəlɪ ˈlɪŋkt/	nierozłączny
low-lying	/ˌləʊ ˈlaɪɪŋ/	nizinny
permafrost	/ˌpɜːməˈfrɒst/	wieczna zmarzlina
plummet	/ˈplʌmɪt/	gwałtownie spaść
poaching	/ˈpəʊtʃɪŋ/	kłusownictwo
revenue	/ˈrevənjuː/	przychód
submerge	/ˌsʌbˈmɜːdʒ/	zanurzyć
suffice	/səˈfaɪs/	wystarczyć
swiftly deteriorate	/ˌswɪftli dɪˈtɪəriəreɪt/	błyskawicznie podupać
thaw	/θɔː/	stopić (lód)
tides	/taɪdz/	plywy, fale
ultimately	/ˈʌltɪmətli/	ostatecznie
vulnerable	/ˈvʌlnərəbəl/	podatny na uszkodzenie

VOCABULARY 2

batter	/ˈbæta/	uderzać, smagać
blatantly disregard	/ˌbleɪtəntli ˌdɪsɪˈɡɑːd/	otwarcie lekceważyć
bleak	/bliːk/	ponury, marny
boldly	/ˈbəʊldli/	śmiało, odważnie
breach	/ˈbriːtʃ/	naruszać
cascade down sth	/ˌkæˈskeɪd daʊn ˌsʌmθɪŋ/	spływać falami z czegoś

categorically deny	/ˌkætəˌɡɒrɪkli dɪˈnaɪ/	kategorycznie zaprzeczyć
cautiously	/ˈkɔːʃəsli/	ostrożnie, z rezerwą
contaminate	/kənˈtæmɪneɪt/	zanieczyścić
doomed to fail	/ˌduːmd ta ˈfeɪl/	skazany na porażkę
engulf	/ɪnˈɡʌlf/	pochłonać
ensue	/ɪnˈsjuː/	nastąpić, wywiązać się
flatly refuse	/ˌflætli n ˈfjuːz/	stanowczo odmawiać
fundamentally flawed	/ˌfʌndəˌmentəli ˈflɔːd/	z gruntu wadliwy
gravely mistaken	/ˌɡreɪvli mɪˈsteɪkən/	w wielkim błędzie
grossly exaggerate	/ˌɡrɔːsli ɪɡˈzædʒəreɪt/	rażąco przesadzać
in its wake	/ɪn ɪts ˈweɪk/	na swojej drodze
in the raw	/ɪn ðə ˈrɔː/	w stanie naturalnym
inundate	/ɪnˈʌndeɪt/	zalać, zatopić
molten lava	/ˌmɔːltən ˈlɑːvə/	płynna lava
obediently	/əˈbiːdɪəntli/	posłusznie
openly admit	/ˌəʊpənli ədˈmɪt/	otwarcie przyznawać
quake	/kweɪk/	trzęsienie ziemi
rage	/reɪdʒ/	szaleć
ripple effect	/ˈrɪpəl ɪˌfekt/	efekt kół na wodzie
sea defences	/ˈsiː dɪˌfensɪz/	wały nadmorskie
sea swells	/ˈsiː swelz/	fale morskie
seriously believe	/ˌsɪəriəsli bɪˈliːv/	naprawdę sądzić
sewage plant	/ˈsuːɪdʒ plɑːnt/	oczyszczalnia ścieków
solemnly	/ˈsɒləmli/	poważnie, uroczysto
spurt	/spɜːt/	wyrzucać, wypluwać
surge	/sɜːdʒ/	wzbierać
swath of forest	/ˌsweɪð əv ˈfɒrɪst/	pas lasu
sweep across sth	/ˌswiːp əkros ˌsʌmθɪŋ/	mknać przez coś
topple	/ˈtɒpəl/	przewrócić
trigger	/ˈtrɪɡə/	wyzwolić, spowodować
vehemently opposed to sth	/ˌviːəməntli əˈpəʊzd tə ˌsʌmθɪŋ/	gwałtownie sprzeciwiający się czemuś
vivaciously	/vɪˈveɪʃəsli/	z ożywieniem
wearily	/ˈwiəri/	ze znużeniem
wildly inaccurate	/ˌwaɪldli ɪnˈækjərət/	szalenie niedokładny
wipe	/waɪp/	unicestwić

LISTENING

barren	/ˈbærən/	jałowy
cause widespread destruction	/ˌkɔːz ˌwaɪdˌspred dɪˈstrʌkʃən/	spowodować rozległe zniszczenia
decimate populations	/ˌdesɪmeɪt ˌpɒpjəˈleɪʃənz/	dziesiątkować populacje
do wonders	/ˌduː ˈwʌndəz/	działać cuda
drop in the ocean	/ˌdrɒp ɪn ði ˈəʊʃən/	kropla w morzu
far-reaching consequences	/ˌfɑː ˌriːtʃɪŋ ˌkɒnsɪkwənsɪz/	daleko idące konsekwencje
green shoots of recovery	/ˌɡriːn ˌjuːts əv ˈriːkʌvəri/	pierwsze oznaki ożywienia (np. po recesji)
in the aftermath of sth	/ɪn ði ˈɑːftəˌmæθ əv ˌsʌmθɪŋ/	w następstwie czegoś
mortality rate	/ˌmɔːtəˈləti reɪt/	wskaźnik umieralności
on a scale	/ɒn ə ˈskeɪl/	na skalę
play one's part	/ˌpleɪ wʌnz ˈpɑːt/	odegrać swoją rolę
run aground	/ˌrʌn əˈɡraʊnd/	osiąść na mieliźnie
take great pains to	/ˌteɪk greɪt ˈpeɪnz tə/	dłożyć wszelkich starań, by
take its toll on	/ˌteɪk ɪts ˈtɒl ɒn/	odbić się na
the powers that be	/ðə ˌpaʊz ðæt ˈbiː/	rzządzający, osoby u władzy

WRITING

hidden gems	/ˌhɪdən ˈdʒemz/	ukryte skarby
hospitality sector	/ˌhɒspɪˈtæləti ˌsektə/	branża turystyczno-hotelarska
merit	/ˈmerɪt/	zaleta, wartość
regular feed	/ˌregjələ ˈfiːd/	regularne doniesienia
scarcity	/ˈskeəsəti/	niedostatek
steeped in history	/ˌstiːpt ɪn ˈhɪstəri/	zanurzony w historii

REVISION

conflagrations	/ˌkɒnfləˈɡreɪʃənz/	pożary, pożogi
death toll	/ˈdeθ təʊl/	liczba ofiar śmiertelnych
decay	/diˈkeɪ/	rozkładać się
expanse	/ɪkˈspæns/	obszar
falcon	/ˈfɔːlkən/	sokół
hawk	/hɔːk/	jastrząb
lush	/lʌʃ/	bujny (o zieleni)
misconception	/ˌmɪskənˈsepʃən/	błędne przekonanie
pounce	/paʊns/	rzucić się
purposefully	/ˈpɜːpəsflɪ/	w przemyślany sposób
rodent	/ˈrəʊdənt/	gryzoń
smoulder	/ˈsməʊldə/	tlić się
talons	/ˈtælənz/	szpony
twisted image	/ˌtwɪstɪd ˈɪmɪdʒ/	zniekształcony obraz

8 TIME IS MONEY



1



2



3

SPEAK Look at the pictures and read the quote. Answer the questions.

There are people who have money and people who are rich.

Gabrielle Bonheur 'Coco' Chanel

(French fashion designer and businesswoman, 1883–1971)

- What do the pictures imply about the life we lead today?
- Which picture would you say best depicts today's consumer society? Why?
- How do you understand the quote? Do you agree with it? Why/Why not?



1 **SPEAK** Choose the correct options. Which sentences are true for you?

- 1 I would say that I'm probably influenced by product **positioning** / **placement** at some level, but I'm not consciously aware of it.
- 2 If you're **low** / **short** of money, don't go into debt. Just cut down on what you buy.
- 3 I don't have the time to shop **around** / **out** for the best prices, so I may overpay for some things.
- 4 I try to ensure that what I buy is made from **sustaining** / **sustainable** materials, but I'm not particularly strict about it.
- 5 I don't mind paying a high price for something, but what I do hate is getting **torn** / **ripped** off, and I'll complain.
- 6 If families are on a **tight** / **short** budget, they should avoid buying takeaways and cook their own meals.
- 7 Every year, I go on a shopping spree right after Christmas to pick **after** / **up** a few good bargains.
- 8 When someone in my household is off to the shops, I remind them to take a **carrier** / **carry** bag they already have instead of buying or accepting a new one.



2 Read the website home page information. Can you think of another useful topic to add to the links?

MONEY TALKS

Welcome to our new website, where we discuss and give advice on money matters, from how to **make ends meet** if you're really **strapped for cash**, to **setting up pension schemes** to ensure that you're **comfortably off** in retirement, avoiding excessive **tax liability**.

We know a lot of you out there are **struggling** at the moment with the **galloping inflation** we're seeing and the fears of recession. The cost of living is rising at an alarming rate, and **keeping pace with** paying energy bills, running the car and simply putting food on the table is a complicated **balancing act**.

To cope with all that, you don't have to **pay through the nose** for financial advice. Just click on the relevant links below to find out more about individual topics.

- The impacts of the **downturn** in the economy
- How to avoid **paying over the odds**
- Controlling your **outgoings**
- Making smart investments – **rainy day savings**
- Dealing with **fluctuating income**





3 KEY WORDS

Match the highlighted phrases from exercise 2 to definitions 1–14 below. One phrase matches two definitions.

- 1 nearly broke; having very little money
- 2 when prices are increasing in a very fast, uncontrolled way
- 3 having enough money to live on
- 4 the necessity to pay something to the government
- 5 when what you earn is not consistent
- 6 having problems, e.g. with money
- 7 what you have to spend to live
- 8 money set aside for a time in the future when you may need it
- 9 doing several different things at the same time
- 10 decline; slump
- 11 starting contributions to provide regular income in the future
- 12 have just enough money to buy the things that you need
- 13 progressing at the same rate as
- 14 overpaying

4

Complete the extracts from the different website topics with the correct forms of the words and phrases from exercise 3.

- 1 If you're financially and are really , make sure you are claiming the full range of benefits you are entitled to.
- 2 We are not going to to retain this tiny rental apartment just because it's near the Old Town.
- 3 Make sure to check what any and investments might bring with them.
- 4 People with a have more problems than others with managing their . This can prove tricky, and you'll need to make careful calculations.
- 5 Despite the in the economy, people who have invested wisely and will still be in retirement.

5 3.14 KEY WORDS

Complete the phrases in the website posts on the right with the highlighted words below. Then listen and check.

breadline • came • circulation
denominations • getting • goes • keep
make • play • pocket • put • running
spend • splash

6 SPEAK

Complete the questions with the correct forms of some of the words from exercise 5. Then answer them.

- 1 What would you do if you unexpectedly some money?
- 2 How many different of zlotys are there in in Poland?
- 3 Have you anything unusual recently?
- 4 Have you ever been ripped off by a vendor and left ?
- 5 How important is it for people to what's happening in the economy?
- 6 Do you think too much or too little of earners' money to the government?
- 7 Is it better to and risk , or to a savings account and keep enough back to get by?
- 8 What would you advise people to do if they're finding it hard to ?

7 SPEAK

Describe the video still and answer the questions.



- 1 What features do you usually find on banknotes?
- 2 Why do you think residents of a small town might want to create a local currency? Could there be any disadvantages to this?

FAST FINISHERS

Imagine creating your own local currency. What motto and images would you have on the notes? Design three different denominations.

I ¹ into some money recently, but rather than ² out on a new car or fancy clothes, I ³ it into investment bonds. I don't think I'll ⁴ a mint, but it could give me a nice little lump sum in the future, perhaps a down payment on a house!

I'm not exactly ⁵ on the but ⁶ by each month is difficult and I worry about not making ends meet if inflation continues to rise. I don't ⁷ money like water, but much of what I earn ⁸ in tax and there's ⁹ little left to ¹⁰ with at the end of the month. I hate the idea of taking a loan and ¹¹ up debts, but I can't see any other way to ¹² my head above water.

A heads-up to people out there with cash stored away! At certain times, some ¹³ of banknotes change so that they can add extra security features. You need to keep pace with which notes are being ¹⁴ withdrawn from and use them. Otherwise retailers won't accept them, and you'll ¹⁵ be out of !

8.2 Grammar 1

Reported speech • Reporting verbs

- SPEAK** Are you good with money? What do you usually spend your pocket money on?
- SPEAK** Look at the statements below about a recent survey conducted among American teenagers. Do you think the statements are true (T) or false (F)?
 - The survey has shown that an average US teen spends \$2,600 per year. T / F
 - The majority of teens surveyed said that they have a job to earn their spending money. T / F
 - Very few teenagers claimed to be good with money. T / F
 - 56% of the survey's respondents weren't sure whether to start saving for the future. T / F
 - 64% of the respondents reported that they had received financial advice from their parents. T / F
 - Almost half of the teens admitted that they are concerned about not being able to afford a college education. T / F
- 3.15 SPEAK** Listen to an extract from a radio programme and check your answers to exercise 2. Were you surprised by any of the findings?
- Study the grammar table and complete gaps 1–6 with examples a–f from exercise 2. Then write your own examples for the rest of the verb patterns.**

Key Grammar

Reported speech • Reporting verbs

When we report what people said in the past, we normally change the original tense by shifting it 'one tense back' and adjust words like pronouns and time expressions, depending on the context, e.g. ¹ *He said he was going to the bank.* However, we do **not** change tenses when:

- the reporting verb is in the present simple, continuous or perfect, e.g.: *Dad **says** we're broke.*, ² *She **is saying** that she's pregnant.*
- the speaker's words are always true or still relevant (even if the reporting verb is in the past simple), e.g.: *I **told** my neighbour I often **have to** run to keep pace with my mum.*, ³ *He **said** that the world **is** round.*, ⁴ *She **said** that the earth **is** round.*
- certain modals or similar verbs are used, e.g.: *He **told** us we **shouldn't** take out cash from that ATM.*, *Mum **said** I'd **better** start saving for a rainy day.*

Reporting verb patterns to report statements:

- verb + *that* + clause, e.g. *She **said** that she was going to the bank.*
- verb + *to*- infinitive, e.g.: *Karen **demanding to speak** to the manager.*, ⁵ *He **asked** to see the manager.*
- verb + object + *to*- infinitive, e.g. *She **asked** me to see the manager.*
- verb + gerund, e.g. *She **asked** me **seeing** the manager.*
- verb + preposition + gerund, e.g. *She **asked** me **about** **seeing** the manager.*
- verb + object + preposition + gerund, e.g. *She **asked** me **about** **seeing** the manager.*
- in formal English: verb + *that* + subject (+ *should*) + infinitive without *to*, e.g. *The board **demanding that** the report **(should)** go public.*

Reporting verb patterns to report questions:

- verb (+ object) + *if/what/why/which/who/...* + clause, e.g. *She **asked** us **if** we **would splash out** on priority boarding.*, *Everybody **wonders what** the reasons of the high inflation **are**.*
- verb (+ object) + *whether/what/why/who/...* + *to*- infinitive, e.g.: *'How do I print the document?' → I **asked how to print** the document.*, ⁶ *He **asked** me **how to print** the document.*

5 **Complete the sentences.**

- 'I haven't checked the balance on my account recently, but I will.'
Lara told me yesterday *_____*.
- 'Did you take any money out of our savings account yesterday?'
Last night, Aaron asked Zoe *_____*.
- 'You can all leave your money in your bags.'
The teacher says we *_____*.
- 'Did your aunt use to be wealthy before she inherited a fortune?'
Tyler asked me *_____*.
- 'We're going to start repaying the debt next month.'
Chris claimed *_____*.
- 'The best things in life are free.'
When I was a little girl, my grandma told me that *_____*.
- 'Which desk should I use for check-in?'
The passenger wasn't sure which desk to *_____*.

6 **3.16** Match sentences 1–10 below to the verb patterns in the Key Grammar box in exercise 4. Then listen to the conversation between Ryan and Lucy and rewrite the sentences as direct speech.

- Ryan announced that he was going to save up for one of those electric scooters.
- He complained about life not being fair. He added that he never has any money.
- Lucy wanted to know what Ryan meant by not being able to save.
- He admitted that there was always a new video game or a pair of trainers that he wanted to buy.
- Lucy advised him to open a savings account.
- Ryan wondered whether he should put every penny he earns into the account.
- She recommended putting some of his allowance into his account.
- Ryan doubted that that would work.
- Lucy offered to look after it for him.
- Ryan refused to accept her offer.

7 **SPEAK** Answer the questions.

- Which do you complain about more: not having enough money or not having enough time? Why?
- What advice would you give Ryan on how to save money?

FAST FINISHERS

Write a short text reporting a conversation that you had recently. Use reported speech and reporting verbs.

Stimulus-based conversation

1 **SPEAK** Answer the questions.

- Why might people keep things rather than replace them or throw them away? Consider these points and give examples.
 - caring for the environment
 - collecting
 - hoarding
 - sentiment
 - upcycling
 - value
- What is the oldest possession you have and why have you kept it?
- Would you say that in general we buy too many things these days? Why?

2 **3.17** Listen to a podcast. Would you say that the podcaster is a pessimist or a realist? Why? Do you agree with her?3 **Complete the sentences about the podcast in your own words.**

- The speaker's response to identifying a need is to _____.
- He ponders the likelihood of _____.
- He mentions 'our collective mindset' because _____.

4 **3.18 SPEAK** Listen to an extract from a TV interview and answer the questions.

- What do the competition organisers want the photographers to do? Why?
- What do the two photographs show?
- What similarities and what differences are there between the photographs?

5 **3.18** Listen to the extract again and complete gaps 1–8 in the Key Phrases box.

Key Phrases

Stimulus-based conversation

Describing a photo

What we can see in ... is ...
 What ¹ _____ our focus is ...
 You can ² _____ out ...
 What the picture says to me is ...
 What ³ _____ me about ...
 My reaction is ...
 He/She has ⁴ _____ enjoyed ...
 From what I can see, I would say that ...
 I get the impression that ...
Referring to the question
 As to ⁵ _____ ...
 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 ⁶ _____ 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 ⁷ _____ that ...
 They both show ...
 However, they differ ⁸ _____ in ...
 The main similarity between ... is ...
 There's a sharp contrast between ...
 Although they both deal with ...

6 **SPEAK** Read the **WATCH OUT | SKILLS** box and do the speaking task. Student A, go to page 157. Student B, go to page 160.

WATCH OUT | SKILLS

Talking about photos

- Don't waste time describing the photos in great detail. Only describe the relevant aspects.
- Keep in mind the question you have been asked to answer.
- There will usually be a need to speculate about some aspect of the photo, like people's feelings, their reasons for doing an activity or future events.
- When comparing, try to discuss similarities as well as differences.
- Give examples of your own where appropriate.

FAST FINISHERS

How might you upcycle these things? Write two ideas for each.

- an old suitcase or trunk
- an old stepladder
- an old garden gate

8.4 Reading

A fragment of a novel

1 **SPEAK** Answer the questions.

- 1 What type of books do you enjoy reading? Why? Do you have a book that you have read more than once for pleasure?
- 2 Do you think reading books is important and will continue to be so in the future? Why/Why not?
- 3 Suggest three books that should be on school reading lists for students. Explain why.

2 **3.19 SPEAK** Listen to a podcast and answer the questions the speaker asks.

3 Look at the photos on page 123 and read the introduction to the extract. Answer the questions.

- 1 What do you think Gatsby's life is like?
- 2 What do you think Gatsby and Nick talk about in the car?

4 **3.20** In the introduction, Jay Gatsby is described as 'mysterious'. Read Text A quickly. What evidence is there in the text to justify this?

5 Read Text A again and choose the correct options.

- 1 The writer refers to Gatsby's car as a 'green leather conservatory' because
A of its vast size.
B of the temperature of the car's interior.
C of the type of materials used in the car's construction.
D of the views the car allows.
- 2 Gatsby's mood while driving could be described as
A composed. C uneasy.
B irritable. D impatient.
- 3 How does the writer initially react to Gatsby's account of his past?
A He finds Gatsby's stories far too extreme.
B He is amazed that Gatsby thinks he is so gullible.
C He thinks Gatsby's clichéd descriptions are ridiculous.
D He is impressed by the adventurous life Gatsby has led.
- 4 Which of the following is a fact and not an opinion?
A Gatsby was given a medal for bravery from Montenegro.
B Gatsby used to be a good sportsman as a student.
C Gatsby formed friendships with titled people at Oxford.
D Gatsby carries a visual record of his earlier life with him.

6 **3.21** Read Text B, a review of the film *The Great Gatsby*. How would you describe the writer's attitude to the film?

7 Read Text B again. Complete the sentences.

- 1 From paragraph 2, we can assume that Zelda Fitzgerald would not .
- 2 She would certainly have disapproved of on a record and the loudness of the music.
- 3 In line 90 the writer refers to the film as 'finger-food and nothing more' to .
- 4 The writer describes the film as the Gatsby that Gatsby himself would have made by showing that Gatsby wants extravagance.

8 What do the underlined words and phrases in the texts refer to? Explain the meanings in your own words.

9 **KEY WORDS** Complete the sentences with the correct forms of the highlighted verbs and adjectives from the texts.

- 1 He swallowed the food too quickly and nearly on a piece of meat. We had to pat his back.
- 2 She may appear a bit , but she's really quite astute and has an incredibly sharp mind.
- 3 It is quite normal for a child to when they are left at school or nursery for the first time.
- 4 The film was so , nothing seemed to happen in it and I switched off after half an hour.
- 5 I find it quite that several critics have rated the book highly, but I simply find it boring and badly written. What am I missing?
- 6 After initially praising the concert, the presenter's remarks made it clear that he hadn't enjoyed the whole set.
- 7 It rained heavily and we all got .
- 8 All I did was ask an innocent question, but I must have opened a can of worms because a fierce argument .

