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NEW

PASSWORD

B2

WORKBOOK



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WORKBOOK



		VOCABULARY	GRAMMAR 1	LISTENING AND VOCABULARY	GRAMMAR 2	READING AND VOCABULARY
1	Fact and fiction	p4 TV shows	p5 present tenses	p6 listening for intention and detail 📖 Odpowiedzi na pytania; Zdania z lukami vocabulary: the news, adjectives and prepositions	p7 past tenses; used to	pp8–9 reading for detail, coherence and cohesion 📖 Dobieranie; Odpowiedzi na pytania; Zdania z lukami vocabulary: artists and their work
2	Friends and foes	p16 friends and family; phrasal verbs	p17 determiners: all, every, most, some, any, no, none, etc.	p18 listening for gist and detail 📖 Zdania z lukami; Tekst z lukami; Tłumaczenie fragmentów zdań vocabulary: ending relationships	p19 future continuous and future perfect; future tenses	pp20–21 reading for gist, cohesion and coherence; order of information 📖 Odpowiedzi na pytania; Zdania z lukami vocabulary: relationships and dating
pp28–29 Extra Review units 1&2						
3	Work and learn	p30 job mobility; employability; job market; career; word formation 📖 sety leksykalne (dwa zdania)	p31 defining relative clauses	p32 listening for gist, intention and detail 📖 Wybór wielokrotny; Zdania z lukami vocabulary: leadership	p33 non-defining relative clauses	pp34–35 reading for gist and detail; distinguishing fact and opinion; drawing conclusions 📖 Tekst z lukami vocabulary: temporary jobs; personal data
4	Healthy mind, healthy body	p42 addictions; food disorders; health care system	p43 reported speech: review	p44 listening for detail 📖 Odpowiedzi na pytania; Uzupełnianie streszczenia w języku angielskim vocabulary: first aid; physical and mental state	p45 reporting verbs 📖 Tłumaczenie fragmentów zdań	pp46–47 reading for gist, intention and detail 📖 Uzupełnianie streszczenia w języku polskim vocabulary: emotional and mental well-being
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5	Rules and regulations	p56 politics and state system; public offices	p57 comparatives and superlatives	p58 listening for intention, context, gist and detail 📖 Dobieranie; Tekst z lukami vocabulary: breaking the rules; verbs with prepositions	p59 question tags; indirect questions	pp60–61 reading for gist and detail 📖 Tekst z lukami vocabulary: international conflicts
6	Environmentally friendly?	p68 threats to the environment 📖 Tłumaczenie fragmentów zdań	p69 third conditional	p70 listening for intention, gist and detail; indirect information; drawing conclusions 📖 Dobieranie; Tekst z lukami vocabulary: protecting the environment; prepositional phrases	p71 conditional sentences revision; mixed conditional sentences	pp72–73 reading for detail 📖 Tekst z lukami; Gramatyzacja vocabulary: endangered species
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7	Good food guide	p82 describing food	p83 quantifiers and other determiners	p84 listening for detail; restaurants and cooking 📖 Zdania z lukami; Odpowiedzi na pytania vocabulary: food insecurity; compound adjectives	p85 expressing necessity and ability (past, present, future) 📖 Tłumaczenie fragmentów zdań	pp86–87 reading for detail 📖 Uzupełnianie streszczenia w języku angielskim vocabulary: food waste
8	How things work	p94 giving instructions; phrasal verbs	p95 passives review	p96 listening for gist and detail 📖 Tekst z lukami vocabulary: the future of technology	p97 impersonal constructions with passive voice	pp98–99 reading for gist and detail vocabulary: scientific misconceptions
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SPEAKING / WRITING		ENGLISH IN USE	MATURA PRACTICE	SPOTLIGHT ON SOCIETY VIDEOS	THE WORLD TODAY VIDEOS
p10 a stimulus-based discussion: talking about advantages and disadvantages <i>Wyrażanie opinii</i>	p10 a blog entry Wpis na blogu	p11 Tłumaczenie fragmentów zdań (zadanie zamknięte); Gramatykalizacja; Sety leksykalne (dwa zdania); Uzupełnianie luk w tekście jednym wyrazem	p12 Rozumienie tekstu pisanego Wybór wielokrotny, Zdania z lukami; Rozumienie ze słuchu Dobieranie (zdań do wypowiedzi); Mówienie Rozmowa na podstawie ilustracji	p13 Super Street Art	pp14–15 A tribute to David Bowie
p22 negotiating; apologising; asking for permission Rozmowa z odgrywaniem roli	p22 an opinion essay Rozprawka	p23 Wybór wielokrotny (tekst); Tłumaczenie fragmentów zdań (zadanie otwarte); Transformacje zdań (zadanie otwarte)	p24 Rozumienie tekstu pisanego Zdania z lukami; Znajomość środków językowych Minidialogi (zadanie otwarte); Tłumaczenie fragmentów zdań (zadanie otwarte); Mówienie Rozmowa na podstawie materiału stymulującego	p25 Bokang's vlog: Best Friend Challenge	pp26–27 The Happy Birthday song
p36 describing a picture; jobs: adjectives Rozmowa na podstawie materiału stymulującego	p36 a covering letter List motywacyjny	p37 Wybór wielokrotny (tekst); Sety leksykalne (dwa zdania);	p38 Znajomość środków językowych Słownotwórstwo; Mówienie Rozmowa z odgrywaniem roli; Rozumienie ze słuchu Tekst z lukami; Wypowiedź pisemna Rozprawka wyrażająca opinię	p41 Storm's vlog: a digital creative	pp39–40 The Internet is after your job
p48 a stimulus-based discussion; expressing and justifying an opinion Rozmowa na podstawie materiału stymulującego	p48 a letter of enquiry List z zapytaniem	p49 Sety leksykalne (trzy zdania); Transformacje zdań (zadanie otwarte); Uzupełnianie luk w tekście jednym wyrazem	p50 Znajomość środków językowych Gramatykalizacja, Tłumaczenie fragmentów zdań (zadanie otwarte); Mówienie Rozmowa na podstawie ilustracji; Wypowiedź pisemna List motywacyjny	p53 Bionic hand	pp51–52 Different limits
p62 paraphrasing unknown words; speculating about a picture Rozmowa na podstawie materiału stymulującego	p62 a forum entry Wpis na forum	p63 Transformacje zdań (zadanie otwarte); Gramatykalizacja; Słownotwórstwo; Uzupełnianie luk w tekście jednym wyrazem	p64 Znajomość środków językowych Wybór wielokrotny, Uzupełnianie luk w tekście jednym wyrazem; Mówienie Rozmowa z odgrywaniem roli; Wypowiedź pisemna Artykuł	p65 Ghassan's journey	pp66–67 What is inflation?
p74 hypothesising; questioning other people's point of view Rozmowa z odgrywaniem roli	p74 a letter to the editor List do redakcji	p75 Tłumaczenie fragmentów zdań; Uzupełnianie luk w tekście jednym wyrazem; Gramatykalizacja	p76 Rozumienie ze słuchu Tekst z lukami; Mówienie Rozmowa na podstawie materiału stymulującego; Wypowiedź pisemna Rozprawka za i przeciw	p77 Plogging	pp78–79 Bike mania
p88 organising a speech	p88 a for and against essay Rozprawka	p89 Transformacje zdań (zadanie otwarte); Tłumaczenie fragmentów zdań (zadanie otwarte); Gramatykalizacja; Uzupełnianie luk w tekście jednym wyrazem	p90 Rozumienie tekstu pisanego Uzupełnianie streszczenia w języku polskim; Mówienie Rozmowa na podstawie ilustracji; Znajomość środków językowych Gramatykalizacja, Transformacje zdań (zadanie otwarte)	p93 Growing Cities	pp91–92 Food truck frenzy
p100 choosing products; talking about technical problems Rozmowa na podstawie materiału stymulującego	p100 a letter of complaint List ze skargą	p101 Słownotwórstwo; Transformacje zdań (zadanie otwarte); Sety leksykalne (trzy zdania)	p102 Rozumienie ze słuchu Zdania z lukami; Rozumienie tekstu pisanego Uzupełnianie streszczenia w języku angielskim; Mówienie Rozmowa z odgrywaniem roli	p103 Bringing light	pp104–105 The future of search

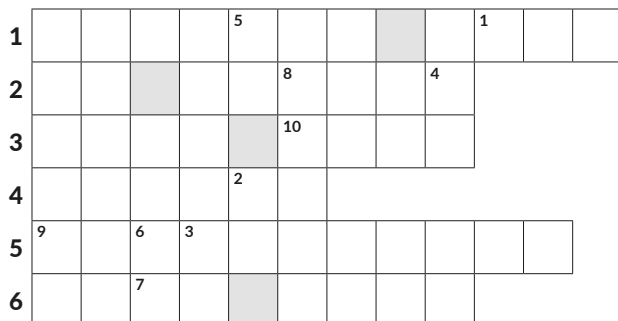
1

FACT AND FICTION

VOCABULARY

TV shows

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



In this programme, you

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

The hidden title: OF

1 2 3 4 5 6 7 8 9 10

- 2 Match the sentence halves.

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

- 3 Complete the sentences with the missing words.

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

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

fact watch document move broadcast fiction
addict magazine

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

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

VOCABULARY CHALLENGE! Student's Book, p. 108, UNIT 1, ex. 1

- 5 Complete the sentences with the correct words.

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

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

1 Match the sentence halves.

- 1 They haven't published
- 2 I'm reading
- 3 These events often start
- 4 I've been thinking about it
- 5 He always forgets to return
- 6 She's only visited
- 7 I'm not going

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- a the library books on time.
- b to school this week.
- c a fascinating book about Leonardo da Vinci at the moment.
- d a bit later than planned.
- e us once before.
- f for days and I still haven't found a solution.
- g anything new recently.

2 Choose the correct option to complete the sentences.

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

3 Complete the sentences with the correct form of the verbs.

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

4 Complete the gaps with the words below.

recently twice since currently yet hardly ever

- 1 My favourite radio show airs _____ a week.
- 2 They're _____ filming the final season of this reality show.
- 3 The government has _____ given us some funds for this project.

- 4 We haven't informed the public about it _____.
- 5 She's been staring at me _____ she walked in.
- 6 I _____ watch political debates.

5 Use the present tenses to complete the text with the correct form of the verbs in brackets.

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

6 Translate the Polish parts of the sentences into English using the present tenses.

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

7 Complete the sentences so that they are true for you.

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

- 1 Read the text and complete it with the words below.
There are three extra words.

biased addictive interested contemporary
recommendation directed impartial worth acting

A SOUND FILM CRITIC

Basically, every film critic's job is to let the public know whether they think a film is ¹_____ seeing or not, but that doesn't mean they should give a ²_____ opinion based only on their personal preferences. A good critic is ³_____ in films in general, is familiar with both classic and ⁴_____ works and knows enough about the previous works of who a particular film is ⁵_____ by. But what people really look to them for is a ⁶_____ as to which films they should spend their precious time on watching.

- 2 **MP3 01**  Listen to the interview and answer the questions.

- What is the purpose of the interview?

- How did Mr Marsden's first film review come about?

- What qualifications does he have as a critic?

- What does he say about watching a film by an unfamiliar director?

- What does he think of film critics who are negative about directors?

- 3 **MP3 01**  Listen again and complete the notes.

Evan Marsden

- Marsden began his career as ¹_____ for a small local newspaper. He was assigned to write ²_____ of a film that was being shot in the area.
- He feels that he is an ³_____ viewer because of the wide range of material he has watched, even though he has no academic background in film studies. His interest in the ⁴_____ triggers him to study more of their work in depth.
- Marsden believes that the role of the critic is to help readers ⁵_____ to watch. His stance is that reviewers need to be ⁶_____, so he strongly disapproves of critics who attack individual directors or actors, feeling that this approach is not ⁷_____ to the readers.

- 4 Write a short summary of the interview in Polish for a member of the newspaper board who was unable to attend it. Add your own recommendation about employing Evan Marsden, giving reasons to support it.

REVISION Student's Book, page 6

- 5 Complete the sentences with the missing adjectives.

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

- 6 Choose the correct prepositions.

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

- 7 Complete the sentences with the correct prepositions.

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

VOCABULARY CHALLENGE! Student's Book, p. 108, UNIT 1, ex. 2

- 8 Translate the Polish parts of the sentences into English.

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

1 Choose the correct option to complete the sentences.

- Where **was she sitting** / **she was sitting** when this picture was taken?
- Mark **not wrote** / **didn't write** this review, Sam did.
- Why **hadn't anyone told** / **someone hadn't told** me this show was addictive before I started watching it?
- I **had** / **was** never been to an improv performance before last night, so I didn't know what to expect.
- I **wasn't** / **didn't** surfing the Net, I just wanted to look up a word from the exercise in a dictionary.
- Who here **didn't use to** / **wasn't used to** collect stickers when you were little?

2 Write questions and negative sentences, as in the example.

- I left **my crayons** at home. **WHAT**
What did I leave at home? I didn't leave my crayons at home.
- They were trying to help us. **WHAT**

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

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

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

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

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

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

4 Complete the sentences with the correct form of the verbs.

- The light ____ (come) in, illuminating the model as we ____ (paint) her portrait.
- A** When ____ (start) thinking about moving to Thailand?
B Oh, I ____ (dream) about it for years.
- They ____ (cancel) this play three times last month. The leading actor is seriously ill.
- Last year my baby brother ____ (break) two of my vinyls which I ____ (find) at a flea market.
- What ____ (look for) in my room last night?
- Look at this vintage camera! I ____ (come across) it last summer when I ____ (help) my grandpa clean out the attic.

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

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

GRAMMAR CHALLENGE! Student's Book, page 108, UNIT 1, ex. 1 & 2

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

borrow complete criticise leave tell wonder

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

7 CUMULATIVE GRAMMAR Complete the second sentence so that it means the same as the first.

- The last time we went to a gallery was two years ago. It ____ to a gallery.
- The BBC started showing this series 9 weeks ago. The BBC ____ 9 weeks.
- It was the first time he was taking part in a flash mob. He ____ in a flash mob before.
- How long is it since she wrote a bestseller? When ____ a bestseller?
- Were you in the middle of doing something when I walked in? What ____ when I walked in?

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

audience fact check involvement legends source stories viral

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

- 2  Read the text and complete gaps 1–4 with sentences a–e. There is one extra sentence.

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

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

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

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

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



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

3 Read the text on page 8 again and answer the questions.

- 1 What does the writer say about fake news stories in the past?

- 2 In what ways have fake news stories evolved?

- 3 What are the examples of Pizzagate and the Roma minority in France meant to illustrate?

- 4 What two points does the author make about news stories that play on our emotions?

- 5 What does the author say about attempts to control fake news by governments and social media?

- 6 What recommendations are given to help us avoid being taken in by fake news?

4 Complete the checklist about unreliable news sources.

FAKE NEWS AND HOW TO SPOT IT:

Fake news plays on ¹_____.

It manipulates ²_____ and can make them ³_____.

It deals in exaggerated ⁴_____.

It tries to block ⁵_____ in favour of emotional responses.

When in doubt, ⁶_____.

Don't trust ⁷_____.

Trust your ⁸_____ when reading dubious stories – and always ⁹_____.

5 Match the words in bold from the text on page 8 with their definitions.

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

6 Use the words from exercise 5 to complete the sentences. Sometimes there are two possible answers.

- 1 Conspiracy theory supporters claim that man never landed on the moon, and the whole mission was a _____.
- 2 I was _____ by the sweet pink cover into thinking this was a romance, but it turned out to be a horror story with lots of blood on every page.

- 3 X-ray examination of the painting _____ the stories that it was a Rembrandt.
- 4 The Black Widow's _____ behaviour made her victims fall in love and marry her despite her shady past.
- 5 The politician's speech accusing the government of horrible crimes _____ the public and caused riots.
- 6 Celebrities often take newspapers to court to get them to apologise for publishing _____ about them.
- 7 Wild animals have an instinctive _____ of people, which house pets have lost.

REVISION Student's Book, pages 8–9

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

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

8 Choose the correct word to complete each sentence.

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

VOCABULARY CHALLENGE! Student's Book, p. 108, UNIT 1, ex. 3 & 4

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

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

1 Find and correct a mistake in each sentence.

- 1 Other advantage is that you can stop the film any time you want.

- 2 On the one side, the TV screen is much smaller than the cinema screen.

- 3 When it goes to matters like cost, watching films at home is free.

- 4 It is nothing better than curling up on a sofa under a blanket to watch a good film.

- 5 One good point for watching films at home is that you can do it at any convenient time.

- 6 As far as refreshments concerns, you can prepare much better snacks and drinks at home than the ones you get at cinemas.

- 7 All to all, it is much better to watch a film at home than at a cinema.

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

advantage point against on disadvantages
drawback in favour all

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

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

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

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

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

1 Replace the adjectives in bold with two synonyms below.

awful involving amusing excellent dull engaging
hilarious terrible uninteresting fantastic

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

2 Complete the gaps in the film review with the correct words.

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

3 Read the instructions and do the writing task.

Obejrzałeś/Obejrzałaś film, o którym dużo się ostatnio mówi. We wpisie na swoim blogu (100–150 słów):

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

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

1 Choose the correct Polish equivalents. How would you translate into English the Polish phrases that you did not choose?

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

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

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

3 Complete the sentences using the correct form of the words in brackets. Add extra words where necessary.

- Spending too much time on your phone may suggest you ____ (*addicted / it*).
- My grandma ____ (*used / make*) sand sculptures with me when I was little.
- I was proud when my boss made ____ (*I / responsible / prepare*) the show.
- Fewer and fewer people ____ (*watch / news*) on TV, switching to news feeds on the Internet instead.
- How long ____ (*you / wait*) here?
- When we arrived at the art auction, ____ (*they / already / sell*) the painting we were interested in.
- My sister ____ (*always / borrow*) my paintbrushes and watercolours when we were little and I hated it.

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

- I've had enough of silly reality shows.
I'm ____ with silly reality shows.
- James forecasts the weather.
James is ____.
- I think it's important to know all the latest news.
I think it's important to keep ____.
- Sally can't live without talk shows.
Sally ____ to talk shows.
- In the past, when there was no TV, people spent their evenings telling stories.
In the past, when there was no TV, people would ____ telling stories.
- He started hosting this show two years ago.
He ____ for two years.



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

politics say loneliness move relate tell
see entertain

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

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

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





Rozumienie tekstu pisanego Wybór wielokrotny, Zdania z lukami

- Rozumienie ze słuchu Dobieranie (zdań do wypowiedzi)
- Mówienie Rozmowa na podstawie ilustracji

- 1 Przeczytaj teksty dotyczące prawdy historycznej i odpowiedz na pytania (1–2) oraz uzupełnij zdania (3–7).

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

Tekst 2.

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

- According to the review, *They Never Left?* is _____ pseudo-documentaries presenting theories about landing on the moon.
- The idea that _____ landed on the silver globe is certainly not new.
- The author of this review says that the arguments presented in the film were never consulted _____.
- At the end of the review, the author suggests that people who produced this film knew _____ about the subject.
- Overall, the review presents a _____ opinion on the programme.

Tekst 1.

A 2500-YEAR-OLD LIE IS FINALLY UNCOVERED

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

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

- 2 **MP3 02** **Wysłuchaj wypowiedzi czterech osób mówiących o biografiach postaci historycznych.**
Do każdej wypowiedzi (1–4) dopasuj zdanie A–D.

Which speaker

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

- 3 Describe the picture and answer the three questions.

3 minuty



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



1

BEFORE WATCHING

- 1 What is the coolest / most interesting mural you've seen? Was there a message behind it?
- 2 Which of these places could be covered with decorative murals, and which shouldn't? Add your own ideas to the list.

- 1 You can encounter street art all over the world.
- 2 Many people consider it to be vandalism.
- 3 Graffiti by the artist Banksy is valuable.
- 4 There is a museum of graffiti in Bristol.
- 5 Stanstylee started doing graffiti after studying art at university.
- 6 *Bristol Dubwize* is the name of a band Stanstylee is in.
- 7 It takes him three hours to paint the mural.
- 8 If you go to Bristol in the future, you will be able to see the painting by Stanstylee.

3 ▶ Watch the video and check your answers to exercise 2. Correct the false statements. Would you like to go on a graffiti sightseeing tour in Bristol? Why/Why not?

[illegible]

- 1 A lot of people deny street art the status of _____, seeing it rather _____.
- 2 Bristol became famous for its street art because of _____.
- 3 Street art is part of Bristol's _____.
- 4 Before painting, street artists _____.
- 5 Street art always changes because _____.

Despite past prejudice, today more and ¹_____ people are convinced that graffiti is actually worth something. And Banksy is the superstar ²_____ the graffiti world. He ³_____ a celebrity while he was still studying. Today, his ⁴_____ are very valuable and because of that they are protected. However, it isn't the case with those of other graffiti artists. Many of them came to Bristol because they wanted to ⁵_____ Banksy's success. Thanks to them, Bristol is now like an ⁶_____ -air gallery where you can admire graffiti, often referring to local traditions, like for instance *Bristol Dubwize* ⁷_____. Stanstylee. However, such murals are short-lived as they are either painted ⁸_____ or cleaned ⁹_____ soon.

- 1 The best thing about the summer are _____ (*koncerty na świeżym powietrzu*) where you can enjoy both the music and the beautiful weather.
- 2 This is an article about how Banksy became _____ (*wielką gwiazdą świata sztuki ulicznej*).
- 3 Many aspiring actors arrive in Hollywood every year imagining that _____ (*powtórzą sukces*) of such stars as Al Pacino or Brad Pitt.
- 4 _____ (*Prace*) of less well-known artists _____ (*są zamalowywane lub usuwane*).

7 Banksy is famous not only because of his talent but also because of the message of his pieces and also the places where he paints. However, he is not the only talented street artist. Choose one of the Polish graffiti artists or one of their works and prepare a short presentation about them/it.



COMPREHENSION

- 1 What do you know about the singer David Bowie? Do you think the statements are true (T) or false (F)?

- | | |
|---|-------|
| 1 He was born in Manchester. | T / F |
| 2 He died in January 2016. | T / F |
| 3 He had a very successful singing career. | T / F |
| 4 There are no tributes to him in his birthplace. | T / F |
| 5 He came from a very rich background. | T / F |

- 2 Watch the first part of the documentary and check your answers. Correct the false statements.

Glossary

old haunts (expression) places you used to go to on a regular basis

pass away (v) to die (this phrase is used to avoid saying die because you think it might upset somebody)

suburbs (n) an area or town near a large city

tribute (n) something which you do or say to show that you respect and admire someone

- 3 Watch the whole video. Choose the best option to complete the sentences.

- The city tour revisits places that **were important to Bowie / appeared in his songs**.
- The narrator and Bowie are from **different cities / the same city**.
- Nicholas Pegg **wrote a book about Bowie / worked with Bowie**.
- He grew up **in the centre of the city / in the suburbs**.

- 4 Look at pictures 1–4 from the documentary and choose the best option to complete the captions.

- The image shows **personal tributes and lyrics / an official tribute**.
- Soho is **a little bit / completely** different now.
- The presenters are **singing / crying**.
- Sophia thinks **most / all** people can connect to Bowie's music.

AUTHENTIC ENGLISH

- 1 Look at the sentence from the video. Why do you think the words in bold are used?

*Absolutely amazing, **isn't it?***

- 2 Read the information in the box to check your answer to exercise 1.

Question tags

A question tag is a short clause that you add to a statement to request agreement. When the first clause is affirmative, the tag is usually negative; and when the first clause is negative, the tag is usually affirmative.

Now try to complete the question tags in 1–3.

- Rock isn't your favourite type of music, _____ it?
 - Bowie was born in Brixton, _____ he?
 - I think most young people look up to singers, _____ you?
- 3 Discuss in pairs. What did you find most interesting or surprising about the documentary? Try to use question tags to keep your conversation going.

SPEAKING

- Work in pairs or small groups. Watch the whole video without sound and retell as much of the story as you can.

David Bowie, who died in 2016, was a music legend. He was from London ...



READING

1 Work in pairs. As a tribute to David Bowie, the UK Royal Mail created a special set of stamps. Look at the pictures from the video and discuss the questions.

- 1 What do you think the different pictures of David Bowie represent?
- 2 Do you ever have special stamps of celebrities in your country?

2 Read an online article about the stamps and answer the questions.

- 1 Which other rock band has featured on UK stamps?
- 2 Why is the release of the Bowie stamps so special?
- 3 What kinds of images are shown on these stamps?
- 4 What three things does the article mention that might be the criteria for how people are chosen to be on stamps?

SPEAKING

1 PLAN Work in small groups. You are going to choose a person or a group from the cultural world to appear on a set of stamps. Which person or group would you like to choose from your country? Use the language in the box to help you prepare.

Explaining a choice

I would like to choose ... because ...
 His/Her/Their work is special because ...
 People like him/her/them because ...
 I think we should use an image which shows ...

2 PRESENT Present your choice to the rest of the class.

We would like to choose Andrzej Wajda. His films are Polish, but he is popular all over the world.

3 DISCUSS As a group, decide who is the class's favourite choice.

BEYOND THE CLASS

Why not try ...

the same task, but for a different country?

Glossary

commemorate (v) to show that you remember an important person by creating a special object
criteria (pl n) standards that are used for judging or for making a decision about something

A BEAUTIFUL TRIBUTE

Over the years, the Royal Mail has created stamps which show many people from the world of culture. The film-maker Alfred Hitchcock, the comedian Charlie Chaplin, the actress Vivien Leigh and the writer Charlotte Brontë have all appeared on different British stamps.

Popular music

Recently, it's been the turn of popular music. A few years ago, they released a set of stamps to commemorate the rock group Pink Floyd. But the Bowie stamps represent the first time that the Royal Mail has dedicated a large collection of stamps – ten in total – to a single artist or cultural figure.

Designs

Some of the stamps feature Bowie's changing musical styles and personas across the decades, as well as some of his most admired album covers. Four other stamps show Bowie singing live over a 30-year period to complete the set.

Selection process

So, how are people chosen to be on stamps? What are the criteria? Are they chosen because they have brought something important to a particular culture or just because they are popular? Or perhaps because they have influenced others? It seems like Bowie did all these things: he played an important role in British society and the stamps celebrate his contribution.

2

FRIENDS AND FOES

VOCABULARY

friends and family
• phrasal verbs

1 Choose the odd one out.

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

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

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

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

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

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

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

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

look make take get break go fall

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



VOCABULARY CHALLENGE! Student's Book, p. 108, UNIT 2, ex. 1

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

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

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

get on break up take after fall out fall for

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

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

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

- 2 Choose the correct option to complete the sentences.

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

- 3 Choose the correct answers.

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

- 4 Complete the text with the words below.

both none all any most a lot of



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

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

- There weren't any people in the café. **NO** _____ in the café.
- Not many students managed to pass the test. **FEW** _____ to pass the test.
- There's only a little money left in my wallet. **MUCH** There _____ in my wallet.
- All the rooms were open when we got there. **EVERY** _____ when we got there.
- I only want to invite a few people from my class. **ALL** _____ from my class.
- Not all of the documents were saved on my computer. **SOME** _____ saved on my computer.
- I have two sisters, who are psychologists. **OF** _____ are psychologists.

GRAMMAR CHALLENGE! Student's Book, page 109, UNIT 2, ex. 1

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

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

- 7 Complete the sentences so that they are true for you.

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

1 Look at the photo and complete the description.



I'm not sure what the ¹re_____ is between the two men, but they seem to be ²cl_____ to one another and have a trusting and ³sup_____ friendship. The man on the right seems ⁴dev_____ about something. Perhaps he has ⁵sp_____ up with his ⁶pa_____, or he may have missed out on an important opportunity. He is lucky to have a close friend who can help him deal with this ⁷pa_____ situation.

2 **MP3 03** Listen to the radio interview and complete the sentences.

- Psychology lecturer Melody Camber is a guest on the radio programme to discuss _____.
- According to her studies, we are often _____ with friends than with family members.
- People choose certain people as friends because they trust them and share _____.
- Ms Camber believes that it takes _____ to preserve friendships.
- She claims that maintaining friendships via social media might _____ to long-term friendships.

3 **MP3 03** Listen again and complete the fact file about friendship.**KEY POINTS ABOUT FRIENDSHIP:**

- Friends help us during ¹_____;
- We can confide in friends when ²_____ are involved in a conflict situation;
- We relate differently to friends because we ³_____;
- It is vital to ⁴_____ throughout your life;
- Real friendships cannot be preserved via ⁵_____;
- In later life, friendships keep us ⁶_____.

4 Write a short blog entry about the importance of friendship in your life.

REVISION Student's Book, page 18

5 Choose the correct words.

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

6 Complete the text with the words from exercise 5.

LOOKING FOR HELP?

Have you recently gone through a ¹_____ experience in your life?
Have you ended a long ²_____?



Do you know somebody who feels ³_____ after a terrible experience, and would you like to help them?
During our therapy sessions, we offer a ⁴_____ atmosphere when we share our ⁵_____ stories.
To join our support group, call us on 0800 ...

VOCABULARY CHALLENGE! Student's Book, p. 109, UNIT 2, ex. 2

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

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

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

It was heartbreaking to hear that _____.

In friendship, I value _____.

When somebody spreads rumours about me, I _____.

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

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

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

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

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

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

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

this time next week	by the end of next week

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

1 I will be seen Mary on Friday at 4.

2 The film will have start by the time we get there.

3 Will you have moving to your new house on Monday?

4 Will you be studying at 8 or can I call you?

5 I'll be holding a red rose – that's how you will recognise me.

6 I hope I will have fall in love by the end of the summer.

7 Will you waiting for me outside the cinema?

- 3** Choose the correct option to complete the sentences. Sometimes more than one option is possible.

- She's gone to the airport. I'm afraid her plane **will have left** / **leaves** by now.
- It's all arranged then. We **are leaving** / **will be leaving** from outside the school at 9 a.m. tomorrow.
- A man **will have waited** / **will be waiting** for you at the station. He **wears** / **will be wearing** a brown raincoat and a hat.
- Three new shopping malls **will be opening** / **will have opened** in the city by the end of the year.
- Do you eat** / **Are you going to eat** the last slice of the cake?
- Are you making** / **Will you be making** the birthday cake tomorrow evening?
- Susan **won't be saving** / **won't have saved** all the money she needs by next month.
- It's 4:30. **Will Joe have left** / **Will Joe be leaving** school already?

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

- I can't see you at 5 this afternoon. I _____ (play) table tennis with Mike as usual.
- _____ you _____ (pay) the money back by the time they realise there is some missing from the safe?

- Martha, what _____ you _____ (do) this evening? I need somebody to look after my little brother for half an hour.
- Pick me up at 7. I _____ (stand) in front of the office.
- I'd love to go shopping with you next weekend. Hopefully, I _____ (not spend) all my pocket money by then.
- Where _____ you _____ (live) in three years' time?
- Next summer, my sister _____ (study) law for five years.
- What a cool scarf. I _____ (buy) it for mom!

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

- Tomorrow at 6:30, Caroline _____.
- At 7:15, she _____.
- By 9, she _____ and by 9:30, her patients _____.
- At 12 tomorrow, Caroline _____, as she always does.
- By 1:15, she _____.
- At 2, she _____ but she _____ by 4.

Caroline is a psychologist who specialises in art therapy – through painting, she helps her patients recover after painful or traumatic experiences. She works from home, but she always gets up early, at about 7. She spends the next half an hour in the kitchen, making breakfast or having coffee. She begins her working day with her emails, she usually checks them until 9. No later than 30 minutes after that, her first patients arrive. When she finishes her session, at about 11, she goes to the café opposite her house to have lunch. She is always back at 1:15, ready to see her next patients. She might have one or two more sessions, but she never works after 4.

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

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

reading for gist, cohesion and coherence
• order of information • relationships and dating

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

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

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



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

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



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

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

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

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

- 1 How to best present your point of view without having the other person feel like you question their authority?

- 2 What do 'negotiations' and a 'compromise that satisfies both sides' imply?

- 3 What is meant by 'clears the air'?

- 4 What is the best time for difficult conversations with adults? Why?

- 5 When and why should you walk away from a discussion?

4 Read the text again and complete the sentences.

- 1 Emotional family arguments can make people _____, but they can also _____ if you approach them _____.
- 2 You shouldn't be afraid of _____, but you should show _____ at all times and, as a result, you may _____.
- 3 If you can't avoid _____, you should _____ from the situation until you are calmer.
- 4 You can _____ the discussion in a calmer way if you begin _____ saying any hurtful things.
- 5 You should be mindful of _____ you restart the discussion, and you should prepare a _____ to present.
- 6 Think of the renewed discussion as a _____, where you try to find solutions that _____ happy.

5 Match the definitions below with the phrases in bold from the text on page 20.

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

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

THINGS TO AVOID WHEN ARGUING



Don't ¹ _____ – it's much better to tell people what's bothering you.



When you ² _____, do so calmly and logically.



Don't ³ _____ – they will only get angry and try to show you who's boss.



⁴ _____ usually don't lead anywhere, it's much better to discuss things calmly.



Don't ⁵ _____ at people, they'll only do the same and yell at you too.



Don't ⁶ _____, people usually attack when you hurt their feelings.

REVISION Student's Book, pages 20–21

7 Complete the text with the words given.

crush sight fall soulmates at (x2) to (x2)

8 Complete the gaps with one word.

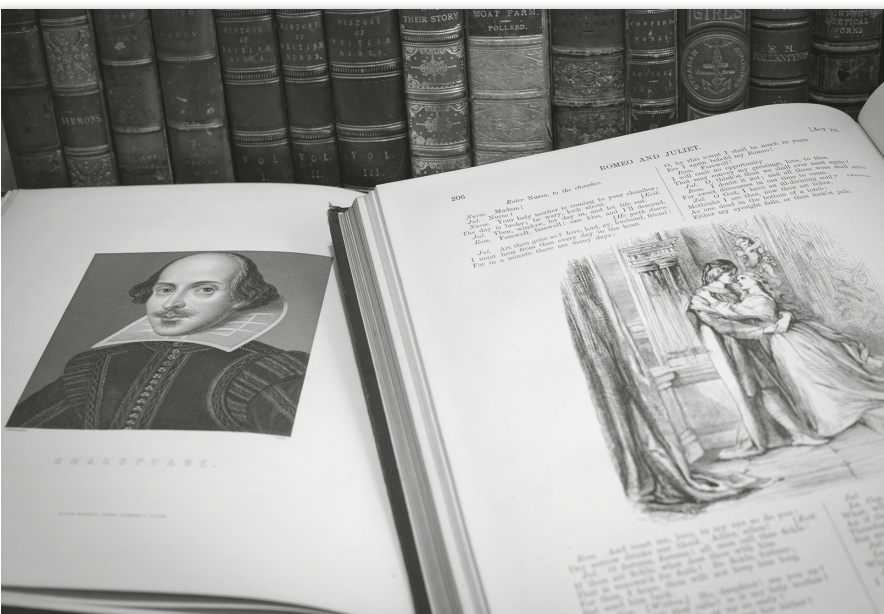
- 1 He's really handsome, but he doesn't seem attractive _____ me at all with that new haircut.
- 2 Who in your family are you closest _____?
- 3 I think by the time I'm 35, I'll already _____ married _____ three children.
- 4 Why did they _____ divorced? They were so _____ love _____ each other!
- 5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

VOCABULARY CHALLENGE! Student's Book, p. 109, UNIT 2, ex. 3 & 4

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

party date fancy crush match be engaged attraction

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



In one of the best known love stories of all time, Romeo and Juliet ¹ _____ in love ² _____ first ³ _____ when Romeo sneaks into her engagement party. This is the night when Juliet is supposed to be introduced ⁴ _____ her future husband, Paris, a man her parents have chosen for her. Romeo, on the other hand, comes to the party because he wants to see Rosaline – a girl he has a ⁵ _____ on. But when he spots Juliet across the room, Rosaline is totally forgotten. Juliet notices him staring ⁶ _____ her and the two meet. By the time they find out that they belong to rival families who hate each other, it's too late. They know they're ⁷ _____. Juliet refuses Paris and secretly gets married ⁸ _____ Romeo. Unfortunately, there's no happy ending for the two of them ...

1 **MP3 04** You will hear five speakers. For each of them choose a logical reaction.

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

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

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

3 Read the instructions and do the speaking task. 4 minuty

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

miejsca imprezy

listy gości

strojów i dekoracji

jedzenia i picia

Rozmowę rozpoczyna egzaminujący.



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

however opinion result allow deny let view

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

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

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

Aspect 1: _____

Aspect 2: _____

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

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

- 1 I (be / opinion) am of the opinion that parents often have too little time to spend with their teenage children because they work very long hours.
- 2 I (strong / feel) _____
- 3 It (can / argue) _____
- 4 The (reason / I / say / this / be) _____
- 5 This is (due / fact) _____

4 Read the instructions and do the writing task.

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

1 Choose the correct option to complete the sentences.

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

2 Read the text and choose the correct answer a, b or c.



Tomorrow is a big day for Sandra and her five-year-old daughter, Mandy. Sandra's been a(n) ¹____ mother since she split up with Mandy's father soon after her daughter had been born. Sandra has dated a few guys since then, but without ²____ luck. Then last year, Sandra's brother introduced ³____ Dave, who was also taking care of his little son, Timmy, all by himself. Sandra and Dave fell ⁴____ each other and soon decided to become one big family. Mandy is as excited as her mother since she's going to have a ⁵____ now. Tomorrow at noon, Sandra and Dave will ⁶____ married. They've already bought a house, but Sandra doesn't think they'll be moving into it any time soon because they need to renovate it first. But Dave has a surprise for her. When they leave on their honeymoon, Dave is going to leave the keys to the new house with his parents. ⁷____ the time Sandra and David return, they will have renovated it for them so that they can immediately start their new life there.

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

3 Translate the Polish parts of the sentences into English.

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



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

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



Rozumienie tekstu pisanego *Zdania z lukami* • Znajomość środków językowych *Minidialogi (zadanie otwarte), Tłumaczenie fragmentów zdań (zadanie otwarte)*
• Mówienie *Rozmowa na podstawie materiału stymulującego*

- 1 Przeczytaj tekst. Uzupełnij zdania 1–5 zgodnie z treścią tekstu.

SINGLE DOES NOT HAVE TO MEAN SAD AND LONELY!

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

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

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

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

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

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

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

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

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

- 1 Will I be able to come? _____ (*Obawiam się, że nie*).
- 2 _____ (*Z powodu posiadania wielu wrogów*), the dictator had to go into hiding.
- 3 It turns out _____ (*żaden z moich przyjaciół nie był*) honest with me about my girlfriend.
- 4 Let's arrive a bit late. _____ (*skończą*) with the boring speeches by then.
- 5 I think you can choose _____ (*każde z tych dwóch*) pictures, you look great in both.
- 6 The forecaster says that _____ (*będzie padało*) tomorrow around four, so let's meet around six.

- 4 Read the instructions and do the speaking task.

5 minut

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

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



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



▶ VIDEO 03

SPOTLIGHT ON SOCIETY VIDEOS

Bokang's vlog: Best Friend Challenge

2

BEFORE WATCHING



1 Work in pairs and answer the questions.

- 1 Are there some things your best friend doesn't know about you? Why?
- 2 What do you think *Best Friend Challenge* is?

WHILE WATCHING

2 Watch the video. Was your guess from exercise 1 correct? In your own words describe what *Best Friend Challenge* is.

3 Watch the video again and answer the questions.

- 1 Why are the girls filming the challenge?

- 2 Having seen the whole challenge, would you agree with Bokang that all the answers have to match?

- 3 On what topics do the girls give matching answers?

- 4 How do they explain the discrepancy between their answers on things they like doing together?

- 5 Would you say the girls are satisfied with the results of the challenge? What makes you think so?

FOLLOW-UP

4 Choose the correct option to complete the sentences. Watch the video again and check your answers.

- 1 As we *speak* / *Speaking* of friends, who is your best friend?
- 2 I often *get* / *hang* out with my friends on weekends.
- 3 Please keep in *touch* / *friends* with me when you go away.
- 4 My best friend and I have a lot *together* / *in common*, but we're also very different.

- 5 Jasmine is very easy to *get* / *go* along with – you'll like her immediately, I'm sure.
- 6 Would you like to *drink* / *get* coffee sometime?
- 7 Can you *keep* / *hold* a secret?
- 8 I'm not sure what time I'll be finished, so I'll *push* / *pop* you a text when I am.

5 Complete the text with the phrases from exercise 4.

Matt and I have been together for almost three years now. At first, I didn't think we had a lot in ¹_____. He was just one of the people in my class. We would often ²_____ out together, and sometimes we ³_____ coffee after school and so on. Then one day, at the beginning of the summer, he came across me in a park, crying over some family problems. I told him all about it and he promised to ⁴_____ it a secret. Talking to him helped, and we kept in ⁵_____ over the summer, nothing special, just popping each other a ⁶_____ from time to time. But when I saw him on the first day of school again, I knew it was more than just friendship.

AFTER WATCHING

6 The girls in the video were surprised by some of the things they learnt. Think of your best friend and answer the questions.

- 1 How/why did you become friends?
- 2 How and how often do you keep in touch?
- 3 What do you have in common?
- 4 What do you value most about him/her?
- 5 If they were to be very honest with you, what would they tell you?
- 6 Can they keep a secret?

7 Imagine you and your friends are going to take the *Best Friend Challenge*. Create a list of questions for it.



VIDEO 04



COMPREHENSION

- 1 Look at the picture. What are the people doing? What do you do for birthday celebrations in your culture?
- 2 Watch the first part of the video. Answer the following questions.
 - 1 Where is it from?
 - 2 Who wrote it and when?
 - 3 How did it become popular?

Glossary

legendary (adj) very famous or well-known for a long time

viable (adj) able to be done, or worth doing

- 3 Work in pairs. Match the names to the dates. Why is each year important to the history of the Happy Birthday song?

- | | | |
|-------------------|--------------------------|--------|
| 1 Hill sisters | ☐ | a 1935 |
| 2 Summy company | ☐ | b 1988 |
| 3 Warner/Chappell | ☐ | c 1893 |

- 4 Watch the second part of the video. Answer the following questions.

1 Why did Jenn pay \$1500 for a licence?

2 Why was there a dispute?

3 What was the judge's decision?

4 Who can now use the Happy Birthday song?

Glossary

dispute (n) a serious disagreement

AUTHENTIC ENGLISH

- 1 Look at the sentence from the video and one other example. What do you think the expression *a big deal* means?

Birthdays are a big deal, and yet what do we really know about the song?
Unemployment is a big deal in this city.

- 2 Read the information in the box to check your answers to exercise 1.

(a) big deal

We use *(a) big deal* in informal speech to describe something significant or important.

Big deal can also be used to emphasise that something isn't as important as it seems.

- 3 Look at the phrases in italics in the three sentences below. What do you think they mean?

- 1 It *isn't a big deal* if you don't get me a present for my birthday.
- 2 He *made a big deal* out of his exam success, but it's not that important.
- 3 So, he got the highest grades in class ... *big deal!*
Exams aren't the only thing that matters.

- 4 Use the correct expression from exercise 3 to complete the sentences (1–3).

- 1 She _____ out of winning that award, but I don't think it's that impressive.
- 2 So, he got an autographed copy of the book ... _____!
- 3 Don't worry about not being able to come out tonight.
It _____.

SPEAKING

- 1 Work in pairs. What is the journalist's final message? Choose the best option (1–3).

- 1 The Happy Birthday song is not part of everybody's culture.
- 2 People should always question authority.
- 3 Sometimes one person can beat a big company.

- 2 Do you agree with this message? Can you think of any other examples that apply?

READING

- 1 Discuss in pairs. Look at the pictures of different birthday parties. Which one would you prefer? Who do you think would want these different parties? Why?
 - 2 Read the descriptions of the different parties (A–D) in the blog. Which points (1–8) are mentioned for each party?
- 1 The cost of the birthday
 - 2 Clothes
 - 3 Party guests
 - 4 An element of surprise
 - 5 Food
 - 6 The venue
 - 7 Entertainment
 - 8 The weather

BIRTHDAY PARTY IDEAS

Do you know somebody who has a special birthday coming up? Need ideas for a truly special celebration? Read on ...



A A tailor-made party.

We wanted to do something really over-the-top for my dad's 50th, so we got his favourite band to perform live just for his family and friends. Luckily, the band are local and they are not well-known, so it wasn't too expensive. Can you imagine a dinner and a live performance made especially for him? We even had his favourite food on the menu. He was totally speechless when he found out! It was a huge surprise.

B Getting away from it all

For my husband's birthday this year, I decided to do something different. I took advantage of the beautiful summer weather and hired a hot-air balloon. It was very romantic, just us, a lovely picnic and the most beautiful views you can possibly imagine. It was great to be so far away from everything, but I have to say that it was all over too quickly. If you have the money to spare, I would definitely recommend it.

C A sweet sixteen

For Maxine's sixteenth birthday, we did kind of go over-the-top. We didn't want to show off though, so there was no limousine or anything like that. We just booked a youth club – a very cool venue – so the kids could do karaoke on stage, which they loved. It was a cold night, so we couldn't have a pool party but we did make up for that with a great firework display. And everybody had to wear white. It was a big success!

D Seeing old friends

Joanne's always wanted to go to this restaurant by the beach. So, for her 70th, the whole family saved up and we booked a long table with sea views. You should have seen her face when she walked in and saw so many familiar faces. The food was wonderful and everybody dressed up, but it was really the company that made it special. There were friends there that she hadn't seen for a very long time. It was very emotional.

Glossary

speechless (adj) so surprised that you cannot think of anything to say



SPEAKING

- 1 **PLAN** Work in groups. You are going to plan a birthday party for a friend. Consider the following.

- age of the person
- food
- venue
- entertainment
- cost
- number of guests

- 2 **PRESENT** Present your party plan to the rest of the class. Use the language in the box below to help you.

Describing future plans

We are going to organise ...
I'm planning to ...
It would be great if we could make ...

Showing enthusiasm

That's a fantastic idea!
Count me in!
I'd love to help out with that.

Showing uncertainty

Well, we could do that but ...
Don't you think it might be better to ...
I'm not sure whether that will work because ...

- 3 **DISCUSS** Listen to each other's plans. Which were the most special or original birthday party plans? Why?

BEYOND THE CLASS

Why not try ...

researching some birthday ideas that you find interesting?

VOCABULARY

1 Choose the correct option to complete the text.

Creating an image of their own face is a task which many artists undertake. There is always something very ¹**memorable** / **devastated** about seeing how an artist views themselves – whether it is an ²**impartial** / **addictive** and detailed record of their features or a less ³**objective** / **fictional** painting. Some of the most famous ⁴**still lifes** / **self-portraits** are those by Vincent van Gogh. The one from 1889 shows him recovering from a painful episode in his life, and his unhappiness is displayed in every stroke of the ⁵**paintbrush** / **stencil** on the canvas. We can't be certain if it is a ⁶**reliable** / **responsible** image of how he actually looked, but it certainly conveys the tragic truth about his emotional state. Van Gogh was always ⁷**disappointed** / **biased** with his work, but he never gave up trying to capture his vision of the world through his ⁸**paintings** / **soulmates**, so it can be no surprise that he is ⁹**concerned** / **admired** so much nowadays.

2 Replace the parts of the sentences in bold with the correct form of the phrasal verbs below. There are two extra phrasal verbs.

bring up make up go out together fall for
break up with get on with fall out look up to
hang out with take after

- X Mum, did you ¹**become attracted to** _____ dad the moment you met him?
- Y Well, we used to ²**spend time with** _____ the same group of friends, but I didn't really ³**have a good relationship with** _____ him at the time.
- X What changed?
- Y I suppose I realised that he really ⁴**admired** _____ my dad, who is an amazing person as you know, so I decided to give him a chance. We started ⁵**dating** _____ in our last year of school.
- X Was it all smooth sailing after that?
- Y Hardly! We ⁶**argued** _____ fairly often, and I even ⁷**separated from** _____ him for a while but, in the end, we always ⁸**reconciled** _____.
- X And now you've been together for fifteen years!
- Y Yes, and I couldn't be happier.

3 Complete the dialogue with the missing words.

- X Do you watch much TV, Betty?
- Y I'm afraid I watch far more than I should! However, I usually choose ¹**e** _ **u** _ _ **i** _ **a** _ programmes like ²**o** _ **m** _ _ **a** _ **e** _ or similar fact-based productions, so at least I feel like I'm learning something.
- X I watch a lot of news, myself. I find some of the commentaries very ³**h** _ **g** _ _ **r** _ **k** _ **g** _ . They often help me to see my own ⁴**e** _ **j** _ **d** _ **c** _ _ regarding certain issues.
- Y I know what you mean, but I get really ⁵**d** _ **p** _ with the news! People spend so much time giving their opinions that it ends up being totally ⁶**i** _ **s** _ , and it gets so ⁷**o** _ **n** _ **o** _ **u** _ _ when they discuss the same issues over and over again.

- X True. Whenever I get tired of the news, I like to watch ⁸**i** _ **h** _ **s** _ . I love trying to guess the answer before the contestants.
- Y My weakness is ⁹**h** _ _ **o** _ . It's so interesting to hear famous people talk about their lives!
- X I suppose we all have our guilty pleasures!

4 Complete the text with the correct form of the words in brackets.

As a screenwriter, the job I find the most challenging is writing a script which is ¹_____ (**base**) on a much-loved novel. If you stick to the original text, you are likely to end up with an ²_____ (**interest**) version of the story. However, if you get too creative, you can upset fans of the original work. It takes a ³_____ (**gift**) writer to find the right balance, but it also requires a lot of input, which is why I send my work to different readers and take their ⁴_____ (**recommend**) seriously. It is usually the case that the real fans of a novel are ⁵_____ (**excel**) at pointing out things that seem out of place, and I am the first to admit that my friends have given me a ⁶_____ (**phenomenon**) amount of help over the years. My goal is to produce a script that is extremely ⁷_____ (**engage**), which allows for great ⁸_____ (**act**) by the stars who play in the film and which satisfies every fan of the novel I am adapting.

VOCABULARY CHALLENGE!

5 Complete the sentences with the correct form of the words below.

light attract sponsor comment politics
connect impress back

- 1 I was under the mistaken _____ that my professor knew my father but, in fact, he had only taught my uncle.
- 2 James and Lily felt an immediate _____ when they met and, within a year, they decided to get married.
- 3 John couldn't believe that his best friend would call him a liar behind his _____ and be so nice to him whenever they met.
- 4 No, I'm not related to Harry, but I am _____ to him through the long-standing friendship between our parents.
- 5 The _____ on the news programme said that he had never seen such appalling behaviour in all his years of covering politics.
- 6 Politicians always try to paint the worst situations in a good _____.
- 7 When a tech company offered the group of young people a generous _____, they were able to expand their reach to many more teenagers.
- 8 People who present the news should not have a _____ bias, or at least they should try not to show it in their work.

GRAMMAR

6 Choose the correct option to complete the sentences.

- 1 **A** How long *have you been sitting* / *did you sit* in front of the TV, Sara?
B Mum, I only *had turned* / *turned* it on *a little* / *a few* minutes ago.
- 2 **A** *Have you been seeing* / *Have you seen* the weather forecast for our weekend away? Rain *all* / *every* day on Saturday.
B In that case, I think I *will* / *going to* stay at home.
- 3 **A** Have you heard? NASA *will be broadcasting* / *will have broadcast* their moon landing live tonight from 1 till 3 a.m.
B Great, let's watch it. I haven't seen *none* / *any* of the previous landings.
- 4 **A** *Most* / *Most of* the photos at the new art photo exhibition are rather shocking, don't you think?
B Definitely. *Some* / *Some of* galleries would hesitate to display stuff like that.

7 Choose the correct answers.

- 1 Who ____ this show before they hired Jake Lee?
a has hosted **b** has been hosting **c** had hosted
- 2 We'll show you the first exit polls around 6 p.m. because **A** ____ people **B** ____ by then.
A a most **b** much **c** the most
B **a** will have voted **b** will be voting **c** are going to vote
- 3 More and more people ____ the information they find on the Internet to make sure it's not fake news.
a have checked **b** check **c** are checking
- 4 The host of the show muted the guest after he ____ for the fifth time.
a was swearing **b** had sworn **c** has sworn
- 5 At today's event, famous actors ____ Byron's poems in Hyde Park.
a will have read **b** will be reading **c** read
- 6 You look familiar. Did you ____ at the Voice Academy about a decade ago?
a use to teach **b** taught **c** used to teach

8 Complete the gaps with the correct form of the verbs in brackets.

- 1 I was shocked by the show, but maybe because I ____ (*never* / *participate*) in an interactive theatre performance before.
- 2 At this rate we'll get to the arena after 8. The gates ____ (*close*) by then and they ____ (*not let*) us in.
- 3 Look, they ____ (*not light*) the torches yet, but the acrobats ____ (*be*) already on stage.
- 4 Why ____ (*you* / *not say*) anything when they ____ (*deal*) you too many cards?
- 5 See the scarf the magician ____ (*tear*) in half just a second ago? I think the trick is that he ____ (*make*) it whole again any second now.
- 6 This radio station ____ (*spread*) rumours and fake news for weeks now, don't listen to them.

9 Complete the text with the correct form of the verbs below.

be do find meet plan prepare
(finally) present rehearse (even) sew sit work

This is a huge day for our class. We ¹ _____ our play, *The Tempest*, at a school theatre festival. We ² _____ to present it in December, as the tradition goes in our school. Every year, the senior class ³ _____ a play as the main event of a Christmas fundraiser which takes place at a local theatre. This year it was supposed to be the same, and in December our play was ready. Unfortunately, a week before the play, all theatres got closed because of the pandemic. We ⁴ _____ heartbroken. We ⁵ _____ hard up until the last minute, we ⁶ _____ the costumes ourselves, and then came the lockdown. While we ⁷ _____ at home, we ⁸ _____ online on a daily basis to practise our lines, hopeful we would be able to put the play on. A week after the lockdown was over. I ⁹ _____ an article about a high school theatre competition taking place in June and we ¹⁰ _____ ever since. Now I'm sure everyone ¹¹ _____ great!

ENGLISH IN USE

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

- 1 _____ (*Żadne z moich rodziców*) was brought up in this country.
- 2 Tara _____ (*ma mało doświadczenia*) with children addicted to computers.
- 3 When grandad _____ (*żeńił się z babcią*), his whole regiment was there in their official uniforms.
- 4 My dad always tells loads of jokes, unfortunately _____ (*żaden z nich nie jest*) amusing.
- 5 Look at that woman, _____ (*wygląda jak moja macocha*), but it can't be her.
- 6 Art critics _____ (*nie mają żadnych wątpliwości*) that he will be a star.

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

- 1 _____ (*most* / *guests*) at the wedding were from the bride's side.
- 2 I wasn't surprised when Jake and Mia broke up, she _____ (*split*) him twice before.
- 3 It's the first time _____ (*we* / *fall out*) so badly. We aren't speaking.
- 4 Why _____ (*not* / *you* / *tell*) me about her lies?
- 5 The host _____ (*repeatedly* / *invite*) this celebrity to her chat show over the last few years.
- 6 This show _____ (*use* / *have* / *few*) viewers before Mark joined them.

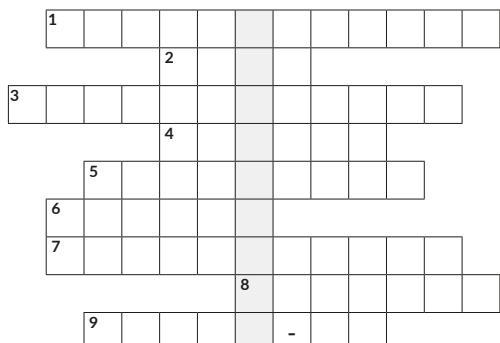
3

WORK AND LEARN

VOCABULARY

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

1 Do the crossword.



career _____

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

2 Match 1-7 with a-g to form collocations.

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

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

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

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

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

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

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

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

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

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

promote enterprise live earn advance transfer employ

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

VOCABULARY CHALLENGE! Student's Book, p. 109, UNIT 3, ex. 1, 2 & 3

6 Complete each pair of sentences with one word.

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

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

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

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

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

3 Rewrite the sentences using relative clauses.

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

4 Complete the text with the correct relative pronouns.

Last month, Sunny finally managed to land a place in the international internship programme ¹_____ he'd been dreaming of for ages. He'd heard about it from a girl who participated in it and immediately knew it was something ²_____ was right up his street. Maggie, the girl ³_____ recommendation encouraged him, helped Sunny to put together a portfolio ⁴_____ would impress the committee and gave him some tips about the person ⁵_____ would interview him.

As the programme offers internships in many countries, she also suggested ⁶_____ the most interesting ones might be. Sunny didn't get his first choice, New Zealand, but the country ⁷_____ he ended up in, Chile, turned out to be fascinating.



5 Find and correct a mistake in each sentence.

- I'd like to live in a country which people don't litter the streets.

- My cousin goes to a school where there are no grades in.

- The forest where we found this cat in is far from any human homes.

- The canteen which the employees have their lunch serves delicious desserts.

6 Complete the sentences so that they are true for you.

- I've never met a person whose _____.
- I wouldn't want to have a job which _____.
- It would be wonderful to work for a company where _____.
- I know a lot of people who _____.

- 1 Read the short description of a Human Resources Officer's job and change the words in bold for suitable ones.

Human Resources Officers have many ¹**workplaces** _____ during the recruitment process, which is when new ²**overtime** _____ are needed in the company. In addition, they deal with the practical aspects of people's working lives, which may include job ³**adverts** _____ like paid leave and life insurance. They also organise further ⁴**temp agencies** _____ for staff members who want to improve their ⁵**postcode** _____ and skills in order to advance their career.

- 2 **MP3 05**  Listen to the conversation and choose the correct answers.

- What is the relationship between the three people?
 - a manager and employees
 - friends
 - colleagues
 - new employees
- What issue are they discussing?
 - recruitment problems
 - too many job applications
 - the average age of employees
 - a disagreement with management
- Who would be involved in the 'cooperative arrangement' mentioned?
 - managers and employees
 - several companies and a local college
 - new employees and trainers
 - the company and several educational institutions
- What decision do they agree on?
 - to immediately introduce a new programme
 - to present their idea to their manager
 - to present their idea to the whole management team
 - to discuss their idea with educators

- 3 **MP3 05**  Listen again and complete the sentences.

- The first speaker complains that potential new employees are often _____ first.
- Susan points out that they could cooperate with _____ to get better candidates.
- Mary agrees that they could get more applicants who are _____ aspects of the job.
- Dave suggests that offering part-time work to students would allow the company to _____ temp agencies to deal with staffing problems.
- It is suggested that their manager, Trudy, _____ if the idea would be approved by all of the managers.
- Mary reminds the others of _____ Trudy can be.

- 4 You are a student at a local college. You have heard about the new training programme mentioned in exercise 3 and would like to apply for it. Make a list of things to include in an email to their office. Include ideas concerning your suitability for the programme such as your major and qualifications, character traits, future plans, etc.

REVISION Student's Book, page 30

- 5 Complete the poster with the correct form of the expressions created from boxes A and B. Add any necessary prepositions. There is one extra expression.

A be give take need schedule see

B responsibility hand project charge rehearsal support

FRIENDLY STUDENTS NEEDED!

Our Erasmus exchange office is looking for students who can ¹_____ us a _____ in welcoming exchange students and making them feel at home.

Arriving in a foreign country when you don't speak the language, finding your way around and attending classes is not easy and they ²_____ all _____ we can give them. So, if you think you could help us with any of the following – don't hesitate!

We're looking for people to:

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

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

1 Complete the sentences with the correct relative pronouns.

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

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

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

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

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

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

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

GRAMMAR CHALLENGE! Student's Book, page 110, UNIT 3, ex. 1

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

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

6 CUMULATIVE GRAMMAR Find and correct a mistake in each sentence.

- My primary school maths teacher, that is now retired, was always very helpful.

- The man which was interviewing me was very encouraging.

- My neighbour, which daughter lives in London, travels to the UK every month.

- ★ He told me to meet him in the office where I used to work in.

- ★ They told me I didn't get into the training programme, what made me very disappointed.

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

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

1 Read the text and answer the questions.

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

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

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

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

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

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

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

2 Read the text again and complete the notes.

- *Choosing a course of study at university once meant that students had to commit*
1 _____ *career.*
- *Nowadays,* 2 _____ *graduates do not use their university education in their work.*
- *Today's workers need to be able to*
3 _____ *and learn new skills.*
- *Nanodegrees* 4 _____ *any gaps in an employee's knowledge.*
- *Doing nanodegrees allows workers to keep*
5 _____.
- *Changing to a new profession is easier if you have skills that are* 6 _____.

3 Match the definitions with the phrases in bold in the text on page 34.

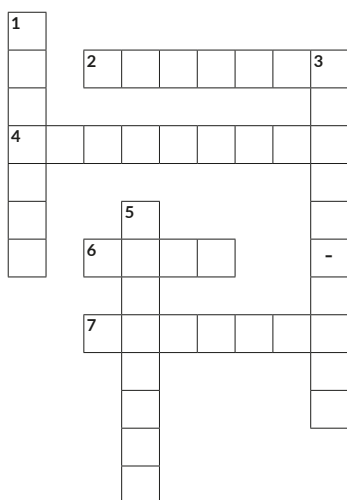
- 1 a quick way to get somewhere – a _____ to sth
- 2 add sth to make better – _____ with sth
- 3 education that lasts your whole life – _____ education
- 4 have a job – _____ a position
- 5 made especially to fit – _____ to sth
- 6 make use of what you know – _____ on the knowledge
- 7 promise to give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

4 Complete the sentences with the expressions from exercise 3.

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

REVISION Student's Book, pages 32–33

5 Do the crossword.



Across

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

Down

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

6 Complete the sentences with the correct words.

- 1 Job _____ n_____ ts can range from life and health insurance, wellness club memberships to free refreshments.
- 2 Flexible _____ r_____ g _____ o_____ r_____ are more and more important these days as 9 to 5 jobs don't suit many people anymore.
- 3 Gen Y values freedom while Gen Z is more about job s_____ u_____ t_____ and stability.
- 4 A healthy working _____ v_____ r_____ nt is very important because it fosters a good atmosphere and creativity.
- 5 I'm only 21, I don't want to settle down and get a permanent job just yet. I think I'll _____ m_____ for a while and see what suits me.

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

A build job short-term mundane support temp working

B adverts agencies benefits employment task environment hours oneself portfolio security

VOCABULARY CHALLENGE! Student's Book, p. 109, UNIT 3, ex. 4

8 Rewrite the sentences with the words below.

give/go desperate unaware cut/out ends landed

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

1 Choose the correct option to complete the sentences.

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

2 Complete the gaps with 3–4 words using the word given without changing its form.

From ¹_____ (**gather**), this picture was taken in an amusement park. It ²_____ (**depicts** / **girl**) probably has a summer job there.

³_____ (**background**), I can see a lot of children and adults and some rides.

⁴_____ (**wearing**) a costume of a Disney character, so I think her job is to greet the guests.

⁵_____ (**judging**) face, she's having a lot of fun. ⁶_____ (**she** / **appears**) posing for a picture with a group of kids.

They ⁷_____ (**look**) were having the time of their lives.

3 Describe the picture and answer the questions.

⌚ 4 minute



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

1 Complete the text with phrases a–h.

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

Dear Mr Ford,

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

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

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

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

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

Yours sincerely,
David Price

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

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

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

4 Read the instructions and do the writing task.

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

1 Choose the correct ending to complete each sentence. Sometimes both options are possible.

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

2 Read the text and choose the correct answer a, b, c or d.

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

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

3 Complete each pair of sentences with one word.

- 1 The book is ____ in 19th century England.
The team leader ____ really high expectations for this project.
- 2 With this new position, I'll ____ on a lot of new responsibilities.
Sam and Eric ____ after their father – just look at their eyes and noses.
- 3 Now that I've graduated from university, it's time for me to ____ myself.
She's going through a difficult time and she really needs your emotional ____.
- 4 I look forward to your reply in ____ course.
The conference will start three hours late ____ to technical problems.
- 5 I am writing because I am interested in the managerial ____ advertised on your website.
Do you want me to send it to you by ____ or by DHL?
- 6 The above rules ____ both to the students of our school and visitors.
I am writing to ____ for the job of a hostess advertised on your website.
- 7 Mike, I hear you ____ a job with a huge corporation! Congratulations!
Despite some technical problems, the hang-glider ____ safely among the trees.

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

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





Znajomość środków językowych Słownictwo • Mówienie Rozmowa z odgrywaniem roli • Rozumienie ze słuchu Tekst z lukami • Wypowiedź pisemna Rozprawka wyrażająca opinię

1 Complete the text with the correct form of the words in brackets.

I used to have a simple but safe job as a receptionist in an accounting company. But when the pandemic hit and everyone started working ¹ _____ (*remote*), the offices got closed and never reopened. Our bosses realised that if employees stayed at home, they wouldn't have to pay for the office space, so the accountants now work from home while the receptionists lost their jobs. And so I became one of the victims of post-pandemic ² _____ (*employ*). I browsed the job offers but found myself rather ³ _____ (*skill*) and realised I'd need a new profession. A career advisor suggested I take courses to become a nurse ⁴ _____ (*practice*). She said I had many ⁵ _____ (*transfer*) skills, such as communication, empathy and organisational skills that would be very useful, all I needed was medical training. I followed her advice and I must say I'm very happy I did. I love taking care of people so I find my new job very ⁶ _____ (*reward*).

2 Read the speaking task in exercise 3 and think of a job you would like to take. Then look at the job characteristics and decide if they apply to your chosen post. Explain in what way, then add some points of your own.

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

3 Read the instructions and do the speaking task.

4 minuty

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

stanowiska i zakresu obowiązków

warunków pracy

wymaganych umiejętności i doświadczenia

utrzymania się w Londynie

Rozmowę rozpoczyna egzaminujący.

4 Complete the sentences with the phrases below.

final credits out of touch disguise executive
inner workings corporate

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

5 **MP3 06** Usłyszysz dwukrotnie fragment audycji radiowej o programie telewizyjnym. Uzupełnij luki 1–7 w notatce zgodnie z treścią tekstu.

A short ¹ _____ of *Undercover Boss*:

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

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

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

7 Read the instructions and do the writing task.

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



VIDEO 05

THE WORLD TODAY VIDEOS

The Internet is after your job

3



COMPREHENSION

- 1 Work in pairs. Discuss what kinds of jobs you think will disappear because of digital technology. Why?
- 2 Watch the video. Tick the jobs which are mentioned.

accountant computer programmer doctor hotel receptionist
lawyer nurse pilot teacher shop assistant waiter

Glossary

expertise (n) special skill or knowledge that you get from experience, training or study

freelancer (n) someone who works on a contract for various companies rather than being permanently employed by one single company

monopoly (n) complete control over something by one organisation or person

- 3 Watch the video again. Choose the correct option to complete the sentences.
 - 1 The Internet is now affecting *all jobs* / *badly-paid jobs*.
 - 2 We are used to getting entertainment *for free* / *at a low price*.
 - 3 Some apps are starting to *simplify* / *prevent* the way legal documents are created.
 - 4 Apps can easily put patients in touch with *doctors* / *nurses*.
 - 5 Most working people will be *freelancers* / *low-level workers*.
 - 6 The answer may be to *work in a local business* / *specialise in a specific area*.
- 4 Test your memory. Match the words to form collocations used in the report.

- | | | |
|-------------|--------------------------|--------------|
| 1 economic | ☐ | a services |
| 2 personal | ☐ | b workforce |
| 3 job | ☐ | c security |
| 4 giant | ☐ | d model |
| 5 worldwide | ☐ | e monopoly |
| 6 online | ☐ | f connection |

- 5 Watch the video again. Which summary (1–3) is correct? Why?

The video ...

- 1 discusses the jobs which may disappear, but doesn't offer advice to people who do them.
- 2 predicts that job security will disappear and freelance work will become more popular.
- 3 predicts that all jobs will disappear, but that people should not worry about the future.

AUTHENTIC ENGLISH

- 1 Look at the example from the video and read the information in the box. What does *app* mean? Why do we use abbreviations, acronyms and initialisms?

There are already *apps* which can put patients directly in touch with a doctor.

Abbreviations, acronyms and initialisms

Abbreviations are shortened words, e.g. (Inter)*net*.

Acronyms are abbreviations consisting of letters that form a word, e.g. NASA (National Aeronautics and Space Administration).

Initialisms are not pronounced as a word, instead you say the individual letters, e.g. CIA (Central Intelligence Agency).

- 2 Some acronyms or initialisms are so common that we don't remember what they stand for. Do you know what these 'tech' acronyms mean? When would you use them?

- | | | | |
|--------|-------|--------|-------|
| 1 CD | _____ | 6 SMS | _____ |
| 2 DVD | _____ | 7 PC | _____ |
| 3 FAQ | _____ | 8 IT | _____ |
| 4 HDMI | _____ | 9 P2P | _____ |
| 5 LCD | _____ | 10 VLE | _____ |

- 3 Read the sentences (1–5). What are the meanings of these abbreviations, acronyms and initialisms?

- 1 I've just seen the funniest cat video on YouTube! LOL.

- 2 BTW, do you still have that book I lent you?

- 3 It would be great if you could leave it on my desk. THX.

- 4 IMO he's an excellent writer.

- 5 FYI: I've finished those reports you asked for.

SPEAKING

Work in small groups. Do you agree with what the speaker in the video says about the future of jobs? Why/Why not?



READING

- 1 Work in pairs. Look at the pictures of different jobs. Which do you think are at risk from technology? Why?
- 2 Read the extracts from a business studies forum and match them to the different jobs in the box below.

bank clerk computer programmer factory worker
postman taxi driver teacher

Disappearing jobs

1 _____

Most people do their financial operations online these days, so more branches are likely to close. While this job may disappear in the future, financial companies will still need high-level workers.

2 _____

This is a difficult one. The number of traditional jobs in this field might fall because of global transportation companies. But for now I think the job will stay because the service is needed. Well at least until technology removes these vehicles completely, but that will take a while.

3 _____

These days you can study all kinds of things online, and there are apps so you might not need an expert to guide you as much as before. However, I think it would be a great shame if this profession disappeared.

4 _____

This job will definitely not disappear! Digital technology depends on these guys to design tools, programs and algorithms so that machines can do the work of humans. This will be the career of choice in the future!

5 _____

There might be jobs in this field because it is one of the most common kinds of manual work that exists. However, robots are going to start taking over a lot of the work. The automation process will continue, but some jobs will survive.

6 _____

The traditional method will soon disappear because we mainly communicate by email and other social media now. However, courier services will need more people to deliver all the products that people buy online.

- 3 Work in pairs. What predictions could you add to the business studies forum? Which other jobs might be affected by digital technology?
- 4 Present your ideas to the rest of the class. Which opinions do you agree or disagree with? Why?

SPEAKING

- 1 **DISCUSS** Work in pairs. Talk about your future job prospects. Do you think technology will have a positive or a negative impact on your professional future?
- 2 **PLAN** Make predictions about how the Internet or digital technology will affect different types of jobs. Use the box below to help you.

Making future predictions

It seems likely that ...
I expect ...
It could be the case that ...

Describing a positive impact

One useful aspect is ...
A benefit of technology is ...

Describing a negative impact

One damaging effect of technology is ...
I'm concerned about ...

- 3 **PRESENT** Present your predictions to the class. Are you more positive or negative about the impact of digital technology on jobs? Which predictions do you find most interesting? Why?

BEYOND THE CLASS

Why not try ...

finding out which types of jobs robots are doing?



► VIDEO 06

SPOTLIGHT ON SOCIETY VIDEOS

Storm's vlog: a digital creative

3

BEFORE WATCHING

1 Work in pairs and answer the questions.

- Do you think cartoons are only for children? Why/Why not?
- What kind of jobs are involved in making a cartoon?



2 In the picture you can see Storm, who works on creating cartoons. What skills do you think she needs to do her job? Cross out the irrelevant ones and add some of your own.

creativity movement coordination time management
patience cooperation

WHILE WATCHING

3 Watch the video and complete the list of jobs Storm mentions as necessary for creating a cartoon.

- _____ – puts together images
- actor – _____
- _____ – coordinates everyone
- _____ – creates music for the film
- musician – _____
- painter – _____
- _____ – creates mockups
- _____ – draws images

4 Complete the sentences.

- Storm calls herself a *digital creative*, which means she does many things _____.
- People working in arts become generalists because they need _____.
- To Storm's surprise, it turned out there were many things _____ involved in the process of making a film.
- At the end of her education process, Storm had to _____ to complete an animated film.
- When Storm _____, she got a job as an animator.
- Storm _____ the fact that she has to be able to do a lot of things.

FOLLOW-UP

5 Choose the correct option to complete the sentences. Watch the video again to check your answers.

- I'm what you might *call* / *it is said* / *as so-called* a digital creative.
- I started my *road* / *way* / *journey* in animation.
- Acting out movements beforehand *enables* / *lets* / *able* us to visualise many important elements.
- I worked as an animator for a few years before *following* / *moving* / *passing* into illustration.
- They all may sound quite *random* / *abstract* / *chaotic*.
- Being a jack-of-all- *trades* / *jobs* / *skills* isn't *absolutely* / *completely* / *necessarily* a bad thing.

6 Rewrite the sentences using the phrases from exercise 5. Change the form of the given words if necessary.

- I do various tasks during the day and it may seem disorganised, but it's actually a good thing as it makes my work more exciting.
RANDOM NECESSARILY
- Michael Dell took the first steps of his entrepreneurial career in a student dorm and then set up an office.
JOURNEY MOVE
- She has many skills – whatever you ask her, she'll be able to do it.
TRADES
- Thanks to talking to my employees I can make their working environment better.
ENABLES
- You could say I'm a traditionalist when it comes to work ethics.
CALL

AFTER WATCHING

7a Imagine you are a storyboarder for Storm's creative company. You have been asked to come up with the story for a short film. Choose one of the storylines below or come up with your own idea.

- An old ring with magic powers brings incredible consequences.
- Someone disappears and then suddenly turns up twenty years later unchanged and not aged.

7b Now, plan the storyboard with six scenes. Write a brief summary of what happens in each scene.

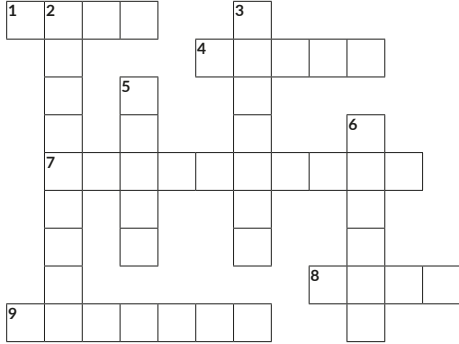
4

HEALTHY MIND, HEALTHY BODY

VOCABULARY

addictions • food disorders
• health care system

1 Complete the crossword with the words that complete the gaps in the sentences.



- I've been feeling really unwell all week. I need to _____ (1 across) an appointment with a doctor.
- If you find yourself _____ (5 down) to the screen, _____ (4 across) watching one TV series after another, then yes – you might be addicted.
- We need to take him to the emergency unit asap. He burnt _____ (3 down) badly.
- Many students are under so much stress during their exams that they _____ (9 across) an addiction to antidepressants. My best friend got hopelessly _____ (6 down) on them during his university years.
- Shopping is as _____ (2 down) as alcohol, and commercials and seasonal sales are an additional temptation to _____ (8 across) that addiction – you are unable to stop doing it.
- I didn't feel I was coping with my problems, so I went to see a _____ (7 across) and he really helped me.

2 Complete the collocations with the words below.

an addiction centre watching one's mood swings
disorder recovery way out strategy

- | | |
|-----------------|-----------------|
| 1 an easy _____ | 5 full _____ |
| 2 binge _____ | 6 develop _____ |
| 3 beat _____ | 7 eating _____ |
| 4 coping _____ | 8 health _____ |

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

4 Complete the dialogue with the words below.

home minor unit theatre paramedics take
ward suffering X-ray

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

VOCABULARY CHALLENGE! Student's Book, p. 110, UNIT 4, ex. 1 & 2

5 Translate the fragments in brackets into English.

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

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

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

1 Choose the correct option to complete the sentences.

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

2 Complete the sentences with the words in brackets. Change their form and add other words where necessary.

- Gina told me that the parcel _____ (arrive / yesterday).
- Most of the kids said they _____ (sleep) when the bus had hit the tree.
- John asked me _____ (he / can / call / I / tomorrow).
- Mark wanted to know how long _____ (I / live / this / area).
- Gina made it clear that she _____ (not understand / why / we / be) against a vegetarian menu for the party.
- When Mark told Sammy he was sick, she promised she _____ (come / and / bring / he / his medication / today).
- The doctor explained that _____ (antibiotics / not work) for infections caused by viruses, only for bacterial ones.
- The psychologist asked _____ (I / take) any antidepressants at that moment.
- The patient wanted to know _____ (he / have to / stay) in hospital overnight.



3 Rewrite the sentences using reported speech.

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

GRAMMAR CHALLENGE! Student's Book, page 110, UNIT 4, ex. 1

4 Rewrite the sentences using direct speech.

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

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

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

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

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

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

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

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

- 1 Think about what would be the most important (1) and the least important (6) factor if you were a patient at a medical facility. Number the items accordingly.

state-of-the-art operating theatres
consistent use of sterile gloves and face masks
compassionate medical professionals
the ease of making appointments with the doctors
prompt carrying out of tests and X-rays
clear explanations of all medical procedures

☐
☐
☐
☐
☐
☐

- 2 **MP3 07**  Listen to the recording and answer the questions.

- 1 To whom is the woman speaking?

- 2 What have healthcare professionals agreed upon?

- 3 What measure of success does the speaker consider to be the most important to her listeners?

- 4 In what way can statistics be misleading?

- 5 What does she say about hospitals with very busy emergency units?

- 3 **MP3 07**  Listen again and complete the summary.



Measuring the quality of a medical facility is 1 _____ and, as a result, there is general agreement globally to follow a set of standard metrics. While the 2 _____ of different factors may vary depending on who is considering the statistics,

for medical professionals the 3 _____ are the most important, along with the presence of 4 _____ professionals. In fact, the primary measure of success is based upon how many patients 5 _____ and how many do not, which seems fairly obvious considering that the main goal of medical professionals is to 6 _____. Unfortunately, the mortality rate of a particular facility can give a misleading impression, especially when one might treat many serious injuries in their 7 _____, while another may perform more 8 _____ for which a high level of success is the norm.

- 4 Write a short post for your social media page saying what you have learned from the lecture.

- 5 Complete the text with the missing words.

HOW TO DRESS A WOUND

Wash your hands with soap and wear

¹d _ _ p _ _ _ b _ _ _ g _ _ v _ s if possible.

Clean the wound: wash it with water (and possibly soap, but nothing stronger) and use ²t _ _ _ z _ _ s to remove any glass or tiny rocks. It is not necessary to use antiseptics on wounds.

Cover the wound carefully with ³g _ _ ze d _ _ s _ _ _ g and a ⁴b _ _ d _ _ _ and keep the whole dressing in place with ⁵p _ _ st _ _ _.

If the patient is in pain, then give them some

⁶p _ _ _ _ _ l _ _ _ s.

- 6 What do you think has happened? Complete the sentences as in the example.

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

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

REVISION Student's Book, page 42

- 7 Complete the sentences. Then, based on your knowledge, decide whether the sentences are true (T) or false (F). If they are false, explain why below.

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

1 Choose the correct option to complete the sentences.

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

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

advise claim congratulate insist offer persuade
thank warn

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

3 Complete the sentences with the correct form of the words below.

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

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

4 Complete the sentences with the correct form of the words in brackets. Add other words where necessary.

- As Steven isn't a good public speaker, he _____ (**object** / **make**) a speech at the award ceremony.
- When Tara suggested joining a yoga class, Sam, who loves strenuous exercise, _____ (**refuse** / **take**) her idea into consideration.
- They _____ (**advise** / **we** / **not go out**) into the sun between 12 a.m. and 3 p.m.
- Last week Elsa _____ (**promise** / **not call**) me after 10 p.m. and yesterday she did it again!
- In the headmaster's office, Henry _____ (**deny** / **be**) responsible for the silly joke.
- The doctor said he _____ (**expect** / **have**) the results of my tests the following week.
- Many alcoholics _____ (**blame** / **others** / **push**) them into addiction.
- You said you were going to hospital, but you _____ (**not mention** / **undergo**) surgery!

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

deny blame refuse agree remind threaten

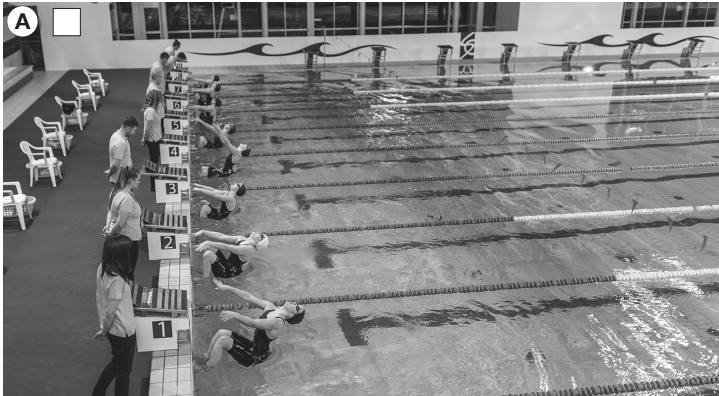
- 'How badly was he injured in the accident last night?' she asked.
She asked _____.
- 'Normal temperature for a human is 97.9°F,' said our teacher.
Our teacher told us _____.
- 'What will you wear for our trekking trip tomorrow?' she asked.
She wanted to know _____.
- 'What do I have to do to make you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



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

- 1 Look at the photos A-C and rank the situations from the most (1) to the least (3) stressful for you. Number the photos accordingly. What three things could you do to alleviate stress in the situation you consider to be the most stressful?

1 _____
 2 _____
 3 _____



- 2 Read the text and complete the sentences.

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

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

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

Jon Kabat-Zinn, professor of medicine and the creator of the mindfulness-based stress reduction technique (MBSR), sees its foundations in Buddhist wisdom that is over 2000 years old, yet is very adamant in stressing that this is by no means a religious meditation. In his own words, 'mindfulness is awareness that arises through paying attention (...) in the service of self-understanding and wisdom.' Psychologists use this wisdom to successfully treat depression and anxiety;

teachers and university professors use it to create a better classroom environment and help their students thrive and **cope with overwhelming stress** (this ever-present companion of failure and ambition); elite athletes and high-class managers embrace it to **make sense** and be in control of **each situation** as it arises.

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



3 Read the text on page 46. Complete the summary.

W dzisiejszych czasach szybko ¹ _____
 rzadko pozwala nam cieszyć się chwilą i, co za tym
 idzie, doświadczać pełnego relaksu. Osiągnięcie tego
 stanu to ² _____, która jest podstawą
 praktyki uważności. Uważność jest opisywana jako
 zdolność doceniania ³ _____ naszego
 życia, co pozwala na spojrzenie na rzeczywistość
 z szerszej perspektywy. Praktycy uważności mówią,
 że daje im ona jasność umysłu, cierpliwość i empatię,
 które ułatwiają ⁴ _____. Trening
 uważności może być stosowany w różnych dziedzinach
 życia, na przykład przez psychologów przy leczeniu
 depresji, czy w środowisku akademickim – aby pomóc
 studentom ⁵ _____. Badania wykazały,
 że uważność wpływa na funkcjonowanie
⁶ _____, i może nawet spowodować
 ciągłe wytwarzanie ⁷ _____.

4 Complete the phrases (1–7) with the words below and check your answers in the text on page 46. Then match the phrases with the definitions (a–g).

give (x2) experience come make (x2) cope

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

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

5 Complete the questions with the phrases from exercise 4. Then pick two questions and answer them.

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

REVISION Student's Book, pages 44–45

6 Find eight words connected with stress in the wordsearch.

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

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

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

VOCABULARY CHALLENGE! Student's Book, p. 110, UNIT 4, ex. 3 & 4

8 Paraphrase the sentences using the words given and changing their forms if necessary. Use each word only once.

toss put toll fall obsess dwell

- 1 If you're always thinking about your problems much longer than necessary, then the programme 'Just let go' is ideal for you!

- 2 Don't risk your life! Stay on the tourist path!

- 3 His abuse of caffeine and energy drinks is having a negative effect on his sleep pattern.

- 4 Almost half of the population of the city was suffering from this horrible disease.

- 5 I heard you rolling around in bed all night – is everything OK?

- 6 You're always thinking and stressing too much about unimportant details! Just relax!

- 1 Complete the gaps with two to five words using the word given without changing its form.

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

- 2 Write the sentences using the prompts.

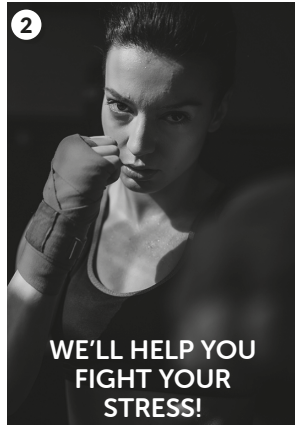
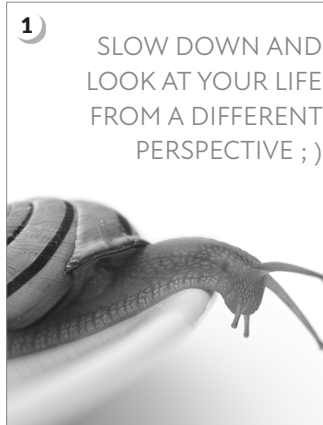
- Strange / though / sound / I / not have / something / complain / .
- However / difficult / be / I / promise / be / right there / with you / .
- Though / know / acupuncture / work / some people / not / I / cup / tea / .
- best / knowledge / their courses / be / very interesting / .
- No matter / hard / I / work out / I / can not / seem / lose weight / .
- regards / sports / outdoor workouts / relax / me / most / .

- 3  Do the speaking task and answer the questions.

 4 minuty

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

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



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

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

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



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

enquire interest / obtain appreciate / get / regard
wonder / possible / accommodation
grateful / receive / possible

- I'd like to have more information about your personal trainers.
- I want to ask about your individual training programme.
- I need some details quickly.
- It would be nice to get some info about your prices.
- I'm curious if you have places to stay for people who take part in your courses.

- 3  Read the instructions and do the writing task.

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

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

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

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

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

addict bear dispose hope not feed put respond
feel swell therapy

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

3 Complete each set of sentences with one word.

- 1 _____
I'm always _____ out with my parents about what I eat.
She admitted to _____ victim to the advertising of this brand.
Clara is always _____ for the bad boys and then regretting it.
- 2 _____
They had a huge fight over where to spend the holidays, but in the end they reached a compromise and _____ up.
I was a bit anxious about joining the meditation class at first, but, in the end, I _____ many friends there.
He was seriously ill, but luckily _____ a quick recovery.
- 3 _____
Could you _____ the salt, please?
People who receive horrible news sometimes get hysterical or _____ out.
Don't worry, I'm sure you'll _____ all your exams.
- 4 _____
_____ news this morning: the Prime Minister has resigned from her office.
She fell down the mountainside, _____ her limbs.
He accused me of _____ the law, but I know what I did was legal.
- 5 _____
The couple has been going through some tough times and finally decided to _____ up.
I went bungee jumping, the rope broke and in a _____ second, my life changed forever.
The pizza was 6 euros and the drinks – 2 euros each. Do you want to _____ the bill in half?

4 Complete the second sentence so that it means the same as the first, using the words given. Use no more than five words. Do not change the words given.

- 1 I'm afraid our son has become addicted to energy drinks.
HOOKED
I'm afraid our son _____ energy drinks.
- 2 He thought he would leave the hospital within a week.
EXPECTED
He _____ the hospital within a week.
- 3 'How long have you been coughing like this?' the doctor asked.
HAD
The doctor asked me how _____ like that.
- 4 Is your kitty completely healthy yet?
RECOVERY
Has your kitty _____ yet?
- 5 'You got your nursing certificate? Congratulations!' said grandpa.
CONGRATULATED
Grandpa _____ my nursing certificate.
- 6 You can see that the stress is affecting him negatively.
TOLL
You can see that the stress _____ on him.



5 Read the text and complete the gaps. Use one word in each gap.

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



Znajomość środków językowych Gramatykalizacja, Tłumaczenie fragmentów zdań, (zadanie otwarte) • Mówienie Rozmowa na podstawie ilustracji • Wypowiedź pisemna List motywacyjny

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

- I don't understand why _____ (Barry / *insist* / *eat*) peanuts when he's allergic to them.
- The patient asked _____ (she / *heal*) within a week.
- My sister still _____ (blame / she / *break*) my hand even though it was two years ago.
- I asked my doctor whether _____ (she / be / *favour*) alternative medicine.
- I consulted my doctor and she told _____ (I / *not* / *eat*) anything with gluten in it.
- I _____ (be / *grateful*) receive more information about such treatment.

2 Przetłumacz fragmenty zdań w nawiasach na język angielski.

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

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

- A** Which of the following would you expect from your personal trainer? Add two more.
- motivation to work
 - being a friend
 - putting together a diet plan
 - knowledge of how the human body works
 - being available 24/7
 - _____
 - _____
- B** Which of these traits should a personal trainer have? Why? Add two more.
- extraverted
 - talkative
 - enthusiastic
 - fit
 - energetic
 - intelligent
 - cheerful
 - _____
 - _____

4 Read the instructions and do the writing task.

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

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

taken through mind handle own

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

6 Read the instructions and do the speaking task.

4 minute

Describe the picture and answer the questions.



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



▶ VIDEO 07

THE WORLD TODAY VIDEOS

Different limits

4

COMPREHENSION

- 1 Work in pairs. Look at the pictures of Kilian Jornet from the video. Why do you think he is famous?
- 2 Watch the video and check your answers to exercise 1. What surprised you most?

Glossary

conquer (v) to gain control of a situation through a great physical or mental effort

humble (adj) not proud and not thinking you are better than other people

summit (n) the top of a mountain

- 3 Watch the video again. Choose the best phrase to complete the sentences.

- 1 In the mountains you have to think about *your goal / the present moment*.
- 2 You should *try not to think about / consider* the pain and danger at all times.
- 3 If the race is easy, it's because *you're a born competitor / you've trained a lot*.
- 4 He was able to climb Everest so fast because *of his trainer's support / he has trained since he was a child*.
- 5 Sometimes, he turns around and goes back because he *doesn't feel ready / feels tired*.
- 6 He might also go back if *the conditions are not good / he feels afraid*.

- 4 Test your memory. Complete the summary with the nouns below.

adrenaline emotion energy feelings moment past
satisfaction summit

When you get to the top of the mountain, it is a timeless experience. The ¹_____, the future, it all disappears. You just think about that ²_____. When you reach the ³_____, in some mountains you feel ⁴_____. Lots of ⁵_____ comes out, but you shouldn't use up your ⁶_____ on your ⁷_____. You will feel a sense of deep ⁸_____.

- 5 Watch this part of the video again and check your answers to exercise 4.

AUTHENTIC ENGLISH

- 1 Look at these examples from the video. What do you think *just* means in each of these sentences?

*I **just** want to go down, stop here and just go down ...*

*And **just** keep going, step by step.*

*You **just** think about this moment.*

*It's **just** a beautiful moment.*

just

The word *just* can be used to emphasise the meaning of what we say, e.g. in the famous Nike slogan 'Just do it!'

- 2 What do you notice about the position of *just* in the sentences in exercise 1?
- 3 Put *just* in the correct place in these sentences.
 - 1 It was such a beautiful place.
 - 2 It's not fair.
 - 3 I want to go out.
- 4 *Just* can also have other meanings. What do you think it means in these contexts?
 - 1 They *just* told me the news.
 - 2 It costs *just* a few pence.
 - 3 Could I *just* borrow your pen for a moment?
 - 4 I'm *just* leaving the house.
 - 5 That's *just* what I think!

SPEAKING

Work in pairs. Discuss the questions.

- 1 What adjectives would you use to describe Kilian?
- 2 What do you think of his achievements?

READING

1 Work in pairs. Discuss the questions.

- 1 What are the people in the pictures doing?
- 2 Have you ever done these activities? If so, when and where? Did you enjoy them?

2 Read the two adverts. Which activity attracts you the most? Why?

A

Be the next Kilian Jornet with the ACC!

Have you ever thought you'd like to run free in the mountains? The best thing is to start young! The Appalachian Climbing Club (ACC) can show your kids how to lose their fear of heights and strive to do their best. We organise tournaments and races throughout the year and teach children how to use ropes and climb step by step. You and your kids needn't have any experience – we welcome all levels and ages. Come along to our next open day and take up the greatest of hobbies.

Special summer offer available. You won't regret it!

B

It's never too late to get out and about at the Mount Cook Cycling Club

Are you keen on keeping fit but hate gyms and being indoors? Are you tired of personal trainers, pilates and aerobics classes? If so, we'll show you how to make the most of the fresh air and escape your everyday routine. Come along to the Mount Cook Cycling Club and discover our huge variety of routes. Start off with straightforward routes, riding just a few kilometres per day and build up to a harder multi-day route – all in the beautiful Mount Cook region. We'll be there to guide you every step of the way. Come with your partner – it's two for the price of one! Remember, you're never too old to take in the beauty of nature, and what better way than on two wheels?

Glossary

strive (v) to make a lot of effort to do something

take in (phr v) to look at something



3 Read the facts (1–6) below. Decide whether they match with advert A, B or both.

- 1 It encourages people to overcome their fears. ____
- 2 It focuses on the different places you can go. ____
- 3 It includes a competitive element. ____
- 4 It is in a series of stages. ____
- 5 It emphasises being out in the open. ____
- 6 It states that you can do it as a couple. ____

SPEAKING

1 PLAN Work in pairs. You are going to make a pitch for a sports club. Think of a sport or hobby you want to promote. Think about the following questions.

- What will you name your club?
- What type of activities will you offer?
- What will your club focus on?
- Will you include any special offers to attract clients?

Our club is called Surfing is Simple. We encourage beginners to try this fantastic sport.

2 PREPARE Use the phrases below to help you to prepare a short sales pitch.

Have you always wanted to try surfing but been too scared? We offer courses for beginners at Surfing is Simple, come along and ...

3 DISCUSS Discuss as a class. Which club sounds the most interesting? Why?

BEYOND THE CLASS

Why not try ...

reading about unusual sports clubs online?





▶ VIDEO 08

SPOTLIGHT ON SOCIETY VIDEOS

Bionic hand

4

BEFORE WATCHING

- 1 Make a list of robots that can already be encountered in these aspects of our lives. Can you think of other categories?

toys medicine home industry

- 2 Work in pairs and answer the questions.

- Do you think robots will one day be able to read our minds? Why/Why not?
- Would you like to have a robot which reads your mind and acts accordingly?
- Would there be some downsides to robots reading our minds?



WHILE WATCHING

- 3 Watch the video and write a short description of each prototype.

Prototype 1

Prototype 2

Prototype 3

- 4 Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

- Easton LaChappelle built his first robotic hand when he was a teenager. T / F
- He used parts of toys and other easy to find materials for his first hand. T / F
- He wanted to be able to build a hand for anybody who would ask him for one. T / F
- Using a 3D printer makes producing a robotic hand more expensive. T / F
- Easton is earning money by selling instructions for making his robotic hand. T / F
- Easton designed his latest prosthetic for people who really need it. T / F
- You can make the hand pick something up by just looking at it. T / F
- This invention uses artificial intelligence to learn the user's movements. T / F

FOLLOW-UP

- 5 Complete the text with the words below.

wearable remote robotic brainwaves sensors headset

These days robots are entering many areas of our lives and many of us don't even think about it. ¹ _____-controlled robots vacuum the house for you so you don't have to. They even have special ² _____ to realise when they encounter obstacles like stairs or walls. Inventors such as Easton LaChappelle build ³ _____ arms and legs, which then are turned into ⁴ _____ prosthetics. Such prosthetics usually need a ⁵ _____ that reads muscle movements and ⁶ _____ to control them.

- 6 Complete the gaps in the interview with the correct prepositions.

Justin What materials did you make it ¹ _____ as a teenager?

Easton Electrical tubing ² _____ the fingers, a fishing line to make the tendons, and the arm was made from Lego bricks. It was equipped ³ _____ microchips and sensors from my remote-controlled plane.

Justin So how does it know what to do?

Easton In the future, the headsets will tell robotic hands what to do ⁴ _____ reading brainwaves, but for the time being we're controlling the hand mostly ⁵ _____ muscle movement.

Justin Amazing! And anyone can make it for themselves for just \$300 worth ⁶ _____ materials?

Easton Yes. To make the hand available ⁷ _____ anybody who needs it I put the instructions on my website.

Justin And each prototype is more advanced?

Easton Yes. I want it to one day be used as an AI system that learns ⁸ _____ experience.

Justin Unbelievable! Thanks so much!

AFTER WATCHING

- 7 Write a review of Easton's prosthetic hand for a tech website for teenagers. Make sure to include not only what you know about the invention, but also your opinion about it.

VOCABULARY

1 Choose the correct option to complete the blog entry.

Many people know how painful being ¹*stung / hired / tense* by a wasp can be, but most of us would never imagine it resulting in a visit to the ²*emergency / overtime / preventative* unit, much less finding oneself about to undergo major ³*prone / antiseptic / surgery*. Yet, that's exactly what happened to me! One day last summer, I climbed a ladder to remove an old bird nest from under the roof. Suddenly, I was surrounded by wasps and, while trying to shoo them away, I fell off the ladder. Before I realised that I had ⁴*bandaged / broken / relieved* my leg, I found myself ⁵*choking / compressing / participating* and out of ⁶*gauze / breath / defib*. Fortunately, my neighbour called an ambulance, which was lucky because I had ⁷*turned / gone / passed* out. When the paramedics arrived, I was given medication to deal with my allergic ⁸*response / reaction / reply*, and then I found myself being rushed to hospital. I am still on crutches, but, fortunately, I am expected to ⁹*do / take / make* a full recovery soon.

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

- When Sally took the job, she didn't realise how little _____ (*szansa na awans*) there was, so now she is moving to another company.
- Shane was so upset by the sudden changes in his life that he decided to see a _____ (*terapeutę*) to help him cope with the situation.
- One way of _____ (*radzenie sobie ze stresem*) is to practise yoga and mindfulness.
- After filling out the form, I realised I had forgotten to write my _____ (*aktualny adres*).
- Freya said she felt extremely anxious about having to _____ (*przeżyć operację kolana*).
- One of the most attractive _____ (*dodatkowych świadczeń*) is financial help with further education.
- Although there are many treatments to alleviate the pain, unfortunately, there is no _____ (*lekarstwa*) for this disease.

3 Complete the text with the words below. There are three extra words.

earnings hospice fare entrepreneurial benefits
assistant mundane advancement private

There is so much talk nowadays of young people with an ¹_____ spirit creating their own businesses, or of young professionals striving for career ²_____, that we sometimes forget to express our gratitude to the individuals who are willing to do ³_____ tasks day after day in order to make our way of life possible. How many of us remember to thank the shop ⁴_____ who helps us find the right garment or the nursing assistant who cares for the dying in a ⁵_____? Their ⁶_____ probably won't buy them a big house or an exclusive car, but they are the people who keep our world running.

4 Complete the text with the correct form of the words in brackets.

Although I felt I had gained a lot from my university experience, after I received my degree I had serious doubts about my ¹_____ (*employ*). Of course, I was very ²_____ (*know*) about English literature, but I wasn't sure how that would help me earn a decent ³_____ (*live*). Then, I read about a programme designed specifically for people like me. ⁴_____ (*participate*) had to have an arts degree and be unsure about their future area of ⁵_____ (*employ*). Any ⁶_____ (*advance*) in the course depended on their ability to identify their transferable skills. At the end of the course, I was offered a ⁷_____ (*train*) in a law office. After a few months, I became a full-time ⁸_____ (*employ*), but I'm currently looking forward to the possibility of being ⁹_____ (*advance*) to a more responsible position.

5 Complete the text with the missing words.

When my friend Kelly, who is a professional dancer, went to a nearby clinic for her yearly ¹c_____, _____, the doctor who conducted the ²e_____ immediately expressed concern about her weight. After taking her blood ³p_____ and ⁴t_____, which were normal, the doctor began to question her about her diet. Because of the intense focus on their physical appearance, some performers develop eating ⁵d_____ such as ⁶a_____ or ⁷b_____, and the doctor wanted to make sure that Kelly was not ⁸s_____ from this kind of ⁹h_____ issue. After a short conversation, the doctor referred Kelly to a ¹⁰d_____, who could help her make better food choices, and to a therapist for counselling.



VOCABULARY CHALLENGE!

6 Translate the Polish parts of the sentences into English.

- After observing her first operation, Lynn realised that _____ (*nie była stworzona do zostania chirurgiem*).
- A good supervisor does _____ (*nie przejmuję się nieistotnymi szczegółami*), but rather trusts their team to do the job right.
- After the accident, Frank _____ (*desperacko potrzebował*) water and medical care.
- Emergency workers _____ (*ryzykują życiem*) every day in order to keep us safe.
- Hilary's job pays so little that she has taken a second one in order to _____ (*wiązać koniec z końcem*).
- My mum _____ (*nie była świadoma, że*) she was seriously ill until she saw the lump on her neck.
- Henry was so worried about his father's health that he _____ (*przewracał się z boku na bok w łóżku*) all night and got up feeling exhausted the next day.

GRAMMAR

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

- Jared asked if he **might** / **may** work from home twice a week.
- The company **whose** / **which** ad I found at the temp agency looks very promising.
- Max said he **searched** / **had been searching** for employment for six months before he found something interesting.
- The doctor insisted **on doing** / **that I should do** more tests.
- When I spoke to Brad last week, he told me he had broken his hand **last week** / **the previous month**.

8 Find and correct one mistake in each sentence.

- At the interview they asked me was I good at delegating tasks.

- They threatened firing everyone who revealed the company's secrets.

- The cat which owner left it without leaving contact details is actually very sick.

- My boss told me I would have to finish the report tonight, but I didn't manage to do it.

- The doctor assured me I make a full recovery.

9 Translate the Polish parts of the sentences into English.

- The pills _____ (*o których mówiłaś*) are unavailable in my country.
- When I talked to grandma on Wednesday, she said _____ (*że następnego dnia idzie do lekarza*).
- The professor said that _____ (*studenci obserwują operację*) in the operating theatre.
- The clients _____ (*których dane osobowe zostały skradzione*) are now writing complaints.
- They said _____ (*że powinienem przestać kompulsywnie grać w gry*) or it would be too late.

10 Complete the sentences using the prompts. Add any other necessary words.

- She said _____ (*gain*) a lot of hands-on knowledge since then.
- The game _____ (*my son / hook*) is quite violent.
- The HR lady _____ (*explain / I*) that the job benefits were only for full-time employees.
- The doctor asked _____ (*long / I / take*) that medicine before the attack.
- _____ (*hospital / I / born*) in is a historical building dating back to 1780s.
- They wanted _____ (*know / why / I / not going to*) follow the dietician's advice.

ENGLISH IN USE

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

- 'How long have you been building this portfolio?' asked the interviewer.
The interviewer wanted to know how long _____ portfolio.
- The psychologist said 'I'll help you cope with stress.'
The psychologist offered _____ with stress.
- Many employees are saying that they are hugely overworked and mistreated.
Many employees are complaining _____.
- That's the house. Darwin worked and wrote here.
That's the house _____ in.
- The patients are immediately hospitalised if their tests come back positive.
The patients _____ are immediately hospitalised.
- Our senior executive said 'I must retire this month.'
Our senior executive said that he _____.

12 Complete the text with the correct form of the words in brackets.

My parents claim that I am glued to the screen all year long. Because they are afraid that computer games can be ¹_____ (*addict*), they decided to teach me a life lesson. They got me a ²_____ (*season*) job this summer, hoping it would get me away from the computer and teach me the value of money. They say I have high ³_____ (*expect*) concerning my future employment and lifestyle but no ⁴_____ (*know*) of real life and how it works. So here I am, picking strawberries. The work is ⁵_____ (*bear*) monotonous and the sun isn't helping. My nose is burnt and my muscles ache. To make it worse, the ⁶_____ (*dispose*) containers into which we collect the fruit break easily, making a mess. But if I refuse ⁷_____ (*do*) it, my parents will cut my allowance for the rest of the year. I never thought I'd wait so eagerly for the summer to end!

5

RULES AND REGULATIONS

VOCABULARY

politics and state system
• public offices

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

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

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

- 2 Match 1–6 with a–f to make phrases connected with politics.

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

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

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

- 4 Choose the correct option to complete the sentences.

- What is the party's **politics** / **policy** on immigration?
- The government has promised to hold **an election** / **a referendum** on the issue.
- When you are elected, you should keep the promises made to your **constituency** / **electorate**.
- How many **chancellors** / **ministers** are there in the Polish government?

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

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

VOCABULARY CHALLENGE! Student's Book, p. 110, UNIT 5, ex. 1 & 2

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

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

- 7 Write answers to the questions below.

- Should teenagers be allowed to vote in elections? Why/Why not?

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

- What makes a good politician?

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

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

2 Choose the correct answers.

- If you want the scholarship, it's time to start working _____.
a hardly b hard c hardest
- This is the ____ performance I've ever seen.
a worse b worst c bad
- I'm afraid the guests arrived ____ than we had expected.
a earlier b early c more early
- I like all my sisters, but Jane is the funniest ____ them all.
a than b of c as
- Nobody runs as ____ as Tom – he always comes first.
a fast b fastly c faster
- Wendy speaks a ____ fluently now than she did before that language course.
a slightly more b bit more c least
- Kevin can speak French a lot better ____ Paul.
a as b from c than

3 Find and correct five mistakes in the text.



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

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

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

- What is _____ (*funny*) comedy you have ever watched?
- Lucy draws a lot _____ (*good*) than anybody else in her class. She's really talented.
- My diet is much _____ (*healthy*) than it used to be, and I feel a lot fitter as a result.

- He's _____ (*reliable*) person I know – I would never trust him with my secrets.
- Thomas drives _____ (*quickly*) of all my friends.
- This politician is _____ (*bad*) public speaker ever! His speeches are very long and boring.

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

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

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

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

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

6 Rewrite the sentences using the words given.

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

7 Complete the sentences so that they are true for you.

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

- 1 Match the institutions (1–5) to the descriptions of their functions (A–E). Check your answers on the Internet, if necessary.

- | | |
|------------------------|--------------------------|
| 1 United Nations | ☐ |
| 2 UK Parliament | ☐ |
| 3 British Royal Family | ☐ |
| 4 US Supreme Court | ☐ |
| 5 EU Parliament | ☐ |

- A to promote the image of Great Britain and act as its symbolic leader
B to make legal decisions based on looking at similar cases in the past and the Constitution
C to make laws and allocate spending for a specific country
D to promote international cooperation and set global standards
E to approve laws and oversee the functioning of a group of neighbouring countries

- 2 **MP3 08**  Listen to three announcements and answer the questions. Two of the announcements match two questions.

Which announcement

- | | |
|---|--------------------------|
| A is informing about a change of plan? | ☐ |
| B is focused on a person's life? | ☐ |
| C is mentioning those who work in a specific place? | ☐ |
| D is mentioning a specific number of people? | ☐ |

- 3 **MP3 08**  Listen again and complete the diary entries.

June 23rd

The European Parliament was great! They do have a lot of security regulations about phones and things, and you can't wander ¹ _____, but they are responsible for ² _____ MEPs, so it's understandable!

June 24th

Today was a total disaster! As soon as we got inside the Houses of Parliament they ³ _____, and we ⁴ _____ immediately. The member of parliament from our constituency was supposed to join us on our tour, but we didn't even get to meet her! And we never found out what ⁵ _____!

June 27th

The Churchill tour was actually quite good. We did miss out on one stop due to ⁶ _____, but that was just Churchill's grave, and the plus was that we had ⁷ _____ in Woodstock, which is lovely. It's fascinating looking around Blenheim Palace and seeing what a privileged background Churchill came from yet, in many ways, he was still such a popular politician.

- 4 Think of a place you would like to visit that is connected to politics or a specific politician. Write a short notice for visitors about how to visit and what to expect there.

REVISION Student's Book, page 56

- 5 Choose the correct prepositions to complete the sentences.

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

- 6 Add four missing prepositions to the text.

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

VOCABULARY CHALLENGE! Student's Book, p. 110, UNIT 5, ex. 3

- 7 Complete the sentences with the missing words.

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

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

1 Complete the speculations about the photo using the question tags below.

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



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

2 Complete the dialogue with the correct question tags.

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

3 Choose the correct option to complete the sentences.

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

- 4 We don't know if *he has been telling* / *has he been telling* the truth all this time.
- 5 I wonder when *will you realise* / *you will realise* how serious your situation is.
- 6 I don't know if *we can involve* / *can we involve* her in this.

4 Rewrite the questions into indirect questions.

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

GRAMMAR CHALLENGE! Student's Book, page 111, UNIT 5, ex. 1

5 Complete the missing question tags.

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

6 CUMULATIVE GRAMMAR Find and correct one grammatical mistake in each sentence.

- 1 It seems he is even more bad injured than it was previously reported.

- 2 You don't have to go yet, have you?

- 3 She doesn't know where has she left her purse.

- 4 The spy worked very hardly to earn the trust of the minister.

- 5 The beach turned out to be more far than we'd thought.

- 6 This is the little interesting idea of all the ones we've heard today.

- 7 Do you know what will they do with him when they catch him?

- 8 Let's forget about it, will we?

- 9 You never liked me, didn't you?

- 10 Anyone can take part in this competition, can he?

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

- Which is NOT a stated aim of the UN?
a to protect human rights b to support global businesses
c to promote world peace
- When was the UN formed?
a 1918 b 1945 c 1989
- What is the meeting of all UN members called?
a the General Assembly b International Council
c UN Parliament
- Does the UN serve as an international court?
a yes b no
- Can the UN impose sanctions on countries?
a yes b no

2 Read the text and choose the correct answers.

- Which sentence is not true of the United Nations?
a It has many more members than it did on its creation.
b All members must follow the regulations as specified in the Charter.
c It was created because one of its original members needed help.
d It took place of another international organisation.
- The UN General Assembly
a is the only UN body not located in New York.
b makes decisions on all issues through a process of casting votes.
c meets only when there is a crisis that needs to be solved.
d has special committees for many of the issues it deals with.
- In the last paragraph, the author
a suggests that the UN mainly helps countries which are at war.
b explains why he respects the work the UN has done in the world.
c criticises the UN for not helping to protect the environment.
d describes the most important aims of the UN.

3 Read the text again and complete the email.

Hi Cal,
You've asked me to help you with the project about UN. Well, it's hard to come up with something off the top of my head, but the things I found online are:

- The UN was formed ¹_____ in order to promote ²_____. It grew out of the League of Nations, which had been set up after the World War I.
- The UN is made up of ³_____. Three of them are called Councils, but there's also the Secretariat, the International Court of Justice and the General Assembly. They're all based ⁴_____ except for the Court of Justice.
- The Assembly deals with about 150 issues each session, and they either pass resolutions ⁵_____ or they form a consensus after discussing the issues.
- The main role of the UN is the maintenance of peace and security around the world. They also protect human rights and want to improve ⁶_____ for each individual, as well as ⁷_____. They also send aid to countries which are experiencing difficult situations.

Hope that helps!
Best wishes!
Sally

BASIC INFORMATION ABOUT THE UN



What is the UN?

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

How is the UN organised?

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

What does the UN do?

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

4 Match the words in bold from the text on page 60 with their Polish equivalents.

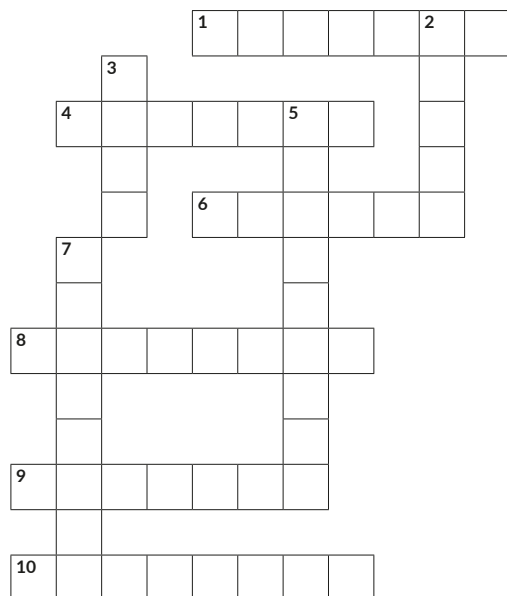
- 1 komitet _____
- 2 sprawy międzynarodowe _____
- 3 rada _____
- 4 sprawiedliwość _____
- 5 traktat _____
- 6 uchwała _____
- 7 zgromadzenie _____

5 Choose the correct option to complete the sentences.

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

REVISION Student's Book, pages 58–59

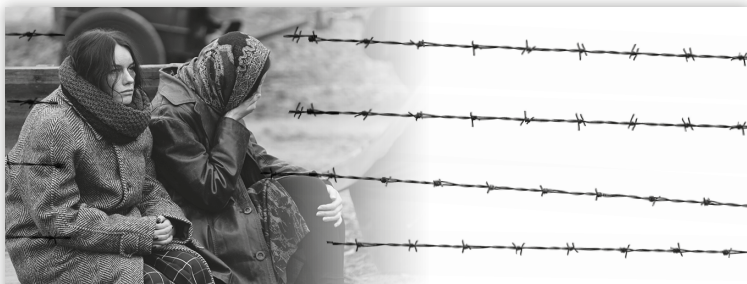
6 Do the crossword.



DOWN

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

7 Complete the blog entry with the missing words.



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

VOCABULARY CHALLENGE! Student's Book, p. 111, UNIT 5, ex. 4

8 Complete the sentences with the correct form of the verbs below.

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

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

ACROSS

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

paraphrasing unknown words
• speculating about a picture

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



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

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

certain expect imagine suppose impression

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

- 3  Describe the picture and answer the questions.

 3 minutes



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

a forum entry

- 1 Match the sentence halves.

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



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

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

- 3  Read the instructions and do the writing task.

Przeczytałeś/Przeczytałaś artykuł o pomyśle wprowadzenia obowiązku wykonywania prac społecznych przez uczniów. Zredaguj wpis na forum (100–150 słów), gdzie toczy się dyskusja na temat proponowanych zmian:

- opisz swoje doświadczenia związane z pracą społeczną;
- podaj przykłady prac społecznych, które, Twoim zdaniem, są odpowiednie dla nastolatków, i napisz, czy mają oni czas na takie prace;
- przedstaw swoje zdanie na temat wprowadzenia obowiązku pracy społecznej;
- zachęć pozostałych użytkowników forum do skomentowania Twojej opinii i podzielenia się swoim zdaniem.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

1 Rewrite the sentences using the words given.

- Many people don't agree with the president's decision. **APPROVE**
Many people _____ the president's decision.
- My great-grandfather still remembers the day the war started. **BROKE**
My great-grandfather still remembers the day _____.
- His exercise routine is definitely tougher than yours. **DIFFICULT**
His exercise routine _____ yours.
- Jay-Z took part in a special concert because he wanted to raise money for charity. **AS**
Jay-Z took part in a special concert _____ money for charity.
- I'm going to lose this election, right? I _____
I'm going to lose this election, _____?
- Could you tell me the time? **IS**
Could you tell me _____?

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

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

3 Complete the text with the correct form of the words below. There are two extra words.

likely hold secure oppose make politics
vote happen do introduce approve

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

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

- The flight attendant tried to remain calm in order don't to let the passengers know there was a problem.

- The protesters prevented the minister from close the hospital.

- Can you run a little more fastly?

- Unfortunately, peace talks don't always result of immediate success.

- The government has just made a law to reduce the speed limit in built-up areas.

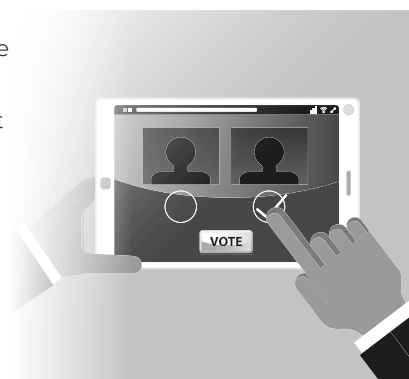
- The government has been debating at this issue for ten hours without any results.

- I can see that something has been invading your mind lately – do you want to tell me what's wrong?

- I'm sure they had to walk for hours – they were exhausted, hungry and dirty.

5 Complete each set of sentences with one word.

- _____
Not many people realise that firefighters, like office workers, are civil ____.
Aristocratic families used to need dozens of ____ to run their households.
- _____
The government promises to ____ a harsh law punishing drug dealing.
To get to the Parliament follow this street, and when you ____ a church, turn right.
- _____
The president's ____ ends this year, but he's not up for re-election.
At the end of this ____ each student needs to hand in a 1000-word paper on UN.
- _____
Something seems to ____ her mind, because she's constantly lost in thought.
The dictator planned to ____ the neighbouring countries, but met with too much resistance.