10 **SPEAK** Answer the questions.

- 1 Would you say that there is a difference in attitude to money between people who have inherited wealth and those who have amassed it through work? Why?
- 2 Is social mobility possible? Can having more money allow people to become part of the upper class?

FAST FINISHERS

 Think of a recent film or TV series you have seen about wealth and money. Summarise its message.



Find out about life in the USA and Europe in the 1920s. In what different ways was society changing? How do you think the character of Jay Gatsby reflects the society of his time?



The Great Gatsby is a novel by F. Scott Fitzgerald. It was written in 1925 – a decade of tremendous, rapid social change in the USA, when many people became extremely wealthy. The novel is about Jay Gatsby, a mysterious man who lives in an enormous mansion in Long Island, a rich neighbourhood near New York. The narrator of the novel, Nick Carraway, rents a small house next door. In this extract, Gatsby and Nick head into New York in Gatsby's expensive car.

A He saw me looking with admiration at his car. 'It's pretty, isn't it, old sport.' He jumped off to give me a better view. 'Haven't you ever seen it before?' I'd seen it. Everybody had seen it. It was a rich cream color, bright with nickel, swollen here and there in its monstrous length with triumphant hatboxes and supper-boxes and tool-boxes, and terraced with a labyrinth of windshields that mirrored a dozen suns. Sitting down behind many layers of glass in a sort of green leather conservatory we started to town. I had talked with him perhaps half a dozen times in the past month and found, to my disappointment, that he had little to say. So, my first impression, that he was a person of some undefined consequence, had gradually faded and he had become simply the proprietor of an elaborate road-house next door. And then came that **disconcerting** ride. We hadn't reached West Egg village before Gatsby began leaving his elegant sentences unfinished and slapping himself nervously on the knee of his caramel-coloured suit. 'Look here, old sport,' he broke out surprisingly. 'What's your opinion of me, anyhow?' A little overwhelmed by the question, I began the generalized evasions which that question deserves. 'Well, I'm going to tell you something about my life,' he interrupted. 'I don't want you to get a wrong idea of me from all these stories you hear.' So he was aware of the bizarre accusations that flavoured conversation in his halls. 'I'll tell you God's truth.' His right hand suddenly ordered divine retribution to stand by. 'I am the son of some wealthy people in the Middle-West – all dead now. I was brought up in America but educated at Oxford because all my ancestors have been educated there for many years. It is a family tradition.' He looked at me sideways – and I knew why Jordan Baker had believed he was lying. He hurried the phrase 'educated at Oxford' or swallowed it or **choked on** it as though it had bothered him before. And with this doubt, his whole statement fell to pieces and I wondered if there wasn't something a little sinister about him after all. 'What part of the Middle-West?' I inquired casually. 'San Francisco. My family all died and I came into a good deal of money.' His voice was serious as if the memory of that sudden extinction of a clan still haunted him. For a moment I suspected that he was pulling my leg but a glance at him convinced me otherwise. 'After that I lived like a young prince in all the capitals of Europe – Paris, Venice, Rome – collecting jewels, hunting, painting a little, and trying to forget something very sad that had happened to me long ago.' With an effort I managed to hold back my incredulous laughter. The very phrases were worn so threadbare that they evoked no image except that of a 'character' leaking sawdust at every pore as he pursued a tiger through the Bois de Boulogne. 'Then came the war, old sport. It was a great relief and I tried very hard to die but

I seemed to bear an enchanted life. I was promoted to be a major and every Allied government gave me a medal – even Montenegro, little Montenegro down on the Adriatic Sea!' Little Montenegro! He lifted up the words and nodded at them – with his smile. He reached in his pocket and a piece of metal, slung on a ribbon, fell into my palm. 'That's the one from Montenegro.' To my astonishment, the thing had an authentic look. Orderi di Danilo, ran the circular legend, Montenegro, Nicolas Rex. 'Turn it.' Major Jay Gatsby, I read, For Valour Extraordinary. 'Here's another thing I always carry. A souvenir of Oxford days. It was taken in Trinity Quad – the man on my left is now the Earl of Doncaster.' It was a photograph of half a dozen young men, in blazers, loafing in an archway through which were visible a host of spires. There was Gatsby, looking a little, not much, younger – with a cricket bat in his hand. Then it was all true.

[Extract from *The Great Gatsby* by F. Scott Fitzgerald]

B In 1927, Zelda Fitzgerald attended a screening of Paramount Pictures' film adaptation of the novel that would come to define not only the literary career of her husband Francis Scott, but also the age in which he worked. 'We saw *The Great Gatsby* in the movies,' she wrote to her daughter, Scottie, and added that it had been rotten and awful and terrible and that they had left. That first Gatsby film was released a year after Fitzgerald's novel was published, and no remaining copy of it exists: a twist that would have pleased Zelda enormously. Neither she nor F. Scott lived to see any of the **subsequent** Gatsby adaptations – which include the **dreary** 1949 noir, the 1974 version with Robert Redford and Mia Farrow and the 2000 television movie – but it seems unlikely that any would have passed the Zelda test. My guess is that she would have checked out of Baz Luhrmann's 2013 occasionally brilliant, often undernourished 3-D version at around the 20-minute mark, when Myrtle Wilson pops a record on the gramophone in her New York apartment and the voice of the rapper Kanye West comes booming out, over a bass line that would shake the girders of the Empire State Building. The party that **ensues** looks like the best one you've never been invited to, with champagne sneezing its way across the screen in great, fizzy arcs, **drenching** the revellers' silk slips and singlets. That's Luhrmann's style, but it's not Fitzgerald's, and there is surely no contradiction in praising the Australian director's **batty** ambitions for this story while admitting that they often work against it. He lays on a cinematic buffet of such sense-addling, smack-you-in-the-face-with-a-halibut brazenness that it takes around an hour before you notice the film is finger-food and nothing more. On the plus side, it's an all-you-can-eat deal. Luhrmann's film is the Gatsby that Gatsby himself would have made, and you can hear the director's voice whenever DiCaprio speaks. 'Do you think it's too much?' **frets** Gatsby, after burying Nick's living room in flowers in advance of his fateful afternoon tea with Daisy. 'I think it's what you want,' shrugs Nick. Then Gatsby, with a thoughtful look and no apology: 'I think so, too.'

Consumer rights • Making complaints



- 1 **SPEAK** Describe the photo above. What might be in the box on the woman's lap? Who do you think she is calling? Imagine what she said and report it to your partner using reported speech. Use the words and phrases from the box.

appalled appalling ask for a refund complain about
customer service hotline defective/deficient/faulty/flawed
demand an apology file/make a complaint incorrect item
mixed-up order not meet expectations outrageous unacceptable

- 2 **3.22** Read the ad below and listen to an interview. Then answer the questions.

10.15 Did you know your rights as a consumer are recognised and protected by law? In this week's *Money Matters* interview, Mason Walters, a consumer rights champion, talks about how to exercise them.

- What are the reasons consumers often go along with taking on deficient goods?
- Why is the awareness of your statutory consumer rights crucial?

- 3 **KEY WORDS** Check you understand the highlighted phrases from the interview below. Then complete the sentences with one word in each gap.

consumer apathy • enforce fair treatment • fall to bits
fit for purpose • get fobbed off • go along with
invalid exclusion clauses • measure up to • meet criteria
on a par with • override a policy • shoddy service
statutory rights • take something at face value

- My mum bought a new coffee maker last month, but it fell to after a couple of uses.
- If you read the small print, there are sometimes exclusion , but these are often and don't affect your rights.
- The advert said one thing, but what they sent just didn't up. It was a totally different design. So, I returned it.
- Our hotel stay was a nightmare, and I'm not prepared to pay through the nose for such service.
- You see consumer everywhere; people just don't have the appetite for battles with retailers.
- The manager said I wasn't owed a refund, and I just along with it. Now, I wish I hadn't.
- When dad's second-hand car broke down the day after he bought it, he got mad and took it back saying it wasn't for purpose, which was quite right.
- My friend took a faulty laptop back asking for a refund and got off with a repair that didn't make any difference.
- You must not take what a retailer tells you at value. The products must the criteria set out in law.

- 4 **3.23** Listen to a podcast about complaining from Mason Walters' website. Answer the questions.

- What must you first ascertain?
- What is the first step?
- What must you think about before you go?
- What should your attitude be when you complain?
- Why should you not shout?
- What might prompt you to put a complaint in writing?
- When should you resort to legal action?
- What are we advised to do that will always be useful?

- 5 **3.23 KEY WORDS** Listen again and match the words from the two groups to make collocations that the podcaster uses. There is one extra word in the first group.

ascertain • complain • demand • dig
dismiss • exhaust • face • fall
keep (x2) • not take • put • ranting
resort

a brick wall • a complaint • a log
and raving • full compensation
in person • in writing • no for an answer
on deaf ears • other avenues
to legal action • your cool • your heels in

- 6 **SPEAK** Give an example for each of the following. Describe the details of what happened using the highlighted collocations from exercise 5.

- Shoddy service you've experienced
- Getting fobbed off by a retailer
- Something that fell to bits after you'd bought it
- Something that didn't measure up to what you'd expected
- Something that you or someone you know bought that wasn't fit for purpose

- 7 **SPEAK** Answer the questions.

- Which types of products or services are most likely to be complained about?
- What would you say is the best way to make young people aware of their consumer rights? Or do you think younger people are more aware of consumer rights than their parents?



FAST FINISHERS

Remember or imagine something you bought that didn't meet your expectations. It could be the item you mentioned in exercise 6 point 3 or a different one. Write a message to customer service describing the problem and stating your demands.

A seminar about procrastination

1 **SPEAK** Answer the questions.

- Are you a good timekeeper? Give examples.
- Some people get anxious when they aren't able to check what time it is. Why do you think that is?
- How do you understand the phrase 'Time is money'? Do you agree with it?

2 **3.24** Read and listen to the forum posts.
Do you know anyone like Flora or Gil?

Flora

I'm a bit obsessive about time, but my friend is terrible. I'm constantly telling him that we **haven't got all day**, but he'll just **take his time** and we usually arrive somewhere **at the eleventh hour**. Nearly every essay he's ever handed in has been **long overdue**! I, on the other hand, arrive early for everything. I mean, **once in a blue moon** I might **lose track of time**, but normally I'm punctual.



Gil

My friend does everything **as regular as clockwork**, I mean you can set your watch by her – she's got a time for absolutely everything! Me, I'm an ace procrastinator! If a teacher wants an essay in, or my parents want help round the house, I'll **stall** for time with an amazing array of excuses. It also **buys me some time** to think about what I want to do or write. And if anything interesting comes up, I'm pretty good at **putting** what I'm working on **on hold**. I can **fritter away** hours reading, playing games, chatting online or on the phone. Or if something for college is difficult to get my head round, I'll **call it a day** and watch a film. I like to control time, not have it control me.

3 **KEY WORDS** Rewrite the sentences replacing the underlined words with the highlighted phrases from exercise 2. Translate the sentences into Polish.

- I'm fed up with this – let's finish and go home.
- Please don't hurry and come when you're ready.
- We're going to be late – we must leave right now.
- I managed to finish the work right on the deadline.
- Sorry, I forgot what the time was.
- I spent ages doing nothing important the whole afternoon.
- I'll stay up all night working only very, very rarely.
- He owes me some money and it's now way past the time we agreed.
- She hasn't done her section of the project, and she's just making excuses to get more time.
- Our neighbour leaves the house in the morning at 8.08, exactly the same time every day.
- Don't worry, I can delay finishing this task until later.
- I'm not quite ready to give my presentation yet, so I'll have to get some more time somehow.

4 **3.25** Listen to an extract from a seminar.
How does the speaker engage his audience?5 **3.25** Listen again and choose the correct options.

- Which of the following is stated in the seminar as a fact and not an opinion?
 - Leonardo da Vinci painted fifteen works in his lifetime.
 - He spent sixteen years painting the *Mona Lisa*.
 - He lived for over sixty-five years.
 - The *Mona Lisa* was his best work.
- The speaker talks about Leonardo da Vinci to
 - show how everyone can achieve great things.
 - give an example of what he will be discussing.
 - show that procrastination is not always a bad thing.
 - buy himself some time before he gets down to his topic.
- According to the speaker, some procrastinators are people who
 - are lazy and don't like working.
 - take on too many tasks.
 - want to do everything very well.
 - feel a task is too difficult for them.
- The speaker uses the word 'smug' at the end of the recording
 - to indicate that he feels pleased with himself.
 - to show that he is superior to others.
 - to show that his self-confidence has increased.
 - to boast to others about what he has achieved.

6 Complete the summary of the seminar.

The speaker starts by talking about Leonardo da Vinci and his procrastination, pointing out that it probably took the artist between ¹ _____ the *Mona Lisa*. This could have been the result of his wanting ² _____. The speaker goes on to ³ _____ of procrastination and explores ⁴ _____. He suggests ⁵ _____ once a deadline has been met and cites ⁶ _____ as his own way of expressing his satisfaction.

7 **SPEAK** Answer the questions.

- Is there ever a time to override a personal work schedule?
- What are the pros and cons of having too much and too little to do?
- Do you think people become procrastinators from childhood? How should parents handle children who procrastinate? Should they?

FAST FINISHERS

- Make a to-do list for next weekend.
- Make a 'not' to-do list for yourself to get work done.



8.7 Grammar 2

Question tags • Reply questions



- SPEAK** If you were a punctual person and your girlfriend or boyfriend was not, how would you resolve the conflicts that would most probably arise?
- 3.26 SPEAK** Describe the photo. What do you think is happening? Then listen to a conversation and check.
- 3.26** Listen again and complete the gaps in fragments a–g from the conversation.
 - Mel: I've been waiting here for ages.
Roy: _____?
 - Mel: But I guess your showing up at three minutes to eleven is something I should have predicted, _____?
 - Roy: You're not suggesting I have a reputation for always being late, _____?
 - Mel: You realise that people are avoiding you because of your problems with keeping time, _____?
 - Roy: I'm on time in most instances.
Mel: _____?
 - Mel: You never think of other people, _____?
Roy: Oh, please stop nagging. I'm here now, _____?
 - Roy: So, let's just go, _____?
- Study the grammar table. Which of the gaps in fragments a–g from exercise 3 are question tags, and which are reply questions? What are they used for?

Key Grammar

Question tags • Reply questions

Question tags are used to get confirmation or to ask a genuine question. We add a positive tag (auxiliary/modal + pronoun) to a negative sentence and a negative tag to a positive sentence, e.g.: *You used to have long hair, **didn't you?***, *He could've known about it for a couple of years, **couldn't he?***, *Our train doesn't stop in Harrow, **does it?***

- nobody, seldom, hardly etc. → positive tag, e.g.: *They never call, **do they?*** *She is hardly ever present, **is she?***
- I am → aren't I?, e.g. *I am taller than him, **aren't I?***
- Let's → shall we?, e.g. *Let's get her some flowers, **shall we?***
- imperative sentences → will you? / would you?, e.g. *Don't close the window, **will you?***, *Leave the door open, **would you?***
- anybody, someone, no one, the team, the police, etc. → they, e.g. *Someone will look into my complaint, **won't they?***

! ✓ *He has two cars, **doesn't he?*** ✓ *He has two cars, **hasn't he?***
✓ *He had two cars, **didn't he?*** ✗ *He had two cars, **hadn't he?***

Reply questions are used to show interest or surprise and help maintain the conversation. Unlike in question tags, in reply questions we use a positive auxiliary if the starting sentence was positive, and a negative auxiliary if the starting sentence was negative, e.g.:

X: I've lost the money. Y: **Have you?**

X: She didn't even say 'hi'. Y: **Didn't she?**

! X: 'They have a yacht.' Y: ✓ 'Do they?' ✓ 'Have they?'

X: 'They had a yacht.' Y: ✓ 'Did they?' ✗ 'Had they?'

- 3.27** Add the question tags. Listen and check.
 - They shouldn't have taken out a loan they cannot pay back, _____?
 - Nobody complained, _____?
 - Let's call it a day, _____?
 - I'm in trouble, _____?
 - Ethan paid through the nose for the cruise, _____?
 - There is seldom any food left after they visit, _____?
 - Fill this form in, Mr Gonzalez, _____?
 - You had a shower before leaving the gym, _____?

- 3.28** Add the reply questions. Listen and check.
 - X: My parents won't pay the fee.
Y: _____? That's unlike them.
 - X: Monique used to spend money like water.
Y: _____? I don't think she does anymore.
 - X: I couldn't survive on a fluctuating income.
Y: _____? Me neither.
 - X: My grandparents do their shopping online now!
Y: _____? Cool!
 - X: I'm exhausted ...
Y: _____ now? But you had an early night last night.

- 3.29 SPEAK** Read the **WATCH OUT** box. Then listen again to the sentences from exercises 5 and 6 and repeat them.

WATCH OUT

Intonation

Question tags have falling intonation if the speaker expects the other person to agree, and rising intonation if he/she is trying to ask a genuine question.

Reply questions have falling intonation if the speaker is expressing interest, and rising intonation if he/she is expressing surprise.

- SPEAK** Student A: write down four sentences about yourself on the topics below and read them out. Student B: express interest or surprise with a reply question. Then change roles.

- saving money
- buying excessively
- pocket money
- part-time jobs

FAST FINISHERS

Imagine you're running late for a first date. Write a message to the boy/girl with an apology. Use two question tags.

1 SPEAK How would you interpret these proverbs?

- The two most powerful warriors are patience and time.
- Time is the most valuable thing a man can spend.
- Money, like manure, does no good till it is spread.

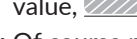
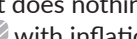
2 **Correct the mistakes in the sentences by adding the missing prepositions.**

- I wanted to obtain some information from the authorities, but I got fobbed.
- In the city centre restaurants, you pay the nose for everything you order, so it's much cheaper to eat out in the outskirts.
- A few more bad choices like this one, and we will be of pocket sooner than you think.
- With this rate of inflation, many people will soon be the breadline.
- We expect this year's profits to be a par with those from last year.
- When I got promoted, some people thought I wouldn't measure.
- I feel like I'm paying the odds for these services. It's just too much!

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

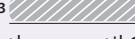
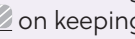
- 'Sorry, but I'm not paying for your train ticket,' Martha tells me. Martha says  train ticket.
- 'You're right, I haven't saved my allowance.' Lilly admitted  allowance.
- 'You probably shouldn't spend all your allowance, Lea,' said Tim. Tim advised Lea  allowance.
- 'I'm sorry that I didn't repay my debt,' Hugo told Mel. Hugo apologised to Mel .
- 'I saw Toby steal the money from this bag,' said Daisy. Daisy accused  the money from that bag.
- 'Zero degrees kelvin is the absolute zero temperature,' said the teacher again. The teacher repeated  the absolute zero temperature.
- 'Where do I make a consumer complaint?' I asked the clerk. I asked the clerk  a consumer complaint.

4 **3.30** **Complete the mini-dialogues. In each mini-dialogue, there is an uncountable noun and a question tag/reply question missing. Listen and check.**

- A: Wait for me, ?
B: No worries. Take your .
- A: After buying the car, I've got absolutely no money.
B: ? Not even a little bit of rainy day .
- A: I'm not supposed to take what he says at  value, ?
B: Of course not! He tends to distort the truth.
- A: The government does nothing to make sure salaries keep  with inflation.
B: ? I heard the opposite on TV.

5 **Complete the text with the correct words formed from the words in the box. There are three extra words.**

accuse admit advise announce ask
be contain insist purchase suggest

On the fortieth anniversary of the Apollo 11 moon landings, NASA was planning to show the original images. However, when they started trying to track down the footage, it turned out nobody knew where it ¹ . Why? Because in June 1976, Gary George, who was working as an intern at NASA, bought a set of over 1,000 video tapes from the space agency for just \$217.77. Over the years, George sold most of the tapes to local TV stations for a profit, but his father ²  him to hold onto three of them labelled 'APOLLO 11 EVA | July 20, 1969 REEL 1 [-3]'. George ³  that he had no idea what was on them until 2008, when he took the three tapes to a video archivist and found out that they ⁴  the famous images NASA had been looking for. He realised he'd accidentally ⁵  the best footage of the lunar landing ever recorded. He ⁶  on keeping the tapes despite a generous offer from NASA. In 2019, the London auction house Sotheby's ⁷  that they are 'the earliest, sharpest, and most accurate surviving video images of man's first steps on the moon'. On 20 July that year, the tapes sold for \$1.82 million at auction.

6 SPEAK Work in groups of three and do the speaking task on page 156. Use reported speech, question tags and reply questions. Then change roles and do the task again.

 FAST FINISHERS

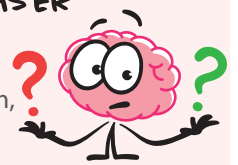
 Choose one of the situations in exercise 6. Imagine you are the manager and a formal complaint has been filed. Write a polite reply to the customer explaining why you have to dismiss the complaint.

#BRAINTASER

You are lost in a maze.

There are two doors in front of you. One leads to freedom, and the other – to certain death. There is a guard

in front of each door. One guard always lies, and one always tells the truth, but you don't know which. You may only ask one question to just one of the guards to help you decide which door to choose. What do you do?



An opinion essay (bilingual)

- 1 **SPEAK** Read the definition of the boomerang generation below. Do you know anyone who boomeranged home? What is your opinion on this arrangement?

boomerang generation young adults, high school and college graduates, of whom a major percentage choose to stay at home with their parents after previously living on their own (they 'boomerang' back home). The arrangement may take many forms, from being highly dependent (like in pre-adulthood times) to highly independent, with almost separate households.