- 1 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter a, b, c albo d.

IMPORTANT NOTICE TO RESIDENTS

Dear Residents,

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

Building administrator

JK

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

- 2 Przeczytaj tekst. Uzupełnij każdą lukę (1-9) jednym wyrazem, tak aby powstał spójny i logiczny tekst.

Fellow Students!

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

- 3 Complete the sentences with the verbs below.

collect donate go towards hold participate
raise require

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

- 4 Read the instructions and do the speaking task.

4 minuty

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

terminu i miejsca akcji

przebiegu akcji

organizacji
i organizatorów

sposobu pomocy
uchodźcom

Rozmowę rozpoczyna egzaminujący.

- 5 Read the instructions and do the writing task.

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



5

BEFORE WATCHING

-
-
-
-
-



6 How long did Ghassan have to wait for his new status?

[illegible]



COMPREHENSION

- 1 Work in pairs. What does *inflation* mean?
- 2 Watch a short video about inflation. Check your answers to exercise 1.

Glossary

- deflation (n)** the general reduction in prices of goods and services in an economy
- devalue (v)** to officially reduce the value of a country's money
- mortgage (n)** a legal agreement in which you borrow money from a bank to buy a house

- 3 Choose the correct option (a, b or c) to complete each of the sentences (1–4).

- 1 The rate of inflation can help you calculate how much you should ____
 - a ask to be paid.
 - b spend on food.
 - c pay in taxes.
- 2 In an economically stable country, prices usually ____
 - a fall annually.
 - b stay steady annually.
 - c rise annually.
- 3 In 2008, Zimbabwe ran out of paper for printing money after prices ____
 - a doubled.
 - b tripled.
 - c halved.
- 4 A little inflation is a good thing if you ____
 - a loan money.
 - b owe money.
 - c save money.

- 4 Test your memory. Look at the numbers and dates (1–4). Do you remember what they refer to? Watch the video again to check your answers.

- 1 1967 2 24 3 1920s 4 100



AUTHENTIC ENGLISH

- 1 Look at the examples from the video and read the information in the box. What is the function of the questions in these sentences?

... the same Big Mac now costs \$3.99. **Why?** The answer is inflation.

So, is inflation bad? A small amount of inflation stops the threat of deflation ...

Questions to capture attention

We often ask questions to capture our audience's attention. We can do this to make our speech more dynamic, or to encourage our audience to think about what we are discussing.

- 2 Work in pairs. Read the introductions to the presentations below (1–4). Write one question for each to capture your audience's attention.

- 1 Some people are concerned that developments in artificial intelligence could have a negative effect on traditional jobs.

Have you ever worried that in the future a robot might be doing your job?

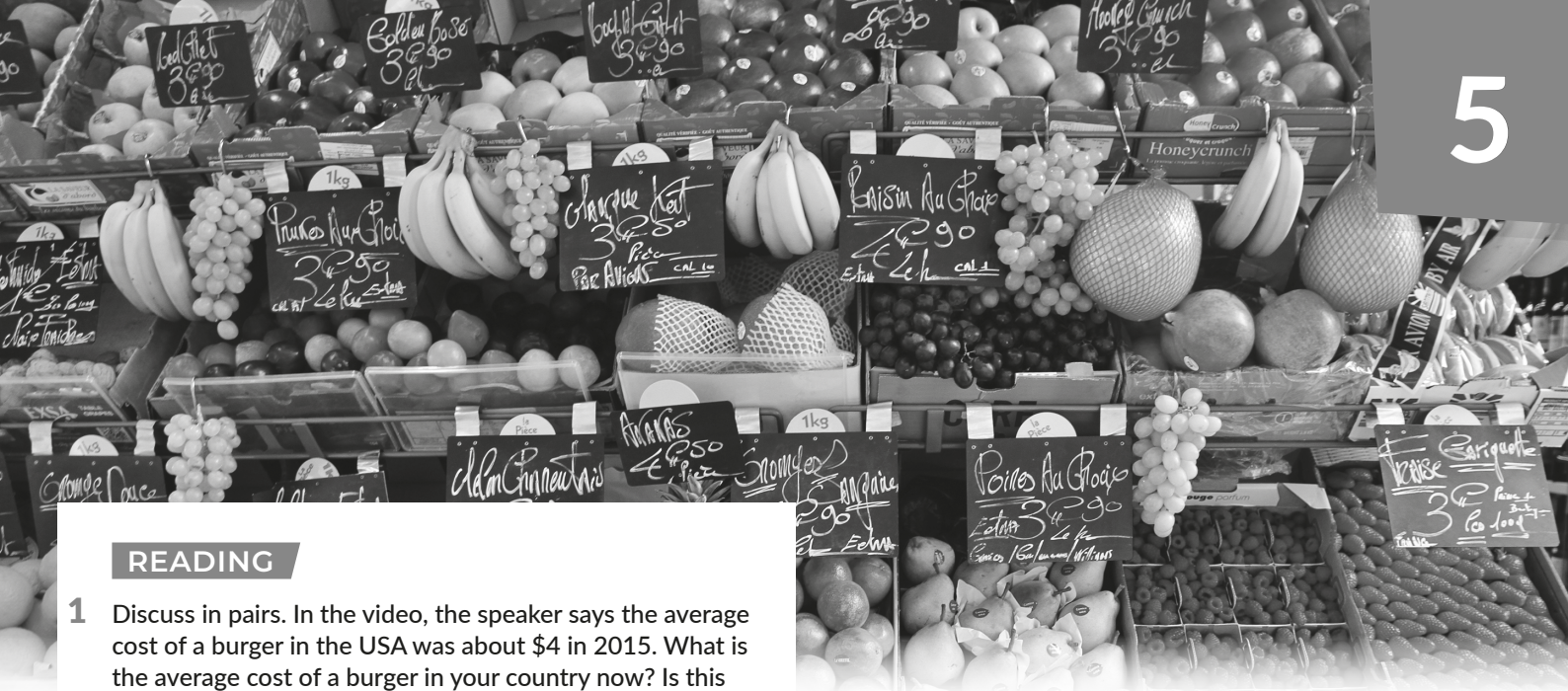
- 2 The way people consume entertainment has changed as a result of developments in technology.

- 3 More and more young people are going to university and this has an effect on the job market.

- 4 People are becoming increasingly aware of the importance of a healthy lifestyle.

SPEAKING

Work in groups. Are people worried about inflation in your country? Why/Why not?



READING

- 1 Discuss in pairs. In the video, the speaker says the average cost of a burger in the USA was about \$4 in 2015. What is the average cost of a burger in your country now? Is this a good price compared to other things you can buy?
- 2 Read the online news article about global price indexes. Answer the following questions.
 - 1 What do global price indexes show?
 - 2 Why are they useful?
 - 3 Which European country is the most expensive for everyday items?
 - 4 The cost of a burger is the same in Brazil and the USA. In which country would it be considered expensive? Why?

The Price is Right

The cost of food is different depending on where you live, so comparing the prices of everyday food and drinks can be a useful tool for economists. Global price indexes can be used to check prices of food and other commodities around the world. Local prices can tell us a lot about the status of different produce and products in countries, and the strength of each country's currency. Knowing the price of different items in different countries relative to your own can also be helpful if you are planning a holiday or moving abroad.

For example, in Switzerland there is a very high standard of living and it is also the most expensive European country for food shopping. In the USA, a burger costs around \$5, and can be bought by just about everybody. On the other hand, in Brazil a burger may be similarly priced as in the USA but because incomes are lower, it would be considered almost a luxury food item.

Can you think of any other products that could be useful for a global price index? Post your comments below.



Glossary

commodities (n) something which can be bought and sold, especially a basic food product or fuel

SPEAKING

- 1 **PREPARE** Work in small groups. What is the average price of the following items? Do you think they are currently overpriced, underpriced or the right price in your country?

a cappuccino a loaf of bread a month's gym membership
a month's rent for a two-bed flat a mountain bike
a night in a hotel a pair of jeans a smartphone
a three course meal a train ticket

- 2 **PRESENT** Explain your ideas to your classmates, with reasons for your choices. Use phrases from the box below to help you.

Defending an idea

It seems clear that ...
In my opinion ...
The reason I think that is ...

Challenging an idea

I'm afraid I can't agree with you because ...
I'm not convinced that ...

- 3 **DISCUSS** Listen to the arguments from the other groups in your class. Do they have any different ideas? Try to reach an agreement about the best price for five everyday items.

BEYOND THE CLASS

Why not try ...

finding out about the price of everyday items in several different countries?

6

ENVIRONMENTALLY FRIENDLY?

VOCABULARY

threats to the environment

1 Which threats to the environment are described below?

- If the temperatures keep rising, the ice in the North Pole will melt. Can you imagine the consequences?

- You would be shocked if you knew the conditions in which these birds are kept – twenty or more in one small cage!

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

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

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

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

3 Complete the sentences with the phrases from exercise 2.

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

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

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

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

destroy new forest environment pollute manage

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



VOCABULARY CHALLENGE! Student's Book, p. 111, UNIT 6, ex. 1

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

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

7 Write 3–4 sentences to express your opinion on the topic Households which do not recycle should be fined.

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

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

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

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

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

[illegible]

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

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

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

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

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

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

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

4 Find and correct the mistakes in the sentences.

There are three correct sentences.

- 1 You would have become very rich if you have invested in our business.

- 2 I'd have had breakfast if I had got up earlier.

- 3 You might have got the job if you sent your application by the deadline.

- 4 If I'd known Mark was in town, I'd have called him.

- 5 If you were not so tired last night, would you have come to the party with me?

- 6 If the weather had been better, we might not had the accident.

- 7 When would you have arrived if you hadn't missed the bus?

5 Complete the text with the correct words. Put one word in each gap.

Kevin,

I'm afraid I've got some bad news. We didn't pay for the safari trip on time, and our reservations have been cancelled. If we

- 1 _____ paid at least some of it, the travel agent might
2 _____ given us a bit more time. It's all our fault!

If we had ³ _____ wasted all our savings, we would have ⁴ _____ able to pay for the holiday on time. Now I regret I didn't look to my parents for help. If I ⁵ _____ asked them for some money, they ⁶ _____ have lent me some.

If ⁷ _____ we had been more responsible! And now it's too late. We need to plan something different for the summer. Any ideas?

Rob

6 Complete the sentences using the third conditional.

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

- 1 Write five words that you associate with each of the categories below.

food waste	chemical pollution	climate change	endangered species

- 2 **MP3 09**  Listen to the four news reports and answer the questions. There is one extra question.

Which speaker

- A** is talking about a potential controversy? ☐
B is describing a young person's achievement? ☐
C is warning individuals to limit certain activities? ☐
D is mentioning a problem local residents might have the next day? ☐
E is advising local residents to protest against some new legislation? ☐

- 3 **MP3 09**  Listen again and complete the email.

Hey Kelly!

I've been listening to a local news programme and thought you'd be interested in all the things going on. First, local ¹_____ have gone on strike to protest against food waste where they work. They are claiming that the discarded food ²_____ need and that putting it into landfills ³_____ pollution. Then, it was reported that our MP has introduced a bill in Parliament supporting a ⁴_____ and some other essential environmental issues. The really upsetting news, however, is that a lack of checks at the local factory has resulted in a chemical ⁵_____ into the river. We obviously have to avoid doing any ⁶_____ but, hopefully, the river will be cleaned up soon. The last thing I heard was about a boy who has discovered ⁷_____ that experts thought had become extinct some time ago. It seems he really wants to ⁸_____, so he's already made a good start!

That's all for now. Hope to see you soon.

Peter

- 4 Prepare notes for a news report about an environmental issue in your area. Include information on causes, problems, actions taken and anything else that you find important.

REVISION Student's Book, page 68

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

save recycle cut few grow install use

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

- 6 Insert a missing preposition in each sentence.

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

VOCABULARY CHALLENGE! Student's Book, p. 111, UNIT 6, ex. 2

- 7 Complete the sentences with the missing words.

- Do you think people will ever change their ^a_____ and stop littering in the forests?
- The government has to act to ^b_____ the problem of poor waste management.
- No, you're ^c_____ the point! Listen again.
- A minor change in the law will not make the problems go ^d_____.
- I wish people took ^e_____ for destroying the Earth's environment.

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

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

conditional sentences revision; mixed conditional sentences

1 Complete the sentences.

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

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

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

3 Complete the sentences in two ways using the prompts.

- 1 If I had taken your advice, I
a not be / so much trouble / now _____
b avoid / paying the fine _____
- 2 If my biology teacher hadn't encouraged me to take part in that competition, I
a not know / so much about endangered species in my country _____
b not get / my scholarship / the university _____
- 3 If I didn't speak English, I
a not be able / to chat with people all over the world _____
b not be able / to get that job in London last summer _____

- 4 If electric cars were cheaper,
a more people / already switch to them _____
b you / buy one _____?
- 5 If all governments assumed more eco-friendly attitudes,
a maybe some extinct species / be saved _____
b there / be / more laws protecting the environment _____
- 6 If the punishments for pollution were harsher, many factories
a install / better filters / a long time ago _____
b think twice / before releasing their waste into the rivers _____

GRAMMAR CHALLENGE! Student's Book, pp. 111–112, UNIT 6, ex. 1 & 2

4 Rewrite the sentences without using *if*.

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

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

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

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

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

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

5 CUMULATIVE GRAMMAR Write sentences using the prompts. Use *if* only if provided.

- 1 if / I / have more cash on me / buy / more than just a sandwich / .

- 2 tell / she / call / I / if / you / see / her / .

- 3 I / be sure / that / she / not / miss / my birthday party last night / if / not be / so busy / .

- 4 if / you / can / choose / you / live / hot or cold climate / ?

- 5 I / not believe / the story / he / tell me / last night / he / not be / my best friend / .

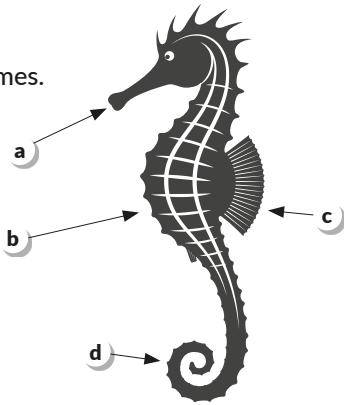
- 6 if / they / not invest / in new technologies lately / the company / be forced / pay heavy fines / now / .

- 7 you / say / hello to Pam / yesterday / if / you / recognise her / ?

- 8 be / I / you / I / think twice / before selling this car / .

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

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



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

- | | |
|---|-------|
| 1 The seahorse is a mammal. | T / F |
| 2 The seahorse can't swim very well. | T / F |
| 3 Seahorses often travel long distances. | T / F |
| 4 They don't like shallow waters. | T / F |
| 5 Seahorses eat weeds and small fish. | T / F |
| 6 Seahorses mate with as many partners as possible. | T / F |
| 7 The seahorse can see what's behind and in front of it at the same time. | T / F |
| 8 The male seahorse gives birth to the young. | T / F |
| 9 The number of seahorses is alarmingly small. | T / F |

3 Read the text and complete the notes.

SECRETS of SEA LIFE

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

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

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

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

SEAHORSE – BASIC FILE

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

4 Match the words and phrases in bold from the text on page 72 with their definitions.

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

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

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

REVISION Student's Book, pages 70–71

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

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

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

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

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

8 Complete the sentences with the missing words.

- 1 Baby birds depend on their parents to protect them from **pr _ _ t _ rs** such as crows or magpies.
- 2 This species breeds successfully **_ _** captivity.
- 3 Our planet is on the **_ e _ g _** of a catastrophic energy crisis.
- 4 There are more than 1,000 **e _ d _ _ c** plant species on the island.
- 5 We all should take responsibility **_ _ _** environmental **_ ro _ ct _ _ _**.
- 6 In order for **_ _ d _ _ g _ _ _** species to **_ _ r _ _ v _**, we must create safe havens for them.

VOCABULARY CHALLENGE! Student's Book, p. 111, UNIT 6, ex. 3, 4 & 5

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

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

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

2 Complete the sentences with the words below.

doubt every see though up something right

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

3 Read the instructions and do the speaking task.

 4 minuty

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

kosztów wprowadzenia takiego rozwiązania

wygody pasażerów

korzyści dla środowiska

skuteczności takiej akcji

Rozmowę rozpoczyna egzaminujący.

- 1 Write sentences using the prompts. Then decide which of the statements refer to the causes and which refer to the solutions to the problem described in the writing task in exercise 3.
- 1 I / believe / this / may / have / do / fact / ecological lifestyle / be / often / less / convenient / .

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

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

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

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

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

Causes: _____ Solutions: _____

2 Read the writing task in exercise 3 below. Which of the arguments (a-g) would you use in the letter (✓)? Which are unsuitable for this topic (x)?

- a Factories pollute our rivers and lakes, killing many birds and fish. ☐
- b Celebrities should talk about ecology because people listen to their role models and usually follow their example. ☐
- c My grandmother taught me how important it is to be eco-friendly, so I always recycle my rubbish and try to save water. ☐
- d Solar panels and electric cars are so expensive that many people simply cannot afford them. ☐
- e Since there's not enough emphasis on ecology in schools and the media, many people just don't realise how important this issue is. ☐
- f People do not know they should turn off lights they don't use in order to save energy. ☐
- g We produce so much rubbish that landfill sites are overflowing, and yet a huge part of our society still does not recycle. ☐

3 Read the instructions and do the writing task. Use the ideas and language from exercises 1 and 2.

Przeczytałeś/Przeczytałaś w zagranicznej gazecie artykuł, którego autor twierdzi, że ludzie w Twoim kraju nie prowadzą ekologicznego trybu życia. Zgadzasz się z tym punktem widzenia. Napisz list do redakcji gazety (200–250 słów), w którym wyjaśnisz, z czego wynika taka sytuacja, oraz zaproponujesz, w jaki sposób można by ją zmienić.

1 Choose the answer (a, b or c) that means the same as the underlined phrase or sentence.

- 1 To be honest, I doubt it.
a Frankly b Sincerely c Obviously
- 2 Due to the warm winter, there's a plague of mosquitoes.
a Result from b Resulting in c As a result of
- 3 I'll give him the message if I see him.
a so long I see b unless I see c provided I see
- 4 I agree up to a point.
a I partially support such views. b That's not my point.
c You're absolutely right.
- 5 When his story was over, there was absolute silence.
a was at an end b came to an end c was ending
- 6 Should you decide to use our services, we'll be happy to help.
a If you decide b You've decided
c You should decide
- 7 Had the plane landed on time, we would be home already.
a The plane had landed b If the plane had landed
c On condition the plane landed

2 Find and correct a lexical or grammatical mistake in each sentence.

- 1 We must put more effort into using origins of alternative energy.

- 2 Do you know your carbon footprint?

- 3 You're losing the point – recycling is necessary, but it's badly organised.

- 4 Factories present a great threat for the environment.

- 5 If we put a ban on hunting endangered species, we could have saved some animals from extinction.

- 6 Hundreds of species died off because of human carelessness.

- 7 If we will not stop cutting down forests, the species living there will continue to go extinct.

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

- 1 We need to _____ (*przetawić się na odnawialne źródła energii*) as soon as possible.
- 2 If we _____ (*przestali używać paliw kopalnych*) a decade ago, our planet would be in much better shape now.
- 3 _____ (*W wyniku wylesiania*) many birds migrate to other areas.
- 4 Animals _____ (*których naturalne środowisko*) is destroyed often face extinction.
- 5 We must stop global warming _____ (*zanim pokrywa lodowa stopnieje*) completely.
- 6 Landfills won't stop growing _____ (*chyba że będziemy kupować mniej produktów*) such as clothes and toys.

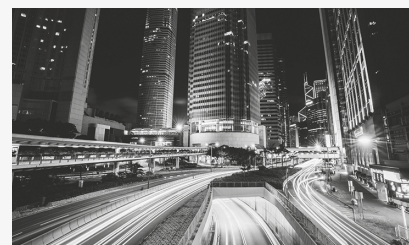
4 Complete the text with the correct words. Put one word in each gap.



The cycle of light and darkness is the oldest system of keeping time on our planet. For many animals, it regulates such important life functions ¹ _____

reproduction, sleep, hunting and migrations. However, in cities, the lights are never out and it never gets dark. This means that the animals ² _____ life cycles are regulated by light and darkness, especially the nocturnal ones, get confused. For example, nocturnal animals don't know when to hunt. The characteristic sound of frogs croaking is part of their mating ritual which only takes place at night. However, if we turn night into day, a lot of them become confused and never do this, which has a negative effect ³ _____ their reproduction. Consequently, the number of some species has fallen drastically.

Birds are also victims of this. Every year, many migrating birds start their journey too early or too late, or change the course of their flight and die. This ⁴ _____ to do with the fact that they rely on starlight, moonlight and the amount of sunlight to decide when and where to go. But city lights mislead them. Unfortunately, the situation is ⁵ _____ to change in the nearest future since the number of streetlights, brightly lit buildings and neon lights is constantly increasing. ⁶ _____ to conservationists, light pollution is one of the most serious ecological problems these days. Most of us don't realise that if we ⁷ _____ off most of these lights, we'd help to solve many of these problems. We ⁸ _____ also save some money, conserve energy and be healthier.



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

- 1 I _____ (*not remember / see*) houses with solar panels there.
- 2 I wish the city authorities _____ (*change / approach*) recycling.
- 3 This time tomorrow, _____ (*we / take*) our first exam.
- 4 If we had realised earlier how dangerous air pollution is, _____ (*we / tackle*) the problem sooner.
- 5 We _____ (*our house / insulate*) last year.
- 6 How long _____ (*you / work*) on this presentation so far?
- 7 That is not the book I've ordered! _____ (*they / must / make*) a mistake.
- 8 When we returned from the safari, dad asked _____ (*we / see*) any lions.
- 9 The electricity bill will be huge unless we _____ (*cut down / energy*) usage.
- 10 By the time we got to the hotel, our room _____ (*already / give*) to somebody else.



- 1** **MP3 10** Listen to the text and choose the correct option. Sometimes both options are correct.

¹70% / 100% of Reykjavik's electricity comes from renewable sources.

Green energy has already saved Reykjavik ²thousands / billions of euros.

The main source(s) of Reykjavik's energy is/are hot ³water / steam from under the volcanoes.

Reykjavik uses ⁴25% / 60% of its geothermal and hydrothermal resources.

The government, together with ⁵commercial companies / scientists, continues to work on renewable energy projects.

- 2** **MP3 10** Usłyszysz dwukrotnie tekst o Reykjaviku. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–7 w poniższym streszczeniu.

Reykjavik is one of the greenest cities in the world. It uses renewable energy sources for such things as public buildings and public transport. Also, its streets ¹_____ using green energy. This started ²_____ ago when local farmers began to ³_____ with steam from hot springs. Soon, the city was preparing a system of pipes bringing the steam into all homes. In the '70s when fossil fuels became ⁴_____, Reykjavik became even more interested in it. Reykjavik is ⁵_____ green cities because its eco-success does not depend on people switching to bicycles but rather switching to green energy. Thanks to renewable resources, over the last few decades Reykjavik has emitted ⁶_____ tons of CO₂ into the atmosphere. The city's ambition is to stop ⁷_____ altogether.

- 3** Match the parts of the sentences.

- | | |
|---|--------------------------|
| 1 If I had to choose between these two posters, | ☐ |
| 2 I believe the first option | ☐ |
| 3 I prefer clear messages to riddles, | ☐ |
| 4 I wouldn't choose the first poster due | ☐ |
| 5 I'd rather go for number one because | ☐ |
| 6 Since some people might not know the symbols in the second picture, | ☐ |
| a I don't believe the second poster would work. | |
| b I'd pick the second one. | |
| c it speaks directly to the person reading it. | |
| d so I think number two is better. | |
| e to the fact that I don't know what this picture shows. | |
| f would make more people stop and think. | |

- 4** Do the speaking task and answer the two questions.

5 minut

W Twojej szkole organizowany jest Dzień Ziemi i Twoja klasa ma za zadanie przygotować plakat zachęcający do ekologicznego trybu życia. Do wyboru są dwa plakaty.

- Wybierz propozycję, która – Twoim zdaniem – jest bardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- More and more national parks charge visitors an entrance fee. Should we be forced to buy a ticket when visiting a park? Why/Why not?
- What is the biggest ecological problem in your country?

- 5** Read the writing task and look at the ideas (a–i) below. How would residents, businesses and the city authorities be affected by green zones? Which results are positive (P) and which negative (N)? Some ideas might be used more than once. Can you think of more ideas?

residents

P _____

N _____

businesses/shops/
workers/business
partners/clients

P _____

N _____

city authorities

P _____

N _____

RESULTS

- must change cars or use public transport
- green cars or public transport
- less noise pollution
- cleaner air
- less traffic
- zones more attractive for tourists
- more public transport needed
- checking if people obey the law
- problems with delivery/supply

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

Wiele miast wprowadza tzw. zielone strefy (*green zones*), po których mogą poruszać się tylko samochody przyjazne środowisku. Napisz **rozprawkę** (200–250 słów), w której przedstawisz dobre i złe strony takiego rozwiązania.





▶ VIDEO 11

SPOTLIGHT ON SOCIETY VIDEOS

Plogging

6

BEFORE WATCHING

- 1 Work in pairs and discuss. How can the institutions and people mentioned below discourage people from littering the streets?

schools _____
government _____
local communities _____
celebrities _____
media _____
food and clothes manufacturers _____
shops _____



- 2 Look at the picture and answer the questions.

- Why do you think they're doing this?
- What kind of litter typically lies around in the streets in your area?
- Do you think picking up rubbish together is a good way to socialise with your neighbours? Why/Why not?

WHILE WATCHING

- 3 Watch the video and answer the questions.

- 1 What is the origin of the word *plogging*?

- 2 Who is plogging for?

- 3 What are some of the multiple benefits of plogging?

- 4 What is suggested at the end of the video?

- 4 Watch the video again and complete the sentences.

- Dermot and Michelle decided to start *Plogolution!* because back in 2018 they _____ together and came across _____.
- They whole team walks together in order _____.
- It shocked the ploggers that _____.
- One of the ploggers says that they would go no matter _____ because plogging is just an excuse to get out.
- What ploggers appreciate about this activity is that they meet people who share _____.
- Despite being _____, the day was great fun for the ploggers.

FOLLOW-UP

- 5 Complete the sentences with the words below.

household lap way socialise walks

- I always do a _____ around the block during lunchtime before I go back to my desk.
- People from all _____ of life, from pensioners, through art students to businessmen, showed up at the environmental protest.
- Doing something useful together is a great way to _____ both with friends and strangers.
- It's sad how much _____ waste can be found in local forests.
- Matt and I were helping in the animal shelter and fell in love along the _____.

- 6 Choose the correct preposition.

- You can't sit at home all by yourself all the time, you need to get out and _____ a bit.
a about b away c up
- I was browsing ads with summer jobs when I came _____ this ad saying that the WWF was recruiting volunteers.
a up b over c across
- Any action that helps clean _____ our planet is worth participating in.
a off b up c out
- We're going hiking this weekend. Would you like to come _____?
a along b through c in
- We need to teach young children how to look _____ the environment.
a over b after c into

AFTER WATCHING

- 7 Imagine you want to encourage your neighbours to go plogging in your area. Prepare a poster to encourage them to participate.



COMPREHENSION

1 Work in pairs. Look at the picture. Discuss the questions.

- 1 Where do you think the people are cycling?
- 2 What are some problems of cycling in the city?
- 3 What are some advantages of cycling over other forms of transport?

2 Watch the first part of a news report about bike sharing schemes. Which of the sentences (1–4) is the best summary of the report?

- 1 The problems of having a bicycle in Cárdenas, where cars are the main form of transport.
- 2 Due to the economy, bicycles are the only form of transport in Cárdenas.
- 3 Bicycles have lost and gained popularity over the years in Cárdenas.
- 4 The different kinds of people who ride bicycles in Cárdenas.

Glossary

discouraged (adj) feeling it is useless to try to do something

poverty (n) a situation in which someone does not have enough money to pay for their basic needs

refurbish (v) to improve a room or object by cleaning, painting and adding new items

3 Watch the first part of the video again. Choose the best option to complete each sentence.

- 1 There *is one type* / *are different types* of bicycle in Cárdenas.
- 2 In Cuba, bicycles used to be associated with *road problems* / *poverty*.
- 3 The company Velo Cuba *sells* / *rents* bicycles.
- 4 Cyclists have to deal with problems concerning *theft* / *safety*.

4 What do you think are some differences between cycling in Cárdenas and other busy cities? Watch the second part of the video to check your answers.

Glossary

embrace (v) to completely accept a new idea or belief

intimidated (adj) feeling nervous of someone or something

subscribe (v) to pay money regularly in order to belong to a club or organisation

5 Watch the second part of the video again. Are these statements true (T) or false (F)? Correct the false sentences.

- | | |
|---|-------|
| 1 Free bicycles are used to motivate cyclists. | T / F |
| 2 Moscow is similar to Amsterdam because of the cycle lanes. | T / F |
| 3 Cycling can mean that you arrive at work on time. | T / F |
| 4 Some people don't cycle because it's scary. | T / F |
| 5 Cycling is a symbol for people who are environmentally aware. | T / F |
| 6 Moscow has a bike sharing scheme, but it's not popular. | T / F |

6 Watch both parts of the video again. Are these statements true for Russia (R), Cuba (C) or both (B)?

- | | |
|--|--------------------------|
| 1 It is still not well-adapted for cyclists. | ☐ |
| 2 Not many people use bikes yet. | ☐ |
| 3 Lots of people use bikes. | ☐ |
| 4 It needs to encourage people to cycle. | ☐ |

AUTHENTIC ENGLISH

1 Look at the example from the video and read the information in the box. Can you think of a synonym for *though* in this context?

Attitudes are changing, though.

though

We can use *though* to show a contrast with previous information or to add something surprising.

2 Rewrite these sentences using *though*. Change the punctuation where necessary. For some sentences more than one answer is possible.

- 1 I love cycling, but it's difficult here because of the traffic.

- 2 I'm not a vegetarian, but I don't eat red meat.

- 3 It's a wonderful restaurant, but it's very expensive.

- 4 I love that part of Spain, but the weather's usually terrible.

SPEAKING

Work in pairs. Do you cycle to school or work in your town or city? Why/Why not?



READING

- 1 Work in pairs. Look at the picture of a bike sharing scheme. Are there any schemes like this in your town or city? If so, do you use them? Why/Why not?
- 2 What are some problems with these schemes? Read the news article and check your predictions. Do you agree with the article? Why/Why not?

BIKE SHARING



a

With millions of bikes in more than fifty countries, bike sharing schemes have fans everywhere. They are good for our health, good for the environment and of course, they help to ease traffic congestion. But despite this, surprisingly, some cities' schemes close after only a year or two. Why?

b

First of all, for the scheme to work you need a lot of bikes! And that can be a nightmare for local authorities to organise. The result? You need to employ a lot of people to make sure it runs smoothly.

c

Bike sharing schemes require high-quality bikes and good software, which is a very expensive business. In fact, it's an average investment of thousands of euros per bike. And you don't get much of a return on your investment because bike users and tourists usually don't want to pay a lot for this sharing service.

d

Cycling in many cities is dangerous, as many cyclists are simply not respected. For these schemes to work, cities need sufficient cycle lanes and careful drivers. This is not something that can happen overnight.

Glossary

congestion (n) a situation in which a place is crowded with people or vehicles

- 3 Match the headings (1–4) to the paragraphs (a–d) in the article.

- 1 High costs
- 2 The wrong attitude
- 3 Popular but short-lived
- 4 Practical concerns

☐
☐
☐
☐

SPEAKING

- 1 **PLAN** Work in groups. Discuss the pros and cons of bike sharing schemes in the city. Consider the following ideas.

- ways to encourage more people to take their bikes to work
- methods for funding the scheme
- how to educate cyclists not to ride on pavements but to use cycle lanes
- whether the city is a safe place for cyclists

- 2 **PRESENT** Present your ideas for and against bike sharing schemes.

In favour:

We could organise a 'car free day' in the city ...

Against:

We believe that spending money on schemes is a financial disaster.

- 3 **DISCUSS** Listen to the ideas from the other groups. Which arguments did you find most convincing? Why? Say whether you agree or disagree. Use the phrases in the box below to help you.

Agreeing

It's definitely true to say ...
 There's no doubt ...
 I couldn't agree more ...

Disagreeing

I can't agree that ...
 It doesn't seem ...
 You could say that, however ...

BEYOND THE CLASS

Why not try ...

investigating alternatives to conventional bike sharing schemes?

VOCABULARY

1 Choose the correct option to complete the sentences.

- My friend's **approach** / **management** to reducing waste is to turn it into a daily challenge for her family, which makes it both fun and effective.
- As a **result** / **act** of introducing electric buses, air pollution levels in the city have dropped dramatically.
- The **Houses** / **Buildings** of Parliament in London were designed to be a beautiful but functional place for politicians to debate.
- The fact that more and more firms are beginning to **invest** / **insulate** in renewable energy is a hopeful sign.
- I don't think we should **see** / **look** only to governments to deal with climate change. We need to do a lot of the work ourselves.
- Some people living in coastal areas are **preparing** / **worrying** about the ever-rising sea levels.
- A shocking number of species will **grow** / **become** extinct if we don't take steps to save them right now.

2 Complete the dialogue with the words below. There are three extra words.

politician citizen servant Member constituency
politics renewable Liberal coalition fossil election

- A What do you think of the new ¹_____ of Parliament for our country? Is she doing a good job?
- B Well, I think she's quite good. I don't normally support the ²_____ Democrats, but she's a skilled ³_____, and I think she really does pay attention to what people in her ⁴_____ want.
- A I think it's great that she was a civil ⁵_____ before getting elected, too. It means she knows the details of how things work. And she supports ⁶_____ energy sources like wind and solar farms. She believes we should reduce the use of ⁷_____ fuels to a minimum.
- B Really? Does that mean you voted for her?
- A I'm ashamed to say that I haven't voted in a(n) ⁸_____ for ages.

3 Complete the text with the correct form of the words below. There are two extra words.

chemistry break refuge extinct conserve innocence
peace endanger explode nature betray

When war ¹_____ out in a country which already has a lot of environmental issues, ²_____ species often become helpless victims of the conflict. The destruction of their ³_____ habitats is a common side effect of war, and in developing countries where the ⁴_____ of sites of outstanding natural beauty is already difficult, the effects are even more dire. While human ⁵_____ are able to escape to other countries, native wildlife has no option other than to become an ⁶_____ victim of war. When a bomb ⁷_____, or toxic ⁸_____ are used, we can only hope that enough plants and animals survive to recover in more ⁹_____ times.

4 Complete the sentences with the missing words.

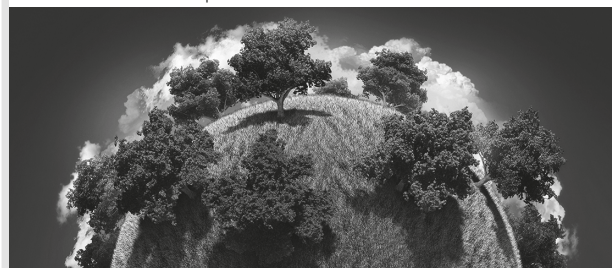
- It's important to **r_c_____e** waste rather than dispose of it in **l_n_____l** sites.
- Unfortunately, banning fox hunting is not in the party's **m_n_____t**.
- If we could, for example, reduce the amount of **____e____h____s** gases like CO₂ from factories, we might be able to slow down **g_o_____** warming.
- What is the best way to **o____r_o____** the problem of designer drug abuse among teens?
- In countries with a parliamentary government, a **__r__e** minister is the leader of the major party.

5 Complete the sentences with the correct prepositions.

- Many people in the UK no longer approve _____ the monarchy.
- You can't blame the President _____ everything! He doesn't have that much power.
- Can we count _____ you to vote for our candidate? She really needs your support.
- If enough people protested against the treatment of immigrants, we would make a step forward _____ the fight for equality.
- Some people think it's outrageous to punish a minister _____ voicing their own opinions in the media.

6 Translate the Polish fragments of the text into English.

When it comes to slowing down ¹_____ (*zmiany klimatyczne*), it often feels like there is little we can do. Problems like ²_____ (*wylesienie*) and the ³_____ (*niszczenie raf koralowych*) seem to be so far away that they almost seem irrelevant. Fortunately, there are many things that make a difference which we can do closer to home. To start with, look at ⁴_____ (*swój ślad węglowy*). Maybe your family uses a car more often than is necessary? If so, you might consider using public transport or cycling more often. You can also ⁵_____ (*ograniczyć zużycie energii*) and ⁶_____ (*ocieplić swój dom*). ⁷_____ (*Zainstalowanie paneli słonecznych*) will give you a source of energy that is environmentally friendly. One step that is a real challenge for many of us is ⁸_____ (*kupowanie mniejszej ilości produktów*). Every time you are tempted to buy something new, ask yourself whether you can reuse something instead. By doing this, not only do you lower the amount of waste, you also save money for more worthwhile pursuits!



VOCABULARY CHALLENGE!

7 Complete the text with the correct form of the words in brackets.

- The proposed _____ would dramatically reduce the number of vehicles in the city centre, and while it might be _____ for some commuters, it is certainly an _____ responsible thing to do.
(*comfort, legislate, ecology*)
- While we are often shocked by the _____ of politicians, who are willing to say almost anything to ensure their _____, it remains our _____ as citizens to verify their claims and make the best choice when voting.
(*responsible, honest, re-elect*)
- When the factory owner was _____ for ignoring _____ standards and releasing _____ chemicals into the waterways, his _____ to admit the truth eventually led to criminal charges being made against him.
(*ecology, able, charge, harm*)

GRAMMAR

8 Choose the correct option to complete the sentences.

- Let's turn half of the lights off, *shall we* / *will we*?
- Edna was breathing rather *fast* / *fastly* even though we were walking very *slow* / *slowly*.
- Old diesel engines will finally be banned, provided they *pass* / *will pass* this law of course.
- The company never even tried to use any filters, *did they* / *didn't they*?
- If they *wouldn't* / *hadn't* opened the dam, the whole town would be flooded now.
- I wonder how many species of insects *have we killed* / *we have killed* with pesticides so far.

9 Complete the sentences with the words/phrases below. There are three extra words/phrases.

the highest aren't you most highly much more
cared are you worse more badly had cared
hadn't got

- After a plague of moths damaged many pine trees, acres of forest were even _____ damaged by the wildfire.
- So you are the infamous Darth Vader, _____?
- The baby koala which was rescued from the fire will need to stay in a clinic for weeks, but it isn't feeling _____.
- Do you know which animal can jump _____?
- He would be a free man today if he _____ into a fight on his last day in prison.
- The new legislation is _____ effective than anything we've ever had.
- If you _____ about environment, you wouldn't have dumped all the waste into the river.

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

- We think of dolphins as warmth-loving animals, but in fact those living _____ (*far*) north can be found in the cold seas around Norway.
- I'm going to have to call my lawyer, _____ (*be* / *I*)?
- The Republican presidential candidate is 74 and the Democratic one is _____ (*slight* / *old*) at 78.
- He will get a refugee status on condition that he _____ (*provide*) all the documents.
- I think that of all our destructive actions, _____ (*threatening*) to our climate is deforestation of the Amazon rainforest.
- _____ (*they* / *punish*) him after his first offence, maybe he wouldn't have committed another one.

11 Rewrite the sentences using conditionals.

- The party didn't worry about minorities and, as a result, lost many votes.
If _____.
- They need to make peace soon, or else the whole country will be ruined.
Unless _____.
- I think you should report this to the police.
If I _____.
- We have a conservative government, because liberals boycotted the elections.
If _____.
- People over-hunted dodos and they went extinct.
If _____.
- We don't recycle enough, so the landfills keep growing.
The landfills _____.
- He has a criminal record, so the police treated him with suspicion.
The police _____.

ENGLISH IN USE

12 Complete each set of sentences with one word.

- _____ You _____ have seen their reaction; it was too funny.
I _____ have told the judge the truth.
_____ you need more information, please contact me via email.
- _____ It was a really _____ winter and many weaker animals didn't survive.
My back hurts from sitting on a _____ chair the whole day.
The president knew the law would be unpopular, so it was a _____ decision.
- _____ After a long investigation, three men were _____ with treason.
I asked you to keep your phone _____ at all times so that we can be in touch.
It was the last debate before the elections, so the atmosphere was emotionally _____.
- _____ If you want to be green, _____ down on energy use.
I am not _____ out for being a politician, I hate public appearances.
The burglar _____ his hand on the broken glass, so the police have his DNA.

1 Find the words which match definitions 1-7 in the wordsearch below.

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

- without any fat or juice; not moist
- cooked for too long
- juicy and tasty
- pleasantly hard on the outside
- soft and easy to cut and eat
- cooked in hot water
- so pleasant that you want to have more

2 Choose the correct option to complete the sentences.

- If you want a healthy dessert, why don't you have a **baked** / **bland** apple?
- The cheese cake came out soft and moist – the most **disgusting** / **delicious** I've made so far.
- Fried** / **Steamed** fish can be quite fattening because of all the oil that it absorbs.
- The beef was so **grilled** / **tough** I could barely cut it, let alone chew it.
- If you bring your own lunch, make sure it's not **spicy** / **smelly** so that it doesn't bother people sitting around you.
- This coffee has a really **nasty** / **soggy** taste – what have they added to it?
- This tomato soup has a lovely intense **sense** / **taste**.
- If you want to have some really **revolting** / **spicy** Thai food, try the new place in the High Street.
- I know fish liver oil is very **beneficial** / **sensible** for you, but it's plain gross.
- Fish and chips and seafood chowder are **beloved** / **harmful** foods on the British Isles.

3 Complete the sentences with the missing words.

- The lemonade was so **c** **y** **w** that I couldn't drink it.
- The blueberry muffins I ordered were really **d** **l** **c** **b** so I decided to buy a few more to take away.
- Every Thanksgiving my grandma used to serve **a** **t** turkey, which she would have cooked in the oven for three hours!
- As we were passing by a bakery, I stopped to have a look at all the **o** **h** **t** **n** cakes and pastries, which only increased my appetite for something sweet.
- We've bought lots of sweets for the party. Don't you think we need some **v** **r** snacks as well?

- My son likes to leave his cornflakes in hot milk until they have become **o** **y**.
- If the bacon is well done, it should be **r** **and** brown – just check to see if it makes a noise when you bite into it.
- My sauce always ends up **m** **y**. What should I do to make it smooth and creamy?
- I was so **st** **r** **g** after the long trek that I'd eaten half of my dinner before I realised the rice and the vegetables were **v** **c** **k** **d** to such an extent that the carrots were falling apart.

VOCABULARY CHALLENGE! Student's Book, p. 112, UNIT 7, ex. 1

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

- If you _____ (keep / eat / bird), you will never be strong enough to be in the rugby team.
- My brother _____ (use / be / fuss / eat), but that changed when he moved to college and had to prepare his own meals.
- Bob always helps himself to more food than he is able to eat. His _____ (eye / big / stomach).
- Teenagers, especially teenage boys, _____ (tend / eat / horse).
- The mere sight of Kevin eating spinach _____ (be / enough / turn / stomach).
- Sue _____ (be / hungry / bear), and when she got to the fridge, she emptied it within a few minutes.
- I _____ (sweet / tooth) ever since I can remember. I just can't resist cakes and chocolates.
- I used to think sushi was disgusting, but when I went to Japan, I _____ (acquire / taste) it.

5 Give an example of food that you have recently had that was:

- mouth-watering and sweet: _____
- scrumptious and succulent: _____
- delectable and savoury: _____
- nutritious but unappealing: _____
- unhealthy but enjoyable: _____



1 Choose the correct option to complete the sentences.

- There's no need to hurry – we have **few / plenty / several** hours before the guests arrive.
- We don't want to buy **much / many / each** new furniture.
- I'm afraid I've got too **little / a little / few** flour to make a cake.
- After eating in the motel, **the entire / a few / some** family was sick.
- Most / None / No** people I know eat out only once in a while.
- We expected the restaurant to be full, but only **a few / any / a little** people had showed up.
- That's **a number of / some / many** good news at last! You've done a good job, Sally.
- Julie and Ben are keen on cooking, but **both / all / neither** of them intends to be a chef.
- She ate **little / all / a great deal** of the vegetables on her plate, but she didn't even touch the meat.
- Even though I had asked **much / a great amount of / dozens of** questions, **more / most of / most** the information I received was rather useless.

2 Choose the correct ending (a or b) for each sentence.

- There was a little rice left, so
a we couldn't make curry for everyone.
b I added it to the salad.
- We had a whole lot of milk in the fridge, so
a I had to go shopping.
b all of us had some muesli for breakfast.
- Aunt Betty served some soup and a casserole
a and all of the dishes were truly mouth-watering.
b but I didn't try either of them.
- By the time I finished the main course, every
a guest had eaten the dessert.
b people around me were half way through the dessert.
- I've read numerous reviews of the new bistro, but
a neither of them warned how expensive it is.
b none of them mentioned the high prices they charge.
- She was carrying a great amount of
a suitcases to the plane, but she couldn't take all of them on board.
b luggage with her, and there was no one to help her.

3 Find and correct a mistake in each sentence.

- The grandparents invited the entire of family to their anniversary dinner.

- My both sisters are going to graduate from cookery school in a couple of months.

- During last night's supper I tried both of the appetisers, but I didn't like neither of them.

- If you go to the new pub, you can expect large amount of food on your plate, though it is quite bland at times.

- Are each train delayed again? I'll be late for work.

- There were little accommodation options left for this date, so we didn't have much choice.

- The critic claimed that all of the pizzas on the menu were delicious, but I liked neither of them.

- I was going to buy dozens bottles of soft drinks for the party, but I realised I didn't have any money on me.

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

- There wasn't much coffee left. **LITTLE**
There _____.
- All of the plates are dirty. **EACH**
_____.
- Staff members aren't allowed to take any food home. **NO**
_____.
- Both dishes were uneatable. **COULD**
I _____.
- All the muffins we tried at the bakery were equally good. **NONE**
_____.
- All the students in the class were invited to Mark's party. **ENTIRE**
Mark _____.
- We still need to do many things around the house. **WHOLE**
There _____.
- We've almost run out of petrol. **LEFT**
We've got _____.
- Almost everyone in my family has a sweet tooth. **MOST**
_____.
- I tried out both recipes, but I like neither of them. **EITHER**
_____.

5 Complete the text with the correct words.

Dear Nick,

Here I am in Paris, waiting for the Chef's Academy classes to begin. I'm sorry I haven't written for a ¹_____ weeks, but I've really had very ²_____ time to spare. It turned out that the school couldn't offer me ³_____ accommodation. Luckily though, my dad's still got ⁴_____ friends here and one of them has rented out his flat to me. I am sharing it with two other guys – we aren't paying ⁵_____, only 100 euros a month, so I'm left with ⁶_____ of cash to spend on other things. And believe me, there is a ⁷_____ of entertainment to spend your money on! The city's absolutely amazing! My friends and I spent a ⁸_____ of weeks getting to know the city, because ⁹_____ of us had been here before! In fact, I still sometimes have to ask ¹⁰_____ passers-by for directions. My flatmates' names are Jacques and Jean-Claude and they're all right. ¹¹_____ of them are sous chefs at the restaurant my dad's friend runs. On the nights they don't have to work, we spend ¹²_____ of the time eating out and visiting all the lovely cafés in the neighbourhood. I'll be coming home on 5th November. Have you got ¹³_____ plans? I hope we'll find a chance to catch up. I've got a great ¹⁴_____ of news for you!

Bye for now,
Eric

- 1** What, in your opinion, are the most important factors when cooking at home? Number the items from the most important (1) to the least important (6).



- minimising food waste
- following exotic/unusual recipes
- using healthy ingredients
- sticking to a budget
- preparing tasty dishes
- creating an enjoyable atmosphere

- 2** **MP3 11** Listen to the conversation and complete the sentences.

- 1 Emily's goal when preparing British food is to make _____ while, at the same time, preserving its familiarity and comforting qualities.
- 2 Nate describes Emily's pudding as _____
– light and satisfying at the same time.
- 3 In her dishes, Emily is trying to _____
healthier alternatives.
- 4 Nate believes Emily's idea to write a cookbook is great
and he is willing _____.

- 3** **MP3 11**  Listen again and answer the questions.

- 1 What is Emily concerned about?

- 2 What three points does Nate make in her defence?

- 3 According to Emily, what has prevented her from writing a cookbook?

- 4 Who does Emily ask Nate about?

- 4** Choose a traditional Polish dish that you would recommend to a foreigner interested in this cuisine. Write a recipe for it.

[illegible]

REVISION Student's Book, page 80

- 5** Complete each sentence with one word.

- 1 This cookbook is highly _____ by culinary critics, so I'm thinking of buying it.
- 2 Sheila has always been very open-_____ and willing to taste strange-looking dishes wherever she is travelling.
- 3 Working in a busy restaurant can be very frustrating. Not everyone can survive in such a _____-energy environment.
- 4 This chef didn't use to be well-_____. He gained popularity only after he was a judge in a culinary reality show.
- 5 I much prefer trying out _____-day recipes to the old-fashioned ones that my grandma used to follow.
- 6 We knew all along that a molecular gastronomy restaurant was a high-_____ business, but nobody expected we would go bankrupt so fast.
- 7 Lisa isn't self-_____ enough when it comes to promoting her own recipes, but if she continues to be so shy, she won't be successful in this business.

- 6** Complete the sentences with some of the words from exercise 5 and your own ideas.

- 1 This music album is _____ because

- 2 A _____ person I'd like to invite for dinner is

- 3 I'm _____ when it comes to

- 4 The most _____ person I know is



1 Choose the correct option to complete the sentences.

- Look at the recipe. You **need** / **must** to add water before the eggs.
- Will you be able **to buy** / **buy** some groceries on your way from school?
- I have never **had to** / **must** prepare food for anyone.
- Sara is angry because I **haven't been able to** / **didn't have to** help her with the science project for the whole week.
- Will** / **Can** you be able to find all the ingredients in the local supermarket?
- You **mustn't** / **don't need to** prepare any food because we've ordered catering.
- Could you** / **Are you able** pass me the salt, please?
- The dinner party was great, but I **must** / **had to** leave early.

2 Complete the sentences with the correct form of **have to**, **need to**, **must**, **can** / **be able to**. Use affirmative and negative forms as appropriate.

- A** _____ you play the piano?
B I _____ when I was at school, but I _____ now.
- I missed the test yesterday. Will I _____ take it next week?
- I had no money, so I _____ buy lunch.
- You really _____ call me when you arrive in London.
- Bob was very tired, but he _____ reach the finishing line.
- Tell Julia that she _____ to be here at six. We won't wait for her.
- When the sun comes out, we'll _____ go for a walk.
- Do you really _____ listen to heavy metal at 3 a.m.?

3 Write a sentence about each of the situations (1–8) using the phrases below and the correct form of **have to**, **must**, **need to**, **can** / **be able to**.

I haven't been able to sleep well recently.

e.g. You need to see a doctor, as you've had trouble falling asleep recently.

hear cook lunch take care of pass the driving test
speak three foreign languages worry about money
buy some groceries eat see a doctor

- Jacky is an extremely rich businesswoman.
She _____.
- The fridge was completely empty when Jack returned home.
He _____.
- You are sitting in a dentist's surgery. Your next meal will be in three hours.
You _____.
- Sheila speaks Chinese. There are two other foreign languages she would like to learn.
She _____.
- Paul took his driving test five times, but failed each time.
He _____.
- When Ruth came home from school, lunch was ready.
She _____.
- My parents have been on holiday for a week. Their dog is with the neighbours.
The neighbours _____ for the whole week.

- You attended a lecture, but the lecturer was speaking too quietly.
You _____.

GRAMMAR CHALLENGE! Student's Book, page 112, UNIT 7, ex. 1 & 2

4 Decide if the sentences are correct. If not, correct them.

- My parents say I could already swim at the age of 5.

- My parents couldn't join us for the graduation dinner last Friday.

- Before I got the job in the café, I wasn't able to afford a motorbike.

- Fortunately, I could transfer my old number when I changed the mobile network operator.

- I could make the stew without burning it for the first time last night.

- It was a miracle that Dean was able to book a table for tonight at the Georgetown Inn.

- Back in the old days, you weren't able to buy any exotic fruit.

- In the past, people weren't able to use the Internet in so many locations because there was limited access.

5 CUMULATIVE GRAMMAR Translate the Polish parts of the sentences into English. Use no more than five words.

- Have you tasted this meat? _____
(*Gdybyś postępowała zgodnie z*) the recipe, the meat wouldn't be overdone again.
- Sara _____ (*nie jest w stanie dokończyć*) the Spanish course since she went to university.
- _____ (*Żaden z gości nie mógł*) say 'no' to the delicious cheesecake Susan had made.
- Megan _____ (*niemożliwe, żeby dodała*) any spices to the soup – it's completely bland.
- I _____ (*kiedyś nie lubiłem*) Chinese cuisine, but now it's my favourite.
- They _____ (*musieli dołączyć*) service in the bill, as we paid more than I'd expected.
- Sheila _____ (*ostatnio jada poza domem*) a lot, so she'll have spent most of her pocket money by now.
- Everyone warned me that if I moved out of my parents' I _____ (*będę musiał zacząć*) cooking on my own – but they never said how difficult it is.

1 Match the words with their translations.

- | | | |
|-----------------|--------------------------|--|
| 1 water buffalo | ☐ | a anchois (wym. ąszuą) – przetwory z sardeli |
| 2 basil | ☐ | b drożdże |
| 3 lard | ☐ | c mąka |
| 4 flour | ☐ | d wół |
| 5 yeast | ☐ | e bazylia |
| 6 anchovies | ☐ | f smalec |

2 Read the text and complete its summary. Use two to five words in each gap.

Pizza is familiar to everyone yet few people realise that this simple dish has quite a complex history. In fact, in its current form it is fairly recent, but its origins can be traced back thousands of years. In the ancient world, flatbread was eaten in many areas around the Mediterranean Sea. It was rather tough, however, and was therefore usually eaten with **thick** soups, which made it easier to chew. If the ancient Egyptians hadn't discovered the softening effect that yeast has on bread, we might still be eating flatbread, instead of the soft **crust** breads we love so much nowadays.

In the Middle Ages, flatbread **seasoned** with lard, salt and herbs was commonly eaten by the poor people of Italy. Around that time, water buffalos were introduced to Italy and the Italians developed the recipe for their famous mozzarella, which was to become a key ingredient of pizza later on. Another important moment was the arrival of tomatoes in Europe. What's interesting is that when they were brought from Peru to Italy in the early 16th century, they were believed to be **inedible** and grown only as decorative plants. It was almost 200 years before they made their way onto Italian dinner plates.

Also around the 18th century the Italians acquired a taste for olive oil. Flatbreads **topped** with olive oil, garlic, basil and sometimes cheese (though not mozzarella) were a typical meal for poor working class citizens of Naples, who usually bought them from **street vendors**. Then, in 1830 the first pizzeria in the world, called Port'Alba, opened its doors and was soon popular with customers from every social class. The idea caught on immediately and when in 1889 King Umberto visited Naples with his wife, Queen Margherita, she asked for Port's pizza. To honour her, the pizza maker created a pizza with tomatoes, mozzarella and basil – toppings put together especially for the occasion that represented the colours of the Italian flag. According to the story, the queen liked this pizza so much that it started to be known as a Margherita.

Today, more than a hundred years later, pizza has conquered the world. It comes with either a thin or **thick** crust and dozens of different toppings, and is probably one of the most recognised dishes in the world. But to the Italians there are only two kinds of pizza – the true Italian one and everyone else's.



Pizza wouldn't have been created if not for the special ingredients that had come from different parts of the world and had been joined together in Italy. Its story starts with tough flatbread which had been eaten everywhere since ancient times. Then the Egyptians discovered they could ¹_____. Until the Middle Ages that was the only 'pizza ingredient' known to Italians. Before the arrival ²_____, there was no mozzarella and tomato plants were used ³_____ around the house and garden – nobody ate them until the 18th century. Even olive oil ⁴_____ in Italy before that time. But when all the elements were in place, something resembling pizza was sold in the streets and then the first pizzeria in the world turned pizza from the food of ⁵_____ to something for everyone. Even the king and queen wanted one. So the pizza maker made for them a pizza with basil, mozzarella and tomatoes – to make it look ⁶_____. Today, pizza is made all over the world, but the Italians think that only theirs ⁷_____.

- 3 Find some information about the 'true Italian pizza' and the 'American pizza' and compare them. Which one would you like to eat and why?

- 4 Match the words in bold from the text on page 86 with their definitions below. Note: one of the words has two different meanings and needs to be matched with two definitions.

- 1 people who sell food in the streets _____
- 2 covered with _____
- 3 about liquids: not flowing easily _____
- 4 opposite of thin _____
- 5 not safe to eat _____
- 6 flavoured with sth _____
- 7 the top outer part of a loaf of bread or pie _____

- 5 Complete the sentences with the correct form of the words from exercise 4.

- 1 The recipe says the meat should be _____ with salt and pepper 24 hours before cooking.
- 2 The streets of New York are full of _____ selling everything from hot dogs to smoothies.
- 3 We'd like a pizza supreme please, with a thin _____ and with extra cheese.
- 4 This is the _____ book I've read – it has 1,356 pages!
- 5 My favourite dessert is vanilla ice cream _____ with chocolate sauce and strawberries.
- 6 Don't add any more vegetables or the soup will be too _____.
- 7 These berries are _____, make sure the children don't eat them!

REVISION Student's Book, pages 82–83

- 6 Match words 1–5 and a–e to make phrases.

- | | | |
|---------|--------------------------|-------------|
| 1 feast | ☐ | a bank |
| 2 go | ☐ | b waste |
| 3 food | ☐ | c to waste |
| 4 food | ☐ | d wasted |
| 5 get | ☐ | e on a meal |

- 7 Complete the sentences with the missing words.

- 1 If you're a f_____ like me, you should check out *Green Corner* – it's the best salad bar in town.
- 2 You must i_____ o_____ of all the old food in your fridge. It smells awful.
- 3 To buy really good truffles we will have to stop by that shop that sells _____ rm_____ foods at the mall.
- 4 The newlyweds asked the caterers to donate all the e_____ s_____ food from their wedding reception to the local shelter for the homeless.
- 5 Sam got kicked off the TV cooking show for being a_____ t_____ l_____ and b_____ i_____ g_____ a lot of good vegetables that could still have been used.

- 6 Just because something is one day past its sell-by date doesn't mean it's not _____ bl_____.
- 7 You can s_____ v_____ e_____ a burnt cake by cutting off the burnt bits and covering it with icing.
- 8 To make a curry, use some vegetables and the chicken _____ e_____ t_____ r_____ from the fridge.

VOCABULARY CHALLENGE! Student's Book, p. 112, UNIT 7, ex. 2 & 3

- 8 Complete the sentences with the correct prepositions.

The author of the article I've recently read accuses supermarket chains ¹_____ getting rid ²_____ merchandise that is still perfectly good. Naturally, it's difficult to approve ³_____ such practices. However, while the supermarkets confess ⁴_____ throwing away a lot of food products, they also insist ⁵_____ this being their only option. As one supermarket executive explained ⁶_____ some journalists, 'It's very difficult to save those foods which are past their expiry date ⁷_____ being binned since it is illegal to either sell or give them away.' The good news is that more and more supermarkets plan ⁸_____ doing something about it. One solution is to find a legal way to donate food to those who depend ⁹_____ charities for their meals. For example, shops can give any food which is near its sell-by date to food banks, where they can be redistributed in the shelters that homeless people turn ¹⁰_____ for help. Furthermore, shops are discouraged ¹¹_____ locking their bins at night. Instead, they could leave them open and put any food that is still good in them, which would make it easier for the needy to avoid feeling hungry.



1 Write sentences from the prompts. Add any necessary words.

- 1 I / be / wholly / favour / stick to / local cuisine / .

- 2 I / support / idea / promote local specialties / .

- 3 I / firmly / oppose / telling anyone / what they should or shouldn't eat / .

- 4 be / several / reason / why / I believe / preserve our culinary traditions / be important / .

- 5 be / strong evidence / support / idea / we're genetically not programmed / digest / certain types / food / .

- 6 My / second point / be / creating / healthy vegetarian menu / not be easy / .

- 7 final point / I / want / make / be / our cuisine / be part of our cultural heritage / .

2 Read the questions in exercise 3. Which of the following statements can be used to discuss each topic (1 or 2)? Complete the sentences using the prompts in brackets.

- a In addition, it is a fact that we eat not only with our mouth but also with our eyes. For example, _____.
(Give an example of foods that look very appetising.)
- b In the first place, many national cuisines are rather unhealthy. For example, many Polish dishes _____.
(Give an example of a popular ingredient or a method of preparation that makes Polish dishes unhealthy.)
- c I firmly believe that food is more than just nutrition. It's simply one of life's pleasures. Let's take _____.
(Give an example of a situation when a meal is an important part of a celebration.)
- d It is a fact, however, that many people don't have the time to enjoy every meal because _____.
(Give an example of a situation when a meal has to be eaten quickly.)
- e People say we shouldn't forget our traditional national dishes. The problem with this argument is that they're often more difficult to prepare than foreign dishes. To name just one _____.
(Give an example of a Polish dish that is difficult to make.)

3 Prepare a speech on one of the topics below.

- 1 John Walters once said that "Too many people just eat to consume calories. Try dining for a change." Do you agree? Why/Why not?
- 2 How important is it to keep the culinary traditions of your country alive?

1 Complete the sentences with the correct words. Sometimes more than one answer is possible.

- 1 _____ eating only local products may not always be convenient, it is advantageous _____ local businesses and the environment.
- 2 A _____ plus is that local products are not transported long distances before they reach the customer.
- 3 In _____ of the fact that eating local products is environmentally friendly, it's also true that some foods can be produced at a lower cost in other parts of the world.
- 4 It cannot be _____ that local fish or meat is very fresh. _____, the choice of local products is often limited.
- 5 _____ the negative side, in colder climates local fruit is only available for a few months during the year, _____ imported products can be bought all year round.
- 6 Many people _____ out that limiting one's diet to local products can make it rather monotonous.
- 7 All things _____, eating only local products has both advantages and disadvantages.



2 Read the topic in exercise 3 and the list of points below. Which of the phrases describe the advantages or disadvantages of dieting? Add one idea of your own to each category.

Advantages: _____

Disadvantages: _____

- a create pressure to go on a slimming diet
- b many trendy diets are unhealthy fads
- c have an educational value
- d teach readers about proper nutrition
- e promote dieting rather than build a positive body image
- f dangerous to follow a strict diet without consulting a doctor
- g the diet industry is big business; the only aim is to make money
- h promote a healthy lifestyle
- i obesity has become a major health risk

3 Read the instructions and do the writing task. Use the phrases from exercise 2 and your own ideas.

Media obecnie poświęcają wiele miejsca różnym dietom i metodom odchudzania. Napisz **rozprawkę** (200–250 słów), w której opisziesz wady i zalety tej sytuacji.

1 Choose the phrase (a or b) which can be used to replace the phrase in bold.

- 1 I hope I will **have the possibility to** try the local cuisine.
a can b be able to
- 2 There are **not many** cooks who know how to make a good soufflé.
a few b little
- 3 You eat **more** chocolate **than you should**.
a too many b too much
- 4 I **can never** stay on a diet for more than three days.
a am not capable of b am not able to

2 Complete the second sentence so that it means the same as the first, using the words given. Use no more than five words. Do not change the words given.

- 1 It will be necessary to buy a birthday cake because I can't bake. **WILL**
I _____ a birthday cake because I can't bake.
- 2 This dish tastes disgusting and so does the other one. **DISHES**
_____ tastes good.
- 3 We've bought so many souvenirs that our suitcases weigh more than they should. **LUGGAGE**
We've bought so many souvenirs that our _____ is allowed.
- 4 It was my first time making sushi and it was delicious. **SUCCEEDED**
It was the first time I _____ a delicious sushi.
- 5 This is not a good argument because it refers only to strict vegans. **PROBLEM**
The _____ that it refers only to strict vegans.
- 6 We need to clean out the fridge because all this food won't last until our return from holiday. **OFF**
We need to clean out the fridge because all this food _____ by the time we return from holiday.
- 7 Amy is going to open her own restaurant next year. **SET**
Amy is going to _____ her own business next year.

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

- 1 We must make a casserole before all these _____ (*resztki się zmarnują*).
- 2 Every time I cook something my girlfriend _____ (*daje mi rady*) about the simplest things – I hate it!
- 3 The rain _____ (*może nas zmusić do zmiany*) our picnic plans.
- 4 This _____ (*musi być najsmakowitszy*) steak I've ever had.
- 5 Josh _____ (*zwrócił mi większość*) the money last week, but he still owes me €200.
- 6 We _____ (*jesteśmy przyzwyczajeni do jedzenia gotowanych na parze*) meat and vegetables, so fried food puts us off a bit.
- 7 If we plan our meals and grocery shopping carefully, we _____ (*będziemy w stanie zredukować*) the amount of food that gets wasted at home.

4 Complete the sentences using the correct form of the words in brackets. Add any extra words where necessary.

- 1 I'm afraid _____ (*neither / diet / be*) suitable for a sportsperson.
- 2 The gravy was so lumpy that I _____ (*cannot / force / my / eat / all / it*).
- 3 If you have indigestion _____ (*entire / weekend / you / have / see*) a doctor on Monday.
- 4 _____ (*several / dumpling / we / make*) were soggy, but others turned out to be pretty tasty.
- 5 Is it true that luggage _____ (*not / need / have*) your name on it if you take a chartered flight?
- 6 No wonder Jake has stomach ache – he _____ (*eat / whole / chicken / by / he*).

5 Complete the text with the correct words. Put one word in each gap.

All Men Must Dine

In February 2015, HBO celebrated the release of the fourth season of 'Game of Thrones' on DVD with an unusual event. A three-day feast entitled 'All Men Must Dine' was held in London. No one was charged ¹ _____ the tickets – they were all given away in a competition instead. In ² _____ to win a seat at the table, the competitors had to answer the question: "Who is your favourite 'Game of Thrones' character, and what would you cook to win their heart?" The feast was prepared by chef Jamie Hazeel, who ³ _____ used to such challenges since his catering company specialises in unusual food events. ⁴ _____ considered the setting and the plot of the series, Jamie realised that he needed to create a mouth-watering medieval feast with a 'Game of Thrones' twist. He decided ⁵ _____ dishes based on meat and ingredients unusual for 21st century diners. The menu ⁶ _____ of birds in honey and lemon and stuffed with almonds and raisins, honey-fried locust, roast pig and salads of mixed fruit and flowers. For those with a sweet ⁷ _____ there was a special treat, of course. Seeing crème brûlée served in place of bone marrow* in real bones dripping with blood-red sauce ⁸ _____ probably turn the stomach of regular people, but the bravest fans in attendance decided to try it.

*szpik kostny





Rozumienie tekstu pisanego *Uzupełnianie streszczenia w języku polskim*
 • Mówienie *Rozmowa na podstawie ilustracji* • Znajomość środków językowych
Gramatykalizacja, Transformacje zdań (zadanie otwarte)

- 1 Przeczytaj tekst. Uzupełnij streszczenie zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

DINING IN THE DARK

Dans le Noir? is a chain of restaurants where guests eat in complete darkness. Temporarily deprived of their sight, which plays a huge role in the eating experience, and not knowing what dishes they will be served, the guests are left guessing as to what it is they're actually consuming. Without knowing what one's about to eat and thus unable to anticipate the flavour, we find even the most familiar foods difficult to recognise and tell from one another. For this reason, coffee and tea are served in a conventionally lit bar where the guests finally get to see a detailed menu of their dinners and compare them with their dining experience – which often leads to a lot of laughter.

These restaurants were the final project in a series of cultural events taking place 'in the world of the blind', aimed at raising awareness of the problems the impaired usually face. However, it soon became much more than this. Darkness has the power to disguise our shortcomings and inhibitions, allowing even people with low self-esteem to interact with those around them without caring about looks or social position. Many people choose to have their blind dates here to avoid the infamous first impressions while celebrities appreciate being able to dine without being bothered by fans and having to step into their star shoes.

Naturally, due to the special conditions in the restaurant, it makes sense that guests are expected to closely follow the rules of the restaurant. First of all, anything which produces light, including watches and mobiles, as well as wallets and jewellery, must be stored in special lockers. Before entering the dining room, guests choose between the meat and the vegetarian option, making sure they notify their waiters of any allergies. Once they enter the darkened dining room, no one is allowed to move around without the assistance of their waiter guide. This creates a situation where suddenly the seeing need the assistance of the disabled instead of the other way around. A very educational experience fulfilling the aim of the place.

Dans le Noir? to sieć restauracji, w których panuje ciemność, co jest interesującym doświadczeniem, ponieważ na co dzień, widząc potrawę, ¹_____, a tutaj nie ma takiej możliwości. Menu jest tajemnicą, dopóki nie skończy się obiadu, a śmiech gości czytających menu może sugerować, że nie ²_____. Pierwotnym celem tych restauracji było uświadomienie społeczeństwu, ³_____ niewidomi. Szybko jednak okazało się, że w ciemności ⁴_____ przestają być ważne. Nieśmiałym łatwiej tu przyjąć na randkę w ciemno, a znane osoby, nienapastowane przez fanów, nie muszą ⁵_____. W restauracji nie ⁶_____ komórek ani zegarków. Goście mogą poruszać się tylko z kelnerem. To odwrócenie ⁷_____ osób widzących i niewidzących może być bardzo pouczające, ponieważ pokazuje widzącym ⁸_____, a o to w tym miejscu chodzi.

- 2 Describe the picture and answer the questions.

5 minut



- Do you think a lot of people come to eat here?
- Do you like so-called street food? Why/Why not?
- Describe a situation when you were away from home and had to choose a place to eat or a dish that you normally wouldn't choose to try.

- 3 Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- My brother _____ (*incapable / cook*) anything beyond scrambled eggs.
- I have two salad dressings, but _____ (*neither / taste / good*).
- Excuse me, could you tell me how this _____ (*coffee maker / differ*) all the others since it's twice as expensive?
- In order to bake the soufflé I had to _____ (*turn / Grandma*) help.
- _____ (*you / able*) to help me with preparing the Thanksgiving feast tomorrow?

- 4 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Uwaga! Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- These eastern spices are really too expensive. **MONEY**
These eastern spices _____.
- Thanks to this function you can grill vegetables in your microwave. **ENABLES**
This function _____ in your microwave.
- The fridge was full of leftovers so cooking wasn't necessary. **NEED**
The fridge was full of leftovers so _____ cook anything.
- I bought this famous cookbook, but hardly any of the recipes were tasty. **FEW**
I bought this famous cookbook, but there _____ in it.



THE WORLD TODAY VIDEOS

Food truck frenzy

7



COMPREHENSION

- 1 Work in pairs. What kind of food do you normally buy when you eat out? Where do you normally go?
- 2 Watch the first part of the video. What surprised you most about the unusual food truck at the start of the video?

Glossary

clientele (n) the customers of a shop, restaurant, etc.
emerging (adj) just beginning to exist or be noticed
hygiene (n) keeping yourself and the things around you clean, in order to prevent illness

- 3 Watch the first part of the video again and answer the questions (1–4).
 - 1 Why is Lazeez special?
 - 2 How many food trucks do they have?
 - 3 What was the problem in the first few weeks?
 - 4 Where do their hot dogs come from?
- 4 Test your memory. What do these different people say about Lazeez? Complete the gaps for each person.

Obaidullah On a daily basis, we get 30 to 60 _____.

It's mostly _____ who stop by.

Naveed Some people thought that this was an _____ shop!

Nadim People don't have time to _____ at their houses so Lazeez is a good _____.

Saifuddin Since I'm _____ and the food is ready I eat from here otherwise I prefer _____ food because that is something substantial.

- 5 Watch the second part of the video. What kinds of food are being sold from the trucks? Which country are these food trucks in?
- 6 What is the main point of the second part of the video? Choose the best option (1–3).
 - 1 Food trucks are becoming popular and now compete with restaurants. ☐
 - 2 Food trucks in Washington are suddenly everywhere. ☐
 - 3 There are problems of competition between food trucks. ☐

- 7 Watch the second part of the video again. Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 The square becomes an open-air restaurant all day. T / F
- 2 The women in the video like that the food trucks are convenient and have a variety of food. T / F
- 3 The food truck business is expanding by more than 18% every year in the USA. T / F
- 4 The restaurant owner argues that restaurants have to follow more rules than food trucks. T / F

Glossary

amend (v) to make changes to something
envisage (v) to have something as a plan
explosive (adj) suddenly increasing
guidelines (n) official instructions about how to do something

AUTHENTIC ENGLISH

- 1 Look at the sentence from the video and read the explanation in the box. Why is the expression *what's clear* used? What are some synonyms of *what's clear*?

What's clear is that here, as in other cities, these culinary rivals are going to have to cook up a compromise ...

What's clear

We use *what's clear* to show that something is obvious or to summarise information emphatically.

- 2 What do you notice about the words that follow *what's clear* in the example below?

What's clear is that food trucks are a great addition to the culinary scene.

- 3 Change these sentences so that you use *what's clear*.

- 1 It's obvious that corruption will never disappear. _____
- 2 I'm sure that there is no easy answer to this problem. _____
- 3 There's no doubt that they deserved to win the match. _____
- 4 Clearly, we still have a lot to learn. _____

SPEAKING

Discuss in pairs. Compare the first and the second part of the video, and answer the question.

What different problems do the food truck companies face?

READING

- 1 Discuss in pairs. Are food trucks popular where you live? What do they serve?
- 2 Look at the picture of another food truck, called *The Great Grill Truck*. What food do you think they sell? Why?
- 3 Read the article and check your answers.
- 4 Read the article again and answer the questions.

- 1 Why is the food truck called The Great Grill?
- 2 What is their main dish? What do they serve it with?
- 3 What makes their food truck special?
- 4 Where can you find their food truck?

Food on the move

The Great Grill Truck is the street version of The Great Grill, a family run Uruguayan restaurant located in north London. With our food truck – a beautiful retro converted Citroën van – we cross London serving great Uruguayan food and drink.

The Great Grill Truck's mission is to sell the best and most delicious steak sandwiches in London! We grill prime beef from Uruguay, and serve it with roasted red peppers, rocket, chimichurri sauce (made from parsley, garlic, pepper, herbs, oil and vinegar) and optional grilled provolone cheese. Our bread comes from a local bakery in Bermondsey and we only use top quality produce from Borough Market and renowned suppliers. And our sandwiches only cost seven pounds each!

Our products stand out for their quality, good value, fresh ingredients, delicious taste and the care and attention to detail that we put into making them.

You can find The Great Grill Truck at food events and festivals all over London.

Glossary

prime (adj) of the highest quality
renowned (adj) famous and admired

SPEAKING

- 1 **PLAN** Work in groups. You are going to design your own food truck. Make notes on the following points.

Food truck name: _____

- What kind of food will you serve? Will it be from a specific country or local food?
- Will the food change in different seasons?
- Will your food truck have healthy or vegetarian/vegan options?
- Who will your customers be? How will you attract them?
- How much will you charge for your products?
- How will you decorate your food truck?
- Where will your food truck be based? Will it travel?
- When will it be open?
- What makes your food truck special?

Our food truck will be called The Sweet Tooth Truck. We'll serve healthy cakes and biscuits. Yes, it's possible!

We'll be open early for breakfast until late afternoon, for tea and coffee.

We're going to be in the business part of town so we hope to attract office workers.

All our cakes and biscuits will be nutritious, have few calories and contain only the freshest, natural ingredients ...

- 2 **PRESENT** Present your designs to the class. Use the points above to help you organise your presentation.
- 3 **DISCUSS** Work in pairs. Were there any similarities or differences between the designs? Which is the most original? Which food truck would you like to eat at? Why?

BEYOND THE CLASS

Why not try ...

recording your presentation on your phone?





▶ VIDEO 14

SPOTLIGHT ON SOCIETY VIDEOS

Growing Cities

7

BEFORE WATCHING



1 Work in pairs and answer the questions.

- Where does your family usually get their fruit and vegetables?
- How important is it for you to buy fresh produce?
- Is it easy to get fresh produce in big cities?

2 Imagine growing your own produce.

- Would you consider it?
- What would you grow?
- How would you go about it?
- Is it possible to do that in big cities?

WHILE WATCHING

3 Watch the video and answer the questions.

- Why are the guys going on this trip?

- Which cities do they visit?

- Who are Dan, Andrew, Greg and Anastasia?

- Is Dan and Andrew's journey successful so far? Why?

4 Watch the video again and complete the table.

	In which city	OMAHA	DETROIT	NEW YORK
1	there's a farm so different that some don't take it seriously at first?			
2	there are many unused spaces?			
3	most of what is grown now is not meant as food for people?			
4	farms supply fresh organic food not only to private buyers?			
5	people can buy junk food at grocery stores, but nothing nutritious?			
6	people grow food that cannot be found in shops?			
7	farmers had to change the way they use their land?			

FOLLOW-UP

5 Choose the more natural way to complete each phrase in the summary.

In the video, Dan and Andrew are going on a ¹road / country trip to see how people in various American cities ²grow / maintain their own healthy organic food. In Detroit, there are a lot of ³abandoned / lost areas because every lot in the neighbourhood used to have a house and a garage, but now they're empty. ⁴Transformed / Processed food such as junk food, is ⁵readily / simply available at grocery stores, but ⁶fresh plants / produce not so much. That's why Greg set up a one-acre salad farm. In New York, on the other hand, there are no empty spaces so Anastasia came up with the idea of a ⁷rooftop / sky farm.

6 Complete the sentences with the words below.

feed produce provide supply watering

- Do you know any mouth-_____ recipes for salads?
- Do you think it's easy to grow edible _____?
- In the past, local farms were enough to _____ the local population.
- More and more often local farms _____ people with fresh organic food.
- Just because there are a lot of shops in Detroit, it doesn't mean that there's no problem with food _____ because they don't offer nutritious food.

AFTER WATCHING

7 Imagine you want to introduce a project like Brother Nature Farm or Brooklyn Grange in your school. Write a proposal to be presented to the headteacher, outlining the project. Include the following:

- aim of the project: _____
- description of the garden/farm: _____
- plan of action: _____
- help needed: _____
- benefits of the project: _____

8

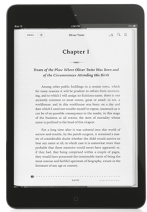
HOW THINGS WORK

VOCABULARY

giving instructions • phrasal verbs

1 Choose the correct set of instructions for each machine.

- 1 a** Remember to look into the mirror and indicate before changing lanes.
b Key in your destination and wait for your route to be displayed.



- 2 a** Plug it in and activate your account.
b Scroll down the screen to open the document.



- 3 a** Insert the capsule and hit the start key.
b Kick-start to operate the machine.

2 Complete the sentences with the correct form of the words below. Sometimes two answers are correct.

insert select display dispense enter adjust hit
follow take press

- a** Once the cash machine _____ the money, you have twenty seconds to _____ the card.
b _____ the key in order to _____ the gas supply – the machine won't operate until this is done.
c Do not _____ any key, as the transaction may be cancelled as a result.
d _____ your debit card and touch the screen to _____ the language.
e _____ your PIN code, which will then be verified.
f _____ the instructions which are _____ on the screen.

3 Complete the following instructions for using a cash machine with the sentences from exercise 2 in the correct order. Change the verb forms where necessary. There is one extra sentence in exercise 2.

Before you attempt to withdraw any cash, make sure it is safe to do so. The first thing to do is to ¹ _____.
 After you have ² _____. The next step is to ³ _____. During this process, ⁴ _____.
 Finally, ⁵ _____.

4 Translate the Polish parts of the texts into English. Then match the instructions with the names of the devices and machines below. There are three extra names.

hair straightener MP4 player motorbike Segway
smartphone hairdryer

a _____
 The first time I used it was a disaster. I ¹ _____
 (*podłączyłam ją do prądu*) and ² _____ (*włączyłam ją*). But then, I guess, I waited too long. Or perhaps I failed to ³ _____ (*dostosować temperaturę*). Anyway, the final outcome was that I ruined my fringe ...

b _____
 It's difficult to ⁴ _____ (*wsiadać na niego*), let alone keep your balance when you are riding one. When you lean forward, it ⁵ _____ (*przyspiesza*) and you can't ⁶ _____ (*zahamować*) just by ⁷ _____ (*przyciskając jakiś guzik*). You need to lean back into an upright position. It took me a long time to learn to ride it properly.

c _____
 This is very easy! In order to select the track you want, just ⁸ _____ (*przewinąć w dół*) and hit the button. You ⁹ _____ (*możesz też wpisać*) a key word and a list of options will be displayed on the screen.

VOCABULARY CHALLENGE! Student's Book, p. 112, UNIT 8, ex. 1 & 2

5 Replace the underlined words and phrases with the correct phrasal verbs. Use the preposition given.

- 1** Last year Sandra got an idea to open an Internet café and she's now a successful business woman. **WITH** _____
2 The most exciting topic mentioned by the speaker in his speech was the application of 3-D printers in medicine. **UP** _____
3 When I gave my baby brother my old calculator to play with, he destroyed it completely. **UP** _____
4 The Internet is clearly one of the most important inventions of the 20th century. **OUT** _____
5 Recent research shows that we need to investigate some of these issues again. **INTO** _____
6 The company aims to produce 12,000 tablets by the end of the year. **OUT** _____
7 Although the new model of the laptop was initially unpopular, it soon became a success. **INTO** _____

6 Write 4–5 sentences to describe a situation in which you tried to operate a machine, but were unable to do so.

1 Rewrite the sentences using the passive.

- 1 Nobody has used this old hairdryer for years.

- 2 Hopefully, scientists will have invented a cure for AIDS by then.

- 3 They are going to make the calculations using a special computer program.

- 4 An ambulance may take her to hospital tomorrow.

- 5 Why didn't they fix the roof?

- 6 The teachers don't give us any rewards.

- 7 Somebody had to open the gate using a spare key.

- 8 Someone will take care of your dog.

- 9 While they were painting the walls, I was relaxing.

- 10 It's a good idea, but one person cannot carry it out in practice.

- 11 Had anyone changed the date on the invitations before we sent them?

- 12 Look! Someone has used my old camera to take this photograph.

2 Complete the sentences using the active or passive form of the verbs in brackets.

- 1 All exercises _____ (*must / do*) by Tuesday.
- 2 What is this smell? My mum _____ (*polish*) the floors at the moment.
- 3 If you don't watch your bag closely, it _____ (*might / steal*).
- 4 Where is my umbrella? Oh no, I _____ (*must / lose*) it on the way here.
- 5 Last night, the local radio station _____ (*broadcast*) a programme about the future of technology.
- 6 The parcel _____ (*must / deliver*) by now. I am sure she's got it.
- 7 How often _____ (*you / give*) presents to family members?
- 8 If the device _____ (*not plug*) in, it will not work.
- 9 When we arrived, the room still _____ (*not clean*).
- 10 When _____ (*invitations / send*)? The day after tomorrow at the latest, I hope.

3 Add one missing word to each sentence.

- 1 What time period being discussed in your history lessons at the moment?
- 2 Who have we been invited?
- 3 As I later found out, the car had been repaired a tool I'd never seen before.
- 4 These tests carried out by qualified psychologists.
- 5 As the meeting had cancelled, we had some time off last night.
- 6 I felt rather uncomfortable to realise that I was being looked by people I didn't know.

4 Complete the text with the sentences (a-h) by rewriting them in the passive.

- a nobody informed me about the delay
- b you will have investigated my complaint
- c you restocked the shop with the product
- d you sent me an email
- e you did not deliver the package
- f you will refund all costs
- g you had sold the model I wanted to order
- h I cannot switch it on

Dear Sir/Madam,

I am writing to complain about the hairdryer I bought online from your shop last month. The first unpleasant surprise was when I wanted to pay for it. It turned out that ¹_____. We had to wait nearly two weeks before ²_____. After ³_____ with the information that the hairdryer was available, I expected an immediate delivery. However, ⁴_____ for the next ten days and ⁵_____. To make matters worse, when the hairdryer finally arrived yesterday, it turned out that ⁶_____, because the button is not working properly. I really hope ⁷_____ by the end of the week. I also request that ⁸_____.

I look forward to hearing from you soon,

An exasperated customer

GRAMMAR CHALLENGE! Student's Book, page 113, UNIT 8, ex. 1

5 Complete the sentences with passive gerunds or infinitives of the verbs below.

grant leave see give recognise type send
operate on ask laugh at

- 1 You should avoid _____ by your fans on the street or they will nag you for an autograph.
- 2 She's very ambitious and wants _____ for her achievements by other people.
- 3 He was the first student from our school _____ a scholarship by the Ministry.
- 4 I can't stand _____ alone in this huge house. Could you come and stay with me?
- 5 I'm not going to do anything silly. No one really enjoys _____.
- 6 I can't imagine _____ such a difficult task. I don't think I've got enough experience to do this job.
- 7 Jason hopes _____ abroad by his company to work for their American branch.
- 8 Your handwriting is difficult to read! The essay has _____ before you submit it.
- 9 You need to be more tactful with her. She's very sensitive and hates _____ about her private life.
- 10 She's likely _____ soon. Her condition is getting worse every day.

- 1 Translate the following sentences into English. Use the prompts in brackets.

1 Czy mogłabyś mi pomóc w ustawieniu anteny cyfrowej? (*antenna*)

2 Najpierw podłącz antenę do dekodera. (*set-top box*)

3 Podłącz dekodery do telewizora za pomocą kabla. (*cable*)

4 Użyj pilota, aby go włączyć. (*remote*)

- 2 **MP3 12**  Listen to the conversation and complete the instruction.

Setting up a digital antenna for a non-digital, flat-screen TV

You need: a set-top ¹ _____ and an ² _____

- | | |
|---|---|
| 1 | connect the ³ _____ to the box and place it high up and away from other ⁴ _____ |
| 2 | ⁵ _____ into the TV |
| 3 | use the remote control to ⁶ _____ HDMI on the screen using the source ⁷ _____ |
| 4 | You are ready to start watching! |

- 3 **MP3 12**  Listen again and complete the email.

Hi Julie,

I know you were wondering about how ¹ _____ an antenna for your TV, and thanks to my friend Kate, I now have all the answers for you. First, you need ² _____ a set-top box and an antenna. You place the box next to the TV – it obviously won't sit on top! – and plug the antenna into it. Then, find a place for the antenna that is not ³ _____ any electronic devices. The next step is to connect the box to the TV. Finally, use the remote control to turn on the box by pressing the ⁴ _____ and choose HDMI on the screen using the source button. You should be ready ⁵ _____!

Take care.

Sam

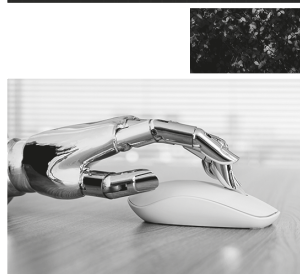
- 4 Write a short note to a friend explaining how to connect a gaming device or how to download an app or a programme.

- 3 Make sure the water is purity before you drink it. _____
- 4 She has recently won a prestige prize for young scientists, which has made her quite famous. _____
- 5 Some invent, such as the electric light bulb, changed the way people lived their lives. _____
- 6 Before you send an email, make sure that the address of the recipient has been typed in correctly. _____
- 7 Ian has never gained the international recognition which he truly deserves. _____
- 8 She was extremely fortunately to escape from the fire without injury. _____

- 6 Complete the text with the correct form of the words in brackets.

The latest production by my favourite director tells the story of the world-famous ¹ _____ (*adventure*), Mark Thompson, who is known as 'The King'. The film, which has been ² _____ (*prestigious*) rewarded, is a must for anyone interested in extreme journeys. It is not only a brilliant account of the hero's adventures, but also shows how technological ³ _____ (*innovate*) can make travelling easier for all of us. Just to mention a few examples, he describes pills which can ⁴ _____ (*pure*) water, or a device for improving wi-fi ⁵ _____ (*receive*). Apart from some impressive photography, the film also has many hilarious moments.

- 7 Look at the pictures and write 2–3 sentences to answer the questions. Use at least four words from the lesson.



REVISION Student's Book, page 92

- 5 Decide if the underlined form of the word is correct. If not, change it into a different part of speech.

- 1 His work in engineering and technology deserves recognised. _____
- 2 To be a successful inventor, you need to have innovative ideas. _____

- 1 Imagine you are organising an event at school called 'Life in 100 years'. Which of these pictures would you choose for a poster promoting the event?
- _____
- 2 If you could invent something that could influence the future of humanity, what would it be?
- _____

1 Rewrite the sentences in two ways, beginning with the words given.

- 1 Newspapers report that someone has stolen the Mona Lisa.
a The Mona Lisa _____.
b It _____.
- 2 They consider him the best IT specialist in the company.
a He _____.
b It _____.
- 3 People say he invented many useful devices.
a He _____.
b It _____.
- 4 They believed the Earth was flat.
a The Earth _____.
b It _____.
- 5 They expect she'll win the race.
a It _____.
b She _____.
- 6 People said she had supernatural powers.
a It _____.
b She _____.
- 7 They say he is a hacker.
a He _____.
b It _____.
- 8 Some people think tipping is insulting.
a Tipping _____.
b It _____.
- 9 Experts believe the sculpture was made around 200 BC.
a It _____.
b The sculpture _____.

2 Put a tick (✓) if the second sentence means the same as the first and a cross (X) if it doesn't.

- 1 a It is said he was a brilliant scientist. ☐
b He is said to be a brilliant scientist. ☐
- 2 a The inventor is believed to be very creative. ☐
b The inventor believed to be very creative. ☐
- 3 a It is claimed that the thief has hidden the money in the woods near our house. ☐
b The thief claims to have hidden the money in the woods near our house. ☐
- 4 a The press reports that he ran a marathon. ☐
b He is reported to have run a marathon. ☐
- 5 a It is expected that the minister will resign. ☐
b The minister's expected to have resigned. ☐
- 6 a Everyone assumed that he had lots of money. ☐
b He was assumed to have had lots of money. ☐

3 Complete the sentences with the correct form of the verbs below.

steal discover tell ring change invent visit be

- 1 It is hoped that a cure for cancer _____ one day.
- 2 Mark is known _____ the truth, even if it makes someone feel uncomfortable.
- 3 The Chinese are believed _____ gunpowder.
- 4 Experts say that these technological innovations _____ the way we live very soon.
- 5 Leila was thought _____ many exotic countries.

- 6 One of the guests is suspected _____ the jewels.
- 7 The Earth was once believed _____ the centre of the universe.
- 8 He is thought _____ his ex-girlfriend on the night she went missing.

4 Complete the text with the correct form of the words in brackets.

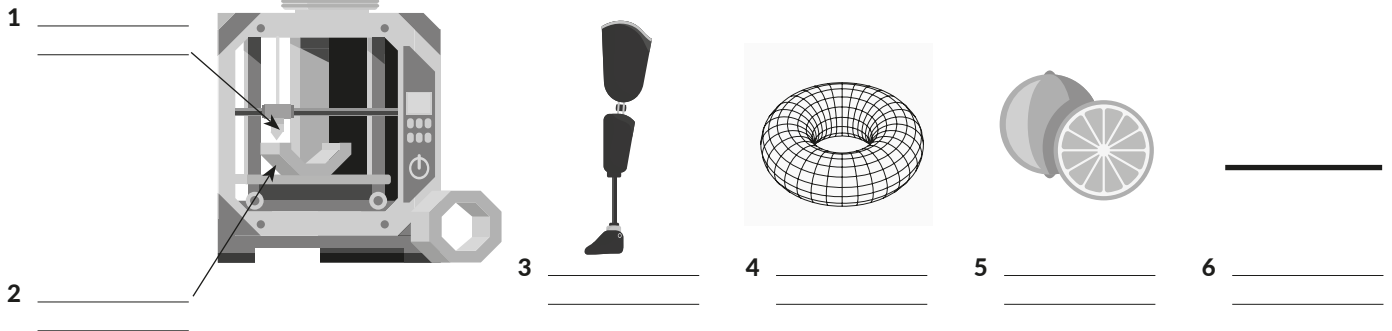
Tim Berners-Lee, a British computer scientist, ¹ _____ (*think / be*) one of the greatest innovators of the last century. He ² _____ (*assume / invent*) the World Wide Web back in the 1990s. ³ _____ (*it / say / he / also / enabled*) the general public to use the system, which had originally been created for specialists only. Berners-Lee ⁴ _____ (*also / consider / be*) something of an Internet guru – he is now a director for the World Wide Web Consortium, which works on issues related to freedom of information and censorship of the Internet. His career began soon after he graduated from university and joined the team of scientists at CERN, in Switzerland. ⁵ _____ (*it / believe / he / make*) a name for himself thanks to his natural talent, which was immediately apparent upon starting work. He came up with the idea of a system which ⁶ _____ (*say / be*) the prototype of the modern Internet.

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

- 1 My grandma doesn't look after my two younger brothers any more. **LOOKED**
Neither _____ my grandma any more.
- 2 There are no more copies of the book available. **BEEN**
All copies of the book _____.
- 3 Pete hasn't driven a car for many years. **AGES**
It's _____ a car.
- 4 They say that the prisoner escaped from prison three days ago. **SAID**
The prisoner _____ three days ago.
- 5 Mary was very firm and told us to leave early. **INSISTED**
Mary _____ early.
- 6 I haven't met her since she went to university. **LAST**
The _____ was before she went to university.
- 7 They plan to finish renovating the hotel before the tourist season begins. **HAVE**
By the time the tourist season begins, the hotel _____.
- 8 It's OK with me if people ask me personal questions. **DON'T**
I _____ personal questions.
- 9 'Is it possible that people will colonise Mars?' asked the reporter. **BE**
The reporter asked _____ colonised.

1 Match the words below with the pictures.

3-D (three dimensional) image horizontal line prosthesis printout print head cross section



2 Read the text and decide which five of the questions (1–8) below can be answered. Then answer the questions.

A REVOLUTION IN 3-D

How does three dimensional printing work?

First, a computer creates a 3-D image of an object. It could be any shape imaginable. If we want to duplicate an existing shape, for example our heart, then we need to take pictures of it from all sides and angles, and a special computer program converts them into a 3-D image. Once the computer has such an image, it is cut up into very thin horizontal slices so that a series of 2-D cross sections is created. The computer is connected to a 3-D printer and sends images of these slices for it to print. The printer head, instead of using ink like regular printers do, usually dispenses a liquid plastic, though other substances are possible. It prints the first slice on a special platform, then adjusts its position slightly, and prints the next layer on top of it, and so on, thus creating a 3-D model. The speed varies between printers from 40 to 150 mm per second.

Because of the variety of substances that specialised 3-D printers can use, from metals and plastics to living cells, they are widely applied in medicine. Doctors around the world are already printing implants such as teeth, bones (including parts of the skull) and prosthetic arms or legs made to measure for particular patients. These are actually

much better than mass-produced ones as they fit better, thus reducing discomfort.

Additionally, they require no further adjustment and, surprisingly enough, are also cheaper.

In countries such as Uganda or Sudan, this is often the only hope for a prosthesis for many victims of war.

Surgeons also make 3-D models of the organs which will be operated upon in order to study them in detail when preparing for an operation. Doctors travelling to remote parts of the world take 3-D printers with them to make any necessary medical instruments. Many scientists are also experimenting with bioink made up of living cells in order to print organs. The cells can be taken from a patient, so they are expected to react to drugs in the same way as the patient's organs would. That's why doctors expect to use such printouts to test how a patient would respond to a given treatment. Scientists believe that within a decade they will be able to print organs for transplants that have been made from the cells of a particular patient, thus reducing the risk of rejection. With all these benefits, 3-D printers may possibly lead to the greatest advance in medicine for centuries.

- 1 How is it possible to send a picture of an existing object to a 3-D printer? _____
- 2 How long does it take to print out a copy of a human heart? _____
- 3 What kinds of substances can a 3-D printer use? _____
- 4 What are some examples of the things that doctors can print for their patients? _____
- 5 How much does it cost to print a standard prosthesis? _____
- 6 What kinds of medical instruments can be printed? _____
- 7 What is bioink? _____
- 8 How will bioink printouts be helpful in treating patients in the future? _____

3 Complete the phrases from the text with the correct prepositions. Check your answers in the text on page 98.

- | | |
|-----------------------|-----------------------|
| 1 take pictures _____ | 5 applied _____ |
| 2 to cut sth up _____ | medicine |
| slices | 6 experimenting _____ |
| 3 connected _____ | 7 made up _____ |
| 4 _____ top of | 8 respond _____ |
| | 9 lead _____ |

4 Complete the sentences with the phrases from exercise 3. There is one extra phrase.

- Don't put any papers _____ the decoder, or it might overheat.
- First, _____ the pumpkin _____ small pieces, and cook them in salted water for about 15 minutes.
- Are you sure the computer is _____ a modem? I don't have Internet access.
- It's amazing in how many ways 3-D printing is _____ medicine.
- All living organisms are _____ of cells.
- Doctors are _____ a new drug for this illness.
- This discovery might _____ a revolution in organ transplants.
- Since the patient didn't _____ well _____ the antibiotics, the doctor decided on a different treatment.



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

- Biomimetics is a new _____, in which biological systems and structures are used to create new materials.
- 3-D printing of implants is considered by many to be a _____ in medicine.
- The soldier who found the Rosetta Stone, which helped translate ancient Egyptian hieroglyphs, didn't realise he had _____ a historic _____.
- Galileo Galilei _____ famous _____ which _____ the theory which claimed that heavy objects fall faster than lighter ones. He proved this was false.
- The universe remains unexplored so we cannot _____ that aliens exist.
- Unfortunately, some scientists _____ of their research in order to get the expected results.

VOCABULARY CHALLENGE! Student's Book, p. 113, UNIT 8, ex. 3

7 Complete the sentences with the words below. Then finish the sentences with your own ideas.

figures life contrary know right matter difference keep

- It is a sad fact of _____ that _____.
- You'd better get your facts _____ before you _____.
- The facts and _____ concerning the time that children spend in front of a computer show that _____.
- My parents and I have a _____ of opinion about _____.
- It is a _____ of opinion whether _____.
- I _____ for a fact that _____.
- Sometimes it's better to _____ your opinions to yourself, for example, when _____.
- _____ to popular opinion, many teenagers _____.

REVISION Student's Book, pages 94–95

5 Match each letter with a number to decipher the words. Match these words with their collocations below.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		20	25	4													2	14							

C C E D S R E R E R D E E

23 20 20 4 6 19 25 5 14 6 2 16 9 4 10 2 4 23 24 19 15 2 16 12 18 15 25 4 9 4 7 16 6

C R R D S C E R

20 23 2 2 3 16 12 19 25 5 14 20 16 9 4 2 3

D S C R E D S

25 5 14 20 2 4 25 5 19 11 23 7 14 5 11 3

R R D C D C

6 12 19 11 16 2 8 23 2 25 20 16 21 25 12 20 19

E D R E E C

11 5 4 7 25 2 4 22 4 20 19

- _____ / _____ research / an experiment
- _____ / _____ / _____ a theory
- _____ the results of the research
- _____ of science
- major _____
- make a historic _____
- _____ / _____ / _____ a hypothesis

1 Choose the correct option to complete the sentences.

- 1 I **wonder** / **ask** if you could help me. ☐
- 2 What is it you're looking **for** / **at**? ☐
- 3 What other features does it **give** / **offer**? ☐
- 4 I could really **use** / **need** some help with hooking it up to my phone. If you could just show me how to do it? ☐
- 5 How much is that going to **put** / **set** me back? ☐
- 6 The price is a bit **steep** / **big**. Do you have anything within the £50–70 range? ☐
- 7 Could that be the **problem** / **trouble**? ☐
- 8 Could you **have** / **give** a look? ☐

2 Complete the sentences with the words below. Then match them with the questions from exercise 1 to create mini-dialogues. There are two extra questions in exercise 1.

interest range assist finally first added hunt thing

- a Well, the price _____ is quite wide, from £20 to £300.
- b The display is big enough to see the information clearly. An _____ bonus is that it is much better at counting individual steps than regular pedometers.
- c I'm on the _____ for a smartwatch, but I don't know much about them.
- d I am happy to _____ you.
- e Here are two models that might _____ you. They're both under £70.
- f _____, you need an app on your phone that allows you to connect it to the watch through Bluetooth. The next _____ you should do is turn on Bluetooth on the smartwatch. Then you open the app on the phone, and search the list of devices. _____, when you find the watch, you press 'connect'.

3 Read the instructions and do the speaking task.

 4 minuty

W czasie wakacji pracujesz w sklepie ze sprzętem elektronicznym. Rozmawiasz z klientem, który jest zainteresowany kupnem smartwatcha. W rozmowie porusz następujące kwestie.

podstawowej instrukcji obsługi

ceny

funkcji

promocji

Rozmowę rozpoczyna egzaminujący.

GO-smart SMARTWATCH

- wi-fi, radio
- text messages, incoming calls, notifications for Facebook, Twitter
- pedometer, heart rate monitor
- 1.5" screen
- compatible with IOS and Android mobile phones
- three colours
- £120–140

1 Find and correct one or two grammatical or lexical mistakes in each sentence.

- 1 I would be most thanks for your support in resolving this issue. _____
- 2 I write to complain on the faulty equipment. _____
- 3 We don't only have problems adjusting the lights, but also turning some of them on. _____
- 4 I expect seeing this problem resolved as soon as possible. _____
- 5 Owing for this problem, I am incapable to watch some channels such as BBC4. _____
- 6 On account of the printer broke, we cannot prepare the necessary documentation. _____
- 7 Secondly, I believe that due to this inconvenience, part of our payments should be returned. _____

2 Match 1–9 with a–i. Then decide which of the statements refer to the two elements in the writing task in exercise 3.

- 1 We were not able to display the images which are part of the show since ☐
 - 2 The sound controls cannot be plugged in, due to ☐
 - 3 I am quite dissatisfied with the sound equipment, which fell ☐
 - 4 First of all, I would appreciate it ☐
 - 5 The microphone could not be switched on and ☐
 - 6 The main spotlight kept overheating and, as ☐
 - 7 What made the matters even worse was ☐
 - 8 I would like to ☐
 - 9 Secondly, I would be most grateful ☐
- a short of our expectations.
 - b an inadequate number of sockets around the room.
 - c a result, the centre of the stage was in darkness.
 - d consequently, we had to shout all the time.
 - e the overhead projector was not working properly.
 - f if you could fix the equipment before our next concert.
 - g the fact that the sound was too loud and could not be adjusted.
 - h for a refund of the money we paid for renting the equipment.
 - i see this problem resolved as soon as possible.

- a) Problems with the device: _____
- b) Measures: _____

3 Read the instructions and do the writing task.

Grupa artystyczna, której jesteś członkiem, wynajęła salę ze sprzętem, planując zorganizować serię swoich występów. Niestety, w trakcie pierwszego występu pojawiły się problemy techniczne ze sprzętem. Napisz do właściciela sali **list ze skargą** (200–250 słów) na zaistniałą sytuację, w którym a) opiszesz problemy ze sprzętem oraz b) wyjaśnisz, jakich działań oczekujesz.

1 Choose the correct ending for each sentence. Is there a sentence for which both endings are possible? Is there a difference in meaning?

- 1 It was a fatal mistake *which cost her her life / and she spent the rest of her life paying for it.*
- 2 Tim is such an ordinary guy *that most of his neighbours hardly notice him / that he offends everyone he speaks with.*
- 3 The criminal *escaped from prison last night / was so good that I read the whole book in one sitting.*
- 4 I was so nervous *before the exam that my legs were shaking / at him for lying to me that I broke up with him.*
- 5 This is the chef whose *employees complain that they have to do more work than anybody else in the bank / dishes are often served at important celebrity dinners.*
- 6 You can find the actual *version of this software on our website / rocket that landed on the moon at the National Air and Space Museum in Washington.*
- 7 My computer needs *to be rebooted again / rebooting again.*

2 Complete the text with the correct form of the words below. There are two extra words.

launch owe adventure fortune deliver high
thrill pure innovate produce

A portable water filter is an essential part of a globetrotter's survival kit. In the past, they were big and heavy, but we have some good news for all you ¹_____ out there! You'll be ²_____ to learn that now you can buy DrinkUp – a purifier the size of a toothpaste tube that weighs only 54 grams! It will ³_____ next month and will cost only \$20. ⁴_____ to its small size and the fact that it is easy to use, DrinkUp is a perfect solution to all hydration problems when travelling. It ⁵_____ water as you drink: simply insert one end of the hose in the water, put the other end in your mouth and suck as you would through a straw. Remember, even stream water which looks crystal clear can be full of deadly viruses and bacteria, so it is ⁶_____ recommended that you have some

kind of a filter. This ⁷_____ gadget requires no batteries and contains no chemicals, simply a membrane through which the water passes. It's easy to use in all conditions. You can find it in travel shops or get it ⁸_____ to your doorstep. Orders can be placed through our website from next week.



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

- 1 Most scientists have rejected this hypothesis.
This hypothesis _____ most scientists.
- 2 People think the company falsified the results of their research.
The company is _____ the results of their research.
- 3 The technician hooked up the modem and then started to explain how to use it.
The technician hooked up the modem and went _____ how to use it.
- 4 The watchmaker is changing the batteries in my watch for me.
I am _____ the batteries in my watch.
- 5 This charger was malfunctioning for weeks and finally it caught fire.
The charger which caught fire _____ for weeks.
- 6 How much will this TV cost me?
Could you tell me how much _____ back?
- 7 I hate it when my parents don't treat me seriously.
I hate _____ by my parents.

4 Complete each set of sentences with the same word.

- 1 _____
a With its unique design, this laptop really stands ____ from the rest.
b Our company turns ____ three million phones a year.
c Pollution from factories causes some species of water animals to die ____.
- 2 _____
a To write the report, I need to get all the ____ and figures on the eco-friendliness of electric cars.
b Make sure you get your ____ right before you decide if you want to eat GMO foods.
c This article presents no scientific ____, only opinions of the author.
- 3 _____
a If you come ____ with a good idea for a gadget, you should take out a patent on it.
b Don't bring ____ the subject with him unless you want to start an argument.
c I've always looked ____ to my chemistry teacher and decided to become a chemist myself.
- 4 _____
a The documentary on the use of animals in cosmetic testing is likely to ____ your stomach.
b Here are ten steps which will help you ____ your presentation into a video clip.
c As a way to avoid fossil fuels, the car industry has decided to ____ to electricity for car power.
- 5 _____
a Greg and I had a ____ of opinion about how to present the data we had collected for our biology presentation.
b I can't tell the ____ between these two computers; they seem to have exactly the same features.
c I want to make a ____ in this world, so I'll try to develop a better recycling process.
- 6 _____
a The robot vacuum cleaner is another invention which is likely to ____ a great difference in our daily lives.
b What do you ____ of this guy? It's the third week of school and he hasn't said a word yet.
c If you want to work remotely, you need to ____ friends with such technologies as online communicators.



Rozumienie ze słuchu *Zdania z lukami* • Rozumienie tekstu pisanego
Uzupełnianie streszczenia w języku angielskim • Mówienie *Rozmowa z odgrywaniem roli*

- 1 **MP3 13** Usłyszysz dwukrotnie wywiad na temat młodych talentów naukowych. Na podstawie informacji zawartych w nagraniu uzupełnij zdania 1–5.

- 1 Emma _____ for not making their students aware of science competitions.
- 2 Lalita came up with an idea which uses waste to _____.
- 3 Olivia's test shortened the time _____.
- 4 Thanks to winning a science competition, Paige won't have to _____.
- 5 By telling these stories, Emma wants to _____.

- 2 Read the text and complete its summary.

If you've ever been to a library or a pharmacy where goods travel through and pop out of pneumatic tubes, then you've seen the future of public transport as envisioned in 2013 by Elon Musk – the brain behind the SpaceX and Tesla companies. The idea is to propel, i.e. push, wheel-less cars through a low-pressure tube using magnetic levitation. The cars, called pods because of their shape, would be suspended in a near vacuum so there would be neither friction nor air resistance to speak of to slow them down. This would mean greater speed at lower power input. How fast exactly? The current ambition is between five and six hundred mph.

It's difficult not to get excited by such visions so naturally great minds of engineering, successful entrepreneurs, as well as enthusiastic local governments of areas in need of transport solutions, have all jumped at it, contributing time, effort and money and pledging help. Hyperloop, as it's called, is now under development by various companies, including Musk's SpaceX, which has a 1-mile tube on its premises, Richard Branson's Virgin Hyperloop One which has a 1640-foot tube in the California desert, HyperloopTT and Canada's TransPod. They're testing various solutions and aiming to build in the US, France, China, Canada and India, where the local authorities officially included hyperloop in their infrastructure plans for the Pune-Mumbai transportation network.

As part of the effort to attract young talent and promote brainstorming on hyperloop solutions, SpaceX holds student Hyperloop Pod Competitions, challenging university teams to design pods which would not only reach the desired speed but also pass safety tests and not crash at the end of their tunnel. Because, while scientists admit that from the point of view of physics a hyperloop is doable, the challenge is to construct it and make it safe for people. For instance, in order to avoid people getting carsick, the pod will have to accelerate to its designated 600 mph for over three minutes – much slower than it could and slower than a plane takes off. It will also need to be windowless, otherwise the passengers would get sick watching the landscape going by so fast.

When can we expect to board the hyperloop and ride off into the future? Not yet. Turns out, the future of the hyperloop might not be as bright as predicted. The originally envisioned small pods carrying a few passengers might not be financially advantageous – it might take transporting a few thousand travellers an hour to make hyperloop cost-effective. Which means loading problems need to be solved. Also, it seems distances of about 200 miles rather than transcontinental ones will be most profitable. And still the cost, compared to regular high-speed trains, will be reduced by only 30, not 90% as it was originally counted on. Not to mention the red tape involved in getting environmental and government approvals.

Elon Musk's idea for future transport is the hyperloop – a vehicle travelling in a vacuum so that its speed wouldn't 1 _____ by things like friction or air resistance. Many engineers and businessmen, as well as authorities which need to 2 _____ in their areas, are into the project. There are many companies working on building a hyperloop now, but there are also many issues that need to be considered. Hyperloops must be fast but safe for passengers and there are two things that can make them unwell – accelerating 3 _____ and _____ and seeing how fast everything is passing by. There have also been some adjustments made compared to the original 4 _____ as to the advantages and benefits of a hyperloop. It might have to carry 5 _____ than the originally planned dozens, travel shorter distances on average to bring profit and still it will be only 30% 6 _____ – not the 90% Musk claimed at the beginning.

- 3 Read the instructions and do the speaking task.

4 minuty

W ramach zajęć na obozie naukowo-językowym w Anglii musicie przygotować projekt na piknik naukowy zatytułowany *Jak to działa?* W rozmowie z kolegą/koleżanką, z którym/którą pracujecie nad projektem, porusz następujące kwestie.

tematu prezentacji

sposobu przedstawienia
tematu

niezbędnych
materiałów i sprzętu

podziału obowiązków

Rozmowę rozpoczyna egzaminujący.



▶ VIDEO 15

SPOTLIGHT ON SOCIETY VIDEOS

Bringing light

8

BEFORE WATCHING

1 Work in pairs. Discuss the following problems.

- 1 What can you do when you buy a product that isn't working properly?
- 2 Tell each other about a situation when you bought some modern device and then had problems operating it. How did you handle it?

2 Work in pairs and answer the questions.

- 1 Which of the objects/services/facilities below could you not live without? Add your own items to the list.

mobile phone social media public transport running water

- 2 What do you think it would be like to live without electricity? Name some of the problems that would arise and how they could be solved.

WHILE WATCHING



3 You are going to watch a video about a company that is working to bring solar lights to millions of homes which have limited access to electricity. Answer the questions.

- 1 Where is the main market for *d.light*'s product?

- 2 Are the customers happy with the lamp?

- 3 Who is Heidi and what job is she given?

- 4 Where does Heidi go?

- 5 What does the company do to solve their problem?

4 Watch the video again and complete the sentences.

- 1 _____ people in India don't have access to electricity.
- 2 Kerosene lamps can be _____ and they don't _____.
- 3 LEDs are a good solution because they are _____ and _____.
- 4 It is necessary to leave the _____ in the _____ to charge.
- 5 Each light costs _____, which is more than _____ the average daily wage.

- 6 Heidi found out that customers have been _____ lights because they think they are _____.
- 7 In the new lamp, the _____ will be part of the lamp itself.
- 8 The redesigned lights will be _____ and _____.

FOLLOW-UP

5 Choose the correct option to complete the *d.light* leaflet.

d.light – we bring you light!

d.light is a perfect solution for those with no reliable ¹**attachment** / **access** to electricity!

Try the new version of our LED (light-²**emitting** / **emanating** diode) lamp – you won't regret it. As the LED industry is ³**expanding** / **stretching** globally, we decided to use that technology to bring light to India.

You might have seen the old version, but our new lights are even cheaper and easier to use!

The old version was attached to a ⁴**solar** / **sun** panel and had to be put in the sun to charge, then ⁵**hooked** / **plugged** into the light, like a battery.

In the new redesigned version, the panel is ⁶**built-in** / **input** for easier use. Just leave the lamp in the sun and turn it on when the sun goes down.

6 Complete the sentences with the words/phrases from exercise 5.

- 1 This smartwatch has a _____ step counter, so it will help you lose weight.
- 2 My parents are installing _____ on their roof to generate their own energy.
- 3 Do you think my computer screen _____ light that is harmful to my eyes?
- 4 I forgot to charge my phone, can I _____ your power bank?
- 5 Space travel is a very young but _____ industry and some of the biggest players are private, e.g. Virgin.
- 6 We spend our vacations in such a remote place that there's no _____ to the Internet.

AFTER WATCHING

7 Research a company that is using technology to aid the developing world. Your aim is to produce a poster presentation of the product that would explain how technology has improved the lives of people in the target country.



VIDEO 16



COMPREHENSION

- 1 Work in pairs. Read and discuss the questions.
 - 1 Look at pictures 1 and 2. What are the advantages of these methods of searching for information?
 - 2 Which method of getting information do you prefer?
- 2 Work with another pair. Discuss some problems you might have when searching for information online.
- 3 Watch a video about online searches. Which of the following are mentioned?

libraries social search encyclopaedias voice search privacy

Glossary

relevant (adj) important to what is being considered
serendipity (n) finding pleasant or useful things by chance

- 4 Watch the video again. Choose the correct option in the following sentences.
 - 1 Google **was** / **wasn't** the first online search engine.
 - 2 Searches are getting **more** / **less** sophisticated.
 - 3 Touch screens and fiddly buttons make it **more** / **less** difficult to search.
 - 4 **Maps and menus** / **News and reports** are the kind of information that could appear if you search using Google glasses.
 - 5 The **problem** / **great thing** is that the searches only give us the information we want to see.
- 5 Work in pairs and discuss the questions. Then watch the video again to check your answers.
 - 1 How does Google make money from its search function?
 - 2 How does Google know what people will like to see?
 - 3 What does Google do with your friends' links on social media?
 - 4 Why might you not have to search at all in the future?
- 6 What is the best summary of the video? Choose the correct option (1-3).
 - 1 It's a positive message. The potential of online searches is really exciting.
 - 2 It's a negative message. Search engines could be a threat to our privacy.
 - 3 It's a mixed message. Search engines are becoming more sophisticated, but privacy is a worry.

AUTHENTIC ENGLISH

- 1 Look at the example from the video and read the information in the box. Why do you think we change nouns to verbs? What other examples of verbing can you think of?

Everybody's **tweeting** and **liking** ...

Verbing

We can convert nouns into verbs (e.g. *to text*, *to message*) when there is a shared cultural knowledge of the noun.

Some short brand names can also become verbs, e.g. *to google*.

- 2 Replace the underlined part of each sentence with a word below.

wiki facetime whatsapp google

- 1 You should search online for the best hotel deals.
 - 2 Tom said he'd send a message to me.
 - 3 I don't know much about Marie Curie – I'll look online for information about her.
 - 4 Shall we have a video call later?
- 3 Work in pairs. Discuss how true these sentences are for you.
 - 1 I **photoshop** pictures to improve them.
 - 2 If I can't get a taxi, I just **uber**.
 - 3 It's good to **skype** because phoning can be expensive.
 - 4 I **instagram** a lot of things I eat.

SPEAKING

Work in small groups. Discuss the question.

Are you worried that search engines may have a negative impact on your privacy? Why/Why not?

READING

- 1 Work in pairs. Match the ways of finding information to the sentences (1–6) below. More than one answer may be possible.

shopping app social media Wikipedia
map app travel guidebook weather app

- 1 Directions to a place from your home.
- 2 Biographical information about a celebrity.
- 3 What your friends are doing this weekend.
- 4 What the weather will be like tomorrow.
- 5 Ideas for presents for family members.
- 6 A hotel in a city that you are going to visit.

- 2 Read the magazine article about digital detox. Is this something you would like to try? Why/Why not?