- 2 Read the task and the essay. Do you agree with the author?

Niektórzy twierdzą, że młodzi ludzie powinni opuścić dom rodzinny dopiero wtedy, kiedy staną się całkowicie samodzielni. Przedstaw w formie rozprawki swoją opinię na ten temat, odnosząc się do:

- aspektu finansowego,
- aspektu zdobywania umiejętności niezbędnych w dorosłym życiu,
- relacji rodzinnych.

- 3  Read the essay in exercise 2 again. Which sentences below are incorrect about writing an opinion essay in the bilingual exam? Make changes to correct them.

- 1 The thesis must be included in the first sentence.
- 2 The introduction contains background information.
- 3 Each paragraph in the main body covers one aspect outlined in the exam task.
- 4 Each paragraph in the main body contains three different arguments.
- 5 The conclusion introduces a counterargument.

- 4 Study the Key Phrases box. Then rewrite the sentences replacing the underlined phrases with their equivalents from the Key Phrases box.

- 1 It is obvious that living alone enables young people to mature much faster.
- 2 People often say that teenagers should not go shopping on their own, but I believe it is very useful.
- 3 In conclusion, working in a café during the summer holidays may not be financially profitable, but it still pays off.
- 4 I do believe that the boomerang generation misses out on a number of important things in life.
- 5 Of course, applying for a summer job prepares you for taking part in the recruitment process later in life.
- 6 To sum up, we can say that teenagers should be taught about consumer rights at school.

While in the past it used to be common for young people to leave their family home at the earliest opportunity, these days more and more young people decide to live with their family until they are ready to make ends meet on their own. I firmly believe that such a decision may do young people more harm than good.

First of all, people who dwell with their parents will never learn to manage their own budget. When you live in your own flat, you have to control outgoings, take out a loan if needed, or try to get by when you are short of money. At home, however, your family will help you out – by lending you a little cash or even by paying an overdue bill. Needless to say, such assistance won't help you become fully independent.

Living in the family home as a young adult may also hold back your social development. Normally, being in your twenties and thirties, you should lead a life which allows you to meet people, make new connections, and throw parties. You are deprived of this possibility when you stay with your parents, and as a result, you fail to learn how to be a good host. It goes without saying that in that way, you may never thrive socially.

Another downside of this trend is that the family relations might deteriorate. While it might be argued that parents may seem happy to have their offspring home initially, the truth is that the situation may breed a lot of conflicts. After a while, even simple household chores, such as cooking, doing the laundry or cleaning, may become a bone of contention.

All things considered, there are many reasons why young people should move out of their parents' house, even at the expense of being comfortably off. The constant supervision of their parents may prove detrimental to the development of their social skills and, paradoxically, adversely affect the family relationships. It is apparent from the above evidence that there is no better way to mature than start living on your own.



Key Phrases

An opinion essay (bilingual)

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, ...

5 Study the exam task and choose the best introduction: 1, 2 or 3.

Wiele badań wskazuje na to, że praca dorywcza w czasie wakacji przekłada się na sukces nastolatków w życiu dorosłym. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, odnosząc się do następujących aspektów:

- zdobywanie doświadczenia na rynku pracy,
 - umiejętność gospodarowania pieniędzmi,
 - kształtowanie charakteru.
- 1 Many teenagers choose to work during the holidays. They believe it will give them a head start on the job market, develop their financial skills and boost confidence. Let us take a look at some of the benefits and drawbacks of getting a summer job.
 - 2 In my opinion, a part-time summer job is a great opportunity in many ways, as it can lead to success in adult life by making you more competitive on the job market, teaching you how to manage a budget and how to positively shape your character.
 - 3 Working part-time in the summer has recently become more popular among teenagers, who choose to devote a part of their holidays to acquiring skills which will probably make them more successful in adult life. It seems to me that this choice will bring many benefits, making them more competitive on the job market, financially responsible and mature.

6 Look at the exam task in exercise 5 again and write one argument for each aspect. Then choose one argument and develop it into a paragraph. Use the Key Phrases.

7 **SPEAK** Discuss the following topic. Express your opinions and support them with arguments.

Economy & Finance should be an obligatory subject for teenagers at high school.

8 Do the writing task. Follow the steps in the Writing Planner.

Wiele osób uważa, że dzieci powinny otrzymywać zapłatę za dobre wyniki w nauce. Napisz rozprawkę na 300–350 słów, w której przedstawisz swoją opinię na ten temat, odnosząc się do następujących aspektów:

- umiejętność gospodarowania pieniędzmi,
- poczucie obowiązku,
- długofalowe negatywne skutki.

WRITING PLANNER

THINK

Think about what the reasons could be for why some parents decide to pay children or teenagers for good academic performance (e.g. encouragement, motivation, instilling good study habits). Consider the three aspects of the problem presented in the instructions: whether paying children for good grades teaches them to manage money or increases their sense of duty/responsibility and what the possible long-term negative effects may be. Decide on your opinion and make notes.

PREPARE

Organise your notes into four or five paragraphs:

- 1) introduce the issue and state your opinion,
- 2)–3)/4) give reasons in favour of your opinion and develop them; you may also include counterarguments and refute them,
- 4)/5) state/restate your opinion and summarise your reasons.

WRITE

Write your essay. Use your notes and the Key Phrases. Remember to:

- provide some background,
- refer to all three aspects of the task,
- use formal language.

CHECK

Read your essay and answer the questions:

- Have you made your opinion clear and refuted the counterarguments?
- Have you developed your arguments rather than just enumerating them?
- Is your text within the word limit (300–350 words)?

FAST FINISHERS

 Design a leaflet encouraging students from your school to participate in an economy and finance course. Use vocabulary from this unit.

VOCABULARY

1 Choose the correct options.

Less work, more time

In mid-2022, workers from about seventy companies in the UK began trialling a four-day working week, which meant that an entire day was cut out for more than three thousand employees. The change took place with no loss to salaries, so taking part in the experiment did not mean being strapped ¹ cash at the end of the month. The employees, however, had to meet their deadlines and could not afford to ² to get more time for getting their work done. The ³ drop in stress levels and rise in productivity were much appreciated by the employees, who claimed their quality of life had improved through reduced-hour, output-focused working. The experiment spurred a discussion about making a four-day working week a ⁴ right for all UK citizens. Such a positive change was particularly important in the face of the ⁵ in the economy which the world was witnessing at that time. Some opponents of the trial claimed that workers who suffer the consequences of major inflation would not be fobbed ⁶ with a mere day off, yet the reality proved them wrong.

- | | |
|-----------------|----------------|
| 1 a about | b of |
| c in | d for |
| 2 a stall | b fritter away |
| c call it a day | d lose track |
| 3 a dreary | b subsequent |
| c disconcerting | d batty |
| 4 a policy | b balancing |
| c statutory | d consumer |
| 5 a downturn | b outgoings |
| c fluctuations | d circulation |
| 6 a over | b in |
| c out | d off |

2 Complete the sentences with the words and phrases from the box. There are three extra words or phrases.

balancing bits comfortably fluctuating in tax measure on hold outgoings overdue rainy regular

- It's time to get a new scooter, as the old one will probably fall to soon.
- It's eight o'clock and Joanna has just arrived! She's as a clockwork.
- Pablo hasn't got any money at the moment – I guess it's one of the problems with having a(n) income.
- I wouldn't say James is very rich – he's simply off.
- The updates to the website are long , so we'll need to do those first.
- We need to put the project until we get the report.
- One of the things to learn in adult life is to control your .
- I still have some day savings, but I don't want to dig into them.

GRAMMAR

3 Complete each gap with one or two words.

- Tom would never splash out on such an extravagant dinner, he?
- Susan asked me how much I managed to save so far.
- Kathrine demanded informed about the details of the deal.
- Anna promised that she call me the next day, but she didn't.
- I'm about to come into quite a fortune, I?
- The legal department claims that the exclusion clause invalid.
- Don't talk to me about budget control, .

4 Read the message you got from your friend Eli an hour ago. Use the verbs from the box to write sentences reporting to another friend what Eli said in 1–8.

add admit apologise for ask complain about refuse suggest wonder



Eli

¹ Sorry I didn't reply to your message yesterday. ² I completely forgot! It's a great idea to take Laura out for dinner, but that restaurant is too expensive. ³ I'm not spending €50 on a meal. ⁴ It's outrageous that some restaurants are so expensive! ⁵ Why don't we try and think of a different idea? ⁶ It could be something to do with art, as Laura loves it. ⁷ Should I have a look at what is on at the moment? ⁸ What do you think?

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 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.

- On Christmas Day in 2021, Sharon announced that she (go / resort) legal action.
- He told me he (have / house / paint) next week.
- What (you / say) if I'd asked for a €300 loan?
- My aunt (advise / I / go) to university to study engineering.
- It looks like the woman (might / rob).
- Helen (suggest / Mark / ask) for a rise, but he said it was a bad idea.
- The French exam might be rescheduled due to the absence of Madame Denis, (who / be / sick) for two weeks.
- The restaurant was located in the part of town where it is almost impossible (not / pay / nose) for something utterly disappointing.

- 6   Complete the second sentence with up to five words so that it means the same as the first one. Use the words in capitals.

- 1 'Will you have spent all your allowance by this time next week?' Hannah asked me. **IF**
Hannah asked me  all my allowance by that time the following week.
- 2 'Don't postpone the essay until the last minute,' our teacher told us. **OFF**
Our teacher encouraged  the essay until the last minute.
- 3 'I can't do it any longer. I'm going to stop borrowing money from my parents,' said Irene. **TO**
Irene  on borrowing money from her parents.
- 4 'You took my new video game, didn't you?' Lucas said to me. **OF**
Lucas  his new video game.
- 5 Don't you think we should take out a mortgage? **WE**
It's time .
- 6 It was wrong of Josh to spend so much on a new car. **SPLASHED**
Josh  on a new car.

LISTENING

- 7  **3.31**  Listen to a podcast and choose the correct options.

- 1 Our perception of time
 - A depends on where we are.
 - B seems to move faster than real time.
 - C is not always the same.
 - D is always the same.
- 2 What did the oddball effect experiments show about our perception of time?
 - A Time seems to slow down when we experience something new.
 - B Time seems to speed up when we experience something new.
 - C Time remains steady whatever we experience.
 - D Time is constantly varying even when we experience the same things.
- 3 Why do we have the sensation that time passes more slowly when we are children?
 - A Our brains are younger.
 - B Adulthood is more boring.
 - C We travel more often as adults.
 - D It is a time filled with new experiences.
- 4 What were the results of the second experiment?
 - A The results varied so much that it was hard to draw conclusions.
 - B Young people are better at accurately measuring time.
 - C Older people are as good as measuring time as young people.
 - D There is hardly any difference in how different age groups measure time.

SPEAKING

- 8  Look at the photos and answer the questions. Then change roles and do the task again.

- A Do you ever go on spending sprees like this, or do you prefer to save your money? Why?



- B Why do you think the couple decided to buy their own house instead of renting?



- C What do these pictures have in common and how do they differ in terms of how you feel about saving money?

WRITING

- 9   Read the instructions and do the task.

Wiele badań wskazuje na to, że coraz mniej młodych dorosłych uniezależnia się finansowo od rodziców po ukończeniu szkoły średniej. Napisz rozprawkę na 300–350 słów, w której przedstawisz swoją opinię na ten temat, odnosząc się do następujących aspektów:

- obowiązki ciążące na rodzicach uczących się dorosłych dzieci,
- możliwości zarobkowe młodych ludzi,
- kształtowanie charakteru.

8.2 Reported speech • Reporting verbs

REPORTED SPEECH

W mowie zależnej (reported speech) zazwyczaj należy „cofnąć” czas w przytaczanej wypowiedzi, a także dostosować określniki czasu i miejsca (np. *tomorrow* → *the next day*) oraz zaimki wskazujące (np. *this* → *that*):
*He said that he **was going** to Lyon on business **the following week** and **wouldn't be able** to join us.*

Zmiany te nie są konieczne, jeśli czasownik wprowadzający występuje w czasie teraźniejszym lub jeśli przytaczane słowa są wciąż prawdziwe w chwili mówienia, np. *I've just spoken to Emma, and she said that she **'ll** be back in town **tomorrow** morning.*

UWAGA!

Niektóre czasowniki modalne (np.: *could, had better, may, might, ought to, should*) nie zmieniają się w mowie zależnej. Pozostałe czasowniki modalne (np.: *can, must, have to, need to*) przyjmują formę czasu przeszłego, np. *The receptionist claimed that we **had to** have our passports scanned in order to check in.*

REPORTING VERBS

Różne czasowniki wprowadzające mowę zależną występują w różnych konstrukcjach składniowych.

Reported statements, requests, offers, suggestions and commands

- czasownik + *that*, np.: *add, admit, agree, announce, answer, argue, claim, comment, complain, confess, confirm, deny, doubt, explain, inform, insist, point out, promise, recommend, regret, remember, reply, report, reveal, say, shout, threaten, warn*: *They **insist** that they have already paid.*
- czasownik + dopełnienie + *that*, np.: *advise, assure, convince, explain, inform, persuade, promise, remind, say, tell, threaten, warn*: *The flight attendant **informed** the passengers that there was going to be a delay.*

- czasownik + bezokolicznik z *to*, np.: *agree, ask, claim, decide, demand, offer, promise, refuse, threaten*: *The man **refused** to accept a refund and **demanded** to speak to the manager.*
- czasownik + dopełnienie + bezokolicznik z *to*, np.: *advise, allow, ask, beg, convince, encourage, forbid, invite, order, persuade, remind, tell, urge, warn*: *I **reminded** Polly to post the letter on her way to work.*
- czasownik + *-ing*, np.: *admit, deny, propose, recommend, regret, suggest*: *The teenage boy **denied** stealing the chocolate bar.*
- czasownik (+ dopełnienie) + przyimek + *-ing*, np.: *accuse of, apologise for, blame for, boast about, complain about, congratulate on, insist on, object to, praise for, thank for, suspect of, warn against*: *Aunt Gina called me last night and **congratulated** me on passing my driving test.*
- czasownik + *that* + podmiot (+ *should*) + bezokolicznik bez *to* (w stylu formalnym), np.: *beg, demand, insist, propose, recommend, suggest*: *The CEO **suggested** that we should make a public apology.*

Reported questions

- czasownik (+ dopełnienie) + *if/whether/wh-word*, np.: *ask, demand, enquire, want to know, wonder*: *The patient's husband **wanted to know** how she was feeling after the surgery.*
- czasownik (+ dopełnienie) + *whether/wh-word* + bezokolicznik z *to*, np.: *ask, want to know, wonder*: *I didn't know the area, so I **asked** a passer-by where to park.*

UWAGA!

Czasowniki takie jak: *admit, advise, agree, ask, demand, deny, insist, promise, recommend, regret, remind, suggest, warn* mogą występować w więcej niż jednej konstrukcji składniowej, zazwyczaj bez zmiany znaczenia, np.:

*The travel agent advised **not to travel** / **us not to travel** / **us against travelling** in the fog.*

8.7 Question tags • Reply questions

QUESTION TAGS

Question tags (pytania rozłączne) tworzymy za pomocą czasownika posiłkowego typowego dla danego czasu gramatycznego (*be, do, have* albo *will*). Jeśli zdanie główne jest twierdzące, to pytanie rozłączne przyjmie formę przeczenia (i odwrotnie).

*You're going to keep digging, **aren't you?***

*They went along with it, **didn't they?***

*He hasn't made a complaint, **has he?***

*She won't take no for an answer, **will she?***

UWAGA!

- Pytania rozłączne z czasownikiem *to be* w czasach *present simple* i *past simple* nie zawierają czasownika *do*, tylko czasownik *to be*, np. *You're out of pocket, **aren't you?***
- Pytania rozłączne z *I am* zawierają czasownik *to be*, ale w formie *aren't*, np. *I'm the best dancer in the family, **aren't I?*** Pytania rozłączne z *I'm not* zachowują się regularnie.
- Pytanie rozłączne w zdaniu rozkazującym zawiera czasownik *will/would*, np. *Lock the front door, **will/would you?***

REPLY QUESTIONS

Reply questions przypominają question tags, lecz spełniają inną funkcję, służą bowiem podtrzymaniu rozmowy i wyrażeniu zainteresowania tym, co mówi nasz rozmówca. Reply questions tworzymy za pomocą czasownika posiłkowego typowego dla danego czasu gramatycznego (*be, do, have* albo *will*), lecz w przeciwieństwie do question tags nie zmieniamy formy twierdzącej na przeczącą (i odwrotnie).

X: *Liam's really struggling for cash at the moment.* Y: ***Is he?***

X: *I came second in the charity run!* Y: ***Did you?***

X: *We haven't really thought about a mortgage yet.* Y: ***Haven't you?***

X: *I'll do it for you if you want.* Y: ***Will you?***

UWAGA!

W reply questions często występują słowa *now* bądź *really*, dzięki którym sprawimy wrażenie jeszcze bardziej zainteresowanych lub zaskoczonych słowami rozmówcy, np.

X: *I saw Adele in Oxford Street on Saturday!*

Y: *Oh, did you **now?***

- KEY WORDS

VOCABULARY 1

balancing act	/ˈbælənsɪŋ ækt/	balansowanie, ekwilibrystyka (w trudnej sytuacji)
be out of pocket	/bi ˈaʊt əv ˈpɒkɪt/	nie mieć pieniędzy
claim a benefit	/kleɪm ə ˈbenɪfɪt/	ubiegać się o zasiłek
come into money	/kʌm ɪntə ˈmʌni/	dostać spadek
comfortably off	/ˌkʌmfərtəbli ˈɒf/	zabezpieczony finansowo
denomination of a banknote	/dɪˌnɒmɪˌneɪʃən əv ə ˈbæŋkˌnəʊt/	nominał banknotu
downturn	/ˈdaʊnˌtɜːn/	tendencja spadkowa
fluctuating income	/ˌflʌktʃueɪtɪŋ ˈɪnkʌm/	zmienny dochód
galloping inflation	/ˌgæləpɪŋ ɪnˈfleɪʃən/	galopująca inflacja
get by	/ˌget ˈbaɪ/	radzić sobie finansowo
go in tax	/ˌgəʊ ɪn ˈtæks/	iść na podatki
heads-up	/ˈhedz ʌp/	ostrzeżenie wydane z wyprzedzeniem
investment bond	/ɪnˈvestmənt bɒnd/	obligacja
keep one's head above water	/ˌkiːp wʌnz ˌhed əˈbʌv ˈwɔːtə/	dawać radę finansowo
keep pace with	/ˌkiːp ˈpeɪs wɪð/	nadążać za
little left to play with	/ˌlɪtl ˈleft tə ˈpleɪ wɪθ/	niewiele do wykorzystania
lump sum	/ˌlʌmp ˈsʌm/	okrągła sumka
make a mint	/ˌmeɪk ə ˈmɪnt/	zbić fortunę
make ends meet	/ˌmeɪk ˈendz ˈmiːt/	wiązać koniec z końcem
merchant	/ˈmɜːtʃənt/	kupiec
on the breadline	/ɒn ðə ˈbredˌlaɪn/	na granicy nędzy
outgoings	/ˈaʊtˌɡəʊɪŋz/	wydatki
pay over the odds / pay through the nose for	/ˌpeɪ ˈəʊvə ðɪ ˈɒdz/ ˌpeɪ θruː ðə ˈnəʊz fə/	przeplacić za
put money into	/ˌpʊt ˈmʌni ɪntə/	włożyć pieniądze w
rainy day savings	/ˌreɪni ˌdeɪ ˈseɪvɪŋz/	oszczędności na czarną godzinę
run up debts	/ˌrʌn ʌp ˈdetz/	popaść w długi
set up a pension scheme	/ˌset ʌp ə ˈpɛnʃən skiːm/	otworzyć plan emerytalny
spend money like water	/ˌspend ˌmʌni laɪk ˈwɔːtə/	szastać pieniędzmi
splash out on	/ˌsplæʃ ˈaʊt ɒn/	wykosztować się na
store away	/ˌstɔːr əˈweɪ/	odłożyć
strapped for cash	/ˌstræpt fə ˈkæʃ/	spłukany, bez forsy
struggle	/ˈstrʌɡl/	borykać się z trudnościami
tax liability	/ˈtæks ˌlaɪəˌbɪləti/	zobowiązanie podatkowe
vendor	/ˈvendə/	sprzedawca
withdraw a note from circulation	/wɪðˌdrɔː ə ˈnəʊt frəm ˌsɜːkjʊˈleɪʃən/	wyciągać banknot z obiegu

SPEAKING

deplete	/dɪˈpliːt/	zmniejszać, wyczerpywać
hoarding	/ˈhɔːdɪŋ/	zbieractwo
mindset	/ˈmaɪndˌset/	sposób myślenia