Digital Detox

Going offline

Spending two weeks without a smartphone seemed like a good idea. I had hoped that it would encourage me to actually meet up with friends, rather than just messaging them on social media. But after only a few days, I felt out of the loop. I missed a notification about a friend's birthday. I also forgot about an application deadline for a job I'd really wanted to apply for. Worse still, I missed an email from my cousin which said that she wouldn't be able to meet me at the weekend. I waited for her for thirty minutes before finally going home.

Positive points

After about a week, I stopped caring about status updates or what important emails might be sitting in my inbox and started to really enjoy being offline. One morning, I even bought a paper and read it in my garden – it was lovely! I usually just check the headlines on my phone on the way to work.

Staying connected

Going offline made me feel healthier, and it was good to get away from the constant updates on social media. But I must admit that I felt I was missing out on a lot. It was much more difficult to keep in touch with friends, to stay organised and to find out what was going on in the world. Whilst my two week break from technology was relaxing, I don't think I could 'detox' permanently – it would get pretty boring after a while.

Glossary

deadline (n) a specific time or date by which you have to do something

digital detox (n) a period of time during which someone stops using electronic devices

notification (n) an official announcement that something will happen

- 3 Are these sentences about the article true (T) or false (F)? Correct the false sentences.

- 1 The journalist was keen on trying digital detoxing. T / F
- 2 Being offline made him late for a job interview. T / F
- 3 He started enjoying the detox after a fortnight. T / F
- 4 The journalist changed his normal way of keeping up-to-date with world events. T / F
- 5 The journalist would consider staying offline. T / F

SPEAKING

- 1 **SPEAK** Work in small groups. Think of six different types of information.

Train timetables, football scores, ...

- 2 **PREPARE** Discuss how you search for information when you can, and when you can't use the Internet. Use the words and phrases in the box below to help you.

Accessing information

What is the best way to find out about / investigate ...?
Where do you usually look for information about ...?
How can I research ...?
Do you think it's more effective to ...?

- 3 **PRESENT** Compare your group's answers with the rest of your classmates.
- 4 **DISCUSS** Work in pairs. Did your classmates prefer online or offline searching? Why?

Lara prefers going to the library to do research as there are less distractions.

BEYOND THE CLASS

Why not try ...

finding out about new online search engines?

VOCABULARY

1 Choose the correct option to complete the sentences.

- The cake was so *delectable* / *disgusting* / *sensible* that I just had to ask the host for the recipe.
- It's hard to believe that some scientists would *carry* / *dispose* / *falsify* the results of their research in order to boost their reputations.
- Sarah is a very *sympathetic* / *friendly* / *nervous* person with that rare ability to understand what people are feeling.
- They are planning to *put* / *conduct* / *make* an experiment to see if these herbs really can reduce cold symptoms.
- Some people claim that serious accidents have become *shabby* / *defective* / *fatal* far less often than they used to be, but it is simply not true.
- I think you should *choose* / *collect* / *insert* the table containing data in the middle of the article rather than at the end of it.
- The meat was so *tender* / *lumpy* / *tough* that you really didn't need a knife to cut it.
- Eating plenty of vegetables is *harmful* / *revolting* / *beneficial* to our health in many ways.

2 Match the words in A and B to make correct expressions. Then use them to complete the sentences. Two expressions do not match any sentence.

A high- modern- open- self- highly well-
mouth- high-

B known minded watering confident energy
recommended risk day

- This potato, cheese and garlic casserole is really _____. You should try it!
- Having travelled all over the world, my dad is very _____ about food.
- This pudding is a _____ version of a dish that was first served in the 16th century.
- Kelly is an amazingly _____ person. Not only does she have her own YouTube channel, she is also a regular volunteer at a local food charity.
- Opening a new restaurant is definitely a _____ business venture since in the US, for example, about 60 percent of them fail within the first year.
- This _____ recipe website is being promoted by some of the most respected cooks in the business.

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

- Elon Musk is the owner of the _____ (*prestige*) electric car company, Tesla.
- Amy's aunt is one of the most _____ (*fortune*) people I know – she's been robbed twice in the last month.
- Mark is not in this business _____ (*pure*) for profit as he values inventiveness and creativity over any possible financial returns.
- What is the most _____ (*recognise*) computer brand in the world?
- The scientist has been the _____ (*receive*) of a lot of criticism over the years, largely because of his eccentric opinions.

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

eventual waste spice innovate convenient
dump food

My aunt, who is a self-confessed ¹_____ with an intense interest in gourmet eating, has recently decided to start giving cookery classes. She hopes to ²_____ set up a small school for the purpose. Since she believes it is a crime to be ³_____ with food, she is basing her recipes on the so-called 'imperfect' food which has been rejected by supermarkets. I have to admit that I'm intrigued by her approach, but the few times I have eaten a meal she had prepared, the food was so ⁴_____ that I ended up with terrible indigestion, so maybe it's better if I give her very interesting culinary ⁵_____ a miss!



5 The underlined words are in the wrong sentences. Put them into the correct sentences.

- To share this article, enter _____ down to the bottom of the page and click on the platform you wish to share it on.
- Before you start your new computer, scroll _____ it in to a protected electrical outlet.
- To search this document, press the *Control* and *F* keys, then validate _____ in the item you want to search for.
- To key _____ your week-long free trial of our movie-viewing service, click on the START button and plug _____ the requested information.
- If you don't visit a website for some time, you may be asked to activate _____ your password.

6 Translate the Polish parts of the text into English.

People have become so used to browsing effortlessly through Internet sites that they tend to take the whole system for granted. But whenever something goes wrong, whether it's a case of ¹_____ (*źle działający sprzęt*) or a ²_____ (*wolne połączenie wi-fi*), panic suddenly sets in. I would ³_____ (*przedstawić hipotezę*) that the panic many of us feel is the result of two things: a lack of understanding of how computers and the Internet work, and a feeling that if we call for help, we'll encounter ⁴_____ (*niewydajne wsparcie techniczne*). In other words, most of us feel helpless in the face of the technology that we rely on every day. I've been thinking about giving everyone a better education in everyday technology so that having to make another phone call to the ⁵_____ (*niesatysfakcjonującą obsługą klienta*) of your service provider doesn't seem like the end of the world. I suspect that if we knew more, we would feel a lot more secure.

VOCABULARY CHALLENGE!

7 Complete the dialogues with the correct words.

- 1 **A** Sophie eats like a ¹**b**_____, doesn't she?
I don't know how she survives on so little food.
- B** Well, she's always been a very ²**p**_____ eater, but she's actually managed to work out a very healthy diet for herself. It's her brother I worry about more. He eats like a ³**h**_____, but he never considers whether it's healthy or not. I'm worried he's going to have a weight problem later in life, but whenever I say something, he makes it clear that I should keep my ⁴**o**_____ to myself.
- 2 **A** Have you ever tried to discuss politics with Ted? I don't mind having a ⁵**d**_____ of opinion with someone, but he's ⁶**t**_____ into a person who only believes the things he hears if they support his point of view. Every time he says 'I know for a ⁷**f**_____ that ...', I know he's going to ⁸**c**_____ up with some totally untrue piece of information.
- B** I know what you mean. You can't really argue with someone who refuses to ⁹**g**_____ their facts right!

GRAMMAR

8 Find and correct one mistake in each sentence.

- 1 Please wait while the system is being updating.

- 2 How many did you have to pay to have your data recovered?

- 3 All the leftovers from the reception will sent to a food bank.

- 4 Every information that you find there needs to be checked twice.

- 5 Did they able to discover what caused her illness?

- 6 It was believed in bloodletting was a cure for many ailments.

- 7 We will need install better firewalls in the future.

9 Complete the sentences with the words/phrases below. There are three extra words.

all both entire (x2) much many pieces none
number of whole

- 1 How _____ health advice have I given you recently? And you never seem to listen.
- 2 I was there the _____ time and I didn't see you.
- 3 We've had a _____ alerts about hard disk malfunctions this week.
- 4 The _____ staff of the lab got sick after inhaling the fumes.
- 5 How _____ of luggage can I take on board?
- 6 Unfortunately, _____ of the speakers at the conference presented a good solution.

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

- 1 Why _____ (police / not notify) yet?
- 2 The vegetables _____ (need / fry) for just a few seconds or else they'll become soggy.
- 3 How long _____ (meat / keep) in the freezer?
- 4 _____ (this robot / able / sense) the touch of a person?
- 5 I'm sorry, despite what you _____ (tell), free Internet access _____ (not provide) anywhere in the hotel.
- 6 In the science community, he _____ (know / be) rather eccentric. But they tolerate him because he's a genius.

ENGLISH IN USE

11 Complete the sentences with the correct form of the words below. There are two extra words.

avoid believe false can high lie prove recognise

Science is a wonderful thing. It makes us healthier, it gives us homes, vehicles and means of communication. It explains the world around us. Unfortunately, it also takes a lot of money to develop scientific knowledge, so scientists are sometimes tempted ¹_____ the results of their studies in order to achieve the result desired by their sponsors. They might also do it to gain ²_____ for solving an important problem. Honest mistakes are also ³_____. And so we face the question – how do we make the results trustworthy? The scientific method dictates that scientists test their results multiple times. It is also ⁴_____ recommended to subject their findings to peer review. This means presenting their findings to their fellow scientists who will try to ⁵_____ the new theory. It is time consuming, but this ⁶_____ to be the best way to ensure the trustworthiness of new knowledge.

12 Complete the text with one word in each gap.

Weight loss is not an easy task. Looking at how many people repeatedly try and fail it could ¹_____ argued that it's one of the most difficult challenges people ever set for themselves, especially with the number of diets and theories floating around the Internet. Some of them encourage dieters to eat like a bird – really tiny portions. So ²_____ food obviously cannot be healthy. Then there is OMAD – one meal a day diet, which says you can feast ³_____ anything you want in unlimited amounts as long as you fast for the rest of the day. Publications on that diet claim that ⁴_____ to popular opinion, such a way of eating does not make your body accumulate fat in anticipation of the 'no food period' but rather helps burn it faster. ⁵_____ a result, you lose weight fast while avoiding the trap of longing for chocolate while living on lettuce. Which is a trap that many dieters fall into and then all their efforts ⁶_____ to waste. But then of course there's strong criticism of OMAD as well. Basically, whatever diet you find there will be a ⁷_____ of opinion among experts concerning its health benefits. So how does one choose? I suggest – with the help of a dietician or a doctor.

Wskazówki

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

- przyzwyczajeniach: *My friends and I rarely read newspapers.*
- stanach i preferencjach: *To be honest, I don't like sitcoms.*
- regularnie powtarzających się zdarzeniach lub czynnościach: *My parents go to the theatre once a month.*
- czynnościach lub wydarzeniach wynikających z planów / rozkładów / programów itp.: *The film finishes at 9.*

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

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

- czynnościach mających miejsce teraz: *Don't disturb Dad now – he's concentrating on his work.*
- zmieniających się lub rozwijających się sytuacjach: *Theatre tickets are getting more expensive nowadays.*
- planach na przyszłość: *We are meeting the director on Friday.*

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

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

- sytuacjach, które zaczęły się w przeszłości i wciąż trwają: *I have known Mary for ten years.*
- sytuacjach, które już się wydarzyły, a ich skutki są wciąż widoczne: *It seems she has put on some weight.*
- sytuacjach, które miały miejsce ostatnio: *I've seen an interesting theatre play recently.*
- sytuacjach, które (nie) wydarzyły się w trakcie czyjegoś życia: *Paula has never met a famous actor.*

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

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

- czynnościach wykonywanych do tego momentu, które prawdopodobnie będą trwały dalej: *Luke has been studying journalism since last October.*
- czynnościach trwających aż do tego momentu, których skutki są widoczne: *Look at this mess! Have you been cooking?*

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

1 Wybierz właściwą odpowiedź a lub b.

- 'How many party political broadcasts ____ this week?'
'A lot! The campaign is clearly in full swing!'
a do you see b have you seen
- '____ catch-up TV services?'
'Only from time to time. I usually try not to miss my favourite shows.'
a Do you ever use b Have you ever used
- 'Look at this painting! Lisa has certainly improved her skills.'
'Well, she ____ painting lessons for months.'
a is taking b has been taking
- 'Are you busy tomorrow evening?'
'A bit. I ____ my sister to the cinema, but I'm free after that.'
a take b am taking
- '____ anything interesting at the moment?'
'Not right now. I read a great novel last month though.'
a Do you read b Are you reading
- 'Oops, I think the TV set ____.'
'Oh, no! I was going to watch my favourite quiz show.'
a has been breaking down b has broken down

2 uzupełnij zdania, wpisując w każdą lukę jeden wyraz.

- Sue has been talking to Ben ____ she came home.
- It seems this drama has been on ____ years now.
- When you ask Thomas about politics, he is ____ ever objective.
- Channel 4 is ____ airing two cop dramas, both about NYPD.
- Tina has ____ become prejudiced against working mothers, which is totally unlike her!
- It's the third season of the show and I haven't missed one episode so ____.
- As an actress, I go to auditions at least ____ a month.
- Has any of you ____ thought of making a documentary about school life?

3 uzupełnij zdania, używając czasowników podanych w nawiasach w odpowiedniej formie teraźniejszej.

- I can't believe it's the first time you ____ (go out) this year! Are you really that busy with schoolwork?
- Oh, no! We are going to be late!
The show ____ (begin) in five minutes!
- I wonder where Paul is. I think he ____ (travel) somewhere in northern Europe as we speak.
- How often ____ (your teacher / allow) you to share opinions about current events?
- I handed in my social science paper last week, but Mrs Jones still ____ (not mark) it.
- Can you show me how it works? I ____ (not use) a smart TV before.
- The prices of cable TV ____ (not go up) so fast anymore, which is good as more people can afford it.

4 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- I ____ (byłem już na) three live concerts this summer and I intend to go to at least two more.
- Robert ____ (właśnie rozmawiał z) Lisa about your request, but I don't know if she says 'yes'.
- As a professional musician, Peter ____ (spędza połowę roku) on tour.
- I hear you've finally decided to move. So, ____ (kiedy wyjeżdżasz) for Dublin?
- I have no idea which radio stations are popular at the moment – I ____ (rzadko kiedy słucham) to the radio.
- To be honest, Lewis ____ (jest uzależniony) to sitcoms ever since I can remember.
- I'm sorry I'm late. ____ (Czekacie) long?

Wskazówki

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

- czynnościach zakończonych w konkretnym momencie w przeszłości: *We went to a museum last week.*
- czynnościach powtarzających się w przeszłości: *Last year I changed my Internet provider a few times.*

Czasu **past continuous** używamy:

- by mówić o czynnościach, które trwały w przeszłości i zostały przerwane przez inne zdarzenie / czynność: *When we entered the room, everyone was watching the news.*
- do opisywania tła sytuacji: *Everyone was online – my brother was writing emails and my parents were searching for a holiday spot.*

Konstrukcji **used to** oraz **would** używamy, by mówić o czynnościach regularnie powtarzanych w przeszłości, których dziś już nie wykonujemy: *I used to own a games console. Every weekend my family would visit some gallery or museum.*

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

Before Mark got this job, he had attended twenty interviews.

Czasu **past perfect continuous** używamy, by mówić o czynnościach, które trwały przed innymi czynnościami w przeszłości: *The journalist had been trying to get an answer from the politician for almost an hour before he gave up.*

Uwaga!

Konstrukcji **used to** używamy, by mówić zarówno o przeszłych czynnościach, jak i stanach. Natomiast konstrukcji z **would** używamy tylko do opisu czynności: *As a child, I used to believe in ghosts.*

NIE: *As a child, I would believe in ghosts.*

My dad used to tell me bedtime stories.

My dad would tell me bedtime stories.

GRAMMAR CHALLENGE!

Czasy **present continuous** oraz **past continuous** używane są również do opisywania irytujących przyzwyczajeń: *Why are you always commenting on what the characters in the film do?*

Czasu **present perfect** używamy również do opisanego czynności, która w danym momencie będzie już zakończona, zwłaszcza po wyrażeniach takich jak **when, once, as soon as, the moment** itp.: *As soon as I have received the documents, I'll text you.*

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

We were wondering if it would be possible to have a room with a mountain view.

1 Wybierz poprawne formy czasowników.

- 1 The politician **was giving** / **gave** an interview when there was a sudden power cut.
- 2 As a student, I **had visited** / **used to visit** my parents regularly.
- 3 How long **did you work** / **had you been working** for the news station before you **made** / **had made** your first live broadcast?
- 4 At school, I didn't like doing projects with Beth because she **had always been bossing** / **was always bossing** us around.
- 5 While I **studied** / **was studying** political science, I **became** / **was becoming** interested in Middle East politics.
- 6 I feel that in the past journalists **used to** / **would** be a lot less biased.
- 7 I **was** / **had been** really happy to see my former classmates as we **didn't see** / **hadn't seen** each other since graduation.

2 Znajdź i popraw jeden błąd w każdym zdaniu.

- 1 I wasn't listening, so I hadn't had any idea what the speech was about.
- 2 The roads were slippery as it had snowed all night.
- 3 When I turned on the TV, the broadcast already started.
- 4 I wondered if you could lend me your tablet.
- 5 As a student, I would be keen on politics, but my interests changed after I graduated.
- 6 As I walked out of the building, I was happy to see that the sun shone.
- 7 I was rather scared as it was the first time I rode a horse.
- 8 The climber died tragically when he tried to reach the top of the mountain.

3 Uzupełnij podane zdania, tak aby zachować sens zdania wyjściowego. Wykorzystaj podane słowo, ale nie zmieniaj jego formy.

- 1 More than two years had passed before I spoke to Jane again. **SPOKEN**
I _____
to Jane for more than two years.
- 2 My parents had a car in the past. **HAVE**
My parents _____
a car in the past.
- 3 We finished watching the show and then Ben arrived. **HAD**
By the time Ben _____
watching the show.
- 4 The practice before the concert took several months. **BEEN**
We _____
for several months before the concert.
- 5 It was actually my first visit to the Science Museum. **HAD**
It was the _____
the Science Museum.
- 6 I will finish editing the photos and then I'll get back to you. **FINISHED**
I'll get back to you as soon as _____
editing the photos.
- 7 You constantly criticise me. I find it irritating. **ARE**
You _____ me.
I find it irritating.

Wskazówki

Przed rzeczownikami policzalnymi w liczbie pojedynczej używamy:

- **every** (każdy): *Have you invited every classmate to your party?*
- **no** (żaden): *There is no better way of doing it.*
- **any** (jakiś): *Is there any relative that you could stay with?*

Przed rzeczownikami policzalnymi w liczbie mnogiej używamy:

- **no** (żadne): *When Tim arrived at the party, there were no guests left.*
- **any** (jakiś – w pytaniach i przeczeniach): *Are there any single parents in your family?*
- **some** (kilka – w zdaniach twierdzących): *There are some teachers who give us emotional support.*
- **all** (wszystkie): *Are you going to send a postcard to all your cousins?*
- **most** (większość): *I get on well with most people.*
- **many** (wiele): *In my previous school I didn't use to have many friends.*
- **a few** (kilka): *John has had a few unhappy relationships.*
- **few** (niewiele, mało): *To be honest, I've watched few romcoms.*
- **a couple of** (kilka): *We will definitely call you in a couple of days.*
- **none of** (żaden z): *None of my friends was born abroad.*
- **both of** (obaj): *Both of my sisters-in-law have two daughters.*

Przed rzeczownikami niepoliczalnymi używamy:

- **no** (żaden): *I'm afraid there is no money left.*
- **any** (jakiś): *Is there any furniture you'd like to get rid of?*
- **some** (trochę): *Calm down, there is still some time to spare.*
- **all** (całe, wszystko): *I'm not really good at all that romance and stuff.*
- **most** (większość): *Most advice about dancing is wrong.*
- **much** (dużo): *I was under the impression that he didn't feel much fear.*
- **a little** (trochę): *I always put a little sugar into my morning coffee.*
- **little** (niewiele, mało): *I received little support from my siblings.*

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

To get this job, you need to have a lot of experience.

A lot of teenagers do voluntary work to get work experience.

Uwaga!

- Przed rzeczownikami z zaimkiem lub przedimkiem określonym używamy: **some of, none of, any of, many of, all of, most of**:
some people ALE: some of the people
most friends ALE: most of my friends
- Jeżeli w zdaniu pojawia się **no** lub **none**, czasownik nie może być w formie przeczącej:
They gave me no choice.
None of them was prepared.

GRAMMAR CHALLENGE!

Both (of) + rzeczownik + czasownik w liczbie mnogiej
Both of my sisters work from home. (Obie moje siostry pracują zdalnie.)

Either (of) + rzeczownik + czasownik w liczbie pojedynczej
Is either of your parents able to help you with the baby?
(Czy któryś z rodziców może pomóc ci przy dziecku?)

I don't think either candidate has the necessary qualifications.
(Uważam że żaden (z dwóch) kandydatów nie ma odpowiednich kwalifikacji.)

Neither (of) + rzeczownik + czasownik w liczbie pojedynczej
Neither date suits me. (Żaden z tych (dwóch) terminów mi nie pasuje.)

Which of the twins takes after their father? Neither.
(Który z bliźniaków przypomina ojca? Żaden z nich.)

1 Wybierz poprawne określenia ilości.

Do you want ¹**some / a few** good advice on how to make a relationship work? ²**No / None** relationship will last if you pay ³**a little / little** attention to your partner. ⁴**Any / Most** girls and boys enjoy receiving compliments and going on dates. ⁵**Much / Many** of the people I have worked with as a marriage counsellor faced ⁶**many / a lot** of problems because ⁷**none / neither** person in the relationship tried hard enough to make their spouse happy. ⁸**Every / Any** time I meet a new couple, we begin with a simple task – they have to say something nice to each other a ⁹**few / little** times a day. And to be honest, it does wonders!

2 Uzupełnij zdania, wpisując w każdą lukę jeden wyraz.

- 1 Karen doesn't read _____ books – perhaps three per year.
- 2 I'm afraid there is _____ bread left, not enough to make sandwiches for all of us.
- 3 I never get emotional and _____ of the romantic comedies I've watched ever made me cry.
- 4 I was very angry with Henry and Steve because I hadn't received any help from _____ of them.
- 5 Are there _____ childhood friends that you still keep in touch with?
- 6 We didn't want a big wedding, so we invited just a _____ of friends.
- 7 If you give me a _____ time, I'll finish work and play with you.

3 Znajdź i popraw błędy w poniższych zdaniach.

- 1 None of my parents likes hip hop music, but they both enjoy rock music.
- 2 None of the kids wants to sit with Thomas because he has fallen out with most his classmates.
- 3 No students have some information about the exam results.
- 4 How many money do you need to buy all of the cards?
- 5 None of us expects that neither of the two boys wants a serious relationship.

4 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- 1 Unfortunately, _____ (obaj chłopcy) I liked had a crush on Mary.
- 2 I believe that _____ (większość nastolatków) would like to have a girlfriend or a boyfriend.
- 3 Dad wanted to go out with me and my brothers, but _____ (żaden z nas nie był) interested.
- 4 _____ (Czy potrzebujesz dużo czasu) to finish homework?
- 5 I'm afraid I've made _____ (małe postępy od) last year.
- 6 Kate lent me two of her favourite albums, but I liked _____ (żadnego z nich).
- 7 _____ (Wszyscy nauczyciele są) rather supportive since my parents split up.

Wskazówki

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

This time tomorrow, Sue will be saying her vows in the church.

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

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

Hopefully, he will have proposed by that time.

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

Czasu **present simple** używamy do opisu ustalonych planów i rozkładów: *Their wedding party begins at five o'clock.*

Czasu **present continuous** używamy do opisu naszych osobistych planów: *Ted and I are having brunch together this Sunday.*

Konstrukcji **going to** używamy do opisu naszych intencji lub sytuacji, co do których już podjęliśmy decyzję: *Are they going to break up?*

Konstrukcji z **will** używamy w obietnicach i decyzjach podjętych spontanicznie, w danym momencie: *Wait, I'll help you with these dishes.*

1 Uzupełnij zdania, używając podanych czasowników.

W każdej parze raz użyj czasu **future perfect**, a raz **future continuous**.

1 drive

- When the summer finishes, Martin _____ more than 8,000 miles in his old pickup.
- I'm pretty sure I _____ through your hometown.

2 read

- You can come at three at the latest because later I _____ the novel that is due for Monday.
- If you continue reading at this speed, I don't think you _____ even half of the book by then.

3 not sleep

- If you wake him up now, he _____ for seven hours, and that's what he needs to rest well.
- You can call me any time, I _____.

4 leave

- _____ you _____ by the time I come?
- What time exactly _____ you _____?

2 Uzupełnij zdania, używając form z ramki. Trzy formy zostały podane dodatkowo i nie pasują do żadnego zdania.

am finishing am flying are wearing are going to finish
are going to wear will be getting will be taking will get
will have finished will have flown will take

- Don't worry! I think we _____ our assignment by Friday and won't need to work at the weekend.
- Have you decided what you _____ to the wedding?
- I'd like to know when exactly you _____ the repair work. It's taking much too long.
- This time tomorrow you _____ ready for the party, right?
- I'm free tomorrow, so I _____ you to the airport.
- Wait here, and I _____ you some water from the fridge.
- I'm sorry, I can't come – I _____ to London for the weekend.
- By the end of the flight training course, you _____ solo at least twenty times.

3 Uzupełnij dialog.

- Sara So Liz, what ¹_____ do about Megan?
Do you think it's the end of your friendship?
- Liz I hope not! I mean, I will be devastated if we don't make up. Do you know that in May we ²_____ friends for fifteen years?
- Sara Oh really? I didn't realise. Well, you definitely have to stop fighting. I ³_____ next to her in biology tomorrow. I can talk to her if you want.
- Liz I'm not sure if it's a good idea. I feel I should deal with it on my own. I ⁴_____ a party on Friday for my classmates, and I think I ⁵_____ Megan. If she agrees to come, we will have a chance to talk things through.
- Sara That's a great idea! What time is the party?
- Liz It ⁶_____ at 7. Will you be there?
- Sara I'm afraid not. I ⁷_____ for my French exam on Saturday.

4 Uzupełnij zdania. Wykorzystaj podane w nawiasach wyrazy w odpowiedniej formie i – jeśli to konieczne – dodaj inne wyrazy. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- The most convenient coach is the one which _____
(leave / 8 / Mondays).
- I'm afraid I can't go to your driving test with you.
Next Monday at 10 _____ (I / work).
- Don't plan the presentation for six o'clock.

(most people / leave) by then and the office will be empty.
- Peter has agreed to help me and he _____
(give / I / lift) tonight.
- When _____
(you / start) dating again? It's about time!
- Can you imagine that on their anniversary in June my parents _____
(be / married) thirty years!
- _____
(all of you / go) to the reunion this Saturday?
- I promise I _____
(email / you) every day while I'm away.

Wskazówki

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

- **who** – w odniesieniu do ludzi: *We talked to a girl who used to work here.*
- **which** – w odniesieniu do rzeczy (oraz zwierząt): *They've given me a computer which is old and slow.*
- **that** – w odniesieniu do ludzi i rzeczy (zamiast **who** / **which**): *What about the job that you applied for?*
- **where** – w odniesieniu do miejsc: *We are going to see the factory where these glasses are made.*
- **whose** – by pokazać przynależność (do ludzi lub rzeczy): *Let's invite someone whose job is really interesting to talk about.*

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

Here is the covering letter which she wrote.
Here is the covering letter she wrote.

Here is the covering letter which arrived today.
 NIE: *Here is the covering letter arrived today.*

GRAMMAR CHALLENGE!

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

This is the drawer where we keep the files.
This is the drawer in which we keep the files.
This is the drawer which / that we keep the files in.

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

Tom's new boss, who joined the company last month, seems really supportive.

The latest book by Brene Brown, which is mostly about leadership, is interesting reading material for all managers.

GRAMMAR CHALLENGE!

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

Our company raised a large amount of money for the local charity, which supports gifted students.

(Nasza firma zebrała dużą kwotę dla lokalnej organizacji charytatywnej, która wspiera uzdolnionych uczniów.)

Our company raised a large amount of money for the local charity, which was of great benefit to the whole community.
 (Nasza firma zebrała dużą kwotę dla lokalnej organizacji charytatywnej, co było bardzo korzystne dla całej społeczności.)

1 W każdą lukę wpisz odpowiedni zaimek względny. Tam, gdzie to możliwe, podaj więcej niż jedną opcję (w tym pominięcie zaimka).

- 1 I'm afraid maths is the subject in ____ I have the least interest.
- 2 My colleague Tom, ____ wife is our boss, is currently looking for a new job.
- 3 Look over there! That's the café ____ I'll be working in the summer.
- 4 That was the day ____ totally changed my career.
- 5 My husband, ____ is a logistics manager, has just got a pay rise.
- 6 I'm sorry but the position ____ I told you about is already taken.
- 7 The manager ____ is leading the project is giving an interview on TV tonight.
- 8 What's the name of the man ____ you were talking to the entire evening?

2 Połącz zdania, tak aby powstały zdania przydawkowe. Każde zdanie rozpocznij od podkreślonych słów. Niektóre pary zdań można połączyć na kilka sposobów.

- 1 I'd like you to return the book. You borrowed it last month.

- 2 We've recently hired a girl. Her experience was impressive.

- 3 Mr Morton has worked here the longest. He is my supervisor.

- 4 Owen's first novel was published in 2009. It was a bestseller.

- 5 The factory is in the north. They manufacture cars there.

- 6 Can you show me the job advert? I've been looking for it.

- 7 I applied for a job. My best friend got it.

- 8 They are closing the office. My mum used to work in this office.

3 Przetłumacz na język angielski fragmenty zdań podane w nawiasach. Wstaw przecinki w odpowiednich miejscach.

- 1 That was _____ (rok, w którym) I got promoted.
- 2 Mrs Stevens _____ (która uczy nas angielskiego) has worked in our school for twenty years.
- 3 Jerry became the CEO _____ (co sprawiło, że stał się) a very rich man.
- 4 I had no idea she is the girl _____ (której mama projektuje) your house.
- 5 The area _____ (nad którą muszą popracować) is computer programming.
- 6 You'll have to talk to the colleague _____ (który zarządza) the project.
- 7 Covey is an author _____ (którego książki są popularne) among corporate managers.
- 8 You're going to love the place _____ (gdzie jedziemy).

Wskazówki

W **mowie zależnej** główny czasownik w zdaniu jest zazwyczaj w czasie przeszłym. Jeżeli opisywana sytuacja wciąż jest prawdziwa, to w zdaniu podrzędnym nie stosujemy następstwa czasów typowego dla mowy zależnej: *'Teenagers with eating disorders need professional help.'*

The psychologist said that teenagers with eating disorders need professional help.

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

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

Jeżeli przytaczamy **nakaz**, zawsze używamy bezokolicznika. *'Don't take these pills!' She told me not to take those pills.*

Zmiany czasów zgodnie z regułą następstwa czasów

Direct speech	Reported speech
present simple 'The nurse does a ward round every morning.'	past simple He said the nurse did a ward round every morning.
present continuous 'We are taking you to the emergency unit.'	past continuous She said they were taking me to the emergency unit.
present perfect 'Tom hasn't recovered yet.'	past perfect They said Tom hadn't recovered yet.
past simple 'Lisa sustained minor injuries in the accident.'	past perfect They said Lisa had sustained minor injuries in the accident.
past continuous 'What were you treating me for?'	past perfect continuous I asked what they had been treating me for.
past perfect 'I had felt unwell even before the journey.'	past perfect (no change) I told them I had felt unwell even before the journey.

will / can / may / must / have to 'Will Jim ever recover from this illness?'	would / could / might / had to We asked if Jim would ever recover from that illness.
'Can you roller-skate?'	I asked my niece if she could roller-skate.
'I may become a paramedic in the future.'	Katie said she might become a paramedic in the future.
'You may stop taking the medicine now.'	Dr Hill said I could stop taking the medicine then.
'You have to see the dentist.'	She said I had to see the dentist.
'You must undergo an operation.'	They said I had to undergo an operation.
should / could / might / ought to / would	should / could / might / ought to / would (no change)
'You should have blood tests more often.'	He told me I should have blood tests more often.
'Could you take me to the X-ray room?'	I asked if they could take me to the X-ray room.
'She might be addicted to sugar.'	They said she might be addicted to sugar.
'Where would you like to put your things?'	She asked where I would like to put my things.

Uwaga! Określenia czasu również ulegają zmianie:

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

1 Wybierz właściwą odpowiedź a, b lub c.

- They confirmed that the doctors ____ be wrong.
a can b could c were able to
- Paul wanted us to believe that he ____ alcohol before.
a didn't drink b wasn't drinking c hadn't drunk
- They wanted to know what I was doing _____. That was last week.
a next day b tomorrow c the next day
- Someone asked me ____ addictive.
a was exercising b if exercising was c is exercising
- I asked them politely ____ sleep.
a where they would
b where would they
c where will they

2 Znajdź i popraw jeden błędny wyraz w każdym zdaniu.

- When I saw Toby last month, he said he had seen his brother three weeks ago.
- Back in high school, I kept telling everyone that I want to undergo an operation.
- On my first visit, the doctor asked me what I am going to do.

- He promised that he would go for a check-up tomorrow, but he didn't.
- Three hours later, she entered the room and asked how long I'd been waiting here.
- The teacher informed Mark's parents that he has skipped most school days that year.
- It was last month that Danny promised he will go to rehab.

3 Napisz zdania w mowie zależnej.

- 'Don't smoke cigarettes!' Paul called out.
Paul told us _____.
- 'You may get addicted!' Rita said.
Rita warned me _____.
- 'How long has Greg been sleeping?' I asked.
I wanted to know _____.
- 'You can't have the surgery today', the nurse said.
The nurse informed me _____.
- 'Are you aware of the consequences of drug abuse, Ben?' asked the doctor.
The doctor asked Ben _____.
- 'What are you doing now?' the teacher asked angrily.
The teacher wanted to know _____.

Wskazówki

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

verb + to do	agree, decide, expect, hope, offer, promise, refuse, threaten Ben offered to give me some syrup for my allergy. The doctor refused to prescribe him any more painkillers.
verb + sb + to do	advise, ask, instruct, invite, order, persuade, remind, tell, warn We asked the paramedic to show us how to give first aid. When the woman fainted, someone from the crowd instructed me to call an ambulance immediately.
verb (+ preposition) + -ing	admit, complain about, deny, insist on, mention, object to, suggest The driver denied causing the accident. Pedestrians complain about cyclists riding too fast.
verb (+ sb) + that	add, admit, agree, assure sb, claim, confirm, deny, expect, explain, hope, mention, promise sb, reply, state, suggest, warn He claimed that he had never been in an emergency situation. Parents should warn their teenage daughters that plastic surgeries can damage their health.
Uwaga! verb + sb + preposition + -ing	apologise to sb for doing sth, blame sb for doing sth, congratulate sb on doing sth, thank sb for doing sth You should thank me for helping you to quit smoking. Who do you blame for getting hooked on drugs?

1 Wybierz poprawne formy czasowników.

- All of the respondents agreed on **taking / to take** part in the survey.
- For some reason, Steve refused **taking / to take** any painkillers.
- My parents constantly warn me not **try / to try** any drugs.
- None of my friends admits **to undergo / undergoing** any plastic surgeries.
- Nurses need to remind patients **to follow / that follow** a strict diet.
- We insisted **on calling / that we call** the ambulance.
- Those doctors deny **being / to be** able to cure most types of cancer.
- Dentists often advise their patients **that they use / to use** a sonic toothbrush.

2 Uzupełnij zdania, używając czasowników z ramki w odpowiedniej formie. Następnie przekształć, używając **that**, te zdania, w których to możliwe.

arrive do help quit start take test whiten

- Ann promised **to arrive** on time.
Ann promised that she would arrive on time.
- How did you manage to persuade Sally _____ online gaming?
- I received a leaflet from the local practice which invited me _____ my blood for free.
- Both surgeons denied _____ any procedures on that patient.
- My mum threatened _____ me to hospital if I didn't start taking the medications regularly.
- After Lisa came back from hospital, I offered _____ her around the house.
- My dentist has recently mentioned _____ my teeth, but I'm afraid it's too costly.
- During my last visit, my doctor decided _____ a new treatment, something we haven't tried yet.

3 Uzupełnij zdania, używając odpowiednich przyimków.

- It's time you apologised _____ Mary for being so rude the other night.
- He objects _____ seeing a doctor despite his breathing problems.
- Who should we blame _____ destroying the health care system?
- What could I do to thank them _____ administering first aid right after the accident?
- It's annoying that you keep complaining _____ allergic reactions, but you refuse to run some tests.
- I'm writing to congratulate you _____ getting your medical degree.
- The accident didn't seem dangerous, but the caller insisted _____ sending an ambulance.

4 Uzupełnij podane zdania, tak aby zachować sens zdania wyjściowego. Wykorzystaj podane słowo, ale nie zmieniaj jego formy.

- 'I will make an appointment as soon as possible,' Jane said. **THAT**
Jane promised _____ an appointment as soon as possible.
- 'How about a first aid course?' Mark asked. **DOING**
Mark _____ a first aid course.
- 'It was me who broke the window,' said Tommy. **TO**
Tommy _____ the window.
- 'I can pay for your dinner if you want,' aunt Jane said. **TO**
Aunt Jane _____ for my dinner.
- 'Please call me when you get to the hotel,' Mum said. **BEGGED**
Mum _____ when I get to the hotel.
- 'I hope you will be a medical student one day,' Dad said. **EXPECTS**
Dad _____ medicine one day.

Wskazówki

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

weak	weaker	the weakest
thin	thinner	the thinnest
comfortable	more comfortable	the most comfortable
careful	less careful	the least careful

Niektóre przymiotniki stopniujemy w sposób **nieregularny**, np.:

good	better	the best
bad	worse	the worst
far	farther / further	the farthest / the furthest

Przysłówki określają czasowniki i odpowiadają na pytania: **jak?**, **w jaki sposób?** Przysłówki tworzymy, dodając do przymiotnika końcówkę **-ly**, np.: *clear* – *clearly*, *careful* – *carefully*

The politician was speaking very clearly.
The strike was prepared very carefully.

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

fast	<i>He's a fast runner.</i> <i>He runs fast.</i>
hard	<i>Our last campaign was really hard.</i> <i>We all worked hard during the campaign.</i>
late	<i>Are you always late for meetings?</i> <i>The Prime Minister will arrive late.</i>
early	<i>Do you know the results of the early voting?</i> <i>The Parliament session began early today.</i>

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

angrily	more angrily	(the) most angrily
gently	less gently	(the) least gently

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

hard	harder	(the) hardest
early	earlier	(the) earliest

Formy nieregularne przysłówków:

well	better	(the) best
badly	worse	(the) worst

W języku angielskim często stosujemy poniższe konstrukcje porównawcze:

- **(not) as ... as** ((nie) tak ... jak)
The election results aren't as obvious as we thought.
The new president isn't as popular as the previous one.
- **przymiotnik w stopniu najwyższym + present perfect + ever**
In my view, Cunningham is the least suitable person that has ever held the prime minister position.

Aby opisać, jak bardzo lub jak mało różnią się opisywane osoby lub rzeczy, stosujemy wyrażenia: **a bit** / **a little** / **slightly** (nieznacznie, trochę), **much** / **far** / **a lot** (bardzo, znacznie):
When it comes to social policy, the government is now far more successful than before.
The attendance at the event was slightly better than we expected.
The consequences of cheating at exams can be much more serious than you think.

1 Uzupełnij zdania odpowiednimi formami przymiotników z ramki lub utworzonych od nich przysłówków.

angry bad big early expensive far long predictable

- There is nothing _____ than being sick on holidays.
- Which party ruled in this country _____? How many years?
- The prime minister is usually calm, but this time he spoke _____ about the conflict.
- The government chose to buy the software from the USA because it was _____.
- _____ the soldiers got was past the river.
- These days I get up a lot _____ than in the past, but I don't mind it at all.
- Do you know that _____ refugee camp is in Kenya?
- I preferred his first film because it was _____ of all.

2 Znajdź i popraw jeden błąd w każdym zdaniu.

- Which European capital city is the more polluted of all?
- Let's face it – we lost because we played badly than ever!
- Ben irritates me because he always comes to meetings lately.

- My school grades this semester are more better than in the last one.
- Sandra sings the most beautiful of all singers in the choir.
- Which of the recent political decisions do you consider the worse?
- The whole team worked hardly during the campaign and now deserves some time off.
- Which is most dangerous – speeding or drunk driving?

3 W każdym zdaniu wstaw jeden brakujący wyraz. Użyj wyrazów z ramki.

a as less lot more slightly than

- The candidate's speech wasn't interesting as we expected.
- The essay about your favourite politician was not very good, and the one about your favourite actor was only better.
- Soap operas are usually a more popular than TV news or political debates.
- The new political leaders are considered to be even dishonest than the ones who were in power before them.
- The number of voters in this election was a bit larger in the last one, but the turnout was still quite poor.
- After the meeting with the parents, students' attendance is little better than before.
- After the criticism, the president behaves even confidently than before.

Wskazówki

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

W **zdaniach twierdzących** pytania rozłączne mają formę przeczącą:
You voted for him, didn't you?

W **zdaniach przeczących** pytania rozłączne mają formę twierdzącą:
She hasn't taken any painkillers, has she?
He knew nothing about the new policy, did he?

W **zdaniach rozkazujących** pytania rozłączne tworzone są za pomocą **will / can**:
Come here, will you?
Don't worry about it, will you?

Please bring the documents from the conference room, can you?

W **sugestiach** zaczynających się od **Let's** używamy **shall / will**:
Let's invite some young people to the conference, shall we?

Uwaga!

W zdaniach z **I am**, **question tags** tworzymy za pomocą **are**:

I'm the one to deal with the problem, aren't I?

Indirect questions (pytania pośrednie) to pytania zaczynające się od wprowadzenia typu: **Do you know ...?**, **Could you tell me ...?**, **I'd like to know ...** lub **I don't know ...**

Szyk zdania pytającego w pytaniu pośrednim jest taki sam, jak w **zdaniu twierdzącym**.

I don't know how old he is. NIE: ~~*I don't know how old is he.*~~

Could you tell me where she lives? NIE: ~~*Could you tell me where does she live?*~~

GRAMMAR CHALLENGE!

W zdaniach, w których podmiotem jest zaimek nieokreślony **somebody / everybody / nobody / someone / everyone / no one**, **question tags** tworzymy za pomocą zaimka **they** oraz **liczby mnogiej** czasownika:
Someone has called the police, haven't they?

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

He signed neither of the letters, did he?

W bardzo uprzejmych prośbach używamy **would**:
Please leave the documents on my desk, would you?

By wyrazić zainteresowanie, zdziwienie lub gniew, używamy tzw. **same-way question tags**. Oznacza to, że forma pytania rozłącznego pozostaje taka sama jak zdania głównego:
So you're standing for the school elections, are you?

1 Dopisz pytania rozłączne do każdego zdania.

- 1 You don't like social science, _____?
- 2 Let's sign the petition, _____?
- 3 I'm the class president, _____?
- 4 Voting isn't compulsory, _____?
- 5 You've got British citizenship, _____?
- 6 Your mother can't swim, _____?
- 7 Their army invaded the neighbouring countries, _____?
- 8 Don't call her so late at night, _____?
- 9 You've met none of the party members, _____?
- 10 Please leave your bag outside the room, _____?

2 Uzupełnij pytania pośrednie.

- 1 Could you help me organise the charity run?
I'd like to know _____.
- 2 Where are the victims of the military conflict?
Do you know _____?
- 3 When did Mark join the army?
Let's find out _____.
- 4 What time is it?
Let me know _____.
- 5 How was their journey?
Do you know _____?
- 6 Are you interested in politics?
Can you tell me _____?
- 7 Will you help me?
I'd like to know _____.

3 Przetłumacz poniższe zdania na język angielski. Użyj odpowiednich pytań rozłącznych lub pośrednich.

- 1 Nie karzcie go za to, dobrze?

- 2 Wiesz, o której przyjdzie Marta?

- 3 Miałam rację, prawda?

- 4 Twój koleś nie lubi lekcji o polityce, prawda?

- 5 Powiedz mi, gdzie go ostatnio widziałas.

- 6 Chciałbym wiedzieć, co sądzisz o nowym premierze.

- 7 Ty wstałeś najwcześniej, tak?

- 8 Pomóż mi z tą walizką, dobrze?

4 Uzupełnij zdania. Wykorzystaj podane w nawiasach wyrazy w odpowiedniej formie i – jeśli to konieczne – dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie pięć wyrazów**.

- 1 You _____ (*never / see / my sister*), have you?
- 2 Tell me please _____ (*old / your parents / be*).
- 3 I'm the one who's going to the shop, _____ (*be / I*)?
- 4 I don't know _____ (*where / my dad / born*).
- 5 I'd like to know _____ (*who / you / vote*).
- 6 _____ (*have / picnic*), shall we?

Wskazówki

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

If you hadn't installed solar panels, we wouldn't have saved on heating. (but we installed them and we paid less)

Zdania warunkowe nie muszą zaczynać się od **if**.

Jeżeli warunek podajemy w drugiej części zdania, nie używamy przecinka:

If someone had warned people about the tsunami, there would have been fewer casualties.

There would have been fewer casualties if someone had warned people about the tsunami.

1 Uzupełnij zdania, używając czasowników podanych w nawiasach w odpowiedniej formie trzeciego trybu warunkowego.

- If Mary _____ (*prepare*) for the exam properly, she _____ (*pass*) it.
- They _____ (*not spend*) so much money on beach cleaning last year if people _____ (*not throw*) so much litter around.
- If they _____ (*close down*) all the landfill sites in the area a long time ago, the waste _____ (*not pollute*) the ground waters.
- Karen _____ (*might / have*) a serious accident if she _____ (*not notice*) the other car going through a red light.
- If there _____ (*not be*) such a major climate change in the last few years, the sea levels _____ (*not rise*).
- If you _____ (*recycle*) waste according to the rules, you _____ (*not pay*) a fine.
- The fire brigade _____ (*could / put out*) the fire much faster if someone _____ (*inform*) them sooner.

2 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- If we _____ (*nie ograniczyli*) energy use last year, we wouldn't have had enough money to pay the electricity bills.
- Many animals _____ (*nie wyginęłyby*) if people hadn't destroyed their natural habitats.
- Some species _____ (*wymarłyby*) a long time ago if they hadn't been put under special preservation programmes.
- If we _____ (*zwróciłibyśmy się do taty*) for help, he would have done something to make the problem go away.
- _____ (*Gdybym nie miał wystarczająco dużo pieniędzy*), I wouldn't have bought an electric car.
- If I'd known you were in town, I _____ (*zaprosiłbym cię na*) my farewell party.
- Just think how far _____ (*rozprzestrzeniły się pożar*) if the wind had been in a different direction!
- _____ (*Czy kupiłbyś*) this house if you had known how energy-inefficient it was?

3 Przeczytaj artykuł z gazety i napisz zdania w trzecim trybie warunkowym z wykorzystaniem podkreślonych informacji.

Rescue team finds two men

Two men who were reported missing last Friday are finally home. The rescuers found John B. and George S. hiding in a cave high in the mountains.

The two men went hiking on Friday morning. Unfortunately, they made several mistakes which almost cost them their lives. Firstly, ¹they hadn't checked the weather forecast and didn't know about the upcoming storm, which took them completely by surprise. ²They didn't have proper equipment and so they couldn't climb down. To make matters worse, ³they didn't tell the staff at their hostel where they were going, so the rescuers didn't know where to search for them. Also, ⁴they had forgotten to charge their mobile phones the night before the trip and they couldn't call for help. Luckily, ⁵they took plenty of water, so they managed to stay hydrated and survive.

- If they had checked the weather forecast, the storm wouldn't have surprised them.
- _____
- _____
- _____
- _____

4 Uzupełnij zdania w trzecim trybie warunkowym informacjami o sobie.

- I would have gone to bed earlier last night if _____.
- If my parents had asked me for advice about _____, I _____.
- If I had left school last year, _____.
- I would have apologised to _____ if _____.
- If I had chosen a different secondary school, _____.

Wskazówki

Tryby warunkowe

- zerowy tryb warunkowy** (*if / when + present simple, present simple / modal verb*) odnosi się do prawd uniwersalnych, praw nauki itp. *When the weather gets hotter, the ice cap melts.*
- pierwszy tryb warunkowy** (*if + present simple, will / modal verb + infinitive*) odnosi się do przyszłości: *If we continue to produce so many greenhouse gases, we will experience enormous environmental problems.*
- drugi tryb warunkowy** (*if + past simple, would + infinitive*) odnosi się do teraźniejszości lub przyszłości i opisuje sytuacje hipotetyczne (odwrotne do faktycznych): *If we didn't have recycling laws, people wouldn't bother to sort rubbish.*
- trzeci tryb warunkowy** (*if + past perfect, would + have + past participle*) odnosi się do przeszłości i opisuje sytuacje nierealne (odwrotne do faktycznych), które nie miały miejsca: *I would have installed solar panels if I had known how inexpensive they were.*

Drugi i trzeci tryb warunkowy można połączyć, aby:

- opisać hipotetyczne teraźniejsze skutki fikcyjnych wydarzeń z przeszłości (*if + past perfect, would + infinitive*): *The prices of plastic bags went up, so people stopped using them. → If the prices of plastic bags hadn't gone up, people would still use them.*

- spekulować, jak fikcyjne sytuacje z teraźniejszości lub przyszłości mogłyby wpłynąć na wydarzenie z przeszłości (*if + past simple, would / might / could + have + infinitive*): *Sue doesn't care about the environment, so she didn't go on the protest march with us. → If Sue cared about the environment, she would have gone on the protest march with us.*

Inne spójniki wykorzystywane w trybach warunkowych to: *as long as, provided/providing (that), on condition that, unless.*

GRAMMAR CHALLENGE!

W zdaniach warunkowych możemy zamiast **if** zastosować **inwersję** lub inne **formy emfaticzne**:

If you ever need any help, just contact me. → Should you need any help, just contact me.

If I were you, I'd insulate the house. → Were I you, I'd insulate the house.

If I had met you before, my life would have been completely different. → Had I met you before, my life would have been completely different.

1 Wybierz właściwe zakończenia zdań a, b lub c.

- I'd probably panic
 - if you had told me the truth.
 - provided that we miss the train.
 - if there was a fire.
- If Margaret doesn't respond to the invitation,
 - we would have to change our plans.
 - we won't count her in.
 - she doesn't go with us.
- If I were you,
 - I would have studied a lot harder.
 - I'll hurry up now.
 - I hadn't told anybody about it.
- I'll stay at home
 - unless the weather is bad.
 - if it rains.
 - providing somebody asked me out.
- If the volunteers hadn't helped those animals,
 - they wouldn't survive.
 - their habitats were gone.
 - they would be extinct now.

2 Uzupełnij zdania, używając form z ramki. Trzy formy zostały podane dodatkowo i nie pasują do żadnego zdania.

could speak didn't speak had spoken invest tried
wash washed won't invest would have invested
would try

- I'll lend you my car on condition that you _____ it.
- Nothing can be changed unless we _____ time and money into it.
- I'd be grateful if you _____ the dishes after the dinner.

- If I _____ any foreign language, they would have offered me the job.
- The last government _____ a lot more into renewable energy sources if it had been forced by the EU.
- If we _____ harder, we would be able to save more species from extinction.
- You wouldn't hesitate what to do now if you _____ to one of our advisors before.

3 Uzupełnij podane zdania, tak aby zachować sens zdania wyjściowego. Wykorzystaj podane słowo, ale nie zmieniaj jego formy.

- Thanks to the firefighters' quick action, the fire was soon put out. **QUICKLY**
If the firefighters _____, the fire wouldn't have been put out so soon.
- I'm not confident enough to become an activist. **MORE**
If I _____ become an activist.
- Rita won't join our protest if we don't persuade her. **UNLESS**
Rita won't join our protest _____.
- Going to bed late makes me tired the next day. **GO**
_____ late, I am tired the next day.
- She is willing to help the environment provided she doesn't have to change her habits. **AS**
She is willing to help the environment _____ not have to change her habits.
- Mark was arrested because of his violent behaviour during the protest. **BE**
If Mark hadn't behaved violently during the protest, he _____ prison now.
- If you are in the neighbourhood by any chance, come and visit me. **SHOULD**
_____ in the neighbourhood, come and visit me.

Wskazówki

Wyrażenia określające ilość

Przed rzeczownikami policzalnymi używamy: **both (of)** (oba), **many (of)** (dużo, wiele), **dozens of** (dziesiątki), **numerous** (liczne), **either (of)** (którykolwiek (z dwóch)), **a number of / a couple of / several / a few** (kilka), **few** (mało), **neither (of)** (żaden (z dwóch)): *There are several good restaurants in this part of the city. Due to bad weather, few people came to the party.*

Przed rzeczownikami policzalnymi w liczbie mnogiej możemy również użyć wyrażen **each (of)** i **every** (każdy).

Every używamy w odniesieniu do grupy co najmniej trzech osób lub rzeczy, kiedy mówimy o danej grupie jako o całości.

Each (of) używamy w odniesieniu do grupy dwóch lub więcej osób lub rzeczy, kiedy chcemy podkreślić, że traktujemy każdy z jej elementów indywidualnie. Wyrażen **each (of)** i **every** często możemy użyć zamiennie:

Each of the two contestants delivered an exquisite meal.

Every dish in this restaurant looks the same.

Each / Every child gets a drink and a chocolate bar for the trip.

Przed rzeczownikami niepoliczalnymi używamy:

a great amount of / a great deal of (dużo, wiele),

a little (of) (trochę), **little** (mało):

I spend a great deal of time cooking for my family.

We had little time to finish homework.

Przed rzeczownikami policzalnymi i niepoliczalnymi używamy:

all (wszystkie), **most (of)** (większość (z)), **some (of)** (trochę, niektóre), **plenty of / lots of / loads of / a (whole) lot of** (dużo, wiele), **no / none of** (żadne):

Don't buy anything for the picnic – we've got loads of snacks.

For breakfast, we serve plenty of fruit and a whole lot of fresh vegetables.

Przed rzeczownikami policzalnymi w liczbie pojedynczej i rzeczownikami niepoliczalnymi używamy **whole / entire** (cały):

Sally prepared the whole meal by herself.

Who drank the entire juice?

Uwaga!

Niektóre rzeczowniki mogą być zarówno policzalne, jak i niepoliczalne, w zależności od ich znaczenia, np. **time** – czas, **times** – razy:

How many times have you seen her?

Lee spends too much time at work.

Niektóre rzeczowniki policzalne w języku polskim są niepoliczalne w języku angielskim, np. **advice, furniture, hair, information, money, news, luggage, accommodation**:

Her hair is now shorter than ever.

The money is in the piggy bank.

Aby określić ich ilość, możemy użyć wyrażen takich jak:

a piece of, a bit of, an item of:

Let me give you a piece of advice.

1 W każdym punkcie wybierz dwa poprawne określenia ilości.

I did my chef training ¹**few / a few / several** years ago, but I still remember the first time the instructor took us to the kitchen in his own restaurant. ²**None / Few / No** of us had had such an opportunity before and ³**all / many / either** of us were pretty excited. The instructor showed us how to do ⁴**a great deal of / lots of / many** things – set up your station properly, use ⁵**some / most / every** of the utensils – and gave us a ⁶**few / little / lot of** useful advice. But when he told us to cook something, I was so nervous that I couldn't recall any of the tips I'd heard – even though I was paying attention the ⁷**whole / all / entire** time.

2 W każdym punkcie wybierz jedno poprawne zdanie.

- 1 **a** Don't worry! We have plenty of time.
b Don't worry! We have little time.
- 2 **a** Numerous teenagers don't follow a healthy diet.
b The entire teenagers don't follow a healthy diet.
- 3 **a** The news that Clara brought today were rather depressing.
b The news that Clara brought today was rather depressing.
- 4 **a** After we waited few hours for the maintenance crew, the fridge suddenly started working again.
b After we waited a few hours for the maintenance crew, the fridge suddenly started working again.
- 5 **a** The car trunk was full, but luckily Tina brought little luggage with her.
b The car trunk was full, but luckily Tina brought a little luggage with her.

- 6 **a** A great amount of students are taking part in the competition.
b Dozens of students are taking part in the competition.

3 Uzupełnij podane zdania, tak aby zachować sens zdania wyjściowego. Wykorzystaj podane słowo, ale nie zmieniaj jego formy.

- 1 Were my keys here all the time?
ENTIRE
Were my keys here _____?
- 2 Neither of Tom's sisters is shorter than him.
EACH
_____ taller than him.
- 3 Most of the guests were on time.
FEW
Only _____ late.
- 4 Not one of the students handed in the assignment.
NONE
_____ handed in the assignment.
- 5 I've read every book on this shelf.
EACH
I've read _____ books on this shelf.
- 6 I haven't got a great deal of experience in vegetarian cooking.
LITTLE
I _____ in vegetarian cooking.

Wskazówki

Mówienie o umiejętnościach: **can** i **be able to**

- Aby opisać umiejętności w teraźniejszości, używamy czasownika modalnego **can / can't** oraz konstrukcji **be able to**:
Can you make paella?
Are you able to distinguish a rare steak from a raw steak?
- Aby powiedzieć, co kiedyś potrafiliśmy zrobić, używamy **could** oraz **was able to**:
My brothers and I couldn't even prepare scrambled eggs when we were students.
The pie was sickly sweet and I wasn't able to finish it.
- Aby wyrazić możliwość zrobienia czegoś w przyszłości, stosujemy **will be able to**:
I think I will be able to join you for dinner tonight.

Wyrażanie konieczności: **have to / need to / must**

- Wyrażając konieczność w czasie teraźniejszym, stosujemy **must / have to / need to**:
I must add some cinnamon to the pie.
Paul has to avoid any nuts.

- Do wyrażenia konieczności w przeszłości używamy czasowników modalnych **had to** oraz **needed to**:
When I was on a diet, I had to count the calories. Luckily, I didn't need to give up on my favourite products.
- Do wyrażenia konieczności w przyszłości używamy czasowników **will have to** oraz **will need to**:
Dean will need to change his eating habits.
Will I have to stop drinking coffee?

GRAMMAR CHALLENGE!

Czasownika modalnego **could** używamy, jeżeli opisujemy umiejętność wykonania danej czynności w przeszłości. Jeżeli mówimy o konkretnej sytuacji w przeszłości, w której ktoś zdołał coś zrobić, stosujemy **was (not) able to**:
She was such a talented chef that she could reproduce any dish without a recipe.
Thomas wasn't able to point to what he had eaten and so the doctor didn't know what caused the allergy.