READING

addle	/ˈædəl/	ogłupiać
amass	/əˈmæs/	zgromadzić
astute	/əˈstjuːt/	bystry, przenikliwy
batty	/ˈbæti/	pokrewny, zwariowany
brzenness	/ˈbrɛznənəs/	beckczność
choke on sth	/ˈtʃəʊk ɒn ˌsʌmθɪŋ/	zakrztusić się czymś
clichéd	/ˈkliːʃed/	banalny
composed	/kəmˈpəʊzd/	opanowany
disconcerting	/ˌdɪskənˈsɜːtɪŋ/	zawstydający
divine retribution	/dɪˌvaɪn ˌretriˈbjʊːʃən/	kara boska
dreary	/ˈdriəri/	monotonny, nudny
drench	/drentʃ/	moczyć, nasączać
ensue	/ɪnˈsjuː/	nastąpić po czymś
evoke	/ɪˈvəʊk/	przywołać, wywołać
fateful	/ˈfeɪtəl/	złubny
fierce argument	/ˈfiəs ˈɑːɡjʊmənt/	zaciełka kłótnia
fret	/fret/	marudzić
incredulous	/ɪnˈkredjʊləs/	sceptyczny
irritable	/ˈɪrɪtəbəl/	rozdrażniony
lay on	/ˌleɪ ˈɒn/	dostarczyć
open a can of worms	/əʊpən ə ˌkæn əv ˈwɜːmz/	otworzyć puszkę Pandory
proprietor	/ˌprəˈpraɪətə/	właściciel nieruchomości
pull sb's leg	/ˌpʊl ˌsʌmbədɪz ˈleg/	nabierać kogoś
reveller	/ˈrevələ/	impreszowicz
subsequent	/ˈsʌbsɪkwənt/	kolejny, późniejszy
threadbare	/ˈθredˌbeə/	wytarty; oklepiany, wyświechtany

VOCABULARY 2

appalled	/əˈpɔːld/	zbulwersowany
appalling	/əˈpɔːlɪŋ/	bulwersujący, skandaliczny
ascertain	/ˌæsəˈteɪn/	ustalić, upewnić się
complain in person	/kəmˌpleɪn ɪn ˈpɜːsən/	złożyć zażalenie osobiście
consumer apathy	/kənˌsjuːməˈr ˌæpəθi/	bierność konsumentów
defective/deficient/faulty/flawed	/dɪˈfektɪv/dɪˈfɪʃənt/ ˈfɔːlti/flɔːd/	wadliwy
demand full compensation	/dɪˌmɑːnd fʊl ˌkɒmpənˈseɪʃən/	domagać się całkowitego zwrotu kosztów
dig one's heels in	/ˌdɪɡ wʌnz ˈhiːlz ɪn/	zapierać się, sprzeciwiać się
dismiss a complaint	/dɪsˌmɪs ə kəmˈpleɪnt/	odrzuć skargę
enforce fair treatment	/ɪnˌfɔːs feə ˈtriːtmənt/	wymusić sprawiedliwe traktowanie
exhaust other avenues	/ɪɡˌzɔːst ˌðə ˈævəˌnjuːz/	wyczerpać inne możliwości
face a brick wall	/ˌfeɪs ə ˌbrɪk ˈwɔːl/	zderzyć się ze ścianą
fall on deaf ears	/ˌfɔːl ɒn ˌdef ˈiəz/	trafiać w próżnię
fall to bits	/ˌfɔːl tə ˈbɪts/	rozpaść się
fit for purpose	/ˌfɪt fə ˈpɜːpəs/	spełniający swoje zadanie
get fobbed off	/ˌget fɒbd ˈɒf/	dać się spławić, dać sobie wcisnąć kit
go along with	/ˌgəʊ əˈlɒŋ wɪθ/	zgodzić się z
invalid exclusion clause	/ɪnˌvælɪd ɪkˈskluːʒən kləʊz/	nieważna klauzula wykluczenia
keep a log	/ˌkiːp ə ˈlɒɡ/	prowadzić rejestr
keep one's cool	/ˌkiːp wʌnz ˈkuːl/	nie dać się wyprowadzić z równowagi
measure up to sth	/ˌmeʒər ˈʌp tə ˌsʌmθɪŋ/	sprostać czemuś
meet criteria	/ˌmiːt kraiˈtɪəriə/	spełniać kryteria
not take no for an answer	/ˌnɒt teɪk ˌnəʊ fər ən ˈɑːnsə/	nie akceptować odmowy
on a par with	/ɒn ə ˈpɑː wɪθ/	zgodny z
override a policy	/ˌəʊvəˈraɪd ə ˈpɒləsi/	być nadrzędnym wobec jakiegoś przepisu
prompt	/prɒmpt/	nakłonić
put sth in writing	/ˌpʊt ˌsʌmθɪŋ ɪn ˈraɪtɪŋ/	sformułować coś na piśmie
rant and rave	/ˌrænt ən ˈreɪv/	ciskać się
resort to legal action	/rɪˌzɔːt tə ˌliːɡəl ˈækʃən/	wejść na drogę prawną
shoddy service	/ˌʃɒdi ˈsɜːvɪs/	kiepska obsługa
statutory rights	/ˌstætjʊtəri ˈraɪts/	prawa ustawowe
take sth at face value	/ˌteɪk ˌsʌmθɪŋ ət ˌfeɪs ˈvæljuː/	brać coś za dobrą monetę

LISTENING

array	/əˈreɪ/	wyбір, wachlarz
as regular as clockwork	/əz ˌregjʊlər əz ˈklɒkˌwɜːk/	regularnie jak w zegarku
at the eleventh hour	/ət ðɪ ɪˌlevənθ ˈaʊə/	w ostatniej chwili
be obsessive about sth	/bi əbˈsesɪv əˈbaʊt ˌsʌmθɪŋ/	mieć obsesję na punkcie czegoś
buy sb some time	/ˌbaɪ ˌsʌmbədɪ sʌm ˈtaɪm/	dać komuś trochę dodatkowego czasu
call it a day	/ˌkɔːl ɪt ə ˈdeɪ/	skończyć pracę na dany dzień
fritter away	/ˌfrɪtər əˈweɪ/	trwonić
get one's head round sth	/ˌget wʌnz ˈhed raʊnd ˌsʌmθɪŋ/	pojąć coś
long overdue	/ˌlɒŋ ˌəʊvəˈdjuː/	mocno spóźniony
lose track of time	/ˌluːz ˌtræk əv ˈtaɪm/	stracić poczucie czasu
not have all day	/ˌnɒt ˌhæv ɔːl ˈdeɪ/	spiesz się, nie mieć całego dnia
once in a blue moon	/ˌwʌnz ɪn ə ˌbluː ˈmuːn/	raz na jakiś czas
override	/ˌəʊvəˈraɪd/	zlekceważyć
put sth on hold	/ˌpʊt ˌsʌmθɪŋ ɒn ˈhəʊld/	wstrzymać coś
stall	/stɔːl/	przeciągać, grać na zwłokę
take one's time	/ˌteɪk wʌnz ˈtaɪm/	nie spiesz się

USE OF ENGLISH

distort the truth	/dɪˌstɔːt ðə ˈtruːθ/	zakłamywać prawdę
drain	/dreɪn/	odpływ
lunar landing	/ˌluːnə ˈlændɪŋ/	lądowanie na Księżycu
rate of inflation	/ˌreɪt əv ɪnˈfleɪʃən/	stopa inflacji

WRITING

bone of contention	/ˌbəʊn əv kənˈtenʃən/	kość niezgody
expedient measure	/ɪkˌspiːdiənt ˈmeʒə/	doraźny środek zaradczy
mature	/məˈtʃʊə/	dojrzeć
offspring	/ˈɒfˌsprɪŋ/	latorośl

REVISION

a mere (day off)	/ə ˈmɪə (deɪ ˈɒf)/	tylko, raptem (dzień wolny)
allowance	/əˈləʊəns/	zasiłek, kieszonkowe
output-focused working	/ˌaʊtˌpʊt ˌfəʊkəst ˈwɜːkɪŋ/	praca ukierunkowana na wydajność
spending spree	/ˈspendɪŋ spriː/	szal zakupowy
spur a discussion	/ˌspɜːr ə dɪˈskʌʃən/	wywołać dyskusję
trial	/ˈtraɪəl/	testować

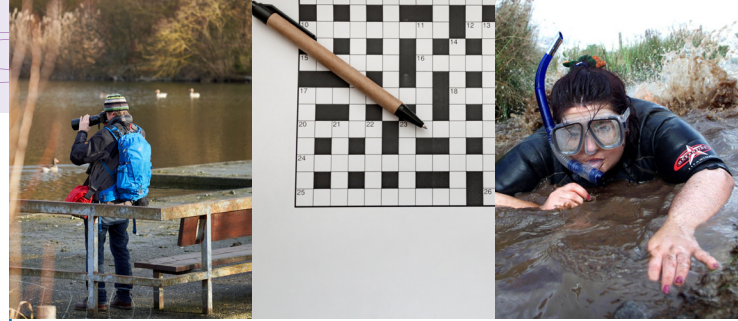
- 1 **SPEAK** What types of interests and hobbies do the photos suggest? Do you do any of them? Would you like to?
- 2 **3.32** Read an online article and posts. Which post mentions ...
- 1 keeping mentally alert?
 - 2 a particular addiction?
 - 3 uncertain social times?
 - 4 not requiring a large financial investment?
 - 5 helping to keep people grounded?
 - 6 the need to be tough?
- 3 **KEY WORDS** Replace the underlined words and phrases in the comments below with some of the highlighted words and phrases from the text.
- 1 Trivial Pursuit really makes me want to win when I'm playing with my family.
 - 2 Any birding groups in the area? Let me join! I just love being out in nature.
 - 3 I'm addicted to word games myself! I fill them in every day, although there are sometimes a couple of clues that I have problems finding solutions to!
 - 4 Far too much of a weakening to struggle against the elements, so I spend a lot of money on membership to an indoor leisure facility!
- 4 Write a comment of your own for the *Time to kill?* page.
- 5 **3.33** Listen to three people talking about their interests. Answer the questions.
- 1 What are the similarities and differences between the two types of traditional dance that Nat mentions?
 - 2 What fact surprises Nat about clog dancing?
 - 3 What surprises Charlie about creative writing today?
 - 4 How does Charlie address a common criticism about creative writing courses?
 - 5 What encouraged Aiden to go wild swimming?
 - 6 How does his interest now contrast with his initial concerns?
- 6 **SPEAK** Describe the video still. Answer the questions.



- 1 It's winter. How might these people be feeling?
- 2 Why might they choose to do this activity? What benefits might this type of swimming bring?

COMPARE CULTURES

- 7 **SPEAK** Which are the most popular indoor and outdoor activities in Poland right now? Why do you think this is?



Time to kill?

So, what do the Brits get up to in their free time? Are they **avid** walkers, obsessive nature lovers or word puzzlers like people all around the world, or do they have some **quirky** ways of **filling their time**? There are the more extreme events that make the headlines such as cheese rolling and bog snorkelling – but these are not strictly regular hobbies. However, the Brits are well-known for their **outdoor pursuits**, being **hardy** and not letting the British weather deter them. Rambling, angling, and trainspotting are just a few of the hobbies that the British are known for. Post YOUR favourite way of spending your precious leisure time – indoors or out – physical, creative, out in nature, using your brain – whatever!

① eEnduring

It's a very 'British' hobby, so I'm told. We used to be known as 'twitchers', but that came to have a negative connotation, and today the term 'birder' is more often used. We're the tribe that **brave the elements**, **clad** in waterproof gear, and spend hours, binoculars poised, in order to get glimpses of unusual birds. We'll race across the country to wherever a sighting of a rare nesting pair is reported, linger for hours on clifftops, in specially built covers or even at the end of a neighbour's garden to catch sight of a bird that has flown north or has been reintroduced to an area of conservation. We **have the patience of saints** and if you're a bit of a **wuss** about comfort, then this is not for you. Watching birds is an unimaginably rich experience. You get to be out in the fresh air, don't need to **fork out** enormous amounts on equipment, and being **up close and personal with** nature makes us aware of our own position in this world. It's a hobby that you can start young or old, from your bedroom window or out in the weather. Maybe you've seen next door's bird feeder dominated by a big, black crow that is then pushed off it by an angry flock of small sparrows? Why? How? The bird world is quite amazing.

② Bohemian2006

I'm a puzzle **freak**. From jigsaws to brain teasers, and card games to literally anything involving a board – **count me in**. Board games in particular **bring out my competitive streak!** My current two favourite games were invented years apart, but both were the brainchild of Brits and both were developed at a time when people need diverting from troubling events. The first is the original *Cluedo*, which was dreamed up by Anthony E. Pratt during air raids in the early 1940s and is based on murder mystery games he played as a child. The traditional Agatha Christie type setting of upper-class guests isolated in a country house is as **quintessentially** British as you can get, and *Cluedo* uses all the archetypal elements of a classic detective story: the weapons, suspects and locations. Players have to **fathom out** who killed the victim, where and with what weapon. It's a great game to play with the family, unlike my other favourite, which I've recently become **hooked on** – *Wordle*. Invented by a Welshman to occupy himself and his partner in 2021, it's now on the *New York Times* website and attracting millions and millions of users **on a daily basis**, in an **astounding** ninety-one different language versions and counting. It's wordplay that keeps your brain sharp – something we all need.



- 1 **SPEAK** What would you talk about when discussing the culture of a country? How far does the culture of a country define its people's identity?
- 2 **3.34** Read the article and do the quiz. Match photos A–C above to three of the quiz questions.

RAISE THE FLAGS!

When we think about the culture of a country, we generally consider, among other things, its music, food, costumes and customs, its sports, language and arts. We accept that there may be differences between different areas of a country, but we usually have a general picture. There is sometimes a problem when it comes to talking about the United Kingdom and the British, or the inhabitants of the British Isles. For example, the Brits are known for their dry sense of humour, their manners, their tea drinking, football and cricket, their roast dinners, but this is an overgeneralisation. There are two sovereign states in the British Isles: Ireland and the United Kingdom, and within the UK itself, there are four constituent parts: England, Scotland, Wales (forming Great Britain) and Northern Ireland. Each of these has its own identity with strong and rich cultures, and the inhabitants are trying to preserve them. In a world where globalisation is ironing out many differences, the necessity to fight to retain cultural identities is growing ever more important. No one wants minority languages to disappear, legends and customs to be relegated to the history books or traditional recipes and ingredients to die with the last person who kept them in their head. So, how much do you know about the cultures of the three British Isles nations surrounding England: Wales, Scotland and Ireland? Try the quiz.

WHICH COUNTRY ...

- has a traditional food called 'laverbread' which is made from seaweed and is nothing like bread?
- has a traditional dance called a 'fling' and another where people dance between crossed swords on the ground?
- has a traditional sport called 'hurling', played by teams of men on grass with a stick like a hockey stick, but which can hit, lift and push a small leather ball?
- is world-famous for its choirs, made up of men who sing in perfect harmony?
- has fables about a small, green, mischievous fairy man called a 'leprechaun'?
- has a language other than English as its first language compulsory to learn at school?
- has a sport called 'caber tossing' where strong men throw a tree trunk?
- has each of the flags below?



- 3 **3.35** Listen to a discussion about keeping cultures alive. Which quiz questions does the discussion answer?

4 **3.35** Listen again and answer the questions.

- What reasons are given for young people having different views than older generations on preserving cultural identities?
- What examples are mentioned of (an) aspect(s) of culture:
 - in decline
 - retaining their popularity
 - changing and rekindling interest?
- According to Declan, how will cultural identity be retained in the future?
- What is Charmaine's conclusion?

5 **KEY WORDS** Rewrite the sentences using the highlighted words and phrases from the discussion in the recording.

diehards • going strong • make a comeback
mutually exclusive • no matter what • strong
waning

- It's possible to enjoy both traditional and modern music.
- There is less interest in joining dance classes these days than a decade ago.
- We predict that choral singing will become popular again over the next few years.
- Some national festivals, like the burning of a Viking longboat in Scotland, are still popular today.
- Some people who object to change complain about any developments or alterations in language.
- The crowd to watch the Irish band was over three thousand!
- The open-air dance festival will go ahead whether it rains or not.

6 Look at the video still and answer the questions.



- How do you think Native American tribes can keep their cultures alive?
- What customs might Native Americans particularly want to protect?

COMPARE CULTURES

7 **SPEAK** Answer the questions.

- Are there any areas of Poland that have their own traditional customs, different from the rest of the country?
- Do you know of any customs or traditions that have died out, or are dying out in Poland? Should they be preserved? How?

Places of worship in London

Are you interested in architecture and religions and on a visit to London? Then don't miss out on a couple of simply amazing experiences. London is home to some stunning buildings that represent some of the many **faiths practised** here in the UK and any trip should take in at least one or two. Some of these are hidden gems in unexpected areas, close to the bustling streets. Others **make their presence felt** by their height and prominence. Here are a few:



A The Fazl Mosque

The Fazl Mosque, situated in Southfields, London, is a unique, striking building, white-walled and topped with a green dome. The style of architecture blends formal oriental features with contemporary styles. Also known as the London Mosque, it dates back to 1926, making it the oldest mosque in London. Recently it has been awarded **listed status**, recognising its importance both historically and architecturally. The mosque can accommodate 150 people for prayer, and it also **serves as** a place for discussions and religious education. It provides an open space for the congregation to pray in rows, without chairs or benches. It is a local landmark and holds a truly special place in the local community.



B St Paul's Cathedral

There has been a church on the site of the present St Paul's since AD 604, but it was rebuilt after damage caused by the Fire of London in 1666. The architect, Sir Christopher Wren, **took inspiration** for his design of the new Anglican cathedral from St Peter's Basilica in Rome, and the dome of Saint Paul's is still one of the highest in the world. It is a very beautiful building and features on the famous London skyline. It holds regular services for Christian congregations, and it is also open for tourists to visit, with an entrance fee of about £20 and the expectation that tourists will not be disrespectful to those in prayer on the pews. One stunning feature of St Paul's is the 'whispering gallery', where, within the dome on a circular walkway, the acoustics are such that someone whispering along the wall will be heard by anyone at any point along that same wall. It has been called the greatest 'accidental' man-made attraction in London!



C Wat Buddhapadipa Temple

In south-west London, in Wimbledon, more usually known for its tennis tournament, which takes place a stone's throw away, stands a very beautiful building: the first Thai Buddhist temple built in the UK, in 1982. It is home to monks and nuns, and offers daily services and meditation classes, but also welcomes visitors of any religion to look around the temple and the stunning gardens surrounding it and learn about the Buddhist faith. Inside the magnificent building are paintings and murals depicting the life of Buddha. The murals are painted in bright colours in a surrealist style and are unusual in that they reflect the tradition of portraying scenes from myth with elements of contemporary life – so you may spot Margaret Thatcher, Mother Theresa and Ronald Reagan.



D BAPS Shri Swaminarayan Mandir

This magnificent Hindu Temple is of outstanding architectural and cultural significance. Built entirely using traditional methods and materials, it was constructed from 26,000 stone blocks from Italy, India and Bulgaria, carved by 1,500 craftsmen abroad and then shipped to England to be reassembled like a giant 3-D jigsaw puzzle. It is highly unusual because there is no iron or steel in the structure at all. The Mandir, the **focal point** for worship, consists of five domes with golden spires standing atop tiered pinnacles. Below the Mandir is a permanent exhibition which gives insight and information about this ancient religion. Beside it is a cultural centre. At the time the temple was built, it held many records, one for being the largest Hindu temple outside of India.

1 **SPEAK** How many different religions or branches of religions can you name in English? How many more can you name in Polish?

2 **3.36** Read the text and answer the questions.

Which religious place

- 1 was built from only natural materials?
- 2 charges people to look round it?
- 3 is close to another iconic place?
- 4 has a space for praying without places to sit?
- 5 has a unique feature related to sound?
- 6 was once the biggest example of its type outside the country of its religious origin?

3 **KEY WORDS** Replace the underlined words and phrases with the highlighted words and phrases from the article.

- 1 The part of the picture that everyone looks at and is most important is the figure in the centre of the group.
- 2 Some people profess to be religious, but they do not actually go to services or strictly follow the teachings.
- 3 Most religious leaders have charisma and people are aware that they are there even if they are not speaking.
- 4 The great hall also acts as a concert venue when there is the need.
- 5 The painters of the murals looked to traditional artists for their ideas.
- 6 The manor house is of special historical and architectural interest and no one can alter it without special permission.

4 **3.37** Listen to the extract from a radio programme and complete the sentences.

- 1 Blake sometimes worries about discussing religion because _____.
- 2 People from all branches of Christianity _____.
- 3 Blake feels that one of the most important things in his religion is _____.
- 4 Ayan says that Muslims are expected to _____.
- 5 Boonsri says that Buddhists believe _____.

5 **SPEAK KEY WORDS** Check you understand the highlighted words below. Take turns to say their definitions in English, for the other student to come up with the correct word.

congregation • pilgrimage • prophet • pulpit
sermon • service • shrine

COMPARE CULTURES

6 **SPEAK** How do you think UK residents describe themselves regarding their religion? Put the religions below in order from 1 (most common) to 7 (least common). Check your answers on page 156. How different is Poland from the UK in respect of the number of people practising different religions?

Buddhist	Christian	Hindu	Jewish	Muslim
Sikh	no religion			

Naturally wonderful

1 **SPEAK** Answer the questions.

- 1 Think of a natural wonder anywhere in the world and start describing it to your partner without naming it. How quickly can they guess the name?
- 2 Do you know of any natural wonders in England? Look at the photos above. Where might this be in England? Why might it have been designated a World Heritage Site?

2 **3.38** Read the beginning of an interview and check your ideas from exercise 1.

200 million years of history

It's a paradox. What has made the Jurassic coastline on the south-west of England one of the most famous natural wonders in the world, is the very factor that is destroying it. Jake Thomas interviews Tina Burley about this amazing area to find out more.

JAKE: So, Tina, just why is the Jurassic Coast considered a natural wonder?

TINA: Locals, like myself, would say that it's simply naturally extremely beautiful! Sheer cliffs, strange rock formations, miles and miles of glorious beaches and tiny coves. It's an area where the light plays tricks with your eyes and the cliffs change colour - they can be bright white, deep red, orange and gold, silver. Magnificent. But I imagine you're asking about its designation as a World Heritage Site?

JAKE: Yes, am I right in thinking that it was England's first UNESCO World Heritage Site?