1 Wybierz poprawne czasowniki modalne. W niektórych zdaniach oba czasowniki są poprawne.

- Tomas **couldn't / wasn't able to** find his cookbook for days.
- I **can't / won't be able to** walk the dog three times a day in the future.
- Need I / Do I need to** add any other spices?
- You **don't have to / mustn't** call the repair service – they will call you once your microwave is ready.
- Maybe they will **can / be able to** repair it in two or three days, but it might take longer.
- I always had problems with maths, but I **could / was able to** read fluently by the age of four.
- When I was a teenager, I **must / had to** be home before 10 p.m., no matter what.
- I accidentally broke the blender and nobody **could / was able to** fix it.

2 Uzupełnij każde zdanie odpowiednim czasownikiem modalnym oraz jednym z czasowników z ramki.

call check keep press receive recognise ride

- When I was little, other children used to laugh at me because I _____ a bike.
- In order to keep the meat tender, you _____ it in the oven for ten more minutes.
- When we get to the hotel, I _____ my parents to say I'm OK.
- If Sara continues to grow so fast, I _____ her the next time we meet.
- All incoming connections are blocked and we _____ any messages for two days.
- In order not to waste so much food, you _____ the sell-by date before you buy something.
- Something was wrong because I _____ the start button.

3 Uzupełnij zdania informacjami o sobie.

- Before I started school, I could _____.
- My mum always says that I need to _____.
- According to the school rules, we must _____.
- I hope that one day I will be able to _____.
- Luckily, next week I won't have to _____.
- When it comes to exceptional abilities, one of my friends can _____.

4 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- It seems that in the future people _____ (*nie będą umieli*) prepare even a simple dish without hi-tech kitchen equipment.
- I hope that I _____ (*nigdy nie będę musiał używać*) a driverless car – it's dangerous!
- _____ (*Naprawdę musiałeś*) borrow her recipe book?
- As I was using the food processor, I _____ (*mogłem usłyszeć dziwne dźwięki*) coming from the inside.
- The soup is bland. I _____ (*muszę dodać soli*) before I serve it.
- As I'd never used such a machine before, I _____ (*musiałem poprosić kogoś*) for help.
- We felt like having some sushi, but we _____ (*nie udało nam się znaleźć*) a sushi restaurant.

Wskazówki

Strony biernej (**passive voice**) używamy, gdy:

- wykonawca czynności jest nieznany lub nieistotny:
Your phone has been repaired. (wykonawca nieistotny)
The ticket machine was destroyed. (wykonawca nieznany)
- chcemy zwrócić uwagę na czynność, a nie jej wykonawcę:
New equipment will be installed in the IT lab.

Stronę bierną tworzymy za pomocą czasownika **to be** w różnych czasach oraz formy **past participle** (trzecia forma czasownika).

Uwaga!

Aby powiedzieć, kto wykonał daną czynność, używamy przyimka **by**. Jeśli chcemy opisać narzędzie, którym jakaś czynność została wykonana, stosujemy **with**:

This bike was repaired by my brother.

It was repaired with a screwdriver.

Jeżeli w zdaniu występuje czasownik z przyimkiem, to w stronie biernej przyimek występuje po formie **past participle**:

Steve's grandparents brought him up.

Steve was brought up by his grandparents.

GRAMMAR CHALLENGE!

W stronie biernej, bezokolicznik stosujemy używając formy **to be + past participle**. Formą **-ing** w stronie biernej jest konstrukcja **being + past participle**:

Aren't you surprised to be rewarded such a prize?

I enjoy being invited to parties.

present simple	Lunch in my school is delivered every day at one o'clock.
present continuous	Our network is being checked at the moment.
past simple	The number of failures was reduced by half last year.
past continuous	There was a power cut while the new detectors were being installed.
present perfect	This hairdryer hasn't been used for ages.
past perfect	Before we could use the system, it had been approved by engineers.
future simple	Will all the nominees be rewarded?
be going to	The instruction manual isn't going to be written in Polish.
future perfect	If we continue sending emails at this speed, almost a thousand will have been sent by the end of the day.
modal verbs	The public can't be informed about anything we say here. This button mustn't be pressed. The printer might be moved to a different room. Mobile phones should be turned off during classes.

1 Uzupełnij zdania, używając czasowników podanych w nawiasach w odpowiedniej formie strony biernej.

- The new champion _____ (not beat) even once since 2011.
- _____ (we / intend) to take this remark seriously?
- Did you know that water could _____ (purify) with special tablets?
- First, the card _____ (insert) into the machine, then further instructions appear on display.
- By the end of 2021, over a million copies of the book _____ (print).
- Toby _____ (reward) with \$100 last week.
- Lucy doesn't mind _____ (ask) for an autograph.
- We were excited _____ (give) our diplomas.

2 Przekształć zdania na stronę bierną.

- Somebody has found my wallet.

- You shouldn't carry such amounts of cash around.

- Has anyone locked the door?

- Why didn't they fix the roof?

- The wind blew his hat down the street.

- They will take her to hospital tomorrow.

- Is anyone going to change the date on the notice?

- Somebody left the light on all night.

3 Uzupełnij zdania. Wykorzystaj podane w nawiasach wyrazy w odpowiedniej formie strony biernej i – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę możesz wpisać do pięciu wyrazów.

- I hope we _____ (give / answer) next week.
- The teacher asked me who the _____ (light bulb / invent).
- The idea sounds good in theory, but it can't _____ (carry out / practice).
- It's pretty sad, but _____ (Peter / often / laugh at) school these days.
- All the reports _____ (have to / finish) by next Monday.
- Did you really expect _____ (give / no homework) until the end of the school year?
- The mayor of our city _____ (sometimes / criticise) for her decisions, but she is very popular and I am sure she _____ (elect) again next year.

Wskazówki

W bardziej oficjalnym języku stosujemy **konstrukcje bezosobowe w stronie biernej**, aby przytoczyć jakieś informacje (np. czyjeś opinie, fakty) bez określania ich źródła.

Konstrukcje bezosobowe tworzymy w następujący sposób:

- **It + is / was + believed / known / thought (that) + ...**

It is said that Thomas is working on new software.

(Mówi się, że Thomas pracuje nad nowym oprogramowaniem.)

I remember the times when it was thought robots could rule the world.

(Pamiętam czasy, kiedy uważało się, że roboty mogą rządzić światem.)

- **subject + is / was + believed / said / thought + infinitive:**

Thomas is said to be working on new software.

(Mówi się, że Thomas pracuje nad nowym oprogramowaniem.)

I remember the times when robots were thought to be able to rule the world.

(Pamiętam czasy, kiedy uważało się, że roboty mogą rządzić światem.)

Aby powiedzieć, co obecnie sądzi się o jakimś przeszłym wydarzeniu, stosujemy bezokolicznik w czasie **present perfect (have + past participle)**:

Mr Green is known to have been an officer.

(Wiadomo, że pan Green był kiedyś oficerem.)

1 Zdecyduj, czy zdania w każdej parze mają to samo, czy inne znaczenie.

- a** Paul Smith is rumoured to be resigning from his job.

b It is rumoured that Paul Smith has resigned from his job.
- a** The prices are believed to have gone up again last month.

b People believe that the prices went up again last month.
- a** It is known that rubbish is collected every other day.

b Rubbish is known to be collected every other day.
- a** People expect Jane will become a world-known scientist.

b Jane is expected to become a world-known scientist.
- a** The new laboratory is said to have cost a lot of money.

b It is said that the new laboratory will cost a lot of money.

2 Uzupełnij zdania, używając czasowników z ramki w odpowiedniej formie.

be live not activate not turn off provide work

- Slide rules are believed _____ very useful back in the old days.
- It is often thought we _____ on Mars one day.
- Instruction manuals are expected _____ the users of various devices with some technical details.
- NASA scientists are assumed _____ on a new space mission at the moment.
- It is suspected that the fuel supply _____ properly.
- The security guard is reported _____ the machine before going home the other night.

3 Przekształć podane zdania na dwa sposoby, rozpoczynając od podanych wyrazów.

- People say Luke is a brilliant scientist.
It _____.
Luke _____.
- They believe Stephen King is writing a new book.
It _____.
Stephen King _____.

- People say that intelligent life on Mars doesn't exist.
It _____.
Intelligent _____.
- The media report that Mario hacked the bank's computer system.
It _____.
Mario _____.
- People expect that the President will broadcast a statement tonight.
It _____.
The President _____.
- People know that Lea was responsible for the failure.
It _____.
Lea _____.

4 Uzupełnij zdania własnymi pomysłami.

- Some of the teachers in my school are believed _____ in the past.
- My best friend is known _____ these days.
- It is said that scientists _____.
- The government is reported _____ in the near future.
- Modern computers are known _____.
- It is claimed that the universe _____.

5 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- Mandy is said _____ (*że kupiła dom*) in the mountains.
- Is the accident believed _____ (*że został spowodowany*) by a driverless car?
- The Millers are reported _____ (*że wyprowadzają się za granicę*) next month.
- The witness is said _____ (*że rozpoznał osobę*) who started the fight.
- It _____ (*zakłada się, że są*) endless job opportunities for computer scientists.
- _____ (*Oczekuje się, że problem*) to be resolved soon.
- _____ (*Uważa się*) that there is life on another planet.

Wskazówki

- W zadaniach tego typu najczęściej sprawdzana jest znajomość czasów gramatycznych, czasowników frazowych oraz idiomatycznych wyrażen przyimkowych.
- Najpierw przeczytaj cały tekst, ignorując luki i starając się zrozumieć jego sens. Następnie przeczytaj tekst ponownie, zwracając szczególną uwagę na wyrazy znajdujące się przed każdą luką i po niej. Mogą to być np. określenia czasu, które pomogą Ci wybrać właściwy czas gramatyczny.
- Pamiętaj, aby najpierw wyeliminować odpowiedzi, które na pewno są nieprawidłowe, a dopiero potem wybrać ostateczną odpowiedź.
- Po wykonaniu zadania przeczytaj ponownie całe zdania lub tekst, aby upewnić się, że są one spójne i logiczne.

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

We usually imagine robots as the humanoid creatures that often appear in science fiction films, something we are highly unlikely ¹ across in real life. Nevertheless, nowadays, robots are all around us: the programmable vacuum cleaner in your home or the self-checkout station in the supermarket are both examples of robots we interact with on a daily ². In countries like Japan, their applications go far ³ rote-learned tasks. In restaurants, they can confirm your table reservation or serve you a drink. In assisted-living situations, elderly people can ⁴ on robots to help them out of bed, and some robots can even provide a form of companionship. Medical treatment is another major area where robots ⁵ a significant role, increasing the precision of tricky surgeries and, consequently, improving the survival rate for many patients. You may not ⁶ a robot to be your partner anytime soon, but they have definitely earned a place in our daily lives.



- | | |
|-------------|-----------------|
| 1 a come | 4 a assure |
| b to come | b confident |
| c have come | c certain |
| d came | d rely |
| 2 a base | 5 a play |
| b schedule | b make |
| c situation | c do |
| d basis | d act |
| 3 a under | 6 a have chosen |
| b beyond | b be choosing |
| c across | c chose |
| d beneath | d to choose |

2 Read the text and choose the correct answer a, b, c or d.

The outbreak of COVID-19 in 2020 saw an interesting and somewhat universal reaction to a crisis, called panic-buying. This happens when people are warned that their everyday lives may be disrupted, so they rush out to buy ¹ they can get their hands on. This might be caused by the need to alleviate anxiety and feel in control over at least one aspect of life. Undoubtedly, it is also a practical move to ² up on essential products, but do we really have to buy every toilet roll in the store just because we got there first? And whenever we hear on the news that store shelves ³ quickly, is that a good reason to rush to the supermarket and ⁴ an already bad situation? While fear of the unknown might be difficult to face, less sensational messaging from the media could serve to ease a problem that might never ⁵ in the first place.

- | | |
|------------------|------------------|
| 1 a everything | b anything |
| c something | d everybody |
| 2 a store | b collect |
| c hoard | d stock |
| 3 a are emptying | b empty |
| c have emptied | d emptied |
| 4 a deepen | b worsen |
| c grow | d swell |
| 5 a have existed | b to exist |
| c existed | d having existed |

3 Read the text and choose the correct answer a, b, c or d.

People have always loved speculating about how we might live in the future. The 1950s and '60s, ¹ space travel became a reality, were a period of rampant speculation about what life in a century or more ² like. Automated houses and flying cars were elements of this imaginative picture, along with thriving human settlements on far-away planets. Recently, ³, challenges like climate change and overpopulation have forced us to change our focus from endless growth and expansion ⁴ a more targeted approach. Innovations in medicine, travel, energy production and even home appliances are being ⁵ out alongside the necessary quest for practical, clean energy ⁶ and new ways to feed and house the ever-expanding world population. But the idea of flying cars is still being developed, so maybe a version of the 1960s future will soon be a reality after all?

- | | | | |
|---------------|---------------------|---------------|--------------|
| 1 a where | b when | c that | d how |
| 2 a looked | b would have looked | c was looking | d would look |
| 3 a although | b despite | c however | d instead |
| 4 a on | b to | c from | d for |
| 5 a carried | b turned | c made | d lifted |
| 6 a suppliers | b sources | c producers | d deposits |

4 Read the text and choose the correct answer a, b, c or d.

HOW TO REDUCE CRIME?

Reducing crime is an issue that has occupied the minds of politicians and philosophers ¹ the beginning of human civilisation. Yet, the most basic question – what causes people to ² crimes in the first place is one that we are still far from answering. Social scientists sometimes blame poverty, poor family structures and inadequate education, while psychologists point ³ the stresses of modern life as the source of many problems. Whether we should punish people who ⁴ the law or try to re-socialise them is an issue which is regularly debated, although these discussions have resulted in little visible change. Is it possible that crime, ⁵ poverty, will always be present in modern society, and that new laws together with social programmes are not able to change the fact? All of us wish we ⁶ the answer to such a vexing question, but any definitive response will probably be a long time coming.

- 1 a at b for c since d in
 2 a cause b commit c create d conduct
 3 a to b on c about d from
 4 a hurt b damage c cut d break
 5 a as b like c same d and
 6 a knew b know c were knowing d had known

5 Read the text and choose the correct answer a, b, c or d.

Running for political office, whether as a member of the local council or the president of a country, is a huge decision to make. It is not only an ¹ process, but it is also bound to create tension ² the candidate and their friends and family. Many candidates take ³ account the opinions of those around them before making a decision, but some are so driven by ambition that no amount of persuasion can stop them. Throughout history, it is well-documented that families ⁴ up by running a political campaign. In other words, entering politics may turn out to be a case of 'be ⁵ what you wish for,' so anyone who is thinking about it should give it long and careful consideration before jumping into the ring.

- 1 a exhausting b exhaust c exhausted d exhaustion
 2 a by b with c between d in
 3 a for b into c at d from
 4 a have been broken b are broken c will be broken d should be broken
 5 a look b care c watch d careful

6 Read the text and choose the correct answer a, b, c or d.

The reasons why people travel are extremely varied. Travellers interested in culture ¹ seeing works of art and architecture, while foodies want to sample unusual dishes. Organised tours provide the opportunity ² a large number of famous places off any must-visit list. But there are certain tourist attractions which never seem to ³ their appeal, and it is interesting to consider why. Looking at the Taj Mahal and the Pyramids of Giza, for instance, there are several attributes they have ⁴: age, size, story, uniqueness and fame. The Taj Mahal is not only nearly 400 years old and a one-of-a-kind, but ⁵ being a monument to a lost love has an irresistible romantic appeal. Similarly, the Pyramids make tourists wonder how they could possibly ⁶ by the ancient Egyptians. If you study a list of places that have attracted tourists for decades, you will find that both these attributes are shared among the top 10 attractions.



- 1 a enjoyed b will enjoy c enjoy d are enjoying
 2 a to tick b tick c ticking d ticked
 3 a miss b leave off c lose d give up
 4 a together b in common c combined d in unison
 5 a its b that c which d what
 6 a build b have built c to build d have been built

Wskazówki

- Ten typ zadania polega na uzupełnieniu luk w tekście odpowiednią formą jednego z wyrazów podanych w ramce. Może być to np. inna część mowy utworzona od podanego wyrazu, odpowiednia forma czasownika, stopień wyższy lub najwyższy przymiotnika, liczebnik, itd. Poprawna jest tylko jedna odpowiedź.
- Najpierw przeczytaj cały tekst, aby zrozumieć jego sens. Następnie przeczytaj każde zdanie z luką i zastanów się, jaką częścią mowy jest brakujący wyraz.
- Po wykonaniu zadania przeczytaj ponownie cały tekst, aby upewnić się, że jest on spójny i logiczny.

1 Complete the text with the correct form of the words below. There are two extra words.

phenomenal impress integrate attend popular
combine spectacle

For some fans of film and the live performing arts, the enduring ¹_____ of musicals remains a mystery. Instead of providing a thrill, that moment when actors burst into song in the middle of a normal conversation is more often a source of embarrassment. And yet, the unique ²_____ of spoken dialogue, singing, dance and ³_____ special effects has not only remained a key attraction in theatres and cinemas worldwide, it is a ⁴_____ which has grown and evolved continuously since the first musical opened on Broadway in 1866. After all, *Hamilton*, which ⁵_____ US history with aspects of hip-hop, had its premiere in 2015 and has become one of the most successful musicals of all time. What is more, works by Andrew Lloyd Webber, such as *The Phantom of the Opera*, have continued to attract huge audiences for decades.

2 Complete the text with the correct form of the words below. There are two extra words.

confront interact denial wise forgiving comforting
confusing

Interpersonal Skills

Teenagers who are puzzled by the ups and downs of personal relationships, may find ¹_____ in the idea that ²_____ comes with age, and that, someday, they will probably acquire the most basic interpersonal skills. Meanwhile, it is important to remember that there are some basic truths that we can refer to in times of ³_____. To start with, it is advisable to listen and pay attention to both verbal and non-verbal messages. Secondly, there is no ⁴_____ that 'honesty is the best policy' in all of our ⁵_____. Being sincere usually creates a good and emphatic atmosphere among people. Last but not least, the ability to solve problems and to give and receive feedback can help to resolve small conflicts before they become really big issues. Finally, acceptance is the keystone upon which all successful relationships depend.

3 Complete the text with the correct form of the words below. There are two extra words.

employ knowledge initiate participate retire
life challenge

One of the most ¹_____ life changes to deal with is when one suddenly becomes unemployed. Most people rely on their jobs not only in order to earn a(n) ²_____, but they also help to define their role in society by illustrating the individual's willing ³_____ in a group effort. During the coronavirus pandemic, losing a job might be even more problematic as it is not so easy to find a new one as easily as one would wish. Long-term unemployment may lead to stress, anxiety and depression, so in order to improve the chances of landing a good job, you might need to focus on ⁴_____ skills. These are often connected with the communication skills that are crucial for working in teams. In the current situation, employers are looking for flexible people who are able to work under pressure, take the ⁵_____ and find a good work-life balance.



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

go strategise manage particular depress
examine specialise

Hi Kieran,

I'm writing to update you on the situation regarding my foot injury and to explain how my treatment is going. Unfortunately, after several X-rays and MRI scans, plus a detailed ¹_____, my ankle sprain has turned out to be much more serious than we all thought. Actually, two of my bones are broken, and I'm in a lot of discomfort. It's good that my coach had taught me some coping skills, which will make the situation more ²_____. Anyhow, after consulting a couple of ³_____, it seems that I won't have to ⁴_____ an operation. I just have to stay off the foot for some time and then, do a long course of physical rehabilitation. I'm doing my best to avoid obsessing over the situation, and I'm staving off ⁵_____ by keeping busy with my studies. Hopefully, I'll be back on the tennis court soon!

Take care,

Stella

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

function influence ambitious constitute generous
minor represent

Sarah Wilson, is not only a great ¹_____ of our district, but she is also known for her ²_____ with her time and patience when it comes to helping local citizens understand more about how government works. Although she is a member of the ³_____ party, she strongly believes in the power of communication and persuasion and, thus, her work has resulted in some important changes to the law and policy-making. Sarah seems to enjoy meeting her ⁴_____, especially those from the younger generation. She's recently organised a series of classes to discuss the role of the monarchy and the importance of civil servants in the ⁵_____ of the country. Because of her encouragement, I've actually decided to study politics at university and hope, someday, to have a role in government.



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

waste upset cook delightful starving hungry
donate

I must admit that I was really taken aback by the documentary about ¹_____ in the world I watched last night. There was a really ²_____ scene when a ten-year-old boy was asked if he had been a picky eater as a child. He explained that his family had been on the verge of starvation for much of his childhood, and that any food they had was therefore a treat. I suddenly realised that the abundant lifestyle we are familiar with is totally alien to much of the world's population. We worry about how appealing a dish looks and complain if our meat is ³_____, while millions of people are looking forward to the simplest meal. I'm not saying that we shouldn't be grateful, but I do believe we should find ways to curb our ⁴_____ and spare a thought, or even a(n) ⁵_____, for those who have much less.

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

take complain complete smell manageable
creative afford

Do you think that a huge landfill can be landscaped into a beautiful park? In fact, this transformation is already taking place on New York's Staten Island. Once home to a 2,200-acre landfill, Staten Island gained the reputation for being the ¹_____ place in the city and, consequently, was considered a very undesirable place to live. Of course, its reputation kept house prices relatively ²_____ and, for a lot of people, this meant it was their only chance to get on the property ladder. After about fifty years of stench, however, the residents began to file numerous ³_____, and the decision was taken to close New York's last remaining landfill in 2001. Yet, the poor waste management has left the soil and water severely polluted, so efforts to rectify the situation have to be ⁴_____ first. The good news is that the first phase of the project is nearing ⁵_____, and the whole project should be finalised in 2036.

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

exist produce innovate distribute rapid
wealthy conception

When it comes to technology, I believe that the most world-changing ¹_____ was Gutenberg's printing press. Before developing the ²_____ of moveable type, books had to be handwritten, which meant that a production of a single book could take months, so only the wealthiest people found them affordable. Although printing presses had been in ³_____ prior to Gutenberg's, it was his revolutionary idea of using a mould to ⁴_____ produce lead type pieces that changed everything. The moveable letters could be arranged into a page of text and then, quickly rearranged into the next one. This assembly line approach made it possible to print up to 3,600 pages in a single day. This not only made books inexpensive enough for middle-class families, but it also allowed for the easy ⁵_____ of new ideas throughout the world.

- 9** Complete the text with the correct form of the words below. There are two extra words.

tempting criticise destroy fascinating remark
commit devote

Television has always been widely ¹_____ for being a waste of time and negatively influencing viewers' lifestyles, whether it be through the promotion of violence or an increase in obesity. Yet, there is a(n) ²_____ array of educational television, like Discovery Channel, which is both factual in content and entertaining. The biggest broadcasters offer channels ³_____ to science, history and the fine arts. While their audience is not as large as that for popular reality-shows, a larger number of viewers is turning to these channels for higher quality content. Unfortunately, even these fact-based options are in competition for money from advertising, so there is a ⁴_____ to employ 'flashy' presenters and dramatic scripts in order to compete with the popular fare. Fortunately, they still manage to stick to their ⁵_____ to educate the public, and we can only hope they'll continue to do so.

- 10** Complete the text with the correct form of the words below. There are two extra words.

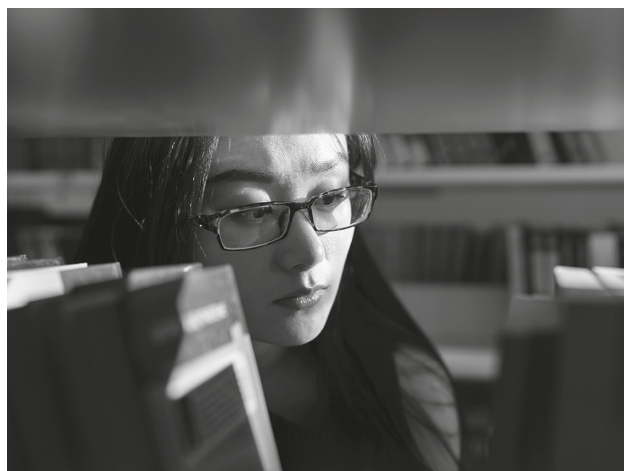
certain bear comfort devastated surround shock
emotion

If you haven't experienced heartbreak before, the mess of conflicting emotions during your first one can be quite ¹_____, even though most of us have been inundated with films and songs about the sad end of a seemingly perfect relationship. What makes it even more difficult is the fact that you usually have to go through these feelings all on your own. Yet, falling in love can be hard enough in the first place, with all of the ²_____ and confusion that go along with that puzzling ³_____ state. Being in a relationship itself requires a lot of effort. So, when the relationship ends, the experience can be ⁴_____ painful, not only for a young person. Those who cope best, of course, are those individuals who are ⁵_____ by supportive friends and family members, and who are able to accept the old adage that time and friendship are the best healers.

- 11** Complete the text with the correct form of the words below. There are two extra words.

hire employ secure repeat necessary
distribute bored

First jobs are almost invariably not the best jobs, especially if you start work as a teenager. My first place of ¹_____ was the local public library, in a building that handled the processing of new books, repaired damaged covers, and ²_____ books that had been returned to the wrong branches. In other words, I was stuck in a dark corner, stamping, sorting, filing, and suffering from a degree of ³_____ which I had never experienced before. Each day seemed endless, and the ⁴_____ work was so mind-numbing that I often felt desperate. I learned a lot about myself, though, and what I should be looking for in a future career. Personal contact with people was first on the list of ⁵_____ for a suitable job, followed by some variety and a bit of fun as well. So, my first job led me indirectly to teaching, and for that I will always be grateful.



Wskazówki

- Ten typ zadania polega na uzupełnieniu wszystkich trzech zdań z zestawu tym samym słowem, na które musisz wpisać samodzielnie. Poprawna jest tylko jedna odpowiedź.
- Uzupełnij jedno ze zdań pasującym wyrazem, a następnie spróbuj uzupełnić pozostałe zdania tym samym wyrazem, nie zmieniając jego formy. Jeśli wyraz nie pasuje do pozostałych zdań, spróbuj jeszcze raz z kolejnym słowem – aż znajdziesz takie, które będzie pasować do wszystkich trzech zdań.
- Pamiętaj, że brakujący wyraz jest tą samą częścią mowy we wszystkich zdaniach, ale w każdym z nich występuje w nieco innym znaczeniu.

1 Complete each set of sentences with one word.

- _____ Before deciding to _____ your hair, you should consider whether being blonde is what you really want. He tried to _____ the atmosphere by telling a joke. Peter, you take things too seriously – you really need to _____ up!
- _____ The _____ checked our IDs before letting us into the building. When you shop on the Internet, you should really be on your _____ against all kinds of fraud. The suspect is now under _____ in the local hospital.
- _____ As chairperson of the _____, Mrs Wise has a lot of influence over the company's decisions. Are you really on _____ with these changes? I don't agree with them at all! Mum, could you pass me a cutting _____? I want to slice these carrots.
- _____ They have knocked down some old houses to make _____ for the new road. What is the best _____ to kill weeds without using toxic chemicals? Would you please get out of my _____? I can't get to my desk!
- _____ Patrick remains in prison awaiting _____ on major fraud charges. Moving house three times in one year has been a real _____, but I think we've finally settled down. The _____ of the new vaccination has been very successful, so it will be available to the public soon.
- _____ According to this statistical _____, there is 50% fewer children living in this town compared to 25 years ago. Our old dining _____ is too big for our new flat, so I'm giving it to my sister. There are several ideas on the _____, so we'll need to discuss them all before making a decision.
- _____ After the concert, the musicians will stay longer for a _____ session. After spending several hours in a terrible traffic _____, I was both angry and exhausted. It is impossible to buy blackberry _____ as delicious as the one my dad makes from wild berries.

2 Complete each set of sentences with one word.

- _____ They said the city guards never carry _____ when off duty. Holding your _____ in the air while lying on your back has a very relaxing effect. The crane's huge metal _____ lifted the yacht into the air.
- _____ This plug-in electric car can drive the furthest in its _____. Our English _____ has 25 students, so it's hard for everyone to get a chance to speak. Can you believe it? Noah just told me I have no ____! I'm just as good as he is!
- _____ Helen was nervous about going to _____ to testify as a witness in the trial. The surface of the tennis _____ was in such poor condition that they decided to cancel the tournament. The _____ of King Henry VIII was filled with gossip and intrigue.
- _____ The recent _____ of *The Crown* is a bit harsh – in fact, it doesn't include many positive comments. We are going to do a _____ of irregular French verbs next week, so please be prepared. The new regulation is still under _____.
- _____ If you meet me at the train _____ at 6, we can travel to London together. Henry, do you listen to a local radio _____? The guard remained at his _____ next to the gate for several hours without moving a muscle.
- _____ If the _____ of the arrow isn't sharp enough, it won't stay in the target. What is the _____ of this meeting? It doesn't seem to be very productive. After arguing for weeks, they reached the _____ of ending their friendship.

3 Complete each set of sentences with one word.

- _____ They had to _____ several thousand new cars because there was a problem with the brakes. Yes, I've met him a few times, but I can't _____ his name. John thinks the army will _____ him for active service in the next few weeks.
- _____ You have to use a very fine, soft _____ to paint such amazing details! Tony had a _____ with the law as a teenager, but he was never arrested, so he doesn't have a record. I need to give my hair a quick _____.
- _____ There's another power cut. Can you _____ some candles so we can see? The fire won't _____ if the wood is wet. The children's faces always _____ up when Grandma enters the room.

- 4 _____
Stella is pleased because she just got a pay ____ at work.
As they walked over the ____, they saw the sea spread out in front of them.
He stood backstage, nervously awaiting the ____ of the curtain.
- 5 _____
Lilly's face was once on the ____ of Vogue magazine.
When it started raining, all the guests were running for ____.
She put a plastic ____ on the sofa before painting the walls.

4 Complete each set of sentences with one word.

- 1 _____
____ the time I got to school, the match had already started.
I pass ____ my ex-school every time I go to visit my grandparents.
You will feel better after some time goes ____.
- 2 _____
If Mia keeps on criticising me, I'm going to give her a ____ of her own medicine.
The ____ of the soup is not quite right. I think it needs more salt.
Considering what excellent ____ Paula has in clothes, it's surprising to learn how little she spends.
- 3 _____
His angry outburst at his boss ____ the stage for his dismissal a few days later.
I normally ____ my alarm for 7 a.m., but there's no school tomorrow, so I can sleep longer.
Could you ____ the table for six people? Jane and Walt are coming for dinner.
- 4 _____
The reporter was told to ____ a local cricket match for the next edition of the paper.
You should ____ those sandwiches with a cloth or the flies will land on them.
We plan to ____ about 200 kilometres per day on our road trip.
- 5 _____
If you divide the wall into ____, painting it won't seem quite so overwhelming.
The soldiers entered their new ____ and began unpacking and finding their assigned beds.
Nearly three ____ of the players were ill, so the match was postponed till next month.

5 Complete each set of sentences with one word.

- 1 _____
The style of ____ is very important in a museum.
I get very nervous before giving a ____ in front of the class.
The diamond ring arrived in a luxurious ____ box, lined with blue velvet.
- 2 _____
I waited at the bus ____ for nearly an hour before the bus arrived.
We must put a ____ to these false rumours about our candidate.
When driving, you must come to a full ____ if there is a red light.

- 3 _____
At work, I call her Ms Carter instead of Maria as a sign of ____.
In what ____ do you consider this proposal to be impractical? I need to hear some more specific arguments.
Professor Jones' work is held in great ____ throughout the scientific community.
- 4 _____
Put your umbrella in the ____ so it doesn't drip all over the floor.
If you really believe in your ideas, you need to take a ____ and defend them passionately.
We stopped at a farm ____ to buy some freshly picked apples and pears.
- 5 _____
The most exciting news happened to ____ early this morning, when most people were still asleep.
OK, let's ____ for a few minutes and get some coffee before resuming the rehearsal.
I tried so hard not to ____ the mirror, but it slipped out of my hands and shattered on the floor.

6 Complete each set of sentences with one word.

- 1 _____
My mum's boss decided to put her in ____ of reorganising the payment structure for the whole company.
The authorities threatened to ____ Robert with several serious crimes if he refused to cooperate.
This shop tends to ____ higher prices for the same products that you can get cheaper online.
- 2 _____
The doctor suggested that I ____ the wound with an antibiotic cream.
I don't think she means to ____ her friends badly – she just doesn't think before she acts.
Their grandparents decided to ____ Kate and Lilly to a day at the zoo.
- 3 _____
By the time my aunt got to the top of the hill, she was so out of ____ that she had to sit down.
Her approach to yoga is a ____ of fresh air after trying other exercise routines.
I know Danny promised to help, but don't hold your ____.
I doubt he'll actually turn up.
- 4 _____
I had to ____ in a queue for nearly an hour to buy the theatre tickets.
I can't ____ the way she constantly criticises our work.
I think that painting will ____ out more if you paint the frame black.
- 5 _____
Could you ____ me the salt, please?
Parliament has promised to ____ a new law to protect the rights of minorities.
Knowing when to ____ the ball to a teammate is one of the most important skills in football.

ŚRODKI JĘZYKOWE

uzupełnianie luk w tekście jednym wyrazem

Wskazówki

- Zadanie tego typu polega na uzupełnieniu każdej luki w tekście jednym wyrazem. Najczęściej poprawna jest tylko jedna odpowiedź, ale może się zdarzyć, że do luki tak samo dobrze pasują np. dwa różne czasowniki modalne. Wtedy wybierz jeden z nich.
- Przeczytaj tekst i poszukaj w nim wskazówek, które podpowiedzą Ci, jaką częścią mowy ma być wpisywany wyraz. Może być on np. częścią konstrukcji gramatycznej, kolokacji lub wyrażenia przyimkowego.
- Po wykonaniu zadania przeczytaj ponownie cały tekst, aby upewnić się, że jest on spójny i logiczny.

1 Complete the text with the correct words. Put one word in each gap.

What do you imagine life on another planet would be ¹_____? While experts point out the obvious limitations – lack of oxygen, drinking water, and plant life – they seem to agree that it might be possible for a limited ²_____ of people to thrive in a self-supporting environment. What could open up further possibilities, however, is the concept of terraforming. This is the theoretical process by ³_____ a planet, which is currently uninhabitable by humans, could have its surface and atmosphere altered through biological and mechanical processes. The end goal would be to make it possess the same qualities which ⁴_____ life possible on Earth. As complex as this sounds, some scientists believe it could be done, but since it is estimated that the process would take as ⁵_____ as ten million years and a huge amount of money, it is clearly unlikely that it will be undertaken in the near future.

2 Complete the text with the correct words. Put one word in each gap.

White Lodge is the officially recognised school for young dancers hoping ¹_____ dance with The Royal Ballet or other prestigious dance company someday in the future. The school is housed ²_____ a beautiful 18th century building in Richmond Park, just outside London, and it accommodates approximately 125 students at one time. Boys or girls ³_____ apply for a place at the school at the age of eleven. However, the extremely competitive admissions process means that only about 25 out of 1,000 applicants manage to make the grade each year. Most students live on the premises. Not only do ⁴_____ receive training in various dance techniques and theatrical skills, they also pursue the standard academic studies required by law. People who have studied at White Lodge look back on its disciplined and supportive atmosphere as an excellent preparation for life as a dancer, and are grateful to ⁵_____ had an experience which very few have access to.

3 Complete the text with the correct words. Put one word in each gap.

All over the world, there are people who dream ¹_____ starting their own small business, whether it is a restaurant, a café, or a cleaning service. The problem is that making a success of such a business not ²_____ takes organisational and financial know-how, but it also requires an unusual degree of optimism.



Considering the fact that about forty-five per cent of small business fail during their first five years, it is evident that one needs a lot of luck as well as hard work to become successful. However, there are some basic questions which may increase your ³_____ of success. One of them is whether ⁴_____ is a real need for your business, no matter whether it be online or in a more traditional location. There's also a better chance of success if it is offering something unique. Finding the right site or online platform is also vital, ⁵_____ the most important factor is having enough financial backing to allow your business to survive while you are still building your reputation.

4 Complete the text with the correct words. Put one word in each gap.



Fresh cinnamon rolls, bagels and English muffins – what do they all have in common? The ¹_____ is yeast. Although we can't be certain when yeast was first used to bake bread, the earliest records come from Ancient Egypt. It is easy to imagine someone leaving a mixture of flour and water sitting for ²_____ long alongside a source of heat, finding it full of air bubbles, but deciding to still bake something with it anyway, ³_____ creating the first leavened bread. The yeast that occurs in natural contaminants of the flour had caused the mixture to ferment and grow. The final product of this unintended experiment clearly turned out ⁴_____ be tastier than the hard flatbread, which had until then been the only bread available. In the 19th century, bakers began to experiment with yeast from breweries, and this led to sweet-fermented breads such as the Vienna roll. The invention of commercially produced dried yeast ⁵_____ all of us to bake delicious rolls and muffins at home. So, what are you baking today, folks?

5 Complete the text with the correct words. Put one word in each gap.

With the dramatic differences of opinion that exist today, it is no surprise that people look to a variety of sources for their news. In the days when newspapers and other print publications were the main providers of information, it ¹_____ believed that, though it might have a slight bias one way or another, the facts a paper presented were basically true. Now, with a multitude of websites catering to every possible opinion, it seems we have gone far beyond bias, entering the entirely new world of fake news. An unfortunate side-effect of this situation is that people have begun asking ²_____ any source of news is reliable. Yet, there are things that can be done to assess if the news is fake ³_____ not. First, checking the source – organisations like the WHO, the UN, the BBC and UNICEF can certainly be trusted more than others. Second, look ⁴_____ who else is reporting the story. If it can be found only on social media, in the newsfeeds of one of your friends, it may be more sensible to question it. Finally, be like a detective and examine the evidence carefully – double check survey data and official statistics. It's always better to be ⁵_____ than sorry.

6 Complete the text with the correct words. Put one word in each gap.

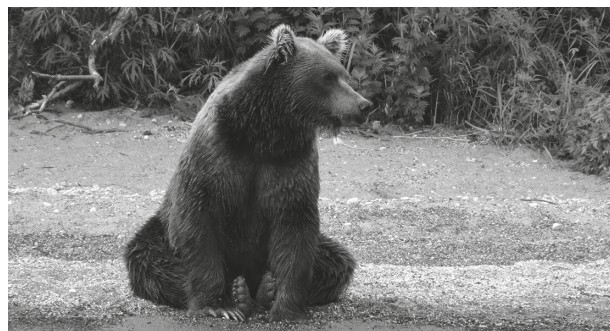
As an only child, I have always thought that it ¹_____ be great to have several siblings, but my friend Kelly – who is one of six children – keeps telling me that I should not wish for anything so foolish. In fact, she insists that I must ²_____ seen some fairy tale-like film about a big, happy family to have formed such an idea. The fact is, I'm not sure why Kelly feels that she ³_____ to portray her family in such a negative way. I suppose there might be some disagreements now and again, but for the most part they are the most supportive and affectionate brothers and sisters I have ever seen. I have told her that she had ⁴_____ admit that she has a great family, and that she ⁵_____ not worry about making other people envious. To put it in a nutshell, her family is a great example of what a truly functional family should be.

7 Complete the text with the correct words. Put one word in each gap.

To all those who are interested in improving their social skills, I'd like to recommend a book called *Contact: The First Four Minutes*, written by Dr Leonard Zunin. ¹_____ not being one of the latest publications on the subject of social interactions, the book presents ideas that are still highly relevant today. Interestingly, the author stresses the importance of the first few (four to be exact!) minutes of talking to someone you ²_____ just met. According to Dr Zunin, the person you're talking to should ³_____ given your undivided attention during this initial interaction. If you avoid direct eye contact and keep looking around in a distracted way, it's unlikely that the two of you will ever ⁴_____ friends. Total honesty is not recommended during the initial minutes of contact, however, as this is definitely not a suitable time to openly express your opinions on serious matters. A light-hearted, witty conversation will go much further to convince the other person that you are ⁵_____ to get to know them better.

8 Complete the text with the correct words. Put one word in each gap.

I was running to the corner shop late one evening ¹_____ I saw something that stopped me in my tracks. There was a huge bear sitting in my path! My rational side tried to dismiss the sight, but there it was – and the only question was, what should I do? Frozen ²_____ indecision, wondering if I should play dead or run away as fast ³_____ possible, I heaved a sigh of relief when a lorry drove noisily up the street and frightened the animal ⁴_____. I immediately pulled out my phone and dialled the emergency services, knowing that if the animal was left to wander the streets, it wasn't going to end well. Only after I had returned home did I remember how you should react when meeting a bear: stay calm, walk away slowly, and never turn your back on the animal. Surprisingly, that was exactly what I ⁵_____ done!



ŚRODKI JĘZYKOWE

transformacje zdań z podanym słowem (zadania otwarte)

Wskazówki

- W zadaniu polegającym na parafrazie zdań należy tak przeformułować zdanie wyjściowe, aby zachować jego znaczenie. Poprawna może być więcej niż jedna odpowiedź.
- Przeczytaj uważnie zdanie wyjściowe oraz podany początek i koniec drugiego zdania. Zwróć szczególną uwagę na wyrazy przed i po łuce – one pomogą Ci zdecydować, jakiej konstrukcji gramatycznej lub słowa należy użyć.
- Jeśli wymagane jest użycie podanego wyrazu, zastanów się, w jaki sposób odnosi się on do znaczenia zdania wyjściowego i jakie struktury mogą być potrzebne do przeformułowania zdania.
- Pamiętaj, że nie wolno zmieniać podanego wyrazu ani fragmentów drugiego zdania.
- Po uzupełnieniu luki przeczytaj całe zdanie, aby upewnić się, czy jego znaczenie jest takie samo jak znaczenie zdania wyjściowego. Zastanów się też, czy jest logiczne i poprawne gramatycznie.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

1 Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.

- 1 Don't you think you should apologise for what you said to your sister? **IDEA**
Don't you think it would _____ apologise for what you said to your sister?
- 2 My sister is very honest, which is a problem sometimes. **WISH**
Sometimes _____ not so honest.
- 3 No one could believe that Monica had criticised the teacher in front of the class. **TAKEN**
We were all _____ Monica's criticism of the teacher in front of the class.
- 4 It's forbidden to take mobile phones to our volleyball practice session. **ALLOWED**
You _____ mobile phones to our volleyball practice session.
- 5 Cal said he wanted to go on holiday with us, but now he's not so sure. **SECOND**
It seems that Cal _____ about going on holiday with us.

2 Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.

- 1 Mike couldn't move the sofa by himself because it was too heavy. **SO**
The sofa _____ that Mike couldn't move it by himself.
- 2 I've never had any trouble picking up new dance steps. **GOOD**
I have always _____ up new dance steps.
- 3 That was the most memorable film I have ever seen. **SUCH**
Never have _____ film.
- 4 We would like you to speak at our school assembly next week. **AVAILABLE**
We wonder _____ to speak at our school assembly next week.
- 5 It is easier for some people to become addicted to potentially harmful substances than for others. **DEVELOP**
It is easier for some people _____ to potentially harmful substances than it is for others.

3 Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.

- 1 Your house looks a lot like the house I grew up in! **RESEMBLANCE**
Your house bears _____ to the house I grew up in!
- 2 I sincerely apologise for not letting you know sooner about the party. **SORRY**
I _____ not letting you know sooner about the party.
- 3 I think I'm having trouble learning Chinese because of the unfamiliarity of the alphabet. **MAKING**
I think the fact that the alphabet is so unfamiliar is _____ me to learn Chinese.
- 4 Several tests will have to be conducted before we can identify the nature of his illness. **CARRY**
We will _____ several tests before we can identify the nature of his illness.
- 5 I've only been to the opera once before. **TIME**
This is only the _____ been to the opera.

4 Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.

- 1 Learning to ice skate is harder than I'd thought! **EASY**
Learning to ice skate is _____ I'd thought!
- 2 You really ought to thank your hosts before you leave. **WITHOUT**
Leaving _____ hosts would simply not be right.
- 3 The judges will ask you to show them your jumping skills during the audition. **DEMONSTRATION**
The judges will ask _____ of your jumping skills during the audition.
- 4 There was no reason for Maria to worry about her exam results after so much hard study. **NEEDN'T**
Maria _____ about her exam results after so much hard study.
- 5 You can't imagine how grateful we are for your donation. **EXPRESS**
I don't know how _____ for your donation.

5 Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.

- 1 I don't think we need to try to convince grandpa that his opinions are wrong. **POINT**
There's _____ to convince grandpa that his opinions are wrong.
- 2 Could you possibly help me with this? **HAND**
I wonder if you could _____ with this?
- 3 Getting up early is not really something my mum is in the habit of doing. **USED**
My mum is not really _____ early.
- 4 People notice Brian's art work because of its bright colours and bold shapes. **STANDS**
Brian's art work _____ its bright colours and bold shapes.
- 5 We had to interrupt our bike ride because of a severe storm. **WAS**
Our bike ride _____ a severe storm.

ŚRODKI JĘZYKOWE

transformacje zdań z podanym słowem (zadania otwarte)

- 6** Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.
- Some band will be playing in the concert hall this evening. **LIVE**
There _____ music in the concert hall this evening.
 - The problem was so complex that we couldn't solve it, so we called Frank. **TOO**
The problem _____ to solve, so we called Frank.
 - I think I'm beginning to show the symptoms of an infection. Should I call a doctor? **COMING**
I think I'm _____ an infection. Should I call a doctor?
 - Excuse me – I wonder if you could tell me how to get to the castle? **GIVE**
Excuse me – I wonder if _____ to the castle?
 - Henry eventually admitted that he had committed the crime. **TO**
Henry eventually confessed _____ the crime.
- 7** Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.
- All the places in the carpark next to the medical centre are taken. **ANY**
There _____ available in the carpark next to the medical centre.
 - My little sister is very particular about what she eats, but she does love vegetables. **EATER**
My little sister is _____, but she does love vegetables.
 - When I was younger, we were in the habit of going to the seaside every weekend. **USED**
When I was younger, _____ the seaside every weekend.
 - There is no possible way for Sarah to know that Tom was leaving his job. **KNOWN**
Sarah _____ Tom was leaving his job.
 - The teacher said to Paul, 'You copied some of your essay from the Internet.' **ACCUSED**
The teacher _____ some of his essay from the Internet.
- 8** Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.
- Do you believe that online bullying can be stopped? **WAY**
Do you believe there _____ online bullying?
 - It was the most beautiful house they had ever visited. **SUCH**
They had _____ beautiful house.
 - I have to admit that I felt much better once I had stopped eating sugar. **UP**
I have to admit that _____ made me feel much better.
 - Do you need any more information about the programme? **ELSE**
Is there _____ to know about the programme?
 - I am so sorry to have caused you so much trouble. **SINCERE**
Please accept my _____ having caused you so much trouble.
- 9** Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.
- You will have to appear in court no matter how reluctant you are. **AVOID**
You _____ in court no matter how reluctant you are.
 - My dad could not breathe after climbing the stairs to the seventh floor. **SHORT**
My dad was _____ after climbing the stairs to the seventh floor.
 - Diana didn't succeed in breaking the world speed record last summer. **MANAGE**
Diana _____ the world speed record last summer.
 - I have to admit that, no matter what others think, I believe this book is a work of genius. **POPULAR**
I have to admit that, contrary _____, I believe this book is a work of genius.
 - The CEO claimed that, in the circumstances, he had no option but to announce a number of redundancies. **PREVENTED**
The CEO claimed that, in the circumstances, the redundancies _____.
- 10** Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.
- Perhaps David has forgotten that we had planned to meet today. **MAY**
David _____ that we had planned to meet today.
 - This plan could go wrong in several ways. **WHICH**
There are several _____ this plan could go wrong.
 - I am sad to tell you that I will be leaving the school at the end of the month. **DEPARTURE**
I regret to inform _____ at the end of the month.
 - Although they don't agree on many political issues, they are still close friends. **SPITE**
In _____ on many political issues, they are still close friends.
 - You won't have any trouble finding the restaurant because of its big, blue sign. **MISS**
There is no _____ the restaurant because of its big, blue sign.



ŚRODKI JĘZYKOWE

transformacje zdań bez podanego słowa (zadania otwarte)

1 Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words.

- 1 Miriam can't go yachting with us this weekend because she suffers from seasickness.
If Miriam _____ from seasickness, she could go yachting with us this weekend.
- 2 'I've donated some money to a charity that helps koalas recover from the bushfires in Australia,' said Miranda.
Miranda said that she _____ to a charity that helped koalas recover from the bushfires in Australia.
- 3 I don't understand why this novel is so popular in the USA.
I don't understand the reason _____ huge popularity in the USA.
- 4 Did you really have to mention their financial difficulties during the Christmas dinner?
Was it really _____ up their financial difficulties during the Christmas dinner?
- 5 I'm much more interested in seeing the new Bond film than some live performance.
I would _____ the new Bond film than some live performance.

2 Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words.

- 1 'I'm not going to vote in the referendum next month,' said Mark.
Mark said that _____ to vote in the referendum the following month.
- 2 Proving that life exists on other planets is a challenge.
It is _____ that life exists on other planets.
- 3 I'm sure Noah's gone home by now because he has a lot of chores to do.
Noah must _____ home by now because he has a lot of chores to do.
- 4 Do you think you could help us out in the shop on Friday?
Do you think you _____ to help us out in the shop on Friday?
- 5 I wish I had enough time in the day to do everything I wanted!
If only there _____ in the day to do everything I wanted!

3 Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words.

- 1 Paula started working for this advertising agency two years ago.
Paula _____ for this advertising agency for two years.
- 2 I would like you to meet my father, Joseph Keller.
I would like to _____ to my father, Joseph Keller.
- 3 I'm really sorry that their restaurant is closing after only a few months.
It is such _____ that their restaurant is closing after only a few months.
- 4 My grandmother loves to have her family around her.
My grandmother _____ by her family.
- 5 Not many students from my class managed to pass the Spanish test.
_____ from my class managed to pass the Spanish test.

4 Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words.

- 1 We are not allowed to leave the school premises during class time.
They _____ us leave the school premises during class time.
- 2 A famous coach gave Sonia the award for the Most Promising Athlete.
Sonia _____ for the Most Promising Athlete by a famous coach.
- 3 I'm sure it wasn't Megan who complained about our working conditions.
It _____ Megan who complained about our working conditions.
- 4 Do you think I should look for a new flat or stay with my parents?
Would it _____ idea for me to look for a new flat or stay with my parents?
- 5 I'm not sure who designed the costumes, but they are amazing!
I'm not sure _____ by, but the costumes are amazing!



5 Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words.

- 1 You should wear that outfit to the audition if you want to impress the jury.
You should wear that outfit to the audition if you want to _____ on the jury.
- 2 Please write down the country where you currently live, and whether you are a citizen or not.
Please write down your _____, and whether you are a citizen or not.
- 3 If you work hard, I think you have a good chance of getting promoted.
If you work hard, I think your _____ is very good.
- 4 Excuse me, I'm trying to find the way to the central station.
Excuse me, could _____ to get to the central station?
- 5 How long does an MP spend in office before they have to run for re-election?
How long does an MP's _____ last before they have to run for re-election?

6 Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words.

- 1 It wasn't possible for the burglar to leave the building without the security guards noticing him.
The burglar _____ the building without the security guards noticing him.
- 2 I've never seen such a heartbreaking performance.
It's the first _____ such a heartbreaking performance.
- 3 You really shouldn't have left so suddenly!
I wish _____ so suddenly!
- 4 Kevin changed his mind after giving the matter a lot of thought.
After _____ a lot of thought, Kevin changed his mind.
- 5 The coach told me to swim six more lengths of the pool, even though I said it was too much for me that day.
The coach made _____ six more lengths of the pool, even though I said it was too much for me that day.

7 Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words.

- 1 I don't think an apology is needed every time you make a mistake!
I don't expect you _____ every time you make a mistake!
- 2 The dietician told me to reduce the amount of carbohydrates I ate if I wanted to reduce weight.
'You must cut _____ amount of carbohydrates you eat if you want to reduce weight', the dietician said.
- 3 It's admirable that he cares about what happens to his students after they've left school.
It's admirable that he takes _____ in what happens to his students after they've left school.
- 4 Don't you dare repeat this to anyone! It's a secret!
You _____ repeat this to anyone!
It's a secret!
- 5 Please don't forget to respond to that email first thing tomorrow.
I'd like to _____ forget to respond to that email first thing tomorrow.

8 Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words.

- 1 I'm not convinced that this gift would suit your brother.
I'm not convinced that it is a _____ your brother.
- 2 We are aware that it is difficult to decide which subject to study at university.
We are aware _____ what to study at university is difficult.
- 3 Would you mind if I opened the window? It's very hot in here.
Would it _____ I opened the window?
It's very hot in here.

- 4 The IT manager presented the new system and then, she started explaining how to log into it.
The IT manager presented the new system and went _____ how to log into it.
- 5 There is a requirement that all guests wear their name badge at all times inside the building.
Guests are _____ their name badge at all times inside the building.



9 Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words.

- 1 Is it likely to rain tonight?
Do you _____ rain tonight?
- 2 Many people have complained about the smell from the landfill.
There have _____ about the smell from the landfill.
- 3 I was surprised that, having been fired from one job, he found another one so quickly.
I was surprised that, having been fired from one job, it _____ a short time to find another job.
- 4 Emma's new book was received by the critics with a great deal of hostility.
Emma's new book got a _____ reception from the critics.
- 5 In your place, I would tell the whole truth about what happened.
If _____, I would tell the whole truth about what happened.

10 Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words.

- 1 However many times Dr Smith tries, he can't get that experiment to succeed.
No _____ he tries, Dr Smith can't get that experiment to succeed.
- 2 People think that the company falsified the results of the medical trials.
The company _____ falsified the results of the medical trials.
- 3 My uncle specialises in making custom shoes for people with complex foot problems.
My uncle's _____ custom shoes for people with complex foot problems.
- 4 I'm not surprised you want to move – this flat is so tiny!
It _____ me you want to move – this flat is so tiny!
- 5 My advice would be that you take out a small loan so you can buy a new laptop.
I _____ you take out a small loan so you can buy a new laptop.

Wskazówki

- Zadanie tego typu polega na uzupełnieniu luk w zdaniach przy wykorzystaniu podanych wyrazów w odpowiedniej formie. Nie wolno zmieniać kolejności podanych wyrazów. Można dodać inne potrzebne wyrazy (np. przedimki, przyimki, czasowniki posiłkowe). Najczęściej tylko jedna odpowiedź jest prawidłowa.
- Zastanów się, jaka struktura będzie potrzebna do uzupełnienia luki. W podjęciu decyzji pomogą Ci m.in. określenia czasu, które pozwolą wybrać właściwy czas gramatyczny.
- Po wykonaniu zadania przeczytaj uzupełnione zdanie i sprawdź, czy jest logiczne oraz poprawne gramatycznie.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

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

- 1 That was _____ (one / best) performances I have ever seen!
- 2 Do you think the judge will _____ (able / remain) impartial in this case?
- 3 The first film I ever saw _____ (that / be / direct) Steven Spielberg was *E.T.*
- 4 Although the script _____ (be / base / fact), it also includes fictional elements.
- 5 Jackie was _____ (finish / homework) when her friends arrived.
- 6 Owen _____ (not be) at the reception. I know he was out of town at the time.
- 7 Kathryn, _____ (who / be / youngest) of the children, got her gifts first.

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

- 1 Some of the students from my class _____ (prepare / student) conference this month.
- 2 I wish _____ (I / understand / French / good) so I could watch *Les Misérables* without subtitles.
- 3 It _____ (be / say / experts) that this area will soon be under water permanently.
- 4 The reason she _____ (give / not / come) to my party was not very convincing.
- 5 If I had known Susan was in town, I _____ (make / plans) to meet her.
- 6 After the storm, we _____ (us / roof / repair) by a local builder.
- 7 _____ (enter / race) for the third time, Jane finally won a medal.

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

- 1 If you could take a few minutes to fill in the questionnaire, _____ (you / participate / be) appreciated.
- 2 The accused denied _____ (he / ever / be) to the victim's house.
- 3 Mr Wilkins, _____ (who / be / tutor) for several years at secondary school, has had a huge influence on my choice of career.
- 4 I don't think there _____ (be / reason) quit your job. Just have a serious talk with your supervisor.
- 5 Henry James, _____ (who / last / novel) I plan to read soon, is a fascinating writer.
- 6 Do you really think Noah _____ (come / Italy) with us next summer?
- 7 If Martha _____ (spend / time) studying, she would have done better in the exams.

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

- 1 I can't really make out _____ (what / he / do) from this distance. Is he digging a hole?
- 2 My parents have decided to _____ (house / paint) by professionals – they can't do it on their own.
- 3 To get this grant, you _____ (have / submit) a plan for your proposed project.
- 4 As far as I can see, _____ (be / no / reason) why you shouldn't accept the job.
- 5 Shh! The pianist is _____ (start / play) the first piece.
- 6 When I don't know what to do, I always _____ (look / me / brother) for the most useful advice.
- 7 Isn't there a way to prevent _____ (tourists / leave) litter on the beach?



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

- 1 Do you think it makes sense _____ (have / panels / install) on our house?
- 2 To be honest, all _____ (she / need) some encouragement from her coach to make her a champion skater before she was 20.
- 3 It's no wonder Mia is so thin – she _____ (eat / bird)!
- 4 Maria _____ (be / look / forward) going to Spain this spring – it's been a dream of hers for ages.
- 5 It _____ (must / be / Ted) who told the others your news. It certainly wasn't me!
- 6 Our headteacher, who _____ (know / be) a very creative person, has done a lot to promote the arts at our school.
- 7 I'm not sure _____ (I / cope) all of this chopping and frying. Can you give me a hand?

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

- 1 However much you may like her personally, _____ (I / opinion) she is not the right person to be our class representative.
- 2 Unfortunately, _____ (take / everything / account), it seems we can't afford to buy a house at the moment.
- 3 It is clearly stated that students _____ (not allow) leave the school grounds during class time.
- 4 We were so pleased when our mother _____ (give / prestige) award for her services to environmental causes.
- 5 Although we _____ (complain / repeat) to our Internet provider, the service is still very slow.
- 6 Paula told us she _____ (already / speak) the boss about the location of our next company meeting.
- 7 I have no idea how she came _____ (up / idea), but it's certainly a brilliant one!

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

- 1 I sometimes wish John _____ (keep / he / opinions) himself instead of telling everyone what he thinks.
- 2 Don't you think it _____ (time / we / go) to visit Gran and Grandpa? We haven't seen them in months.
- 3 This TV show, _____ (which / run) for over 10 years, is all about healthy cooking.
- 4 It _____ (go / rain) soon, so don't forget your umbrella.
- 5 By the time the week is over, I _____ (will / watch) every episode of the series.
- 6 If Marcia hadn't told me about the group, I would probably _____ (never / hear) of them.

- 7 Besides the problems with our airline tickets, _____ (be / other / difficulty) to deal with on that particular trip.
- 8 Although the books _____ (read / various) writers, the choice of the prize-winner was up to the head of the judging panel.
- 9 The main office space needs painting and, _____ (what / more), we'll need to order new furniture.
- 10 Despite _____ (conduct / great deal) of opinion polls, no one was able to predict who would win the election.

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

- 1 I'm not sure _____ (what / she / objection / be) to the plan, but I'm sure we can reach a compromise.
- 2 Tom would learn more if _____ (you / let / he / solve) the problems himself.
- 3 Maya, _____ (who / brother / be) an acquaintance of mine, is planning to join the dance company.
- 4 The Faraday bag, which _____ (protect / devices / hackers) and other intrusions, was named after Michael Faraday.
- 5 My history project is going well. As _____ (matter / fact), I have nearly finished it.
- 6 Could you text me _____ (soon / you) arrive at the station so I can pick you up?
- 7 The match _____ (start / very / slow), but it could turn out to be one of the most exciting games of the season.



ŚRODKI JĘZYKOWE

tłumaczenie fragmentów zdań (zadania otwarte)

Wskazówki

- W zadaniu tego typu poprawna może być więcej niż jedna odpowiedź.
- Przeczytaj uważnie wyrazy występujące przed i po łuce – mogą być one częścią wyrażenia, którego należy użyć.
- Nie tłumacz podanych fragmentów słowo w słowo. Zastanów się, jaka kolokacja lub struktura gramatyczna będzie potrzebna w tłumaczeniu podanego fragmentu zdania, np. jakiego czasu należy użyć, czy zastosować stronę czynną czy bierną itd.
- Pamiętaj o różnicach w zastosowaniu struktur gramatycznych w języku polskim i angielskim. Na przykład, zdanie w czasie teraźniejszym w języku polskim może być wyrażone w języku angielskim za pomocą różnych konstrukcji: mieszkam tu = *I live here, I'm living here (at the moment), I've lived here (since 1998)*.
- Przeczytaj gotowe zdanie i zastanów się, czy jest ono logiczne i poprawne gramatycznie oraz czy zawiera konieczne przedimki, przyimki i zaimki.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

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

- 1 Unfortunately, Stella _____ (*jest bezrobotna*) since the factory shut down last year.
- 2 I wonder if you _____ (*możesz mi pomóc*) with moving this bookcase?
- 3 _____ (*Jeśli nie jesteś pewna*) what to do with your garden, you could have an expert give you some ideas.
- 4 My neighbour, _____ (*której ostatnia powieść była*) a bestseller, has no desire to move to a bigger house.
- 5 My aunt Judith is a caring person, so she always _____ (*troszczy się o innych*).
- 6 Many people _____ (*są niezadowoleni z*) the current government and are calling for a general election.

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

- 1 Paul looks _____ (*jakby pracował*) on a difficult project.
- 2 This new car _____ (*jest wyposażony w system*) which warns you when you are too close to another vehicle.
- 3 The spokesperson _____ (*potwierdził, że polityk może*) be arrested for having caused the accident.
- 4 If you _____ (*gdybyś nie ostrzegł mnie*) about the problems with that company, I might have accepted a job there.
- 5 Mark _____ (*wspomniał, że najbardziej popularne*) products at the local market were the fresh tomatoes and fish.
- 6 Do you think the new rules _____ (*będą miały pozytywny wpływ*) on air pollution?
- 7 Although you might not be enthusiastic about any of the candidates, it _____ (*to ważne, abyś głosowała*) in this election.
- 8 Do you know how to _____ (*udzielić pierwszej pomocy*)?

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

- 1 Don't you think _____ (*że to już czas, abyś przeprowadził się*) into a bigger flat? This place is so cramped!
- 2 Now that we have a proper garden, I think we _____ (*powinniśmy zacząć uprawiać*) our own vegetables.
- 3 Some people think that _____ (*poprzez zaprzeczanie zmianom klimatycznym*) they can make the problem go away, but it doesn't work like that.
- 4 I wonder _____ (*czy mogłabyś mi dać*) the recipe for that stew? It was truly scrumptious!
- 5 _____ (*Nie jestem fanem*) going to the mountains in winter.
- 6 Her friends tried to _____ (*zniechęcić ją do*) running for office, but she was convinced she could make a difference as an MP.
- 7 _____ (*Najpoważniej*) injured were taken to the nearest hospital.
- 8 Sharon is _____ (*czeka na spotkanie*) her Australian cousins for the first time.

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

- 1 _____ (*Zgodnie z wynikami ankiety*), it is a widely-accepted fact that regular exercise helps people live longer.
- 2 While _____ (*nie musisz*) join the organisation, being a member has many advantages.
- 3 _____ (*Nie zostałbym*) an archaeologist if my cousin hadn't persuaded me to join him for one of his history courses.
- 4 Actually, _____ (*jest kilka powodów dla których*) a cruise is not an ecologically responsible choice for a holiday.
- 5 _____ (*Wielu naszych sąsiadów*) object to the idea of replacing several older houses with a block of flats.
- 6 Laura _____ (*nie mogła jeszcze wyjść*) for work yet – her car is still in the driveway.
- 7 The fire _____ (*mógł się rozprzestrzenić*) much further if the roof had been made of wood.



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

- 1 Her new film, which is about to be released on several streaming platforms, _____ (*zarobił już miliony*) of euros.
- 2 While Taylor was finishing her homework, the others _____ (*grali w gry planszowe*).
- 3 The interviewer told Mia that he _____ (*przygotowywał pytania*) for her the whole evening.
- 4 The brakes on your car are making a strange noise. You really _____ (*musisz je naprawić*) before you have an accident.
- 5 David refused to explain _____ (*dlaczego spóźnił się*) for dinner, simply saying it was none of our business.
- 6 How many times have I _____ (*mówiłam ci, żebyś wyłączył*) the lights off when you leave a room?

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

- 1 I don't believe rechargeable cars are a practical solution _____ (*tak długo jak*) they rely on non-renewable energy sources.
- 2 If you _____ (*pojedziesz kiedyś do Australii*), you'll be able to see kangaroos.
- 3 I _____ (*szczerze przepraszam*) for having caused you any trouble.
- 4 If you could explain the problem to me, _____ (*zrobię wszystko*) to help.
- 5 The metal box _____ (*zostało otwarte*) with an old key.
- 6 Alice's birthday party _____ (*jest właśnie przygotowywane*) in our garden by her best friends.
- 7 There _____ (*nie ma sensu martwić się*) about your exam results now – just relax and wait to see how it went.

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

- 1 We were all taken aback when we were told our ballet class _____ (*będzie oglądana*) by a famous dancer.
- 2 That scientist has put forward several theories that _____ (*nie są akceptowane przez*) the scientific community.
- 3 Building that particular model plane was _____ (*tak trudne jak*) building the ones that he had already made.
- 4 My family _____ (*miała w zwyczaju spotykać się*) every Easter, but now we live too far apart.
- 5 Our teacher encourages us to _____ (*nauczenia się jakiegoś wiersza na pamięć*) every week and then, recite it to the class.
- 6 _____ (*Czy było konieczne*) for you to take your dog to the vet last Friday?
- 7 These portraits illustrate scientists who _____ (*dokonali historycznych odkryć*) the past.

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

- 1 His colleagues were shocked when the astronomer put forward the idea that our solar system is _____ (*dużo młodszy, niż wcześniej sądzono*).
- 2 _____ (*Jeśli powierzę ci*) a secret, will you promise not to repeat it?
- 3 It often happens that films _____ (*które są oparte na powieściach*) actually inspire young people to read the original works.
- 4 _____ (*Mimo że moi rodzice są zajęci*), they both keep up with current events, and they encourage me to do so as well.
- 5 We _____ (*mieliśmy wrażenie, że*) he was planning to study physics at university, but he's chosen art history instead.
- 6 I can't believe Peter says such negative things about me _____ (*za moimi plecami*) when he's so friendly to my face.
- 7 People _____ (*nie powinni wyrzucać*) any food that's still edible. There are many ways to use it.

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

- 1 _____ (*Czy możesz mi polecić*) a good TV show to watch? There are so many to choose from!
- 2 My boss asked me _____ (*czy mógłbym pracować po godzinach*), but I refused.
- 3 James says that, had _____ (*gdyby wiedział o*) the poor working conditions, he would never have accepted the job.
- 4 _____ (*Po przeczytaniu wniosku*), to tell you the truth, I don't think it's a good one.
- 5 My sister decided to go back later in the evening because _____ (*było bardzo dużo ludzi*) in the supermarket!
- 6 Marta swore that _____ (*nie powiedziała nikomu*) about our plans.
- 7 _____ (*Czy jesteś pewna, że*) you have a good understanding of what the job entails?
- 8 Sarah's _____ (*meble kuchenne wyglądają*) really fashionable.

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

- 1 Jenna said _____ (*że spotka się z nami*) at 6 in front of the cinema.
- 2 There was _____ (*tak dużo włosów*) in the plughole that the water couldn't drain out of the washbasin.
- 3 During the last cookery class, _____ (*każdemu z nas dano*) a different dish to prepare.
- 4 I don't think _____ (*że zostały jakieś jajka*) in the fridge.
- 5 Paul _____ (*nie było mu wolno jeść*) chocolate when he was a child.
- 6 Dan claims _____ (*że myśli o*) changing jobs, but he hasn't handed in his notice yet.
- 7 Had _____ (*gdybyś poinformował nas wcześniej*), the changes would have been easier to implement.
- 8 That meeting was _____ (*kompletną stratą czasu*), wasn't it?

ANALIZA PRAC PISEMNYCH

prywatny e-mail

Wskazówki

- Przeczytaj uważnie treść zadania. W swoim tekście musisz odnieść się do każdego punktu. Pamiętaj, że niektóre z punktów mogą składać się z dwóch członów i każdy z nich wymaga uwzględnienia i rozwinięcia.
- Podkreśl w zadaniu najważniejsze informacje.
- Przed przystąpieniem do pisania sporządź krótkie notatki z pomysłami i przydatnym słownictwem oraz wyrażeniami łączącymi, które będą odnosić się do każdego z punktów i ich członów – to pozwoli Ci zredagować spójny tekst oraz uniknąć pisania nie na temat.
- Nie zmieniając kolejności punktów, podziel tekst na logiczne i merytorycznie uzasadnione akapity. Zastosuj wyrażenia łączące, dzięki którym przejścia między poszczególnymi akapitami będą bardziej naturalne (np. *by the way, anyway*).
- Naucz się różnych standardowych zwrotów rozpoczynających i kończących prywatny e-mail – to przyspieszy jego pisanie.
- Pamiętaj, że prywatny e-mail cechuje komunikatywność, dlatego nie zapomnij odnieść się do adresata (np. *How are you doing? Where are you going on holiday this year? Let me know.*, etc.).
- Używaj nieformalnego języka, który cechują m.in. krótkie formy (np. *didn't*), zwroty potoczne, ale i urozmaicone słownictwo, w tym czasowniki frazowe (np. *call off the party*) i kolokacje (np. *throw a party*), skróty (np. *ASAP*), wykrzyknienia (np. *Congratulations!*).
- Po napisaniu pracy sprawdź, czy tekst mieści się w podanym limicie słów.
- Zanim oddasz pracę, przeczytaj tekst kilkakrotnie, za każdym razem sprawdzając go pod innym kątem – stosowności i bogactwa słownictwa, urozmaicenia i poprawności struktur gramatycznych oraz ortografii.

- 1** Read the tips and the task below. Tick the pieces of information under the task that could be useful in your text.

Twoja znajoma poznana na anglojęzycznym forum dyskusyjnym w mediach społecznościowych samodzielnie próbuje robić postępy w nauce polskiego i w e-mailu do Ciebie skarży się, że jej wysiłki nie przynoszą wyraźnych rezultatów. W odpowiedzi napisz do niej e-mail, w którym:

- zachęcisz ją, aby nie przerywała nauki,
- zaproponujesz polski film lub serial, który mogłaby obejrzeć,
- opisziesz krótko jego fabułę,
- podzielisz się z nią informacją o tym, co Ty ostatnio robisz, aby pogłębić znajomość angielskiego i poprosisz o polecenie za Twoim przykładem jej propozycji.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Pamiętaj, że jej długość powinna wynosić od 100 do 150 słów (nie licząc wyrazów podanych na początku wypowiedzi).

- 1 Ask your friend questions about Polish grammar. ☐
- 2 Be positive in your remarks about their chances of learning Polish. ☐
- 3 Explain why you think the series or film you have chosen would be useful. ☐
- 4 Write a short review of the series or film with facts about the cast. ☐
- 5 Summarise the main plot of the series or film without too many details. ☐
- 6 Mention one or two films or programmes you have watched in English recently. ☐
- 7 Talk about other subjects you have to learn at school and how much you like or dislike them. ☐
- 8 Wish your friend luck before you sign off. ☐

- 2** Read the email and put the paragraphs in the correct order. Then underline the information in the text which refers to and develops the four points in the instructions.

- 3** Choose the correct highlighted option. What is their function in the email?

Hi there,

☐ **A** Basically, it shows a couple in different situations, such as going shopping, so it is full of practical vocabulary. As each episode is very short, it won't tire you out – as long as you don't binge watch too many at one time!

☐ **B** ¹*All the best! / How are things?* It's great to hear you are continuing your Polish studies. I know it isn't easy, but I'm sure you'll succeed!

☐ **C** ²*If I were you, / By the way,* I've just watched *Little Women* and now I'm reading the novel. Fortunately, the language isn't too outdated. If you know any similar books, please let me know.

☐ **D** ³*Anyway, / Well,* the reason I'm writing is to suggest you try watching a Polish film. To start with, I would recommend a series called *Kasia and Tomek*. It's hilarious because of the entertaining screenplay and the acting. ⁴*Make sure / Take care* you watch it with subtitles!

Good luck again with your Polish and enjoy the series!

⁵*Cheers, / Congratulations,*

XYZ

- 4**  Read the instructions and do the writing task.

Napisał do Ciebie anglojęzyczny kolega z wiadomością, że udało mu się przekonać rodziców do subskrypcji platformy streamingowej z dostępem do polskich filmów i programów, i prosi o pomoc w wyborze ciekawych tytułów. Napisz do niego e-mail, w którym:

- pogratulujesz mu sukcesu w negocjacjach;
- zwięźle opisziesz fabułę Twojego ulubionego polskiego serialu i uzasadnisz, dlaczego tak go lubisz;
- poradzisz mu, których filmów lub programów unikać i z jakiego powodu;
- poinformujesz go, jakimi filmami i programami się interesujesz i poprosisz o polecenie ciekawych brytyjskich lub amerykańskich tytułów.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Pamiętaj, że jej długość powinna wynosić od 100 do 150 słów (nie licząc wyrazów podanych na początku wypowiedzi).

Pamiętaj, że w wypowiedzi pisemnej na poziomie podstawowym oceniane są: treść ☒, spójność i logika wypowiedzi ☒, zakres środków językowych ☐ oraz poprawność środków językowych ☐.

ANALIZA PRAC PISEMNYCH

wpis na blogu

Wskazówki

- Przeczytaj uważnie polecenie i podkreśl informacje, które musisz uwzględnić w swoim tekście.
- Pamiętaj o odniesieniu się do każdego punktu i rozwinięciu go, a jeśli punkt składa się z dwóch członów, to do każdego z nich.
- Podziel tekst na logiczne i merytorycznie uzasadnione akapity. Między akapitami stosuj wyrażenia łączące, dzięki którym poszczególne treści będą się ze sobą łączyć.
- Stosuj wyrażenia łączące także w obrębie zdań, co sprawi, że zastosowane struktury gramatyczne będą bardziej złożone, ale informacje w nich zawarte klarowniejsze.
- Blog pisany jest z myślą o wielu odbiorcach, dlatego cechuje go duża komunikatywność, zatem stosuj elementy podtrzymujące zainteresowanie odbiorców, takie jak: bezpośrednie zwroty do czytelnika (np. *Hi guys!*), zachęty do wykonania konkretnych zadań (np. *Check it out yourselves!*), wykrzyknienia, aby wyrazić emocje (np. *Wow!*).
- Używaj nieformalnego języka, który cechują krótkie formy (np. *isn't*) i zwroty kolokwialne, jak również urozmaicone i barwne słownictwo, w tym czasowniki frazowe (np. *What's up?*) i kolokacje (np. *make up your mind*), oraz skróty (np. *BTW*).
- Po napisaniu pracy sprawdź, czy tekst mieści się w podanym limicie słów.
- Zanim oddasz pracę, przeczytaj tekst kilkakrotnie, za każdym razem sprawdzając go pod innym kątem – stosowności i bogactwa słownictwa, urozmaïcenia i poprawności struktur gramatycznych oraz ortografii.

1 Read the tips and the task below. Cross out the phrases under the task that would sound inappropriate in a blog post.

Niedawno dowiedziałeś/dowiedziałas się o ciekawym nowym rozwiązaniu technologicznym. Zredaguj wpis na blogu, w którym:

- wyjaśnisz, co skłoniło Cię do napisania tego postu,
- opisziesz nowinkę technologiczną i swoje wrażenia na jej temat,
- porównasz to rozwiązanie do starszego urządzenia, które istnieje na rynku już od pewnego czasu,
- poinformujesz czytelników, jakie nowoczesne sprzęty chciałbyś/chciałabyś mieć, i poprosisz ich o podzielenie się podobnymi marzeniami.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Pamiętaj, że jej długość powinna wynosić od 100 do 150 słów (nie licząc wyrazów podanych na początku wypowiedzi).

- a Hi guys
- b Guess what!
- c I'm writing in reference to ...
- d Did you know that ...?
- e Wow!
- f As a consequence ...
- g What a surprise!
- h How amazing!
- i I wish to draw your attention to this issue.
- j Check it out!
- k Why don't you try it yourself?
- l I look forward to hearing from you.
- m Please leave a comment!

Pamiętaj, że w wypowiedzi pisemnej na poziomie podstawowym oceniane są: treść ☒, spójność i logika wypowiedzi ☒, zakres środków językowych ☒ oraz poprawność środków językowych ☒.

2 Read the text and complete it with some of the words and phrases from exercise 1.

1 _____,

2 _____ There are some A cool new Virtual Reality videos for exercise machines that are really A cool so that's what I want to share with you today.

Basically, there are hundreds of recordings of real walking and cycling paths from around the world to download. They're much B better than old-fashioned videos. 3 _____ the VR headset is C connected to your exercise machine and you can follow signs on the screen to viewpoints and other attractions. Best of all, you can walk through a rainforest without worrying about getting bitten or stung!

The next thing I want is a smart backpack D in order to be able to charge my phone when I'm walking. E It's really vital when you're camping. There isn't always electricity. Here's a link.

4 _____ and let me know what cutting-edge technology you would like to have!

5 _____

3 Look at the underlined words and phrases in the blog and match them to the problems below. Think of ideas for how to improve the text.

- 1 A simple word which could be replaced by something more specific ☐
- 2 Two sentences which could be linked by a linking word ☐
- 3 Repeating the same adjective ☐
- 4 A verb which could be replaced by an informal phrasal verb ☐
- 5 Language which is too formal ☐

4 Read the instructions and do the writing task.

Ostatnio przeczytałeś/przeczytałaś na anglojęzycznym forum internetowym interesującą dyskusję na temat konieczności śledzenia nowinek w dziedzinie nowoczesnych technologii. Zredaguj wpis na blogu, w którym:

- przytoczysz argument, z którym całkowicie się zgadzasz;
- opisziesz przykłady, które go popierają;
- przedstawisz możliwe powody, dla których Twój znajomi mają inne poglądy;
- poprosisz czytelników o podzielenie się opiniami na temat nowych technologii.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Pamiętaj, że jej długość powinna wynosić od 100 do 150 słów (nie licząc wyrazów podanych na początku wypowiedzi).

ANALIZA PRAC PISEMNYCH

list formalny

Wskazówki

- Przystępując do pisania listu, najpierw dokładnie przeczytaj polecenie i upewnij się, że rozumiesz, kto ma być jego adresatem i jaki jest główny powód jego pisania.
- We wstępie sprecyzuj cel pisania listu. Upewnij się, że wstęp jest zgodny z tematem i treścią Twojej wypowiedzi.
- Używaj różnorodnych środków językowych oraz bogatego słownictwa, aby odnieść się do tematu i rozwinąć go szczegółowo, podając odpowiednie przykłady. Nie zapomnij o wyrażeniach łączących poszczególne zdania i akapity.
- Upewnij się, że tekst jest uporządkowany, a podział na akapity merytorycznie uzasadniony.
- Pamiętaj, że zakończenie powinno być zgodne z tematem oraz z treścią Twojej wypowiedzi.
- Przed oddaniem pracy sprawdź, czy mieści się w podanym limicie słów.
- Zarezerwuj też sobie czas na przeczytanie pracy pod kątem poprawności gramatycznej, stylistycznej i ortograficznej.

1 Which of the sentences 1–7 below can be found in a formal and which in an informal letter? Mark the sentences F (formal) or I (informal). How would you change the informal phrases into more formal ones?

- 1 I am writing on behalf of a group of inhabitants of our town. ☐
- 2 We would appreciate your input on this issue. ☐
- 3 It would be cool to hear what you think. ☐
- 4 We believe very strongly in this issue. ☐
- 5 Do you think anybody there is even interested? ☐
- 6 I am sure your ideas will add greatly to our effort. ☐
- 7 Write back soon! ☐

2 Read the tips and the letter. Match the underlined fragments to the problems in A–C.

Ostatnio wiele się mówi o wykorzystywaniu rzeczy używanych zamiast kupowania nowych. Twoja klasa chciałaby zorganizować akcję mającą na celu promowanie tego trendu i zachęcić do udziału w niej uczniów ze szkoły partnerskiej z Anglii. Napisz **list** do uczniów z tej szkoły, w którym wyjaśnisz powody organizowania tej akcji i poprosisz o pomoc w zaangażowaniu w nią młodych ludzi.

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

Dear fellow students,

¹You know that buying new things can contribute to the destruction of the environment. Firstly, by using the resources of our planet and secondly, by producing more waste. So, our goal is to encourage young people to reuse second-hand items rather than buy new ones, and we are looking for ways to engage more students in this effort. ²We are having trouble getting people interested. Firstly, the amount of waste produced by disused clothing, electronics and other items is quite concerning. Moreover, both driving to the shops or purchasing products online result in higher greenhouse gas emissions. ³And then, we believe that creative thinking and resourcefulness can be encouraged by promoting the reuse of old items. These are behaviours which we believe are undervalued in our educational system and which, therefore, need encouragement. While we have been working on this project for some time, it has to be admitted that getting other students involved has been a challenge. On our part, we are planning a workshop at our school that will show how old clothing, furniture and other items can be recycled or given a new life. We ⁴would love your input on any other ways in which we might engage our fellow students, and the ideas you have employed to reach this goal. Thank you in advance for your response, and we look forward to hearing from you soon.

Yours faithfully,

XYZ

- A wrong register: too many informal phrases ☐ ☐
- B the introduction does not express the purpose of the letter ☐
- C a phrase that is not logically connected to the paragraph ☐

3 Correct fragments 1–4. Then rewrite the letter and divide it into paragraphs.

4 Read the instructions and do the writing task.

Ostatnio wiele się mówi o marnowaniu żywności. Twoja klasa chciałaby zorganizować akcję mającą na celu przeciwdziałanie temu zjawisku i zachęcić do udziału w niej uczniów ze szkoły partnerskiej z Anglii. Napisz **list** do uczniów z tej szkoły, w którym uzasadnisz potrzebę zorganizowania takiej akcji oraz przedstawiś jej projekt.

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

Pamiętaj, że w wypowiedzi pisemnej na poziomie rozszerzonym oceniane są: zgodność z poleceniem (elementy treści i formy) ☒, spójność i logika wypowiedzi ☐, zakres środków językowych ☐ oraz poprawność środków językowych ☐.

Wskazówki

- Przystępując do pisania artykułu, najpierw dokładnie przeczytaj polecenie i upewnij się, że rozumiesz, czego dotyczy.
- Pamiętaj, że wprowadzenie powinno być zgodne z tematem oraz ciekawe, oryginalne i zachęcające do czytania. Może zawierać pytanie do czytelnika, anegdotę, cytaty lub intrygującą statystykę.
- Nie zapomnij o tytule przyciągającym uwagę odbiorcy.
- Rozwinięcie Twojej pracy powinno odnieść się do tematu, pogłębić go i szczegółowo omówić. Nie zapomnij o wspieraniu się przykładami.
- Używaj wyrażen łączących poszczególne zdania i akapity.
- W zakończeniu sparafrazuj wstęp, ale nie używaj tych samych wyrażen. Pamiętaj, że zakończenie powinno być zgodne z tematem oraz z treścią Twojej wypowiedzi.
- Przed oddaniem pracy sprawdź, czy mieści się w podanym limicie słów.
- Zarezerwuj też sobie czas na przeczytanie pracy pod kątem poprawności gramatycznej, stylistycznej i ortograficznej.

- 1 Read the tips. Which of these features would be more appropriate for an article and which for an essay? Complete the table with the phrases below. Some phrases belong to both categories.

arguments for and against a catchy title
a humorous or surprising fact a personal anecdote
a quotation examples supporting arguments
linking words

An article	A for-and-against essay

- 2 Read the task below. Are statements 1–5 true (T) or false (F)?

W dzisiejszych czasach wiele osób decyduje się spędzać wakacje w kraju, zamiast podróżować do odległych miejsc. Napisz **artykuł**, w którym omówisz przyczyny tego zjawiska i opiszesz miejsce w Twojej okolicy, które odpowiadałoby potrzebom osób wybierających się na wakacje lokalnie.

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

- | | |
|--|-------|
| 1 You must explain the reason(s) for something. | T / F |
| 2 You should describe an unusual holiday destination. | T / F |
| 3 You must include arguments against holidaying locally. | T / F |
| 4 You should choose the place you describe according to specific criteria. | T / F |
| 5 You must include a description of a faraway holiday. | T / F |

- 3 Read the article and match the underlined fragments to problems A–F.

1 WHY YOU SHOULDN'T TRAVEL

'Pack your bags and grab your passports! We're going ... to the local lake!' This is probably not the first destination you had in mind after reading that first line. 2 Lots of people are staying home.

People have many reasons 3 to avoiding faraway holiday destinations, but expense often tops the list. Cheap airline tickets are becoming a rarity, and the cheapest ones are usually to places that would not be your first choice anyhow. 4 Moreover, there are environmental considerations.

The truth is that most of us live close to some amazing places, which we may never have bothered to visit. For example, my family, 5 is recently deciding to have a holiday by Zegrze Lake. It is about an hour's drive from Warsaw and has everything that a summer holiday needs: sandy beaches, scenic spots for hiking and biking and water sports facilities. My sister took some windsurfing lessons, and my parents enjoyed a visit to the remains of the 19th century house that once belonged to the writer Jerzy Szaniawski. 6 So, forget the passports, the airports, the carbon pollution and the headaches.

- | | |
|--|--------------------------|
| A incorrect grammar tense | ☐ |
| B vague or uninteresting title | ☐ |
| C a fragment that is not developed enough | ☐ |
| D incorrect verb form | ☐ |
| E lacking part of the text | ☐ |
| F no logical connection to the previous sentence | ☐ |

- 4 Correct the mistakes in fragments 1–6 in exercise 3.

- 5  Read the instructions and do the writing task.

W dzisiejszych czasach wiele osób decyduje się spędzać wakacje w miejscach, w których dba się o ochronę środowiska. Napisz **artykuł**, w którym omówisz przyczyny tego zjawiska i opiszesz miejsce w Twojej okolicy, które odpowiadałoby potrzebom osób wybierających ekologiczne wakacje.

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

Pamiętaj, że w wypowiedzi pisemnej na poziomie rozszerzonym oceniane są:
zgodność z poleceniem (elementy treści i formy) ☒, spójność i logika wypowiedzi ☒,
zakres środków językowych ☐ oraz poprawność środków językowych ☐.

ANALIZA PRAC PISEMNYCH

rozprawka wyrażająca opinię

Wskazówki

- Przystępując do pisania rozprawki wyrażającej opinię, najpierw dokładnie przeczytaj polecenie i upewnij się, że rozumiesz, na jaki temat masz wyrazić opinię.
- We wstępie zawrzyj tezę, która zapowie oczekiwaną strukturę rozprawki. W przypadku rozprawki wyrażającej opinię będzie to krótki zarys Twojego zdania na dany temat. Teza powinna być jasna i zgodna z tematem oraz z argumentacją przedstawioną w kolejnych akapitach.
- Używaj różnorodnych środków językowych oraz bogatego słownictwa, aby odnieść się do tematu i rozwinąć go szczegółowo, omawiając argumenty popierające Twoją opinię oraz podając odpowiednie przykłady. Nie zapomnij o wyrażeniach łączących poszczególne zdania i akapity.
- Możesz wspomnieć o opinii przeciwnej do Twojej, aby wzmocnić własną argumentację. Zrób to, podając konkretne powody, dla których, Twoim zdaniem, opinia przeciwna jest błędna.
- W zakończeniu sformułuj wstęp, ale innymi słowami. Pamiętaj, że zakończenie powinno być zgodne z tematem oraz z treścią Twojej wypowiedzi.
- Przed oddaniem pracy sprawdź, czy mieści się w podanym limicie słów.
- Zarezerwuj też sobie czas na przeczytanie pracy pod kątem poprawności gramatycznej, stylistycznej i ortograficznej.

1 Read the tips and the task below. Then complete the sentences.

Niektórzy uważają, że egzaminy w formie standaryzowanych testów nie oceniają dokładnie wiedzy uczniów i powinny zostać zniesione. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, uwzględniając wykonalność ewentualnej zmiany oraz wpływ egzaminów na życie uczniów.

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

1 In the essay I should present my opinion on _____

2 The two points I should discuss in the essay are:

- _____
- _____

2 Read the opinion essay and match the underlined fragments to problems A–E.

- | | |
|---|--------------------------|
| A a spelling mistake | ☐ |
| B over-simplistic vocabulary | ☐ |
| C a lexical mistake | ☐ |
| D the thesis does not agree with the content of the essay | ☐ |
| E a punctuation mistake | ☐ |

The idea of discontinuing standardised examinations has been widely discussed by both students and academics for quite some time.

¹Personally, I think that the current examinations are not ideal and are a serious cause of stress for students in their final years of school. For that reason, they should be abandoned, and this essay is an attempt to justify this position.

It is my opinion that abolishing standardised exams is not really a ²possibility. Without them, the only means of evaluation would be coursework, and that would mean exchanging an objective assessment for an individual teacher's judgement. This could partly be based on positive or negative prejudices, so sometimes would not be a ³good evaluation.

Many people complain that exams place an unfair workload on students in their final years of school, and that they force them to learn for the exam only, rather than engage in their own interests and ideas. Yet, I believe that exam preparation ⁴affords students a specific goal, and also trains them in discipline and persistence. I would also argue that all the learned facts provide a basis for more independent critical thinking in the future.

On balance, I firmly believe that examinations, while not ideal, play an important role in preparing students for a future in an academic setting, as well as in the working world. ⁵Consequently I am confident, that for the time being they should remain as they are.

3 Correct the mistakes in fragments 1–5 in exercise 2.

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

4 Read the instructions and do the writing task.

Niektórzy twierdzą, że takie przedmioty szkolne jak historia i literatura, nie są przydatne w dzisiejszym świecie i powinny zostać zastąpione wiedzą o ekonomii lub o nowych technologiach. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, uwzględniając kwestie finansowe oraz aspekty praktyczne.

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

Pamiętaj, że w wypowiedzi pisemnej na poziomie rozszerzonym oceniane są: zgodność z poleceniem (elementy treści i formy) ☒, spójność i logika wypowiedzi ☒, zakres środków językowych ☒ oraz poprawność środków językowych ☐.

ANALIZA PRAC PISEMNYCH

rozprawka za i przeciw

Wskazówki

- Przystępując do pisania rozprawki 'za i przeciw', najpierw dokładnie przeczytaj polecenie i upewnij się, że rozumiesz, jakie dwa aspekty tematu masz omówić.
- We wstępie zawrzyj tezę, która zapowie oczekiwaną strukturę rozprawki. W przypadku rozprawki 'za i przeciw' będzie to krótki zarys argumentów 'za' i argumentów 'przeciw' danej tezie. Teza powinna być jasna i zgodna z tematem oraz z argumentacją przedstawioną w kolejnych akapitach.
- Drugi akapit zacznij od zdania wprowadzającego, które zapowie, czego będzie dotyczyć ta część Twojej wypowiedzi. Następnie skoncentruj się na szczegółowym przedstawieniu argumentów za daną tezę i poprzyj je przykładami.
- Trzeci akapit powinien mieć taką samą konstrukcję jak akapit drugi, lecz koncentrować się na argumentach przeciw danej tezie.
- Używaj różnorodnych środków językowych oraz bogatego słownictwa, aby odnieść się do tematu, rozwinąć go i szczegółowo omówić. Nie zapomnij o wyrażeniach łączących poszczególne zdania i akapity.
- W zakończeniu sparafrazuj wstęp, ale innymi słowami. Pamiętaj, że zakończenie powinno być zgodne z tematem oraz z treścią Twojej wypowiedzi.
- Przed oddaniem pracy sprawdź, czy mieści się w podanym limicie słów.
- Zarezerwuj też sobie czas na przeczytanie pracy pod kątem poprawności gramatycznej, stylistycznej i ortograficznej.

1 Read the tips and the task below. Then answer the questions.

Wiele osób twierdzi, że wszyscy uczniowie szkół średnich powinni nosić mundurki na terenie szkoły. Napisz **rozprawkę**, w której przedstawisz dobre i złe strony wprowadzenia takiego obowiązku.

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

1 What information should be included in the introduction?

2 What are two of the arguments for wearing uniforms in high schools?

3 What are two of the arguments against wearing uniforms in high schools?

2 Read the for-and-against essay below and choose the correct option in questions 1–4 below.

¹Some people think secondary school students should wear uniforms, but I think this is a terrible idea. There are, of course, some valid arguments on both sides of the issue, which should be explored.

The main arguments supporting the wearing of school uniforms highlight economic equality, identity and safety. If students are obliged to wear similar clothes to one another, the difference between ²a stinking rich and a stony-broke student becomes less visible. Moreover, wearing uniforms promotes identification with the school. For example, during trips, students are able to feel a sense of pride in representing their institution. As far as safety is concerned, when students look alike, members of staff can easily identify intruders on the school premises.

³There are, however, several good arguments against wearing uniforms in secondary schools. One common argument is that of expense. A complete school uniform can be costly, and some families simply cannot afford them, which obviously puts them at a disadvantage.

⁴Wearing uniforms in secondary schools is a controversial topic, with valid arguments on both sides. Fairness and practicality both have to be considered in order to come to the right conclusion regarding this sensitive issue.

- The introduction is
 - too short.
 - more suitable for a different type of essay.
- The fragment underlined in point 2 is
 - too colloquial.
 - too detailed.
- The third paragraph
 - lacks linking words and the rich vocabulary when compared to the introduction.
 - lacks substantial arguments and is too short when compared to the previous one.
- The first sentence of the conclusion
 - is too colloquial.
 - lacks a conventional linking word.

3 Read the instructions and do the writing task.

Wiele osób uważa, że program nauczania w szkole średniej i na studiach powinien uwzględniać pulę zajęć odbywających się zdalnie, akcentując liczne zalety takiego rozwiązania. Napisz **rozprawkę**, w której przedstawisz dobre i złe strony takiego systemu nauki.

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

Pamiętaj, że w wypowiedzi pisemnej na poziomie rozszerzonym oceniane są: zgodność z poleceniem (elementy treści i formy) ☒, spójność i logika wypowiedzi ☒, zakres środków językowych ☒ oraz poprawność środków językowych ☒.

STEP BY STEP

reading



1 Answer the questions.

- 1 What is a school reunion? Would you like to see your ex-classmates from your primary school?

- 2 Have you kept in touch with anyone from when you were a child? Who?

- 3 Are reunions a good idea? Why/Why not?

Wskazówka

Zadanie to polega na dokładnym przeczytaniu tekstu i uzupełnieniu zdań odpowiednimi informacjami. Uzupełniane zdania są parafrazą części tekstu. W związku z tym należy najpierw ustalić, którego fragmentu tekstu dotyczy każde zdanie, i zastanowić się, jak uzupełnić zdania, zachowując przy tym poprawność językową.

2 Read the text and find the fragments which relate to sentences 1–3.

Reunion parties may at times be frustrating. I mean, it's good to see your old classmates again and find out how they are doing in life, etc., but at the same time you face a few challenges. First and foremost, you realise that you are no longer a spring chicken. Then you begin to compare yourself with the others. You start to wonder how successful you have been by comparison, and if someone fares better, you feel a little jealous at the very least. What's worse, you eye one another silently and suspiciously, and make judgements about other people's looks, and you feel that everyone is staring at you and all that. Do you feel the same about reunions, or is it just me?

- 1 However enjoyable, reunions may be ____.
- 2 During the reunion party, people end up ____ to their former classmates.
- 3 Ex-classmates ____ as well, and it's really bad.

3 Decide what changes you need to make to complete the sentences in exercise 2. How many words do you need to use in each case? Do you have to use different parts of speech?

Wskazówka

Zdania do uzupełnienia mogą dotyczyć informacji szczegółowych, ale mogą także wymagać wyciągnięcia wniosku, zinterpretowania informacji podanej pośrednio lub nastawienia autora tekstu do omawianego problemu.

4 Read the text in exercise 2 again and find the fragments in the text which relate to questions 1–3.

- 1 What do you often realise first when you go to a reunion meeting?
- 2 Why may you feel jealous of your ex-classmates?
- 3 How do reunion parties make the author feel?

5 Write the answers to the questions in exercise 4 using your own words.

- 1 _____
- 2 _____
- 3 _____

6 Przeczytaj poniższy tekst, a następnie uzupełnij zdania 1–5 informacjami z tekstu.

A BIT OF A SHOCK!

We don't often get letters in our house. Everyone emails these days, don't they? But this morning one landed on our doormat. The postman delivered it along with all the usual junk mail that ends up going straight into the rubbish bin. It was addressed to my mum and it obviously wasn't an official bill or anything like that. Her name and address were written neatly by hand. My dad raised his eyebrows as if to say 'Who on earth writes letters these days?' I silently guessed at an old aunt or uncle. Mum read it while we were having breakfast together. For once she didn't notice me flicking toast crumbs at my brother across the table. Dad was too wrapped up in his newspaper to notice either. Suddenly her eyes lit up. 'I'm going to a reunion!' she announced. 'It's for all the students who left in 2000.' My father smiled and said something about meeting all her old boyfriends. My mum laughed at that and went a bit red. I looked at my twin brother in alarm. This was a particularly unwelcome surprise. Yesterday our headteacher had asked for some of the students in our year to help serve sandwiches and drinks at a reunion evening next month. Oilly and I had both volunteered. Volunteering for things like that always made a good impression on the teachers and we both needed all the goodwill we could get at the moment. We weren't the best-behaved students in the class! Also, it would be fun to see a lot of older people pretending that they were young again, we thought. However, we hadn't realised that our mum would be one of them. How embarrassing was that going to be! 'Wonderful, Mum', we said together (as twins, we do most things together). But we both knew that if she was going – we weren't!



- 1 The twins felt quite surprised when _____ first thing in the morning.
- 2 The mother was so _____ the letter that she paid no attention to her sons' misbehaving.
- 3 The mother felt a little embarrassed after the father _____ about her ex-boyfriends.
- 4 The twins had decided to help out at school because they _____.
- 5 The text may have come from _____.

STEP BY STEP

listening

1 Read the questions. Where would you expect to hear them?

Why did you decide to pursue this line of work? What do you think makes you a successful applicant? How do you cope with the pressure of work?

2 Imagine you have applied for the post of a fitness club trainer. Think what the best answers to the questions from exercise 1 could be.

3 Complete the sentences making all the necessary changes.

- 1 I think I made the right impression during my interview.
I guess the interviewer was _____ by my performance during the interview.
- 2 Helen got promoted every year and eventually became a top manager.
Helen climbed _____ and got to a top management position.
- 3 I'm a student, so I don't have much experience.
As a student I am quite _____.
- 4 My father handed in his resignation last week.
My father _____ his job last week.

Wskazówka

W zadaniu tego typu najpierw przeczytaj tekst i zastanów się, jakiej informacji brakuje w każdej lukce. Pomyśl, czy w poszczególne luki należy wstawić jedno słowo, czy może dłuższy fragment tekstu. Następnie wysłuchaj nagrania. Czasami lukę można uzupełnić, używając konkretnego słowa z nagrania, a czasami trzeba dokonać zmian w zasłyszonym tekście, np. utworzyć przymiotnik od rzeczownika.

4 Read the sentences and decide what information is missing in each one. Is it one word? If so, what part of speech is it?

- 1 These days in interviews you may _____ all kinds of questions, and some of them may sound _____ weird.
- 2 _____ think out of the box, and give less obvious answers, which may increase your chances of landing the _____.
- 3 The worst _____ I got asked was *What tree would I want to be if I were a tree?* I really _____ what to say.
- 4 I guess that by asking questions of this kind the interviewers _____ our intelligence, imagination and _____ to see if we can think of ideas quickly.

5 **MP3 14** Usłyszysz dwukrotnie fragment rozmowy o pytaniach, które mogą paść podczas rozmowy o pracę. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–4 w zadaniu 4. Luki należy uzupełnić w języku angielskim.

6 **MP3 15** Usłyszysz dwukrotnie fragment rozmowy dwóch nastolatków. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6 w poniższym e-mailu. Luki należy uzupełnić w języku angielskim.

Hi,
I've just spoken to Julie to find out about Laura's interview, and apparently it didn't go very well because she ¹ _____ hard and unexpected questions, not the type she ² _____ to answer like *What are you keen on?* etc. Instead she had to talk about what she would do if she was a certain animal, or something like that. I think a question like that would ³ _____ too. I would be stuck for an answer myself.
Julie reckons that it's what companies do now to avoid ⁴ _____ candidates who have the same answers to more conventional questions. They check ⁵ _____ you can think and get to know you as a person more. Most big corporations include them while they ⁶ _____. Well, Laura knew about it, and she just ignored the advice. I hope she'll get the job anyway.
Have you heard from her? Let me know.
Bye for now,
Tracy

7 Read each sentence and complete the one that follows so that it has the same meaning.

- 1 I am not mature enough to know how to perform in an interview. I'm too _____.
- 2 I don't know any techniques which I could use to answer weird questions in an interview. I am not aware _____.
- 3 Will this course let me practise some interview techniques? Will this course allow _____?
- 4 I am a keen dancer. What I really enjoy _____.
- 5 I'd like to work as a psychologist. I dream _____.

8 **MP3 16** Usłyszysz dwukrotnie fragment rozmowy dotyczącej przygotowania do rozmowy o pracę. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–7 w poniższym formularzu. Luki należy uzupełnić w języku angielskim.

Remember:

- ✓ details ¹ _____
- ✓ don't waste your ² _____ to make a good first impression
- ✓ always turn up ³ _____
- ✓ rely on elegance and ⁴ _____ when it comes to your outfit
- ✓ your handshake must be ⁵ _____
- ✓ practise ⁶ _____ strange questions with your friends
- ✓ tell them you find ⁷ _____ easily, if it's true

9 Answer the questions. Which one was harder to answer?

- 1 If you had a choice between two superpowers, being invisible or flying, which would you choose? Why?
- 2 Can you tell me ten things you could do with a pencil other than write?

Wskazówki

- Gdy rozwiązujesz zadania sprawdzające umiejętność rozumienia ze słuchu, najpierw dokładnie przeczytaj polecenie i wszystkie pytania.
- Pamiętaj, że informacje zawarte w pytaniach mogą być sformułowane inaczej niż w nagraniu. W trakcie słuchania zwróć uwagę na wyrazy, zwroty lub dłuższe fragmenty tekstu, których znaczenie jest zbliżone do treści wyrażonych w zadaniu.
- Nie zaznaczaj odpowiedzi przed wysłuchaniem całego nagrania. Słuchając nagrania po raz drugi, upewnij się, czy zaznaczyłeś/zaznaczyłaś właściwe odpowiedzi.

Zadanie 1. (0–6) | MP3 17

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

Tekst 1.

1.1. From what Rob says, we can expect he will

- A celebrate with his family again soon.
- B visit his family less often in the future.
- C have an important conversation with a family member.

Tekst 2.

1.2. The works of art in the gallery

- A are exact copies of human organs.
- B have been inspired by how the body works.
- C are made of traditional materials.

1.3. The one thing that the man does not like about the exhibition is

- A the use of the materials.
- B the size of the sculptures.
- C the idea behind the works of art.

Tekst 3.

1.4. Tony's heart attack was a surprise because

- A he was in good shape on that day.
- B he was generally a healthy person.
- C he was in the middle of a meeting.

1.5. What was the correct order of events during the emergency?

- A calling an ambulance, finding AED, calming Tony down
- B calming Tony down, finding AED, calling an ambulance
- C calling an ambulance, calming Tony down, finding AED

1.6. What was true about the situation?

- A The man saved his colleague on his own.
- B Tony spent a few weeks in hospital.
- C The speaker's reactions resulted from being prepared.

Zadanie 2. (0–4) | MP3 18

Usłyszysz dwukrotnie dialog na temat rozmowy o pracę. Na podstawie informacji zawartych w nagraniu uzupełnij luki 2.1.–2.4. w poniższych zdaniach, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim. **Uwaga!** W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 2.1. According to Mike, the purpose of ridiculous questions asked during the interview is to check _____ to stress.
- 2.2. Employers want to find out about candidates' personality to make sure they _____.
- 2.3. If you admit that you left your previous job because of _____, your new employer may think you are bad-tempered.
- 2.4. Bree decides that _____ will be the best job interview strategy.

Zadanie 3. (0–5) | MP3 19

Usłyszysz dwukrotnie wypowiedź na temat kupna nowego urządzenia. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 3.1.–3.5., tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.

- 3.1. Apart from Lisa's allergy, what was the reason the speaker and his wife bought an air purifier?

- 3.2. What was the speaker's worry before buying the purifier?

- 3.3. How often should a good purifier change the air in a room?

- 3.4. How did Lisa benefit from buying the purifier?

- 3.5. What's the speaker's opinion about the new equipment?

Wskazówki

- Kiedy przystępujesz do zadania sprawdzającego rozumienie tekstów pisanych, najpierw dokładnie przeczytaj pytania dotyczące tekstu. Następnie przeczytaj tekst i zaznacz fragmenty, których dotyczą pytania. Szukaj w tekście treści wyrażonych innymi słowami.
- Pamiętaj, że odpowiedź może być wyrażona w tekście bezpośrednio lub może być jedynie pośrednio zasygnalizowana. Możesz też zostać poproszony/poproszona o wyciągnięcie wniosków z danego fragmentu tekstu.
- Gdy zaznaczysz już wszystkie odpowiedzi, przeczytaj tekst ponownie i upewnij się, czy odpowiedzi są właściwe.

Zadanie 4. (0–5)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter A, B, C albo D.

Distance learning has become the new normal for many students. Without leaving their homes, they join meetings, participate, disconnect and start over again. Young people also spend a lot of their free time on their smartphones, which means plenty of screen time every day.

According to many experts, teenagers should spend a maximum of two hours in front of the screen per day, excluding school work. Additionally, they should devote at least sixty minutes to exercising as well as have a good night's sleep. All of these conditions are equally important for students' health and well-being. The majority, however, do not meet these guidelines. According to recent statistics, almost 90% of them exceed the daily screen time limit, which can result in poor eyesight, weight problems or difficulties with reading.

On the other hand, for many teenagers digital devices are now the only way to learn or spend quality time with family and friends. Therefore, it would be both dangerous to say that screens have just downsides or that they are only beneficial. Some experts admit that the number of hours spent in front of a screen is actually not the biggest issue. We should be more concerned with how much exercise young people get, how they organise their free time, and whether they have reliable access to computers and the Internet to effectively learn from home.

Spending more time than usual interacting with screens often means having a sedentary lifestyle. Keeping the balance between sitting and exercising is difficult in the times of the pandemic as we don't move around the office or school building a lot. We have also given up group sports activities in fear of catching an infection. That's why we now have to plan our daily routines more carefully. It is recommended to stand up and move around every hour, even if it's only to grab a glass of water or play with a pet. If possible, spend your breaks outdoors.

Going outside has a number of benefits. There's more to it than improving your metabolism. If you only look at a screen, you don't let your eyes practise looking at objects in the distance. This may lead to myopia, a condition when distant objects seem blurred. If going out is impossible, look away from the screen and out of a window every twenty minutes. It won't be as effective as when you're outside, but it can help.

Distance learning has brought about many changes, some of which may have negative consequences. However, to a large extent, it is up to us how we organise our daily activities which include screen time. For many students, online education is a change that allows them to set their own schedules, learn at their own pace and, paradoxically, find time for physical activity. They can also take advantage of their individual learning styles. Again, it's all about finding the right balance.

4.1. The time spent in front of the screen

- A shouldn't be longer than active time and sleep time.
- B should be shorter than two hours a day in total.
- C is not the key factor influencing your health while learning online.
- D has negative consequences for 90% of children.

4.2. Keeping a healthy balance during the pandemic is difficult because

- A people become infected while doing sports.
- B daily routines are impossible to plan.
- C moving around the house often is not enough.
- D we have fewer chances to do exercise.

4.3. Which is true about spending time outdoors?

- A It allows you to look at objects far away from you.
- B It helps you practise noticing objects at a small distance.
- C Its role is mainly to improve your metabolism.
- D It has the same effect on eyes as looking out of the window.

4.4. From the last paragraph we can conclude that

- A the health consequences of distance learning are mainly negative.
- B online learning can be adjusted to suit learners' needs.
- C students find it difficult to organise their everyday routine.
- D distance learning makes it difficult to use individual learning styles.

4.5. What is the best title for the article?

- A A change for the worse
- B Distance learning at risk
- C Screen time challenge
- D Benefits of online education

Zadanie 5. (0–7)

Przeczytaj cztery teksty (A–D) związane z filmami. Wykonaj zadania 5.1.–5.7. zgodnie z poleceniami.

Tekst A.

School film club reactivated!

Fans of hilarious comedies and gripping action films – welcome back to the school film club!
Join us again for our regular weekly meetings.

When are the meetings?

Mondays, 6 p.m., starting from 5th March.

What are we going to do?

Watch and talk about our impressions of the plot, the cast and the set.

What films are we going to watch?

We're open to suggestions. Send us your proposals of films you think are worth analysing.

Important!

We need people to moderate discussions about the films. If you want to try, email us: filmclub@winston.eu or contact Ms Anna Fisher (English teacher).

Tekst C.

Dear Sara,

Do you remember the meetings of the film club? I'm writing to tell you that two students from our school, with a little help from me, their teacher, have decided to bring a breath of fresh air to this idea. They are looking for people who can moderate discussions and I thought about you. The first few meetings are about film adaptations of novels: *The Hobbit*, *Little Women* and *Dune*. I remember you liked these books, but have you seen the films? They're phenomenal! Anyway, I really think you are cut out for the role. You'll gain new experience and win extra recruitment points for university. If you want to give it a go, let me or the club know by the end of February.

Best wishes,
Anna Fisher

Tekst B.

Reading books and watching films or television have always been among the most common leisure activities. We've all experienced how addictive watching TV series can be, but are we aware of how much time this pastime actually takes us? We know how beneficial reading is, but do our reading habits reflect that? Look at the figures below to understand the latest reading and watching trends in Britain.

Leisure facts and figures	Reading
	- around 20% of Britons describe themselves as eager readers who read every day 60% of Brits read paperbacks, 24% choose e-books and 8% prefer audiobooks - most readers choose fiction (35%)
	Watching
	- an average Brit watches 72 films a year - Britons spend around 6 hours a day watching TV and online video content - more than 30% of viewers chose comedy, 25% drama and 20% action film as their favourite genre

And one more figure, which connects films and books: 46% of Oscar-winning films are based on books!

Tekst D.



Hi Philip, fancy watching something together?

Sara



Sure, I love watching films with you! Then we have so many things to talk about.

Philip



Yeah, that's a big advantage of films – they're great for social life. And, you can relax after a busy day.

Sara



Isn't relaxing with a book even better? Plus, reading helps your brain functions, increases your vocabulary and ...

Philip



OK, OK, I know. How about this: let's watch a film that is based on a book. *The Hobbit*? I need to watch it before the film club meets.

Sara



You've joined the film club again? Good for you! About *The Hobbit*, it's three films, actually, not one, so we need a lot of time. Let's meet on Thursday at 5, my place.

Philip



OK!

Sara

Przeczytaj zdania 5.1.–5.3. Dopasuj do każdego zdania właściwy tekst (A–D). Wpisz rozwiązania do tabeli.
Uwaga! Jeden tekst nie pasuje do żadnego zdania.

This text ...		
5.1.	presents some information about popular phenomena.	
5.2.	outlines some positive aspects of reading and watching.	
5.3.	encourages the reader to take an opportunity to try something new.	

Przeczytaj wiadomość Sary do jej koleżanki. Uzupełnij luki 5.4.–5.7. zgodnie z treścią tekstów (A–D), tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku polskim. Uwaga! W każdą lukę można wpisać maksymalnie trzy wyrazy.

Cześć Kasiu!

Nawet sobie nie wyobrażasz, ile u mnie się dzieje! W mojej szkole reaktywowano klub filmowy. Wiesz, że jestem fanką kina, więc dla mnie to niesamowita okazja, żeby spotkać ludzi podobnych do mnie. Klub poszukuje osób, które będą

5.4. _____ o filmach. Planuję się zgłosić.

Pierwszych kilka spotkań będzie poświęconych 5.5. _____.

To często są naprawdę arcydzieła! Wiedziałas, że aż 46% filmów, które 5.6. _____, to takie właśnie produkcje?

Bardzo mnie zaskoczyła ta informacja. Wracając do klubu filmowego, mam pewne zalety w oglądaniu. Wiesz, że nie widziałam jeszcze *Hobbita*? Znam książkę, uwielbiam ją, ale ciekawa jestem, jak ta opowieść przedstawiona jest na ekranie. Umówiłam się z kolegą w 5.7. _____. Organizujemy sobie seans filmowy u niego w domu.

A co u Ciebie? Daj znać!

Sara



movie CLUB

Zadanie 6. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (6.1.–6.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

When I first came across the prototypes of laser projection virtual keyboards a few years ago, I thought they were really intriguing gadgets. But to be honest, I was pretty convinced it was just an interesting concept that would never enter mass production. **6.1.** _____ In fact, I'm holding one in my hands at the moment. Can it become an alternative to traditional keyboards?

Virtual keyboards are small devices which look like mini multimedia projectors. They are compact, lightweight and very user-friendly due to their simple design. **6.2.** _____ How do they work? They display the image of a keyboard on the surface of your desk, so you type the text directly by touching the letters and symbols on your desk.

The keyboards have their benefits. **6.3.** _____ Because of this feature, you can use them virtually everywhere – at school or in other public places. As for the downsides, the accuracy and typing speed are not satisfactory, especially if you use all ten fingers. **6.4.** _____ I have noticed that using two or four fingers decreases the number of typos you make.

All in all, laser projection keyboards are great for those who love novelty products or who want to impress their friends. But if you want to know my opinion, the product still has a lot of room for improvement.

- A** First of all, they are portable and can be easily connected by Bluetooth to any other device.
- B** This is due to the fact that traditional ones have become outdated.
- C** They only have a power button and a micro USB charging port on the side.
- D** To my surprise, the product is now widely available and relatively cheap.
- E** If you change your typing habits, however, the effectiveness will be better.

Zadanie 7. (0–4)

Przeczytaj tekst. Uzupełnij luki w zdaniach 7.1.–7.4. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

Despite the fact that recruiters usually get many job applications, they struggle to find the right people for the post they are offering. What makes you suitable for a job is not only a good education. While your degree may have provided you with plenty of useful subject-specific knowledge and abilities, there are skills which are hardly ever gained at university. Yet, they are crucial for your prospective employers.

One of these key skills is resilience, the ability to cope with stressful situations and taking the right decisions when unexpected things happen. Of course, nobody expects candidates to be unaffected by these difficult situations, but you should be able to show what kinds of strategies you have to deal with them.

Another quality which is valued is good communication. This skill involves not only the ability to put your ideas across in a clear manner, but also to listen to others. If you want a piece of advice, put on your CV examples of when you used these skills practically.

It also matters whether you have good leadership and management skills. These are desirable in different types of jobs, not only managerial ones. Employers want to take on people who will be leaders motivating others in the team to achieve specific goals. You should also be able to demonstrate that you are good at self-management, which means that you can organise your time and work effectively.

All of the skills listed above should be developed long before you graduate. Those of you who want to be competitive on the job market will definitely want to start planning their future right now.

- 7.1. To be the right candidate for a job, you need both _____ provided by your degree and other skills gained outside the university.
- 7.2. In unexpected situations, candidates must demonstrate _____ to deal with them.
- 7.3. Good communication skills are both about expressing yourself in a clear way and _____.
- 7.4. Leadership skills are important to recruiters because they want employees to _____ to reach goals.

Wskazówki

- Gdy rozwiązujesz zadanie oparte na pojedynczych zdaniach, po uzupełnieniu luki sprawdź, czy całe zdanie jest logiczne i poprawne gramatycznie. Upewnij się, że nie przekroczyłeś / nie przekroczyłaś podanego limitu słów. Sprawdź, czy nie brakuje przymizków (*in, on, under, from*) lub przedimków (*a/an, the*).
- Gdy rozwiązujesz zadanie sprawdzające znajomość środków językowych oparte na tekście, najpierw przeczytaj tekst, aby zorientować się, jakie słownictwo lub struktury gramatyczne są testowane. Ustal na podstawie kontekstu, jaka część mowy powinna zostać użyta, w jakim czasie należy zastosować czasownik, lub w jakim stopniu powinien wystąpić przymiotnik, aby poprawnie uzupełnić lukę. Sprawdź, czy rzeczownik powinien być w liczbie pojedynczej czy mnogiej.

Zadanie 8. (0–5)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (8.1.–8.5.). Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. **Uwaga!** Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

- 8.1.** As a teenager, he earned his pocket money helping his father with repair works at home.
USED

As a teenager, he _____ his pocket money helping his father with repair works at home.