TINA: Yes, you're right - in 2001. The Jurassic Coast is ninety-five miles long from Studland Bay, near Bournemouth in the East, to Exmouth in the West, and there's a coastal path the whole length of the way. Now, I know there are pretty cliffs everywhere - but these cliffs are very special; because of the nature of the rock, they are of outstanding geological significance, revealing a hundred and eighty million years of our Planet Earth's history. The area has changed radically over time. It has been a desert, then a shallow tropical sea, then a marsh and so on. And what is wonderful is that the remains of creatures from all these different periods have been preserved in the layers of rock that have now been exposed by coastal erosion.

3 **3.39** Listen to the rest of the interview and decide whether the statements below are facts.

- 1 The Jurassic Coast has been officially recognised as an area of natural significance.
- 2 A famous female fossil collector lived there over two hundred years ago.
- 3 Durdle Door is the most important stone archway in the world.
- 4 The remains of a huge predatory dinosaur were discovered on the Jurassic Coast.
- 5 The dinosaur remains uncovered were of a creature that exceeded the length of ten metres.
- 6 The rock fall in 2021 was the largest ever on the Jurassic Coast.

4 **KEY WORDS** Complete the comments on a tourist website with the correct forms of the highlighted words from the interview below.

batter • cove • crumble • ferocity
for all the world • heed • landslip • play tricks
predatory • sheer • stranded

AB111

People must ¹ the safety warnings. Last week a group of tourists visited a small ² and lost track of the time. When the tide came in, they ended up ³ on the beach and had to try to climb the cliff. The cliffs were ⁴ and made a climb impossible, so they had to be rescued.

P3TRA

The cliffs along this coast have been ⁵ by wind and rain for centuries, and the result is that they are ⁶, causing dangerous ⁷. We tried to walk along the beach, but were defeated by the ⁸ of the wind.

Travelbug23

The rocks form a strange structure rising out of the sand, which looks ⁹ like a ¹⁰ monster, raising its head and ready to attack. I love it when the light ¹¹ on your eyes!

5 **3.40** Look at the photo below and listen to a podcast about another natural wonder. Answer the questions.

- 1 What three things attract Paul to the Giant's Causeway?
- 2 What is the Giant's Causeway?
- 3 Summarise the legend in your own words.
- 4 What is the threat to the Giant's Causeway?



COMPARE CULTURES

6 **SPEAK** Describe a natural wonder in Poland. Does it face any threats from climate change? If so, what action(s) could or should be taken to protect it?

Brainstorming ideas

1 **SPEAK** Tell each other about a brilliant idea you or a member of your family had recently. Explain why the idea was good.

2 **SPEAK** Look at the video still from Lucy's presentation. She is talking about a brainstorming game. What do you think the game is?



3 **3.41** Listen to Lucy's presentation and answer the questions.

- 1 What experience did Lucy have of unsuccessful brainstorming?
- 2 What is the best way to start thinking of ideas and why?
- 3 How does the Shiritori game work?
- 4 What is the main objective of the initial stage of brainstorming?
- 5 How can you evaluate your ideas?

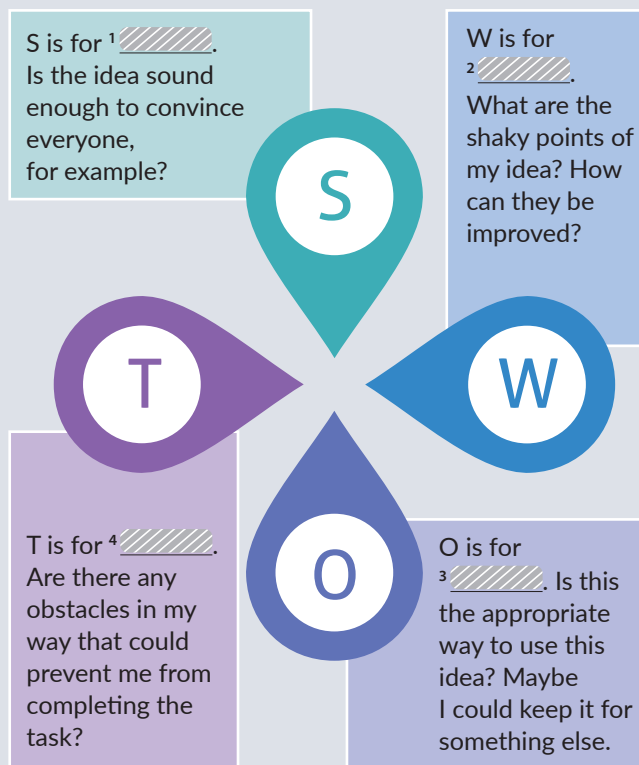
4 **SPEAK** Discuss the advice for generating ideas. Would it be helpful for you? Why/Why not?

- Try to come up with ten ideas every day.
- Read more and skim through books in bookshops and online.
- Make drawings to help you see ideas and problems in a new way.
- Distance yourself. Imagine ideas and problems are at the top of a mountain.
- Get out and socialise. Chat to lots of different people.
- Break old routines.

5 **Complete the graph about evaluating ideas with the words from the box. There are four extra words.**

opportunities options strengths systems
testing threats wholeness weaknesses

One commonly used method for evaluating an idea is the **SWOT analysis**:



6 **Do you have strategies to help you decide which idea is the most promising? If so, describe them to your partner. If not, which strategy presented in this lesson do you like best?**

GUIDE TO BRAINSTORMING

PROJECT You want to enter an invention into a competition to design a new tool, device or app. It can be for any purpose that you want.

STEP 1

Brainstorm ideas on your own using the advice from exercises 3 and 4.

STEP 2

Work in small groups to brainstorm more ideas.

STEP 3

Use the SWOT test to evaluate your ideas.

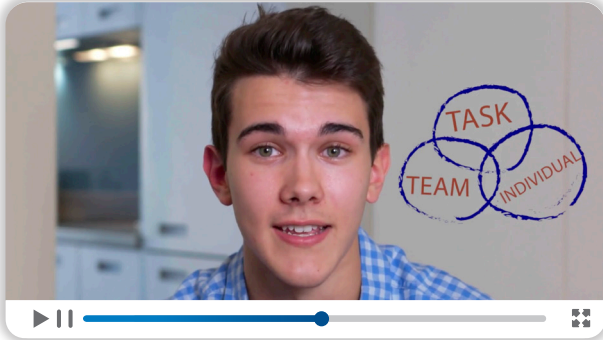
STEP 4

On the basis of the SWOT test results, choose the best idea to go forward.

Key Phrases

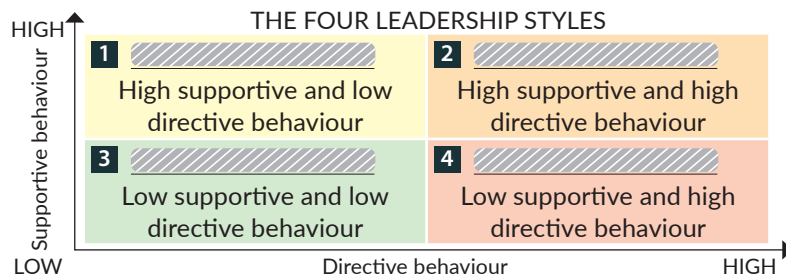
One negative aspect is ...
I think ... would be a major drawback.
A good point about that is ...
That's a real benefit.
I would argue against ...
That could be a good selling point.
That will put people off.
An argument in favour of ... would be ...

- 1 **SPEAK** Think of someone you know or have heard of who you think is a good leader. Explain why you think so and what qualities this person has that make them a good leader.
- 2 **SPEAK** Look at the video still. What do you think Jacob's presentation will be about?



- 3 **4.08** Listen to Jacob's presentation and write down what he says about the topics below. Compare your notes in pairs.
- 1 How a person becomes a leader
 - 2 How a good leader tackles a task
 - 3 How to lead a team
 - 4 How a good leader works with individuals
 - 5 The relationship between the task, the team and the individual
- 4 **4.09** Look at the graph and try to complete it with the words from the box. Then listen to another presentation and check your answers.

Coaching Delegating Directing Supporting



- 5 **SPEAK** Use the information from the graph in exercise 4 to discuss the points below.

- 1 A graduate is doing an internship to gain work experience. Which leadership style would be the most suitable and why?
- 2 Sequence the four leadership styles in order from the most suitable for workers with a low level of skill/experience to most suitable for workers with a high level of skill/experience.

- 6 **SPEAK** Read the **WATCH OUT | SKILLS** box and match the verbs from box A with the nouns from box B to make common collocations related to leadership.

A assign carry out create exercise tackle take

B a good atmosphere a project a task authority roles sides

WATCH OUT | SKILLS Collocations

Learn collocations that relate to the topic you are studying. Vocabulary related to the topic of business includes many verb + noun collocations.

- 7 **Make sentences describing the four leadership styles. Use the collocations from exercise 6.**

Supporting leaders allow experienced workers to carry out their tasks independently.

GUIDE TO CREATING A PROFILE

PROJECT Create a profile of a great leader.

STEP 1

Work in small groups. Discuss which attributes are the most important for a great leader and rank them 1–10 (1 = the most important and 10 = the least important). Use the Key Phrases.

ability to delegate commitment communication skills confidence
creativity good flexibility honesty intuition positivity responsibility

STEP 2

Search online for information about a famous leader and the attributes they have/had. Which leadership styles are/were they most likely to use?

STEP 3

Plan your profile. Use the leadership styles in exercise 4, the collocations relating to leadership in exercise 6 and the words in Step 1 above to help you.

STEP 4

Present your group's profile of a great leader to the class.

Key Phrases

I think we can agree on that.
I'd suggest that X should go before/after Y.
I think X should go first/second.
I see your point, but ...
Why don't we put X before/after Y?
That may be the case, but ...
Let's go with your idea.
I see what you mean.
I'm not sure I can agree with ...
You have a point.

Setting goals

1 SPEAK Have you set yourself any long-term goals yet? If so, what are they? If not, what are your short-term goals? When do you think you will make some more definite plans for the future?

2 SPEAK Look at the video still. Judging by Lucy's short-term goals, what do you think her long-term goals are?



3 **3.44** Listen to Lucy's presentation and answer the questions.

- 1 What does Lucy suggest doing first in order to evaluate your life goals?
- 2 How does she work out a plan of action?
- 3 What does she say about deadlines?
- 4 Why is learning a part of reaching your goals?
- 5 Why is it important to review your goals?

4 SPEAK Match tips 1–7 in the leaflet to the scenarios a–c below. Explain your choices.

- a Matteo is studying to take a language exam, but isn't sure how well he's doing and what he needs to work on. What should he do?
- b Tom's entered a half marathon, but he's not sure if it's a good idea to do it. How should he decide whether to go ahead with it or not?
- c Jenny's really busy, so she's made a list of tasks she needs to do with strict deadlines. What should she do next?

Setting goals for **SUCCESS**

- 1 S**et goals that motivate you – aim high, but start low.
- 2 U**nderstand why the goal is important to you.
- 3 C**reate an action plan with realistic and regular deadlines.
- 4 C**omplete tasks on schedule and keep track of what you have achieved.
- 5 E**valuate your progress and learn from your mistakes.
- 6 S**eek feedback from others and accept constructive criticism.
- 7 S**tay positive and focused.

5 Which phrases from the box describe success, and which describe failure?

a great success a recipe for disaster
an amazing accomplishment end in total failure
fall flat on my face make good progress
move up in the world throw in the towel

6 SPEAK Answer the questions. Use phrases from exercise 5.

- 1 Have you ever had a great success?
- 2 Have you ever tried something and fallen flat on your face?
- 3 Do you think it's sometimes OK to throw in the towel? Give an example.

GUIDE TO SETTING GOALS

PROJECT Evaluate and set goals for your team.

STEP 1

Work in small groups. Brainstorm your goals and decide which are realistic and which are too tricky to achieve. Choose one goal to focus on as a team.

STEP 2

Write a step-by-step plan on what needs to be done to achieve the goal, with stages to reflect and evaluate.

STEP 3

Think about advice to avoid failure or giving up. For example: Don't worry about challenges on the way; focus on the final outcome.

STEP 3

Present your ideas about your goal and how to achieve it to the class. Look online for ideas on how to present the information or do a similar acrostic to exercise 4.

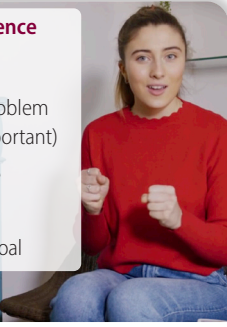
Key Phrases

It's important to ...
We recommend ...
You'll probably find that ...
Sometimes it helps to ...
If you want to, ... then you should ...
This means ...
Once you've ..., you can ...
Don't worry if ...

1 SPEAK Think of some different adverts you have seen recently. How convincing and persuasive are they? How do they convince the consumer to buy or use the products they are advertising? Which adverts are your favourite?

2 SPEAK Look at the video stills from a vlog about presentation skills. Caitlyn is giving tips how to convince an audience and describes a presentation she has made. Who do you think she needed to convince and what about? Do you think she managed to do so?

Top tips to convince any audience
1. Have a clear message
Structure
 Beginning ← Introduce problem (Why it's important)
 Middle ← How to solve this problem
 End ← Show your goal



Top tips to convince any audience
2. Use evidence
 • People buy one million plastic bottles every minute.
 • We use 5 trillion plastic bags every year.
 • By 2050 there could be more plastic than fish in our oceans.
3. Engage with your audience
 Become a good storyteller
 Make eye contact
 Be passionate



3  **3.45** Listen to Caitlyn and check your answers to exercise 2.

4  Are the statements true (T) or false (F)? Correct the false statements.

- To make your presentation easy to understand, you should use a structure with four parts. T / F
- It's best to end your presentation saying how you will solve a specific problem. T / F
- In your presentation, you should use facts to back up your argument. T / F
- Being emotional when you give a presentation is often a sign that you're not sure of what you're saying. T / F
- A clear message is not enough to make a presentation persuasive. T / F

5  Match headlines 1–4 to techniques for making messages memorable a–d.

- A simile: comparing one thing with another.
- Alliteration: a series of words that begin with the same consonant sound.
- Parallelism: repeating the same structure several times.
- Asking a rhetorical question.

1 Have you ever seen such an astonishing photo?		2 The new Porsche – it's as majestic as a lion.	
3 THE WEATHER'S HOT, THE WEATHER'S BOILING, THE WEATHER'S SCORCHING!		4 Heidi Smith wears a hilariously huge hat!	

6 SPEAK Read the **WATCH OUT** box and find five extreme adjectives in the headlines in exercise 4.

WATCH OUT

Extreme adjectives

We can use extreme adjectives (*enormous, shocking, etc.*) when we want to make an impact on the reader or listener.

7  Replace the underlined words with an extreme adjective.

- That television screen is very big.
- The church on the hill looks very impressive.
- Your exam results are very surprising.
- It was a very hot day, so there were few people outside.

GUIDE ON HOW TO CONVINCE YOUR AUDIENCE

PROJECT

Write and give a presentation to convince your classmates to help to make a positive change.

STEP 1

Plan your presentation. Use the following structure:

- Introduce the problem and say why it's important. Try to find some facts from a reliable source to support your argument.
- Explain how you plan to help solve the problem.
- End by motivating your classmates to act.

STEP 2

To make your presentation more convincing, consider doing the following:

- Find one or two photos or graphs to make your presentation more memorable.
- Use some of the persuasive techniques from exercise 5 (rhetorical questions, parallelism, etc.).
- Use some appropriate extreme adjectives.

STEP 3

Give your presentation to your partner or the class.
 Make eye contact and speak with passion!

Key Phrases

Today, I want to talk about ...
 According to ...
 As you can see in ...
 I can assure you that ...
 It's crystal clear that ...
 In my view, the time has come to ...
 You can play an active role in ... -ing.
 Are you ready for the challenge?

Speaking tests

Units 1–2

🕒 2 minuty

Rozmowa wstępna

 **SPEAK** Answer the questions.

- 1 Would you describe yourself as a creative person? Why/Why not?
- 2 Would you like to work in advertising? Why/Why not?
- 3 What is one of your favourite works of art? Why do you like it?
- 4 Are you excited by advances in space travel? Why/Why not?

🕒 4 minuty

Zadanie 1.

Rozmowa z odgrywaniem roli

 **SPEAK** Do the task. Then change roles and do the task again.

Uczeń A

Odwiedził/Odwiedziła Cię znajomy/znajoma z Walii (uczeń B). Chcielibyście/Chciałybyście wybrać się na przedstawienie teatralne na świeżym powietrzu. Podczas rozmowy z uczniem B omów następujące kwestie:

- rodzaj przedstawienia,
- wybór między przedstawieniem popołudniowym a wieczornym,
- transport na imprezę i z powrotem,
- odpowiedni strój.

Uczeń B

Jesteś Walijczykiem/Walijką i przebywasz z wizytą u znajomego/znajomej z Polski (uczeń A). Chcielibyście/Chciałybyście wybrać się na przedstawienie teatralne na świeżym powietrzu. Wspólnie ustalacie szczegóły wyjścia. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- masz inne niż uczeń A preferencje odnośnie pory przedstawienia,
- martwisz się upałami i plagą komarów,
- dostęp do miejsca imprezy środkami transportu publicznego jest utrudniony.

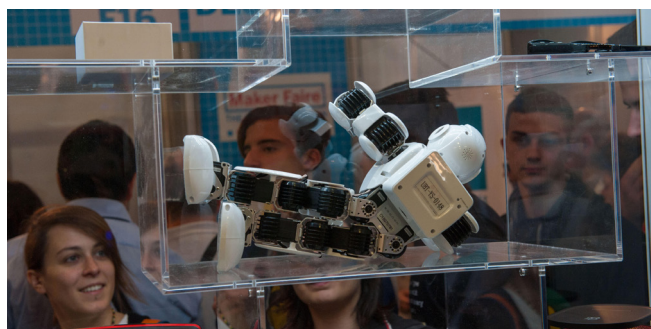
(Rozmowę rozpoczyna uczeń A)

🕒 3 minuty

Zadanie 2.

Rozmowa na podstawie ilustracji

 **SPEAK** Describe the photo and answer the questions. Then change roles and do the task again.



- 1 Where do you think the students might be?
- 2 How might a robot help you in your daily life?
- 3 Describe a recent trip when you or someone you know saw something interesting or unusual.

🕒 5 minut

Zadanie 3.

Rozmowa na podstawie materiału stymulującego

 **SPEAK** Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Należysz do szkolnego klubu książki. Klub prowadzi działania mające na celu zwiększenie liczby członków. Masz za zadanie wybranie zdjęcia otwierającego nową stronę internetową klubu.

- Wybierz to zdjęcie, które będzie, Twoim zdaniem, najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 1 What is the benefit of sharing your ideas about books with others?
- 2 What do you think are the relative benefits of reading physical books and reading online?

🕒 2 minuty

Rozmowa wstępna

**SPEAK** Answer the questions.

- 1 Do you like to keep updated on the news and current events? If so, how? If not, why?
- 2 Who in your family or among your friends did you most admire and respect when you were growing up? Why?
- 3 Would you say that always telling the truth is important to you? Why/Why not?
- 4 Do you, or does someone you know, have a particular family tradition that is important?

🕒 4 minuty

Zadanie 1.

Rozmowa z odgrywaniem roli

**SPEAK** Do the task. Then change roles and do the task again.**Uczeń A**

Chcesz namówić znajomego/znajomą z Irlandii (uczeń B) na wolontariat na rzecz lokalnej społeczności. Proponujesz sprzątanie miejscowego parku. Podczas rozmowy z uczniem B omów następujące kwestie:

- zakres działań,
- potencjalne korzyści dla społeczności,
- możliwość zaproszenia większej liczby osób,
- czas i miejsce spotkań.

Uczeń B

Jesteś irlandzkim znajomym / irlandzką znajomą ucznia A, który namawia Cię na wolontariat na rzecz lokalnej społeczności i proponuje sprzątanie miejscowego parku. Wspólnie ustalacie szczegóły przedsięwzięcia. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o dokładniejsze wyjaśnienie jakiejś kwestii,
 - grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
 - masz ograniczony czas w weekendy – podaj powody,
 - masz wątpliwości dotyczące finansowania akcji (stroje, odpowiedni sprzęt itp.),
 - masz wątpliwości dotyczące bezpieczeństwa akcji.
- (Rozmowę rozpoczyna uczeń A)

🕒 3 minuty

Zadanie 2.

Rozmowa na podstawie ilustracji

**SPEAK** Describe the photo and answer the questions. Then change roles and do the task again.

- 1 How, in your opinion, are the people benefiting from being with each other?
- 2 Do you spend much of your time with people who are much younger, or much older than you are?
- 3 Describe a situation when you or someone you know learned something interesting from an elderly person.

🕒 5 minut

Zadanie 3.

Rozmowa na podstawie materiału stymulującego

**SPEAK** Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Jesteś doradcą/doradczynią kandydatki w nadchodzących wyborach samorządowych. Masz za zadanie wytypować najbardziej palący lokalny problem, który stanie się priorytetem kandydatki w jej kampanii.

- Wybierz problem, który jest, Twoim zdaniem, najpilniejszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe opcje.



- 1 How important is it for people to be aware of problems that affect others in their community?
- 2 Would you like to get involved in local politics? Why/Why not?

Speaking tests

Units 5–6

🕒 2 minuty

Rozmowa wstępna

 **SPEAK** Answer the questions.

- 1 Can you recommend a good detective book or film? If not, what type of books do you prefer?
- 2 Would you like to be a police detective? Why/Why not?
- 3 What would be your ideal place to live and work? Why?
- 4 What major decision will you have to make soon? Will it be difficult? Why/Why not?

🕒 4 minuty

Zadanie 1.