- 8.2.** This is their first visit to Thailand.
NEVER

They _____ Thailand before.

- 8.3.** They will open the new opera building to the public in June.
BE

The new opera building _____ to the public in June.

- 8.4.** We don't have any milk in the fridge. Could you buy a carton on your way back home?
RUN

We've _____ milk. Could you buy a carton on your way back home?

- 8.5.** The book was so boring that I stopped reading it after twenty pages.
SUCH

It was _____ that I stopped reading it after twenty pages.

Zadanie 9. (0–5)

Uzupełnij zdania 9.1.–9.5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. **Uwaga!** W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

- 9.1.** Please promise me _____
(*you / never / talk*) to me in such a rude way.

- 9.2.** What _____ (*you / work*) on when I came into the office?

- 9.3.** Robbie doesn't need this course.
He _____ (*seem / know*) everything about programming.

- 9.4.** I won't talk to Mike again
_____ (*unless / he / apologise*).

- 9.5.** She _____ (*look / forward*) her trip to Taiwan. She's been planning it for months.

Zadanie 10. (0–3)

W zadaniach 10.1.–10.3. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

- 10.1.** _____
A He couldn't buy a new smartphone because he was _____ of money.

- B** I can't work till December, I'm interested in _____-term employment.

- 10.2.** _____
A She made a _____ to leave the country and study abroad.

- B** You can have chicken with a side dish of your _____.

- 10.3.** _____
A In the future I want to _____ up my own IT business.
B You have to _____ yourself small goals for every week.

Wskazówki

- Zanim zaczniesz pisać swoją wypowiedź, przemyśl jej kompozycję, tak aby osoba, która czyta Twoją pracę, nie miała problemu z jej zrozumieniem.
- Wypowiedź pisemna powinna być logiczna, spójna i przejrzysta. Możesz wynotować sobie, co chciałbyś/chciałabyś umieścić we wstępie, poszczególnych akapitach i podsumowaniu wypowiedzi.
- Nie zapominaj też o właściwym ujęciu i wyczerpaniu tematu, zgodnie z instrukcją zawartą w poleceniu i formą wypowiedzi.
- Po napisaniu pracy przeczytaj ją, aby sprawdzić, czy nie popełniłeś / nie popełniłaś błędów i czy odniósłeś/odniosłaś się do wszystkich punktów polecenia.
- Upewnij się, że nie przekroczyłeś / nie przekroczyłaś podanego limitu słów.

Zadanie 11. (0-12)

Planowałeś/Planowałaś aktywny wyjazd wakacyjny, ale podczas uprawiania sportu doznałeś/doznałaś kontuzji i w związku z tym wyjazd, w którym miałeś/miałaś uczestniczyć z kolegą nie dojdzie do skutku. W e-mailu do tego kolegi:

- opisz stan swojego zdrowia oraz okoliczności, w jakich doznałeś/doznałaś kontuzji;
- poinformuj go, że nie będziesz mógł/mogła z nim wyjechać, i przedstaw swój pomysł na spędzenie wakacji;
- zaproponuj, jak będziecie mogli spędzić czas, gdy już wydobrzejesz;
- wyjaśnij, jak zamierzasz zapobiec podobnym kontuzjom w przyszłości.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność **pełnego** przekazania informacji (5 punktów), **spójność i logika** wypowiedzi (2 punkty), **zakres środków językowych** (3 punkty) oraz **poprawność środków językowych** (2 punkty).

CZYSTOPIŚ

Hi Tom,

You won't believe what happened. I had an accident while doing sport.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Wskazówki

- Gdy rozwiązujesz zadania na rozumienie ze słuchu, najpierw dokładnie przeczytaj polecenie, pytania i wszystkie odpowiedzi.
- Pamiętaj, że informacje podane w zadaniu mogą być sformułowane inaczej niż w nagraniu. W trakcie słuchania zwróć uwagę na wyrazy, zwroty lub dłuższe fragmenty tekstu, których znaczenie jest zbliżone do treści wyrażonych w zadaniu.
- Nie zaznaczaj odpowiedzi przed wysłuchaniem całego nagrania. Słuchając nagrania po raz drugi, upewnij się, czy zaznaczyłeś/zaznaczyłaś właściwe odpowiedzi.

Zadanie 1. (0–6) | MP3 20

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. W zadaniach 1.1.–1.2. zakreśl jedną z liter A, B albo C.

Tekst 1.

1.1. David is now

- A an army medic.
- B a hospital nurse.
- C a paramedic.

Tekst 2.

1.2. Which of the following is stated in the dialogue as a fact, not as an opinion?

- A The director employed a lot of new actors.
- B The plot of the film was deliberately hard to follow.
- C The director has an excellent reputation.

W zadaniach 1.3.–1.6. zakreśl jedną z liter A, B, C albo D.

Tekst 3.

1.3. At the beginning of her talk, the speaker

- A promotes one aspect of the company's recruitment policy.
- B points out the advantages of her profession.
- C gives reasons why the company is admired.
- D claims that she is a good example of the company's approach.

1.4. Which of the following reflects the speaker's feelings?

- A She is concerned that older employees are unwilling to learn.
- B She is worried that few new employees will remain with the company.
- C She is excited about the possibilities that a diverse staff presents.
- D She is proud to lead a company run mainly by women.

1.5. The speaker quotes a saying about multitasking in order to

- A point out the variety of skills needed for the job.
- B clarify the company's focused approach.
- C encourage new employees to learn as much as possible.
- D criticise other companies for their lack of direction.

1.6. What is the message of the story that the speaker concludes with?

- A Everyone has a role to play in a successful venture.
- B Work can't always be shared equally.
- C You should master as many skills as possible.
- D You should not let a sense of power go to your head.

Zadanie 2. (0–4) | MP3 21

Usłyszysz dwukrotnie wypowiedź na temat historycznych budynków. Na podstawie informacji zawartych w nagraniu uzupełnij luki 2.1.–2.4. w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

HISTORIC PRESERVATION DISTRICTS IN THE U.S.

IMPORTANT DATES

- 2.1. _____ – Charleston, South Carolina declares a Historic Preservation District
- 1937 – New Orleans follows suit
- 1966 – National Register of Historic Places set up by 2.2. _____

FACTS

- The National Register of Historic Places doesn't impose any of the 2.3. _____ on the owners of properties listed
- local governments make the rules and form review boards
- 2.4. _____ over some of the rules have gone as far as the United States Supreme Court

Zadanie 3. (0–5) | MP3 22

Usłyszysz dwukrotnie wywiad na temat wodoru jako alternatywnego źródła energii. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 3.1.–3.5., tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

- 3.1. The host has recently learned that the EU and Asia are making _____ in hydrogen as an energy source.
- 3.2. According to Dr Brandon, there are some major _____ the practicality and efficiency of hydrogen.
- 3.3. One problem is that _____ pure hydrogen on Earth, so it has to be extracted from water.
- 3.4. The guest mentions _____-powered vehicle called Hindenburg, as the example of an infamous air disaster.
- 3.5. Currently, the most practical use of hydrogen is to supplement the energy from _____.

Wskazówki

- Gdy rozwiązujesz zadanie na rozumienie tekstów pisanych, najpierw przeczytaj pytania dotyczące danego tekstu. Następnie przeczytaj tekst i znajdź fragmenty, których te pytania dotyczą. Szukaj w tekście tych samych treści wyrażonych innymi słowami.
- Zwróć uwagę, że odpowiedź może być wyrażona bezpośrednio w tekście lub może być jedynie pośrednio zasygnalizowana. Możesz też zostać poproszony/poproszona o wyciągnięcie wniosków z danego fragmentu tekstu.
- Gdy zaznaczysz już wszystkie odpowiedzi, przeczytaj ponownie tekst i upewnij się, czy są właściwe.

Zadanie 4. (0–5)

Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (4.1.–4.5.). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli. Uwaga! W jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author ...	Answer
4.1. link the decision to continue the project to a long-held animosity between two countries?	
4.2. describe attempts to stop the project from continuing and compare it to other achievements?	
4.3. give examples of the structures which define cities' characters for members of the public?	
4.4. express the public's doubts about decisions regarding the final design and describe the impracticality of the project?	
4.5. outline the first steps in the creation of the tower and explain the reason for its name?	

The Eiffel Tower

- A** Every great city has its defining landmarks, which are recognisable to people all over the world. For example, Rome has the Colosseum, Athens the Parthenon, and New York the Empire State Building. Of course, when people think of Paris, one of the first things that comes to mind is the Eiffel Tower. What they don't realise is that, at the time of its initiation in the late 19th century, the project faced a great deal of resistance and, looking back, it seems incredible that it ever got built.
- B** The first conceptual sketches of the tower were made by Maurice Koechlin, an architect at the Eiffel building company, in 1884. The owner of the company, Gustave Eiffel, was less than enthusiastic about the original design, but as it was added to and refined he began to come around to the concept. In the end, Eiffel bought the rights to the design from the engineers and the architects who had developed it, and his name became permanently attached to the project, even though he had little to do with its design.
- C** It was decided that the tower would serve as the entrance to the 1889 World Exhibition, an event organised to commemorate the centennial of the French Revolution. One has to assume that there was an element of competitiveness in this decision. The age-old rivalry between France and Great Britain – the latter being a country which had begun to demonstrate its technological and engineering expertise much earlier – must have given the project a boost, since it was a unique chance to prove that the French could also construct a technological marvel which no other country had, until then, attempted.
- D** As soon as the designs for the project were made public in 1887, engineers, architects and artists unrelated to the project began to voice their objections, and a protest group was formed in order to stop construction before it had even begun. While some engineers did not believe such a tall tower was actually possible to build, the main objection was that such a bizarre object would not fit in alongside the architecture and atmosphere of Paris, and that it would become a permanent eyesore if it was completed. Despite the protests, the project went ahead, and the tower was completed in time for the exhibition in 1889. The Eiffel Tower soon became what is one of the most recognisable structures in the world.

Zadanie 5. (0–3)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (5.1.–5.3.) literę, którą oznaczono brakujące zdanie (A–D), tak aby otrzymać spójny i logiczny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

Born with one leg, 21-year-old Phil Mitchell is the star of the British Paraclimbing Team and practises a sport that demands determination, strength and the capacity to 'get battered quite a lot'. Mitchell first visited a climbing wall three years ago and instantly fell in love with the sport. But despite his success in the competitive arena, the climber's true passion is exploring areas out in the wild. The camaraderie of his fellow climbers is what helps him continuously work on ways to conquer the limitations of his disability.

Paraclimbing gives disabled individuals the chance to experience their sport in a competitive environment. 'There are three competitions on the GB Paraclimbing Circuit,' Mitchell explains. 'One in London, one in Newcastle and one in Manchester. You have to complete three sport climbs and three boulder problems, and the way they score it is pretty simple. Each hold has a value up to 100. **5.1.** _____'

'However, like many events in the Paralympics, slight differences in disabilities create problems when the competitors have to be placed into categories,' says Mitchell. 'Although I'm a full leg amputee, my best friend – who has brain damage – competes in the same category as me, despite the fact that he has four contact points and I only have three. **5.2.** _____ So, presumably, as more people discover paraclimbing, the categories will be refined.'

The young man clearly doesn't view his disability as such, instead approaching his climbing with the same attitude as any other sportsman. 'Everybody is physically different, for instance, some people are too short to make certain moves. And that's all that I am really, just not physically apt to do specific moves. **5.3.** _____ Everyone's different, and you just have to learn to work with what you've got.'

Mitchell's injury rate certainly reflects his talent for climbing. 'I haven't hurt myself much, though I really quite badly injured my ankle last year when I fell and landed between the two crash mats rather than on them. But you've just got to be brave and pick yourself up, because you get battered quite a lot, and that's really just part of the sport.'

- A** They argue that the system is set up this way because there aren't enough people competing.
- B** That's a common misunderstanding about what paraclimbing involves.
- C** On the other hand, I'm better suited to certain actions than people with no disabilities.
- D** The further up you get, the more holds you use and the more points you get.

Zadanie 6. (0–7)

Przeczytaj dwa teksty związane ze szklarniami. Wykonaj zadania 6.1.–6.7. zgodnie z poleceniami.

Tekst 1.

A COAT AND A KNIFE

'Can you walk me through exactly what happened this morning?' Detective Linda Hopkins asked the elderly woman for the third time. Mrs Leverly had not moved since showing the detective into the sitting room and then, collapsing onto the rather worn out sofa like a rag doll. Up to now, she had only mumbled how horrible it was, how she couldn't understand where the coat and knife had come from, and how could this have happened here?

She now seemed to pull herself together. 'Pardon me? What do you mean?'

'What time did you go to the greenhouse? And was there any particular reason why you went there?' The older woman merely stared at her. 'I know this is very upsetting, but we do need some more details.'

Actually, there was no particular reason why Mrs Leverly should have gone to the greenhouse that Sunday morning. For the most part, the plant-filled structure took care of itself, only needing her attention when it was time to water the plants, or when it was necessary for her to light the stove that kept her precious plants safe from frost. But despite all that, Mrs Leverly had walked to the greenhouse, opened the door, taken a deep breath of the warm air and then, looked towards the far end of the building. At first, she had assumed that the gardener had dumped a pile of burlap sacks on the floor. Then, to her horror, she realised that it was a woman's brown coat lying on the floor, and next to it was a bloody knife.

'That's the peculiar thing,' Mrs Leverly eventually got out in a hoarse whisper. 'I had no reason to go there. I'd watered the plants yesterday, and there was no sign of frost, so – why should I have gone?'

'And what time was it when you *did* go?'

'At about half past eight, I think. I didn't really notice, but it was soon after I'd had my second cup of tea.'

'Did you speak to anyone this morning?'

'Oh – oh, yes, I rang my sister. We give each other a ring every morning, without fail. That was about quarter past eight. After my breakfast, and before my second cup.'

'Did you recognise the coat, by any chance?'

'Certainly not! I've no idea who it belonged to, or why it was there. It makes no sense!'

'No, a murder very seldom makes sense,' the detective said flatly. 'That is why we need to consider every possibility of what might have happened there.'

Mrs Leverly gasped. 'Murder? But it was only a coat ...'

'And a bloody knife. I'm afraid there is little doubt. Now, does anyone else have access to the greenhouse? And is it normally kept locked?'

'My gardener, Mr Wilkins, goes in and out every day, but there's never been a lock, there's never been any need for it!'

'Mr Wilkins. First name?'

'Thomas – Tom. He lives out at Briar Farm.'

'Ah,' the detective said. 'Thomas Wilkins, Briar Farm. I've known him for some time now. That's awfully interesting.'

'He came highly recommended! And he's been very good, generally, though he doesn't edge the lawns the way my Frank used to do them.'

'Frank? A previous gardener?'

'No, my late husband – God rest his soul. We got married late in life, but we had nearly ten very happy years together. Very happy, yes, despite the fact that his previous family no longer spoke to him. He had three daughters, you see, but there was a family row – absolutely *not* his fault, you know – after his first wife's death, and they cut off all contact.'

'Interesting,' the detective repeated, as if to herself.

W zadaniach 6.1.–6.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter A, B, C albo D.

6.1. Based on the first paragraph, Mrs Leverly's initial behaviour could be described as

- A** rude.
- B** unconcerned.
- C** defensive.
- D** confused.

6.2. Which of the following happened first chronologically?

- A** Mrs Leverly went to the greenhouse.
- B** Mrs Leverly spoke to her sister.
- C** Mrs Leverly had breakfast.
- D** Mrs Leverly drank a cup of tea.

6.3. In her conversation with Mrs Leverly, Detective Hopkins

- A** stressed that she considered Mrs Leverly a suspect.
- B** offered a plain explanation as to what must have happened in the greenhouse.
- C** made it clear that she was considering all possibilities.
- D** enquired whether Mrs Leverly had forgotten to lock the greenhouse.

6.4. Which of the following statements is NOT true?

- A** Detective Hopkins was familiar with Mrs Leverly's gardener.
- B** Detective Hopkins was convinced a crime has been committed.
- C** Mrs Leverly's life followed a regular routine.
- D** Mrs Leverly's late husband was very close to his daughters prior to his death.

Tekst 2.

A VICTORIAN WONDER'S RETURN TO ITS BETTER-THAN-FORMER GLORY

If you have wondered what it would take to repair, restore and modernise the largest Victorian-era greenhouse on the planet, it turns out that there is an answer: five years, 41 million pounds, 15,000 sheets of glass and an amount of scaffolding that is hard to even imagine. And that is not to mention the huge number of expertly-trained workers who were employed to repair or recreate metal framing components, install the glass, upgrade the heating, ventilation and watering systems and – last but certainly not least – uproot, care for, and replant the 10,000 or so plants which had to be relocated during the five years of work. If you are asking yourself why they couldn't just replace all the plants with new ones, consider that the Temperate House at Kew Gardens – the greenhouse we are talking about – houses countless plants of such uniqueness and value that they are considered irreplaceable. These include species of plants so rare that they are technically extinct in the wild, including a tree which has survived since the time of the dinosaurs, but which is now called 'the loneliest tree in the world' because there are no longer any remaining females of the species.

The greenhouse – the main and oldest part of which was designed by Decimus Burton in 1860 – was considered one of the technological wonders of the Victorian era, and has attracted millions of visitors over its 100-plus year history. What many visitors don't realise is that it took decades for the entire structure to be completed, and that what was the original main part of the structure was extended over the years in order to accommodate the increasing number of plants brought to Kew by fearless plant-hunters.

Sadly, as costs increased and delays interfered with public access, cheaper materials and less expert labour were employed, leaving the structure with infinite issues which eventually reached a critical point in the current century. Ill considered maintenance added to the long-term problems, making a total renovation vital. If Kew wanted to maintain one of its key attractions, and if botanists and other scientists wanted the wide variety of rare plants to be preserved in one place for further study and cultivation, the repairs simply had to be done, and funding from the Heritage Lottery Fund and the government made it all possible.

One of the first visitors to the re-opened facility – naturalist and television celebrity Sir David Attenborough – is one of many who are extremely appreciative of the effort, calling the restored greenhouse 'a breathtakingly beautiful space'. It seems more than likely that future visitors will have the same reaction.

Uzupełnij luki w zadaniach 6.5.–6.7. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

6.5. In the title, the author refers to its 'better-than-former glory' because the renovation of the Victorian greenhouse included _____.

6.6. Most of the plants housed in the Temperate House are extremely _____, and that is why they are irreplaceable.

6.7. Age and poor maintenance _____ the Temperate House from top to bottom.

Zadanie 7. (0–3)

Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 7.1.–7.3. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

UBIQUITOUS GAZE

When I was a child, my grandparents lived in a very old house in Massachusetts. I loved the place partly because it had a large field behind the house, backing onto a mysterious patch of woodland, and the shallow stream running between the field and the forest provided endless entertainment. This was such a contrast to our fourth-floor city apartment that it was bound to be appealing.

There was one thing I very much disliked about the place, however, and that was the portrait which hung over the fireplace in the living room. It depicted a pleasant-looking young woman, but what was disturbing about it was the way the young woman's eyes always seemed to be staring at me. Every time I passed through the room, I became convinced that I was being watched, so I soon tried to avoid going anywhere near her. No one noticed my tendency to steer clear of the front room on our regular weekend visits. But one summer when I was nine, I spent two months there while my parents were abroad, and my grandfather soon noticed my reluctance. When he asked me about it, I tried to brush him off with some lame excuse, but he saw right through me.

'It's the portrait, isn't it?' he asked. 'I used to be very unnerved by her as well. But then I learned what her secret is.'

'Is she – is she really watching us?' I stammered.

'Certainly not. Here, come take a closer look.' He led me into the living room and stood me in front of the portrait. 'Look at the way her eyes are painted. They seem to be set back into her face, so that there are shadows around them, which makes the whites stand out. And notice that she's looking directly at the person in front of the portrait – but if you move to the side, the depth of her eyes creates the illusion that her eyes are following you. Some art experts call this the 'ubiquitous gaze' effect. I believe painters first started doing this in order to make their portraits appear more lifelike. I'm pretty sure it wasn't their intention to scare us!'

The narrator loved his grandparents' house because it was **7.1.** _____
the place where he lived in the city. The one thing that bothered him was the portrait
in the living room, depicting a woman whose eyes seemed to follow him around the room.
During one extended visit, his grandfather noticed that the boy
7.2. _____ by the portrait, and he admitted that he had also used
to feel uncomfortable in the presence of the picture in the past. Then, he offered a logical
explanation of the phenomenon, saying that the method **7.3.** _____
the painter made the viewer think that they were being watched. He added that he thought
the method added realism to portraits, and that the artists had not meant to frighten people.

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

Część pisemna (poziom rozszerzony) Znajomość środków językowych

Wskazówki

- Gdy rozwiązujesz zadanie sprawdzające znajomość środków językowych oparte na tekście najpierw przeczytaj tekst, aby zorientować się, jakie słownictwo lub struktury gramatyczne są testowane. Ustal na podstawie kontekstu, jaka część mowy powinna zostać użyta, w jakim czasie należy zastosować czasownik lub w jakim stopniu powinien wystąpić przymiotnik, aby poprawnie uzupełnić lukę. Sprawdź, czy rzeczownik powinien być w liczbie pojedynczej czy mnogiej.
- Gdy rozwiązujesz zadanie oparte na pojedynczych zdaniach, po uzupełnieniu luki sprawdź, czy całe zdanie jest logiczne i poprawne gramatycznie. Upewnij się, że nie przekroczyłeś / nie przekroczyłaś podanego limitu słów. Sprawdź, czy nie brakuje przyimków (*in, on, under, from*) lub przedimków (*a/an, the*).

Zadanie 8. (0–6)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter A, B, C albo D.

New series: 'I WILL'

Sundays at 8 p.m.

We have all heard of wedding planners who help young couples, those that aren't too **8.1.** ____ of money at least, to organise all aspects of their special day from the ceremony to the **8.2.** ____ and honeymoon. Now, it is also possible to have your engagement planned as well. It is no longer enough in these days of social media to simply get down on one knee, **8.3.** ____ done somewhere spectacular.

Do you wish you **8.4.** ____ share their experiences? Well, now you can by watching our new reality show: *I will*. The series is an engrossing and often **8.5.** ____ look at the lengths people will go to in order to make their proposal stand out from the crowd. We watch as one of the partners (not always the male!) explains their ideas and then observe how the planners turn these into reality.

In the first episode, we follow three couples **8.6.** ____ plans take them to Venice, a tropical island and the top of Mount Kilimanjaro in Africa. Will they manage to avoid any travel mishaps which could ruin the occasion? Will their partner say 'Yes'? Tune in on Sundays at 8 p.m. to find out.

- | | |
|------------------------------|--------------------|
| 8.1. A tight | B short |
| C low | D poor |
| 8.2. A gathering | B endorsement |
| C destination | D reception |
| 8.3. A if only it was | B it has to be |
| C it will have been | D it's time it was |
| 8.4. A had | B would |
| C could | D should |
| 8.5. A hilarious | B unstoppable |
| C gloomy | D deserted |
| 8.6. A who | B which |
| C whom | D whose |

Zadanie 9. (0–4)

W zadaniach 9.1.–9.4. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

- 9.1.** ____
A I'm not sure what exactly is the ____ of his visit.
B It all depends whether she scores another ____ in the match tomorrow.
C When it got to the ____ that she could no longer keep quiet, she went and talked to her boss.
- 9.2.** ____
A Do your children know how to ____ the road safely?
B We need to ____ the French border in the morning in order not to be late for the meeting.
C We should meet Sally at the point where the two roads ____.
- 9.3.** ____
A My sister can almost always ____ me at chess, but I'm a better video game player.
B In the past, people used to ____ carpets to get them clean instead of using a vacuum cleaner.
C If we can't ____ the world record this time, we'll try again next year.
- 9.4.** ____
A I had to ____ in a queue for nearly an hour to buy the theatre tickets.
B I can't ____ the way she constantly criticises our work.
C I think that painting will ____ out more if you paint the frame black.

Zadanie 10. (0–4)

Uzupełnij zdania 10.1.–10.4. Wykorzystaj w odpowiedniej formie podane w nawiasach wyrazy. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

- 10.1.** Tommy was surprised that he ____ (manage / pass) his exam as he had studied very little.
- 10.2.** If I hadn't recommended summer courses so highly, Sarah probably ____ (not sign) up for one in art history with me.
- 10.3.** Despite ____ (conduct / great number) of opinion polls, no one was able to predict who would win the election.
- 10.4.** Don't you think it ____ (time / we / go) to visit Gran and Grandpa? We haven't seen them in months.

Wskazówki

- Zanim zaczniesz redagować wypowiedź pisemną, przemyśl jej kompozycję, tak aby osoba, która czyta Twoją pracę, nie miała problemu z jej zrozumieniem.
- Wypowiedź pisemna powinna być logiczna, spójna i przejrzysta. Możesz zanotować, co chcesz umieścić we wstępie, poszczególnych akapitach i podsumowaniu tekstu.
- Nie zapominaj też o dokładnym ujęciu tematu zgodnie z instrukcją zawartą w poleceniu i rodzaju wypowiedzi.
- Po napisaniu pracy przeczytaj ją, aby sprawdzić, czy nie popełniłeś / nie popełniłaś błędów i czy odniosłeś/odniosłaś się do wszystkich informacji podanych w poleceniu.
- Upewnij się, że nie przekroczyłeś / nie przekroczyłaś podanego limitu słów.

Zadanie 11. (0–13)

Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz wybrany przez Ciebie temat. Zakreśl jego numer.

1. Ostatnio wiele się mówi o tym, że młodzi ludzie prowadzą niezdrowy styl życia, któremu sprzyja nieprawidłowa dieta i siedzący tryb życia. Twoja klasa chciałaby zorganizować akcję mającą na celu przeciwdziałanie temu zjawisku i zachęcić do udziału w niej kolegów ze szkoły partnerskiej z Anglii. Napisz **list** do uczniów z tej szkoły, w którym uzasadnisz potrzebę zorganizowania takiej akcji oraz przedstawiś jej projekt.
2. W dzisiejszych czasach młodzi ludzie często decydują się na studiowanie i mieszkanie z dala od domu. Napisz **artykuł**, w którym omówisz przyczyny tego zjawiska, i zaproponujesz sposoby zachęcania młodych ludzi do pozostania we własnych społecznościach i ich ulepszania.
3. Wiele osób szuka porad medycznych w Internecie. Napisz **rozprawkę**, w której przedstawiś zalety i wady takiego rozwiązania.
4. Wiele nastolatków dokumentuje swoje codzienne życie na zdjęciach, które następnie umieszcza na portalach społecznościowych. Napisz **rozprawkę**, w której przedstawiś swoją opinię na temat tego zjawiska, odnosząc się zarówno do zasad bezpieczeństwa, jak i konieczności podtrzymywania kontaktów z bliskimi.

CZYSTOPIŚ

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

🕒 2 minuty

Rozmowa wstępna

Wskazówki

- Rozmowa wstępna ma na celu oswojenie zdającego z sytuacją egzaminacyjną, przygotowanie go do głównej części egzaminu ustnego oraz poprawienie jego efektywności podczas wykonywania kolejnych zadań.
- Ta część egzaminu ma charakter swobodnej, naturalnej rozmowy, więc postaraj się zrelaksować.
- Egzaminator zada Ci kilka pytań związanych z Twoim życiem i zainteresowaniami. Pytania te zamieszczone są tylko w zestawie dla egzaminującego. Postaraj się odpowiadać pełnymi zdaniami. Pamiętaj, że Twoim zadaniem jest wykazanie się znajomością zróżnicowanego słownictwa oraz środków językowych.
- Mów wyraźnie i nie spiesz się z odpowiedziami.
- Nie bój się rozwijać swoich odpowiedzi. Użycie zwrotów takich jak: *As a matter of fact ...* lub *What I mean is that ...* zademonstruje Twoją wiedzę i ułatwi przebieg rozmowy.

🎓 Answer the questions.

- 1 What do you enjoy doing in your free time? Why do you like it so much?
- 2 Do you like cooking? Why/Why not?
- 3 What do you do in your day-to-day life to stay healthy and fit? What do you avoid doing?
- 4 What kind of job would you like to have in the future? Why?
- 5 Do you follow the news? Why/Why not?

🕒 4 minuty **Zadanie 1.**

Rozmowa z odgrywaniem roli

Wskazówki

- Zadanie pierwsze polega na przeprowadzeniu rozmowy, w której zdający i egzaminator odgrywają role opisane w poleceniu. Szczegóły roli Twojego rozmówcy zamieszczone są wyłącznie w zestawie dla egzaminującego.
- W tej części egzaminu musisz odnieść się do czterech elementów wskazanych w poleceniu i omówić każdy z nich w co najmniej dwóch zdaniach.
- Możesz zostać poproszony/poproszona o dokładniejsze wyjaśnienie jakiejś kwestii, podanie większej ilości szczegółów, przedstawienie opinii lub udzielenie rady. W takiej sytuacji musisz właściwie zareagować na wypowiedź egzaminującego.
- Egzaminator może nie zgodzić się z Twoją propozycją i poprosić Cię o inne rozwiązanie. Nie oznacza to, że podana przez Ciebie propozycja jest nieodpowiednia. To standardowa część egzaminu oraz sposób na ocenę Twojej wiedzy i umiejętności.

🎓 Do the task. Then change roles and do the task again.

Uczeń A

Chcesz spędzić najbliższe wakacje, pracując za granicą. Rozmawiasz z przedstawicielem firmy, która specjalizuje się w organizowaniu tego typu wyjazdów. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

motywacja do pracy za granicą i wybrany kraj

doświadczenie zawodowe

zarobki

transport i zakwaterowanie

Uczeń B

Jesteś przedstawicielem/przedstawicielką firmy, która specjalizuje się w organizacji studenckich wyjazdów do pracy za granicą. Rozmawiasz z osobą zainteresowaną takim wyjazdem.

W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane kwestie:

- 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, aby uczeń A przysłał e-mailem referencje od ostatniego pracodawcy lub od jednego ze swoich nauczycieli,
- poinformuj ucznia A, że koszty transportu nie są wliczone w cenę wyjazdu.

(Rozmowę rozpoczyna uczeń B.)

🕒 3 minuty **Zadanie 2.**

Rozmowa na podstawie ilustracji

Wskazówki

- W zadaniu drugim zostaniesz poproszony/poproszona o opisanie ilustracji i odpowiedzi na pytania egzaminatora.
- Opisując ilustrację, używaj konstrukcji *There is/There are*, czasu *present continuous* oraz wyrazów i zwrotów służących do spekulacji na temat tego, co widzisz na zdjęciu (*I feel that this place ...*, *This is the sort of place that might offer ...*, *It seems to me that this would be a good place to ...*; *Perhaps this place could be used for ...*). Uwzględnij informacje o tym, kogo przedstawia zdjęcie, gdzie się znajduje dana osoba, jaką czynność wykonuje, jak wygląda oraz co może czuć w przedstawionej sytuacji.
- Po opisaniu ilustracji egzaminator zada Ci trzy pytania. Pytania te zamieszczone są wyłącznie w zestawie dla egzaminującego. Pierwsze z nich odnosi się bezpośrednio do zdjęcia i wymaga interpretacji przedstawionej na nim sceny. Drugie pytanie jest związane z tematyką zdjęcia, lecz będzie dotyczyło Twoich poglądów, upodobań, zainteresowań lub planów. Trzecie pytanie dotyczy wydarzeń lub doświadczeń z przeszłości. Odpowiadając na nie, stosuj czasy przeszłe (*past simple*, *past continuous*, *past perfect*).

📖 Describe the photo and answer the questions. Then change roles and do the task again.



- How are the people feeling at the moment? Why do you think so?
- Do you think it's a good idea to involve children in sport from an early age? Why?
- Talk about the last time you or someone you know took part in a sports competition.

🕒 5 minut **Zadanie 3.**

Rozmowa na podstawie materiału stymulującego

Wskazówki

- W zadaniu trzecim zostaniesz poproszony/poproszona o wybranie spośród zilustrowanych propozycji tej, która, Twoim zdaniem, najlepiej spełnia warunki wskazane w poleceniu. Następnie odpowiesz na pytania egzaminującego.
- Dokonując wyboru, odnieś się do zilustrowanych propozycji i podaj argumenty uzasadniające wybór jednej z nich oraz przyczyny odrzucenia pozostałych. Wypowiedź powinna składać się z pełnych zdań. Używaj zwrotów i wyrażen takich jak: *I believe/think that*, *The one that appeals to me is ...*, *I believe this experience would be the most valuable because ...*, *In my opinion ...*, *This option is definitely more/less appealing than the other ones because ...*.
- Kiedy zakończysz wypowiedź, egzaminator zada Ci dwa pytania. Pytania te zamieszczone są wyłącznie w zestawie dla egzaminującego. Pamiętaj, aby nie udzielić tylko prostej odpowiedzi, ale również uzasadnić ją w dwóch-trzech zdaniach.

📖 Do the task and answer the questions. Then change roles and do the task again.

Razem z wychowawcą i kolegami oraz koleżankami z klasy organizujesz warsztaty na temat zdrowego odżywiania. Masz do wyboru trzy formy przeprowadzenia warsztatów.

- Wybierz formę, która byłaby bardziej korzystna dla uczestników warsztatów, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- How important is it for people to meet in person for educational purposes? Why?
- Studying to develop your interests is more important than studying for a specific career. Do you agree with this statement? Why/Why not?



BEFORE WATCHING

1 Complete the words in the Study glossary.

Study glossary

- 1 An **as** _____ is work you have to do as part of your studies or job.
- 2 A **de** _____ is a specific time or date by which you have to do something.
- 3 A **di** _____ is something that gets your attention and prevents you from concentrating on something else.
- 4 A **le** _____ is a teacher at a British university or college.
- 5 To **pr** _____ is to decide in what order you should do things, based on how important or urgent they are.
- 6 The word **sc** _____ can refer to a plan of activities or events and when they will happen, or the act of planning them.
- 7 A **ta** _____ is a job, activity or piece of work that you have to do.
- 8 Time **ma** _____ is planning when you do different activities so that you can use your time efficiently.

WHILE WATCHING

2a Watch the video and write the correct names.



Deana



Sam



Vanessa



Bea



Chris

Who

- 1 asks what type of support they can look for?
- 2 needs help balancing their free time with studying?
- 3 asks about help from other people?
- 4 wants to include more free time in their schedule?

2b Watch Deana's advice for Vanessa again. Who do you think a 'study buddy' is? Write a definition.

2c VIDEO SKILLS Read the video skills box.

Then watch again and complete Deana's advice.

- 1 The first thing she suggests Sam does is _____
- 2 The second thing is to complete a timetable by _____
- 3 The most important thing a study buddy can do is _____
- 4 Her second piece of advice to Bea is to _____
- 5 Deana first suggests that Chris _____
- 6 Two resources she mentions are _____
- 7 She suggests he uses a timer so he can _____

VIDEO SKILLS: Recognising paraphrasing

When people paraphrase things, they say them in different words to make things clear. These expressions introduce paraphrasing:

*In other words, ... Or rather, ... So ...
Which means ... Basically, ...*

3a Watch again and answer the questions.

- 1 What answers are the students referring to?
- 2 What type of questions do you think they answered?
- 3 Can you imagine what any of the questions were?
- 4 What same two pieces of advice does Deana give to two different people?

3b What do you think Deana's best tip is? Why? What other advice would you give the people?

AFTER WATCHING

4a Think about your time management skills. Do you have any problems organising your studies or balancing your study and leisure time? What question would you ask Deana?

4b SKILLS 4 LIFE Set up a time management consultancy. Follow these steps.

- 1 You are going to give other people advice on their time management problems. Review Deana's tips and the other tips you thought of in 3b.
- 2 Ask friends, family members or classmates about their time management problems related to studies, leisure or work. Give them your advice.
- 3 Write a report for the clients of your consultancy. Briefly describe their time management problems and the advice that you gave them.

Reflect on it

Why do so many people have time management problems? As a society, what could we do to reduce them?



▶ VIDEO 18

LIFE SKILLS VIDEOS

Evaluating jobs

2

BEFORE WATCHING

- 1** Circle one or both letters to show how the words and expressions relate to jobs.

Q: personal qualities you need

G: things a job gives you

- | | |
|------------------------|-------|
| 1 challenges | Q / G |
| 2 communication skills | Q / G |
| 3 creativity | Q / G |
| 4 flexibility | Q / G |
| 5 patience | Q / G |
| 6 presentation skills | Q / G |
| 7 prospects | Q / G |
| 8 responsibility | Q / G |
| 9 satisfaction | Q / G |
| 10 training | Q / G |
| 11 variety | Q / G |
| 12 workload | Q / G |

WHILE WATCHING

- 2a** **VIDEO SKILLS** Read the video skills box. Watch the video and complete the table with brief notes



Deana



James



Tope

	Deana	James	Tope
Job			
Reasons for choosing the job			
What he/she likes			

VIDEO SKILLS: Recognising emphasis

- Verbs and adjectives:** I love, I'm passionate about
- Adverbs:** always, constantly, definitely, actually
- Expressions:** First and foremost, ... Most importantly, ...
At the end of the day, ...
- Sentence structure:**
What I love about ... is ...
The things I really enjoy are ...,
not just ... but also ...
not ... at all
I do like ... but ...

- 2b** Watch again and make a note of the skills the speakers need.

Deana (6 skills) _____

James (3 skills) _____

Tope (3 skills) _____

- 3a** Try and answer the questions from memory. Then watch again to check or complete them.

Who

- 1** has to make boring things interesting?

- 2** likes working in a team?

- 3** helps people with real-life issues?

- 4** was influenced by a teacher?

- 5** likes doing manual work?

- 6** had doubts about the workload of his profession?

- 3b** Which of the three jobs would you most like to do? Why?

AFTER WATCHING

- 4a** Look again at the skills that the three speakers need for their jobs. How many of these skills do you have? Which ones do you think you could develop? Are there any that you think you will never have? Why?

- 4b SKILLS 4 LIFE** Write an advert for your perfect job. Follow these steps.

- First, make a list of your skills. Use those you identified in 4a, and then add more. Now make a list of the things you would look for in a job, even if you don't have a specific job in mind.
- Look at your lists and invent the perfect job to match your skills and expectations. Then think of a name for this new job.
- Write an advert for your new job.

Reflect on it

Why can it be so difficult for young people to know what they want to do when they finish studying? How can they solve this problem? Think of different ways.



BEFORE WATCHING

- 1 Read the questions and find out what the underlined words and phrases mean. Then answer the questions.

A question of food

- Do you worry about food miles when you buy things? Why/Why not?

- What locally sourced products can you buy in your shops?

- Is there a farmers' market (or produce market) in your area? If so, do you shop there?

- Do you ever have food delivered to your home?

- What seasonal fruit and vegetables are there where you live?

- Are there any successful agribusinesses in your area? What do they produce?

- What food products are shipped from your country to other parts of the world?

WHILE WATCHING

- 2a **VIDEO SKILLS** Read the video skills box. Then watch the video and complete Ben's profile by writing one or two words in each gap.

Ben O'Brien used to live on a ¹_____, and became familiar with how quality food is produced and sold. In 2007 he moved to east ²_____, and in 2009 he founded a business called ³_____, which makes the same quality food available in his area. His store is located in an international ⁴_____, and is open for ⁵_____ hours every day.

VIDEO SKILLS: Understanding idiomatic expressions

You will hear the expressions below in the video. What do you think they mean? Think about the image they create, and then see if the image helps you to understand them in context.

from field to fork

come up with an idea

get a product from A to B

on your doorstep

the garden of England

wide open spaces

- 2b **Watch again.** What exactly do the underlined words mean or refer to?

- It's a bad thing.

- We should source them locally.

- They're a seasonal product.

- That uses a lot of energy.

- You have to do some complicated sums to work it out.

- 3a **Watch again and answer the questions according to what Ben says.**

- What's the simplest way to look at food miles?

- What else do you need to consider?

- Why does Ben's store import New Zealand lamb?

- Why is locally-sourced food sometimes more expensive?

- Why can the British flag on a product be deceptive?

- 3b Would you buy food at Ben's shop? Why/Why not?

AFTER WATCHING

- 4a Do you ever think about how and where the food you eat was produced? Why/Why not?

- 4b **SKILLS 4 LIFE** Some fruit can be bought all year round. Find out how. Follow these steps.

- Make a list of fruit that you can buy all year round where you live.
- Choose at least two fruits. Go online and find out where the fruit is imported from when it's not in season where you live, how far it has to travel, how it is transported and any other relevant facts.
- Make a poster to inform your classmates about the fruit you chose to investigate. Present as much factual information in a simple format as you can.

Reflect on it

Some experts say that the way we produce and consume food is unsustainable. What changes would you be prepared to make to your food habits to help change things? Would you be prepared to pay more for food, only eat seasonal food or organic food, grow your own food, or become a vegetarian?



► VIDEO 20

LIFE SKILLS VIDEOS

Learning about intelligence

4

BEFORE WATCHING

1 Match each type of intelligence with a set of abilities.

Types of intelligence

- | | |
|--------------------------|-----------------------|
| 1 LINGUISTIC | 5 BODILY-KINAESTHETIC |
| 2 LOGICAL & MATHEMATICAL | 6 INTERPERSONAL |
| 3 SPATIAL | 7 INTRAPERSONAL |
| 4 MUSICAL | |

Abilities

- a understanding and communicating with people _____
- b playing and composing music _____
- c reading and writing, talking and listening _____
- d understanding yourself and reflection _____
- e using numbers and reasoning _____
- f driving and navigating different vehicles _____
- g playing sports, acting and making things _____

WHILE WATCHING

2a You are going to watch a video with study tips for the seven types of intelligence in exercise 1. Before you watch, write the type of intelligence you predict the tips below will refer to. Then watch and check your answers.



- notes in alphabetical order _____
- study in a quiet area _____
- use graphs _____
- think about real-life examples _____
- talk to a classmate _____
- use extensive notes _____

2b VIDEO SKILLS Read the video skills box. Then watch again and write any tips related to the different types of intelligence in exercise 1 that are not included in exercise 2a.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

VIDEO SKILLS: Dealing with unfamiliar words

Ask yourself these questions. If in doubt, write down the word you hear and try to look it up.

- 1 Is it another form of a word I know?
- 2 Is it a word I know pronounced in a different way?
- 3 Have I heard part of the word or phrase in another context? Does this help me understand it?
- 4 From the context, what does the word refer to (e.g. a person, an action, a concept ...)?
- 5 What other word in English or my own language would make sense in this context?

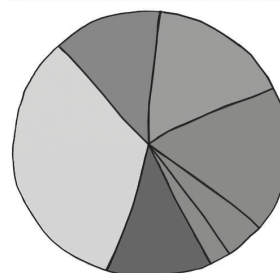
3a Watch again. Complete what the speaker says.

- 1 Organise your notes in alphabetical order so that _____.
- 2 Think about real-life examples. This will help you _____.
- 3 Talk to a classmate about _____.
- 4 Study in a quiet area where _____.
- 5 Everyone has more than one type of intelligence so _____.

3b Think about your study habits and those of people you know well. To what extent does the idea of different study tips working well with different types of intelligence make sense to you? Give examples.

AFTER WATCHING

4a Look again at the seven different types of intelligence in exercise 1. Draw a pie chart to show what the balance is between the seven types of intelligence in you.



4b SKILLS 4 LIFE Find out about other ways to define intelligence. Follow these steps.

- 1 Search for information about how one of these people sees intelligence: Robert Sternberg, David Perkins, Carol Dweck. Or find out about another way to define intelligence.
- 2 Take notes on one definition of intelligence and what the implications are for how we should learn things at school.
- 3 Write a short summary of what you found out.

Reflect on it

Academic success is just one path to succeed after school. When you look at the successful people you know, what other abilities have made them successful?



BEFORE WATCHING

1 What is the difference between the words in each group (1–6)? Write brief definitions and use a dictionary if you need help.

- 1 spend earn save waste
- 2 borrow lend owe withdraw
- 3 cash interest charges purchase
- 4 loan budget debt overdraft
- 5 credit card debit card store card discount card
- 6 ATM cashpoint statement bank account

WHILE WATCHING

2a **VIDEO SKILLS** Read the video skills box. Then watch Tope's advice on managing your money. Put the things he talks about in order.



Tope

- ☐ sticking to a budget
- ☐ contactless payment
- ☐ adult responsibilities
- ☐ avoiding wasting money
- ☐ identifying real needs
- ☐ recording what you spend

VIDEO SKILLS: Understanding natural speech

Speakers stress important words so listen for these, not for every word.

Unstressed words have 'weak forms' and are pronounced with an /ə/:

to = /tə/

Letters run together or disappear:

to be able to = /təbeɪbl̩tə/

can have = /kənəv/

Informal abbreviations are used:

going to = gonna

2b Watch again. Note what Tope says.

- 1 Three responsibilities of adult life:

- 2 A question to ask yourself before you spend money:

- 3 A question to ask yourself in order to save money:

- 4 A way to control what you spend when you go out:

- 5 What young people often spend their money on:

- 6 An easy way for teenagers to record their spending:

- 7 Tope's definition of a need:

3a Watch again. Write down Tope's three main messages.

- 1 _____ ☐
- 2 _____ ☐
- 3 _____ ☐

3b Put the messages in order of importance for you. Then explain why you chose that order.

AFTER WATCHING

4a Think about your finances and about Tope's advice. If you could talk to Tope, what would you ask him for help with? What advice do you think he'd give?

4b **SKILLS 4 LIFE** Find other money tips for teenagers. Follow these steps.

- 1 Carry out an online search with a phrase like this: Money tips for teenagers.
- 2 Visit at least three of the pages the search brings up, and make notes on any tips that Tope doesn't mention for managing your money and avoiding spending more than you have.
- 3 Write up your tips in a form you can show to your classmates. Give your tips a title: [Your name]'s top [number] money tips.

Reflect on it

If you only spent money on things you really needed, how little money could you survive on? How hard would you find it to live that way? Explain why.



► VIDEO 22

LIFE SKILLS VIDEOS

Understanding nutrition

6

BEFORE WATCHING

- 1 Think about your answers to the questions and write brief answers. Use these words to help you.

ad campaigns availability education fast food
healthy options posters taxes

- Does your school/university encourage healthy eating?
- Does the government encourage healthy eating?
- What tactics encourage you to eat healthily?
- What would discourage you from eating healthily?
- How would you encourage healthy eating?

WHILE WATCHING

- 2a ► VIDEO SKILLS Read the video skills box. Then watch four university students answering the questions in exercise 1. For each question, circle the option that best reflects their answers.



Sam



Bea



Chris



Vanessa

- Their answers to the first question are ____.
a mostly yes b mostly no c half yes, half no
- Most of them say the government ____ encourage people of their age to eat healthily.
a does b doesn't c shouldn't
- Their answers to the questions are ____.
a similar b the same c different
- Most of the answers refer to ____.
a food in general b particular foods c food labelling
- Most of them think the key to eating more healthy food is ____.
a school menus b its availability c more information

VIDEO SKILLS: Influencing people's behaviour

Persuading people to do things

encourage sth/someone to do sth promote sth

tempt someone to do sth put someone off doing sth

make sth tempting make sth available/accessible

Forcing people to do things

make sure/ensure sth happens

make someone do sth forbid/prohibit sth

tell someone (not) to do sth force someone to do sth

- 2b ► Watch again and answer the questions.

- What negative comment do the speakers make about eating options at university?
- What government action on healthy eating do the speakers mention?
- What specific tactics to encourage healthy eating do the speakers agree with?
- Which speakers are against the idea of prohibiting certain types of food?

- 3a ► Watch again. Match each speaker with one of the summaries below.

- _____ is happy with the healthy food available, but says it's more expensive than less healthy options and needs to be easier to eat on the go.
- _____ thinks healthy options and information need to be available, but we must all make our own eating choices.
- _____ thinks there are enough healthy options available at university, but better education and school menus would help change bad habits.
- _____ believes in positive campaigns and thinks healthy eating is promoted, despite mixed messages from the government.

- 3b Who do you identify most with? Why?

AFTER WATCHING

- 4a Look again at exercise 1. After listening to the speakers, do you want to change or add to your answers?

- 4b SKILLS 4 LIFE Write a letter to your government about a food issue. Follow these steps.

- Choose an area of nutrition that concerns you. Use one of these issues, or think of another one: added sugar, saturated fat, organic food, factory farming.
- Do some research about the issue. Find out if there are any health risks related to the issue. Be careful to note whether the risks are scientifically proven or not.
- Write a letter to the leader of your country. Tell him/her why you're concerned about the issue, and what action you think the government should take.

Reflect on it

It is often more expensive to eat healthily, which means that some families find it harder to give their children healthy options. Do you think this is fair? What could we do to address this inequality?



BEFORE WATCHING

- 1 Complete the overview of crowdfunding with these words.

back campaign ground life platform
raise reward

Crowdfunding is a way for entrepreneurs to get their projects off the ¹_____ without going to a bank for money. The idea is that by getting small financial contributions from a lot of people, you can ²_____ enough money to bring your ideas to ³_____. The process starts with a proposal that needs funding. This is promoted on an Internet site called a ⁴_____, which allows people to find out about the project and decide if they want to ⁵_____ it. If the project's promotional ⁶_____ is successful, it gets the money it needs, usually in return for some type of ⁷_____ for its backers.

WHILE WATCHING

- 2a Watch the video and complete the description of James' project.



James

Project: ¹_____
Platform: ²_____
Number of backers: ³_____
Money raised: ⁴_____
Money used for: ⁵_____

- 2b VIDEO SKILLS Read the video skills box. Then watch again and complete the sentences with no more than five words.

- Crowdfunding was essential because _____
- He chose the platform because it offered _____
- This makes it possible to _____
- The film crew helped by _____
- The video consisted of _____
- The film is a _____

VIDEO SKILLS: Understanding adverbs

Check you understand these adverbs. Use a dictionary to help you.

Ordering things:

firstly, secondly

Saying how:

wisely, directly

Expressing how much or often:

considerably, mainly, generally

Adding emphasis:

basically, simply, actually, obviously, fortunately

- 3a Watch again and answer the questions.

- Why is he pleased with the film?

- Why did he choose to make the video very personal?

- What is his film about?

- What mistake did he make?

- What was the consequence of this mistake?

- What's the advantage of getting money through crowdfunding?

- 3b Are you surprised that James got funding for his project? Why/Why not?

AFTER WATCHING

- 4a Take a moment to dream. Think about a project you would love to get off the ground. What is it? If you made a video to promote it, what would be in your video?

- 4b SKILLS 4 LIFE Find a project to back. Follow these steps.

- Go online and find the name of some popular crowdfunding sites.
- Choose one of the sites and read about some projects that you find interesting.
- Choose one of the projects and pretend you're going to back it. Write a message for your friends, telling them about the project and why you're backing it. Try and persuade them to back it, too.

Reflect on it

Think about the different types of projects that can be crowdfunded – recording a CD, starting a business or charity, funding a political campaign, etc. What different motives do you think people have for backing projects at crowdfunding platforms?



▶ VIDEO 24

LIFE SKILLS VIDEOS

Helping a charity

8

BEFORE WATCHING

- 1 Do the charity challenge. You have three minutes to complete the task.

THE CHARITY CHALLENGE!

Complete the form about charities.

- 1 Three different types of charity:

1 _____
2 _____
3 _____

- 2 Three ways to raise money:

1 _____
2 _____
3 _____

- 3 Three ways to make donations:

1 _____
2 _____
3 _____

- 4 Three ways a charity can promote itself:

1 _____
2 _____
3 _____

WHILE WATCHING

- 2a VIDEO SKILLS Read the video skills box. Then watch the video and write brief notes to answer the questions.



Sam



Vanessa



Bea



Chris

- 1 Which speakers have done fundraising for a charity?

- 2 What types of charities do they mention?

- 3 What ways for charities to promote themselves do they mention?

VIDEO SKILLS: Recognising synonyms

Speakers often use synonyms to avoid using the same words. Complete the synonyms below.

give / do _____ money
raise / co _____ money
help / ca _____ f _____ someone
organise / p _____ o _____ events
a good cause / a pu _____

- 2b Copy the table. Then watch again and complete it with brief notes.

	Their fundraising activities	Best way to raise money
Sam		
Vanessa		
Bea		
Chris		

- 3a Watch again.

Who

- 1 helps charities that help people they know?

- 2 helps charities that they or people they know work for?

- 3 emphasises the importance of doing charity work in addition to fundraising? _____
- 4 is against putting pressure on people to give money?

- 5 mentions the importance of knowing where your donations go? _____

- 3b Did you hear any opinions on the video that you disagree with? Which ones? Why?

AFTER WATCHING

- 4a Have you ever done any work for charity?

Yes: Describe what you did.

No: What type of charity would you want to support? Why?

- 4b SKILLS 4 LIFE Find out about a well-known charity. Follow these steps.

- 1 Choose one of the charities you wrote down in exercise 1, or think of another one.
- 2 Go to the charity's website and read about the charity, its history, its work, how it raises funds, who makes donations, etc. Make notes as you do this.
- 3 Present your notes in the form of a fact file on the charity that you can show to your classmates.

Reflect on it

You see a group of people raising money for charity in the street. How do you feel? Why? How do you think the charity sees the situation?



BEFORE WATCHING

1 Think of at least one way in which the following things can help you with your studies.

1 A tablet or laptop:

2 The Internet:

3 Your education centre's website:

4 A mobile phone:

5 A messaging app:

6 A social networking website:

WHILE WATCHING



Sam



Vanessa



Bea



Chris

2a Watch the video. Tick (✓) ...

- the things (1–6) that the speakers mention.
- the things you wrote in exercise 1 that the speakers also mention.

2b VIDEO SKILLS Read the video skills box. Then watch again and make a brief note of the six advantages and two disadvantages of technology for studying that the speakers mention. Focus on the main points, not the details.

Advantages

- _____
- _____
- _____
- _____
- _____
- _____

Disadvantages

- _____
- _____

VIDEO SKILLS: Recognising the main points and supporting details

Speakers usually make a main point and then give examples, explanations, details, consequences or conclusions.

Listing points: *also, as well*

Examples: *for example, for instance, including, like*

Explanations, details: *because, and that's, which*

Consequences, conclusions: *so, as a result*

3a Watch again. Write who says these things about the future of technology in teaching.

- _____ is/are positive about technology.
- _____ is/are worried about technology.
- _____ think(s) being with a teacher is a vital part of learning.
- _____ think(s) that technology will never completely replace teachers.
- _____ want(s) technology to enhance the learning experience.
- _____ think(s) technology could save the student and teacher time.
- _____ think(s) technology will make accessing information even easier.

3b Which statements in 3a reflect your own opinions? Write 'Me too'. Then explain why.

AFTER WATCHING

4a Blended learning is a mix of face-to-face learning and learning online. Think about your English classes. What do you think you could study online? What do you think it's best to do in class? Explain why.

4b SKILLS 4 LIFE Invent a digital product that would make learning English easier. Follow these steps.

- Think of an idea – a technological breakthrough that would make it easier for people to learn English. Your idea could be serious or it could be closer to science fiction. Use your imagination!
- Think about how your idea will work and how easy or difficult it will be to put the idea into practice.
- Write a letter to a group of investors outlining your idea and asking for finance to start working on it. Try and convince them of its benefits.

Reflect on it

Some workers in Silicon Valley in California send their kids to schools where teaching is done without technology. Why do you think this is? Do you think technology really improves education?



► VIDEO 26

LIFE SKILLS VIDEOS

Citizen Journalism Debate

10

BEFORE WATCHING

- 1 Match the words and expressions (a–h) with the definitions (1–8).

a biased b citizen journalism c footage d go viral
e live feed f news station g reliable h scoop

- 1 ☐: a media connection that allows you to watch content in real time
- 2 ☐: the reporting of news events by the public using mobile technology
- 3 ☐: film of a particular event
- 4 ☐: become popular very quickly on the Internet
- 5 ☐: a company that broadcasts television or radio news
- 6 ☐: that can be trusted to be accurate
- 7 ☐: a big news story that one news organisation broadcasts before others
- 8 ☐: preferring one idea to another in an unfair way

WHILE WATCHING

- 2a You are going to watch four people debating citizen journalism. Before you watch, do you think these arguments will refer to citizen journalism (CJ), mainstream journalism (MJ) or both?



- | | |
|-----------------------------|---------|
| 1 It's fast and immediate. | CJ / MJ |
| 2 It's personal. | CJ / MJ |
| 3 It's reliable. | CJ / MJ |
| 4 It tells the whole story. | CJ / MJ |

► **VIDEO SKILLS** Now read the video skills box. Watch the video and circle the way the speakers use the arguments.

VIDEO SKILLS: Following a debate

Giving an opinion

*I think ..., For me, ...
I (always) find that ...
If it was me I'd ...*

Contrasting arguments

*but actually, whereas,
while*

Adding to an argument

*On top of that, ..., ... as well
To expand/Expanding on that, ...*

Responding to an argument

*Yes, but ...
It might/may be ..., but ...
But don't you think that ...?
..., but you can't deny that ...*

Introducing an explanation

I mean, ...

- 2b ► Are these extracts used to defend or criticise CJ or MJ? Write, for example, *for/against* CJ. Then watch again and check your answers.

- 1 'You feel like you're there.' _____
- 2 They 'wait until they've got all of their sources'. _____
- 3 'The thing is going to be fact-checked ... more afterwards.' _____
- 4 'You have to have everything set up.' _____
- 5 'There's more control.' _____
- 6 'Just a thirty-second snippet.' _____

- 3a ► Watch again and answer the questions.

- 1 What example does Girl A give of the advantage of speed in CJ?

- 2 What examples are given which argue that both CJ and MJ have a 'competitive mindset'?

- 3 What does Girl B say about the negative effect of social media on CJ?

- 4 How is the Holborn fire used to defend both MJ and CJ?

- 5 What danger of CJ does Girl B mention at the end?

- 3b Which side of the debate made the best case? Why?

AFTER WATCHING

- 4a Where would you go to find out about a story in the news? Is it a reliable source of news?

- 4b **SKILLS 4 LIFE** Write a visitor's guide to the press in your country. Follow these steps.

- 1 Make a list of some popular newspapers, TV channels and radio stations in your country. Make notes on each one in these areas.

News: local, national, international?

Tone: serious, sensationalist, humorous ...?

Style: objective, biased, political ...?

Audience: young, older, workers, executives ...?

- 2 Do some research in your own language to find out more about the way the media on your list present news. Make your notes in English.
- 3 Write your guide. It should be divided into appropriate sections and allow a visitor to choose the best option for them to get news in your country.

Reflect on it

Some people claim that we live in a post-factual world. What do you think this means? What are the consequences if this is true?

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