Rozmowa z odgrywaniem roli

 **SPEAK** Do the task. Then change roles and do the task again.

Uczeń A

Przebywasz na stypendium w Szkocji i chcesz znaleźć pracę na weekendy. Rozmawiasz na ten temat ze znajomym/znajomą ze studiów (uczeń B). Podczas rozmowy omówcie następujące kwestie:

- Twoje doświadczenie zawodowe,
- godziny pracy, które by Ci odpowiadały,
- problemy ze znalezieniem odpowiedniej oferty,
- jak wykorzystałbyś/wykorzystałabyś dodatkowe pieniądze.

Uczeń B

Jesteś znajomym/znajomą ucznia A ze studiów w Szkocji. Uczeń A chce znaleźć pracę na weekendy. Rozmawiacie na ten temat. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- poproś o doprecyzowanie, jakiego rodzaju pracy szuka uczeń A,
- grzecznie nie zgódź się z wartością doświadczenia zawodowego ucznia A,
- niepokoi Cię wpływ podjęcia pracy na wyniki w nauce ucznia A,
- nie rozumiesz potrzeby ucznia A zarobienia dodatkowych pieniędzy.

(Rozmowę rozpoczyna uczeń B)

🕒 3 minuty

Zadanie 2.

Rozmowa na podstawie ilustracji

 **SPEAK** Describe the photo and answer the questions. Then change roles and do the task again.



- 1 What do you think the policemen's job is this day?
- 2 How often do you go to events where there is a police presence?
- 3 Describe a situation where you or someone you know witnessed a police intervention.

🕒 5 minut

Zadanie 3.

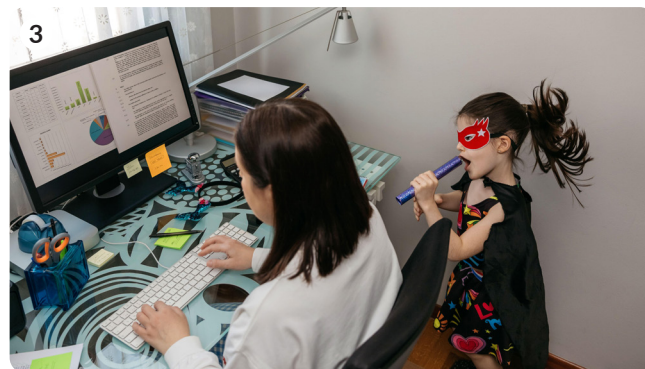
Rozmowa na podstawie materiału stymulującego

 **SPEAK** Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Przygotowujesz prezentację na temat zalet i wad pracy zdalnej. Zastanawiasz się nad wyborem zdjęcia na stronę tytułową prezentacji.

- Wybierz to zdjęcie, które będzie, Twoim zdaniem, najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 1 How likely is it that the trend for remote working will continue? Why?
- 2 Would you prefer to work remotely or to work in an office-based location with others? Why?

Unit 7

Unit 8

🕒 1 minuta

Rozmowa wstępna

**SPEAK** Answer the questions.

- 1 What is the most memorable place you have ever visited? Why was it memorable?
- 2 Do you enjoy watching environmental documentaries? Why/Why not?
- 3 Which area or site in Poland would you recommend to a tourist? Why?

🕒 4 minuty

Zadanie 1. Rozmowa na podstawie materiału stymulującego**SPEAK** Look at the photos and answer the questions. Then change roles and do the task again.

A Why might the man be taping the windows?



B How likely is it that this scene will become more familiar in the future?



C What do the situations in both photographs have in common and how do they differ regarding people's way of dealing with environmental issues?

🕒 10 minut

Zadanie 2.

Prezentacja

**SPEAK** Present the topic and answer the questions. Then change roles and do the task again.

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

Jak rządy powinny reagować na problemy spowodowane zmianami klimatycznymi?

- gospodarka mieszkaniowa
- źródła energii
- edukacja

- 1 How optimistic or pessimistic are you about the future of Planet Earth? Why?
- 2 Would you change your holiday plans if you discovered the resort or area was endangered in some way? Why/Why not?
- 3 Would you say that reaching this critical level of environmental damage was an inevitability for the human race? Why/Why not?

🕒 1 minuta

Rozmowa wstępna

**SPEAK** Answer the questions.

- 1 Would you say that you have enough free time during the week? Why/Why not?
- 2 Who would you turn to for financial advice if you needed it? Why?
- 3 If you came into a large amount of money, would you invest it or spend it? Why?

🕒 4 minuty

Zadanie 1. Rozmowa na podstawie materiału stymulującego**SPEAK** Look at the photos and answer the questions. Then change roles and do the task again.

A Why might the person be sleeping at the moment?



B Would you ever take part in an event like this? Why/Why not?



C What do the people in these pictures have in common and how do they differ regarding how wisely they use their time?

🕒 10 minut

Zadanie 2.

Prezentacja

**SPEAK** Present the topic and answer the questions. Then change roles and do the task again.

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

Czy w dzisiejszych czasach ludzie przywiązują wagę do właściwych wartości?

- dobra materialne
- czas
- relacje międzyludzkie

- 1 How important would you say it is to invest a percentage of what you earn for future financial security? Why?
- 2 Does the idea of decluttering and adopting a minimalist lifestyle hold any appeal for you? Why/Why not?
- 3 How do you understand the phrase 'life in the fast lane'? Would you like such a life? Why/Why not?

Extra Grammar Practice: Starter Unit

Perfect and past tenses • *Used to* and *would* • Adjectives and adverbs

- 1  Complete the text with the correct perfect or past forms of the verbs in brackets. There may be more than one correct answer.



A recent intelligence test
1 (reveal) that elephants are much more intelligent than scientists 2 (previously / think). In the experiment, elephants 3 (have to) pick up a stick and give it to a researcher. However, the test 4 (not be) as simple as it may sound, as the stick was sometimes attached to the mat that the elephant 5 (stand) on, so the animal 6 (not can) pick up the stick unless it 7 (realise) that its own weight 8 (prevent) it from doing so. Humans under the age of two 9 (not manage) to complete the test. I 10 (think) that we are the smartest animals, but not anymore.

- 2  Complete the sentences with the correct forms of the words from the box.

big entire far fast financial persuasive precise
self-centred

- In the autumn of the same year we moved again, this time a hundred miles west.
- It seems that the fire was avoidable.
- Beth has been dependent on her family ever since I can remember.
- Quitting my job is by far mistake I've ever made.
- Could you rephrase the question so that it is ?
- As they were cycling down the hill, their bikes began to go .
- You'll need to develop a(n) enough line of argument if you want to convince them.
- Clive was to realise how upset his friends were with him.

- 3   Translate into English. Write up to six words in each gap.

- Brandon laughed because he (nigdy nie widział mniej przerażających) dogs in his life.
- My parents (kiedyś byli bardziej zainteresowani) in my school grades.
- Three people called you (kiedy brateś) a shower.
- Our landlord (zgasił światła) before we came back from dinner.
- (Czy kiedykolwiek doświadczyłeś) any racism in the team?
- We read out our poems at the poetry club today, and (mój był najmniej przygnębiający) of them all.
- (Czy budziliście się) early and go swimming often in those early days?

Future tenses • Conditionals • Time clauses

- 1 Choose the correct options.

How many words will you 1 **be learning / have learnt** by the time you 2 **reach / will reach** an advanced level of English? According to the distinguished linguist, Professor David Crystal, an adult native speaker of a language who doesn't go to university will 3 **know / have known** around 35,000 words 'easily'. And most of us will 4 **be learning / have learnt** new words for the rest of our lives. So, are you going to 5 **must / have to** learn 35,000 words in a second language to be able to say you 'know' that language? Of course not. Several studies have shown that with just 1,000 words, you'll 6 **be / can** able to understand eighty percent of the language around you, and by the time you add 4,000 words to that, you 7 **develop / 'll have developed** the ability to understand ninety-eight percent of most ordinary texts. This could be considered the 'magic number' because when you 8 **'ll know / know** that number of words, it 9 **'s being / 's going to be** easier to guess the meaning of other words, and then the sky's the limit! I don't know about you, but I 10 **'m definitely downloading / 'll definitely have downloaded** some apps tomorrow so I can get started on improving my vocabulary!

- 2  Complete the sentences with one word in each gap. Some gaps are to be left empty. There may be more than one correct answer.

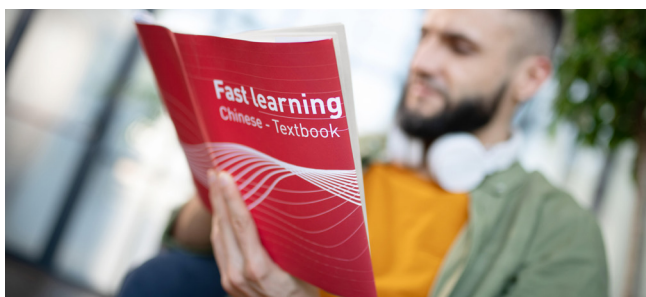
- I speak to the speed-reading course organiser when I see her tomorrow afternoon.
- The university have a major problem if the government cut down the funding of the education system.
- I wouldn't complained about the delay if I known about the new arrangements.
- If I a business owner, I make sure I didn't exploit my employees.
- Would you paid for dinner if your guests insisted on paying themselves?
- If we buy so many consumer products, we wouldn't create so much rubbish.

- 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.

- We (not / finish) our exams by this time next month.
- (you / meet up) with any of your friends later today?
- (exam / start) at 9 am tomorrow. Don't be late!
- If I (be / you / I / listen) to the coach and do exactly what she says.
- We wouldn't be queuing if we (leave / early) than at eight.
- Please call me (soon / you / arrive) at your accommodation.

Reported speech • Passive voice

- Correct the mistakes in the sentences.**
 - Tom asked where was I staying.
 - On 1st June last year, our teacher said the exams have been cancelled.
 - I didn't expect that she will come on time, but she did.
 - Before the first festival, all the critics claimed the film deserves the main prize.
 - Did he then go on to tell you that he is sorry?
 - Helen wanted to know did I like her new haircut.
- Complete the text with the correct passive forms of the verbs in brackets.**



Live longer by

LEARNING A LANGUAGE

Did you know that people who are learning English as a second language ¹ (believe) by scientists to be likely to live longer? A study that ² (publish) in 2013 showed that conditions such as dementia ³ (develop) much later in life by people who are bilingual. So why is this? An interesting fact ⁴ (establish). Our mother tongue ⁵ (store) mostly in the left side of the brain, and when you learn another language later in life, the second language ⁶ (keep) in a separate area of the brain. In bilingual children, on the other hand, both languages ⁷ (store) in the same part of the brain. As a result, for older learners, the connections between each hemisphere ⁸ (build up) in different areas of the brain. So, start learning a new language now, and your capacity for problem-solving and task-switching ⁹ (definitely / boost).

- Translate into English. Write up to five words in each gap.**
 - Our mobile phones (nie zostały oddane) back to us yet.
 - Can you tell me (gdzie chodzisz do szkoły)?
 - (Czy ten raport został opublikowany) last year?
 - Millions of euros (wydaje się co roku) on healthcare.
 - He said (że muszę zadzwonić) the police immediately.
 - Are you going (zreperuję ci telefon) next week?
 - The money (już zostały zapłacone).

Gerunds and infinitives • Relative clauses • Modal verbs

- Rewrite the sentences. Use the words in capitals and gerunds or infinitives.**
 - Natalie would like to study medicine. INTERESTED
 - I wish I hadn't invited Dan to the party. REGRET
 - Did you post the letter or did you forget? REMEMBER
 - My mum said she'd take us to the airport. AGREED
 - I looks like Keira has stopped eating meat. SEEMS
- Join the sentences using relative clauses.**
 - Julia is my best friend. Her mum is a bestselling author.
 - Three students handed in their homework on time. The teacher praised them.
 - Next year, we are going to Qatar. The 2022 FIFA World Cup was held there.
 - Nobody could answer the question. It was very disappointing.
 - Mrs Jenkins is our history teacher. Everyone likes her.
- Complete the sentences with the correct modal verbs.**
 - We have bothered to bring towels, as we were given some at the reception desk.
 - As a child, Mia swim ten metres underwater.
 - Wait a minute, I remember where I put my mobile phone.
 - We have put off the assignment until the last minute.
 - I wouldn't panic – we just as well wait here until someone finds us.
 - They have got lost or they'd be here by now.
- Complete the second sentence so that it means the same as the first one. Use the word in capitals. Write up to five words in each gap.**
 - I don't think Sandra is ill, as I saw her at the cinema last night. BE
Sandra I saw her at the cinema last night.
 - There is a rumour Darryl got engaged. RUMOURED
Darryl engaged.
 - Mary had a suggestion that we should invite the whole class. INVITING
Mary the whole class.
 - Alexander Bell was a scientist and engineer, and he invented the telephone. WHO
Alexander Bell, was a scientist and engineer.
 - Sonia says she really sent you this email. CLAIMS
Sonia this email.

1.2

Past perfect simple and past perfect continuous

- 1 Complete the sentences with the correct past perfect simple, past perfect continuous or past simple forms of the verbs in brackets.
 - 1 I (be) very tired because I (not sleep) all night.
 - 2 We (just / get) to the gallery when it (start) to rain.
 - 3 (they / finish) the exam by the time you (arrive)?
 - 4 She realised that she (take) the wrong keys when she (try) to open the door.
 - 5 Tom (write) comic books for a decade before he finally (get) published.
 - 6 I told Maggie I (wait) for her for almost an hour, but she (seem) unimpressed.

- 2 Choose the correct options.



It is hard for us to imagine today, but few people ¹ of Vincent van Gogh until his painting *Sunflowers* was sold at auction in 1987 for almost \$40 million! He is now among the most popular artists of all time. However, he might never have become an artist if his younger brother Theo ² him by sending money and offering encouragement

throughout the artist's life. By the time Van Gogh was thirty, he ³ several different careers, including teaching. He ⁴ in Belgium and training as a priest for some months when Theo saw some of his drawings and suggested Vincent focus on his art. Once Vincent ⁵ to Paris with Theo's financial support and encouragement, he started painting full-time. If Vincent ⁶ almost six hundred letters to Theo, we wouldn't know so much detail of his life and the incredible bond between the brothers.

- | | |
|--------------------|--------------------|
| 1 A heard | B had heard |
| C have heard | D had been hearing |
| 2 A didn't support | B supported |
| C had supported | D hadn't supported |
| 3 A had tried | B has tried |
| C tried | D was trying |
| 4 A was living | B lived |
| C had been living | D used to live |
| 5 A had moved | B had been moving |
| C would move | D was moving |
| 6 A didn't write | B hadn't written |
| C had written | D hasn't written |

1.7

Stylistic inversion

- 1 Complete the sentences with the correct adverbials.
 - 1 all of the students were quiet did Mrs Peterson start the lecture.
 - 2 had they launched the product when they realised it was flawed.
 - 3 have I heard such an unbelievable story!
 - 4 had I fallen asleep than the doorbell rang and woke me up.
 - 5 do people know about the influence of advertising on their shopping habits.
 - 6 are you allowed to press the red button.
 - 7 has he sold three of his paintings, but he was also commissioned to paint two more.

- 2 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- 1 Look! (here / come / birthday girl).
- 2 Not only (she / forget) about the test, but she also failed to hand in her homework.
- 3 At no point (be / I / inform) about the change in the schedule.
- 4 Scarcely (plane / land) than all the passengers stood up.
- 5 Only when everyone is ready (we / start / race).
- 6 As soon as I let go of the string, off (go / balloon).

- 3 Complete the second sentence so that it means the same as the first one. Write up to five words in each gap.

- 1 Meeting a famous artist doesn't happen to me very often.
Rarely a famous artist.
- 2 We had to check the text for copyright before we published it.
Only when we had checked the text for copyright it.
- 3 Paul was late for his plane, and he also lost his wallet.
Not only for his plane, but he also lost his wallet.
- 4 Lucy interrupted the teacher right after he started his talk.
 talking than Lucy interrupted him.
- 5 I realised that I was late when Jack called me.
Not until Jack that I was late.
- 6 It's the worst meal I've ever eaten.
Never meal.

2.2 Modals and alternatives to modals

- 1 Complete the sentences with the correct forms of **can, could, may, might, ought to, needn't or be able to**. There may be more than one correct answer.

- 1 run ten kilometres, or is that too much for you?
- 2 I heard it rain tomorrow, so take your umbrella.
- 3 We hurry because we've got plenty of time.
- 4 Mozart play the piano at just three years old.
- 5 We check the time of the exam before we forget.
- 6 The door was stuck, but eventually Billy open it.

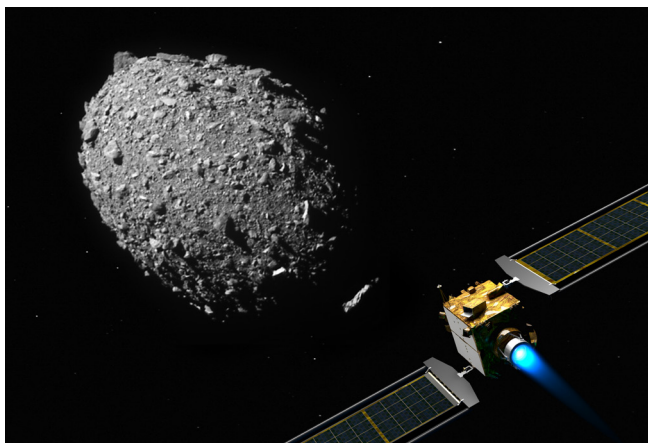
- 2 Rewrite the sentences. Use the words and phrases from the box.

can't don't have to might couldn't needn't have
should have

- 1 Howard is prone to turning up late.
- 2 There's no need to print out the report.
- 3 You're not allowed to use your mobile phone.
- 4 This research was meant to be kept a secret.
- 5 It wasn't necessary to repeat the experiment.
- 6 We were forbidden to watch that documentary.

- 3 Complete the text with one word in each gap.

In 2022, NASA conducted the first 'planetary defence test', which was ¹ to prepare the agency for a potential threat from an asteroid. During the test, a special spacecraft successfully impacted an asteroid. For this to happen, it was ² for NASA specialists to put the spacecraft on a collision course with the object ten months before the crash ³ meant to take place. DART's (Double Asteroid Redirection Test) intentional crash into the asteroid was an attempt to alter the course of the flying rock so that it didn't hit the Earth. NASA ⁴ to prove that such a technique ⁵ be a reliable way to alter the course of an asteroid that is on a collision course with the Earth in the future.



2.7 Speculation and deduction (past, present and future)

- 1 Choose the correct options. There may be more than one correct answer.

- 1 The test **can't / couldn't / mustn't** have been so difficult – you simply didn't study enough.
- 2 Keira **might / can / could** be staying at her grandmother's, so let's look for her there.
- 3 They must **have slept / be sleeping / sleep** – there is no other reason why they're not picking up the phone.
- 4 Lucy **can / must / will** have completed the report by now – just go and ask!
- 5 Ben **mustn't / couldn't / can't** be Linda's brother – they look completely different.
- 6 The traffic is very heavy, so they may **have got / get / be getting** stuck.

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

- 1 You (finish) the test already – you've only been writing for five minutes.
- 2 I can't see Prisha on the bus. She (miss) it – otherwise she'd be here.
- 3 X: Why isn't Aaron in the office yet?
Y: He (work) from home today.
Or he (be) ill.
- 4 Oh no! My phone's not here! Oh, I know where it is! I (leave) it in the gym!
- 5 You (pay) attention in class if you don't understand the homework.
- 6 You want to watch the stars in the daytime?
You (joke)!

- 3 Complete the second sentence so that it means the same as the first one. Use the word in capitals. Write up to four words in each gap.

- 1 I'm not sure Helen is joking about changing her major now. **MAY**
Helen about changing her major now.
- 2 There's no way the dog ate the steak. It was in the fridge! **HAVE**
The dog the steak. It was in the fridge!
- 3 Maybe the article is still available online. **BE**
The article online.
- 4 It's obvious he's copied a significant part of his paper from the Internet. **MUST**
He a significant part of his paper from the Internet.
- 5 Perhaps Rita is attending the seminar. **BE**
Rita the seminar.
- 6 I'm convinced Mark will arrive late. **DEFINITELY**
Mark on time.
- 7 One of the two witnesses is clearly lying because their stories are vastly different. **BE**
One of the two witnesses because their stories are vastly different.

3.2 Advanced conditionals · Wishes and regrets

1 Match the sentence halves.

- I would've called them on their holiday
- Those houses would still be there
- I would have made more headway on the project
- Those seabirds wouldn't have died
- I wouldn't have discovered where the foxes lived
- I wouldn't have lied to you
- I would have more opportunities to work abroad

- if I had a faster Internet connection.
- if I had studied German.
- if I didn't understand their habits.
- if it was something important.
- if there wasn't so much plastic in the sea.
- if you were really my friend.
- if the water level hadn't risen during the storm.

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

- If you like adventure stories, you (love) this film.
- I really wish you (stop) wrapping everything in plastic – you're destroying the planet.
- We would have driven to the beach if I (have) a driving licence.
- After Sandra heard all the amazing stories, she wished she (go) on that tour.
- Marie Curie would be better known if she (be) a man.
- She definitely (win) if she had played.
- If you (listen) to your teacher, you would know what the homework is.
- What if we just (cancel) the event? Will everyone be offended?

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

- If Ben hadn't said anything, the issue (*nie zostałby rozwiązany*).
- You'll get a headache in this heat (*chyba że będziesz pić wystarczająco dużo*) water.
- I wish I (*żebym nie musiał zostawiać*) you here, but I have no other choice.
- Suppose (*mógłbyś wybrać*) any place you want. Where would you like to be now?
- (*Gdybym miała*) to decide now, I'd never start studying medicine.
- If my mum (*nie pomogłaby mi wtedy*), I'd be a completely different person now.
- Do you ever (*chciałabyś być*) a different person?
- (*Gdyby tylko wiedziała*) what you say about her behind her back!

3.7 Inverted conditionals

1 Write two or three words to begin each sentence. Do not use the word *if*.

- have any further questions, please do not hesitate to contact me directly.
- repeat the task, we would do everything differently.
- been a referendum, the citizens would have been able to express their opinion.
- undertaken some important ecology initiatives, people wouldn't have voted for him.
- to sell the property now, we would not fetch a satisfactory price.
- be late, please let them know.

2 Read the text and rewrite underlined fragments 1–3 using inverted conditionals.



Have you heard of the Too Good To Go mobile app? It was created in 2015 in Denmark in order to reduce food waste worldwide. Now the application covers major European and American cities, including several cities in Poland.

TGTG's mode of action is very simple. Small businesses such as stores, restaurants and cafés are often left with unsold fresh food, especially in the evenings.

¹ If a place has food it considers surplus to requirements, it can put it on the app for customers, who can then buy it at a much lower price than normal. ² If the vendor kept the unsold products, most of them would probably have to be discarded.

As of 2022, more than 57.7 million users and 154,000 outlets have signed up to the TGTG app. ³ If it hadn't been created, as many as 139 million meals would have gone to waste – can you imagine?

3 Complete the text with one word in each gap.

¹ I to ask you to think of famous paintings by women, ² you be able to think of many? In 1985, a group of female artists called the Guerrilla Girls launched a protest against a major art exhibition in New York. ³ the museum included more female artists in the exhibition, they said, the protest wouldn't have ⁴ necessary. The group continues trying to address issues of discrimination in the art world. ⁵ you visit any gallery in the world, count the number of paintings by women and compare it to those by men, and you'll see what they mean.

4.2 Advanced comparative forms

1 Correct the mistakes in the sentences.

- Football is in far the most popular spectator sport in Spain.
- The numbers on the screen grew bigger and biggest.
- The more lenient the police is the more street crime we witness.
- They complain that their living conditions are not so good like they used to be.
- I'd say the test was doable rather than easier.
- I can see your patience is any greater than mine.
- It was such narrow entrance that I could barely fit in.

2 Complete the sentences with one word in each gap.

- Come with us! more, merrier!
- It was a loud noise that we got really scared.
- Brasília is near as big as São Paulo, even though it's the capital.
- The new series is not as interesting as the previous one.
- This crime reduction programme is temporary than permanent.
- Our second meeting was a less formal than the first one.
- This is far and the most popular tourist attraction in the region.

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.

- I'm afraid this area (get / more) more dangerous every year.
- After the raise, the salaries are (slight / high).
- The headache was so bad that it (can / not / get / bad).
- (far / home) we got, the more nostalgic I became.
- His new girlfriend is (bare / nice) Saoirse.
- This (be / possible / big) dog we've ever groomed.
- The suspect had (such / good lawyer) he got away with all of the charges.

4.7 Gerunds and infinitives

1 Choose the correct options.

- To eradicate / Eradicating old habits is always extremely challenging.
- In addition to *having called* / *have called* me names, he also offended my friend.
- You're entitled to *choose* / *choosing* three books.
- I won't tolerate you *to be* / *being* rude to my family.
- It was a mistake to book that hotel last year – I'd prefer to *stay* / *have stayed* at a small B&B closer to nature.
- Archie is delighted to *find* / *have found* a new job at a law firm.
- Susan was tempted, but she resisted *to calling* / *calling* Mike so late at night.

2 Complete the sentences with the pairs of verbs from the box in the correct form. There is one extra pair of verbs.

avoid / stay deserve / lose hesitate / speak
involve / change just / admit / send
pretend / read put off / go

- I don't think we yesterday's match by three goals.
- One glance at Tom and I knew right away he only a book, but in reality he was eavesdropping.
- I usually out after 10 pm – I'm too scared someone could mug me.
- For a moment, Lisa , but then she said clearly what she thought about the situation.
- Perhaps the government could do something about the crime rate, but that would the law.
- We have all suspected Gina, but Brayden all those anonymous threats we got last month.

3 Choose the correct options.

Crime against humanity is a type of offence in international law which embraces different kinds of criminal acts committed on a large scale and aimed ¹ civilians of any nationality. Exactly when the term was coined seems ² rather obscure. Some historians mention the late eighteenth and early nineteenth century and the slave trade. Others talk about the 1915 declaration signed by France, Great Britain and Russia, objecting ³ Armenians in the Ottoman Empire as the origin of the word. The term 'crimes against humanity' also appeared in the 1945 Nuremberg Charter. We cannot, however, stop people ⁴ the term only in the context of war, as recent history has witnessed numerous crimes against humanity committed in the times of peace.

- | | |
|---------------------|-------------------|
| 1 A at hurting | B to hurt |
| C to have hurt | D to hurting |
| 2 A to be remaining | B having remained |
| C to remain | D remain |
| 3 A killing | B to killing |
| C to kill | D having killed |
| 4 A having used | B to use |
| C to have used | D using |

5.2 The passive · have/get something done

- Rewrite the sentences using the passive or *have/get something done*.
 - Some people have criticised the microfinancing scheme.
 - The scheme will never solve the problem of long-term poverty.
 - I order someone to transfer my money to a different account every month.
 - Should we devote more attention to world poverty?
 - How much money are they lending to Ali?
 - Professor Yunus didn't officially launch Grameen Bank until 1983.
 - Grameen Bank serves almost forty thousand villages in Bangladesh.
 - Has someone repaired the broken door for you yet?
 - I had no idea someone was taking a photo.
 - Two teenagers found an ancient coin in the field.

- Complete the text with the correct passive forms of the verbs in brackets. Use modal verbs.

This is your new bank card. It ¹ (sign) before you can use it. It ² (only / use) with your PIN. Your PIN is secret and ³ (never / share) with another person. Your card is only valid in your home country and it ⁴ (use) abroad. It is your responsibility to look after your card, so it ⁵ (always / keep) in a safe place. If your card is missing and you think it ⁶ (steal), call us immediately to report the theft.



- 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.

- (money / send) to your bank account yet?
- I intend to (hearing / check) soon.
- Are you going to buy a suit, or are you going (tailor)?
- If I were you, I (hair / cut) at that salon ever again!
- There will be more food – three more pizzas (deliver) at 7:30 pm.
- (petition / sign) by more than one million citizens so far.
- The issue (be / still / discuss) by students.

5.7 Passive gerunds and passive infinitives

- Choose the correct options.

- I appreciate *being* / *to be* given such a responsibility.
- Tom denied *having* / *to have* been caught on their premises.
- He seems to *be* / *have been* criticised severely in last week's board meeting.
- He really prides himself on *having* / *having been* asked to become the team leader.
- She clearly requested to *be* / *having been* left alone.
- Have you ever benefited *to have* / *from having* been chosen as the president of the student council?
- Most people would object to *be* / *being* treated like this.

- Complete the sentences with the correct forms of the pairs of verbs in brackets. Do not change the order of the verbs.

- The caller the officer talked to the previous night. (report, attack)
- Our visitors the newly refurbished wing of the hospital now. (ask, show)
- I don't think Mark to the wedding. (appreciate, invite)
- Most people fun of. They would rather laugh at others. (hate, make)
- I to become the school president, so I need to think about it. (never / imagine, ask)
- None of us orders by someone younger than us, but we all had to follow them. (expect, give)

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

- He is claimed (*że był podejrzanym*) in a murder case three years ago.
- Do you think you (*zasługujesz, żeby ci dano*) a second chance?
- (*Nieotrzymanie awansu*) was a difficult pill to swallow for Layla.
- Of all the people I know, Luke resents (*jak mu się mówi, co robić*) the most.
- The fence (*wydaje się, że został uszkodzony*) a long time ago.
- In addition (*do bycia zrobionym z*) recycled materials, the clothes have a fair-trade symbol.
- The MPs (*mówi się, że są trzymanii*) as hostages at the moment.
- The bulk of the world's population growth (*przewiduje się, że będzie mieć miejsce*) in Africa.

6.2 Relative clauses

1 Complete the sentences with relative pronouns.

- 1 That is the teacher with  we used to go on day trips.
- 2 I will never forget the day  I met my best friend.
- 3 What's the name of the book  you were reading yesterday?
- 4 The house  I live has three bedrooms.
- 5 It was impossible to remember everything  she had said.
- 6 A copywriter is a person  job is to write marketing materials.
- 7 I didn't like my boss, but it wasn't the reason  I quit.

2 Join the sentences with the correct relative pronouns and punctuation.

- 1 Kendra lives near me. She goes to a different school to us.
- 2 They are the boys. I told you about them.
- 3 I don't remember the name of the man. He showed us around the museum.
- 4 I've got a friend. His mum is a famous scientist.
- 5 There are several important rules. You should be aware of them.
- 6 Last night I met some girls. I had worked with them in the summer.
- 7 I want to start with Micro-Chip. I got my first job there.

3 Complete the second sentence so that it means the same as the first one. Write up to five words in each gap.

- 1 I wrote down all the things that were important.
I wrote down everything .
- 2 Many people wrongly believe that he's our supervisor.
Many people believe that he's our supervisor, .
- 3 I know the senders of all the emails but one.
There is only one email  I don't know.
- 4 I'm very proud of my older brother.
I have an older brother  very proud.
- 5 The location of my office is in a very unpleasant district.
The district in  is a very unpleasant area.
- 6 My friend runs a souvenir shop in Bran Street, and I wanted to stop there.
I wanted to stop in Bran Street  a souvenir shop.

6.7 Cleft sentences

1 Correct the mistakes in the sentences. One sentence is correct.

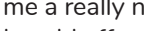
- 1 It were the parents who came to the school protesting.
- 2 What Steve forgot was attaching his résumé.
- 3 All which I asked for was a glass of water.
- 4 It was Mandy to who I lent your book.
- 5 What I've done today is written three covering letters.
- 6 What happened was that twelve employees were made redundant.
- 7 All I like reading at weekends are novels.

2 Rewrite the sentences with the provided beginnings.

- 1 They didn't receive my CV.
What happened .
- 2 Handing in my resignation is the only thing I want.
All .
- 3 We were invited to join the project by an IT guy.
It was .
- 4 The references were sent to his future employer.
It .
- 5 I find it annoying when people arrive late for meetings.
What .
- 6 The only thing I really expected was a pay rise.
All .

3 Complete the text with one word in each gap.



I remember my first job as if it was yesterday. What ¹  was that I got into a summer internship programme at a law firm which at that time was number one in Chicago. You have no idea how elated I was when I got it! But I must admit one thing – when I took it, what I feared the most ²  that I wouldn't cope. Luckily, nobody else in the office seemed to think so. What they ³  was to let me loose from day one. I even felt a bit ignored, but ⁴  I had to do was manage my time. It made me feel so mature. The only thing I hated ⁵  following the dress code! That being said, ⁶  you need to know is that it wasn't all plain sailing – I was working my socks off every single day. But I did get recognition for my effort! ⁷  was the HR director herself who got me a really nice bonus at the end of the summer. I could afford a week's holiday in California!

7.2 Avoiding repetition

1 Find the words and phrases which are substituted by the underlined words.

- We emailed several hotels in the neighbourhood, but most didn't reply.
- I needed help with the suitcases, so I asked Tom to take the heavier one for me.
- We were unable to contact anyone on the day we arrived, so we decided to do it the day after.
- Most of the guests came down for breakfast early, but we didn't.
- Everyone told me to take out a loan, but honestly, not for a moment did I even consider doing so.
- People usually have fond memories of their childhood; mine are completely different.
- Ben and Tim were late to the wedding, as was the groom himself.

2 In sentences 1–7 below, remove as many words as possible without changing the meaning.

- Do you want to take a bus or do you want to walk?
- All of my friends are responsible tourists, or at least they claim they are responsible tourists.
- We could book a new flight and we could book a new hotel room.
- The resident didn't help us with the itinerary, although he said he would help us with the itinerary.
- Thomas ran out of the office and he ran straight to the bus station.
- I was taken care of well, even though I didn't expect to be taken care of well.
- Remember to put the night light on when you are reading in bed.

3 Complete the text with one word in each gap.



Although tourism can have a crucial role in the economic growth of an area, concerns about ¹ negative impact are brought to light more and more often. Many people begin to notice that the benefits tourism brings to a community are unable to outweigh the disadvantages. Luckily, tourists are starting to choose environmentally conscious resorts, and by ² so they definitely help to alleviate the problem. One thing is for sure – tourism cannot and should ³ be suppressed. After all, it does boost economic growth in lots of places in the world, so it needs to be promoted. If ⁴, local communities will soon start losing money. That being said, it is extremely important how we, tourists, behave. For instance, we should try to reduce our carbon footprint ⁵ holidaying. In order to do that, we need to eat, sleep and move around just like the locals ⁶. And that's for starters!

7.7

Extra it • There as sentence subject

1 Complete the sentences with *It's* or *There's*.

- ☐ a good thing that you chose to travel by public transport.
- ☐ a lot that can be said against tourism in general.
- ☐ no hope of seeing him alive again.
- ☐ no use quarrelling with them – we will have to comply anyway.
- ☐ a lot of truth in what he says.
- ☐ generally believed that people are born with certain talents.
- ☐ no question of this ridiculous deadline being met.
- ☐ still a lot of confusion in the administration over the correct procedures.
- ☐ the manager I want to speak to, not you.
- ☐ a problem with the heating system in my hotel room.

2 Correct the mistakes in the sentences. Some sentences are correct.

- There's your choice whether to call or text Luke.
- When you tell me exactly what to do, you may consider it done.
- It happens to be one extra seat if you want to join us.
- I can't bear when tourists leave rubbish behind.
- After the minister's speech, there arouse doubts about the new policy.
- There comes a time in everyone's life when a big decision has to be taken.
- It seems to be a lot of confusion about the concept and how it can be implemented.

3 Complete the second sentence so that it means the same as the first one. Use the word in capitals. Write up to five words in each gap.

- His not calling me for my birthday was such a shame. **PITY**
☐ didn't call me for my birthday.
- I figured out how to fix the problem. **OCCURRED**
☐ how to fix the problem.
- The meeting was concluded because there were no more questions. **BEING**
☐ questions, the meeting was concluded.
- I think it's odd that he didn't say 'hello'. **FOUND**
I ☐ he didn't say 'hello'.
- I believe in the existence of another civilisation. **EXISTS**
I believe ☐ another civilisation.
- It's not worth telling the truth now. **POINT**
☐ telling the truth now.

8.2 Reported speech • Reporting verbs

- 1 Rewrite the conversation below in reported speech. Use *tell*, *suggest*, *ask* and *reply*.



Izzy I'm broke. How do I make some money fast?
 Josh Why don't you get a job at the gym where I work? My boss is looking for people to start next week.
 Izzy Oh, really? Who should I get in touch with?
 Josh It's probably best if you email my boss directly. Her name's Sarah.
 Izzy What's her email address?
 Josh I haven't got it here, but I can send it to you tonight.

- 2 Rewrite the sentences in reported speech. Use the reporting verbs in brackets.

- 'We can have the party at my house,' said Prakash. (agree)
- 'I will pay for lunch,' said Mum. (insist)
- 'Would you like to come swimming with us?' they asked us. (invite)
- 'We didn't break the window,' said the boys. (deny)
- 'Don't buy Bitcoins now,' I said to Leon. (discourage)
- 'I went to London last year,' he told me. (inform)
- 'Where is everyone?' I asked myself. (wonder)
- 'I'm sorry I was so rude,' said Bart. (apologise)
- 'How do I become a club member?' asked Mr Maugham. (enquire)

- 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.

- Paul remarked that _____ (be / freeze) here at this time of the year.
- She said she _____ (rather / I / not) say anything about it.
- I asked a few people, but nobody _____ (know / time / be).
- The blackmailer _____ (threaten / go / public) with the photos unless we paid.
- In the past, my parents _____ (disapprove / I / live) alone during my studies, but they've changed their mind.
- As a child, Selma used to _____ (complain / compare) to her older sister all the time.
- I told you clearly that I _____ (never / hear) that name before.
- Sara said she would _____ (come / if) not been for the horrible headache.

8.7 Question tags • Reply questions

- 1 Complete the mini-dialogues with up to two words in each gap.

- X: _____ go home, shall we?
Y: OK. I'll be waiting outside.
- X: I haven't even started writing the essay we need to hand in tomorrow.
Y: _____ you? Sounds like you're in trouble.
- X: Can you believe it? They're coming here to apologise.
Y: _____ they? That's incredible!
- X: I'm sorry I didn't call – I had something important to do.
Y: Oh, _____? What was more important than finishing the history project?
- X: You used to live here, Tyrus, _____ you?
Y: That's right! For almost four years.

- 2 Complete the sentences with question tags.

- She shouldn't have left her stuff there, _____?
- Clean your bedroom, _____?
- I'm supposed to pay for this, _____?
- There was not enough time, _____?
- Don't talk to me like that, _____?
- Nobody called me last night, _____?
- Let's forget about what he said, _____?
- She can barely read, _____?

- 3 Choose the correct options.

- Everyone's ready to leave, _____?
A aren't they
B are they
C don't they
D isn't it
- The CEO hardly said a word the entire evening, _____?
A didn't he
B did they
C did he
D didn't they
- Most people would say I'm being silly, _____?
A would they
B am I
C am I not
D wouldn't they
- This was a complete waste of time, _____?
A weren't they
B was it
C wasn't it
D was this
- X: I'm bored to death.
Y: _____? I told you to choose a different film.
A Aren't you
B Are you
C Am I
D Aren't I

ALL STUDENTS

5.1 Vocabulary 1, Exercise 2

THE BIG QUESTIONS QUIZ

- 1 c (In 2100, 30% of the world population will be over 75.)
- 2 a (Most European women leave home at 25, compared to men at 27.)
- 3 b (As of 2022, 63% of the world population had Internet access.)
- 4 a (As of 2022, the number of billionaires was 2,755, but it's increasing.)

6.3 Speaking, Exercise 7

Choose one of the two ads below and act out a job interview. Use the Key Phrases. Then change roles and do the task again with the other ad.

Student A (candidate): Think of what questions the interviewer might ask you and how you could answer them. Try to link your answers to skills and qualities that are relevant to the job you are applying for. Make notes.

Student B (interviewer): Think of four or five questions to ask the candidate. Make notes. Then interview Student A.



CLIMB HIGH YOUTH CLUB

NOW HIRING CLUB LEADERS

REQUIRED

- strong leadership and communication skills
- experience of working with teenagers
- must enjoy working outdoors

PREFERRED

- ability to speak English
- knowledge of basic first aid

THE START-UP HUB OFFICE ASSISTANT REQUIRED



TASKS INCLUDE:

- reception desk: answering the phone and greeting visitors
- filing and retrieving documents
- conducting basic research and fact-checking
- coordinating meetings, booking and preparing meeting rooms

No previous experience is required, but you must be willing to learn quickly!

8.8 Use of English, Exercise 6

Student A: You and your friend are on holiday in Brighton. Your friend (**Student B**) has a complaint, but he/she doesn't speak English. Choose one of the situations below and translate for the hotel/restaurant manager (**Student C**) what your friend is saying. Use reported speech.

- hotel room has no sea view
- drain in the bathroom is smelly
- he/she put a towel on a sunbed to reserve it and the pool staff collected it
- there are no vegan options at the breakfast buffet
- a seagull snatched his/her ice cream cone

Culture 3, Exercise 7

Religions in the UK (2011 census)

- | | |
|----------------------|------------------|
| 1 Christian 59.49% | 5 Sikh 0.68% |
| 2 No religion 32.84% | 6 Jewish 0.43% |
| 3 Muslim 4.41% | 7 Buddhist 0.41% |
| 4 Hindu 1.32% | |

STUDENT A

1.3 Speaking, Exercise 7

Wraz z kolegą/koleżanką z Anglii (uczeń B) zamierzasz wziąć udział w konkursie na młodego wynalazcę roku. Rozmawiacie na ten temat. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

wynalazek, nad którym będziecie pracować

termin i wymagania dotyczące zgłoszenia

nagrody dla zwycięzców

możliwość uzyskania pomocy od innych osób

1.5 Vocabulary 2, Exercise 6

Complete the text. Ask Student B for clues, such as definitions or synonyms. Then help Student B complete his/her text. Do not give away the missing words!



Advertisers have always used works of art in their ads. The ¹ [] Sunlight Soap ads from the 1950s featured cute paintings by a British painter called Arthur Elsley. These were static ads, and they were seen on posters and products. I wouldn't say that there was anything especially ² [] in the approach – just targeting people's feelings for children and animals. Personally, I prefer carefully ³ [] commercials that use ingenious techniques. I remember a particularly ⁴ [] one which advertised a paint company – quite stunning. The product wasn't immediately clear and definitely sparked intrigue. There was also a very powerful one from a well-known furniture retailer, urging viewers to think ⁵ [] about waste during the holiday season. It featured spectacular special effects and a haunting Christmas carol. Amazing.

2.3 Speaking, Exercise 6

Przebywasz w Anglii na wymianie szkolnej i jesteś zainteresowany/zainteresowana udziałem w badaniach nad snem. Chciałbyś/Chciałabyś namówić kolegę/koleżankę z klasy (uczeń B), by również się zgłosił/zgłosiła. W rozmowie porusz następujące cztery kwestie:

data i miejsce badań

na czym polegają badania

przydatność badań

proces aplikacji

4.3 Speaking, Exercise 6

1 Do the speaking task. Then answer student B's questions.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Wspólnie z grupą kolegów i koleżanek z klasy przygotowujesz witrynę internetową na temat zapobiegania przestępczości. Masz do wyboru trzy zdjęcia na stronę główną.

- Wybierz to, które, Twoim zdaniem, będzie najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



2 Listen to student B doing his/her speaking task. Then ask him/her the questions below.

- 1 Do you think your village/town/city is a safe place to live? Why/Why not?
- 2 What do you think makes young people turn to crime? Think about such factors as: financial hardship, peer pressure, lack of affection from family, bullying, etc. Justify your opinion.

5.3 Speaking, Exercise 6



8.3 Speaking, Exercise 6

Look at the pictures and answer the questions.

You have about a minute to deal with each question.

- A Why might people choose to spend a lot of money to own items like these?



- B What might be the attraction of events like this to both buyers and sellers?



- C What do these pictures have in common and how do they differ regarding the way items are bought and sold?

STUDENT B

1.3 Speaking, Exercise 7

Jesteś angielskim kolegą / angielską koleżanką ucznia A. Rozmawiacie o konkursie na młodego wynalazcę roku, w którym zamierzacie wziąć udział. W zależności od tego, jak potoczy się rozmowa, włącz do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie lub przeformułowanie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- nie masz pomysłu na wynalazek,
- nie lubisz brać udziału w konkursach,
- masz inne plany w tym terminie.

Infinitive	Past simple	Past participle	
arise /ə'raɪz/	arose /ə'rəʊz/	arisen /ə'rɪzən/	pojawić się
awake /ə'weɪk/	awoke /ə'wəʊk/	awoken /ə'wəʊkən/	obudzić
be /bi:/	was / were /wɒz / wɜ:/	been /bi:n/	być
bear /beə/	bore /bɔ:/	borne /bɔ:n/	znosić
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	pokonać, bić
become /bi'kʌm/	became /bi'keɪm/	become /bi'kʌm/	stać się
begin /bi'gɪn/	began /bi'gæn/	begun /bi'gʌn/	zacząć
behold /bi'həʊld/	beheld /bi'held/	beheld /bi'held/	ujrzeć
bend /bend/	bent /bent/	bent /bent/	zginać, nachylać
bet /bet/	bet /bet/	bet /bet/	założyć się
bind /baɪnd/	bound /baʊnd/	bound /baʊnd/	wiązać, złączyć
bid /bɪd/	bid /bɪd/	bid /bɪd/	licytować
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/	ugryźć
bleed /bli:d/	bled /bled/	bled /bled/	krwawić
blow /bləʊ/	blew /blu:/	blown /bləʊn/	wiać
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	złamać, zepsuć
breed /bri:d/	bred /bred/	bred /bred/	hodować, wychować
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	przynieść
broadcast /'brɔ:d,kɑ:st/	broadcast /'brɔ:d,kɑ:st/	broadcast /'brɔ:d,kɑ:st/	nadawać
build /bɪld/	built /bɪlt/	built /bɪlt/	budować
burn /bɜ:n/	burned /bɜ:nd/ / burnt /bɜ:nt/	burned /bɜ:nd/ / burnt /bɜ:nt/	spalić
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	wybuchać, rozerwać
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	kupować
cast /kɑ:st/	cast /kɑ:st/	cast /kɑ:st/	rzucić
catch /kætf/	caught /kɔ:t/	caught /kɔ:t/	złapać
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzən/	wybrać
cling /kɪŋ/	clung /kɪŋ/	clung /kɪŋ/	przywrzeć, uciepić się
come /kʌm/	came /keɪm/	come /kʌm/	przyjść
cost /kɒst/	cost /kɒst/	cost /kɒst/	kosztować
creep /kri:p/	crept /krept/	crept /krept/	skradać się, pełzać
cut /kʌt/	cut /kʌt/	cut /kʌt/	ciąć
deal /di:l/	dealt /delt/	dealt /delt/	radzić sobie
dig /dɪg/	dug /dʌg/	dug /dʌg/	kopać
do /du:/	did /dɪd/	done /dʌn/	zrobić
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	rysować
dream /dri:m/	dreamed /dri:md/ / dreamt /dremt/	dreamed /dri:md/ / dreamt /dremt/	marzyć
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	pić
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/	prowadzić samochód
dwell /dwel/	dwelled /dweld/ / dwelt /dwelt/	dwelled /dweld/ / dwelt /dwelt/	przebywać, mieszkać
earn /ɜ:n/	earned /ɜ:nd/ / earnt /ɜ:nt/	earned /ɜ:nd/ / earnt /ɜ:nt/	zarabiać, zasłużyć
eat /i:t/	ate /eɪt/	eaten /'i:tən/	jeść
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	upaść
feed /fi:d/	fed /fed/	fed /fed/	karmić
feel /fi:l/	felt /felt/	felt /felt/	czuć
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	walczyć
find /faɪnd/	found /faʊnd/	found /faʊnd/	znaleźć

Infinitive	Past simple	Past participle	
fit	fit /fit/ / fitted /'fɪtɪd/	fit /fit/ / fitted /'fɪtɪd/	pasować
flee /fli:/	fled /fled/	fled /fled/	umykać, uciekać
fling /flɪŋ/	flung /flʌŋ/	flung /flʌŋ/	rzucić
fly /flaɪ/	flew /flu:/	flown /fləʊn/	lecieć
forbid /fə'bɪd/	forbade /fə'bæd/	forbidden /fə'bɪdən/	zabronić, zakazać
forecast /'fɔ:kɑ:st/	forecast /'fɔ:kɑ:st/	forecast /'fɔ:kɑ:st/	przewidywać
foresee /fɔ:'si:/	foresaw /fɔ:'sɔ:/	foreseen /fɔ:'si:n/	przewidywać
foretell /fɔ:'tel/	foretold /fɔ:'təʊld/	foretold /fɔ:'təʊld/	przepowiadać
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	zapomnieć
forgive /fə'gɪv/	forgave /fə'geɪv/	forgiven /fə'gɪvən/	wybaczyc
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/	zamarzać, zamrażać
get /get/	got /gɒt/	got /gɒt/	dostać
give /gɪv/	gave /geɪv/	given /'gɪvən/	dać
go /gəʊ/	went /went/	gone /gɒn/	iść
grind /graɪnd/	ground /graʊnd/	ground /graʊnd/	zemiać
grow /grəʊ/	grew /gru:/	grown /grəʊn/	rosnąć
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/	wiszieć, powiesić
have /hæv/	had /hæd/	had /hæd/	mieć
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	słyszeć
hide /haɪd/	hid /hɪd/	hidden /'hɪdən/	chować
hit /hɪt/	hit /hɪt/	hit /hɪt/	uderzyć
hold /həʊld/	held /held/	held /held/	trzymać
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	zranić
keep /ki:p/	kept /kept/	kept /kept/	trzymać
kneel /ni:l/	knelt /nelt/ / kneeled /ni:ld/	knelt /nelt/ / kneeled /ni:ld/	kłękać, kłęczeć
knit /nɪt/	knit /nɪt/ / knitted /'nɪtɪd/	knit /nɪt/ / knitted /'nɪtɪd/	robić na drutach
know /nəʊ/	knew /nju:/	known /nəʊn/	wiedzieć
lay /leɪ/	laid /leɪd/	laid /leɪd/	położyć
lead /li:d/	led /led/	led /led/	prowadzić
lean /li:n/	leant /lent/ / leaned /li:nd/	leant /lent/ / leaned /li:nd/	przechylać się
leap /li:p/	leapt /lept/ / leaped /li:pt/	leapt /lept/ / leaped /li:pt/	skakać
learn /lɜ:n/	learned /lɜ:nd/ / learnt /lɜ:nt/	learned /lɜ:nd/ / learnt /lɜ:nt/	uczyć się
leave /li:v/	left /left/	left /left/	opuścić
lend /lend/	lent /lent/	lent /lent/	pożyczyć (komuś)
let /let/	let /let/	let /let/	pozwolić
lie /laɪ/	lay /leɪ/	lain /leɪn/	leżeć
light /laɪt/	lit /lɪt/	lit /lɪt/	zapalać
lose /lu:z/	lost /lɒst/	lost /lɒst/	zgubić
make /meɪk/	made /meɪd/	made /meɪd/	zrobić
mean /mi:n/	meant /ment/	meant /ment/	znaczyć
meet /mi:t/	met /met/	met /met/	spotkać
mislead /'mɪs'li:d/	misled /'mɪs'led/	misled /'mɪs'led/	zmylić
mistake /'mɪ'steɪk/	mistook /'mɪ'stɒk/	mistaken /'mɪ'steɪkən/	pomylić
misunderstand /ˌmɪsʌndə'stænd/	misunderstood /ˌmɪsʌndə'stʊd/	misunderstood /ˌmɪsʌndə'stʊd/	źle zrozumieć
mow /məʊ/	mowed /məʊd/	mown /məʊn/ / mowed /məʊd/	kosić, strzyc

Infinitive	Past simple	Past participle	
overcome /ˌəʊvəˈkʌm/	overcame /ˌəʊvəˈkeɪm/	overcome /ˌəʊvəˈkʌm/	przewyciężyć, pokonać
overhear /ˌəʊvəˈhiə/	overheard /ˌəʊvəˈhɜːd/	overheard /ˌəʊvəˈhɜːd/	usłyszeć przypadkiem
oversleep /ˌəʊvəˈsliːp/	overslept /ˌəʊvəˈslept/	overslept /ˌəʊvəˈslept/	zapaść
overtake /ˌəʊvəˈteɪk/	overtook /ˌəʊvəˈtʊk/	overtaken /ˌəʊvəˈteɪkən/	wyprzedzać
pay /peɪ/	paid /peɪd/	paid /peɪd/	płacić
prove /pruːv/	proved /pruːvd/	proved /pruːvd/ / proven /ˈpruːvən/	udowodnić
put /pʊt/	put /pʊt/	put /pʊt/	położyć
quit /kwɪt/	quit /kwɪt/	quit /kwɪt/	rezygnować, opuszczać
read /riːd/	read /red/	read /red/	czytać
rid /rɪd/	rid /rɪd/	rid /rɪd/	pozbyć się
ride /raɪd/	rode /rəʊd/	ridden /ˈrɪdən/	jeździć na
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/	dzwonić
rise /raɪz/	rose /rəʊz/	risen /ˈrɪzən/	powstawać, rosnąć
run /rʌn/	ran /ræn/	run /rʌn/	biegać
say /seɪ/	said /sed/	said /sed/	powiedzieć
see /siː/	saw /sɔː/	seen /siːn/	zobaczyć
seek /siːk/	sought /sɔːt/	sought /sɔːt/	szukać
sell /sel/	sold /səʊld/	sold /səʊld/	sprzedać
send /send/	sent /sent/	sent /sent/	wysłać
set /set/	set /set/	set /set/	ustawić
sew /səʊ/	sewed /səʊd/	sewn /səʊn/ / sewed /səʊd/	szyc
shake /jeɪk/	shook /ʃʊk/	shaken /ˈjeɪkən/	trząść, potrząsać
shed /jed/	shed /jed/	shed /jed/	zrzucić, pozbyć się
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/	świecić
shoot /ʃuːt/	shot /ʃɒt/	shot /ʃɒt/	strzelać
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/	pokazać
shrink /frɪŋk/	shrank /fræŋk/	shrunk /frʌŋk/	kurczyć się
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/	zamknąć
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	śpiewać
sink /sɪŋk/	sank /sæŋk/	sunk /sʌŋk/	tonąć
sit /sɪt/	sat /sæt/	sat /sæt/	siedzieć
sleep /sliːp/	slept /slept/	slept /slept/	spać
slide /slaid/	slid /slɪd/	slid /slɪd/	zjeżdżać, ślizgać się
smell /smel/	smelled /smeld/ / smelt /smelt/	smelled /smeld/ / smelt /smelt/	pachnieć, wachać
sow /səʊ/	sowed /səʊd/	sown /səʊn/ / sowed /səʊd/	siać
speak /spiːk/	spoke /spəʊk/	spoken /ˈspəʊkən/	mówić
speed /spiːd/	sped /sped/ / speeded /ˈspiːdɪd/	sped /sped/ / speeded /ˈspiːdɪd/	przyspieszyć
spell /spel/	spelt /spelt/	spelt /spelt/	przeliterować
spend /spend/	spent /spent/	spent /spent/	spędzać
spill /spɪl/	spilled /spɪld/ / spilt /spɪlt/	spilled /spɪld/ / spilt /spɪlt/	rozlać
spin /spɪn/	span /spæn/ / spun /spʌn/	span /spæn/ / spun /spʌn/	wirować
spit /spɪt/	spat /spæt/ / spit /spɪt/	spat /spæt/ / spit /spɪt/	pluć

Infinitive	Past simple	Past participle	
split /splɪt/	split /splɪt/	split /splɪt/	rozdzielić
spoil /spɔɪl/	spoilt /spɔɪlt/	spoilt /spɔɪlt/	zepsuć
spread /spred/	spread /spred/	spread /spred/	rozprzestrzenić
spring /sprɪŋ/	sprang /spræŋ/	sprung /sprʌŋ/	odskakiwać, odbijać
stand /stænd/	stood /stʊd/	stood /stʊd/	stać
steal /stiːl/	stole /stəʊl/	stolen /ˈstəʊlən/	ukraść
stick /stɪk/	stuck /stʌk/	stuck /stʌk/	wbijać, wtykać, przyklejać
sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/	ukłuć
stink /stɪŋk/	stank /stæŋk/	stunk /stʌŋk/	śmierdzieć
stride /straɪd/	strode /strəʊd/	stridden /ˈstrɪdən/	kroczyć
strike /straɪk/	struck /strʌk/	struck /strʌk/	uderzyć, wybić
strive /straɪv/	strove /strəʊv/	striven /ˈstrɪvən/	dążyć do czegoś, usiłować
swear /sweə/	swore /swɔː/	sworn /swɔːn/	przysięgać
sweep /swiːp/	swept /swept/	swept /swept/	zamiatać
swell /swel/	swelled /sweld/	swollen /ˈswɒlən/ / swelled /sweld/	puchnąć
swim /swɪm/	swam /swæm/	swum /swʌm/	płynąć
swing /swɪŋ/	swung /swʌŋ/	swung /swʌŋ/	zakotyssać, zamachnąć
take /teɪk/	took /tʊk/	taken /ˈteɪkən/	wziąć
teach /tiːtʃ/	taught /tɔːt/	taught /tɔːt/	uczyć
tear /teə/	tore /tɔː/	torn /tɔːn/	podrzeć
tell /tel/	told /təʊld/	told /təʊld/	powiedzieć
think /θɪŋk/	thought /θɔːt/	thought /θɔːt/	myśleć
throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/	rzucić
thrust /θrʌst/	thrust /θrʌst/	thrust /θrʌst/	pchnąć
tread /tred/	trod /trɒd/	trodden /ˈtrɒdən/	stąpać
undergo /ˌʌndəˈɡəʊ/	underwent /ˌʌndəˈwent/	undergone /ˌʌndəˈɡɒn/	poddać się czemuś, przejść
understand /ˌʌndəˈstænd/	understood /ˌʌndəˈstʊd/	understood /ˌʌndəˈteɪkən/	rozumieć
undertake /ˌʌndəˈteɪk/	undertook /ˌʌndəˈtʊk/	undertaken /ˌʌndəˈstænd/	przedsięwziąć
upset /ʌpˈset/	upset /ʌpˈset/	upset /ʌpˈset/	zasmucić
wake /weɪk/	woke /wəʊk/	woken /ˈwəʊkən/	obudzić się
wear /weə/	wore /wɔː/	worn /wɔːn/	nosić
weave /wiːv/	wove /wəʊv/	woven /ˈwəʊvən/	tkąć
weep /wiːp/	wept /wept/	wept /wept/	szlochać
win /wɪn/	won /wʌn/	won /wʌn/	wygrać
wind /waɪnd/	wound /waʊnd/	wound /waʊnd/	nawijać, nakręcić
withdraw /wɪðˈdrɔː/	withdrew /wɪðˈdruː/	withdrawn /wɪðˈdrɔːn/	wycofać się
withhold /wɪðˈhəʊld/	withheld /wɪðˈheld/	withheld /wɪðˈheld/	wstrzymać
withstand /wɪðˈstænd/	withstood /wɪðˈstʊd/	withstood /wɪðˈstʊd/	wytrzymać
wring /rɪŋ/	wrung /rʌŋ/	wrung /rʌŋ/	wykręcić, wycisnąć
write /raɪt/	wrote /rəʊt/	written /ˈrɪtən/	pisać

STUDENT B

1.5 Vocabulary 2, Exercise 6

Help student A complete his/her text. Give him/her clues, such as definitions or synonyms. Do not give away the missing words! Then ask student A for clues to complete your text.



Advertisers have always used works of art in their ads. The legendary Sunlight Soap ads from the 1950s featured cute paintings by a British painter called Arthur Elsley. These were¹ [] ads, and they were seen on posters and products. I wouldn't say that there was anything especially philosophical in the approach – just² []

people's feelings for children and animals. Personally, I prefer carefully crafted commercials that use³ [] techniques. I remember a particularly vibrant one which advertised a paint company – quite stunning. The product wasn't immediately clear and definitely sparked⁴ []. There was also a very powerful one from a well-known furniture retailer, urging viewers to think twice about waste during the holiday season. It featured spectacular special effects and a(n)⁵ [] Christmas carol.

2.3 Speaking, Exercise 6

Jesteś kolegą/koleżanką ucznia A ze szkoły w Anglii. Uczeń A chce, byś razem z nim wziął/wzięła udział w badaniach nad snem. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia B o dokładniejsze objaśnienie lub przeformułowanie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty,
- podważ opinię ucznia A na temat przydatności badań,
- zwróć uwagę na to, jak mało wolnego czasu macie,
- zaproponuj inną, mniej czasochłonną aktywność.

3.3 Speaking, Exercise 6

Jesteś irlandzkim kolegą / irlandzką koleżanką ucznia A. Organizujecie akcję polegającą na przekazywaniu używanych urządzeń elektronicznych polskim i zagranicznym szkołom, które ich potrzebują. Rozmawiacie o szczegółach akcji. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie lub przeformułowanie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- masz inny niż uczeń A pomysł na podział zadań w projekcie,
- czas, który możesz poświęcić na projekt, jest ograniczony.

4.3 Speaking, Exercise 6

1 Listen to student A doing his/her speaking task. Then ask him/her the questions below.

- 1 Would you say that young people are sufficiently security-conscious? Why/Why not?
- 2 In which areas of daily life do you think people need to be most safety-aware? Why?

2 Do the speaking task below. Then answer student A's questions.

Popatrz na Zdjęcie 1. i Zdjęcie 2.

Twoja szkoła planuje zorganizowanie kampanii uświadamiającej młodym ludziom konsekwencje wynikające z łamania prawa. Masz za zadanie wybrać zdjęcie na plakat informujący o kampanii.

- Wybierz to zdjęcie, które wydaje Ci się bardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



5.3 Speaking, Exercise 6



8.3 Speaking, Exercise 6

Look at the pictures and answer the questions. You have about a minute to deal with each question.

A Why might people be interested in and still use cars like this?



B How likely is it that items such as these will increase in value?



C What do these pictures have in common and how do they differ regarding how items from the past are valued?

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Additional sources:

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Impulse

Wymierne postępy w nauce dzięki sile pozytywnych impulsów.

Pięcioletni kurs języka angielskiego dla szkół ponadpodstawowych, który uwzględnia potrzeby i specyfikę nowego pokolenia uczniów, a jednocześnie większe wymagania, jakie stawia przed nimi Nowa Matura 2023; pomaga opanować treści określone w nowej podstawie programowej oraz wszechstronnie rozwija kluczowe kompetencje językowe i pozajęzykowe. Dwa najwyższe poziomy kursu wspierają przygotowania do matury dwujęzycznej.

IMPULSE dla nowego pokolenia uczniów zawiera:

- inspirujące teksty o autentycznych osobach, miejscach, wydarzeniach i zjawiskach – łatwe do odnalezienia w Internecie
- bogactwo atrakcyjnych zdjęć i innych materiałów wizualnych
- ćwiczenia pobudzające myślenie krytyczne (» **THINKING IMPULSE**) i ciekawość poznawczą (» **RESEARCH IMPULSE**) oraz interesujące łamigłówki (» **#BRAINTEASER**)
- elementy świata mediów społecznościowych – sekcje nawiązujące do popularnych portali społecznościowych

IMPULSE, który wspomaga poznawanie i zapamiętywanie to:

- wyjątkowy system powtórek wplecionych w każdą lekcję, wspierający uczniów o różnym tempie nauki
- wskazówki » **MEMORY IMPULSE** ułatwiające zapamiętywanie nowego materiału
- przejrzyste oznaczone kluczowe słownictwo wraz z nagraniami audio pomagające w rozwijaniu zasobu słów
- zadania kształtujące sprawność mówienia, umieszczone w każdej lekcji, zapewniające głębokie przetwarzanie poznanego materiału
- omówienie zagadnień gramatycznych w języku polskim ułatwiające ich przyswojenie
- obszerny bank materiałów uzupełniających, który zapewnia dodatkowe wsparcie ucznia w osiągnięciu zamierzonych celów

IMPULSE prowadzący do sukcesu na nowej maturze to:

- wszystkie typy zadań maturalnych
- kompleksowa strategia rozwoju kompetencji gramatycznych
- superintensywny program rozwoju słownictwa
- nowoczesne wsparcie w doskonaleniu umiejętności pracy z tekstem pisanym
- obfitość różnorodnych materiałów ćwiczących rozumienie ze słuchu
- stopniowe i systematyczne przygotowanie do zadań z pisania (» **WRITING PLANNER**)
- regularne, kumulatywne powtórki utrwalające stosowanie środków językowych